

FFY 2025 SNAP-Ed Survey and Program Evaluation Instructions

SNAP-Ed is required to deliver, monitor, and evaluate evidence-based programs. Monitoring and evaluation tools are developed based on the statewide goals and objectives, and related indicators from the national [SNAP-Ed Evaluation Framework](#) that are selected for inclusion in the FFY 2023-2025 SNAP-Ed Plan. Which tool is used depends on the intervention and the level of evidence supporting the effectiveness of that intervention. The results are used to monitor and evaluate if SNAP-Ed programs are leading to anticipated outcomes in knowledge and behavior change related to healthy eating, food resource management, and physical activity.

Two best practices guide the monitoring and evaluation instructions for FFY 2025:

- Units will use evidence-based curricula and activities. Modifications, including those to make existing curricula more inclusive and culturally relevant, are allowable based upon the [Curricula Fidelity and Modification Table](#). Approved program activities may be found in the [FFY 2023-2025 Oregon SNAP-Ed Program Activity Toolkit](#).
- Units will collect data to evaluate these programs with the appropriate pre-, post-, and Food Hero surveys.

Unit Evaluation Plans

Every Unit will regularly be asked to complete an Evaluation Plan using a provided template. Please watch for announcements on whether one will be collected for the year.

Each plan will detail how a Unit will contribute to the evaluation of Oregon SNAP-Ed programs. Unit managers should determine the feasibility of evaluation for each series and/or program based on each unique set of circumstances and collect surveys whenever possible. Please keep these on hand as a guide; check in at least quarterly to see if your Unit is on track.

Evaluation Tools

Please refer to the [FFY 2025 Evaluation Overview Tables](#) for more details about and a comparison of the different types of evaluation tools used by SNAP-Ed.

- Curricula pre- and post-surveys (paper & PEARS electronic)
- Food Hero Evaluation Tools

Curricula surveys and Food Hero evaluation tools can be found on the [SNAP-Ed Program Evaluation](#) webpage. Food Hero evaluation tools can also be found in the [Community Toolkit](#).

Instructions for how to use PEARS online surveys and/or register participants virtually in PEARS are also found on the [SNAP-Ed Program Evaluation](#) webpage. Please read through these instructions carefully before using pre/post surveys in this format.

Evaluation tools are available in English and Spanish. For FFY 2025, there are two curricula surveys: Adult, and Youth (grades 3-12). Please select the correct survey for your group. Preschool and kindergarten through second grade-aged students participating are not being evaluated in FFY 2025 using the pre-/post-surveys. Whenever possible, Units should evaluate after-school, summer, and other mixed age groups, 3rd grade and older.

In FFY 2025, we are piloting surveys with blocks of questions that better align with curricula and our project monitoring requirements. In addition to picking the right survey based on age of participants, Units should determine which blocks of questions match with the class's curricula and/or broader PSE activities (e.g. classes with a curriculum focusing only on physical activity would only answer the "physical activity" block). A matrix with suggested blocks for each curricula is under development.

How to Administer Curricula Pre- & Post-Test Surveys

Before you distribute or provide a link to the survey, share this information with your participants:

I am going to give you a survey to complete now, and again after the final class. The information from this survey helps us improve our program. Because we will be talking about XXX, I'd like you to answer questions from Block A, B, C, and/or D. However, all of the questions are optional, you can skip any question that you prefer not to answer. We only need your name* to match both times you fill out the survey. We will remove your name after we finish the second survey. Your answers will be anonymous and not connected to your name. This survey will not affect your participation in any programs. Thank you for your participation today. Please let me know if you have any questions.

**If participants are uncomfortable with including their name, they may use unique initials or a code provided by the educator. This code must be tracked by the educator for matching to the post-test.*

Pre-test Surveys:

Conduct pre-tests at the beginning of the first lesson, and no later than the start of the second lesson. If a group has received more than one lesson in a series before you conduct the pre-test, or if one or more participants joins your series after the second class, they do not need to complete a pre- or post-test. Completing the survey takes time; plan your lessons accordingly. Some educators give the pre-test on a day prior to the first lesson if classroom time is limited.

Post-test Surveys:

Conduct post-tests at the end of the last lesson in a series. You may need some extra time that day, so plan your lesson accordingly. Some educators give the post-test on a day after the last lesson in the series if classroom time is limited. No more than one week should pass between the end of the series and the post-test.

Order Surveys

When ordering paper surveys, determine which survey you will need and how many. Order surveys from OSU Printing and Mailing Design Online using the [Order Form](#). This method ensures uniform survey quality across the state. Use your Unit SNAP-Ed index and activity code. Allow at least 10 business days for delivery.

Send Completed Surveys to the State Team for Entry

Please send completed paper Food Hero or matched pre-and post-test surveys to campus as soon as possible for timely data entry. You do not need to submit PEARS online surveys to the State team. *Note:* paper surveys should not be inputted into PEARS.

Match & send paper pre- and post-tests*

1. Please match the participant's pre-test with their post-test.
2. ***Do not*** remove participants' names from the evaluations. Names will be removed by the state team prior to entry and analysis.
3. Make sure all information at the top of each survey is completed, including name (may use a code or unique initials), date, teacher name, etc. The educator can complete missing information – but should not add or change question responses.
4. Staple each participant's two surveys together in the upper left-hand corner with the pre-test on top.
5. Attach a completed [FFY 2025 Evaluation Cover Sheet](#) to the front of each group of evaluations.
6. Follow the instructions on the bottom of the cover sheet for mailing to the state team.

*Note that for PEARS e-surveys, no cover sheet is required

Sending Food Hero Surveys

1. Complete the [FFY 2025 Food Hero Evaluation Cover Sheet](#).
2. Follow the instructions on the bottom of the cover sheet for mailing or emailing to the Food Hero team.

Frequently Asked Questions

How should I answer participants' questions? It is important for SNAP-Ed staff across the state to answer participants' questions about the surveys in the same way. This helps make sure survey responses are accurate and consistent no matter where someone took a SNAP-Ed class. If you would like clarification about how to respond to other questions not included in these instructions, please contact shannon.caplan@oregonstate.edu

Who do I put for "my teacher"? All versions of the youth surveys include a place to write in the name of "my teacher". This refers to the classroom teacher or teacher/leader of the before & after school or summer programming, not the SNAP-Ed Educator.

Does diet soda count as a sugary beverage? The surveys include a question about "sugary drinks". Diet soda does not count towards sugary drink consumption. Example: the youth who drinks lots of water, one can of soda, and one bottle of diet soda most days should answer "1 time a day", counting the regular soda but not counting the diet soda.

I don't understand the question. If a participant needs clarification, that's ok. You can re-read the question, but please do not ask the question in another way or provide additional information as that could change the way they answer it. Participants can always leave a question blank. Some questions also have an option for "I don't know".

Because we are piloting new surveys this year, please let shannon.caplan@oregonstate.edu know if you receive lots of feedback about not understanding a question.

What else should I keep in mind when giving these surveys?

Time, age and literacy-level: Leave ample time to fill out the survey with participants. The younger the students, the longer it normally takes. These surveys could take anywhere from 10 minutes to 30 minutes to complete with a classroom. Also, take into account participants' literacy-level. Emerging readers will need more time. It is ok to read the questions aloud and/or to assist pre-literate participants to write down their answers.

Group or self-led: You can give these surveys in one of two ways. 1. Lead the classroom through each question by reading it aloud. You can sense when most of the students are done and move onto the next question. (Maybe ask each student to put one hand on their head when they are done with the question to show you visually they are ready to move on). This option may be easier if you have multiple blocks of questions for participants to answer; or 2. Each person in the class can quietly fill out the survey independently.

Name, teacher, and grade: To save time, educators may wish to complete the name, teacher, and grade for each student prior to the survey. Students can also fill them out on their own.

Working together: When students don't know the answer to a question, it's natural for them to lean over and look at a friend's answer or to try to discuss it with others at their table. Remind them to do their own work. You might find it helpful to stand near a child who is having a hard time working independently.

Classroom teachers: It is okay for classroom teachers to assist the SNAP-Ed educator and students during the survey. Make sure they know we want the student's answer and not to re-word or add any additional explanation to the questions. Teachers can sometimes be very effective in reminding their students to work independently and not to talk during the survey.