Foods of Hawai'i
Youth Attendance Sheet and Evaluations

Contents:

1. Youth Attendance Sheet (Optional)

2. Foods of Hawai'i Student Evaluations:
   a. Directions
   b. Questionnaire #1
   c. Questionnaire #1 Answer Sheet
   d. Questionnaire #2 and back food wheel
   e. Questionnaire #2 Answer Sheet
   f. Foods of Hawaii Tally Forms: Questionnaire #1 and #2

3. Lesson Evaluation (to be used by teachers to evaluate lesson delivery)

4. Mid-Point Evaluation (to be completed by teachers and staff to assess how well the FOH lesson series is going).

5. Final Evaluation

6. Guidelines for EFNEP Youth Evaluations
Foods of Hawai`i Student Evaluations:
(Directions, Questionnaires, Answer Sheets and Tally Sheets)

The Foods of Hawai`i EFNEP curriculum is designed for nutrition education with fifth graders in Public Schools. Evaluation should be completed on all students in the beginning and at the end of the lesson series. It is better not to go over the answers until after youth have taken the “post test”. Results can be compiled on the enclosed “grading sheet”

A variety of activities and objectives are covered in 14 different lessons. The key objectives which should be evaluated are:

1. Youth will name the food groups (Energy/Body-Building/Protective or other food groups). *

2. Youth will name at least two foods from each food group.*

3. Youth will state the minimum recommended servings per day from each food group.**

4. Youth will name the most important nutrient.*

5. Youth will distinguish between healthy and not-so-healthy foods. (Two foods high and low in refined sugar, fat, and sodium.) *

6. Youth will identify one health concern with eating excess refined sugar, fat or salt or sodium.*

7. Youth will learn (and practice) the Early Hawaiian concepts of: kuleana, laulima, malama i ke ola kino, and `ohana.*

8. Youth will identify positive dietary and food preparation changes they have made because of the Foods of Hawai`i Program.**

Notes:

* Will be evaluated on both pre and post tests (Questionnaire #1 and #2)
** Will be evaluated on posttest only.
Directions for Foods of Hawai‘i Evaluations

1. Distribute the blank Questionnaire #1 or #2 to students following the "Guidelines for evaluation of EFNEP youth programs". Questionnaire #2 consists of a the front and a food wheel on the back. Make sure that If you have not already read this please read it now.

2. Use the Answer sheet to grade each pre-test/post-test (if you need to). Use the Foods of Hawaii Tally Sheets to compile or sum Questionnaire #1 and #2.

a. On Tally Sheet #1 you will be entering all pre-test data (Questionnaire #1) and demographic data. On Tally Sheet #2 you will be entering post-test data (Questionnaire #2). To minimize the post test data entry you can attach the right hand side of Tally sheet #1 to the left hand side of Tally Sheet #2. You may use this instead of the "List of Youth", and just estimate the number of youth from Program Families and the appropriate residence category.

On the top of Tally Sheet #1 fill in youth group name, EFNEP PA name and date at entry, and the total number of students and matched cases at exit. You will be able to fill in the number of matched cases after you have completed the tallying.

On the top of Tally Sheet #2 fill in youth name, EFNEP PA name and date, and the total number of contacts and total number of hours after you have completed the youth group. If for some reason you had to skip or combine one or more of the lessons please indicate which lessons were skipped/combined on the bottom of the form.

b. You will need to match pretests with posttests for each individual. Alphabetize the completed pretests by last name. Put the completed posttests in the same order as pre-tests. Add the names of the students (and scores) who did not complete a pre-test on the bottom of the Tally sheets #1 and #2 or on separate tally sheets. If you do not have enough space because there is more than twenty youth simply attach another tally sheet (or sheets) to the bottom of the first tally sheet.

c. Using a pencil, for each student write in their name (sex, age, and ethnicity are optional), an abbreviation of their favorite food (pre-test only) or the lesson number of their favorite recipe (Post-test only #1-12), their score for each question, and total score. You may want to list and tally favorite foods
separately so you don't have to abbreviate. Each correct response equals one point.

Questionnaire #1 only contains knowledge gains. Questionnaire #2 contains all knowledge questions, two additional knowledge questions for naming food groups and the recommended number of servings, and two behavioral questions.

d. Use this list as a guide for scoring recalls and completing the tally form:
   Knowledge questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Codes</th>
<th>Possible Scores</th>
<th>Correct Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Matching ingredient w/ disease</td>
<td>HD</td>
<td>0, 1</td>
<td>Fat</td>
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<tr>
<td></td>
<td>HTN</td>
<td>0, 1</td>
<td>Salt/Sodium</td>
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<td></td>
<td>CAV</td>
<td>0, 1</td>
<td>Sugar</td>
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<tr>
<td>2. Name two foods one &quot;high and low&quot; in each ingredient</td>
<td>Sugar</td>
<td>0,1,2</td>
<td>One high, one low</td>
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<tr>
<td></td>
<td>Fat</td>
<td>0,1,2</td>
<td>One high, one low</td>
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<tr>
<td></td>
<td>Sodium</td>
<td>0,1,2</td>
<td>One high, one low</td>
</tr>
<tr>
<td>3. Two foods in each food group</td>
<td>EN</td>
<td>0,1,2</td>
<td>Energy foods</td>
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<td></td>
<td>BB</td>
<td>0,1,2</td>
<td>Body building foods</td>
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<tr>
<td></td>
<td>PR</td>
<td>0,1,2</td>
<td>Protective foods</td>
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<tr>
<td>4. Most important nutrient</td>
<td>H20</td>
<td>0,1</td>
<td>Water only</td>
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<td>5. Hawaiian Values</td>
<td>HVa</td>
<td>0,1,</td>
<td>Malama i ke ola kino</td>
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<td></td>
<td>HVb</td>
<td>0,1</td>
<td>Kuleana</td>
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<td>HVc</td>
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<td>'Ohana</td>
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<td></td>
<td>HVd</td>
<td>0,1</td>
<td>Laulima</td>
</tr>
</tbody>
</table>

Others on Post-test only:

| 1. Name of food groups | EN    | 0,1             | Energy                   |
|                        | BB    | 0,1             | Body-Building            |
|                        | PR    | 0,1             | Protective               |
| 2. Number of Recommended Servings/day                                   | EN    | 0,1             | 6+                        |
|                        | BB    | 0,1             | 2+2 or 4+                |
|                        | PR    | 0,1             | 2+3 or 5+                |

Total scores (Do not count favorite foods, recipes or behavior changes)

| Pre-test | Total | 0-20 | Maximum = 20 |
| Post-test| Total | 0-26 | Maximum = 26 |
Behavior Changes: (post test only)

1. Eat differently  #5a  y=1, n=0  Record elsewhere
2. Prepare food differently  #5b  y=1, n=0  Record elsewhere

e. Continue this tallying for each student, until you have tallied the data for each student who has completed a test.

f  Pre/Post-test Totals: This is optional: for each question sum the all individual scores, total scores. You may want to tally the pre-test totals and means so you have more information for your needs assessment.

g. Pre/Post-test Means: This is optional: divide each question total by the total number of students to determine the mean. For example for HD: Pre-test Total=10 Number of students (include all students: matched and unmatched)=20, Mean = 10/20 or 1/2 indicating that 50% of children knew one correct answer to this question.

h. Total number of students with matched tests (Total Matched) This is required. Fill in the number of matched cases (the number of students who completed the pre-test and the post-test) at the top of the form You may want to highlight or put a line through children which are not matched (or are matched if there are only a few).

i. Matched total/Matched Means: Using only the data from students with matched data, sum up the individual question scores and total score. Divide the matched totals by the total number of matched students (this must be the same number for matched tests) to get the mean scores.

j. Post-Pre Changes: (After post-test only): subtract the pre-test match means from the post test means to determine the positive or negative change for each question. Use pre-test means as a needs assessment (of what children need to learn), and use posttests means and change totals for program evaluation.

3. Congratulations! You have just put a lot of valuable time into this evaluation please make sure you share the results of this evaluation with your Program Assistants (or County Coordinators), Volunteers (if appropriate), teachers, and/or representatives from other programs. Incorporate this evaluation into your summary narrative reports. Please send the tally sheets with your narrative to the State EFNEP Coordinator, 3050 Maile Way, UH, Honolulu Hawaii, 96822. Mahalo.
Please answer these questions as best you can.

1. What's your most favorite food?

2. Match one of these ingredients with the disease it is related to: (Refined sugar, fat and salt or sodium)
   a. Heart Disease
   b. High Blood Pressure
   c. Cavities

3. Name one food “high” in each ingredient and one food “low or lower” in each ingredient.
   
   “High”                                          “Low”
   a. Refined Sugar
   b. Fat
   c. Salt or sodium

4. Name 2 foods in each of the three food groups:
   
   Food #1                                          Food #2
   a. Energy
   b. Body-Building
   c. Protective

5. What’s the most important nutrient?

6. Write the name of the Hawaiian value next to its correct English meaning (‘ohana, laulima, kuleana, mālama i ke ola kino)
   
   a. Personal sanitation
   b. Individual rights and responsibilities
   c. Family
   d. Working together cooperatively

MAHALO!

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai‘i Youth Program
Lesson #1: Introduction to the Foods of Hawai‘i Program
1991
Na Mea`Ai o Hawai`i
Questionnaire #1

Name: ____________________________ Teacher: ____________________________

Date: ___________ Age_______________ Ethnicity: ____________________________

Please answer these questions as best you can.

1. What's your most favorite food? ____________________________

2. Match one of these ingredients with the disease it is related to: (Refined sugar, fat and salt or sodium)
   a. Heart Disease
   b. High Blood Pressure
   c. Cavities

   fat
   salt
   sugar

3. Name one food “high” in each ingredient and one food “low or lower” in each ingredient.

   “High”                  “Low”
   a. Refined Sugar        i.e. candy       fruit/grain
   b. Fat                  i.e. bacon        turkey/fish
   c. Salt or sodium       i.e. seeds        vegetables/others

4. Name 2 foods in each of the three food groups:

   a. Energy                Food #1        Food #2
      i.e. rice              bread
   b. Body-Building         i.e. chicken    beef
   c. Protective            i.e. carrot    mango
      (fruits & vegetables)  water

5. What's the most important nutrient? ____________________________

6. Write the name of the Hawaiian value next to its correct English meaning ('ohana, laulima, kuleana, mālama i ke ola kino)

   a. Personal sanitation      mālama ike ola kino
   b. Individual rights and responsibilities kuleana
   c. Family                   'ohana
   d. Working together cooperatively laulima

MAHALO!

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai`i Youth Program
Lesson #1: Introduction to the Foods of Hawai`i Program
1991
Nā Mea`Ai o Hawai`i
Questionnaire #2

Name: ___________________________  Teacher: ___________________________

Date: __________  Age _____  Boy or Girl  Ethnicity: _______________________

Please answer these questions as best you can.

1. What is your most favorite recipe from the Foods of Hawai`i lessons?
   _____________________________________________

2. Match one of these ingredients with the disease it is related to: (Refined sugar, fat and salt or sodium)
   a. Heart Disease  ________________________________
   b. High Blood Pressure  _________________________
   c. Cavities  ____________________________________

3. Name one food “high” in each ingredient and one food “low or lower” in each ingredient.
   “High”                “Low”
   a. Refined Sugar       __________________          __________________
   b. Fat                 __________________          __________________
   c. Salt or sodium      __________________          __________________

4. Write the name of the Hawaiian value next to its correct English meaning (`ōhana, laulima, kuleana, mālama i ke ola kino)
   a. Personal sanitation  __________________________
   b. Individual rights and responsibilities  __________
   c. Family  ______________________________________
   d. Working together cooperatively  ________________

5. a. Will you eat differently because of the Nā Mea`Ai o Hawai`i Program?  
   Yes or No  How?______________________________________

   b. Have you been handling and preparing foods differently because of the
      Nā Mea`Ai o Hawai`i Program? Yes or No  How?___________

   _______________________________________________________

   MAHALO!

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai`i Youth Program
Lesson #12: Making Healthy Choices, Part II
1991
Foods for Good Health

___ Servings a day

vitamin A

___ Servings a day

carbohydrates

B vitamins

vitamin C

calcium

iron

protein

___ + ___ = ___ Servings a day

UH Manoa, CTAHR, CES
Foods of Hawaii Program
1991
Nā Mea`Ai o Hawai`i
Questionnaire #2

Name: ___________________________ Teacher: ___________________________
Date: ______________ Age_____ Ethnicity: ___________________________

Please answer these questions as best you can.

1. What is your most favorite recipe from the Foods of Hawai`i lessons?

2. Match one of these ingredients with the disease it is related to: (Refined sugar, fat and salt or sodium)
   a. Heart Disease
   b. High Blood Pressure
   c. Cavities

3. Name one food “high” in each ingredient and one food “low or lower” in each ingredient.

   “High”                      “Low”
   a. Refined Sugar  i.e. candy  fruit/grain
   b. Fat           i.e. bacon    turkey/fish
   c. Salt or sodium i.e. seeds   vegetables/others

4. Write the name of the Hawaiian value next to its correct English meaning ('ohana, laulima, kuleana, mālama i ke ola kino)
   a. Personal sanitation
   b. Individual rights and responsibilities
   c. Family
   d. Working together cooperatively

5. a. Will you eat differently because of the Nā Mea`Ai o Hawai`i Program?  
   Yes or No  How?  i.e. fat

   b. Will you prepare food differently because of the Nā Mea`Ai o Hawai`i Program? Yes or No  How?  i.e. wash hands

MAHALO!

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai`i Youth Program
Lesson #12: Making Healthy Choices, Part II
1991
### Foods of Hawaii Tally Sheet #1

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<th>Name/Number</th>
<th>Sex</th>
<th>Age</th>
<th>Race</th>
<th>Fav Food</th>
<th>HD</th>
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<th>CAV</th>
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<th>H2O</th>
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**Pre/Post test total:**

**Pre/Post test mean:**

**Matched Total:**

**Matched Mean:**

**Post - Pre Change:**
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<th>HTN</th>
<th>CAV</th>
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<th>BB</th>
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<th>HVc</th>
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Nā mea `ai o Hawai`i
Lesson Evaluation

Evaluator: ___________________________ Lesson #: ________________
EFNEP PA: __________________________ Date: ________________

Please review the lesson objectives (as written on the lesson plan).

1. Indicate how well you think the lesson objectives were met. (Please check one.)

   Objectives:
   Not        Adequately        Well
   Met        Met               Met
   Objective #1  ______        ______        ______
   Objective #2  ______        ______        ______
   Objective #3  ______        ______        ______
   Objective #4  ______        ______        ______
   Objective #5  ______        ______        ______

2. Comments:
   a). What worked well? ______________________________
       ______________________________________________
       ______________________________________________
   b). What could be done different next time? ________________
       ______________________________________________
       ______________________________________________
   c). Any other comments? ________________
       ______________________________________________
       ______________________________________________

3. Overall, I would describe this session as. (Please check one)

   Somewhat  Successful  Highly
   Successful

4. Absent Students (for teacher only): ________________________________

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai`i Program
1991
Foods of Hawai’i
Mid-Point Evaluation

1. How do you feel about the flow (or organization) of the lessons?

2. How satisfied are you with the lesson activities and recipes? Is there a good balance of "lecture" and "hands-on" activities?

3. Are the lesson plans easy to review and follow? Are lessons easy to evaluate in terms of objectives being met?

4. Are you able to introduce and/or follow-up with the Foods of Hawai’i lessons in your classroom?

5. What feedback, if any, have you had from students and/or parents?
6. How effective is our delivery? (voice level, rate of speech, eye contact, positive reinforcement, ability to build positive self-esteem in youth)

7. How do you feel about the overall organization of supplies and materials prior to presentation of the lesson? About the effectiveness and efficiency of clean up?

8. Does the Foods of Hawai`i Program build on what the children have learned in the Hawaiian Studies program? Is it compatible with the Hawaiian Studies and other curriculum you teach?

9. How valuable is this program for your children?

10. Additional comments:

EFNEP, CES, UH Manoa
Foods of Hawai`i Youth Program
Foods of Hawai‘i Youth Program Final Teacher Evaluation

Teacher: _____________________________ School: _____________________________
Date: _____________________________ P.A.: _____________________________

Please assist us in our program evaluation by responding to the following questions:

1. How likely will your students choose to eat better because of this program?
   - Not Likely  - Somewhat Likely  - Likely  - Very Likely
   Comments?

2. Did participating in this program help to enhance the self-esteem of your students?
   - No  - Not Sure  - Yes
   Comments?

3. Did this program have a positive effect on the inter-personal and inter-ethnic
   interactions between your students?
   - No  - Not Sure  - Yes
   Comments?

4. Please indicate the interest level of your students:
   - Low  - Moderate  - High
   Comments?

5. Indicate your assessment of the educational value of this program:
   - Low  - Moderate  - High
   Comments?
6. Overall, how successful was this program?

   Not Successful  Somewhat Successful  Successful  Highly Successful
   Comments?

7. If available, would you request this program for your future classes?

   No  Undecided  Yes
   Comments?

8. Would you recommend this program to other teachers/schools?

   No  Undecided  Yes
   Comments?

9. Is this a worthwhile and effective in-school enrichment program?

   No  Yes
   Comments?

10. Please share any additional comments and/or recommendations:

Please return this evaluation in the attached envelope to your EFNEP Program Assistant or to our State EFNEP Office, at 3050 Maile Way, UH at Manoa, Honolulu, HI 96822. MAHALO!

UH Manoa, CTAHR, CES
EFNEP, Foods of Hawai'i Program
1991
Guidelines for EFNEP Youth Evaluations

The purpose of any type of evaluation is either:
1. To provide an initial assessment (to find out what children know and don't know or)
2. To evaluate how much children have learned (or positively enhance behaviors skills or attitudes) because of specific learning or behavioral objectives.

For EFNEP purposes the former is called a pretest and the latter is called the posttest. While a posttest indicates how much a person knows (or their attitudes, skills and behaviors) after they have received a lesson series, it does not indicate how much you have taught them. In order to find out how much a student has gained from your instruction you must conduct both a pretest and a posttest. Comparing matched cases is always best evaluating when the changes between pretest scores and posttest scores. This means that you evaluate pretest and posttest scores only for children who have completed both tests. Also, if a student has missed more than 40% of classes (i.e. 2 out of 5) you may want to “throw out” this case, because the child has not received the same amount of instruction as other students. Ideally, only students who have completed the same number of classes should be compared; however this is not practical in most cases. An evaluation of all pretests and all posttests is also useful, only comparison of matched cases is valid for indicating how much students have learned.

I. Keys to successful test administration:

a. For pretests: Explain that this "quiz" will help you (the leader) find out what student know about foods, nutrition and diet, and what type of foods they currently eat. This "pretest" will be used to help the teacher plan how to teach the class.

   For posttest: Explain that this is actually a test of the teacher. We want to know how well we did our job.

b. Instruct the students to "do the best they can" and not guess if they don't know. Go over the instructions clearly. Ask students not to copy each other.

c. Assist student who seemed confused, just don't give them the correct answers. Give the students enough time to complete the test, even if it takes a few students longer than the rest.

d. Do not give the answers back to the children until after they have completed the entire lesson series and have completed the posttest.

e. The pretest should be administered before any lessons are discussed. The post test should be administered as soon as all lessons have been completed (or at least within a week).
II. Tallying results:

Ideally this should be completed in pencil as soon as either the County Coordinator or Program Assistant are able to. The posttest tally sheet can be attached to the pretest tally sheet to facilitate matching of data. Compiling the pretest total is not necessary until students take posttests. However tests scores can be summed on the pretest and then re-summed once you know which students should be “thrown out” on matched pretest counts because they did not take the posttest.

III. Using the scores:

A. Pretest:

The pretest can be used as a needs assessment to decide what topics should be covered in depth, or which foods they do or do not eat. The pretest also gives you a feeling for how "akamai" these students are, and if you have some students who are very bright (any may be bored by covering the basics) while other really need more time on the basics.

B. The Posttest:

Posttest scores reveal two things: what the children know after you have finished the curriculum, and if you have a pretest, also what change or increase in knowledge gains students have made. It is the comparison of the pre and posttest which reveals if our program made a difference, even if the objectives appear to have been met (as assessed through posttest scores). In EFNEP we always strive for changes in behavior as well as gains in knowledge. However, capturing changes in behavior is much more difficult than knowledge gains.

There are several factors which can affect the change in scores:

1. How well students did on the pretest. If students did well on the pretest you may only see small improvements in scores.

2. How well you taught the students (or met your objectives). Large difference is scores are usually attributable to good instruction. Other factors such as external teaching, or cheating can also affect the results.

3. How well students understood the test and how to correctly answer the questions. Proper instruction and assistance is needed to make sure students know how to answer the questions, and answer all the questions.

4. How much students copied or memorized the answers without learning the material. This is difficult to accurately assess, but can be minimized by preventing copying, not giving out the answers on the pretest, and if necessary having a variety of similar quizzes. If you think you need to have different quizzes call the State EFNEP office for assistance.

5. How good or accurate the tool itself is in measuring what is is supposed to measure. Some quizzes may be too easy, too hard, or just too confusing. If this continues to happen call the State EFNEP office.
The Program Assistant and County EFNEP Coordinator should go over the results of the pretest and posttest together. Although this is a bit time consuming you will find that it is very informative and rewarding.

IV. Do we have to evaluate every group?

No, you do not need to evaluate every class but you should evaluate every student when you evaluate a group, and evaluate the data based on matched pairs of pre and posttests. It is a good idea to evaluate a group the first time you are using a new or revised lesson series and every time a volunteer is leading a group.

When the same materials are being used by a proven successful leader, then you really only need to evaluate periodically - perhaps 50% of classes on a random basis. However, the decision to evaluate a class must be done before you start the class. Also if a class is chosen for evaluation you should conduct the pre and posttest even if you don't think you will see a large improvement or any improvement.

V. Any other reasons why we should evaluate?

Of course! Here's a partial list:

1. Evaluation keeps you on your toes, assisting the leader in doing the best they can do.

2. Evaluation validates or provides hard evidence of the positive impact your are making. Program evaluation is a key to continually receiving funding and seeking new sources of funding.

3. Evaluation can be rewarding! Positive evaluations are very satisfying and can help us feel good about what we do. It's a great feeling to really know that you are doing a great job.