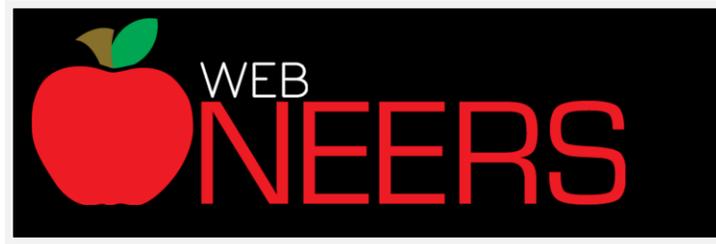


Web-based
Nutrition Education Evaluation and
Reporting System

Understanding the WebNEERS Reports



2015



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

Table of Content

Identifying the Content and Uses of the WebNEERS Reports.....	4
ADULT REPORTS.....	4
YOUTH REPORTS	6
STAFF REPORTS.....	7
Understanding the WebNEERS Reports.....	9
RECALL LIST REPORT	9
ADULT CHECKLIST REVIEW REPORT - OVERVIEW	11
Question Construct and Scoring – Core (Federal) Questions	11
Adult Checklist Review – Core (Federal) Questions.....	13
ADULT SUMMARY REPORT.....	15
Title/Header Section	15
Questions 1 – 6: Enrollment and Family Demographics.....	16
Questions 7, 8, 9, 19a, 19b, 20 & 21: Adult Demographics/Assistance Programs.....	16
Questions 10 – 18; 22: Program Data.....	17
ADULT DIET SUMMARY	18
Title/Header Section	18
Section 1: I. Summary of Dietary Improvement.....	18
Section 1: Question 9: Percent with any positive change in any food group at exit	20
Section 1: I. B.....	20
Section 1: C.....	20
Section 1: D.....	21
Section 1: E.....	21
Section 1: F.....	23
Section 2: II. Summary of Calorie / Nutrient Improvement	23
Section 2: B.....	25
Section 3: III. Distribution of Calorie and Nutrient Intake.....	25
Section 3: B.....	26
Section 4: IV. Healthy Eating Index Summary.....	26
Section 4: B.....	27
ADULT CHECKLIST SUMMARY REPORT.....	27
Title/Header Section	27
Section 1: I. Distribution of Responses (Core Questions).....	28
Section 1: I. Distribution of Responses (Additional Question Set(s))	29
Section 2: II. Behavior Change by Question (Core Questions)	29
Section 2: II. Behavior Change by Question (Additional Question Set(s))	30
Section 3: III. Improvement by Cluster of Behavior	30
Section 4: IV. Practices Improved Within Clusters of Questions.....	30
Section 5: V. Acceptable Food-Related Practices Based on the EFNEP Survey.....	30
YOUTH CHECKLIST REVIEW.....	31
Screenshot.....	31
YOUTH SUMMARY REPORT.....	32
Title/Header Section	32
Review By Question Number.....	33
YOUTH CHECKLIST REPORT.....	34
Title/Header Section	34
Section 1: IA. Distribution of Responses – Grade specific	34
Section 2: IIA. Behavior Change by Question – Grade specific	35
Section 3: IIIA. Improvement by Cluster of Behavior – Grade specific.....	36
Section 4: IVA. Practices Improved Within Clusters of Questions – Grade specific	36
Section 5: V. Summary of Improvement for All Children and Youth	36
{STAFF} PROFILE SUMMARY.....	37
Title/Header Section	37
Questions.....	37

Introduction

Reports available through WebNEERS range from individual diagnostic reports through region aggregated data. Reports, printed or examined electronically, are a valuable resource to program managers/nutrition supervisors to assess progress and outcomes of frontline staff toward meeting established program goals.

Before you begin:

- Printed or electronic versions of each report should be used in conjunction with this document to fully understand and apply the information being presented.
- This manual addresses the region level reports, representing demographic, output and outcome data on the program from which the report is generated.
- Individual diagnostic reports, such as food recall and checklist reports for use with participants are not addressed in this manual. Refer to the WebNEERS Manual for information on these reports.

Consider:

Program goals are set at the Institute (University level). Identify the program goals you would like to monitor. Some examples are:

- output - number of adult and youth participants enrolled and graduated
- outcome - attaining identified behavioral or dietary changes
- audience characteristics – participants enrolled who are from specific means tested populations

Things to keep in mind:

Most of adult and youth-based reports can be prepared using subgroups and filters. These allow users to narrow the content of the reports based on specific criteria. Refer to WebNEERS User Manual for instructions on developing and using subgroups and filters.

Many reports included within WebNEERS are self-explanatory and need little additional information, e.g. mailing labels, email lists, subgroup reports. This manual focuses on those reports that may need additional guidance to be understood.

Identifying Content and Uses of WebNEERS Reports

Adult Reports

Report Name	Content of Report	Uses
Adult Mailing Labels	Names and addresses of all participants entered into WebNEERS	Generate mailing labels to enable communication with participants for whom addresses are known <i>Example: Send newsletters</i>
Email List (CSV)	Email addresses of all participants who have provided emails that are entered into WebNEERS	Generate email list serves to enable electronic communication with participants for whom email addresses are known <i>Example: Send newsletters or participant feedback surveys</i>
List of Families by Staff Member	<u>Two formats:</u> <i>List of Families</i> – ID, Name, address, entry and exit dates and enrollment status <i>Detailed List</i> – ID, Name*, contact, demographic and program data <i>*Can be generated without the name and contact information</i>	<u>List of Families</u> – <i>Staff</i> – review for status <i>Program management</i> – Status of enrollment <u>Detailed List</u> – <i>Staff</i> – review for status; accuracy of entry; missing data <i>Program management</i> – Status of enrollment; accuracy of data; program implementation; participant characteristics
Recall List Report	Lists key data points from the 24-hour recalls collected pre and post-education	<i>Staff</i> – review for accuracy; identify improvement at individual level <i>Program management</i> – review data collection practices by staff; identify potential issues; identify improvement at individual level <i>Success/Impact</i> – identify improvement, at the individual level on key diet measures
Adult Checklist Review	<i>Generated by Core or Additional Questions (if used);</i> Lists individual participant responses to questions pre and post-education and calculates numerical difference.	<i>Staff</i> – review for accuracy; identify improvement at individual level <i>Program management</i> – review data collection practices by staff; identify potential issues; identify improvement at individual level <i>Success/Impact</i> – identify improvement, at the individual level on key behaviors

Adult Reports- Continued

Report Name	Content of Report	Uses
Adult Summary	Summarizes program and demographic data for participants entered in WebNEERS	<i>Staff</i> – review output <i>Program management</i> – review output; identify potential issues; <i>Success/Impact</i> – identify output on key data points
Adult Diet Summary	Summarizes 24-hour diet recall data; Report and Graphs	<i>Staff</i> – review outcome of education <i>Program management</i> – review and identify outcome; identify potential issues; <i>Success/Impact</i> – identify output on key data points
Adult Checklist Summary	Summarizes behavior checklist data, Report and Graphs – only federal questions are included in the graphs	<i>Staff</i> – review outcome of education <i>Program management</i> – review and identify outcome; identify potential issues; <i>Success/Impact</i> – identify output on key data points
Subgroup List	Lists subgroups available for/by the Region/Institute	<i>Staff</i> – review subgroups that can be used <i>Program management</i> – review subgroups that can be used; identify subgroups that can/should be created
Filter List	Lists filters available for/by the Region/Institute. Also lists filters generated by Federal.	<i>Staff</i> – review filters that can be used <i>Program management</i> – review filters that can be used; identify filters that can/should be created
Public Assistance List	Lists public assistance available for/by the Region/Institute. Also lists public assistance generated by Federal	<i>Staff</i> – review public assistance that can be used <i>Program management</i> – review public assistance that can be used; identify public assistance that can/should be created <i>Example: A region has a specific service program that they wish to include in the list of public assistance.</i>

Youth Reports

Report Name	Content of Report	Uses
Youth Mailing Labels	Names and addresses of all youth group contacts/ agencies entered into WebNEERS	Communicate with youth group contacts using USPS. <i>Example: Send newsletters</i>
Email List (CSV)	Email addresses of all youth group contacts who have provided emails that are entered into WebNEERS	Enables electronic communication with youth group contacts. <i>Example: Send newsletters</i>
Group Detail Report	<p>Two formats:</p> <p>On screen – Columns with ID, group name, leader, program and delivery mode.</p> <p>PDF – summary of data points for each group</p> <p><i>Please note the PDF does not contain the same information as the On screen list.</i></p>	<p><u>On Screen</u> –</p> <p><u>Staff</u> – quick review for accuracy</p> <p><u>Program management</u> – Status of enrollment</p> <p><u>PDF</u> –</p> <p><u>Staff</u> – review for accuracy</p> <p><u>Program management</u> – review for accuracy of data; program implementation; participant characteristics at group level</p>
Group Names by Leader	Lists youth groups and ID by staff member	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff
Group List	Lists youth groups and contact information by staff member. <i>If filtered by ID the groups are listed in numerical order, if filtered by group name the groups are listed in alphabetical order.</i>	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff. Also a quick place to locate phone number of youth group contact.
Group Leader Summary	Provides ID, Name, number of youth, number of sessions/lessons/contact hours, delivery mode and begin and end dates for each youth group. Report listed by staff member.	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff
Group Review by ID Lists only Active Youth Groups	Provides ID, name, #lessons/sessions/hours, program, delivery mode, begin and end dates and primary leaders of Active youth groups. Reports those youth groups that don't have an end date entered into WebNEERS	<u>Staff</u> – review for accuracy; verify and provide end date for data entry <u>Program management</u> – review programming by staff

Youth Reports - Continued

Report Name	Content of Report	Uses
Youth Checklist Review	<i>Generated by Federal Questions or Additional Questions (if used);</i> Lists responses to questions pre and post-education and calculates numerical difference.	<i>Staff</i> – review for accuracy; identify improvement at individual level <i>Program management</i> – review data collection practices by staff; identify potential issues; identify improvement at individual level <i>Success/Impact</i> – identify improvement, at the individual level on key behaviors
Youth Summary	Summarizes program and demographic data for youth entered in WebNEERS	<i>Staff</i> – review output <i>Program management</i> – review output; identify potential issues; <i>Success/Impact</i> – identify output on key data points
Youth Checklist Summary	Summarizes behavior checklist data	<i>Staff</i> – review outcome of education <i>Program management</i> – review and identify outcome; identify potential issues; <i>Success/Impact</i> – identify output on key data points
Subgroup List	Lists subgroups available for/by the Region/Institute	<i>Staff</i> – review subgroups that can be used <i>Program management</i> – review subgroups that can be used; identify subgroups that can/should be created
Filter List	Lists filters available for/by the Region/Institute	<i>Staff</i> – review filters that can be used <i>Program management</i> – review filters that can be used; identify filters that can/should be created

Staff Reports

Report Name	Content of Report	Uses
Staff Mailing Labels	Names and addresses of all staff entered into WebNEERS. <i>May be generated by Professional, Paraprofessional and Volunteer.</i>	Communicate with staff and volunteers using USPS. <i>Example: Send newsletters</i>
Report Name	Content of Report	Uses
Email List (CSV)	Email addresses of all staff who have provided emails that are entered into WebNEERS. <i>May be generated by Professional, Paraprofessional and Volunteer.</i>	Enables electronic communication with staff. <i>Example: Send newsletters</i>

Staff Reports - Continued

Status	Lists the status of adult participants entered into WebNEERS by staff. Provides current number of adults graduated, dropped, enrolled since start of program year, number of current active participants and total number of families.	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff. Quick and easy report to check on productivity. Does not include youth programming.
Staff List <i>Can be generated for professional, paraprofessional or volunteers</i>	Lists demographic data on staff entered into WebNEERS	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff
Volunteer List	Provides access to demographic data and hours contributed by volunteers for each staff member	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff
Profile Summary <i>Can be generated for professional, paraprofessional or volunteers</i>	Summarizes staff hours and demographic characteristics of staff; Volunteer profile includes the tasks performed summary	<u>Staff</u> – review for accuracy; <u>Program management</u> – review programming by staff

Understanding the WebNEERS Reports

The information in the remainder of this manual is provided to enable users to better understand “what” is being reported and “how” it was derived.

Recall List Report

Screenshots and text are used to dissect this report and identify staff/program management uses for the report.

Screenshots – The Anatomy

Participant ID number, gender and age

Date	Prg / Nrs	# Items	Actvy	KCALs	Foods						Nutrients				Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate				
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

Entry and Exit date

Date	Prg / Nrs	# Items	Actvy	KCALs	Foods						Nutrients				Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate				
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

Pregnant/Nursing status and Number of items consumed Entry to Exit

Date	Prg / Nrs	# Items	Actvy	KCALs	Foods						Nutrients				Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate				
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

Activity level – Entry to Exit

Date	Prg / Nrs	# Items	Actvy	KCALs	Foods						Nutrients				Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate				
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

Calories consumed – Entry to Exit

Date	Prg / Nrs	# Items	Actvy	KCALS	Foods							Nutrients						
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate	Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

The Food and Nutrient summaries – Entry to Exit

Date	Prg / Nrs	# Items	Actvy	KCALS	Foods							Nutrients						
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate	Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

Report – The Dissection

Date	Prg / Nrs	# Items	Actvy	KCALS	Foods							Nutrients						
					Whl Grains	Vegs	Fruits	Dairy	Protein	Fiber	Vitamin D	Calcium	Iron	Folate	Cals from SoFAS	Refined Grains	Sodium	Sat. Fat
CTbk0085 - F Age 31																		
07/25/2013 Entry		8	Less than 30 minutes	887.5	3.9	0	0	0	85.6	7.4	1.3	394.5	7	77.1	88.7	0.1	1835.6	7.4
10/17/2013 Exit		5	30 - 60 minutes	306.3	1	0	2.4	0.5	14.7	5.8	0.2	190.4	1.9	32	64.7	0.4	718.4	5.1

- A 31 year old female, not pregnant/not nursing, was enrolled for almost 4 months.
- The number of food items consumed, pre to post-education decreased (8 items to 5 items).
- The activity level increased (less than 30 to 30-60 minutes); at the same time the calories decreased by more than 500 Kcals (887-306)

Potential issue: reported calories in this instance seems unreasonably low –

Question for Staff – Was recall reviewed prior to submission for data entry? Was there probing done with the participant to secure enough detail for an accurate recall? Was something going on with this participant on the day the exit recall was collected i.e. illness, that could account for this low result?

- Food and Nutrient values can be assessed based on individual item and anticipated direction –

Example: Fruits – 0 consumed on Entry; 2.4 on Exit – improvement
 Cals from SoFAS – 88.7 on Entry; 64.7 on Exit – improvement (decrease SoFAS)

Adult Checklist Review Report - Overview

Background:

To fully understand the output of the report, it is first important to understand the scoring of questions and manner in which improvements are determined. Directionality refers to the direction the score should move to indicate an improvement.

The federal checklist response choices and respective scores are:

Do Not Do	Seldom	Sometimes	Most of the Time	Almost Always
1	2	3	4	5

Question Construct and Scoring – Core (Federal) Questions

Core questions cover four main constructs and represent both positive and negative scoring options.

Core Questions:	Construct	Scoring	Direction	Acceptable Practice
1. Plan Meals	FRM; DQ	1 – 5	positive	4 and 5
2. Compare Prices	FRM	1 – 5	positive	4 and 5
3. Out of Food	FRM; FSec	5 – 1	negative	1 and 2
4. Use Grocery List	FRM	1 – 5	positive	4 and 5
5. Foods Sit Out	FS	5 – 1	negative	1 and 2
6. Thaw Foods	FS	5 – 1	negative	1 and 2
7. Healthy Foods	DQ	1 – 5	positive	4 and 5
8. Adding No Salt	DQ	1 – 5	positive	4 and 5
9. Reads Labels	DQ	1 – 5	positive	4 and 5
10. Breakfast	DQ; PF	1 – 5	positive	4 and 5

Defined below are the question constructs, scoring and acceptable practice limits.

Constructs are defined as:

FRM = Food Resource Management

DQ = Diet Quality

FSec = Food Security

FS = Food Safety

PF = Parenting in the Feeding Relationship

Question Construct and Scoring – Additional Questions

Institute level programs can opt to implement additional questions. These questions can be used to track behaviors not captured in the core question set. The question, construct, scoring, direction and acceptable practices are identified for each question, within WebNEERS.

Reviewing Additional Questions

Institute Level

1. Select Manage Adult Questions
2. Select View This Question () icon to the left of question of interest
3. Collect information needed (See Sample on next page).

Region Level

1. Select View Adult Checklist Set
2. Select View This Question () icon to the left of Question Set of interest
3. Select View This Question () icon to the right of question of interest
4. Collect information needed (See Sample on next page).

SAMPLE Screenshots – The Anatomy

Question ID
WY102

Type
Likert Scale - 5

Full Question

How often does self-consciousness about your body size or shape keep you from participating in physical activity?

Title

Self-consciousness

On Screen Text

Does physical appearance limit exercise?

Tags

No tags

Good Message

Great, exercise contributes to good health!

Acceptable Message

Exercise contributes to good health!

Learn About Message

You may want to learn more about how exercise helps us feel better about ourselves.

Answers

Order	Answer	Value	Scoring
1	Always	5	Incorrect
2	Most Times	4	Incorrect
3	Sometimes	3	Incorrect
4	Seldom	2	Acceptable
5	Never	1	Correct

Type - the type of question (True/False, Likert, Numeric etc.)

Scoring/Acceptable Practices - the directionality of the response options is identified.

In this case, the question is negatively scored with the acceptable and correct answers being 1 and 2.

Question ID

WY102

Type

Likert Scale - 5

Full Question

How often does self-consciousness about your body size or shape keep you from participating in physical activity?

Title

Self-consciousness

On Screen Text

Does physical appearance limit exercise?

Tags

No tags

Good Message

Great, exercise contributes to good health!

Acceptable Message

Exercise contributes to good health!

Learn About Message

You may want to learn more about how exercise helps us feel better about ourselves.

Construct - the question will identify the construct.
In this case, physical activity (PA)

Answers

Order	Answer	Value	Scoring
1	Always	5	Incorrect
2	Most Times	4	Incorrect
3	Sometimes	3	Incorrect
4	Seldom	2	Acceptable
5	Never	1	Correct

Question– The Dissection

It is critical when selecting questions to understand “what” the system considers the “acceptable/correct” response so that when you are looking at the output in the reports you can assess if the movement seen, entry to exit, is in the direction anticipated.

Adult Checklist Review – Core (Federal) Questions

Screenshots and text are used to dissect this report and identify staff/program management uses for the report.

Screenshots – The Anatomy

Participant ID number and name, if generated with individual’s name

ID	Name	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
CTbk0084	-	Entry	5	4	1	4	2	3	5	4	5	2
		Exit	2	4	1	4	2	2	5	3	4	0
		Improvement	-3	0	0	0	0	1	0	-1	-1	-

Entry and Exit identified and the responses to each individual question

ID	Name	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
СТЫк0084	-	Entry	5	4	1	4	2	3	5	4	5	2
		Exit	2	4	1	4	2	2	5	3	4	0
		Improvement	-3	0	0	0	0	1	0	-1	-1	-

Indicates the improvement (+), decrease (-), no change (0), and not included in analysis (no value).

ID	Name	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
СТЫк0084	-	Entry	5	4	1	4	2	3	5	4	5	2
		Exit	2	4	1	4	2	2	5	3	4	0
		Improvement	-3	0	0	0	0	1	0	-1	-1	-

The Report– The Dissection

ID	Name	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
СТЫк0084	-	Entry	5	4	1	4	2	3	5	4	5	2
		Exit	2	4	1	4	2	2	5	3	4	0
		Improvement	-3	0	0	0	0	1	0	-1	-1	-

- Question 1,8 and 9 reflect decreases or more specifically changes in behaviors in a direction contrary to what we would hope.
- Questions 2,3,4,5,and 7 reflect no movement.
- Question 6 represents improved practices. While the entry score (3) is higher than the exit score (2), question 6 is reverse scored, meaning that the lower the value the better the practice.
- Question 10 is excluded from the analysis, as they did not respond (0) to this question.

Potential Issue: If a participant [as in this case] does not answer question(s) [in this case question 10 (breakfast)] – it will negatively impact the ability of the system to calculate change (improvement) and to assess acceptable practice data for the Adult Checklist Summary Report. For this example - this person’s responses to all diet quality questions will be excluded from the assessment of acceptable practices entry to exit contained in the Adult Checklist Summary Report.

Note: In data entry of the responses to adult questions, leaving a question blank is not an option. Participants who do not respond to a question are always coded as zero (0).

Adult Summary Report

The anatomy of the report is reviewed below. It is most helpful to have your own report printed for comparison as you progress through this anatomy.

Screenshot:

Adult Summary Report

System: EFNEP
 Region(s): NY083: Rensselaer EFNEP
 Filter: All Adults
 Data Selection: Report by Entire Unit
 Status: All Adults
 Reporting Period: 10/01/2013 - 09/30/2014

Title/Header Section

Heading	Represents:
System: SNAP-Ed - or System: EFNEP	Identifies the WebNEERS system
Region(s): NY083: Rensselaer EFNEP	Identifies the Region/Institute
Filter: All Adults	Identifies the Filter applied
Selection: Report by Entire Unit	Identifies the further limitations applied
Reporting Period: 10/1/2013 - 09/30/2014	Identifies the date range of the report

Uses Defined

Ensure the appropriate filters are applied, to produce a report representative of the data of interest i.e. by staff, exit status, date range, subgroup used, audience reached, etc.

Questions 1 – 6: Enrollment and Family Demographics

Heading	Represents:
1. Number of Program Families	Summarizes total number of participants reached; number new in the given reporting period (see Title/Header Section); number of family members, <i>including the enrolled adult</i> , touched by the education ²
2. Distribution of Household Children	Summarizes the number of children reached by the enrolled adults ^{1,2}
3. Distribution of Ages of Children	Summarizes the ages of the children from enrolled adults ²
4. Distribution of Family Size	Summarizes the family size for enrolled adults, and provides the mean family size ²
5. Household Income	Summarizes the enrolled adult’s poverty level, based on the income values reported ²
6. Pregnant and Nursing	Summarizes the pregnancy and nursing status of participants; Summarizes participants less than 20 by pregnancy and nursing status; Summarizes participants who report no children, not pregnant, not nursing ^{1,2}

¹ **EFNEP System:** Households with zero (0) children may need further exploration given the focus of education is families with children. Cross reference with question 6 – Pregnant and Nursing – do participants without children seem to be represented in the pregnant section?

² These data can be used: a) to identify missing data and/or data collection issues; b) for program management (e.g. assess staff’s progress toward identified goals, c) in impact reports highlighting program reach.

Questions 7, 8, 9, 19a, 19b, 20 & 21: Adult Demographics/Assistance Programs

Heading	Represents:
7. Age and Gender	Summarizes the total number of participants by age range and gender ²
8. Highest Grade Completed	Summarizes the education attainment of adult participants ²
9. Place of Residence	Summarizes the geographic definition of the adult participants ²
19a. Gender and Race/Ethnicity Characteristics	Summarizes the race and ethnicity by gender of the enrolled participants ²
19b. Race/Ethnicity Characteristics	Summarizes the race and ethnicity of the enrolled participants ²
20. Public Assistance	Summarizes the public assistance program the participant reported entry and new public assistance at exit ²
21. Racial/Ethnic Subcategory	Summarize identified sub-race category use ²

Questions 10 – 18; 22: Program Data

Heading	Represents:
10. Status of Participant	Summarizes the status of program participants ²
11. Reason why Participant did not Complete Program	Summarizes the indicated reason given for program termination ²
12. Months in Program	Summarizes the months participants were enrolled in the program before graduation/termination and provides the mean and standard deviation ²
13. Type of Instruction	Summarizes the type of instruction indicated ²
14. Distribution of Lesson Taught – Completed Program	Summarizes the number of lessons taught for graduated participants and provides the mean and standard deviation ²
15. Distribution of Lesson Taught – Exited Before Objectives Met	Summarizes the number of lessons taught for terminated participants and provides the mean and standard deviation ²
16. Distribution of Sessions – Completed Program	Summarizes the number of sessions/contacts taught for graduated participants and provides the mean and standard deviation ²
17. Distribution of Sessions – Exited Before Objectives Met	Summarizes the number of sessions/contacts taught for terminated participants and provides the mean and standard deviation ²
18. Distribution of Hours	Summarizes the number of contact hours reported for all participants and provides the mean and standard deviation ²
22. Subgroups	Summarizes the subgroups used to identify participants in the system ²

² These data can be used: a) to identify missing data and/or data collection issues; b) for program management (e.g. assess staff's delivery practices, termination reasons, etc.) and c) in impact reports highlighting programming practices.

Adult Diet Summary

This report calculates output using entry and exit recalls. Intermediate recalls are not included in these calculations. The anatomy of the report is reviewed below.

Title/Header Section

Heading	Represents:
System: SNAP-Ed - or System: EFNEP	Identifies WebNEERS system
Region(s): NY006: Bronx-Manhattan SNAP	Identifies Region/Institute
Filter: All Adults	Identifies Filter applied
Selection: Report by Entire Unit	Identifies further limitations applied
Reporting Period: 10/1/2012 - 09/30/2013	Identifies date range of report

Uses Defined

Ensure the appropriate filters are applied, to produce a report representative of the data of interest i.e. by staff, exit status, date range, subgroup used, audience reached, etc.

Section 1: I. Summary of Dietary Improvement (e.g 776 with entry and exit recalls)

Section 1:	Represents
A. Mean, standard deviation and percent eating a specific quantity of each food group	Reports number of participants to have completed both Entry and Exit Recalls Reports the means, standard deviations and percentage of consumption, Entry to Exit, on noted food groups.

See sample on the following page.

SAMPLE:

		Entry		Exit	
		Mean	+/- STDDEV	Mean	+/- STDDEV
1. Grains (total):	Mean consumed at Entry and Exit	5.4	3.6	4.77	2.9
	0 Oz Eq	1.54%		1.93%	
	1 - 3 Oz Eq	27.03%		27.71%	
	4 - 5 Oz Eq	27.03%		33.51%	
	6 - 9 Oz Eq	31.02%		28.99%	
	10+ Oz Eq	13.38%		7.86%	
	Percent with Positive Change at Exit			49.30%	

The Report– The Dissection

- The mean number of ounces consumed (Grain) on Entry: 5.3 ± 3.6 ; on Exit: 4.77 ± 2.9 .
 - *Interpretation: is this an improvement or not? It is unlikely that these two values are statistically different.*
- The distribution/frequency of consumption is represented as percentages, Entry to Exit.
- The Percent with Positive Change on Exit (49.3%) represents the percent of participants, completed and terminated with both an Entry and Exit diet recall, who moved toward the My Plate recommendations.

These same representations, defined above, apply to the other categories listed:

Whole Grain, Fruits, Vegetables, Dairy, Protein Foods, Oils, Solid Fats and Added Sugars.

Understanding Means and Standard Deviations

- The mean is the average. The means is computed as the sum of all responses for a given time (entry or exit) divided by the total number of respondents.
- The standard deviation (STDDEV) measures the amount of variation or dispersion from the average.
 - A low standard deviation indicates that the data points tend to be very close to the mean.
 - A high standard deviation indicates that the data points are spread out over a large range of values

From above:

The entry mean is 5.4 oz eq. with a standard deviation of 3.6 (a high standard deviation).
The exit mean is 4.77 oz. eq. with a standard deviation of 2.9 (a high standard deviation).

Interpretation: On average, participants decreased their grain consumption (5.4 to 4.77) and the change is likely significant as the variance has decreased, as well (3.6 to 2.9).

Section 1: Question 9: Percent with any positive change in any food group at exit (Fruits, Vegetables, Grains, Whole Grains, Protein Foods, Dairy, Oils, Maximum SoFAS)

Reports a summary value, as a percentage, of any participants with Entry and Exit diet recall who demonstrated an improvement in any of the listed categories.

Section 1: I. B

Section 1:	Represents
B. Mean, standard deviation and percent eating a specific quantity of fruits and vegetables combined	Reports the means, standard deviations and percentage of aggregated fruit and vegetable consumption, Entry to Exit

SAMPLE:

		Entry		Exit	
		Mean	+/- STDDEV	Mean	+/- STDDEV
1. Fruits and Vegetables:	Mean consumed at Entry and Exit	2.7	2	2.9	1.9
	0 Cups	4.38%		3.22%	
	1 Cups	16.47%		11.73%	
	2 Cups	26%		23.32%	
	3 Cups	18.79%		19.97%	
	4-5 Cups	27.28%		34.92%	
	6+ Cups	7.08%		6.83%	

This section should be reviewed the same way as represented above. However, the benefit of this representation is that fruits and vegetable values are represented together. The weakness is that an assessment of overall fruit and vegetable consumption improvement is not provided.

Section 1: C

Section 1:	Represents
C. Percentage reporting eating a specific number of meals/snacks	Reports the percentage of persons eating identified meal patterns. <i>It should be noted that WebNEERS does not distinguish between the quality of items entered. For example if a participant reports consuming coffee in the morning and no other food items, WebNEERS will consider this as having consumed "breakfast" by the meal code used.</i>

SAMPLE:

Number of Meals / Snacks	Entry	Exit
1 meal(s)/snack(s)	1.29%	1.55%
2 meal(s)/snack(s)	9.27%	9.79%
3+ meal(s)/snack(s)	89.45%	88.66%

The majority of participants (89% Entry and 89% Exit) report eating 3 or more meals each day.

MANAGEMENT:

This section can be used to identify inconsistencies and/or problems.

- Is data reflective of a true 24-hour diet recall?
- Is the meal pattern a data collection or data entry issue?
 - Is the staff collecting only the most recent meal/snack, not a full 24-hours?
 - Has the data entry forgotten to change the meal code for different meals/snacks?
- Are recalls being reviewed to ensure that a full 24-hour period is being collected?
- Are the details reported accurate enough to ensure successful entry.
- What is the alignment between the 24-hour diet recall form to the WebNEERS system?

Section 1: D

Section 1:	Represents
D. Number and Percentage who reported use of diet or nutrient supplements	Reports the number and percent reporting diet supplement use, Entry to Exit.

No sample provided, as it is self-explanatory.

Section 1: E

Section 1:	Represents
E. Money spent on food per person per month	Reports the number and percent reporting money spent on food, Entry to Exit.

SAMPLE:

		Entry		Exit	
Number of Participants Reporting		777		777	
		Mean	+/- STDDE V	Mean	+/- STDDE V
Family Size		3.3	1.8	3.3	1.8
Money spent on food per person per month		\$128.47	\$114.20	\$116.15	\$85.10
Distribution of money spent on food per person per month					
		ENTRY		EXIT	
	\$50-	15.46%		18.94%	
	\$51-99	22.29%		29.64%	
	\$100-124	22.16%		17.27%	
	\$125-149	9.41%		7.09%	
	\$150-174	8.38%		8.25%	
	\$175+	22.29%		18.81%	
		Number of Families		Amount Saved	
Total cost savings per family		777		\$31,515	
Average cost savings per family		777		\$41	

- This report generates means and standard deviations on reported money spent on food. These values are calculated by taking the food dollars reported, dividing them by the number of persons in the home to determine values.
- The distribution represents the frequency of spending, after the above defined calculation is applied.
- The amount saved compares the reported Entry food dollars to the reported Exit food dollars to represent savings, overall and per family.

Limitations:

The accuracy of these data is questionable. What training have staff been provided to help participants accurately report these data? Are staff sure that SNAP Benefits and WIC vouchers, as well as cash are reported by participants?

Section 1: F

Section 1:	Represents
F. Summary of Physical Activity	Reports the summary information on reported physical activity, Entry to Exit.

SAMPLE:

		Entry		Exit	
Number of Participants Reporting		777		777	
Percent with Positive Change in Physical Activity				36%	
		Number	Mean	Number	Mean
Number and percent reporting a specific amount of exercise					
	Less than 30 minutes (Sedentary)	400	51.48%	233	30.03%
	30 to 60 minutes (Moderately Active)	242	31.15%	351	45.23%
	More than 60 minutes (Active)	135	17.37%	192	24.74%

The overall number reporting on the variable is reported, Entry to Exit (777).

The percent to report a change (36%).

If you ask a physical activity question in the behavior checklist additional question set(s), you can use the data to validate and/or confirm the reported changes in behaviors.

The report has an error in representation. The title to the section of this report indicates “mean” but the values depicted are percentages.

This section represents the number and distribution of responses by physical activity category.

Section 2: II. Summary of Calorie / Nutrient Improvement

Section 2:	Represents
A. Mean caloric intake and percentage of calories	Reports summary data by calories and nutrients reported
	Indicates the caloric intake by comparing Entry to Exit.

SAMPLE:

		Entry		Exit	
		Mean	+/- STDDEV	Mean	+/- STDDEV
1. Grams Consumed					
	Carbohydrates	195.768	107.7	178.056	83.8
	Fats	16.372	15.3	13.562	12
	Protein	71.861	42.4	65.752	34.6
	Alcohol	0.248	2.5	0.081	1.2
2. Caloric Intake					
		1503.4	790.4	1326.4	622.1
3. Ranges of Caloric Intake					
	<1400	52.90%		63.27%	
	1401-1800	18.66%		19.59%	
	1801-2000	7.72%		4.90%	
	2001-2200	6.05%		2.84%	
	2201-2400	3.47%		3.61%	
	>2400	11.20%		5.80%	
4. Percentage of Calories					
a. From Carbohydrates	Mean intake	783.07	430.9	712.22	335.2
	<45%	26.13%		22.94%	
	45-65%	56.89%		54.25%	
	>65%	16.99%		22.81%	
b. From Fat	Mean intake	147.35	138.1	122.06	108.2
	<20%	100%		100%	
	20-35%	0%		0%	
	>35%	0%		0%	
c. From Protein	Mean intake	287.44	169.7	263.01	138.3
	<10%	3.60%		3.48%	
	10-35%	93.56%		94.20%	
	>35%	2.83%		2.32%	

- This chart represents means and standard deviations. Determining statistical significance would be challenging, in most instances, from this representation.
- Helpful: It is easy to see the distribution of intake, Entry to Exit.
- Management: May be helpful in identifying data collection/data entry if distributions appear outside of expected distribution patterns.

Section 2: B

Section 2:	Represents
B. Mean nutrient intake and percent of Recommended Daily Allowance (RDA) or Adequacy Intake (AI)	Reports summary data by nutrients

This section represents feedback on fiber, calcium, sodium, potassium, iron, vitamin A, vitamin C, vitamin B6, vitamin B12, vitamin D, and folate. Fiber is represented below.

SAMPLE:

		Entry		Exit	
		Mean	+/- STDDEV	Mean	+/- STDDEV
Fiber	Mean intake	15.37g	10.8	16.38g	10.7
	<51% AI	47.10%		41.49%	
	51-69% AI	19.18%		18.69%	
	70-99% AI	17.12%		21.39%	
	>99% AI	16.60%		18.43%	

- This section aggregates the data and analyzes the mean and standard deviation Entry to Exit recall. The distribution of percentage of recommended values is represented. This representation can be used to look for improvements in distribution. However, without looking at the raw data, it is not possible to know what percentage of participants actually improved their intake, moving toward recommended values.
- An overall summary of improvement is not provided on these measures.

Section 3: III. Distribution of Calorie and Nutrient Intake

Section 3:	Represents
A. Calorie and Nutrient Intake among Participants with entry and exit recalls (766 adult(s), 99%)	Reports summary data by calories and nutrients Represents summary of reported intake by nutrient values

This section of the report has a footnote which describes the values and intended meaning. A sample of the report is not provided.

Section 3: B

Section 3:	Represents
B. Calorie and Nutrient Intake among Participants with no exit recalls (Exited, educational objectives not met) (1 Adult(s), 0%)	Represents the summary of participants who provided an Entry point, but no Exit data. Otherwise the representation is the same as the data provided in 3A.

This section includes entry recall data for participants who have terminated (not completed the program).

MANAGEMENT:

This section will provide information on the number of participants who may be entered into the system as a completed participant without having the necessary Exit recall. This report will not indicate “who” the missing data originate from, but can provide information as to the existence of missing data.

Note: The missing data may be “missing” or it may be mis-coded, meaning that the Exit recall has been entered, but not coded as such.

Section 4: IV. Healthy Eating Index Summary

Section 4:	Represents
A. Healthy Eating Index component and total scores (766 adult(s), 99%)	Reports the responses against the healthy eating index. Reports the contribution of the food/nutrient item to the mean healthy eating index score, Entry to Exit.

SAMPLE:

	Entry		Exit	
	Mean	+/- STDDEV	Mean	+/- STDDEV
Fruits	0.02	0.3	0.07	0.5
Vegetables	0.03	0.3	0.11	0.7
Total Grains	0.02	0.3	0.13	0.8
Protein Foods	0.04	0.6	0.26	1.6
Dairy	0.03	0.4	0.15	1.1
Saturated Fat	9.96	0.6	9.86	1
Sodium	1.71	3	1.88	3.1
Whole Grains	0.01	0.2	0.08	0.6
Oils	0.03	0.4	0.09	0.9
SoFAS	19.96	0.8	19.82	1.7
Whole Fruit	0	0	0.01	0.2
Dark Green, Orange Vegetables	0	0	0.06	0.5
Total	31.8	3.4	32.52	5.2

From this section of the report, the contribution each item adds to the overall healthy eating index score can be observed. For example: Entry – Fruit contributes 0.02 ± 0.3 to the overall healthy eating index score of 31.8 ± 3.4 .

High values in Saturated Fats, Sodium, SoFAS represent “low” consumption – meaning overall they ate less of these so the score is higher. Likewise, low values, in these categories, mean higher consumption. These results should be supported in section 2 and 3.

Section 4: B

Section 4:	Represents
B. Healthy Eating Index Total Score Distribution (766 adult(s), 99%)	Reports the distribution of participants across the healthy eating index.

SAMPLE:

	Entry Average	Exit Average
0-50 (poor)	100%	100%
51-80 (needs improvement)	0%	0%
81-100 (good)	0%	0%

The report indicates, on average, none of the participants reached have achieved a healthy eating index score that would represent our goal. Ideally the HEI score is used as a total score, not to examine individual food group scores.

Adult Checklist Summary Report

The anatomy of the report is reviewed below.

Title/Header Section

Heading	Represents:
System: SNAP-Ed - or System: EFNEP	Identifies WebNEERS system
Region(s): NY006: Bronx-Manhattan SNAP	Identifies Region/Institute
Filter: All Adults	Identifies Filter applied
Selection: Report by Entire Unit	Identifies further limitations applied
Reporting Period: 10/1/2012 - 09/30/2013	Identifies date range of the report

Uses Defined

Ensure appropriate filters are applied, to produce a report representative of the data of interest i.e. by staff, exit status, date range, subgroup used, audience reached, etc.

Section1: I. Distribution of Responses (Core Questions)

Section 1:	Represents
Question	Frequency of responses Entry to Exit for all participants (completed and terminated) for whom two (or more) question sets have been answered
Type	List the question number and heading Identifies Entry or Exit
Number of Participants	Identifies the Number of participants for whom an Entry and Exit checklist is complete
Response Options	
No Response	Identifies the number who did not respond
Do Not Do	Identifies the number who don't "do"
Seldom	Identifies the number who seldom "do"
Sometimes	Identifies the number of sometimes "do"
Most of the Time	Identifies the number who most times "do"
Almost Always	Identifies the number who almost always "do"

SAMPLE:

Question	Type	Number of Participants	No Response		Do Not Do		Seldom		Sometimes		Most of the Time		Almost Always	
			Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct
1. Plan Meals	Entry	824	399	48%	77	9%	109	13%	50	6%	26	3%	163	20%
	Exit	824	491	60%	38	5%	50	6%	49	6%	54	7%	142	17%
3. Out of Food	Entry	824	449	54%	128	16%	66	8%	77	9%	71	9%	33	4%
	Exit	824	471	57%	148	18%	65	8%	79	10%	42	5%	19	2%

Question 1: Plan Meals

Of the 824 participants to have completed both Entry and Exit:

A high percentage did not respond to this question 399 (48%) - Entry; 491 (60%) Exit

IMPACT:

A maximum of 40% of those reached will be included in the Section V. Participants with Acceptable Food-Related Practices Based on the EFNEP Survey

MANAGEMENT USE:

1. Check for a data collection, data entry, or data analysis issue.
 - a) Collection – is data not being collected correctly; are participants not understanding the question, etc.
 - b) Entry – is staff entering data incorrectly; not understanding entry, etc.
 - c) Analysis – is data being entered but incorrectly aggregated/represented
2. Compare collection success between staff by changing selection criteria

Question 3: Out of Food – Reverse scored question

ASSESSMENT OF ACCEPTABLE PRACTICES – Use Do Not Do and Seldom values instead of the Most of the Time and Almost Always values.

Section 1: I. Distribution of Responses (Additional Question Set(s))

WebNEERS also provides frequency information for each additional question set used within the system. As additional question sets vary by location, the representation of Core Questions, Construct, Scoring and Acceptable Practices is not addressed here. This information can be secured from the Institute Level, Manage Additional Questions tab, and viewing the information on the individual questions being used.

Section 2: II. Behavior Change by Question (Core Questions)

Section 2:	Represents
	Assessment of Change in reported behaviors
Question Number of Participants	List the question number and heading Identifies the Number of participants for whom an Entry and Exit checklist is complete
Improved	Identifies the number whose exit score “moved” toward or further into “Acceptable Practices”
Decreased	Identifies the number whose exit score “moved” away from or out of “Acceptable Practices”
No Change	Identifies the number whose entry and exit scores were exactly the same

Improvement:

- A participant who reports “Sometimes” comparing prices on Entry, at Exit reports compares prices “Most of the Time”
- A participant who reports “Sometimes” thawing meat on a counter on Entry, at Exit reports “Do Not Do”
- A participant who reports “No Response” on Entry, at Exit reports a response.
This is the most troubling assessment; We don’t know why the person did not answer the question on Entry, but to report an “improvement” for the exit response may be a significant misrepresentation of the meaning.

Decrease:

- A participant who reports “Almost Always” comparing prices on Entry, at Exit reports compares prices “Most of the Time”
- A participant who reports “Do Not Do” thawing meat on a counter on Entry, at Exit reports “Seldom”
- A participant who reports a response on Entry, at Exit “No Response” .

Section 2: II. Behavior Change by Question (Additional Question Set(s))

As with frequency, further information is not provided. However, the same information, as defined above, would apply.

Section 3: III. Improvement by Cluster of Behavior

This section represents the Improvement information for the Core Questions. This section is sorted by questions construct and represents the values in sentence form.

It should be noted that this and all subsequent sections of this report exclude the Additional Question Set responses in their summary data.

Section 4: IV. Summary of the Number of Practices Improved Within Clusters of Questions

This section reports improvements by construct. WebNEERS analyzes all improvements in a construct and then reports the number and percentage who improved on at least 1, 2, etc.

SAMPLE:

Food Resource Management Practices:
58% (479 of 824) of participants showed improvement in one or more food resource management practice (i.e. plan meals, compare prices, does not run out of food or uses grocery lists).
26% (218 of 824) of participants showed improvement in two or more food resource management practices (i.e. plan meals, compare prices, does not run out of food or uses grocery lists).
14% (118 of 824) of participants showed improvement in three or more food resource management practices (i.e. plan meals, compare prices, does not run out of food or uses grocery lists).
5% (45 of 824) of participants showed improvement in all four food resource management practices (i.e. plan meals, compare prices, does not run out of food and uses grocery lists).

Looking back to Section 1 (frequency of responses Entry to Exit): Please recall that ~ 50% of participants did not respond to questions. However, using this method, if a participant reported improvement in any of the questions that align with the construct (cluster), the improvement would be noted and included in “improved in one or more” – in this case 58% improved in some measure; 26% improved in two or more, etc.

Section 5: V. Participants with Acceptable Food-Related Practices Based on the EFNEP Survey

This section reports participants reporting acceptable practices on both Entry and Exit on all questions included within the construct (cluster).

Limitations of this assessment:

If a participant does not respond (No Response) to any of the questions at either point (Entry or Exit) within the construct (cluster) all of the participant’s responses are excluded from the analysis.

Specifically:

A participant does not respond to “Feeding children – question 10” – this participant’s other responses on the Diet Quality construct are disallowed, even if s/he has moved from unacceptable to acceptable practices on every other question in the Construct (cluster).

Youth Checklist Review

In the screenshot below, the anatomy of the report is reviewed, as well as staff/program management questions which might be asked, as well as improvements noted, are reviewed.

Screenshot

Screenshots and text are used to dissect this report and identify staff/program management uses for the report.

Youth group and individual youth ID number

Youth Group ID	Youth Identifier	Checklist	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
407	SD-HM022	3rd-5th	Entry	2	2	2	2	1	1	2	1	2	2	1	1	1	1
			Exit	3	3	4	3	3	3	3	4	4	4	3	3	2	2
			Improvement	1	1	2	1	2	2	1	3	3	2	2	2	1	1

The checklist used with the youth

Youth Group ID	Youth Identifier	Checklist	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
407	SD-HM022	3rd-5th	Entry	2	2	2	2	1	1	2	1	2	2	1	1	1	1
			Exit	3	3	4	3	3	3	3	4	4	4	3	3	2	2
			Improvement	1	1	2	1	2	2	1	3	3	2	2	2	1	1

Potential issue: While it may not be evident here, care should be taken that the correct question set is used with the correct grade(s) represented in the group.

The type identifies the Entry, Exit and Improvement on each question

Youth Group ID	Youth Identifier	Checklist	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
407	SD-HM022	3rd-5th	Entry	2	2	2	2	1	1	2	1	2	2	1	1	1	1
			Exit	3	3	4	3	3	3	3	4	4	4	3	3	2	2
			Improvement	1	1	2	1	2	2	1	3	3	2	2	2	1	1

Responses by question – Entry to Exit

Youth Group ID	Youth Identifier	Checklist	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
407	SD-HM022	3rd-5th	Entry	2	2	2	2	1	1	2	1	2	2	1	1	1	1
			Exit	3	3	4	3	3	3	3	4	4	4	3	3	2	2
			Improvement	1	1	2	1	2	2	1	3	3	2	2	2	1	1

Responses by question – Entry to Exit

Potential issue:

- While not reflected here, responses to questions that are all zero(0) for a given period or zero (0) on a given question can negatively impact the ability of the system to calculate change (improvement);
- Zeros can indicate a data collect or data entry issue;
- Zeros are an allowable entry for some questions, but not all;
- Blanks (no response) are appropriate in youth surveys.

Indicates the improvement, decrease (-), no change (0), and not included in analysis (no value).

Youth Group ID	Youth Identifier	Checklist	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	
407	SD-HM022	3rd-5th	Entry	2	2	2	2	1	1	2	1	2	2	1	1	1	1	
			Exit	3	3	4	3	3	3	3	4	4	4	3	3	2	2	
			Improvement	1	1	2	1	2	2	1	3	3	2	2	2	1	1	

Youth Summary Report

The anatomy of the report is reviewed below.

Title/Header Section

Heading	Represents:
System: SNAP-Ed - or System: EFNEP	Identifies WebNEERS system
Region(s): NY006: Bronx-Manhattan SNAP	Identifies Region/Institute
Filter: All Adults	Identifies Filter applied
Reporting Period: 10/1/2012 - 09/30/2013	Identifies date range of report

Uses Defined

Ensure appropriate filters are applied, to produce a report representative of the data of interest i.e. by staff, exit status, date range, subgroup used, audience reached, etc.

Review By Question Number

Heading	Represents:
1. Number of youth groups reporting	Summarizes total number of youth groups entered in the given reporting period (see Title/Header Section) ¹
2. Total Number of Youth	Summarizes number of youth, by gender ¹
3. Number participating in other 4-H programs	Summarizes total number of youth reporting to be in other 4-H programs ¹
4. Program Statistics	Summarizes number of lessons, sessions/contacts, contact hours, and months with means and standard deviations ¹
5a. Grade Distribution	Summarizes number of youth by individual grade ¹
5b. Grade Categories	Summarizes number of youth by grade groupings ¹
6. Place of Residence	Summarizes geographic definition of youth reached ¹
7a. Race/Ethnicity Characteristics	Summarizes race and ethnicity of youth participants ¹
7b. Simplified Race/Ethnicity Characteristics	Summarizes race and ethnicity of youth participants, presented in a simple table ¹
8. Delivery Modes	Lists delivery modes utilized, but does not provide numeric representation or summarizes information on the youth or youth groups
9a. Number of Groups and Duration by Delivery Mode	Summarizes program information by delivery mode ¹
9b. Group Demographics by Delivery Mode	Summarizes delivery mode by demographic characteristics of youth ¹
10. Subgroups	Summarizes subgroups used by youth group ¹

¹ These data can be used: a) to identify missing data and/or data collection issues; b) for program management (e.g. assess staffs' progress toward identified goals) and/or methods/locations etc. of delivery, and c) in impact reports highlighting program reach.

Youth Checklist Report

The anatomy of the report is reviewed below.

Title/Header Section

Heading	Represents:
System: SNAP-Ed - or System: EFNEP	Identifies WebNEERS system
Region(s): NY006: Bronx-Manhattan SNAP	Identifies Region/Institute
Filter: All Adults	Identifies Filter applied
Reporting Period: 10/1/2012 - 09/30/2013	Identifies date range of report

Uses Defined

Ensure the appropriate filters are applied, to produce a report representative of the data of interest i.e. by staff, exit status, date range, subgroup used, audience reached, etc.

Section1: IA. Distribution of Responses - Kindergarten – 2nd Grade

Section 1:	Represents
Question	List the question number and heading
Type	Identifies Entry or Exit
Number of Participants	Identifies number of participants for whom an Entry and Exit checklist is complete
Response Options	
No Response	Identifies the number who indicated the respective number (0-7)
0	
1	
2	
3	
4	
5	
6	
7	

SAMPLE:

Question	Type	Number of Participants	No Response		0		1		2		3		4		5		6	
			Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct	Nbr	Pct
1. Circle snacks that are best	Entry	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Exit	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

To determine appropriate response options (acceptable practices), review the individual question. Access these questions by following the steps above for adult questions, but select Manager Youth Group Checklists instead of Adult Checklists.

Section1: IB. Distribution of Responses - 3rd – 5th Grade

The same layout and meaning as described in Section 1:IA.

Section1: IC. Distribution of Responses - 6th – 8th Grade

The same layout and meaning as described in Section 1:IA.

Section1: ID. Distribution of Responses - 9th – 12th Grade

The same layout and meaning as described in Section 1:IA.

Section1: I. Distribution of Responses (Additional Question Set(s))

WebNEERS provides frequency information for each additional question set used within the system. As with adult additional question sets, youth additional question sets are Institute specific; not provided here.

Section 2: IIA. Behavior Change by Question - Kindergarten – 2nd Grade

Section 2:	Represents
Question	List the question number and heading
Number of Participants	Identifies the number of participants for whom an entry and exit checklist is complete
Improved	Identifies the number whose exit score “moved” toward or further into “Acceptable Practices”
Decreased	Identifies the number whose exit score “moved” away from or out of “Acceptable Practices”
No Change	Identifies the number whose entry and exit scores were exactly the same

Section2: IIB. Behavior Change by Question - 3rd – 5th Grade

The same layout and meaning as described in Section 2:IIA.

Section2: IIC. Behavior Change by Question - 6th – 8th Grade

The same layout and meaning as described in Section 2:IIA.

Section2: IID. Behavior Change by Question - 9th – 12th Grade

The same layout and meaning as described in Section 2:IIA.

Section2: II. Behavior Change by Question (Additional Question Set(s))

The same layout and meaning as described in Section 2:IIA, but for the additional questions asked.

Section 3: IIIA. Improvement by Cluster of Behavior - Kindergarten – 2nd Grade

This section represents improvement information for the - Kindergarten – 2nd Grade on respective behavior constructs. The behavior constructs are:

FRM = Food Resource Management

DQ = Diet Quality

FSec = Food Security

FS = Food Safety

PA = Physical Activity

Section 3: IIIB. Improvement by Cluster of Behavior - 3rd – 5th Grade

The same layout and meaning as described in Section 3:IIIA.

Section 3: IIIC. Improvement by Cluster of Behavior - 6th – 8th Grade

The same layout and meaning as described in Section 3:IIIA.

Section 3: IIID. Improvement by Cluster of Behavior - 9th – 12th Grade

The same layout and meaning as described in Section 3:IIIA.

It should be noted that this and all subsequent sections of this report exclude the Additional Question Set responses in their summary data.

Section 4: IVA. Summary of the Number of Practices Improved Within Clusters of Questions – Kindergarten – 2nd Grade

This section reports improvements by construct. WebNEERS analyzes all improvements in a construct and then reports the number and percentage who improved on at least 1, 2, etc.

Section 4: IVB. Summary of the Number of Practices Improved Within Clusters of Questions – 3rd – 5th Grade

The same layout and meaning as described in Section 4:IVA.

Section 4: IVC. Summary of the Number of Practices Improved Within Clusters of Questions – 6th – 8th Grade

The same layout and meaning as described in Section 4:IVA.

Section 4: IVD. Summary of the Number of Practices Improved Within Clusters of Questions – 9th – 12th Grade

The same layout and meaning as described in Section 4:IVA.

Section 5: V. Summary of Improvement for All Children and Youth

This section reports youth participants reporting improvements by construct (cluster).

{Staff} Profile Summary

The anatomy of the report is reviewed below.

Title/Header Section

Heading	Represents:
System: SNAP-Ed - or System: EFNEP	Identifies WebNEERS system
Region(s): NY006: Bronx-Manhattan SNAP	Identifies Region/Institute
Reporting Period: 10/1/2012 - 09/30/2013	Identifies date range of the report

Uses Defined

Ensure the appropriate information is entered into system

i.e. the staff and staff hours have been entered, by type.

Questions

Heading	Represents:
1. Total Number of <staff type>	Summarizes total number of selected staff type entered into the system. ¹
2. Full Time Equivalents Spent on Adults and Youth by Program	Summarizes staff hours entered into respective categories. ¹
3. Gender and Racial/Ethnic Characteristics	Summarizes identified race/ethnicity of staff by gender ¹

¹ These data can be used: a) to identify missing data and/or data collection issues; b) for program management (e.g. assess caseload/productivity by FTEs, etc. and c) in impact reports highlighting program staff to provide service/reach.