

## Section One: Nutrition Programs for Youth

### What is the **Balanced Meal Exercise** tool?

This tool is a fun exercise that is appropriate for elementary school age youth. The youth will plan a meal by cutting out food items from a magazine/book to try to make a balanced meal, then pasting the items onto a paper plate. The youth will perform this activity before nutrition training has occurred and again after the training. It is preferred that the same activity is used as a follow-up with the same youth in order to see if knowledge of planning a balanced meal has been retained. Complete instructions and all required forms are provided.

The object of the exercise is to measure whether the youth can plan a balanced meal. A simple score sheet is provided that is used for both the pre/post and follow up. By comparing these scores, you can obtain a precise measurement of knowledge gain.

Unlike many other evaluation tools in the tool kit, this tool is not a perception of knowledge gain. This tool provides a test of actual knowledge without taking on the traditional test-taking elements (paper and pencil written test). In fact, the youth rather enjoy cutting and pasting food items onto a paper plate to plan a meal.

### How do I analyze and report results?

Objective 1: By the end of the program, X% of the Z youth in the nutrition program will increase their knowledge of planning a balanced meal by X% as measured by the nutrition evaluation exercise.

Results: Compute a score for pre and post test by adding up the points as described. Compute the percentage difference between the pre-test score and post-test score.

Objective 2: Three weeks after the program, X% of the Z youth in the nutrition program will have retained their knowledge of planning a balanced meal as measured by the nutrition follow-up evaluation exercise.

Results 2: Compute a score for follow-up. Compare to the follow-up score to the post-test score. If the follow-up is equal to or higher than the post-test score, then it is likely that the knowledge has been retained. Note: You should make sure that they have not received nutrition education from another source (school, parents), between the post-test and follow-up. post-test score. If they have, then you can not attribute that retention of knowledge (for those youth) to your program.

### What is the **Food Guide Pyramid Power (Healthy Choices)** tool?

This tool also measures actual knowledge gain. The tool is designed as a picture game that measures age appropriate knowledge of the food guide pyramid. It is also appropriate for elementary school age youth. In fact, the youth can have fun coloring the pictures.

The agent or instructor will read each question to the youth. The youth will have a sheet of pictures that represent possible answers to the question. The youth will select one answer for each question. Some of the questions relate to the suggested serving sizes for different food groups, other questions ask the youth to select foods that belong to certain food groups. Other questions ask the youth to identify a certain type of food, i.e. select the food that is a vegetable.

There are a total of eleven questions. One point is allocated to questions 2 through 11 for a total of 10 points. Question #1 is not graded, it is simply to get them to focus on the food guide pyramid.

This tool is also designed in the pre-test/post-test format. Therefore, each students will have a pre-test and post-test score. A follow-up may also be conducted as described for the Balanced Meal Evaluation Exercise.

### How do I analyze and report the results?

Questions 2, 4 and 6 Objective 1: By the end of the program, X% of the Z youth in the nutrition program will increase their knowledge of the daily recommended

servings from the different food groups by X% .....

Results 1: Compute a pre-test and a post-test score for questions 2, 4, 6. Total possible score is 3. Compute the percentage difference between pre-test and post-test

Questions 5, 7, 10 Objective 2: X% of the Z youth in the nutrition program will increase their knowledge of food groups to which different foods belong by X%.....

Result 2: Compute a pre-test and a post-test score for questions 5, 7, 10. Total possible score is 3. Compute the percentage difference between pre-test and post-test

Questions 3 and 8 Objective 3: X% of the Z youth in the nutrition program will increase their ability to identify the different types of foods by X%.....

Result 3: Compute a pre-test and a post-test score for questions 3 and 8. Total possible score is 2. Compute the percentage difference between pre-test and post-test

Questions 9 and 11 Objective 4: X% of Z youth in the nutrition program will increase their knowledge of what foods are healthiest by X%.....

Results 4: Compute a pre-test and a post-test score for questions 9 and 11. Total possible score is 2. Compute the percentage difference between pre-test and post-test

#### OR

Questions 2, 4-7, 9-11 Objective 1: X% of the Z youth in the nutrition program will increase their knowledge of the daily recommended servings from the different food groups, food groups to which different foods belong, and what foods are healthiest by X%.....

Results 1: Compute a pre-test and a post-test score for questions 2, 4-7, and 9-11. Total possible score is 9. Compute the percentage difference between pre-test and post-test

Questions 3 and 8 Objective 3: X% of the Z youth in the nutrition program will increase their ability to identify the different types of foods by X%.....

Result 3: Compute a pre-test and a post-test score for questions 3 and 8. Total possible score is 2. Compute the percentage difference between pre-test and post-test

#### **What is the Snack Observation evaluation tool?**

This is an observation tool to measure actual (observed) behavior change and adoption of healthier food selection practices. Included in this toolkit is an observation sheet which will allow the agent, volunteer or leader to record the snack selections of youth in the nutrition program. Snack selections are recorded prior to the nutrition education (pre observation/test) and again after the nutrition education (post observation/test). Also, it is preferable that the snack selection of the same youth is observed after a few weeks (follow-up) if possible. The tool was piloted in North Carolina and was found to work well with middle school age youth.

Included in the toolkit are step-by-step directions for implementing the snack observations. Also, there is an observation form that you will use to record the pre, post and follow-up observations for each youth. The snack selection of twenty-three youth can be recorded on this form. You can make additional copies of the form if you have more youth in your nutrition project. There is a reporting form that shows you the type of information that you can gather from the observation forms for your Reports of Accomplishment.

Finally, variations of the observation were conducted in North Carolina wherein a full lunch meal was observed pre/post. The costs and logistics made this a less feasible alternative than the snack observation.

### **How do I analyze and report results?**

Goal 1- Youth will adopt better food selection practices

Objective 1- At least 30% of the 25 youth in the Summer Nutrition Camp will change their food selection behavior as measured by those changing to a healthy beverage in the post observation.

Results 1- Report the # of youth (as a % of the total youth) who chose a empty beverage in the pre, but a healthy beverage and in the post.

Objective 2- At least 30% of the 25 youth in the Summer Nutrition Camp will change their food selection behavior as measured by those changing to a healthy edible item in the post observation.

Results 2- Report the # of youth as above who chose a empty edible in the pre, but a healthy edible in the post.

## **Section Two: Sewing**

### **What is the Sewing/Clothing Project evaluation tool all about?**

Question 1 - 8 covers the youth development skills that youth gain from participating in sewing projects such as setting goals, completing obligations and being more responsible. We all know that these are valuable skills and attributes to have. We have also been saying that project work builds these intrinsic skills. Now, you have the tool to demonstrate it. Questions 9-18 ask about skills that directly relate to clothing selection and /or sewing. Some of the skills include sewing clothing from a pattern, taking measurements, selecting clothing that best fit my body type, purchasing clothes to get the best value for the money, etc.

### **How do I analyze and report results for the Sewing/Clothing Project?**

Questions 1-18

Objective: X% of the Z number of youth in the Sewing Project increased their ability to sew clothing using a pattern, take measurements, etc. (or what ever youth development and life skills you are evaluating)

Report: Compute the average for each response category for BEFORE and AFTER. Then, compare the percentages for those whose knowledge was “Poor” or “Fair” in BEFORE and “Good” or “Excellent” in the AFTER section. This would give you aggregate information for overall increase in knowledge for the group of youth. Or, you could compare each individual before and after for a small group of youth to track individual progress.

## **Section Three: Career and Workforce Development**

Both of the evaluation tools in this section are self report instruments. Self report simply means that the youth themselves are providing feedback to you as to their gain in knowledge or skill. You are not actually administering a knowledge or skills test.

The tools in this section are also written at the 6<sup>th</sup> grade and above reading level (Flesch-Kincaid Readability Test). Therefore, these tools should NOT be used with youth in grades K through 5 unless the wording is changed to the appropriate readability level.

### **I. What is the Career Preparation Knowledge tool about?**

A report written by the Secretary's Commission on Achieving Necessary Skills (SCANS Report on America 2000) examined the demands of the workplace and whether our country's young people are capable of meeting these demands. The report defines the workplace

competencies and foundation skills required for effective job performance. The report lists the basic skills, thinking skills and personal qualities that young people need to develop to be successful in careers. The basic skills primarily include reading, writing, and math. This tool will assess whether youth in your Workforce Prep program are learning about the importance of math skills, and how courses such as English can help prepare them for careers. The thinking skills involve decision making, communication, etc. These skills will be addressed in the Personal Development section of this toolkit. Personal skills relate to work ethic and values. This tool also contains statements that assess whether youth are learning about the importance of being on time, completing tasks, etc.

### **How do I analyze and report results for the Career Preparation Knowledge tool?**

Questions 1-13

Objective: By the end of the 4-H year, X% of the Z youth participating in the 4-H Career Prep program will indicate that they learned the type of education and training they need for a career; colleges and trade schools that offer the education and training; (or whichever knowledge area you are focusing on)

Reporting: Report the % of youth responding “yes” to the items.

## **II. What is the Job Search tool about?**

Preparing youth to move from school to work has become a national issue. In fact, the National Center for Workforce Preparation is a division of National 4-H Council. The National Center for Workforce Preparation is dedicated to helping young people acquire basic skills, explore career opportunities, and gain experience in the workplace. An important aspect of Workforce Preparation involves teaching youth how to search for and obtain a job. The job search involves several critical components such as researching potential employers, resume writing and distribution, and interviewing. This tool is used to assess whether youth in your program are learning those critical knowledge and skills related to searching for a job.

### **How do I analyze and report results for the Job Search tool?**

Questions 1-15

Objective: X% of the Z youth participating in the 4-H Workforce Prep program will indicate that they learned what to include on a resume; how to dress for an interview; how to write a cover letter; (or whichever knowledge or skill area you are focusing on)

Reporting: Report the % of youth responding “yes” to the items.