



Administration Protocol

I. Purpose & Use

The purpose of the Youth Intent to Change (Y-ITC) retrospective survey is to assess behavioral intent among upper elementary and older students who have participated in series nutrition and physical activity distance learning series education. The survey is designed for virtual administration.

The Y-ITC is structured to first remind students what has been discussed during the lessons and then ask students their intention when they have a choice to put what was covered into action. Survey questions pertain to fruits, vegetables, sometimes foods, sugar-sweetened beverages, water and physical activity. **Only those survey questions related to behaviors and topics covered by the CFHL, UC education should be administered.** If there is time and opportunity for private chat, one or more of several open-ended questions can also be posed to solicit additional student feedback. One version is available for use with upper elementary students (4th-6th) that includes smiley face icons and another for middle or high school students that does not.

You can use this survey in schools or other settings where nutrition and physical activity curriculum has been delivered over **at least** 4 sessions. The 4 or greater sessions can use either or both live and video delivery approaches with or without supplemental indirect education. The Y-ITC may be administered virtually in settings where the series was delivered virtually or as part of a hybrid education model. Virtual administration should be done using whichever virtual platform was used to deliver the series.

NOTE: Food images on this survey may be replaced with more culturally appropriate images in cases where there is a need to tailor the questions for the diverse audiences served by our youth programming. However, logos and brands must not be visible.

II. Who Should Administer

CFHL, UCCE staff who have delivered the distance learning nutrition and physical education curriculum series should administer the Y-ITC retrospective survey. Currently, this survey is not intended to be used by extenders. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer

The Y-ITC should be administered to an entire class after all lesson components have been completed. When possible, administer the survey immediately after the conclusion of the last class in the series. If that is not possible, administer the survey as soon as possible after concluding the series, but not more than two weeks after its completion.

IV. Materials Needed for Administration

- Electronic and/or printed copy of the [Tally Sheet](#) for the survey to record class responses to the questions that will be administered.
- Electronic or printed copy of the [youth \(grades 4+\) consent page](#) to read aloud.
- Electronic or printed copy of the administration protocol.
- [PowerPoint slides](#) that include the:
 - Entire text of the CFHL, UC youth consent memo, **including local contact information added before the lesson begins.**
 - Link to consent memo with local contact information added – to share with teachers and students in case they have questions later.
 - Slides showing each Y-ITC question that will be collected to display while students respond.

V. Student Consent

The UC Davis Institutional Review Board (IRB) requires our program to obtain consent for all youth program evaluation. In order to secure consent to participate in the Y-ITC, CFHL, UCCE staff must read the student consent page aloud to the class prior to administration, either virtually or in person. Consent to participate is assumed to have been provided if a student responds to the Y-ITC questions after hearing and/or reviewing the consent memo, which is provided to students as a paper copy or as an electronic link, as well as included in the Y-ITC administration PowerPoint slides. The IRB does not require a signed student consent form or parental consent.

VI. Administering the Survey

First, decide which Y-ITC questions you will be administering depending on the topics and behaviors covered during the nutrition and physical activity education series and the available time and opportunity. Second, select what virtual method will be used for students to respond. (See step #4 for list of possible methods.) It is suggested that Community Educators hold at least one practice session with other CFHL, UCCE team members prior to actually administering the Y-ITC so that they have a chance to practice and work through any issues.

For the steps below, display/screen-share the corresponding PPT slides to the students as you proceed through the survey (use Y-ITC virtual delivery PPT template).

1. Read the consent memo aloud AND direct students to the link where they can find the consent memo with local contact information. Leave the link in the chat feature when possible, or with the teacher after the class.
2. Using a word or fillable PDF version of the Y-ITC (titled and saved with the teacher's name and the date), record the following information on the survey:
 - Date of Survey,
 - School/Site Name,

- County,
 - Number of Students,
 - Grade, and
3. PEARS Program Activity ID. Let the class know you will be asking them some questions, and read the survey introduction statement aloud: *I've enjoyed visiting with your class. Now, I'm going to ask you some questions about what we've been talking about. I'm also going to ask you how you think you **might** use this information. There are no right or wrong answers. Just pick the response that you think best describes what you will do.*
 4. Ask students to respond to questions using one of the following methods. The method will depend on the virtual platform being used and its permissions. For the open-ended questions that require text responses, you may not be able to collect information in a timely manner. You should identify which method will work best for a particular class in advance, and if one or more of these open-ended questions can be collected. Note the method of administration on the survey to track which method was used according to the number options below.

METHODS:

1. Students answer a poll you have created within the platform.
 2. Students type their response into the platform's chat feature. If possible, have them privately chat only to you.
 3. Students type their response on the platform's whiteboard.
 4. Students use a reaction emoji or symbol on the platform's whiteboard or their video screen to indicate their response (e.g., 😊 emoji = yes, 😞 emoji = no, 😐 emoji = maybe).
 5. Students raise their hand in real life (only if their video is turned on).
5. One at a time, ask students to answer each question, recording responses in or on the survey tally sheet as you proceed through the questions.
 - Each topic has a pair of questions: the **a) or first question** in the pair introduces the students to the topic and asks for volunteers to share what was talked about and the **b) or the second** asks students to respond yes, no or maybe to a statement about a related behavioral intention when they have a choice. **Only the b responses need to be summed and captured on the tally sheet.**
 - For the **b) questions**, read each statement aloud and make sure to allow time for students to respond to each statement before moving on to the next part, or the next question. Ask students to indicate the response that best describes what they think. Ask students to respond NO, if they don't think so, MAYBE, if they are not sure and YES, if they think so.
 - For the open-ended questions that have been selected for inclusion, read each question aloud. Ask students to type whatever response they would like to share. Make sure to leave time for students to type their responses.
 - i. Type or copy-and-paste text responses into the fillable PDF, capturing as much information as possible. Number each individual student's response. Do NOT record student names at any time.

- ii. If text responses are not available, the open-ended questions may be skipped.
6. Record the total number of responses for each question (e.g., No, I don't think so = 3, Maybe, I'm not sure = 4, YES, I think so = 10) before proceeding to the next question.
 - Note that the total responses for any one question might not equal the total number of students in the class. As survey participation is voluntary, students may choose not to respond to a question. However, the total number of responses should not exceed the total number of students.
 - For text responses, if you're not able to enter the responses into the word tally sheet in real time, consider ways that you can capture the information for later entry. Will you have access to poll responses after the virtual class ends? Can you take a temporary screenshot of the whiteboard?
7. Thank students and teacher for their participation and conclude the class.

VII. Data Management & Entry

After the class ends, **immediately** complete any remaining data entry on the tally version of the survey.

- Add any temporarily saved information. Make sure not to save any identifying information, and delete any temporary screen shots or poll results once the survey is complete.
- Securely store surveys when completed as in person surveys.
- If the electronic (Word) version was used, make sure it is saved to a secure electronic location, and titled with the class teacher's name and the date the survey was administered. The word file can be saved as a pdf to prevent subsequent changes.
- If a paper copy of the survey was used, make sure it is kept in a locked office/facility.

Follow established protocol for entering survey data. All data should be entered as soon as possible from the Tally Sheet into the FFY2021 Youth ITC Talled Responses [data entry portal](#) in Qualtrics.

- The PEARS Program Activity ID for the nutrition and physical activity series delivered to this group of students will need to be entered with the survey in Qualtrics, so make sure to create the Program Activity before beginning data entry.
- The method of administration will need to be entered with the survey in Qualtrics.