2015
New Mexico SNAP-Ed Evaluation Report

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2015 SNAP-Ed Evaluation Report: Executive Summary

Introduction
The University of New Mexico Prevention Research Center was contracted by the New Mexico Human Services Department to evaluate the state’s Supplemental Nutrition Assistance Program-Education (SNAP-Ed) programs. The goal was to identify a common indicator of program impact and to develop an instrument and method to measure behavioral changes with respect to this indicator. Six different implementing agencies (IAs) were contracted to deliver SNAP-Ed to children in New Mexico and are included in this evaluation: CHILE Plus, Cooking with Kids (CWK), Kids Cook! (KCI), Las Cruces Public Schools (LCPS), the Institute for American Indian Art (IAIA), and the SNAP-Ed NM Social Marketing Project.

Methods
Several methods for assessing dietary intake in NM’s largely rural, tri-ethnic population and multiple-IA SNAP-Ed system were considered. We developed a visually enhanced, multiple-pass recall survey instrument, designed for parents to complete with their children. The survey focused on fruits and vegetables (FVs) eaten over three consecutive days, including a weekend. Evaluation of the Social Marketing Project, the Eat Smart to Play Hard (ESPH) campaign, used a modified survey that included questions about the specific behaviors promoted. One version of the survey was used in the intervention group; a second was given to the comparison and control groups.

The statewide evaluation employed baseline and follow-up surveys (in English or Spanish), at the beginning and end of the 2013-2014 academic year, to measure changes in FV intake among children who participated in SNAP-Ed programming. Surveys were conducted in a stratified random sample of schools. For each IA, three or four schools were selected, and surveys were implemented in kindergarten and third-grade classrooms in each school.

The ESPH campaign was evaluated by using a matched-control design. CWK was randomly selected to receive ESPH, and the Airport Road area of Santa Fe was chosen as the focus community. ESPH was implemented in three elementary schools in that area. The comparison group consisted of three schools served by KCI. The control group comprised three schools without SNAP-Ed programming. The three study groups were similar with respect to the proportions of students participating in the free- and reduced-cost lunch program, families living in poverty, and children under age 6 with foreign-born parents.

Surveys were conducted in five schools that received KCI and four given CWK. Randomly selected schools for the statewide campaign had some overlap with the schools selected for the social marketing evaluation. We also surveyed children in the third, fourth, and fifth grades at one school in each ESPH evaluation group (intervention, comparison, and control), as the social marketing campaign was directed...
at 8-10-year-old students. In addition, the social marketing evaluation included a post-intervention survey for community partners; interviews with a convenience sample of intervention group children and their parents, analyzed qualitatively; and an environmental scan at schools implementing IAIA’s CATCH after-school program.

Results

We received 1,334 statewide evaluation surveys at baseline and 787 at follow-up (overall response rates, 52.1% and 30.3%, respectively). A total of 524 participants returned both a baseline and a follow-up survey. Response rates did not differ according to IA.

Overall, the mean number of servings/day (MSD) of fruit increased from baseline to follow-up by 0.18 (p < 0.005). Vegetable servings also increased, but not significantly. The MSD of fruit and other (non-starchy) vegetables combined increased from 3.97 to 4.29 (p < 0.005). FV consumption increased for all the IAs; the increases for KCl and CWK were significant. Kindergarteners increased their MSD of FVs from 3.96 to 4.40 (p < 0.005). At follow-up, 53.7% of respondents reported buying more FVs than during the previous year.

At baseline, reported barriers to FV consumption were cost (reported by 34.1%), FVs go bad too quickly (30.1%), child does not like FVs (19.8%), and cuts in benefits (13.5%). Children who did not like FVs consumed fewer FVs than those who did (MSD, 3.25 vs 4.14; p < 0.005), as did respondents who said that FVs go bad too quickly compared with those who did not (MSD, 3.78 vs 4.04; p < 0.05). Reported facilitators for eating FVs were the child liking FVs (53.7%), the parent liking FVs (46.5%), cheaper FVs (39.7%), recipes with FVs (28.1%), increases in benefits (18.5%), information about healthy eating (16.2%), and time to prepare FVs (13.8%). Children of parents who reported that they themselves liked FVs ate significantly more FVs (MSD, 4.10 vs 3.78; p < 0.05). Similar barriers to and facilitators for FV consumption were reported at follow-up.

At follow-up, a small increase in FV consumption had occurred among those who said that SNAP-Ed programming had an impact (MSD, 4.52 vs 4.20). Students who said that the ESPH campaign helped them eat more FVs consumed more FVs than those who did not think it helped (MSD, 5.06 vs 4.26; p < 0.05).

At baseline, FV consumption was associated with the frequency with which children helped prepare meals, with the MSD being 3.27 among those who almost never helped and 4.77 among those who helped at least once daily (p < 0.005). The same association was observed at follow-up: children who almost never helped make meals ate 3.72 MSD, whereas those who helped at least once daily ate 5.17 (p < 0.005). Little change occurred from baseline to follow-up regarding foods people had in their homes, except for a significant increase in availability of low-fat or fat-free milk (p < 0.005) and a decrease in whole or 2% milk (p < 0.005).

About half of the families reported participating in SNAP-ED. Most had tried or planned to try the program’s recipes. Among children at schools participating in ESPH, 87.5% had completed at least some of its passport activities. The environmental scans for the IAIA programs showed that practices pertaining to snacks and physical activity varied widely according to site.
“Eat Smart to Play Hard” Social Marketing Campaign

From baseline to follow-up, MSD of FVs in the intervention, comparison, and control sites increased by 0.77 (p < 0.05), 0.43 (not significant), and 0.42 (p < 0.005), respectively. Differences between the groups were not significant. No significant baseline-to-follow-up differences were observed for eating FVs as snacks, keeping FVs in a place accessible to children, or parental modeling of FV consumption. At follow-up, children who completed more than 75% of the passport consumed 2.3 more MSD of FVs than those who completed less than that amount (p < 0.005).

The results of the social marketing community survey (response rate, 15%) indicated that the respondents were involved in the social marketing campaign, children seemed to enjoy it, its goals were clear. Respondents liked the recipes, activities, and family involvement. The most frequent suggestions for improvement were that all grades should be included in ESPH and that it should be longer.

The social marketing campaign interviews included 25 student-parent dyads. Almost all interviewees described the goal of ESPH as “to be healthier” or “to eat healthier.” Most interviewees liked ESPH, especially the recipes, but several commented that some recipes included foods they do not normally eat or were not comfortable with culturally. Some said that they just do not like vegetables. Some parents thought that the scheduling of activities needed improvement and that some teachers did not give the campaign enough attention. Most families reported participating; those who did not said parents were unaware of it, did not have time, or did not understand what was required.

In the interviews, families described FVs as important to being healthy and maintaining a healthy weight and indicated that they liked the passport recipes. Parents and children generally knew what foods are healthy and what are not, but parents were not clear on recommendations for FV consumption. Reported challenges to eating healthy included time constraints, lack of good recipes, not liking healthy foods, and the cost of such foods. Families reported concern about weight as a motivation to change eating behaviors.

Discussion

Ours was the first statewide evaluation of SNAP-Ed programming for children in New Mexico. We found that SNAP-Ed was associated with several positive health behavior changes, including increased FV consumption and purchasing and children helping to prepare meals more frequently. Children helping to prepare meals was linked to increased eating of FVs. Children and parents liking FVs was the most important facilitator of FV consumption; barriers to consumption included time constraints, perishability of fresh FVs, cost, and cultural factors.

Results for the use of social marketing to enhance SNAP-Ed programming were promising, with FV consumption increasing significantly in the intervention sites from baseline to follow-up. The increase was not significantly greater than that in the comparison or control site, possibly because of the small sample size, confounding due to exposure to other nutrition programming, and time of survey administration. The social marketing campaign was well received, but it elicited fairly low levels of specific message recall compared with mass media campaigns.

Our evaluation indicated that the consistency of engagement in SNAP-Ed of parents, teachers, schools, and communities should be enhanced; partnering and collaboration with other programs may increase the impact of SNAP-Ed; issues that rendered after-school programming unsuccessful must be addressed; and improving survey response rates may require changes in survey timing.
The overall evaluation would have benefited from having control sites, but these could not be included because SNAP-Ed programming is so widespread in New Mexico. The evaluation of ESPH did benefit from randomization and having comparison and control sites, but the sample small size in this pilot project and the limited number of intervention-school students who returned both a baseline and follow-up survey precluded detection of a significant difference between groups.

**Conclusion**

This evaluation represented a step toward understanding the impact of SNAP-Ed programs for children in New Mexico. The programs were associated with increases in children’s FV consumption, families’ FV purchasing, and the frequency with which children help to prepare meals. SNAP-Ed participants also reported a reduction in availability of higher-fat milk and an increase in availability of skim and 1% milk in the home. Students in schools that participated in ESPH significantly increased their FV consumption from baseline to follow-up. This increase was greater than that in comparison and control schools, although the difference was not significant.
SNAP-Ed Evaluation Final Report
2014-2015 Academic Year

Background

Supplemental Nutrition Assistance Program-Education (SNAP-Ed) programs are designed to complement the SNAP benefits in order “to improve the likelihood that SNAP participants and persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles” (Gabor et al., 2012). How this goal is addressed differs according to state and program. The agencies administering the programs are encouraged to conduct internal evaluations, but many lack the technical expertise to do so effectively, and they therefore often focus more on process outcomes, such as the number of participants or time spent in active instruction, than on actual behavior change (Long et al., 2013).

The University of New Mexico (UNM) Prevention Research Center (PRC) was contracted by the State of New Mexico Human Services Department to conduct this evaluation. The goal was to focus on a common indicator and develop or adapt an instrument and method to measure changes. This was challenging for several reasons. The first is that six implementing agencies (IAs) were contracted to deliver SNAP-Ed to pre-school or elementary school children in the state (see next section for details regarding the IAs). This necessitated developing an instrument that could assess a variety of different programs. New Mexico also has a unique demographic profile. The state has a largely rural, tri-ethnic population (47.3% Hispanic, 39.4% white non-Hispanic, and 10.4% American Indian), with nearly one in five persons living in poverty and more than one third speaking a language other than English at home (US Census Bureau, 2015). The instrument needed to be culturally appropriate, engaging, and developed for low-literacy participants in order to increase response rates and the accuracy of responses. Because all implementing agencies in New Mexico were working to address fruit and vegetable (FV) intake, this behavior was the primary outcome of interest.

Measuring Dietary Intake

Several methods have been used to determine dietary intake in different populations, including food frequency questionnaires (FFQs), food diaries, and dietary recall methods. Results have varied. There is little consensus in the literature about which technique is preferable, particularly for children, with each having benefits and drawbacks (Collins, Watson, & Burrows, 2010; Mouratidou et al., 2012; Thompson & Subar, 2001). Ethnicity may influence reporting behavior because of social or cultural norms surrounding diet and eating (Collins et al., 2010; Garcia-Dominic et al., 2012).

Although FFQs have been validated in a variety of instances (Attorp et al., 2014; Burrows et al., 2012; Koehler et al., 2000; Mares-Perlman et al., 1993), there remains debate regarding its effectiveness at measuring food intake compared with dietary recall (Kroke et al., 1999; McPherson, Hoelscher, Alexander, Scanlon, & Serdula, 2000). Most FFQs ask how often someone ate a particular food but not necessarily how much of it they ate. FFQs also tend to be lengthy, since they ask about each individual food. However, FFQs do reflect a person’s eating habits and long-term eating trends. For our purposes,
in order to examine whether the quantity of FVs consumed had changed, the instrument needed to
document amounts, not just frequencies. Screeners, which are based on FFQs, are briefer and are
designed to measure dietary intake (vitamins and nutrients) in addition to amounts of FVs (Block,
Gillespie, Rosenbaum, & Jenson, 2000).

Food diaries are considered by some to be an improvement over FFQs, particularly for children, but
even these tend to be more accurate per meal, rather than across a 24-hour period (McPherson et al.,
2000). They have also been shown to be effective in different populations in which different collection
methods were used. For instance, in the EFCOVAL-Child project two non-consecutive days (24-hour
periods) were recommended over two consecutive days for school-age children (Andersen et al., 2011).

Dietary recall is also considered an improvement (Murphy, Kaiser, Townsend, & Allen, 2001), but it is
time- and labor-intensive because a researcher must interview the participants (Ziegler, Briefel, Clusen,
& Devaney, 2006). Some attempts have been made to construct abbreviated versions of the lengthy
dietary recall forms, such as food behavior checklists, which have had some success, particularly with
populations with lower education levels, and can be self-administered (Blackburn et al., 2006). However,
these entail a risk of oversimplification to simple yes or no responses to having eaten certain foods
(Kristal et al., 1990; Murphy et al., 2001), and they also have produced inconsistent findings.

All these instruments fall short of more invasive and time-consuming methods such as having
participants measure and weigh all foods consumed or using biological indicators such as blood samples
(Ortiz-Andrellucchi et al., 2009). However, these latter options are cost prohibitive and have their own
methodological problems.

Measuring Related Factors
In addition to dietary intake, many studies have incorporated elements of related behavior changes into
their measures, including planning skills, shopping, and food preparation. These measures determine
whether participants have gained the intent and requisite skills to prepare and eat healthier foods in
spite of obstacles such as time limitations or financial constraints (Contento, Randell, & Basch, 2002;
Norcross, Krebs, & Prochaska, 2011; Prochaska & Norcross, 2001). These factors are important for
determining progress in knowledge and attitudes, which are often prerequisites for behavior change.

Studies have also shown that providing graphics, particularly age-appropriate ones, to help people
calculate portion sizes can help to reduce over- or underestimation bias (Collins et al., 2010; Foster et
al., 2008; Townsend, Sylva, Martin, Metz, & Wooten-Swanson, 2008), since people commonly struggle
to estimate servings accurately.

Implementing Agencies
CHILE Plus, a program of the University of New Mexico Prevention Research Center, is an extension of a
research study called CHILE. The original CHILE study tested use of the socioecological model to
implement policy, environmental, and behavior changes related to nutrition and physical activity among
pre-school-aged children and their families. The program was delivered in Head Start (HS) centers, which
provide early education services to children from low-income families. CHILE Plus started in 2011. It
incorporates classroom curricula pertaining to healthy eating and physical activity; professional
development sessions for teachers, administrators, and food service staff; family engagement through
family events, take-home materials, and parent meetings; and promotion of healthy food and beverage
options at local grocery stores. The program uses a capacity-building model in which CHILE Plus staff
members provide training to the staff at each HS center, the HS administrators and staff implement
policy and environmental changes at the centers, and the teaching staff leads activities with the children.

**Cooking with Kids (CWK)** is a Santa Fe, NM, based not-for-profit organization that started approximately 20 years ago and works in participating Santa Fe public elementary (K-8th grade) schools in which 50% or more of the children receive free or reduced-price lunches. The CWK curriculum is child-focused, with educators leading students through 10 classes throughout the year. The classes are tied to education benchmarks and consist of one introductory session, five cooking classes with CWK educators during which the children prepare a meal in class, and four tasting classes in which the classroom teachers lead the students through tastings of FVs. Parents are encouraged to become involved by volunteering at the cooking classes, attending family night activities, and using recipes that are sent home after each unit. In addition to the cooking, tasting, and food activities, there is also an educational component that helps students connect to their foods through information on the region of the world from which the foods have come or providing instruction on the nutritional elements of the meals.

**Kids Cook! (KCI)** is a not-for-profit organization that has run SNAP-Ed programming in the Albuquerque Public School system since 2001. The program is delivered in a subset of elementary schools in which at least 50% of the children receive free or reduced-price lunches. The KCI curriculum is child-focused, tied to education benchmarks, and includes cooking lessons, tastings, and a physical activity component. KCI educators lead all of the sessions with the students, including the five cooking and four FV tasting sessions, although teachers do participate. KCI also asks for parent volunteers to assist with the cooking activities. KCI holds some parent night activities, which are supplemental to their regular programming and are not funded through the United States Department of Agriculture (USDA).

**Las Cruces Public Schools (LCPS)** also conducts a child-focused nutrition education program tied to education benchmarks. The program is conducted in all public elementary schools. It focuses on FV tasting activities with students. Teachers are provided with small stipends to lead a cooking activity every semester. The students participate in one activity per month. The tastings are prepared by the food service staff and are led by the teachers. The goal is to have the tastings integrated into the regular classroom curriculum. The FV tasting program staff work hard to coordinate with teachers and have incorporated math and science components into the units so that they can be an added instructional tool for teachers. Additional components include recipes that are sent home for families to try, invitations to parents to attend tastings at school, and occasional parent night events.

**The Institute for American Indian Art (IAIA)** became an IA for SNAP-Ed funding in 2014. IAIA worked with four schools: Carlos Vigil Middle School in Española and schools in three tribal communities. Funding was provided to IAIA, a land grant university, to facilitate implementation of the CATCH Kids Club in after-school programming. The CATCH Kids Club was originally adapted from the CATCH program, which was a school-based physical activity and nutrition program. The Kids Club is a modified program designed for use in after-school settings. As the coordinating site, IAIA was funded to provide CATCH training and oversight while each community implemented the program in its schools. Programming included environmental, policy, and behavior change components.

**The SNAP-Ed NM Social Marketing Project** is a program of the UNM PRC that focuses on enhancing SNAP-Ed programming by using social marketing principles. This project was developed after an initial pilot project that incorporated a review of the 16 core nutrition messages from the USDA. The core messages were focus-group tested with Hispanic audiences in New Mexico. Based on the findings, the
Social Marketing Project staff developed three key messages for FV consumption and then created a campaign targeting 8-to-10-year-old children and their families. The messages would be used to supplement ongoing SNAP-Ed programming. During the 2014-2015 academic year, the campaign, Eat Smart to Play Hard (ESPH), was pilot-tested.

**Methods**

The primary method used for the statewide evaluation employed a baseline and follow-up survey design to measure changes in FV intake among children who participated in SNAP-Ed programming. Surveys were implemented in a stratified random sample of schools. Stratification was based on IA, and randomization used a random number generator. For each IA, three or four schools (or HS centers) were selected for participation. Within each school, surveys were implemented in kindergarten and third-grade classrooms. Some pre-kindergarten (pre-K) students were included in the surveys at CWK.

In addition, the pilot-testing of the Social Marketing Project, ESPH, was evaluated by using a matched-control design. CWK was randomly selected (versus KC!) as the implementation site, and the Airport Road corridor area of Santa Fe was selected as the focus community. Three elementary schools in this area were identified as the primary sites for implementation. The SNAP-Ed evaluation team then selected three comparison schools being served by KC! and three control schools without any SNAP-Ed programming. Comparison and control schools were located in Albuquerque in order to reduce the possibility that these sites would be exposed to the intervention (ESPH). Comparison and control sites were selected based on similar demographics, including the proportion of students participating in the free- and-reduced lunch program, the proportion of families living in poverty, and the proportion of children under age 6 with foreign-born parents.

Following the random selection of schools, we surveyed five schools receiving KC!, including three that received the social marketing versions of the survey and two that received the regular version; and four schools for CWK, including three that received the social marketing version of the survey and one that received the regular version. In addition, because the social marketing campaign focused on children aged 8-10, we surveyed children in third, fourth, and fifth grades at one of the intervention schools, one of the comparison schools, and one of the control schools.

The social marketing campaign had two additional components that were included post-intervention. These were a structured survey for community partners to describe their involvement, challenges, and observations during the intervention and a qualitative interview with children and their parents to provide explanation and clarification regarding the intervention, to understand to what extent information on the campaign was brought from the classroom to parents, and to describe challenges and facilitators to participation. Part of the goal of the interview process was to understand not only what families thought of the campaign, but also how well the information was actually transmitted from classroom to parents.

Lastly, the evaluation included an environmental scan of the schools implementing the CATCH Kids Club after-school program. With permission from the authors, we modified the CATCH Kids Program scans designed by the Oklahoma State Department of Health (Oklahoma State Department of Health, 2014) for implementation at the four participating sites. It was focused on policy and environmental influences on healthy eating and physical activity (Appendix A). Although the scans were originally designed to be
conducted at baseline (fall 2014) and follow-up (spring 2015), since the programs were not implemented as planned, no follow-up scans were conducted.

**Parent-Child Survey Instruments**

During the 2013-2014 academic year, existing measurement tools were identified for potential use or adaptation based on the specific needs of the evaluation. Consideration was given to the strengths and weaknesses of the different instruments, the project objectives, and budget constraints. California (Blackburn et al., 2006), Minnesota (Gold, Barno, Sherman, Lovett, & Hurtado, 2013), and Michigan (Michigan Nutrition Network, 2014) all had similar surveys to assess SNAP-Ed or other nutritional programming. USDA recommendations (Long et al., 2013) and evaluations currently in use by the IAs in New Mexico were also reviewed.

SNAP-Ed evaluation staff conducted site visits to observe and understand the commonalities and differences in IAs and their programs. Commonalities included a focus on food experience through cooking or tasting activities, nutrition, and the importance of healthy eating. Messaging regarding what healthy eating was, and what people should be eating, was consistent across groups. Differences included the duration of programming, emphasis on physical activity in addition to nutrition, inclusion of parent or family activities, presence of environmental components, and education regarding shopping and planning.

Based on the literature, we decided to collect data by using a visually enhanced, multiple-pass recall, with parents completing the survey together with their children. This component of the survey focused on the recall of FVs eaten over three consecutive days, including a weekend, when parents would have the greatest ability to observe their child’s eating behaviors (Burrows, Martin, & Collins, 2010). No single survey was identified that contained all of the questions of interest or that used the format desired. Therefore, we incorporated aspects of several different surveys, as well as some new questions.

The team developed and pilot-tested a statewide evaluation instrument. Some modifications were made to the survey based on responses and feedback from pilot-testing. The survey used during the 2014-2015 academic year started with an abbreviated food diary, with each participant (a parent together with his or her child) asked to recall and record the number of FVs consumed each day over three consecutive days, including a weekend. The survey also included questions about shopping habits and barriers and facilitators to buying and eating more FVs (see Appendices B, C, and D). At completion of the baseline survey, it was evident that the survey layout resulted in several participants skipping the first question on fruit consumption. The layout was revised slightly for follow-up survey implementation.

Modified versions of the survey were developed to evaluate the pilot-testing of the social marketing campaign, *Eat Smart to Play Hard or Comer Inteligente para Jugar Duro* (ESPH). The social marketing versions of the survey included questions that specifically addressed message recognition and recall, as well as questions that asked about the specific behaviors being promoted by the ESPH campaign. One version was for those participating in the intervention; the other was for those in the comparison and control groups. At baseline, the three arms of the social marketing evaluation received the same survey, whereas, at follow-up, the intervention survey included questions that specifically addressed the ESPH campaign content.

The evaluation team worked to reduce the literacy level and increase the readability of the surveys while retaining necessary content. We opted to include more photos and provide a tool to help participants estimate serving size. However, reducing the literacy level remained challenging because
literacy level is calculated partly by counting the multisyllabic words. For example, including the word “vegetable” (a necessary word used often throughout the document) raised the level of the instrument from sixth to seventh grade.

All versions of the survey instrument were translated into Spanish and then reviewed by 10 volunteers, including native Spanish speakers from Mexico, Puerto Rico, Honduras, Costa Rica, Colombia, and Bolivia. Their feedback was incorporated, and the surveys were finalized.

**Fruit and Vegetable Intake Measurement**

In order to measure the amounts of FVs eaten and changes in amounts over time, the survey asked parents to circle the number of FVs eaten by their child each day of a three-day period, including a weekend. Participants were able to report the total number of servings of fruits, starchy vegetables, and other vegetables. In addition, the survey included a question to determine how often participants were following the recommended guidance that half of their plate should contain FVs. To measure knowledge, parents were also asked how many servings of FVs people are supposed to eat each day.

**SNAP Ed Programming Measurement**

The instrument included data collection on exposure to the SNAP-Ed programs. This is especially important because, although the children are the participants, their eating behaviors are driven largely by their parents or guardians and their school environment. Children can influence parent decisions by asking for certain foods and by being willing to try new foods. Questions included whether parents participated in any of the program activities or had received or tried any of the recipes sent home. Additional questions addressed whether children helped to prepare meals.

The questions about the social marketing campaign focused on the three core messages: eating FVs as snacks, parents modeling consumption of FVs, and access to FVs. The follow-up survey included several questions that asked specifically about the child’s engagement with ESPH and parent support of those activities.

**Food Purchase Measurement**

SNAP-Ed programming also aims to increase purchasing of FVs. If people are not buying FVs, it is important to determine why (e.g., expense, lack of access). To measure food purchasing, several questions were adapted from the Arkansas Cooperative Extension Service SNAP Parent Survey (R. Rodibaugh, personal communication, Nov.9, 2015), including those about who shops, where families shop, and whether they use any supplementary benefits (such as WIC) to help stretch their food dollars.

To increase understanding about where people get their produce, which was particularly important for the ESPH project, the social marketing versions of the survey asked families where they purchase most of their groceries and whether they grow any of their own produce.

Environmental data were also collected as a way to characterize access to FVs within households. Respondents were asked to indicate the foods available in the home and how often those foods were present. Both healthy and unhealthy foods were included.

**Message Data**

For a social marketing campaign to be effective, it must reach its target audience. Therefore, in addition to questions about program-specific behaviors, questions to measure message reach and recall were included. These questions were also included on the comparison version of the social marketing versions of the surveys to assess the probability of exposure to messaging at the comparison and control sites.
**Community-partner Survey Instrument**

To examine partner involvement in the social marketing campaign, we created a brief survey tool consisting of both open-ended and Likert scale questions (see Appendix E). The tool asked participants about their involvement in the campaign, their perceptions of child enjoyment of the campaign, their own enjoyment of the campaign, changes they would make to the campaign, and whether they would be willing to participate again. The survey was translated by bilingual evaluation team members and reviewed by other native Spanish speakers for accuracy of meaning and literacy. It was designed with the option of being completed either online or on paper.

**Survey Implementation**

The UNM institutional review board (IRB) approved this work. In addition, each IA completed an additional approval process for administration of the instruments. Las Cruces Public Schools required approval from its own IRB. Cooking with Kids required permission from the school board and an official stamp on instruments. Kids Cook! required permission from the school principals involved. The SNAP-Ed evaluation of the CHILE Plus program was covered by the UNM IRB. Approval to conduct the control site surveys was received from the Albuquerque Public Schools’ Research, Deployment and Accountability Office.

Baseline surveys were distributed in fall 2014 at all schools implementing SNAP-Ed. Because of delays in receiving approval from Albuquerque Public Schools, the control social marketing baseline surveys were not conducted until January 2015.

Survey instruments were designed to be distributed by the IAs through their normal mechanisms, which included distribution and collection of surveys by teachers. Protocols were developed for the nutrition educators, school principals, HS directors, and teachers. Surveys, study factsheets, protocols, and participant incentives were delivered to the IAs. Small incentives were provided to teachers for their classrooms (e.g., books, herb kits) and students (e.g. Frisbees, placemats) for their participation. The evaluation team went to the three control schools with which the IAs did not have regular contact.

For the statewide evaluation, the survey was sent to 2,559 students across the four IAs. Surveys were in English and Spanish and were sent to all kindergarten and third-grade classes at the randomly selected elementary schools and to all the HS classes at the randomly selected CHILE Plus sites. Surveys were also sent to the pre-K students at the selected CWK sites that offered pre-K. An additional 997 surveys were sent to the three Albuquerque elementary schools serving as controls for the evaluation of the social marketing campaign.

Materials were distributed to each site mid-week with a request that they be sent home with children on Thursday or Friday for families to complete over the weekend and return the following Monday. Materials were delivered to IAs by UNM PRC staff. Completed surveys were collected by UNM PRC staff or were returned to the evaluation team by the IAs or through prepaid mailing boxes provided.

The community partner surveys were conducted during summer 2015, after implementation of the social marketing campaign. The survey was distributed to 214 individuals working with the organizations and institutions involved in the campaign, including local grocery store employees, local police officers, and school staff. The grocery store manager requested paper copies for his staff and was provided a packet of materials. Reminders about completion were sent electronically. Reminders for the grocery store staff were sent to the store manager.
Environmental Scans
A program coordinator conducted a baseline environmental scan at the participating sites by using the modified CATCH instrument. Data were sent from the project coordinator for IAIA to the evaluation team for analysis.

Social Marketing Campaign Interviews
We conducted interviews with a convenience sample of students and their parents from participating grades at the three intervention schools. We recruited any family in the grades that received the intervention, including the third grade at El Camino Real and Cesar Chavez, and the third, fourth, and fifth grade at Sweeney. Parents were approached as they dropped off children at school in the mornings and asked if they would be interested in participating in an interview with their children about family and student eating habits.

Interested parents provided us with their contact information, and we later called them to set up interview appointments. Interviews were conducted in Santa Fe by two interviewers every afternoon for approximately two weeks. Questions focused on eating habits and perceptions of ESPH (Appendix F). Interviews were conducted in two parts. In the first part, the parent and child were interviewed together. In the second part, the parent and child were interviewed separately and simultaneously by two interviewers.

Interviews lasted from 25 to 75 minutes, depending on the level of detail provided by participants, and were conducted in either English or Spanish, or in some cases, both languages, depending on the preference of the participants. Interviewers were bilingual in Spanish and English.

The audio recordings of the interviews were simultaneously translated (if in Spanish) and transcribed and then checked by a second reviewer. Interview transcripts were imported into NVivo qualitative data analysis software (QSR International, Doncaster, Victoria, Australia). The primary analysis was a thematic analysis coded by the two interviewers independently and reconciled if there was disagreement. The data were also auto-coded according to question.

Social Marketing Community Survey
To provide additional insights into the efficacy of the social marketing campaign, the evaluation team opted to create a short survey that was given to adults in the community who had participated. These community members included teachers and staff at the schools, a local grocery store’s staff, several members of the local police, and others who had assisted in the campaign in any way. These people may have assisted at the campaign’s celebration day, stamped passports, or participated at the school level. This survey was focused on community perceptions of the campaign’s goals, the campaign process, and child engagement. The survey was administered after completion of the campaign and went out by email or as a paper copy (for the grocery store staff).

Quantitative Data Analysis
Survey data were first analyzed for descriptive statistics. Baseline and follow-up evaluation surveys were then examined to determine the distribution of responses at baseline and follow-up. We analyzed missing values and the range of valid responses, correcting or, when necessary, excluding invalid responses. When appropriate, we also analyzed open-ended responses and categorized them into meaningful groupings for ease of analysis. We explored bivariate relationships between demographic variables and our primary outcomes of interest, examining associations by using either Pearson’s chi-
squared test of significance, for categorical variables, or analysis of variance, when examining variation in the means of continuous variables across categories of demographic variables.

To determine whether survey responses changed from baseline to follow-up among those respondents who were associated with a school, we used paired t-tests to assess variables with continuous responses as well as variables with ordered responses that could reasonably be treated as continuous. When exploring change in our main outcomes across the three groups of the social marketing evaluation (intervention, comparison, and control), we used the change as the dependent variable in performing simple linear regression, with the group as predictor. All analyses used Stata, version 14 (StataCorp., 2015).

**Qualitative Data Analysis**

The interviews were conducted by two members of the evaluation team. Interviews were audio-recorded and then transcribed by a member of the team. Interviews conducted in Spanish were simultaneously translated and transcribed. Another bilingual team member reviewed the transcriptions and translations to check for accuracy. The written transcripts were then uploaded into an NVivo database (QSR International) for analysis. Two members of the evaluation team coded the interviews separately and then met to agree upon initial themes. They then conducted a two-tiered thematic analysis of the interviews. The coders met regularly to reconcile codes and discuss the additions of new themes, as needed, until 100% agreement was reached. The themes were interpreted, a theme tree was created, and summary memos of themes were drafted.

**Results**

**Overall State Evaluation**

**Response rate**

We received 1,334 baseline evaluation surveys from throughout New Mexico and 787 follow-up surveys, for an overall response rate of 52.1% for the baseline survey and 30.3% for the follow-up survey. A total of 524 participants returned both a baseline and a follow-up survey. Not every participant answered all of the questions, so the numbers of participants according to question sometimes varies. Figure 1 shows response rates according to IA.

**Figure 1. Survey response rate, according to implementing agency**
For the baseline survey, 70.8% of surveys were completed in English, and 29.2% in Spanish. A higher proportion of Spanish-language surveys was completed at follow-up (at 34.2%). The proportion of Spanish-language surveys was higher among the Cooking with Kids participants compared with any of the other groups. FV consumption did not vary significantly according to survey language. Just over half of the children surveyed at baseline and follow-up were girls. There was an increase in the proportion of HS participants at follow-up and a decrease in the proportion of third-grade participants at follow-up, thereby making the overall sample at follow-up younger. Demographic characteristics are shown in Table 1.

Table 1. Statewide SNAP-Ed and social marketing evaluation: demographic characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Baseline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Head Start</td>
<td>203 (11.9)</td>
<td>172 (23.6)</td>
</tr>
<tr>
<td>Pre-kindergarten</td>
<td>39 (2.3)</td>
<td>13 (1.8)</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>380 (31.1)</td>
<td>242 (33.2)</td>
</tr>
<tr>
<td>Third</td>
<td>432 (35.4)</td>
<td>215 (29.5)</td>
</tr>
<tr>
<td>Fourth</td>
<td>92 (7.5)</td>
<td>44 (6.0)</td>
</tr>
<tr>
<td>Fifth</td>
<td>76 (6.2)</td>
<td>44 (6.0)</td>
</tr>
<tr>
<td>Gender</td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Male</td>
<td>534 (46.4)</td>
<td>305 (44.0)</td>
</tr>
<tr>
<td>Female</td>
<td>616 (53.6)</td>
<td>388 (56.0)</td>
</tr>
<tr>
<td>Language</td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>English</td>
<td>865 (70.8)</td>
<td>482 (65.9)</td>
</tr>
<tr>
<td>Spanish</td>
<td>357 (29.2)</td>
<td>250 (34.2)</td>
</tr>
</tbody>
</table>

Fruit and Vegetable Consumption
For the statewide evaluation, the main outcome variables were the change in the average servings of FVs eaten per day across the three days surveyed (Friday, Saturday, and Sunday). The average number of servings of fruits, vegetables, and starchy vegetables consumed per day across the three days, at both baseline and follow-up, is shown in Figure 2.

The average servings of fruit per day increased from baseline to follow-up by 0.18 servings (p < 0.005). Vegetable servings also increased, although not significantly. Fruit and other (non-starchy) vegetables combined (maximum of 10 servings/day) increased from an average 3.97 servings to 4.29 servings (p < 0.005). The increase in starchy vegetables was small (0.06 servings).

Because the primary outcome of interest was FV consumption, not including starchy vegetables, the subsequently reported information on average servings of FVs per day does not include starchy vegetables.

FV consumption increased for all of the IAs. The increases for Kids Cook! and Cooking with Kids were significant (p < 0.05; Figure 3).
Figure 2. Average daily fruit and vegetable consumption, over 3 days, at baseline and follow-up

* Significantly different from baseline

Figure 3. Average daily fruit and vegetable consumption, over 3 days, according to implementing agency, at baseline and follow-up

* Significantly different from baseline
We also measured changes in the number of days during the past week in which a child’s plate consisted of half FVs at the main meal. This outcome decreased from an average of 4.28 days to 4.06 days ($p < 0.05$).

The average servings of FVs at baseline and follow-up according to grade are shown in Figure 4. Kindergarteners had a significant increase in average servings of FVs, from 3.96 to 4.40 ($p < 0.005$). Fourth-grade students showed the greatest increase, although it was not significantly different from the baseline value.

At both baseline and follow-up, approximately three fourths of respondents reported that it was a normal weekend for their child’s FV consumption; about 7% reported that their child ate more FVs than normal, and the remainder reported that their child ate fewer FVs than normal.

There was a significant increase in the reported proportion of days per week that children consumed dark green and leafy vegetables, from 49.0% of days at baseline to 57.7% of days at follow-up ($p < 0.005$). There were also small increases in the proportion of days for which parents reported that their children ate red or orange vegetables, a greater variety of fruits, and FVs as snacks, but none were significant.

**Figure 4. Average daily fruit and vegetable consumption, over 3 days, according to grade, at baseline and follow-up**

* Significantly different from baseline


**Buying Habits**

At follow-up, the majority of respondents (53.7%) reported purchasing more FVs than they had during the previous year (baseline, 46.8%; Figure 5).

**Figure 5. Fruit and vegetable buying habits at baseline and follow-up**

![Bar chart showing buying habits](image)

The most common location for grocery shopping was Walmart, followed by traditional grocery store chains such as Smith’s and Albertson’s. Fewer than 10% of respondents reported shopping at specialty stores, ethnic stores, or wholesalers.

**Barriers and Facilitators to Eating FVs: Baseline Data**

Survey respondents reported several barriers and facilitators to eating more FVs. More than one third of respondents (34.1%) reported that buying more FVs costs too much, and nearly one third (30.1%) reported that FVs go bad too quickly. Respondents also reported that their children not liking FVs (19.8%) and cuts in benefits (13.5%) make it harder to eat FVs. Characteristics reported as helpful for increasing consumption of FVs were children liking FVs (53.7%), parents liking FVs (46.5%), cheaper FVs (39.7%), recipes with more FVs (28.1%), increases in benefits (18.5%), more information about healthy eating (16.2%), and more time to prepare FVs (13.8%).

We examined the relationship between reported barriers and FV consumption. Children who reportedly did not like to eat FVs reportedly consumed fewer servings of FVs (3.25 vs 4.14; p < 0.005). The average daily number of servings of FVs among children in families that reportedly liked eating FVs was 5.99, whereas it was 3.93 servings among those who did not (p < 0.005). Although few people checked the response “no one really supports or encourages me to eat them (FVs),” those who did reported that their children consumed fewer servings of FVs per day (mean, 2.80 vs 3.98; p < 0.005). There was no significant difference in the number of FV servings between those who reported that the cost of FVs was a barrier (3.93 for those who said it was vs 3.97 for those who did not). Respondents who checked that FVs go bad too quickly also reported fewer servings of FVs (3.78 vs 4.04; p < 0.05).
We also examined the relationship between reported facilitators and FV consumption. Children of parents who reported that they themselves liked to eat FVs ate significantly more average daily servings of FVs (4.10 vs 3.78; p<0.05). The number of average daily servings of FVs was higher among children who reportedly liked FVs than among those who did not (4.02 vs 3.88), but the difference was not significant. Among respondents who reported having “advice or support from my family or friends,” their children ate significantly more servings per day of FVs than the children of those without this support (4.48 vs 3.92; p<0.05). There was no relationship between reported consumption of FVs and reports that cheaper FVs or an increase in benefits would help to increase eating of FVs.

In response to a question about the amount of FVs they thought people were supposed to eat each day, approximately one third of respondents chose five or more servings. A correlation was observed between the number of servings people believed they were supposed to eat and the number they reported eating, with the mean being 2.33 servings per day reported by a respondent who indicated 0 and 4.50 among those who reported that five or more servings per day was recommended. There was no significant difference according to IA regarding the recommended number of servings to eat per day at baseline.

**Barriers and Facilitators to Eating FVs: Follow-up Data**

The follow-up survey asked specifically about barriers and facilitators over the past year. The most common response to what made it easier to eat FVs or helped in eating FVs over the past year was that their children liked to eat FVs (60.3%). Other factors that reportedly made it easier to eat FVs included recipes with FVs (35.9%), adults liking FVs (34.2%), information from the SNAP Ed programs (27.2%), information about healthy eating (27.1%), and increases in benefits (12.2%). Reported barriers to FV consumption over the past year were buying more FVs costs too much (29.9%), FVs go bad too quickly (23.3%), and their children don’t like FVs (10.3%).

The follow-up data revealed some differences from baseline. Among those who checked that their children not liking FVs made it harder to eat FVs, the children ate a significantly lower average numbers of daily servings of FVs (3.50 vs 4.38; p < 0.005). Similarly, those who reported cuts in benefits as a barrier also reported a smaller number of average servings per day (3.77 vs 4.35; p < 0.05).

We also found relationships between reported facilitators and FV consumption. Among respondents who reported that their children liked to eat FVs, the children ate significantly more servings per day (4.46 vs 4.03; p < 0.05). Among those who reported that advice or support from family or friends helped them to eat more FVs, children ate more servings of FVs per day (4.77 vs 4.23; p < 0.05). New recipes with more FVs also showed a strong positive correlation with reported FV consumption (4.58 vs 4.13 servings per day; p < 0.01).

At follow-up, there was a small, though not significant, increase in FV consumption among those who indicated an impact from what they learned from the SNAP-Ed programming (4.52 vs 4.20). Students who indicated that the ESPH social marketing campaign helped them to eat more FVs also reported higher average daily servings of FVs than those who did not think the campaign had helped them (5.06 vs 4.26; p < 0.05).

As in the baseline survey, when respondents reported thinking that people were supposed to eat more FVs per day, they also reported eating more FVs. The average daily consumption ranged from 2.72 servings among those who thought one serving a day was appropriate to 4.60 servings among the 34.5%
of respondents who responded that the recommendation was more than five servings per day (p < 0.005).

There was an association between those who reported that it was a normal weekend for FV consumption and reported consumption. Children who ate more FVs than normal had higher FV consumption (4.68 servings per day) than those for whom it was a normal weekend (4.53 servings per day) and those with fewer servings of FVs than normal (3.12 servings per day; p < 0.005).

Similarly, there was a relationship between those who reported buying more or fewer FVs and the number of servings of FVs consumed. Those who bought fewer FVs than in the previous year reported consuming an average of 3.08 servings per day; those who bought the same amount of FVs as the previous year reported consuming 4.29 servings; those who bought a little more reported consuming 4.09 servings; and those who bought a lot more FVs reported consuming 5.08 servings. There was no change in average daily servings in the group that reported buying a little more from baseline to follow-up; however, consumption in all the other three groups increased from baseline to follow-up. At follow-up, the differences in average servings between those who bought fewer FVs and those who bought much more FVs than in the previous year were both significant compared with those who bought the same amount as last year (p < 0.05 and p < 0.005, respectively).

Food Preparation

Children who are more involved in the processes of food, from growing to cooking, are more likely to eat FVs (Chu, Storey, & Veugelers, 2014; van der Horst, Ferrage, & Rytz, 2014). At follow-up, we found that there was an increase in the proportion of children who helped to make meals at least one time per week and at least one time per day (Figure 6).

**Figure 6. Frequency with which children help make meals at baseline and follow-up**

At baseline, there was an association between FV consumption and the frequency with which the child helped prepare meals, with the average servings per day being 3.27 among children who almost never
helped to 4.77 servings among those who helped at least once per day ($p < 0.005$). The same association was found at follow-up, with children who almost never helped make meals eating 3.72 servings per day and those who helped at least once per day eating 5.17 servings ($p < 0.005$).

**Availability of Food in the Home**
There was little change from baseline to follow-up regarding foods people had in their homes, with two exceptions. There was a significant increase in the reported availability of low-fat or fat-free milk ($p < 0.005$) and a corresponding decrease in whole or 2% milk ($p < 0.005$). The availability of corn tortillas in the home also decreased significantly ($p < 0.01$).

**Program Information**
Figure 7 shows the reported family involvement in SNAP-Ed program activities during the 2014-2015 academic year. Participants could select all the options that applied. Approximately half of families reported participating in some capacity. A majority of survey respondents had tried or planned to try the recipes sent home by the programs (Figure 8). Among children at schools participating in the ESPH social marketing campaign, 87.5% were reported to have completed some or all of the passport activities (Figure 9). Changes that were reported to have been made as a result of SNAP-Ed programming and suggestions for program improvement are summarized in Appendix G, according to IA.

**Figure 7. Parent program activity involvement, according to implementing agency**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Chile Plus (N=172)</th>
<th>LCPS (N=103)</th>
<th>KC! (N=244)</th>
<th>CWK (N=216)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, went to a family event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, participated with another child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, participated with this child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, someone else in the family has</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, helped with the daytime cooking activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, did other activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, did not know anything about it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, has not been able to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 8. Frequency of making recipes from the programs, according to implementing agency and among those participating in the social marketing campaign, Eat Smart to Play Hard

* Only participants at the three Cooking with Kids social marketing intervention schools responded to these questions

Figure 9. Eat Smart to Play Hard passport participation among respondents at three intervention schools

N=96
Environmental Scans from IAIA Communities

The results from the baseline scans showed that one of the three programs provided a parent handbook with information on wellness policies. A second program stated that, although it did not have a parent handbook, it was following all of the Healthy Eating and Physical Activity (HEPA) standards, such as serving FVs instead of cake or cookies and providing 30 minutes of physical activity a day. The school that did report having a parent handbook only had guidance for nutrition, not physical activity. The third school reported neither a handbook nor any guidance on HEPA standards, but said it planned to implement them in the coming academic year.

The sites varied with regard to reported practices for snacks and physical activity on the schedule as well as in the observed environment. Only one site reported offering water and FVs for snacks all days of the program and having physical activity all days of the program. The other two had these practices on some of the days. One of the sites still had vending machines on the premises that contained sugary drinks, candy, and chips. However, this same center was the only one in which snack time observations noted that the children and caregivers had fruit and water, and there were portion-size posters on the wall. This center was also the only one that reported having made any changes since attending the CATCH training. These changes included moving physical activity to the beginning of programming to engage more students.

Evaluation of the Social Marketing Campaign

Reporting by Intervention Status

The social marketing campaign, ESPH, took place in three different schools in the Airport Road corridor area of Santa Fe, NM. Although the campaign was integrated into the three intervention schools and the community, specific campaign components focused on third-grade students at all three schools and included fourth- and fifth-grade students at one of the schools. The surveys of comparison and control schools were also distributed to third-grade students at all six schools and included fourth- and fifth-grade students at one comparison and one control site. Figure 10 shows response rates, according to intervention status.

**Figure 10. Response rate for social marketing surveys, according to intervention status**
Social Marketing Messaging
Participants were asked to recall any healthy eating messages that they had seen or heard in the past year and where they had seen or heard them. Among respondents who indicated that they had seen or heard the messages, the most common response channels at baseline were on television and at school (approximately 12% for each response), followed by radio (6.5%). Other places people listed seeing messages included on social media, on posters or billboards, at benefit offices, at the grocery store, on the news, and from SNAP-Ed programming. At follow-up, respondents indicated that they had seen the messages at school most frequently (14.4%) and on television the second most often (12.7%). Respondents indicating that they had heard messages on the radio decreased to 4.4.

Children reported seeing or hearing messages in similar venues as their parents had. The most common response at baseline was at school (15.5%), followed closely by television (14.2%). Other channels were reported by a small percentage of children. The most common response among children at follow-up was school (18.5%), followed by television (13.9%). Among students from intervention schools, 37% reported seeing the messages at school.

All social marketing survey participants (children and parents) were asked, “What did the [healthy eating] messages say?” at both baseline and follow-up. The top five responses among children in the intervention, comparison, and control groups are shown in Figures 11, 12, and 13, respectively. The sixth category shown at the bottom of each figure is the specific social marketing campaign message “Eat Smart to Play Hard.” The main difference from baseline to follow-up was the 9.3% of students in the intervention group who reported seeing the “Eat Smart to Play Hard” message.

Figure 11. Healthy eating messages, child responses: intervention group (SNAP-Ed programming plus social marketing)

NOTE: Percentages do not equal 100% because multiple responses were allowed
Figure 12. Healthy eating messages, child responses: comparison group (SNAP-Ed programming only)

NOTE: Percentages do not equal 100% because multiple responses were allowed

Figure 13. Healthy eating messages, child responses: control group

NOTE: Percentages do not equal 100% because multiple responses were allowed

The top five responses among parents in the intervention, comparison, and control groups are shown in Figures 14, 15, and 16, respectively. As with the responses from children, the main difference from
baseline to follow-up was the 6.13% of respondents in the intervention group who reported seeing the “Eat Smart to Play Hard” message.

Figure 14. Healthy eating messages, parent responses: intervention group (SNAP-Ed programming plus social marketing)

NOTE: Percentages do not equal 100% because multiple responses were allowed

Figure 15. Healthy eating messages, parent responses: comparison group (SNAP-Ed programming only)

NOTE: Percentages do not equal 100% because multiple responses were allowed
An increase in reported healthy eating messages was observed in both the parent and child responses from baseline to follow-up. Additionally, several parent respondents recalled messages that were similar to some of the supplemental social marketing campaign messages (e.g., modeling FV consumption).

**Fruit and Vegetable Consumption According to Intervention Status**

From baseline to follow-up, participants in the intervention group increased average FV consumption by 0.77 servings per day ($p < 0.05$), those in the comparison group had an increase of 0.43 servings per day ($p$ not significant), and those in control group had an increase of 0.42 servings per day ($p < 0.005$). Although the average daily increase in FV servings was higher in the intervention group than in the other two groups, the difference was not significant. The mean change in average FV consumption, according to intervention status from baseline to follow-up, is depicted in Figure 17.

Aside from the main campaign slogan, “Eat Smart to Play Hard”, the secondary messages for the campaign, which appeared on posters, newsletters, and other promotional materials, were as follows:

- Eat smart to play hard. Eat fruits and veggies at meals and snacks.
- Want your kids to reach for a healthy snack? Make sure fruits and veggies are in reach.
- They take their lead from you. Eat fruits and veggies and your kids will too.

There were no significant differences from baseline to follow-up in responses regarding eating FVs as snacks, keeping FVs in a place that is accessible to children, or the importance of parental modeling of FV consumption. A majority of respondents reported these behaviors at baseline. For example, approximately 90% of respondents reported that it was important for parents to model healthy FV consumption at baseline. In addition, responses to these questions were not associated with FV consumption.
We also examined FV consumption based on percentage completion of the primary intervention component for children – the passport. Few responding participants completed less than 50% of the passport. Data were collapsed into two groups: greater than 75% completion (categorized as “near-completers”) or 75% or less completion. At follow-up, passport near-completers consumed 2.3 more servings of FVs per day compared with those who completed 75% or less of the passport (p < 0.005). The change from baseline to follow-up among near-completers was 1.2 servings greater than that among those who completed 75% (p not significant).

Social Marketing Community Survey Results
A total of 214 surveys were sent to community members (e.g., food service/cafeteria workers, teachers, school administrators, grocery store employees, clinic staff) who participated in the SNAP-Ed Social Marketing Project. Thirty-two people responded, for a response rate of 15.0%. The respondents were 6 administrators and 13 teachers from Santa Fe Public Schools (i.e., El Camino Real, Cesar Chavez, or Sweeney) and 12 additional community members.

Campaign Involvement
All but one of the respondents indicated that they were involved in at least one part the campaign (e.g., stamped passports, hung posters, their class participated, and/or they attended the end-of-campaign celebration). Half of the school administrators reported attending the end-of-campaign celebration, and one third reported being involved in coordinating and planning the activities. All of the teachers reported that their class participated in the campaign. The additional community member respondents helped in other aspects of the campaign, such as stamping passports, hanging posters, and engaging with children at the celebration day events.

Campaign Ratings
The respondents assigned an average rating of 4.10 (of 5) for how much the children seemed to enjoy the campaign and a rating of 4.31 (of 5) for how they (the respondents) regarded the campaign.
**Perceived Goal of the Campaign**
The majority of respondents (69.1%) reported that the perceived goal of the campaign was to educate students and their families about healthy eating. Approximately 22% identified the goal as the promotion of eating healthy and exercising. In addition to identifying healthy eating and physical activity as campaign goals, respondents mentioned the encouragement of family participation in healthy eating (specifically of FVs), cooking, and physical activity.

**Changes Noticed because of the Campaign**
Approximately one third of respondents indicated that they did not notice any changes as a result of the campaign. Several teachers reported that their students were bringing more FVs in their lunches. Grocery store employees noticed family participation, reporting, “More families shopping together [and] kids excited to get stamps” and “more families getting children involved in eating healthy.”

**Liked Most about the Campaign**
“I really liked the entire concept of the program. The passport was an important part of the daily reminder of creating habits. The collaboration in planning was also a huge part of the program. The outside banners played an important part. The 'star' athletes from UNM soccer team were wonderful incentives.”

- **School Administrator**

The recipes, activities, family involvement, healthy eating education, and children’s enjoyment were all mentioned multiple times by respondents when indicating what they liked most about the campaign. Several respondents indicated that they liked all aspects of the campaign saying, “I liked the whole campaign, I believe it was great for both parents and children to try new foods,” and that they liked, “Everything.” The attendance of the University of New Mexico’s soccer team (the Lobos) at the celebration events was cited as a particularly effective incentive for children’s participation.

**Program Improvement Suggestions**
School administrators and teachers indicated that including more grades in the program would be beneficial. More than half of the store employees thought the campaign should not change, and one fourth said the campaign should last longer. Direct quotations from the respondents regarding program improvement are listed below:
“If you could change one thing about the Eat Smart to Play Hard Campaign, what would it be?” (N=36)

- I wouldn’t change anything. It’s a great program. (10)
- I would like for the whole school to participate, not only one grade. (3)
- Make program longer. (3)
- I felt that the end of the year get together was not well organized and that the children were everywhere, not really focused on the games that were provided. Perhaps it was a space problem, but for sure there needed to be more supervision. (2)
- Involve the second graders. They were so curious and wanted to participate in the worst way. (2)
- Mostly, the timeline throughout the year was good. Yearlong is a good time span. The passport was a terrific tool to use to hold students’ interest and accountable. The end of year celebration ideas were good, but the logistics of the events could have been better so kids/families wouldn’t have to wait. I think there needs to be more activities for students on this day. The weather played an important part in not having many things outside. The modified map was OK but left students not knowing where to go. (1)
- I would try to connect the booklet/recipies more with school, instead of leaving it up to children/parents to do all of the recipes at home. For example, if one of the Eat Smart staff could give a thorough lesson on HOW TO do the recipes at home and how to get your parents involved. I saw a lot of student apathy about the recipes and had difficulty motivating them to do them at home. (1)
- Begin earlier in the year. Also, it may be beneficial to have a “kick off” meeting with the teachers involved all at once so that we get the same info and can support each other if we have concerns or questions. (1)
- Students did not seem to care about collecting stamps in the passport, and the end-of-the-program party was disorganized. (1)
- Twelve weeks was a little too long. Also, I believe it would be more successful to start earlier in the year. (1)
- Maybe come to the cafeteria once in a while and offer different choices of fruit or food. (1)
- More involvement from the students and family, less for the teacher to keep track of. (1)
- Organize more events and share more with parents & other classes/teachers. (1)
- Have kids fill out questionnaire as to what they eat and how they exercise. (1)
- Start earlier in the year and connect to P.E. and Cooking with Kids. (1)
- More advertising, more chances to educate customers. (1)
- Have it twice a year instead of just once. (1)
- The surveys were cumbersome. (1)
- Get more schools involved. (1)
- More food recipes. (1)
- Schedule tours. (1)
**What Community Members Learned from the Campaign**

Respondents reported that they learned about new recipes, cooking healthy food, and infusing water with fruit. Although none of the respondents reported learning about physical activity, 7 of the 26 said they learned about how to eat healthy. In addition, a key message communicated throughout the campaign, modeling healthy eating for children, was highlighted by a school administrator. The following quotations reflect some of the positive feedback from respondents.

“EVERYDAY Counts! Creating better eating habits need to be modeled for children.”
- School Administrator

“I liked the whole campaign. I believe it was great for both parents and children to try new foods.”
- Teacher

“Attended end-of-campaign celebration and witnessed firsthand how excited the students where to participate. Thank you very much for everything you do to promote healthy living.”
- School Administrator

“I liked the interaction, the recipes and the connections kids made to Cooking with Kids.”
- Teacher

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**Social Marketing Campaign Qualitative Interviews**

We interviewed a total of 25 student-parent dyads. Twenty-one of those interviews were with a third-grade student and a family member, two were with a fourth-grade student and a family member, and two were with a fifth-grade student and a family member. Students attended Cesar Chavez (8), El Camino Real (7), or Sweeney (10) elementary schools. Five of the interviews were conducted all or mostly in English; the remaining 20 were conducted in Spanish. Most of the interviews were conducted with mothers, followed by fathers. A few were conducted with another family member. Twenty of the families (80%) reported a family income of under $40,000 per year; half of those reported less than $20,000 per year. Half of the families reported having three or more children living in their household.

Sixteen of the children said that they had participated in ESPH passport activities. However, of that group, half of their parents reported not knowing about the passport, or not thinking that their children had participated. In some cases, we interviewed one parent but the child reported having completed the passport with the other parent. Other children reported doing some of the activities on their own, but they did not engage their parents. Two families indicated that they went to the celebration, or had seen the newsletters, but had not done the passport itself.
The main themes that emerged from the qualitative data analysis of the interviews were: perceptions of goals of the programs, what families liked about ESPH, what they didn’t like about ESPH, reasons for participating or not participating in the programs, why families eat FVs, why families don’t eat FVs, knowledge of what healthy eating should be, motivations for change/changes made, and what they are eating or not eating.

Perceptions of the Goals of the Eat Smart to Play Hard Campaign
Almost all of the participants, both adults and children identified as a general goal of campaign “to be healthier” or “to eat healthier”.

However, the children often linked being healthy to something, for example, to be able to play harder, or for their brains to work better, or to have more energy or to be stronger. The children were relating the connection between eating healthy and other positive outcomes.

*Child:* “So your body can be healthy and you can play harder. “

*Child:* “Well so we can be stronger and if we had an exam or other things that were important, this would help your heart and your brain work more.”

*Child:* “Every day we have to stay healthy or else we don’t get any energy and we can’t run or throw.”

Parents identified the goals as being for both children and their families “to eat healthier to be healthier.” Several parents mentioned specifically that they thought the goal was to give parents education and ideas about how to make sure their children are healthy and are exposed to foods that they do not normally eat. This was particularly interesting because ESPH tried to include recipes that would be familiar to families and easy for children to make.

*Caregiver:* “To be more active, to have a balanced eating style, healthy. But not only for our children but also for families, moms, dads. Educate ourselves about eating....”

*Caregiver:* “Of course to eat healthier. You know, putting, taking, giving parent’s ideas besides you know, the easy, lazy ways instead of giving them; Cokes, a bag of chips. For a snack, give them something like fruit, infused water. You know, giving people ideas, educating them.”

What Families Liked about the Eat Smart to Play Hard Campaign
Overall, both parents and children had extremely positive comments. Most parents are actively aware of the need to improve their children’s diets and are grateful for support regarding how to do it. Many parents reported struggling to get their children to eat vegetables in particular, and they thus found the recipes, the fun element of the campaign, and the CWK cooking classes extremely useful. Families who attended the celebration day made generally positive comments. The one complaint about the celebration day was that bad weather during the Sweeney Elementary School event forced the participants inside for part of the celebration, which was not ideal, especially because so many children attended. Many of the children at all three celebration days said that the attendance of the Lobo soccer players was the highlight; several children also specifically mentioned the FV walk as their favorite part.
The children reported liking a variety of different elements of the campaign. Several of them commented specifically about liking the stickers; others said they liked the activities or the recipes. A favorite recipe from the passport was the fruit-infused water. Almost every recipe in the book was mentioned by at least one family as being something they tried and liked. The children reported liking drawing their own soup, the word search, and the dragon puppet at school. Parents who remembered seeing the newsletters commented that they were very helpful and several said specifically they put them up on their refrigerators. Almost no one knew about or had accessed the campaign Facebook page. Several parents said they don’t go on Facebook, but many just said no, they didn’t know about the campaign page. One of the Hispanic parents mentioned how much she appreciated the fact that the project was fully bilingual because even though she speaks English, she felt that, culturally, Hispanics need more support to eat healthy.

What Families Did Not Like about the Eat Smart to Play Hard Campaign
Several of the families commented that some of the recipes included foods they do not normally eat, or that, culturally, they were not comfortable with, such as green beans and broccoli. One mother reported that although she thought the water infusion was a good idea, she didn’t think it added enough flavor, so she prefers to just blend the fruit with the water (in the blender). Another stated that to make the water recipe more interesting, the family uses seltzer water instead of plain water. Some of the children responded that they didn’t make some of the recipes because their parents didn’t like some of the ingredients. Several children also said that they do not like vegetables, so they didn’t enjoy the campaign overall.
Several parents thought that although the campaign was a good idea, the execution could have been improved. For example, the celebration day was either on a day or at a time when they couldn’t attend, so their children were upset about not being able to go. Some felt that the teachers did not give full attention to the campaign, sometimes forgetting to stamp passports or do other things that were important, which discouraged children from continuing to participate. Parents also told us that their children seemed to lose interest after a while, indicating that perhaps a 12-week campaign is too long. This was mirrored in the children’s comments that after a while it got hard to keep doing the activities or hard to remember to keep asking parents and teachers to sign and stamp.

Caregiver: “I’m just glad I was able to see them both because one of them came in Spanish and the other one came in English. That it is completely bilingual. Usually that is one of the hardest—to get everything in Spanish. Especially, I just feel like us as Hispanics need a lot more education as far as fruits and vegetables and nutrition because a lot of our foods does not include it. Like I said, I was lucky to live in a farm where that is all they cook. It was fruits and vegetables. But not a lot of our parents are that way. And I do see it because I do have a lot of other Hispanic families that we have joined for dinner and I am, like, ‘no salad? What am I going to eat?’[Laughter]”

Caregiver: “I think it is a good idea to motivate them. In my case it is a good thing but for her she said no because she was trying to do it all and to get the stamp but she would come back and say, ‘They lost the stamp and they didn’t have time’. Like they [the teachers] are not paying too much attention to it.”

**Reasons for Participating or not Participating in the Programs**

Most families did report participating to some degree. Most said they did because they thought it was a good idea or they liked it. Children thought it was “fun,” “cool,” or “important,” and so they did it. Parents thought it was very important to have programs like this to foster healthy eating habits for their children and the entire family, so they encouraged their children to participate.

Of those families who did not participate, most parents stated that they simply didn’t know anything about it, that their children had not shown the materials to them. Several said that their children had brought them the passport and expressed interest in doing it, but that they had not because they didn’t have enough time or were unclear about exactly what the children needed to do to participate. For example, one parent reported that she thought they needed to make one of the recipes in the book for the whole class and she couldn’t afford to do that, so she and her child didn’t do the passport. Several others stated that they work a lot and didn’t have time to shop with their children for the ingredients or to incorporate the recipes into their meal plans.
Several children said they lost the passport during the 12-week period and therefore completed only some parts of it. Children also commented that they showed their parents the passports, but their parents were too busy to do it. Some families reported that they were out of town when the passports were given out and the children were told that they missed their chance to sign up to get a passport, or the children’s teachers told them to get instructions from classmates but they did not.

We also interviewed four families from one particular third-grade class, and all of them said that the teacher did not give out the passports, that her class did not participate, and that they did not participate in CWK either. The parents were very unhappy to learn that their children had missed what they thought seemed like a great program, and the children mentioned that they had friends in other classes who had participated and they were sad that they had not been able to do it.

**Why Families Do and Do Not Eat Fruits and Vegetables**

The biggest reason that children eat FVs is that they like them. Many children listed specific FVs among their favorite foods. Children interviewed preferred fruits to vegetables, and this was reinforced by what their parents said.

Some parents said that even though they do like to eat vegetables, they still find it difficult to eat the recommended quantities. Parents even described fixing two different meals, one for themselves, and one for their children because their children would not eat meals with too many vegetables. However, while most parents reported buying and serving FVs regularly, several of the children reported that there were only FVs available in the house sometimes.

Families described the importance of eating FVs for health and disease prevention. Both parents and children made the connection that eating FVs makes one healthier. The children were more likely to link eating FVs to having more energy, being stronger, to having better eyesight, or to being able to do things they want to do, stating that this is why they eat FVs.
Parents reported that their families ate FVs because they are important to being healthy, and several admitted that even though they personally don’t like them that much, or they struggle to eat them, they make an effort to do so for their children. Several said that they eat them and offer them in their household because it is important for their children’s health. Several mentioned that they were concerned about diseases, such as diabetes. A few mentioned that they themselves had diabetes, or had family members or friends with diabetes and were concerned. Parents said that their kids only eat vegetables because they, the parents, make them, or that kids will eat vegetables only when served with ranch dressing, which all parents stated was a bad thing because it makes the vegetables not really count as healthy.

Many parents also spoke about being concerned about their child’s weight and encouraging FV consumption to help with weight control. Many also raised the issue of unhealthy food in the school cafeteria. They said they wished there was better food in the cafeteria not only because it would be healthier, but also because then the better foods would be the norm, so parents wouldn’t have to fight against the unhealthy foods children eat at school.

Families also said they ate FVs because of the passport. They said that they had tried the recipes, and liked them, so the passport provided a motivation to eat FVs.

**Knowledge of Healthy Eating**
We asked all of the parents we interviewed if they knew how many servings of FVs would be good to eat...
each day. Estimates by parents ranged from one apple-sized portion of both FVs to three to four portions each of FVs. Interviewees spoke about healthy eating as meaning that they are not supposed to eat too much sugar and fat, which they know can come from a variety of sources, including sodas, refined grains, candy, and junk food such as hamburgers and pizza. They also knew that FVs are healthy and that they should be eating more of them. Many also said that fruit and fruit juice is higher in sugar, albeit natural sugar, so they should also be watching their consumption of these foods. Most of the children reported healthy eating as more FVs, less sugar, and less fat. And many of them knew some of the reasons why it is important to eat healthy, such as to have more energy and prevent disease.

Despite this knowledge, many people reported challenges in trying to eat healthy (e.g., time, good recipes, their children or they don’t like healthy foods, or such foods are more expensive). Cost was cited less frequently than most of the other reasons. Although families know they need to eat healthier foods, they struggle with implementation and obtaining a better idea of what eating healthier means. Interviewees expressed a better understanding of what they should not be eating than of what they should be eating. One grandmother commented that the [Hispanic] culture does not allow for healthy food. She noted that there are many big family events that always include unhealthy main courses, such as enchiladas with lots of cheese, meat, and tortillas, followed by dessert, which always includes cakes. In addition, sodas are always available. She recognized that this would be fine if it were just once in a while but indicated that there is usually a big event every week or at least several times a month. She talked about the need for a culture change because she thinks these events are slowly destroying her people.

When speaking about healthy eating, or information that they had learned from the campaign, parents mentioned “the placemat”. The placemat, which was created by the evaluation team, was an incentive for students completing the follow-up SNAP-Ed evaluation survey. It showed an actual plate with serving sizes for adults and children and used hand measurements to help people understand portion sizes. Although the placemat was not part of the campaign, several families connected it to the intervention and said that they found it helpful because they realized they were serving their children large portions.

**Caregiver:** “Well supposedly, it is like a plate that you divide and it’s like, they make them into four parts and it’s more of vegetables and fruits than anything else.”

**Caregiver:** “Well we got a placemat and we were looking at it and comparing it and we noticed that sometimes we eat very large portions. We ate things very exaggerated.”

**Child:** “Because if you eat other food like junk food you won’t be healthy and you will be in a bed, sick laying down, not being able to do anything and if you eat vegetables you can be healthy and strong and do whatever like play outside. And if you don’t eat it you have to be in the bed sick.”

**Motivations for Change**
Families reported making some recent changes toward eating more healthful foods. Interviewees also reported good intentions but facing daily challenges. Parents mentioned eating more FVs; less bread, cheese, and junk food; and drinking fewer sugary beverages. Much of the motivation for these changes derived from concerns about weight. Several of the parents, particularly the mothers and grandmothers, told us that they were trying to watch their weight or lose weight. Several said that they or a close
A family member had diabetes, pre-diabetes, or an autoimmune disease that prompted major changes in diet. Others reported that their children’s weight had led to changes in eating behaviors.

Several interviewees spoke about doctors telling them that their children were overweight and that they needed to make some major changes. A number of families specifically mentioned being involved with La Familia Clinic and their Comunidad, Ejercicio, Nutrición y Acción program, which works specifically on obesity prevention. Families were unexpectedly blunt and open, even in front of their children, about these conditions and the need to make changes to address them. Parents stated that their children had to make these changes for their health, whether they wanted to or not. Several of the grandmothers, and mothers who also had older children, said that they were determined to make better choices with their younger children because they felt they had not been as careful with the older children and were now seeing the consequences. These consequences included overweight, bad eating habits (such as always drinking soda), and not being willing to eat FVs.

Some families mentioned that the changes they were making were at the suggestion of their children. They talked about how their children would come home from school and tell them they had to eat less sugar or more FVs, and parents were trying to take this to heart and follow their example. Several of the children suggested that their parents should spend more money on FVs instead of soda. A number of children also reported that they had been eating more FVs because of weight, either to lose weight or because they knew that eating FVs was important “to not get fat.” Several children also commented that they were eating more FVs because they tried them and liked them. They hadn’t eaten them before because they didn’t think they would like them, but they discovered that they did.

Caregiver: “We have made changes. We drink water instead of Coke or juice...well yes, in part because the doctor told us and also because of her godmother, like the doctor told us that sadly I also have a heritage of diabetes so we have to try so we won’t get it that early and try to prevent it.”

Caregiver: “At first, they didn’t like it because they would call their dad to bring burritos or pizza and for me it was also easy because it already came prepared and I didn’t have to cook but when they said it and the doctor also told us that we have to cut down a little because she wasn’t going to grow anymore and scaring us, we started to cook a little more and I also told my husband not to listen to them when they called him. After a while of not eating that too often than he would bring it once in a while but not every time. Sometimes I would tell them I made food and they called their dad because they saw the food and they would say, ‘Again these vegetables and again this.’ In the beginning it was difficult but they are getting used to cooking more.”

Child: “Because I have started to eat the fruit that they give me at my school...because of this [pointing at the passport].”

Child: “Yes I have eaten more [FVs] this year, before I would eat a little bit and now I eat more...because [healthcare provider] told me that I was fat and I didn’t like that and also because they gave us the passport and I like that, so then I started to change.”

Child: “Like before we would only eat like junk food and then I asked my dad if we can stop doing that and he said okay and we stopped.”
What Families are Eating or Not Eating

Although families mentioned eating a wide variety of foods, there were several comments about ways of eating or foods that they identified as culturally specific. One example is *caldo*, a common dish among Hispanic immigrants. *Caldo* is usually translated as *soup or broth*, but our participants used *caldo* to describe a range of dishes, including a medley dish with meat and vegetables. This was something that parents reported making often and that children often stated they didn’t like. Many of the children reported that there were almost always beans with the meals, and many said that they did not like beans. Another apparent culturally favorite preparation is topping foods with lemon, particularly as a “dressing” for vegetables and often accompanied by chilies. Parents also reported that they usually offer fruits, and sometimes vegetables, as snacks. Other snacks included yogurt, granola bars, string cheese, and sandwiches.

Several parents described the differences in eating practices during their upbringing, which were often described as “traditional” for their culture, and the way people eat now. The traditional way of eating was based on a ranch lifestyle: people ate what they grew or raised and very little was processed. However, others referred to “Spanish food,” or foods from their culture that are not traditional, such as Frito pie.

Discussion

Ours was the first statewide evaluation of SNAP-Ed programming for children in New Mexico. We found that the programming was associated with several positive health behavior changes, including eating more FVs, purchasing more FVs, and children helping to prepare meals more frequently. Children helping to prepare meals was also associated with increased FV consumption. This finding is similar to those of previous studies of child involvement in meal preparation at home (Chu et al., 2014; van der Horst et al., 2014).

Although positive health behaviors increased, a decrease occurred in the proportion of days per week in which half of the children’s plates at the main meal contained FVs. The reason for this discrepancy is unknown, but it is possible that the children were eating more FVs as snacks or at other meals but not at their main meal.
We also observed a gap in knowledge regarding recommendations for FV consumption, with some parents reporting as few as no or one serving of FVs per day as being sufficient. Parents were also surprised by the recommended portion sizes for children, and they commented that the placemats that children received as an incentive for returning surveys were helpful in determining appropriate portion sizes.

Respondents did acknowledge the importance of healthy food choices, but frequently expressed this in terms of what not to eat (e.g., soda, sugar, or fat). They also reported many barriers to eating healthy foods. As expected, cost was cited as a barrier—but only among one third of participants. The perishability of fresh FVs and the time it takes to cook healthy meals were also main barriers.

Children and parents “liking” FVs was the most important facilitator. We found that parent preference for FVs was more strongly associated with the average amount of FVs that children ate than was child preference. Parent preference may influence child FV consumption through the foods that are available and prepared in the home, verbalization of their dislike in front of children, and modeling of unhealthy eating behaviors.

Parents recognized that the environment plays a role in healthy behaviors. They spoke of cultural traditions for which the consumption of unhealthy foods at family events was the norm, as well as their concern about the foods served to their children at school (e.g., chicken nuggets or pizza). One positive change that occurred in the home environment was an increase in low-fat and skim milk consumption and a corresponding decrease in drinking whole and 2% milk. Previous research has indicated that switching from higher-fat to lower-fat milk is associated with a reduction in dietary saturated fat (Morshed, Davis, Greig, Myers, & Cruz, 2015). Focusing on substitution of less healthful foods with similar foods that are lower in saturated fat or sugar, or more nutrient-dense, may be an effective strategy for increasing healthy eating.

Our research also showed promising results for use of social marketing campaigns to enhance SNAP-Ed programming. FV consumption increased significantly in the social marking intervention group from baseline to follow-up, although it was not significantly higher than the increase in the comparison and control groups. We expected that the intervention group would have the greatest increase in FV consumption, followed by the comparison group (which received SNAP-Ed programming without the social marketing). It was not expected that students at the control schools would increase FV consumption similarly to those in the comparison group. These results may have been due partly to the small sample size in this pilot evaluation. It is also possible that, although the control schools did not receive SNAP-Ed, they may have been exposed to other nutrition programming at school or in the community, although we were unable to identify specific programs. Finally, the increase in FV consumption at control schools may have been related to the timing of the survey. Because of delays in receiving approval for the study from the IRB for the control schools, the surveys at those schools were sent out during the winter (instead of fall), when FVs are less accessible and more expensive. This may have contributed to a lower baseline average FV consumption.

Overall, the social marketing campaign was well received by participants, family members, and community partners. It was thought to have a positive effect on students and families, and the majority of community partners indicated that they would participate again. However, although community members were positive about the campaign, it elicited fairly low levels of specific message recall (9.6% for children and 6.1% for adults) compared with mass media campaigns, which typically rely on
television and radio (Finlay & Faulkner, 2005; Hornik & Kelly, 2006). On the other hand, recall does not always reflect knowledge or intent to change behavior (Hornik & Kelly, 2006; Randolph & Viswanath, 2004; Viswanath & Bond, 2007). Mass media campaigns are more likely to elicit behavior change when paired with other campaign components, similar to the manner used by the ESPH campaign.

Lessons Learned

We identified several areas for program improvement, including creating more children-friendly recipes; making healthy choices easier; getting parents to model FV consumption, possibly by focusing on their own health and that of their children; and engaging partners to reinforce healthy eating through policy and environmental changes at schools and in communities.

Parents were frequently not engaged with the nutrition programming or social marketing campaign. Depending on children to deliver program content and instructions to their parents through materials sent home from school was not always a reliable mechanism for communicating with parents. Families expressed interest in information, tools, and other resources, but they did not always receive take-home materials. Finding additional ways to engage parents would bolster the family component of the intervention.

We also found that some teachers, schools, and community members were more engaged, more organized, and more responsive than others. This was a challenge for conducting both the social marketing campaign and the evaluation. For example, some teachers indicated that the social marketing campaign was too burdensome to allow them to participate. Similarly, some teachers never distributed or collected the evaluation surveys. Making implementation easier or providing better incentives may improve teachers’ participation.

Our interviews revealed that another campaign addressing obesity was being conducted at a local clinic simultaneously with our intervention and that it used similar strategies (providing recipes and guidance on healthy eating). Attempts were made to partner with the clinic, but they were unsuccessful. Additional efforts to partner and collaborate on programming and messaging may lead to greater impact in communities.

The after-school programming addressing environmental and policy change was not successful. In the absence of a designated project coordinator to facilitate implementation of the CATCH Kids Club, the program never really got past the training and development stage. In addition, one school had unresolved issues with bussing of children, so implementation of the program was not possible. Such issues must be resolved before new attempts are made to implement or evaluate the program.

We also learned from the evaluation experience itself. First, survey response rates at follow-up were considerably lower than those at baseline. Although we tried to schedule surveys around school testing and other events, issues of which we were initially unaware may have affected response rates. For example, one school reported that we were just one of many groups conducting surveys or evaluations there. Efforts should be made to improve survey timing. Perhaps choosing different grades may improve response rates.

Limitations

Evaluation surveys relied on self-report, which is susceptible to recall bias. We attempted to limit bias by asking families to record FV consumption daily over three consecutive days. The diary contained photographs and examples and was to be completed by children and their parents. No method for
dietary intake is without error, especially when used in children. After a review of the literature, pilot-testing and revising the instrument, and factoring in the practical aspects of self-administration, we determined this diary would be the most appropriate method for collecting evaluation data.

The overall evaluation would have benefited from having control sites, but we could not include them because of the widespread nature of SNAP-Ed programming in New Mexico. At baseline, SNAP-Ed programming was used in four of the five largest school districts in the state and in every elementary school in one of the districts. The evaluation of the social marketing campaign did benefit from randomization according to community and from having comparison and control sites. However, the small size of the pilot project (three schools in the intervention group) and the limited number of intervention-school students who returned both a baseline and follow-up survey precluded detection of a significant difference between groups.

**Conclusion**

This evaluation represents a step toward understanding the impact of SNAP-Ed programming in New Mexico. The programs addressing children (CHILE Plus, CWK, KC!, and the Las Cruces Public Schools program) are associated with an increase in FV consumption by children, an increase in FV purchasing by families, and an increase in the number of children helping to prepare meals. SNAP-Ed participants also reported a reduction in home consumption of higher-fat milk and an increase in skim and 1% milk consumption. Students in schools that also received the social marketing campaign significantly increased their FV consumption. This increase was higher than that in the comparison and control groups, although the difference was not significant.
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Appendix A. CATCH Environmental Scan

Environmental Scan for
Healthy Eating and Physical Activity (HEPA) Standards in CATCH Kids Club Sites, NM

Baseline

Please answer the questions below. All information is confidential. This information will help us to determine if the after-school setting is fostering healthy behavior choices. It will tell us if the nutrition and physical activity changes being made in the after-school program are successful or not.

After-School Program Name: _____________________________ Date: _______________

Name and position of CATCH staff: ________________________________________________

Name and position of person conducting scan _________________________________________

1. Does this after-school program have a parent handbook? YES NO

(IF NO- skip to next question)

If yes, are the following HEPA Standards listed in the parent handbook?

- Serving fruits and vegetables instead of cake, cookies, candy, etc YES NO
- Serving water as the preferred drink YES NO
- Providing 30 minutes of physical activity each day YES NO
- Providing age-appropriate aerobic and strengthening physical activities YES NO

2. Do you intend to implement the following HEPA standards this school year?

- Serving fruits and vegetables instead of cake, cookies, candy, etc YES NO
- Serving water as the preferred drink YES NO
- Providing 30 minutes of physical activity each day YES NO
- Providing age-appropriate aerobic and strengthening physical activities YES NO

3. How many days a week is water offered during snacks?
0 1 2 3 4 5

4. How many days a week are fruits offered during snacks?
0 1 2 3 4 5

5. How many days a week are vegetables offered during snacks?
0 1 2 3 4 5

6. How many days a week are kids given the opportunity to be physical active?
0 1 2 3 4 5
7. Have you already made any changes to your center to improve nutrition or physical activity since the beginning of the year?  

YES   NO  
If yes, tell us about it  
______________________________________________________________________________  
______________________________________________________________________________  

OBSERVATIONAL SECTION

8. Does this location have soda machines?  

YES   NO  
If yes, what do they have in them?  (Circle all that apply)  
Sodas   Water   100% Juice   Sugary drinks (e.g., Gatorade, Sunny D)   Other ________  
If yes, where are they located (in main halls where children can see/access them, or hidden in teacher’s lounge)?  
______________________________________________________________________________  

9. Does this location have snack vending machines?  

YES   NO  
If yes, what do they have in them?  (Circle all that apply)  
Candy   Chips   Cookies   Other Junk   Nuts   Trailmix   Granola Bars   Other ________  
If yes, where are they located (in main halls where children can see/access them, or hidden in teacher’s lounge)?  
______________________________________________________________________________  

10. Did you observe any teachers/ caregivers eating or drinking anything unhealthy in front of the children (e.g., chips, fastfood, sodas, coffee or beverages in cups with logos promoting unhealthy companies)?  

YES   NO  
If yes, what did you see?  
______________________________________________________________________________  

11. Did you observe any teachers/ caregivers eating or drinking anything healthy in front of the children (e.g., fruits, vegetables, water)?  

YES   NO  
If yes, what did you see?  
______________________________________________________________________________  

12. Did you observe any kids eating or drinking anything unhealthy (e.g., chips, fastfood, sodas, beverages in cups with logos promoting unhealthy companies)?  

YES   NO  
If yes, what did you see?  
______________________________________________________________________________
13. Did you observe any kids eating or drinking anything healthy (e.g., fruits or vegetables, water)?

   YES    NO

If yes, what did you see?

____________________________________________________________________________________

14. Did you observe any adults engaged in physical activity while you were visiting?    YES    NO

15. Did you observe any kids engaged in physical activity while you were visiting?     YES    NO

16. Any other observations regarding nutrition or physical activity that you think are important to report?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Thank you for your time!

*adapted from the Oklahoma State Department of Health CATCH Kids Club Program*
Over the weekend, please take this survey with your child’s help. If there is a consent form attached to this survey, please sign in the orange box before you return the packet. Choose the best answers to tell us what your child and family eat. There are no right or wrong answers.

Child’s name: _________ «Student_Name»_________ Date:_____________________

At the end of each day, please add up the fruit your child ate.

Count fruits that come in cans, frozen, dried, or fresh. DO NOT count fried fruits (like fried bananas), or any kind of juice.

Please add up how many servings of fruit your child ate, and circle the total in the box.

EXAMPLE: ½ banana at breakfast + 1 small orange as a snack = 2 child servings of fruit for the day

1. How many servings of fruit did your child eat on Friday, Saturday and Sunday? (Circle the number of servings below)

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Saturday</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1a. Did your child eat more than one kind of fruit on any of these days? (Circle yes/no for each day)

Friday  Yes  No  Saturday  Yes  No  Sunday  Yes  No
At the end of each day, please add up the vegetables your child ate.

Count vegetables on their own, or in mixed dishes like sandwiches, burritos, stir-fry, salads, soups, and salsas. Count vegetables that come in cans, frozen, dried, or fresh.
Do NOT count fried vegetables (like French fries).

Please add up how many servings of vegetables your child ate, and circle the total in the box.
EXAMPLE: Salad with 2 baby carrots + 2 grape tomatoes + 1 handful lettuce = 1 child serving for lunch
1 salad serving for lunch + 1 handful broccoli for dinner = 2 servings for the whole day

2. How many servings of starchy vegetables (like corn, peas, potatoes), not fried, did your child eat on Friday, Saturday and Sunday?

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
<td></td>
<td>2</td>
<td>2</td>
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<tr>
<td>3</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5+</td>
<td></td>
<td>5+</td>
<td>5+</td>
</tr>
</tbody>
</table>

3. How many servings of other vegetables, not fried, did your child eat on Friday, Saturday and Sunday?

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
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<td>4</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5+</td>
<td></td>
<td>5+</td>
<td>5+</td>
</tr>
</tbody>
</table>
3a. Were any of the vegetables your child ate orange or red (like carrots, tomatoes, red bell peppers)?  
(Circle yes/no for each day)  
<table>
<thead>
<tr>
<th>Day</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sunday</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

3b. Were any of the vegetables your child ate dark green and leafy (like spinach, kale, broccoli)?  
(Circle yes/no for each day)  
<table>
<thead>
<tr>
<th>Day</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sunday</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

3c. Were there any other vegetables that you child ate (like squash, lettuce, chiles, cucumbers)?  
(Circle yes/no for each day)  
<table>
<thead>
<tr>
<th>Day</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sunday</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

4. Was this a normal weekend for eating fruits and vegetables?  
(Check one)  
- Yes, this was a normal weekend  
- No, my child ate more fruits and vegetables than normal  
- No, my child ate less fruits and vegetables than normal

5. On any of the last 7 days was at least half your child's plate fruits and/or vegetables for the main meal?  
(Circle number of days)  
<table>
<thead>
<tr>
<th>Days</th>
<th>Yes, every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Days</td>
<td>No, none</td>
</tr>
<tr>
<td>1 Day</td>
<td></td>
</tr>
<tr>
<td>2 Days</td>
<td></td>
</tr>
<tr>
<td>3 Days</td>
<td></td>
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<tr>
<td>4 Days</td>
<td></td>
</tr>
<tr>
<td>5 Days</td>
<td></td>
</tr>
<tr>
<td>6 Days</td>
<td></td>
</tr>
<tr>
<td>7 Days</td>
<td></td>
</tr>
</tbody>
</table>

Please tell us more about your family’s shopping, eating, and lifestyle habits

6. Do you buy more or less fruits and vegetables than you did at this time last year?  
(Check one)  
- We buy less  
- We buy the same amount  
- We buy a little more  
- We buy a lot more

7. Has anything helped you or made it easier for you and your family to eat fruits and vegetables over the past year?  
(Check all that apply)  
- The child/ children like to eat them more than before  
- I like to eat them more than before  
- Increases in benefits (SNAP, WIC, etc.)  
- Advice or support from my doctor or nurse  
- Advice or support from my family or friends  
- New recipes with more fruits and vegetables  
- New information and tips about healthy eating  
- What we learned from CHILE Plus  
- Other (please explain)  

More on next page
8. Has anything made it harder to eat fruits and vegetables over the past year? (Check all that apply)
- ☐ Buying more costs too much
- ☐ I don’t like to eat them
- ☐ The child/children don’t like them
- ☐ Cuts in benefits (SNAP, WIC, etc.)
- ☐ Not enough time to shop for or prepare them
- ☐ Other (please explain) ________________________________

9. How often does your child help make meals? (Check one)
- ☐ Almost never
- ☐ At least 1 time per month
- ☐ At least 1 time per week
- ☐ At least 1 time per day

10. How many servings of fruits and vegetables are people supposed to eat each day? (Circle the number of servings)

<table>
<thead>
<tr>
<th>How often are these foods in your home? (Put an ☒ in the box that best fits your answer)</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Fat Milk (1% or Skim)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole or 2% milk</td>
<td></td>
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<td></td>
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<tr>
<td>Soda, Pop, or Coke (not including diet soda)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit Punch or Fruit Drinks (like Sunny D, Gatorade)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Fruit Juice (no sugar added)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-sugar or Whole Grain Cereals (like Cheerios, Shredded Wheat, oatmeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Fries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned or Frozen Vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chips (like potato chips, Cheetos, Tostitos)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pizza (frozen, delivery, carry out)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Brown Rice or Whole Wheat Pasta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Wheat Bread, Whole Wheat Tortillas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn Tortillas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candy or Chocolate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned, Frozen, or Dried Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More on next page
11. What has your child shared with you about CHILE Plus?

_______________________________________________________________________________________________________________________

12. Did you do any of the CHILE Plus activities this year? (Check all that apply)

☐ No, I didn’t know anything about it  ☐ Yes, I helped in a daytime cooking activity
☐ No, I haven’t been able to  ☐ Yes, I went to a family event
☐ Someone else in my family has  ☐ Yes, I did other activities: ____________

13. Did you get any of the CHILE Plus recipes the school has sent home? (Circle one) Yes No

14. Have you made any of the CHILE Plus recipes at home? (Check one)

☐ No, I didn’t get any of the recipes  ☐ Yes, I have tried once or twice
☐ No, I haven’t tried, and I don’t plan to try  ☐ Yes, I have tried and now make it often
☐ No, I haven’t tried but I plan to try soon

15. Please tell us about anything new or different you or your child are doing because of CHILE Plus.

_____________________________________________________________________________________________________________________________

16. Please tell us how you think CHILE Plus could be better.

_____________________________________________________________________________________________________________________________

17. Is your child a: (Circle one) Boy Girl

18. Child’s Age _____________

19. What grade is your child in? (Circle one) HeadStart Pre-K K 1st 2nd 3rd 4th 5th

20. How long has your child been in this school? (Circle one)

1 year 2 years 3 years 4 years 5 years 6 years

21. Are you the child’s (mom, dad, grandma, aunt, etc.)? _____________________

22. How many children (17 and under) live in your house? ____________

If there is a consent form attached to this survey, please sign in the orange box on the consent form and then return the packet to your child’s teacher. If there is no consent form, it means you already signed it when you filled out the first survey. Thank you very much for your help!
Over the weekend, please take this survey with your child’s help.
If there is a consent form attached to this survey, please sign in the orange box before you return the packet.
Choose the best answers to tell us what your child and family eat. There are no right or wrong answers.

Child’s name: ____________________       Date:_____________________

At the end of each day, please add up the fruit your child ate.

Count fruits that come in cans, frozen, dried, or fresh.
DO NOT count fried fruits (like fried bananas), or any kind of juice.

Please add up how many servings of fruit your child ate, and circle the total in the box.
EXAMPLE: ½ banana at breakfast + 1 small orange as a snack = 2 child servings of fruit for the day

1. How many servings of fruit did your child eat on Friday, Saturday and Sunday? (Circle the number of servings below)

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th>Friday</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5+</td>
</tr>
<tr>
<td>Sunday</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5+</td>
</tr>
</tbody>
</table>

1a. Did your child eat more than one kind of fruit on any of these days? (Circle yes/no for each day)
Friday Yes No  Saturday Yes No  Sunday Yes No

1b. Did your child eat any fruits or vegetables as a snack on any of these days? (Circle yes/no for each day)
Friday Yes No  Saturday Yes No  Sunday Yes No

More on next page
At the end of each day, please add up the **vegetables** your child ate.

**Count vegetables** on their own, or in mixed dishes like sandwiches, burritos, stir-fry, salads, soups, and salsas.

**Count vegetables** that come in cans, frozen, dried, or fresh.

**Do NOT count fried vegetables** (like French fries).

---

Please add up how many **servings** of **vegetables** your child ate, and circle the total in the box.

**EXAMPLE:** Salad with 2 baby carrots + 2 grape tomatoes + 1 handful lettuce = 1 child serving for lunch
1 salad serving for lunch + 1 handful broccoli for dinner = 2 servings for the whole day

---

**Count starchy vegetables separate from the other vegetables.**

\( \frac{1}{4} \) cup OR small child handful = small child serving (under 5 yrs)

\( \frac{1}{2} \) cup OR child handful = child serving (5+)

---

2. How many **servings** of **starchy vegetables** (like corn, peas, potatoes), **not fried**, did your child eat on Friday, Saturday and Sunday?

(Circle the total number of servings for each day): 

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th></th>
<th>Saturday</th>
<th></th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1</td>
<td>2 3</td>
<td>4 5+</td>
<td>0 1</td>
<td>2 3</td>
</tr>
</tbody>
</table>

3. How many **servings** of **other vegetables**, **not fried**, did your child eat on Friday, Saturday and Sunday?

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th></th>
<th>Saturday</th>
<th></th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1</td>
<td>2 3</td>
<td>4 5+</td>
<td>0 1</td>
<td>2 3</td>
</tr>
</tbody>
</table>

---

More on next page
3a. Were any of the **vegetables** your child ate **orange or red** (like carrots, tomatoes, red bell peppers)?
(Circle yes/no for each day)  
Friday  Yes  No  
Saturday  Yes  No  
Sunday  Yes  No

3b. Were any of the **vegetables** your child ate **dark green and leafy** (like spinach, kale, broccoli)?
(Circle yes/no for each day)  
Friday  Yes  No  
Saturday  Yes  No  
Sunday  Yes  No

3c. Were there any **other vegetables** that your child ate (like squash, lettuce, chiles, cucumbers)?
(Circle yes/no for each day)  
Friday  Yes  No  
Saturday  Yes  No  
Sunday  Yes  No

4. **Was this a normal weekend for eating fruits and vegetables?**  
(Check one)  
☐ Yes, this was a normal weekend  
☐ No, my child ate **more fruits** and **vegetables** than normal  
☐ No, my child ate **less fruits** and **vegetables** than normal

5. On any of the last 7 days was at least half your child's plate **fruits and/or vegetables** for the main meal?

<table>
<thead>
<tr>
<th>(Circle number of days)</th>
<th>Yes, every day</th>
<th>No, none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Days 1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Please tell us more about your family’s shopping, eating, and lifestyle habits**

6. **Do you buy more or less** fruits and vegetables than you did **at this time last year?**  
(Check one)  
☐ We buy less  
☐ We buy the same amount  
☐ We buy a little more  
☐ We buy a lot more

7. **Has anything helped you or made it easier** for you and your family to eat fruits and vegetables over the past year?  
(Check all that apply)  
☐ The child/children like to eat them more than before  
☐ I like to eat them more than before  
☐ Increases in benefits (SNAP, WIC, etc.)  
☐ Advice or support from my doctor or nurse  
☐ New recipes with more fruits and vegetables  
☐ New information and tips about healthy eating  
☐ What we learned from Kids Cook!

8. **Has anything made it harder** to eat fruits and vegetables over the past year?  
(Check all that apply)  
☐ Buying more costs too much  
☐ I don’t like to eat them  
☐ The child/children don’t like them  
☐ Cuts in benefits (SNAP, WIC, etc.)  
☐ Not enough stores close to me carry them  
☐ Not enough time to shop for or prepare them  
☐ They go bad too quickly  
☐ No one really supports or encourages me to eat them

---

More on next page
9. Where does your family get most of its groceries (Walmart, corner store, Smith’s, food pantry, ethnic market, Costco, Dollar Store, etc.)?

___________________________________________________________________________________________

10. How often does your child help make meals? (Check one)

- O Almost never
- O At least 1 time per month
- O At least 1 time per week
- O At least 1 time per day

11. How often do you have fruits or vegetables ready, and in places that are easy for kids to reach, like out on a table or on the bottom shelf of the fridge? (Check one)

- O Never
- O Rarely
- O Sometimes
- O Most of the time
- O Always

12. How important is it to you to eat fruits and vegetables every day? (Circle one)

Not at all | 1 | 2 | 3 | 4 | Very | 5
--- | --- | --- | --- | --- | --- | ---

13. How important is it to you for your kids to see you eating fruits and vegetables? (Circle one)

Not at all | 1 | 2 | 3 | 4 | Very | 5
--- | --- | --- | --- | --- | --- | ---

How often are these foods in your home? (Put an X in the box that best fits your answer)

<table>
<thead>
<tr>
<th>Food Type</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Fat Milk (1% or Skim)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole or 2% milk</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Soda, Pop, or Coke (not including diet soda)</td>
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</tr>
<tr>
<td>100% Fruit Juice (no sugar added)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Low-sugar or Whole Grain Cereals (like Cheerios, Shredded Wheat, oatmeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Fries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned or Frozen Vegetables</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Vegetables</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chips (like potato chips, Cheetos, Tostitos)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Pizza (frozen, delivery, carry out)</td>
<td></td>
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<tr>
<td>Brown Rice or Whole Wheat Pasta</td>
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<tr>
<td>Whole Wheat Bread, Whole Wheat Tortillas</td>
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<td></td>
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<tr>
<td>Corn Tortillas</td>
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</tr>
<tr>
<td>Candy or Chocolate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned, Frozen, or Dried Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More on next page
14. Have you seen or heard any healthy eating messages in the past year (like posters, billboards, radio or TV ads)? (Circle one) Yes No I don’t know

14a. Where did you see or hear the messages (like school, grocery store, newspaper, social media)?

14b. What did the messages say?

15. How many servings of fruits and vegetables are people supposed to eat each day? (Circle the number of servings)

16. Have you seen or heard any healthy eating messages in the past year (like posters, billboards, radio or TV ads)? (Circle one) Yes No I don’t know

16a. Where did you see or hear the messages (like school, grocery store, newspaper, social media)?

16b. What did the messages say?

17. Did you do any of the Kids Cook! activities this year? (Check all that apply)

18. Did you get any of the Kids Cook! recipes the school has sent home? (Circle one) Yes No

19. Have you made any of the Kids Cook! recipes at home? (Check one)
20. What has your child shared with you about Kids Cook!?  
__________________________________________________________________________________________________________________________________

21. Please tell us about anything new or different you or your child are doing because of Kids Cook!  
_________________________________________________________________________________________________________________________________

22. Please tell us how you think Kids Cook! could be better.  
________________________________________________________________________________________________________________________________

23. Is your child a: (Circle one)  Boy  Girl

24. Child's Age ________________

25. What grade is your child in? (Circle one)  HeadStart  Pre-K  K  1st  2nd  3rd  4th  5th

26. How long has your child been in this school? (Circle one)  
   1 year  2 years  3 years  4 years  5 years  6 years

27. Are you the child's (mom, dad, grandma, aunt, etc.)? ________________________________

28. How many children (17 and under) live in your house? _______________

---

If there is a consent form attached to this survey, please sign in the orange box on the consent form and then return the packet to your child's teacher. If there is no consent form, it means you already signed it when you filled out the first survey. Thank you very much for your help!

---

USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. The SNAP provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-432-6217.
Over the weekend, please take this survey with your child’s help. If there is a consent form attached to this survey, please sign in the orange box before you return the packet. Choose the best answers to tell us what your child and family eat. There are no right or wrong answers.

Child’s name: _________________        Date:_____________________

At the end of each day, please add up the fruit your child ate.

Count fruits that come in cans, frozen, dried, or fresh. DO NOT count fried fruits (like fried bananas), or any kind of juice.

Please add up how many servings of fruit your child ate, and circle the total in the box.
EXAMPLE: ½ banana at breakfast + 1 small orange as a snack = 2 child servings of fruit for the day

1. How many servings of fruit did your child eat on Friday, Saturday and Sunday? (Circle the number of servings below)

   ¼ cup OR small child handful = small child serving (under 5 yrs)
   ½ cup OR child handful = child serving (5+)

   (Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Friday</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Saturday</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1a. Did your child eat more than one kind of fruit on any of these days? (Circle yes/no for each day)
   Friday   Yes  No
   Saturday Yes  No
   Sunday   Yes  No

1b. Did your child eat any fruits or vegetables as a snack on any of these days? (Circle yes/no for each day)
   Friday   Yes  No
   Saturday Yes  No
   Sunday   Yes  No
At the end of each day, please add up the vegetables your child ate.

Count vegetables on their own, or in mixed dishes like sandwiches, burritos, stir-fry, salads, soups, and salsas. Count vegetables that come in cans, frozen, dried, or fresh. Do NOT count fried vegetables (like French fries).

Please add up how many servings of vegetables your child ate, and circle the total in the box.

**EXAMPLE:** Salad with 2 baby carrots + 2 grape tomatoes + 1 handful lettuce = 1 child serving for lunch
1 salad serving for lunch + 1 handful broccoli for dinner = 2 servings for the whole day

2. How many servings of starchy vegetables (like corn, peas, potatoes), not fried, did your child eat on Friday, Saturday and Sunday?

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5+</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5+</td>
<td></td>
<td>5+</td>
<td></td>
</tr>
</tbody>
</table>

3. How many servings of other vegetables, not fried did your child eat on Friday, Saturday and Sunday?

(Circle the total number of servings for each day):

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5+</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5+</td>
<td></td>
<td>5+</td>
<td></td>
</tr>
</tbody>
</table>
3a. Were any of the vegetables your child ate orange or red (like carrots, tomatoes, red bell peppers)?  
(Circle yes/no for each day)  
<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

3b. Were any of the vegetables your child ate dark green and leafy (like spinach, kale, broccoli)?  
(Circle yes/no for each day)  
<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

3c. Were there any other vegetables that your child ate (like squash, lettuce, chiles, cucumbers)?  
(Circle yes/no for each day)  
<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

4. Was this a normal weekend for eating fruits and vegetables?  
(Check one)  
|   | Yes, this was a normal weekend | No, my child ate more fruits and vegetables than normal | No, my child ate less fruits and vegetables than normal |

5. On any of the last 7 days was at least half your child’s plate fruits and/or vegetables for the main meal?  
(Circle number of days)  
<table>
<thead>
<tr>
<th></th>
<th>No, none</th>
<th>(Circle number of days)</th>
<th>Yes, every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Days</td>
<td>Day</td>
<td>Days</td>
</tr>
<tr>
<td>1</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
<tr>
<td>2</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
<tr>
<td>3</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
<tr>
<td>4</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
<tr>
<td>5</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
<tr>
<td>6</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
<tr>
<td>7</td>
<td>Days</td>
<td>Days</td>
<td>Days</td>
</tr>
</tbody>
</table>

Please tell us more about your family’s shopping, eating, and lifestyle habits

6. Do you buy more or less fruits and vegetables than you did at this time last year?  
(Check one)  
|   | We buy less | We buy the same amount | We buy a little more | We buy a lot more |

7. Has anything helped you or made it easier for you and your family to eat fruits and vegetables over the past year?  
(Check all that apply)  
<table>
<thead>
<tr>
<th></th>
<th>The child/children like to eat them more than before</th>
<th>Advice or support from my family or friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I like to eat them more than before</td>
<td>New recipes with more fruits and vegetables</td>
</tr>
<tr>
<td></td>
<td>Increases in benefits (SNAP, WIC, etc.)</td>
<td>New information and tips about healthy eating</td>
</tr>
<tr>
<td></td>
<td>Advice or support from my doctor or nurse</td>
<td>What we learned from Eat Smart to Play Hard</td>
</tr>
<tr>
<td></td>
<td>Other (please explain) __________________________________________________________________________</td>
<td>What we learned from Cooking with Kids</td>
</tr>
</tbody>
</table>

8. Has anything made it harder to eat fruits and vegetables over the past year?  
(Check all that apply)  
<table>
<thead>
<tr>
<th></th>
<th>Buying more costs too much</th>
<th>Not enough stores close to me carry them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I don’t like to eat them</td>
<td>No one really supports or encourages me to eat them</td>
</tr>
<tr>
<td></td>
<td>The child/children don’t like them</td>
<td>They go bad too quickly</td>
</tr>
<tr>
<td></td>
<td>Cuts in benefits (SNAP,WIC, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not enough time to shop for or prepare them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (please explain) ________________________________</td>
<td></td>
</tr>
</tbody>
</table>

More on next page
9. Where does your family get most of its groceries (Walmart, corner store, Smith’s, food pantry, ethnic market, Costco, Dollar Store, etc.)?___________________________________________________________________________________________

10. How often does your child help make meals? (Check one)

- ○ Almost never
- ○ At least 1 time per month
- ○ At least 1 time per week
- ○ At least 1 time per day

11. How often do you have fruits or vegetables ready, and in places that are easy for kids to reach, like out on a table or on the bottom shelf of the fridge? (Check one)

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Most of the time
- ○ Always

12. How important is it to you to eat fruits and vegetables every day? (Circle one)

Not at all | Very
--- | ---
1 | 2 | 3 | 4 | 5

13. How important is it to you for your kids to see you eating fruits and vegetables? (Circle one)

Not at all | Very
--- | ---
1 | 2 | 3 | 4 | 5

How often are these foods in your home? (Put an X in the box that best fits your answer)

<table>
<thead>
<tr>
<th>Low Fat Milk (1% or Skim)</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Almost</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole or 2% milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soda, Pop, or Coke (not including diet soda)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit Punch or Fruit Drinks (like Sunny D, Gatorade)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Fruit Juice (no sugar added)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-sugar or Whole Grain Cereals (like Cheerios, Shredded Wheat, oatmeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Fries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned or Frozen Vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chips (like potato chips, Cheetos, Tostitos)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pizza (frozen, delivery, carry out)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown Rice or Whole Wheat Pasta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Wheat Bread, Whole Wheat Tortillas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn Tortillas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candy or Chocolate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned, Frozen, or Dried Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. Have you seen or heard any healthy eating messages in the past year (like posters, billboards, radio or TV ads)? (Circle one) Yes No I don’t know

14a. Where did you see or hear the messages (like school, grocery store, newspaper, social media)?

14b. What did the messages say?

15. How many servings of fruits and vegetables are people supposed to eat each day? (Circle the number of servings)

   0  1  2  3  4  5+  I don’t know

Ask the Kids!

16. Have you seen or heard any healthy eating messages in the past year (like posters, billboards, radio or TV ads)? (Circle one) Yes No I don’t know

16a. Where did you see or hear the messages (like school, grocery store, newspaper, social media)?

16b. What did the messages say?

17. What has your child shared with you about Cooking with Kids or the Eat Smart to Play Hard Campaign?

   ______________________________________________________________________________________

18. Did you do any of the Cooking with Kids or Eat Smart to Play Hard activities this year? (Check all that apply)

   □ No, I didn’t know anything about it
   □ No, I haven’t been able to
   □ Yes, I helped in a daytime cooking activity
   □ Yes, I went to a family event
   □ Yes, I stopped by an Eat Smart to Play Hard booth
   □ Yes, I helped my child with the Eat Smart to Play Hard Passport
   □ Someone else in my family has
   □ Yes, I did other activities: __________________

19. Did your child do any of the activities in the Eat Smart to Play Hard Passport? (Check one)

   □ No, I didn’t know anything about it
   □ No, my child wasn’t interested in it
   □ My child completed some of the activities
   □ Yes, my child completed most/all of the activities

More on next page
20. Did you get any of the recipes from Cooking with Kids or Eat Smart to Play Hard?
(Circle one) Yes No

21. Have you made any of the Cooking with Kids or Eat Smart to Play Hard recipes at home?
(Check all that apply)

- No, I didn't get any of the recipes
- Yes, we made the some of the recipes from the Eat Smart to Play Hard Passport
- Yes, we made the most/all of the recipes from the Eat Smart to Play Hard Passport
- Yes, we made other Eat Smart to Play Hard recipes (from newsletters, Facebook, etc.)
- Yes, other ____________________________

22. What was your child's favorite part of the Eat Smart to Play Hard Passport?
_______________________________________________________________________________________________________________________________

23. What did your child not like about the Eat Smart to Play Hard Passport?
_______________________________________________________________________________________________________________________________

24. Please tell us about anything new or different you or your child are doing because of Cooking with Kids or Eat Smart to Play Hard.
_________________________________________________________________________________________________________________________________

25. Please tell us how you think Cooking with Kids and Eat Smart to Play Hard could be better.
_________________________________________________________________________________________________________________________________

26. Is your child a: (Circle one) Boy Girl

27. Child's Age ____________

28. What grade is your child in? (Circle one) HeadStart Pre-K K 1st 2nd 3rd 4th 5th

29. How long has your child been in this school? (Circle one)

- 1 year 2 years 3 years 4 years 5 years 6 years

30. Are you the child’s (mom, dad, grandma, aunt, etc.)? ____________________________

31. How many children (17 and under) live in your house? ____________

If there is a consent form attached to this survey, please sign the orange box on the consent form and then return the packet to your child’s teacher. If there is no consent form, it means you already signed it when you filled out the first survey. Thank you very much for your help!
Appendix E. Social Marketing Community Survey

Eat Smart to Play Hard Campaign Survey

As you may know, your organization has been part of a school campaign called Eat Smart to Play Hard this year. This campaign is meant to encourage healthy eating habits in your community. To know how well this campaign has worked, we would like to ask you a few questions. If you are willing, please complete this anonymous survey and tell us what you think.

- Your answers on the survey are private and voluntary.
- There is no risk to you.
- If you don’t know, or don’t want to answer any questions, that’s OK, you don’t have to.
- The survey information will be stored securely at our project office while we are using it and then destroyed.
- None of what you tell us will ever be linked back to you.

[Online] By continuing with the survey, you are giving us permission to use the information you supply.

[Paper version] If you are willing to take the survey, please complete it and return it following your supervisor’s instructions using envelopes provided.

If you do not want to be a part of this project, you don’t have to complete the survey.

The results from this survey may help to improve the healthy eating programs at the schools in your community. At the end, you will have the opportunity to be entered into a drawing for a gift basket.

Thank you for your help.

Sincerely,

Theresa Cruz, PhD
Epidemiologist and Research Assistant Professor
Prevention Research Center, University of New Mexico (UNM PRC)

If you have any questions you can call or email the Project Director, Theresa Cruz, PhD at thcruz@salud.unm.edu or 505-272-4462.

If you have any questions about your legal rights as a research subject, you can call the UNMHSC Human Research Review Committee at (505) 272-1129.
Organization (e.g., school, clinic, store): ______________________________
Role (teacher, clerk, manager): ______________________________ Date: ___________

1. How were you involved in the Eat Smart to Play Hard Campaign?
(e.g., stamped passports, hung posters, my class participated, attended end-of-campaign celebration)

_____________________________________________________________________________________
_____________________________________________________________________________________

2. What do you think the goal of the campaign was?

_____________________________________________________________________________________

3. On a scale of 1-5 how much did the kids seem to enjoy the campaign?
   (circle the number below)
   Not at all     Not at all  2  3  4  5 Very much

4. What changes, if any, did you notice that could be because of the Campaign?

_____________________________________________________________________________________

5. What do you like most about the Eat Smart to Play Hard Campaign?

_____________________________________________________________________________________

6. If you could change one thing about the campaign, what would it be?

_____________________________________________________________________________________

7. On a scale of 1-5 what rating would you give the Campaign?
   (circle the number below)
   Bad     1  2  3  4  5 Excellent!

8. Was there anything that you learned from the campaign?

_____________________________________________________________________________________

9. Would you want to participate again?  YES  NO

THANK YOU! If you would like to be entered into the drawing, please [online] click here to fill out the
contact information [paper version] fill out the separate contact information sheet and put it into the
DRAWING Envelope.
Appendix F. Social Marketing Interview Guide

Campaign Evaluation Parent/Caregiver and Child Interview Guide

INTERVIEW PREP:
1. Schedule appointment: make sure day/time/location works
2. Prepare supplies—
   - Eat Smart to Play Hard Passport
   - Pre-survey example
   - Giftcard
   - Giftcard receipt
   - Incentive book for child
   - Interview guide
   - Consent and assent forms (2 copies of each to leave with participant)
   - Pens
   - Paper for notes
   - Clipboard
   - Tape recorder
3. Make sure the tape recorder has batteries/is charged
4. Send a reminder message/text or call the day before
5. Confirm interview(s) the morning of meeting before leaving for Santa Fe
6. Have list of other potential participants in case you have a no-show
7. Make sure supervisor knows schedule
8. Check in before and after

TO BEGIN:
Hi. How are you? Today, we are going to be talking to you and your child about what kinds of foods you and your family eat. But, before we get started, we are going to read through this consent form, to make sure that you understand exactly what you are agreeing to by being in our study. Because participation in this project is completely voluntary, if you don’t want to do it, you don’t have to. OK, ready to get started?

Please silence your cell phone. [circle phone type]: smart phone cell phone no phone

[Read through CONSENT and ASSENT forms and have interviewees sign. Confirm that they will allow you to audio record the interview.]670

Interviewer to complete prior to starting:
Survey Language: English Spanish Child Gender: M F
Child Grade: Date of interview: ________________
INTERVIEW QUESTIONS:

Child Questions [Ask these questions with only the child present.]
1. What kinds of foods do you like to eat? [Probe: What are your favorite foods? What do you eat most often?]
2. What foods do you really not like to eat?
3. How do you feel about fruits and vegetables? Which ones do you like most?
4. Have your feelings about fruits and vegetables changed at all since the beginning of the school year? [Probe: Why is that?]
5. What did you think about the Eat Smart to Play Hard Passport? [Wait for a response before showing them the passport as a prompt.]
   a. What did you think about the activities/recipes? [show passport]
   b. Would you make the recipes or play the activities again?
   c. What did your family think of them?
6. What other things do you remember about the Eat Smart to Play Hard Campaign?
   a. Why do you think they did the Passport? What do you think they want you to do?
   b. What was your favorite part of Eat Smart to Play Hard?
   c. What parts of Eat Smart to Play Hard did you really not like?
   d. What did you learn from the Eat Smart to Play Hard Campaign?
7. Do you think it is important to eat fruits and vegetables?
   a. [Probe: Why? Or Why not?]
   b. Do you want to eat more fruits and vegetables?
      i. [Probe: Why or why not?]

Joint Questions [This portion should be completed with both participants. With each question, direct it initially to the person in parentheses but allow discussion from both.]
1. (PARENT) What are your favorite foods or favorite meals that you serve to your family (or that your family likes to eat)?
2. (PARENT) Are you the person who usually does the grocery shopping for your household? And what about the cooking?
   a. (CHILD) And do you help with the grocery shopping or cooking? What’s your role?
3. (BOTH) What kinds of foods do you usually have in your home for snacks?
   a. (PARENT) Do you normally leave snacks out, or serve them to your children? (CHILD) Or do you normally get them yourself?
   b. [If they didn’t list any FV as snacks] Do you offer fruits and vegetables as snacks?
   c. [If NO, move on to Q4. If yes] Has that changed over the past year? How? [Probe: are you offering more or less, or preparing them differently?]

4. (PARENT) Have you tried any new recipes or new ways of fixing fruits and vegetables since the beginning of the school year?
   a. [Probe: What are some of them?]
   b. [Probe: How easy or difficult was it?]

5. (CHILD) Are there any foods that you eat more or less of now that you are in [X] grade?
   a. Have you asked your family to make any changes to what you eat?
      i. [Probe if yes: What? And Why?]
      ii. [Probe if yes: (PARENT) How did it go? Have you made the changes? Were there any challenges?]
   b. Are any of your friends eating anything different this year?
      i. [Probe if yes: What? Why do you think that is?]

6. (CHILD) What do you think would help you and your family to eat more fruits and vegetables?
   a. (PARENT) What do you think about those ideas? Do you have any other ideas of what would help your child or your family to eat more fruits and vegetables?

Parent/ Caregiver Questions [This section is focused on the parent or caregiver only. Thank the child for participating and give them the incentive book and see if there is a space where they can sit and read or play close by.]

1. Do you find it hard or easy to eat enough fruits and vegetables yourself?
   a. About how many fruits and vegetables do you think you’re supposed to eat each day?
   b. Do you think you eat that many?
   c. How do you usually eat your fruits and vegetables – [Probes: whole, or in salads, or soups, or salsas, or mixed into your favorite dishes?]?

2. What happens when you offer your child fruits and vegetables?
   a. Has that changed over the past year?
   b. Have you tried offering FV as snacks? Leaving them out on the table? Mixing more of them into favorite dishes?
c. [Probe: How did it go? Did it work? What happened? Did they eat them? Did they like them?]

3. What do you think about the Eat Smart to Play Hard Passport that the kids got at school this year? [Wait for some response before showing them the passport as a prompt.]
   a. What did you think of the recipes? [Show example recipe from passport.]
   b. What did you think of the activities?
   c. What did your child think of it?

4. What did you think of the Eat Smart to Play Hard newsletters and/or Facebook page?
   a. [Probe: Did you see them? Which one did you see?]  
   b. [Probe: What do you remember about them? (Specify which one they are talking about.)]
   c. [Probe: Do you think they are good ways of communicating with families? (Specify which one they are talking about.)]
   d. [Probe: What was most helpful about them? (Specify which one they are talking about.)]

5. What do you think was the goal of the Eat Smart to Play Hard Campaign?
   a. Did it work for you and your child?

6. What was surprising to you about the campaign?

Demographic questions
That’s all I have about the Campaign. I just want to finish up by asking you a few questions about you. These questions are completely voluntary and you don’t have to answer if you don’t want to.

1. How are you related to the child who participated in the Eat Smart to Play Hard Campaign?
   a. Mother
   b. Father
   c. Grandparent
   d. Other ____________________

2. What race/ethnicity do you consider yourself?
   a. White, non-Hispanic [Mark if they say White, Anglo, or Caucasian.]
   b. Hispanic [Mark if they say Hispanic, Latino/a, Mexican, Mexican American, Spanish American, or other specific Latin American country.]
   c. African American [Mark if they say African American or black.]
   d. Asian [Mark including Indian and other South Asians as well.]
   e. Native American [Mark if they say Native American, American Indian, or any specific tribe.]
   f. Pacific Islander
3. I'm going to read some age ranges, please stop me when I get to yours. Are you?
   a. 18-24
   b. 25-34
   c. 35-44
   d. 45-54
   e. 55-64
   f. 65+

4. How many children (under age 18) live in your household? ________

5. Now I am going to read some income ranges for total household income before taxes. Please stop me when I get to yours. Is it?
   a. Less than 10,000 per year
   b. 10-19,999 per year
   c. 20,000-29,999 per year
   d. 30,000-39,999 per year
   e. 40,000-49,999 per year
   f. 50,000 or more per year

6. Does anyone in your home receive SNAP or other benefits (e.g., other food benefits, unemployment)? YES NO
   a. Prompt: If yes, what? ________________________

7. This interview is part of a project connected to a survey that went home at the beginning of the year that looked like this (show survey). Did you get a chance to fill it out? YES NO

Thanks very much for your time.

Here's your gift card. Please sign the (attached) form just so that they know I gave it to you.

And, here's your book.

Giftcard Receipt

INSERT gift forms bilingual dual side
Appendix G. Program Comments by Implementing Agency

Program Improvement Questions
The three open-ended program improvement questions were, “What has your child shared with you about [the program]?”, “Please tell us about anything new or different you or your child are doing because of [the program]”, and “Please tell us how you think [the program] could be better.”

What Families have to Say
This section highlights the results from the three program improvement questions by implementing agency. The qualitative programmatic post survey results are summarized in the tables below. The tables contain the comments expressed by participating families in response to three survey questions. Each comment is a direct quote from one of the respondents. The number in parentheses next to the quote is the total number of similar views, it means that others expressed similar views, but in the interest of space, we did not include them all.

Cooking with Kids (CWK) and Eat Smart to Play Hard
There were 79 child responses to the question, “What has your child shared about CWK or the Eat Smart to Play Hard Campaign?” The majority of responses stated that they shared the recipes. The second most common answers given were that eating healthy is good for you, and that the food was good. A complete list of the responses to this question are listed below.

<table>
<thead>
<tr>
<th>What has your child shared about CWK or the Eat Smart to Play Hard Campaign? (n=79)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The recipes. (12)</td>
</tr>
<tr>
<td>• Eating healthy is good for you. (11)</td>
</tr>
<tr>
<td>• That the food is good. (11)</td>
</tr>
<tr>
<td>• Yes, I do. (5)</td>
</tr>
<tr>
<td>• To eat fruits and vegetables they are not bad, they taste good. (3)</td>
</tr>
<tr>
<td>• That eating smart you can play hard and be stronger. (3)</td>
</tr>
<tr>
<td>• She liked very much. (3)</td>
</tr>
<tr>
<td>• Cook together. (3)</td>
</tr>
<tr>
<td>• That he likes to cook and prepare food. (2)</td>
</tr>
<tr>
<td>• How they learn how to cook and its fun. (2)</td>
</tr>
<tr>
<td>• Just that I don’t go &amp; help. (2)</td>
</tr>
<tr>
<td>• The different types of food around the world and different vegetables that we cook. (2)</td>
</tr>
<tr>
<td>• They love Cooking with Kids. (2)</td>
</tr>
<tr>
<td>• Eat healthy meals at home. (2)</td>
</tr>
<tr>
<td>• Vegetables need to be eaten at every meal. (2)</td>
</tr>
<tr>
<td>• Everything. (2)</td>
</tr>
<tr>
<td>• Passport to healthy eating. (2)</td>
</tr>
<tr>
<td>• How it is to have super powers. (1)</td>
</tr>
<tr>
<td>• She has mentioned that eating fruits and vegetables is healthy. (1)</td>
</tr>
<tr>
<td>• The meals that you liked most and how much fun he had. (1)</td>
</tr>
<tr>
<td>• To sign the passport. (1)</td>
</tr>
<tr>
<td>• To teach them to eat tasty and healthy. (1)</td>
</tr>
<tr>
<td>• Eat smart. (1)</td>
</tr>
<tr>
<td>• Everything find what he likes most and the sports. (1)</td>
</tr>
<tr>
<td>• That she learning how to eat in portions. (1)</td>
</tr>
<tr>
<td>• Healthy foods. (1)</td>
</tr>
<tr>
<td>• Almost nothing. (1)</td>
</tr>
</tbody>
</table>
There were 82 responses to the question, “Please tell us about anything new or different you or your child are doing because of CWK or Eat Smart to Play Hard.” The majority of responses indicated that they were eating healthier since being in the Cooking with Kids program. The listing of grouped responses can be found below.

Please tell us about anything new or different you or your child are doing because of CWK or Eat Smart to Play Hard? (n=82)

- Eats healthier since being in the program "Cooking with Kids." (12)
- The new food of Cooking with Kids. (6)
- Trying to eat more fruits and vegetables. (5)
- We are eating more fruits. (5)
- Attendance when there is classes. (3)
- Learn new techniques. (2)
- They have made food from different countries. (2)
- Cooking together. (3)
- Prepare and cook healthy meals. (2)
- Yes. (2)
- Cooking and eating healthy. (1)
- Vegetables (1)
- Tamales (1)
- Like to cook more often. (1)
- Inventing new recipes. (1)
- Buying more organic foods (natural). (1)
- We make a list before going to the store so we won’t miss anything at the time to prepare the food. (1)
- Doing exercise and asks me for more vegetables in the Super. (1)
- Trying to cook what is in this activity. (1)
- Cooking smart. (1)
- Cook very but very little. (1)
- The stickers. (1)
- She has done all of the activities. (1)
- [Child’s name] likes a lot of vegetables, he likes to do everything and eat :) (1)
- My daughter wants to eat healthier to lose her tummy. (1)
- Lost weight. (1)
- Only participate. (1)
- How much meat one has to eat according to your age. (1)
- Sign paper and look (illegible word). (1)
- We are cooking healthier to have more energy. (1)
- We have learned different types of seasoning the foods. (1)
- We sit and watch TV with sliced vegetables. (1)
- My son tells me that they use, look, smell and taste. (1)
- He always remember what he learned in Cooking. (1)
- Cooking with Kids. (1)
- My child has participated in Cooking with Kids once a month. (1)
- Nothing. (9)
- I am sad I can’t answer the question because I have not gone to cook with the kids. (3)
- Non-response. (2)
There were 80 responses to the question, “Please tell us how you think CWK and Eat Smart to Play Hard could be better.” The majority of the group stated that both groups were extraordinary, and very easy for the kids. Five participants commented that both programs were motivating the kids to eat at home. The most common suggestion for improvement included a greater variety of recipes and foods used in the recipes. The complete list of responses can be found below.

### Please tell us how you think CWK and Eat Smart to Play Hard could be better? (n=80)

- I think everything is extraordinary, very easy for the kids. (23)
- Motivating the kids to eat healthy at home. (5)
- Eat with more vegetables and fruits. (3)
- Variety of recipes, posters, drinks, fruits, vegetables. (2)
- I think that keep on cooking we can improve like that. (3)
- To make them try new things. (2)
- By coming up with new dishes. (2)
- More parents should attend and school should get more funding. (2)
- Playing hard. (2)
- Having more time to make the food in school. (2)
- Inviting more families so they can participate and putting activities that a more fun in Eat Smart to Play Hard. (1)
- That if they really ate healthy at school the children wouldn’t be overweight. (1)
- Give every person one spot. (1)
- Keep sending passport to do things. (1)
- Vegetables (1)
- It was good with the activities they did. (1)
- With more recipes of food and meals that we can buy. (1)
- Classes more often. (1)
- Provide parents directly with more information. (1)
- More websites. (1)
- Cooking with kids. (1)
- Everyone could be healthy. (1)
- Give parents more than a 2 day notice to participate. (1)
- Eat fruits daily be active. (1)
- It could be better if it wasn’t in the morning. (1)
- Having more activities in the kitchen. (1)
- Adding drinks and more games. (2)
- It is fun and do more things with fruits and vegetables I made him a cake of fruit in a mold. (1)
- It can’t improve because there is a lot of kids. (1)
- That it is very good because you get a lot of energy. (1)
- A prize a week would be exciting for the child to continue being motivated. (1)
- Have better food discipline. (1)
- Keep up teaching healthy. (1)
- It can. (2)
- I don’t know. (3)
- N/A (1)
- No (1)
- Non-response (3)
Cooking with Kids

There were 69 child responses to the question, “What has your child shared about CWK?” The top two responses from participants was that the children shared that they enjoy Cooking with Kids and how fun it is to cook. The complete list of grouped responses can be found below.

What has your child shared about the CWK? (n=69)

- That they enjoy it. (16)
- How fun it is to cook. (15)
- The recipes they give him. (8)
- The foods that they like. (4)
- That the food is tasty and healthy. (4)
- She likes the different foods and cultures. (4)
- That they should eat more veggies and fruit as well as having better eating habits. (3)
- He liked cutting the vegetables. (2)
- Everything! (2)
- Opinions on how to make them. (2)
- Loves to come home and show me the workbooks and recipes and talk about the foods she made. (1)
- She talks about the food and the tools she uses to help prepare the food. (1)
- She likes it because she gets to cook. She does not like trying new foods. (1)
- The kind of taste and ingredients they used. (1)
- That they taught him how to use a knife. (1)
- Where the food comes from. (1)
- That they learn about how to eat. (1)
- Countries. (1)
- Yes. (1)
There were 62 responses to the question, “Please tell us about anything new or different you or your child are doing because of CWK.” Nearly a third of respondents indicated that the children are more interested in cooking because of CWK. Eleven responded that the children like to try new and different foods and eight said they were cooking healthier. The complete list of grouped responses can be found below.

Please tell us about anything new or different you or your child are doing because of CWK? (n=62)

- She is more interested in cooking because of the program. (19)
- Likes to try new & different food. (11)
- Cooking healthier! (8)
- He likes to eat more vegetables. (2)
- For the moment, we haven’t made any changes. (2)
- With the recipes that they send, we have been making them at home. (1)
- When we cook or bake we talk about other ingredients to put in the recipe. (1)
- Learning to cook and find recipes on the internet. (1)
- Spending time together, having fun. (1)
- They eat fish and my daughter doesn’t like it. (1)
- They ask me about meals and what is in it. (1)
- Cutting fruits and vegetables more frequently. (1)
- We read the book from the country where the food is made. (1)
- Attending classes. (1)
- My children eat more. (1)
- Eating more lentils. (1)
- We like to eat and participate with the kids. (1)
- Different recipes. (1)
- Yes. (1)
- No, I haven’t gone to cooking with kids. (2)
- N/A (2)
- Did not answer question. (3)
There were 52 responses to the question, “Please tell us how you think CWK could be better.” More than half of the responses said that Cooking with Kids was great the way it is. Other respondents indicated that they would like more classes offered because they love them. The complete list of grouped responses can be found below.

<table>
<thead>
<tr>
<th>Please tell us how you think CWK could be better? (n=52)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It’s great the way it is. (28)</td>
</tr>
<tr>
<td>• More classes. We love all the classes &amp; staff. (8)</td>
</tr>
<tr>
<td>• Encouraging parents to participate more. (2)</td>
</tr>
<tr>
<td>• According to Grandma they are doing a good job. Maybe the cleaning could change a little (washing dishes). (1)</td>
</tr>
<tr>
<td>• Include the recipes in the food that they serve at school, healthy fresh food. (1)</td>
</tr>
<tr>
<td>• They learn how important healthy food is. (1)</td>
</tr>
<tr>
<td>• It helps them to be more interested. (1)</td>
</tr>
<tr>
<td>• Use foods they are more likely to make in the future. (1)</td>
</tr>
<tr>
<td>• Well, supporting and engaging more with the program. (1)</td>
</tr>
<tr>
<td>• By eating good food. (1)</td>
</tr>
<tr>
<td>• With weekend hours. (1)</td>
</tr>
<tr>
<td>• Organization. (1)</td>
</tr>
<tr>
<td>• I don’t know because I haven’t gone to the cooking class. (4)</td>
</tr>
</tbody>
</table>
Las Cruces Public Schools (LCPS) - Fruit and Vegetable Tastings

There were 73 responses to the question, “What has your child shared about the Fruit and Vegetable Tastings?” from LCPS participants. The most frequent response was that their children like trying new foods. Other common responses include the children sharing what they ate during the program and if they like it. The complete list of grouped responses can be found below.

<table>
<thead>
<tr>
<th>What has your child shared about the Fruit and Vegetable Tastings? (n=73)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• That they like trying new things. (12)</td>
</tr>
<tr>
<td>• What they eat &amp; if she likes it, also any facts she has learned. (10)</td>
</tr>
<tr>
<td>• She loves them. (9)</td>
</tr>
<tr>
<td>• She likes trying different fruit &amp; veg. (7)</td>
</tr>
<tr>
<td>• He loves fruit but very picky on vegetables. (3)</td>
</tr>
<tr>
<td>• Yes. (3)</td>
</tr>
<tr>
<td>• The recipes she’s seen made &amp; the different types of fruits &amp; veggies she’s tasted. (2)</td>
</tr>
<tr>
<td>• They are healthy and help you grow! (2)</td>
</tr>
<tr>
<td>• Fruits and vegetables are important to eat everyday. (2)</td>
</tr>
<tr>
<td>• She likes a variety. (2)</td>
</tr>
<tr>
<td>• That he doesn’t mind some vegetables. (1)</td>
</tr>
<tr>
<td>• The name of new fruits. (1)</td>
</tr>
<tr>
<td>• She knows the difference between fruits &amp; vegetables. (1)</td>
</tr>
<tr>
<td>• Didn’t talk about it – just provided paperwork on what they did. (1)</td>
</tr>
<tr>
<td>• That he liked what they tried but then won’t eat it afterwards. (1)</td>
</tr>
<tr>
<td>• She told me how they made ‘wacky water’. (1)</td>
</tr>
<tr>
<td>• I am surprised. (1)</td>
</tr>
<tr>
<td>• Colors, shapes and ways to prepare them. (1)</td>
</tr>
<tr>
<td>• I’m there and help with most tastings. (1)</td>
</tr>
<tr>
<td>• He only eats the fruits and vegetables he likes. (1)</td>
</tr>
<tr>
<td>• He is hesitant to try new foods but he likes green peppers. (1)</td>
</tr>
<tr>
<td>• That they happen. (1)</td>
</tr>
<tr>
<td>• Some taste sour. (1)</td>
</tr>
<tr>
<td>• He said he loves the taste better than junk food. (1)</td>
</tr>
<tr>
<td>• The taste of it. (1)</td>
</tr>
<tr>
<td>• Nothing. (7)</td>
</tr>
</tbody>
</table>

There were 67 responses to the question, “Please tell us about anything new or different you or your child are doing because of the Fruit and Vegetable Tastings” from LCPS participants. The majority of responses were about their children being more open to trying new things. Thirteen of the respondents indicated that there was nothing different. The complete list of grouped responses can be found below.
There were 45 responses to the question, “Please tell us how you think the Fruit and Vegetable Tastings could be better” from the LCPS participants. The most frequent response was that the program was good the way it is. The rest of the responses were specific program improvement. The complete list of grouped responses can be found below.

**Please tell us about anything new or different you or your child are doing because of the Fruit and Vegetable Tastings? (n=67)**

- They are more open to trying new things. (18)
- Buying more fruits & veggies. (5)
- Eating Healthier. (4)
- Eating more of them & different ways. (3)
- They eat more fruit. (3)
- Cooking together. (3)
- Nothing. We eat all fruit & veggies. The recipes are good. (2)
- Wacky water. (2)
- Trying different recipes and enjoying a variety of vegetables. (1)
- Telling us where the fruits & veggies come from. (1)
- They know about the different kinds. (1)
- My child is actually very good at eating vegetables & fruits. (1)
- He likes bell peppers. (1)
- Want more fruits then sweets. (1)
- Different checklists. (1)
- Our child has been requesting more fruit smoothies and adding fresh fruit to ice cream. (1)
- They were good. (1)
- Nothing different. (13)
- N/A (5)

**Please tell us how you think the Fruit and Vegetable Tastings could be better? (n=45)**

- I think it is good the way it is. (16)
- Maybe make some recipes with the kids or bring it prepared. (2)
- Maybe offering more recipes to make at home. (1)
- More information coming home on exact dates. (1)
- More recipes. (1)
- Encourage kids to go & buy them. (1)
- Sometimes the food isn't as fresh as I would like, or the smell is very off putting. Figure out a way to get some of the kids to actually try some of the things. (1)
- More fruits. (1)
- Mango, banana, orange, apple. (1)
- Share different culture fruits & vegetables. (1)
- Separate the Spanish handout from the English handout. (1)
- Have more places that we can go to. (1)
- Giving more choices. (1)
- The kids like it. (1)
- That they keep educating them on how to eat healthier. (1)
- Non-response. (7)
- N/A (4)
- I don’t know. (4)
Kids Cook! (KC!)

There were 191 responses to the question, “What has your child shared about KC!?“ The most frequent response was that the children love/like KC! Other responses included the children shared the new recipes and that the children like learning how to cook. The complete list of grouped responses can be found below.

<table>
<thead>
<tr>
<th>What has your child shared about KC!? (n=191)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• She loves Kids Cook. (45)</td>
</tr>
<tr>
<td>• New recipes. (24)</td>
</tr>
<tr>
<td>• He likes learning how to cook. (22)</td>
</tr>
<tr>
<td>• All the different foods they have made or tried. (16)</td>
</tr>
<tr>
<td>• They have tried different foods. (15)</td>
</tr>
<tr>
<td>• Important to eat healthy. (14)</td>
</tr>
<tr>
<td>• Learning how to cut fruits and veggies. (11)</td>
</tr>
<tr>
<td>• Different veggies &amp; fruits tasted &amp; how she liked or disliked. (7)</td>
</tr>
<tr>
<td>• That they have good food. (7)</td>
</tr>
<tr>
<td>• She shares her day at Kids Cook and what they made. (7)</td>
</tr>
<tr>
<td>• How to cook. (7)</td>
</tr>
<tr>
<td>• He comes home and is ready to make what they made in the classroom. (5)</td>
</tr>
<tr>
<td>• She wants to measure everything now. (2)</td>
</tr>
<tr>
<td>• How to cut and use a stove. (1)</td>
</tr>
<tr>
<td>• She doesn’t like the way it is taught, and not enough cooking. (1)</td>
</tr>
<tr>
<td>• He has asked me to make several things he had in Kids Cook! (1)</td>
</tr>
<tr>
<td>• Vegetable helps you grow. (1)</td>
</tr>
<tr>
<td>• Teaching wrong technique of knife cutting. (1)</td>
</tr>
<tr>
<td>• It’s fairly new to them as well. (1)</td>
</tr>
<tr>
<td>• The process of cooking it. (1)</td>
</tr>
<tr>
<td>• Info. (1)</td>
</tr>
<tr>
<td>• Yes. (1)</td>
</tr>
<tr>
<td>• She didn’t want to try the food in the beginning. (1)</td>
</tr>
<tr>
<td>• Says how much he learned about a fruit or vegetable. (1)</td>
</tr>
<tr>
<td>• She loves learning about the different cultures got really excited when Germany was done my mother is full German. (1)</td>
</tr>
<tr>
<td>• She always shows me her notes. (1)</td>
</tr>
<tr>
<td>• Nothing. (14)</td>
</tr>
</tbody>
</table>
There were 162 responses to the question, “Please tell us about anything new or different you or your child are doing because of KC!” A large majority of respondents indicated that they were cooking together more because of KC! Twenty two responded that they were willing to try new foods. The complete list of grouped responses can be found below.

Please tell us about anything new or different you or your child are doing because of KC!?  (n=162)

- We are cooking together more. (58)
- Willing to try new foods. (22)
- Eating healthier. (14)
- Eating more fruits and veggies. (11)
- We are trying more new recipes. (7)
- The boys will ask where the food comes from. (2)
- We get more exercise/day and are eating more healthy. (2)
- We already eat pretty healthy. (2)
- They tell me that its fun. (2)
- The colors of fruit & veggies like purple carrots. (1)
- My child can put foods into categories. (1)
- Knows measurements, i.e. tablespoons, teaspoons. (1)
- Make cookie (spelled ‘cooky’). (1)
- We make fruit cocktail at home. (1)
- Bread making. (1)
- I like being at Kids Cook. (1)
- Cutting (1)
- Proper use of cookware. (1)
- They’re talking more about different foods. (1)
- My son asks more about what ingredients go into certain meals. (1)
- Asks what I am doing & why? (1)
- We plan to take more interest in making Kids Cook happen often. (1)
- She insists that I go. (1)
- They are much more excited about food. (1)
- We have switched to whole grain pasta. (1)
- We are talking more about different types of cultures and history of the US & food. (1)
- I like it because this way the kids learn very quickly and when they are big they will know how to cook. (1)
- Don’t know doesn’t talk about it just says eat healthy. (1)
- Nothing different. (17)
- N/A (7)
- Did not answer question. (5)
There were 131 responses to the question, “Please tell us how you think KC! could be better.” The most frequent response was that the program was great and could not do any better. Other respondents indicated that they would like to see classes offered more often because the children enjoy them. The complete list of grouped responses can be found below.

**How could the KC! be better? (n=131)**

- It is great can’t do any better 😊 (51)
- More classes more often, the kids enjoy them. (11)
- Nothing at all. (11)
- More recipe information for home. (4)
- That we cook more healthily. (4)
- It would be great if they held events after school hours for single/working parents to attend with their kids. (3)
- Give more advanced notice so parents can be there. (3)
- Kids cook could be better by having more assistance. (3)
- Recipes are good but ingredients are expensive. (3)
- More details prior to the activities so we can talk about them better before & after. (2)
- I would like to see how recipes are made. Maybe have a parent night. (2)
- More food. (2)
- More organization. enthusiastic teacher, who knows to address each grade level. (2)
- That they cook more recipes from other countries. (2)
- I think it is a very good program. But I think that it would be much better if the instructor spoke Spanish too. Many of the parents only speak Spanish. (1)
- Send home quick, easy, kid friendly whole meal recipes. (1)
- Perhaps break into groups and make entire meal in each group vs whole class doing certain steps then combining. (1)
- I feel like the tools are dirty when I go in there. A little unorganized and chaotic. (1)
- It would help my daughter get into cooking and helping at home. (1)
- That they could do it whit the whole family. (1)
- We need aprons for the kids. (1)
- Better kitchen. (1)
- I don’t know. (10)
- N/A (5)
CHILE Plus
There were 114 responses to the question, “What has your child shared about CHILE Plus?” The most shared response was that the children shared nothing about CHILE Plus. Other common responses included the children sharing that they need to eat more fruit and vegetables and that it is healthy. The complete list of grouped responses can be found below.

<table>
<thead>
<tr>
<th>What has your child shared about CHILE Plus?  (n=114)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nothing. (26)</td>
</tr>
<tr>
<td>• She says needs to eat more fruit and vegetables. (13)</td>
</tr>
<tr>
<td>• That it is healthy to eat fresh fruit and veggies. (12)</td>
</tr>
<tr>
<td>• All the different foods they try. (9)</td>
</tr>
<tr>
<td>• The different veggies &amp; fruits they have eaten. (9)</td>
</tr>
<tr>
<td>• Wants to cook more. (6)</td>
</tr>
<tr>
<td>• That they enjoy food. (5)</td>
</tr>
<tr>
<td>• New recipes. (5)</td>
</tr>
<tr>
<td>• That eating healthy is important. (4)</td>
</tr>
<tr>
<td>• He likes the activities. (3)</td>
</tr>
<tr>
<td>• Advice on what cereals we should buy. (2)</td>
</tr>
<tr>
<td>• He points out the fruits/vegetables that he’s tried &amp; asks if we can get some. Told me to stop drinking coffee &amp; soda it has too much sugar. (2)</td>
</tr>
<tr>
<td>• She enjoys what she has learned throughout the papers they sent home. (1)</td>
</tr>
<tr>
<td>• The activities. (1)</td>
</tr>
<tr>
<td>• The investigations of food. (1)</td>
</tr>
<tr>
<td>• What he did-didn’t like. (1)</td>
</tr>
<tr>
<td>• How to portion the foods. (1)</td>
</tr>
<tr>
<td>• That it is good for our nutrition. (1)</td>
</tr>
<tr>
<td>• That they cook a lot. (1)</td>
</tr>
<tr>
<td>• He likes to eat a lot. (1)</td>
</tr>
<tr>
<td>• All the healthy drinks you can make. (1)</td>
</tr>
<tr>
<td>• (Child’s name) learn a lot from Chile Plus. He drinks more water to make him strong. He’s always been good on veg and fruit. (1)</td>
</tr>
<tr>
<td>• Vegetables recognition. (1)</td>
</tr>
<tr>
<td>• They told me that they ate chile and onion and at home no. (1)</td>
</tr>
<tr>
<td>• She likes corn tortillas and cheese. (1)</td>
</tr>
<tr>
<td>• Yes. (1)</td>
</tr>
<tr>
<td>• Haven’t made meetings. Always work. (1)</td>
</tr>
<tr>
<td>• N/A (5)</td>
</tr>
</tbody>
</table>
There were 108 responses to the question, “Please tell us about anything new or different you or your child are doing because of CHILE Plus.” Respondents indicated that they are eating more fruits and vegetables, eating healthier, and trying new fruits and vegetables because of CHILE Plus. The complete list of grouped responses can be found below.

<table>
<thead>
<tr>
<th><strong>Please tell us about anything new or different you or your child are doing because of CHILE Plus? (n=108)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eating more fruits and vegetables. (26)</td>
</tr>
<tr>
<td>• Eating healthier. (14)</td>
</tr>
<tr>
<td>• Trying new fruits/vegetables. (14)</td>
</tr>
<tr>
<td>• Cook more. (9)</td>
</tr>
<tr>
<td>• Trying new recipes. (7)</td>
</tr>
<tr>
<td>• I try to tell him what he like and when we go to the store I ask him to look for them. He likes to wash them and put them in different containers so they are at his reach. (1)</td>
</tr>
<tr>
<td>• Try different cereals. (1)</td>
</tr>
<tr>
<td>• Not eating so much sugar cereal. (1)</td>
</tr>
<tr>
<td>• Asking more questions about veg &amp; fruit. (1)</td>
</tr>
<tr>
<td>• It gives my child more of an awareness on the importance of eating fruits &amp; veggies. (1)</td>
</tr>
<tr>
<td>• Maybe just paying attention to portion size a little more. (1)</td>
</tr>
<tr>
<td>• Integrating whole wheat pasta &amp; brown rice into our diet! (1)</td>
</tr>
<tr>
<td>• Drinking more water, playing outside more, preparing healthy snacks. (1)</td>
</tr>
<tr>
<td>• Eating oatmeal and bananas more frequently as well as chicken and eggs. (1)</td>
</tr>
<tr>
<td>• I like that you don’t use sugar in the juices. (1)</td>
</tr>
<tr>
<td>• We paint the plate to eat. (1)</td>
</tr>
<tr>
<td>• She’s talkin more &amp; playing with other’s kids. (1)</td>
</tr>
<tr>
<td>• I run &amp; walk sometimes &amp; (child’s name) rides the bike. (1)</td>
</tr>
<tr>
<td>• We pay a lot of attention to the colors of the fruits and vegetables and pick the most beneficial ones. (1)</td>
</tr>
<tr>
<td>• More energy. (1)</td>
</tr>
<tr>
<td>• N/A (14)</td>
</tr>
<tr>
<td>• Nothing. (11)</td>
</tr>
</tbody>
</table>
There were 86 responses to the question, “Please tell us how you think CHILE Plus could be better.” The most shared response was CHILE Plus is great the way it is. Other respondents indicated specific programming suggestions. The complete list of grouped responses can be found below.

**How could CHILE Plus be better? (n=86)**

- I think Chile Plus is great as it is! (34)
- Nothing (6)
- More information could be given to the parents and better notice of when an activity is coming up. (4)
- Come up with more recipes. (3)
- Sampling certain veggies & fruit to children, to see if the child likes either. Before, actually going out & purchasing. (2)
- More nutrition education for the kids and us parents. (2)
- It would be neat if there were vouchers to get the foods/fruits/veg, or supply the families a portion so the children can take it home and show their families what they did/learned. (1)
- Help make a budget to eat healthy. (1)
- Encouraging kids to do it in a day by day activity. (1)
- Send food with food recipes 🍽️. (1)
- Maybe getting parents more involved insights on weekly Chile ideas something so we as parents can help more. (1)
- They should try cooking a simple recipe to see that not everything that is healthy tastes bad. (1)
- Good information. (1)
- N/A (16)
- I don’t know. (10)