

Food Families

EVALUATION GUIDE

How To Collect And Document Evaluation Data



TABLE OF CONTENTS

| | |
|--|-----------|
| Introduction..... | 3 |
| About Food Families | 3 |
| The Food Families Model | 3 |
| Purpose Of The Evaluation Guide | 4 |
| How To Use The Evaluation Guide..... | 5 |
| Evaluation Framework..... | 6 |
| Purpose Of The Evaluation Framework | 6 |
| Components Of The Evaluation Framework | 6 |
| Food Families Evaluation Framework..... | 6 |
| How To Evaluate Food Families | 8 |
| Overview Of The Steps To Evaluate Food Families | 8 |
| Step 1: Prepare For Evaluation..... | 9 |
| Step 2: Collect Evaluation Data | 9 |
| Step 3: Record Evaluation Data Electronically | 10 |
| Step 4: Analyze Data And Report | 14 |
| Managing Data Quality | 15 |
| Data Entry And The Importance Of Data Quality | 15 |
| Guidelines For Ensuring Data Quality..... | 15 |
| Appendix A: Data Collection Tools..... | 17 |



INTRODUCTION

ABOUT FOOD FAMILIES

Food families is a dynamic program in which a group of neighbourhood families come together on a regular basis to form a network that supports, encourages, and mentors one another using food – purchasing, growing, sharing, learning, and celebrating – as a galvanizing focus.

The goal of Food Families is to build skills that:

- Increase families' buying power;
- Increase families' knowledge, skills, and confidence around food and financial literacy; and
- Increase families' social connections with other neighbourhood residents and organizations.

Food Families seeks to increase families' social connections with other neighbourhood residents and organizations. Participating families are supported by community organizations and stakeholders who work together to provide opportunities and remove barriers for participants. Opportunities include providing families with:

- The technical 'know-how' of couponing, bulk buying, and collectively preparing larger quantities of food;
- Opportunities to work with other community partners in order to access larger quantities of fresh fruits and vegetables (e.g. sharing transportation to local markets and collective purchasing options); and
- Community space to gather, learn from one another, and build relationships.

THE FOOD FAMILIES MODEL

Food Families is designed with sustainable measures in place. Through participation, co-learning, and relationship building, families will have the tools they need to continue to work collectively to meet their goals while championing and mentoring new families to participate in the same opportunities. Community stakeholders champion families by providing mentorship, assistance, and resources to facilitate family and community success.



Food Families has three core outcomes:

1. Increase families' buying power;
2. Increase families' knowledge, skills, and confidence around food literacy and financial literacy; and
3. Build a network of families that support, encourage, and mentor each other.

The five focus areas of Food Families include:

1. Purchasing – financial literacy, budgeting, bulk buying, couponing, etc.
2. Growing – backyard gardening, community gardens, Community Supported Agriculture (CSAs)
3. Preparing and Cooking – collective kitchen, cooking, canning, meal planning
4. Sharing and Learning – safe food handling, recipes, food security/food charter
5. Celebrating – mentorship, stewardship, family events, neighbourhood events

The five focus areas of the Food Families model provide an overview of the types of activities that families might choose to engage in. The notion of choosing is important because families will identify and prioritize the opportunities that make sense for their needs and interests. Food Families is about bringing together all opportunities in a single, cohesive model predicated on resident-driven activities that build capacity and social capital.

PURPOSE OF THE EVALUATION GUIDE

The purpose of the Evaluation Guide is to provide an overview of the Food Families evaluation and instructions for how to collect and record evaluation data. The Evaluation Guide outlines detailed instructions for how to collect evaluation data using prepared surveys, and how to correctly and completely enter data collected from the Food Families evaluation surveys into the *Food Families Evaluation Tally Sheet* and the *Food Families Qualitative Responses Recording Sheet*. Guidelines for ensuring and maintaining data quality are also specified in the guide.



HOW TO USE THE EVALUATION GUIDE

The Evaluation Guide begins with a section that outlines the Food Families evaluation framework, including the goals of the Food Families program and the outcomes and indicators for evaluation.

The next section provides step-by-step instructions for how to evaluate Food Families, including how to prepare for evaluation, how to collect data using the Food Families evaluation surveys, how to record collected quantitative and qualitative data electronically using the provided recording sheets, and how to analyze and share evaluation results.

The final section of the Evaluation Guide offers guidelines for managing data quality to ensure a high level of data quality is maintained, including proper formatting, how to record participant responses, and checking that all tallied percentages sum to 100%.

Appendix A of the Evaluation Guide includes the evaluation surveys for each module of the Food Families program, which can be printed for distribution to participants at the end of each module.

Common Terminology Used Throughout The Evaluation Guide

The following terminology is used throughout this guide:

Quantitative Data – Information that can be measured using numbers, for example, tallies of the number of survey respondents who chose a specific response option on a scale.

Qualitative Data – Descriptive information that can be observed, but is non-numerical, for example, written, open-ended responses in a survey.



EVALUATION FRAMEWORK

PURPOSE OF THE EVALUATION FRAMEWORK

The evaluation framework outlines the key components for evaluation of the Food Families program, including evaluation outcomes and indicators. The evaluation framework was created to guide the evaluation process and provide support to determine the overall impact of Food Families as compared to the outlined outcomes and indicators.

COMPONENTS OF THE EVALUATION FRAMEWORK

The evaluation framework provides the methodology to measure impact at the individual level. Outcome evaluation will be used to frame the evaluation of Food Families, which measures the changes and impacts that have occurred as a result of the program activities. Surveys will be used to gather information about participant experience, individual program impact, and individual learning.

FOOD FAMILIES EVALUATION FRAMEWORK

Outlined below is the evaluation framework for the Food Families program, including the goals of the Food Families program, and the outcomes and indicators for evaluation.

Food Families Goals:

- Build skills that increase families' buying power.
- Build skills that increase families' knowledge, skills, and confidence around food and financial literacy.
- Build skills that increase families' social connections with other neighbourhood residents and organizations.



| Outcomes | Indicators |
|---|--|
| <p>Increase families' buying power by augmenting strategic shopping skills.</p> | <ul style="list-style-type: none"> • Families have learned new ways to save money. • Families are saving money on their groceries. • Families have more options when they purchase food. |
| <p>Increase sharing of practical, affordable ways to eat well, and increase families' knowledge, skills, and confidence around food literacy.</p> | <ul style="list-style-type: none"> • Families have increased their ability to prepare and cook their own food. • Families have increased competence, confidence, and self-efficacy in their abilities. • Families are eating nutritious, well-balanced meals when possible. |
| <p>Provide community space to gather, learn from one another, and build relationships.</p> | <ul style="list-style-type: none"> • Families have greater connectivity to their neighbourhood/neighbours. • Families are actively engaged/participating in Food Families. |



HOW TO EVALUATE FOOD FAMILIES

OVERVIEW OF THE STEPS TO EVALUATE FOOD FAMILIES

Evaluation is an essential component of the Food Families program. Collecting evaluation data will help create insights and reportable results about participants' experiences in the program and the impacts of the program on participants, specifically in the areas of learning and skill development. As part of the evaluation, a survey has been developed for each module of the Food Families program to collect participant feedback. Outlined below are the four steps involved in conducting evaluation for Food Families.

Step 1: Prepare For Evaluation

- Read the Evaluation Guide
- Review all evaluation materials and evaluation surveys
- Save a copy of each data recording sheet to your computer

Step 2: Collect Evaluation Data

- Before each module, print the corresponding evaluation survey
- Distribute the evaluation survey to participants at the end of the module
- Collect all completed surveys from participants

Step 3: Record Evaluation Data

- Transfer survey responses to electronic recording sheets
- Record quantitative data into the *Food Families Evaluation Tally Sheet*
- Record qualitative data into the *Food Families Qualitative Responses Recording Sheet*

Step 4: Analyze Data & Report

- Review each data recording sheet and analyze the data for trends and common themes
- Share findings with the program team and discuss modifications based on feedback
- Use the data to prepare a formal report and improve the next Food Families



STEP 1: PREPARE FOR EVALUATION

Read through the full Evaluation Guide to gain an overall understanding of the purpose of the Food Families evaluation, how to conduct evaluation for the Food Families program, how to record collected evaluation data, and how to use evaluation results.

Review the evaluation survey for each Food Families module to learn about the questions being asked, what information is being collected, and how the information from the evaluation surveys can be used.

Lastly, save a copy of the Excel file called *Food Families Evaluation Tally Sheet* and a copy of the Word document titled *Food Families Qualitative Responses Recording Sheet* to your computer. Include the date of the Food Families session in the name of the saved copy. These data recording sheets will be used to transfer participant survey responses into an electronic format, which will support easy data analysis and reporting.

STEP 2: COLLECT EVALUATION DATA

Before each module, print enough paper copies of the corresponding evaluation survey for each program participant. Please be sure to print the evaluation survey that corresponds with the topic of the module.

At the end of each module, distribute the evaluation survey to participants to gather their feedback. If participants require help or clarification to complete the evaluation survey, it is okay to explain the meaning of the question or re-phrase the question in a different way, as long as the core intent of the question remains the same. Collect all completed evaluation surveys from program participants.

For the first module, the “Getting To Know You” survey will provide baseline information about the group, which can be used to understand the level of existing experience and knowledge within the group. This information can be used to modify the program modules according to the group’s experience and level of knowledge.

For the final module, the “Wrap Up Final Evaluation” survey should be distributed to gather overall feedback from participants about their experience in the program, what they learned, and the skills they developed.

Please see Appendix A: Data Collection Tools for a copy of the evaluation survey for each module.



STEP 3: RECORD EVALUATION DATA ELECTRONICALLY

Once evaluation surveys have been collected, participant responses should be entered electronically into the *Food Families Evaluation Tally Sheet* Excel file and the *Food Families Qualitative Responses Recording Sheet* Word document.

Information about each data recording sheet and step-by-step instructions for transferring participant responses into each recording sheet are outlined below.

FOOD FAMILIES EVALUATION TALLY SHEET

About The Food Families Evaluation Tally Sheet

The purpose of the *Food Families Evaluation Tally Sheet* is to collect and organize quantitative data (i.e. numerical data) from Food Families evaluation surveys in an electronic format. All quantitative data from completed evaluation surveys should be entered into the Excel tally sheet.

The *Food Families Evaluation Tally Sheet* is an Excel database organized using tabs, with each tab containing information for a separate module.

Within each tab, data tables are prepared to capture summary-level information about participants' answers to each question and the number of participants providing each response.

Types Of Survey Questions Containing Quantitative Data

Quantitative data will come from all evaluation survey questions that provide a list of pre-determined response options for participants to choose from. For example, participants may be provided with a scale of "Strongly Agree" to "Strongly Disagree" and will select the response that most closely reflects their experience.

When tallied together across all participants, the number of participants who chose each response option (i.e. Strongly Agree, Agree, Disagree, etc.) will be recorded, creating quantitative, numerical data.

***Note:** Module 1: Getting To Know You is the only module that does not have a tab for data entry in the *Food Families Evaluation Tally Sheet*. This data is not required for evaluation purposes. Rather, the "Getting To Know You Survey" should be used by the facilitator to gain an understanding of participants' baseline level of experience with cooking and preparing healthy foods. No data entry is required for Module 1.



Steps To Record Quantitative Data Into The Evaluation Tally Sheet

Step 1: Enter The Date Of The Module

1. At the top left of the module tab, enter the date the module was facilitated using the dd-mmm-yy format (e.g. 10-Jul-17).
 - Always double-check that the year for any date you enter is correct, **especially when starting into a new year.**

Step 2: Record The Number Of Participants Present

1. Enter the total number of participants who attended the module at the top left of the module tab.

Step 3: Tally And Record The Number Of Participants Who Chose Each Response

1. Review all participant evaluation surveys and count the number of participants who chose the first response option for the first quantitative question.
 - E.g. Add together the number of participants who chose "Strongly Agree" for Question 1.

***Note:** Record the total number of participants who responded to the question. If a participant skipped the question or did not provide a response, do not include them in the count for that question.

2. Record the total number of participants who chose the first response option into the "# of Participants" column for the corresponding table in the *Food Families Evaluation Tally Sheet*.
3. Continue this process to count and record the total number of participants who chose each response option for each quantitative question in the module's evaluation survey.

***Note:** Once you enter the total number of participants who chose a response into the "# of Participants" column, the corresponding percentage in the "% of Participants" column will automatically calculate.



Step 4: Add Together The Percentage Of Participants Who Chose Each Response

1. Using the “% of Participants” column, manually add together the percentage of participants who chose each response to the question and enter the total percentage into the “TOTAL” row of the “% of Participants” column.
 - When the percentage of participants who chose each response is added together, the total percentage should add up to 100%.
 - If the total does not add up to 100%, review each percentage to one or two decimal points to determine if a percentage requires rounding up or down.

Step 5: Continue Tallying And Recording Participant Responses For Each Question

1. Use steps 3-4 for each of the remaining quantitative evaluation survey questions in the module to tally all participant evaluation survey responses, enter the total number into the corresponding table of the tally sheet and add together the percentages to 100%.

Use all of steps 1-4 to enter quantitative evaluation survey data into each module tab in the tally sheet once the module has been completed.

FOOD FAMILIES QUALITATIVE RESPONSES RECORDING SHEET

About The Food Families Qualitative Responses Recording Sheet

The *Food Families Qualitative Responses Recording Sheet* should be used to record and organize qualitative data (i.e. open-ended written responses) from Food Families evaluation surveys in an electronic format. All qualitative data from completed evaluation surveys should be entered into the recording sheet.

The *Food Families Qualitative Responses Recording Sheet* is a Word file containing tables to record participants’ written responses to all open-ended survey questions for each module. Each module is started on a separate page, as indicated by the module headings.

Types Of Survey Questions Containing Qualitative Data

Qualitative data will come from all evaluation survey questions that provide an opportunity for participants to write a response in their own words. For example, participants may be asked to specify what their favourite part of the module was and why. Participants will then write a response to the question in the space provided.



The written responses from all participants will be recorded for each evaluation survey question to organize data in a format that supports review and analysis of common themes across all participants.

***Note:** Module 1: Getting To Know You is the only module that does not have a section for recording participant responses in the *Food Families Qualitative Responses Recording Sheet*. This data is not required for evaluation purposes. Rather, the “Getting To Know You Survey” should be used by the facilitator to gain an understanding of participants’ baseline level of experience with cooking and preparing healthy foods. No data entry is required for Module 1.

Steps To Record Qualitative Data Into The Qualitative Responses Recording Sheet

Step 1: Enter The Date Of The Module

1. At the top left of the page, in the table under the module heading, enter the date the module was facilitated using the dd-mmm-yy format (e.g. 10-Jul-17).

Step 2: Record The Number Of Participants

1. Enter the total number of participants who attended the module at the top right of the page in the table under the module heading.

Step 3: Record The Name Of The Module Facilitator(s)

1. In the top left of the page, in the table under the module heading, enter the name(s) of the facilitator(s) for the module for which you are entering evaluation survey responses.

Step 4: Type Each Participant’s Response To The Question

1. Review all participant evaluation surveys and write each participant’s response to the question into the corresponding table provided.
2. Use a separate bullet point to type, word-for-word, each participant’s response to the question.
3. If a participant does not provide a written response (i.e. leaves the space blank) to a question, do not write anything for them in the recording sheet.
4. If a participant writes a response such as “I don’t know,” or “Not applicable,” or “N/A,” it is still important to include this response and record it in the recording sheet so you can count the number of participants who responded to each question.



***Note:** It is important to write participant responses verbatim to ensure data quality and completeness. Do not summarize what a participant wrote, but rather, type each participant's response exactly as it has been written.

Step 5: Continue Reading And Recording Participants' Written Responses For Each Question

1. Repeat step 4 to record all participant responses into the recording sheet for each open-ended evaluation survey question remaining in the module.

Use all of steps 1-4 to record qualitative, written evaluation survey responses into each module section in the recording sheet once the module has been completed.

STEP 4: ANALYZE DATA AND REPORT

Once all Food Families modules have been completed and all participant survey responses have been entered into the electronic data recording sheets, review each data recording sheet to analyze and understand the results.

When analyzing the quantitative data in the *Food Families Evaluation Tally Sheet*, look for numerical trends to understand the following:

- Participants' level of satisfaction with each module and with the program overall;
- The percentage of participants who reported learning about each component or lesson covered in the program modules; and
- The percentage of participants who reported implementing or using a new skill.

To calculate the total percentage of participants who were satisfied, gained knowledge, or used a skill, sum together the percentage of participants who reported they "Strongly agree" and "Agree."

To analyze qualitative data, review participant responses in the *Food Families Qualitative Responses Recording Sheet* and look for common themes within each question, as well as across all modules.



Once all evaluation data has been reviewed and analyzed, share the findings with the Food Families program team.

- Discuss the results as a team and whether there were specific modules, information, or skills that went well for participants, as well as those with lower percentages that indicate areas where participants may have struggled;
- Discuss participant feedback and recommendations for each module and the program overall; and
- Use the evaluation results to determine whether any modifications should be implemented for future sessions.

Evaluation data can also be used to prepare a formal report to share program results with a funder or to communicate outcomes of the Food Families program to the community.



MANAGING DATA QUALITY

DATA ENTRY AND THE IMPORTANCE OF DATA QUALITY

Correct and complete data entry is important for any evaluation process. In order to properly analyze participant data and produce reliable reports, the data entered into the *Food Families Evaluation Tally Sheet* and *Food Families Qualitative Responses Recording Sheet* must be accurate, consistent, and complete.

GUIDELINES FOR ENSURING DATA QUALITY

To maintain data quality and ensure consistency in data entry, please follow the instructions provided below when entering data.

All Tables Should Have An Entry

- In the *Food Families Evaluation Tally Sheet*, each table should have a number entered for each response. Even if no participants chose a specific response, the number “0” should still be entered to indicate this response was not selected by any participants.
- In the *Food Families Qualitative Responses Recording Sheet*, each table should have participant responses recorded. If a participant wrote “N/A” or “Not applicable,” record this as the participant’s response.
- Refer to the previous sections of this guide for detailed instructions on how to enter data into the *Food Families Evaluation Tally Sheet* and *Food Families Qualitative Responses Recording Sheet*.

Format For Dates

- All dates are to be entered in the format of dd-mmm-yy (e.g. 10-Jul-17).
 - When writing out the month, always write the first three letters of the month. Please do not use other short-forms for writing the month.
 - Always double-check that the year for any date you enter is correct, **especially when starting into a new year.**



All Written Participant Responses Should Be Recorded Verbatim

- Participant responses to open-ended evaluation survey questions should be copied word-for-word into the corresponding table in the *Food Families Qualitative Responses Recording Sheet*.
- Even if a participant write a response such as “I don’t know,” or “Not applicable,” it should still be recorded in the corresponding table for that survey question to ensure an accurate count of the number of participants who answered each question.

Manually Sum Together Percentages

- Manually add together the percentage of participants who chose each response to a question to ensure it sums to 100%.
- When the sum of percentages to a question create a total that is just under or over 100%, review each percentage to one or two decimal points to determine which percentages require rounding up or down.



APPENDIX A: DATA COLLECTION TOOLS

An evaluation survey has been developed for each module of the Food Families program. The evaluation surveys are provided on the following pages and can be printed as program handouts.

At the end of each module, the evaluation survey that corresponds to the module topic should be distributed to participants to gather their feedback.

Below, the evaluation surveys are provided in the following order:

1. Getting To Know You Survey
2. Evaluation: Healthy Eating
3. Evaluation: Couponing 101
4. Evaluation: Price Matching & Meal Planning
5. Evaluation: Kitchen Safety
6. Evaluation: Collective Kitchen
7. Evaluation: Money Sense
8. Evaluation: Food Preservation
9. Evaluation: Cooking With And For Your Kids
10. Evaluation: Growing Your Own Food
11. Wrap Up Final Evaluation



GETTING TO KNOW YOU SURVEY

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. How many times per month do you get food from the following places?
(Check one box per row)

| Source | None | 1-2 Times | 3-4 Times | 5 Or More Times |
|-------------------------------|------|-----------|-----------|-----------------|
| Grocery Store | | | | |
| Convenience Store | | | | |
| Restaurant (e.g. Tim Hortons) | | | | |
| Farmer's Market | | | | |
| Garden | | | | |
| Emergency Food Source | | | | |
| Other (e.g. family/friends) | | | | |

If you chose **other**, please specify the source(s): _____

2. How many people are in your household?
3. How much money does your family spend per month on food?
(Estimate the total amount of money spent on food from any and all sources)
4. On a scale of 1 to 10, how confident are you in your cooking skills?
(Circle a number; 1 indicates you are not confident and 10 indicates you are very confident)

1 2 3 4 5 6 7 8 9 10

5. Many of us would like to eat in healthier ways. What are your main barriers to eating healthy?
(Check all that apply)

- Cost
- Time to prepare
- I don't know how to prepare healthy meals and snacks
- I don't like the taste of many healthy foods



- I don't know where to find healthy recipes
- It's a bit confusing because there is so much contradictory information
- My family members are picky eaters, so I just cook what they like
- I lack the motivation to eat in a healthy way

Other: _____

6. Please rate your ability to:
(Circle a number; 1 indicates low ability and 10 indicates high ability)

| Question | Scale | | | | | | | | | |
|--|-------|---|---|---|---|---|---|---|---|----|
| Use kitchen tools and appliances (i.e. paring knife, blender, oven broiler). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Make a soup from scratch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Adjust a recipe to make it healthier. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Prepare a meal with multiple dishes and have them ready at the same time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Bake muffins or a cake "from scratch" using a recipe. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Use coupons to save money when buying groceries. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Understand rewards/points programs and their benefits. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Create a meal plan for your family. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Understand and follow Canada's Food Guide. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Make a grocery list. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Price match at a grocery store. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Create a weekly or monthly spending plan/budget. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Identify the correct knife to use for a variety of different foods. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Include your children or other family members in preparing a meal. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Can and preserve food. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Read and understand Nutrition Facts labels (food labels) on food products. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grow your own fruits, vegetables, or herbs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Prepare a healthy meal in 15 minutes or less. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |



7. Which of the following ingredients have you cooked with at home in the past month?

- | | |
|--|--|
| <input type="checkbox"/> Fresh vegetables | <input type="checkbox"/> Flour |
| <input type="checkbox"/> Canned vegetables | <input type="checkbox"/> Sugar |
| <input type="checkbox"/> Frozen vegetables | <input type="checkbox"/> Lentils |
| <input type="checkbox"/> Canned beans | <input type="checkbox"/> Oats |
| <input type="checkbox"/> Dried beans | <input type="checkbox"/> Herbs (e.g. basil, oregano, thyme) |
| <input type="checkbox"/> Tomato sauce | <input type="checkbox"/> Spices (e.g. paprika, garlic, chili powder) |
| <input type="checkbox"/> Rice | <input type="checkbox"/> Bread crumbs |
| <input type="checkbox"/> Pasta noodles | <input type="checkbox"/> Fresh fruit |
| <input type="checkbox"/> Fresh meat (e.g. chicken, pork, beef) | <input type="checkbox"/> Canned fruit |
| <input type="checkbox"/> Prepared meat (e.g. frozen, canned) | <input type="checkbox"/> Frozen fruit |
| <input type="checkbox"/> Eggs | <input type="checkbox"/> Quinoa |

8. On a scale of 1 to 10, how connected do you feel to your neighbourhood or neighbours (i.e. belong to a community association, volunteer, participate in community events)?
(Circle a number; 1 indicates you do not feel connected and 10 indicates you feel very connected)

1 2 3 4 5 6 7 8 9 10

9. Do you currently have a monthly budget or spending plan to manage your finances?

- Yes – I have a current monthly budget or spending plan
- Yes – I am in the process of/have started creating a budget or spending plan
- No



EVALUATION: HEALTHY EATING

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about healthy eating?
(Circle one of the options)

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Healthy Eating module? Why?

3. What would you change about the Healthy Eating module to make it better?

4. As a result of the information and activities provided this week, I know... (Check a box for each row)

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| The seven principles for healthy eating. | | | | | |
| How to use the Canada Food Guide for meal planning. | | | | | |
| What nutrients are. | | | | | |
| What nutrients are needed to stay healthy. | | | | | |
| How to read a nutrition label on packaged food. | | | | | |
| Strategies for how to eat a healthy diet. | | | | | |
| How to use the plate method for managing and planning meals. | | | | | |

5. The most important thing I learned today from the Healthy Eating module was... (Complete the sentence in the space below)

6. With the information I learned today, I plan to... (Complete the sentence in the space below)



EVALUATION: COUPONING 101

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about couponing?
(Circle one of the options)

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Couponing 101 module? Why?

3. What would you change about the Couponing 101 module to make it better?

4. As a result of the information and activities provided this week, I know... (Check a box for each row)

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| What the benefits are of using coupons to save money on groceries. | | | | | |
| Where to find coupons. | | | | | |
| How to organize my coupons effectively. | | | | | |
| How to properly address using coupons with a cashier. | | | | | |
| The store policies for using coupons. | | | | | |
| How to include other family members in the couponing process. | | | | | |
| What the benefits are of being part of rewards programs. | | | | | |

5. The most important thing I learned today from the Couponing 101 module was... (Complete the sentence in the space below)

6. With the information I learned today, I plan to... (Complete the sentence in the space below)



EVALUATION: PRICE MATCHING & MEAL PLANNING

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about price matching and meal planning? *(Circle one of the options)*

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Price Matching & Meal Planning module? Why?

3. What would you change about the Price Matching & Meal Planning module to make it better?

4. As a result of the information and activities provided this week, I know... *(Check a box for each row)*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| What the benefits are of making a meal plan or grocery list. | | | | | |
| How to create a personalized meal plan to meet my family's needs. | | | | | |
| How to make an organized grocery list. | | | | | |
| What the benefits are of price matching at a grocery store. | | | | | |
| The price matching policies at the local grocery stores. | | | | | |
| How to access and use price matching apps on my phone or device. | | | | | |
| How to use Harvest Bucks to buy fresh vegetables and fruit. | | | | | |

5. The most important thing I learned today from the Price Matching & Meal Planning module was... *(Complete the sentence in the space below)*

6. With the information I learned today, I plan to... *(Complete the sentence in the space below)*



EVALUATION: KITCHEN SAFETY

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about kitchen safety?
(Circle one of the options)

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Kitchen Safety module? Why?

3. What would you change about the Kitchen Safety module to make it better?

4. As a result of the information and activities provided this week, I know... (Check a box for each row)

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| The importance of following kitchen and food safety practices. | | | | | |
| The Core Four Practices of food safety. | | | | | |
| How to properly clean and sanitize my kitchen and tools. | | | | | |
| The proper hand washing techniques. | | | | | |
| How to cook food to make sure it is safe for eating. | | | | | |
| How to properly store food for it to stay safe for eating. | | | | | |
| How to safely cut a variety of foods, including meat and vegetables. | | | | | |

5. The most important thing I learned today from the Kitchen Safety module was... (Complete the sentence in the space below)

6. With the information I learned today, I plan to... (Complete the sentence in the space below)



EVALUATION: COLLECTIVE KITCHEN

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

- Overall, how satisfied were you with the information and activities this week about collective kitchens? *(Circle one of the options)*

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

- What was your favourite part of the Collective Kitchen module? Why?

- What would you change about the Collective Kitchen module to make it better?

- As a result of the information and activities provided this week, I know... *(Check a box for each row)*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| How to read and follow a variety of different recipes. | | | | | |
| How to measure various ingredients according to the recipe. | | | | | |
| How to prepare a number of new recipes. | | | | | |
| What the benefits are of working together to accomplish a task. | | | | | |
| How to include my child(ren) or family members in the process of preparing a meal. | | | | | |

- The most important thing I learned today from the Collective Kitchen module was... *(Complete the sentence in the space below)*

- With the information I learned today, I plan to... *(Complete the sentence in the space below)*



EVALUATION: MONEY SENSE

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about budgeting?
(Circle one of the options)

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Money Sense module? Why?

3. What would you change about the Money Sense module to make it better?

4. As a result of the information and activities provided this week, I know... (Check a box for each row)

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| What the benefits are of creating a budget. | | | | | |
| What my priorities are for budgeting and spending money. | | | | | |
| What my income sources and expenses are. | | | | | |
| How to create a balanced monthly budget. | | | | | |
| A variety of budgeting styles I can use to help me manage my money. | | | | | |
| Strategies for stretching my budget (i.e. ways to save money). | | | | | |

5. The most important thing I learned today from the Money Sense module was... (Complete the sentence in the space below)

6. With the information I learned today, I plan to... (Complete the sentence in the space below)



EVALUATION: FOOD PRESERVATION

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about food preservation? *(Circle one of the options)*

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Food Preservation module? Why?

3. What would you change about the Food Preservation module to make it better?

4. As a result of the information and activities provided this week, I... *(Check a box for each row)*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| Know what the benefits are of preserving food. | | | | | |
| Know a variety of different methods for preserving food. | | | | | |
| Know how the "Water Bath" canning method preserves food. | | | | | |
| Know how to safely use the "Water Bath" canning method. | | | | | |
| Am able to use the tools needed for the "Water Bath" canning method. | | | | | |
| Know how to use the "Freezing" method to preserve food. | | | | | |

5. The most important thing I learned today from the Food Preservation module was... *(Complete the sentence in the space below)*

6. With the information I learned today, I plan to... *(Complete the sentence in the space below)*



EVALUATION: COOKING WITH AND FOR YOUR KIDS

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

- Overall, how satisfied were you with the information and activities this week about cooking with and for your kids? *(Circle one of the options)*

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

- What was your favourite part of the Cooking With And For Your Kids module? Why?

- What would you change about the Cooking With And For Your Kids module to make it better?

- As a result of the information and activities provided this week, I know... *(Check a box for each row)*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| How to organize my kitchen to prepare for cooking. | | | | | |
| How to appropriately include my children or family members in preparing a meal based on their age. | | | | | |
| A variety of different ways to get my children to try new and healthy foods. | | | | | |
| Some new healthy recipes for my kids to try. | | | | | |

- The most important thing I learned today from the Cooking With And For Your Kids module was... *(Complete the sentence in the space below)*

- With the information I learned today, I plan to... *(Complete the sentence in the space below)*



EVALUATION: GROWING YOUR OWN FOOD

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied were you with the information and activities this week about gardening?
(Circle one of the options)

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

2. What was your favourite part of the Growing Your Own Food module? Why?

3. What would you change about the Growing Your Own Food module to make it better?

4. As a result of the information and activities provided this week, I know... (Check a box for each row)

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| What the benefits are of growing my own food. | | | | | |
| A variety of different methods of vegetable gardening. | | | | | |
| How to prepare for planting a small vegetable garden. | | | | | |
| How to plant a small vegetable garden. | | | | | |
| How to maintain a small vegetable garden. | | | | | |
| How to access a number of different community gardening resources. | | | | | |

5. The most important thing I learned today from the Growing Your Own Food module was... (Complete the sentence in the space below)

6. With the information I learned today, I plan to... (Complete the sentence in the space below)



WRAP UP FINAL EVALUATION

Thank you for participating in the evaluation of Food Families. Your responses will help us to continually improve the Food Families program. Please note that your survey responses will be confidential.

Date: _____

1. Overall, how satisfied are you with the Food Families program? *(Circle a response)*

Very Satisfied

Satisfied

Neutral

Dissatisfied

Very Dissatisfied

2. What did you like most about the Food Families program? Why?

3. What would you change about the Food Families program to make it better?

4. Would you recommend the Food Families program to others? *(Circle a response)*

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5. What are the 3 most important or helpful skills you learned from participating in Food Families?

a. _____

b. _____

c. _____

6. What do you do differently because of what you learned in Food Families?

7. How has attending Food Families had an impact on **you** (i.e. what has changed for you since you started attending Food Families)?

8. How has attending Food Families had an impact on **your family** (i.e. what has changed for your family since you started attending Food Families)?



9. Please check one of the boxes for each line below to say whether the number of times per month you accessed food from each source has increased, decreased, or stayed the same.

| Source | Increased | Decreased | Stayed The Same |
|-------------------------------|-----------|-----------|-----------------|
| Grocery Store | | | |
| Convenience Store | | | |
| Restaurant (e.g. Tim Hortons) | | | |
| Farmer's Market | | | |
| Garden | | | |
| Emergency Food Source | | | |
| Other (e.g. family/friends) | | | |

If you chose **other**, please specify the source(s): _____

10. What barriers to healthy eating has Food Families helped you with? *(Check all that apply)*

- Cost
- Time to prepare
- Knowing how to prepare healthy meals and snacks
- The taste of many healthy foods
- Knowing where to find healthy recipes
- Motivation to eat in a healthy way
- Understanding the available information
- Having picky eaters in your family and just cooking what they like

Other: _____

11. As a result of attending Food Families, I have... *(Check one of the boxes for each row)*

| | Yes, I have done this | I plan to do this | No, and I do not plan to do this |
|---|-----------------------|-------------------|----------------------------------|
| Used coupons to save money on my grocery bill. | | | |
| Registered with one or more rewards programs. | | | |
| Included other family members in couponing. | | | |
| Created a meal plan specific to my family's needs. | | | |
| Used a grocery list when buying groceries. | | | |
| Used price matching at a grocery store to save money. | | | |
| Used proper hand washing techniques with my family. | | | |
| Prepared at least one new healthy recipe at home. | | | |
| Used new methods to budget my monthly income. | | | |
| Accessed financial resources or services in the community. | | | |
| Used Harvest Bucks to buy fresh fruits or vegetables. | | | |
| Used one or more of the food preservation techniques I learned. | | | |



12. As a result of participating in Food Families, I have saved money on my monthly grocery bill.

(Circle a response)

Yes

No

Unsure

If yes, approximately how much do you think you are saving each month? \$_____

13. As a result of attending Food Families... *(Check one of the boxes for each row. Please consider your overall experience with Food Families.)*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| I learned new ways to save money. | | | | | |
| I now have more options when purchasing food. | | | | | |
| I have increased my ability to prepare healthy meals. | | | | | |
| I am more confident in my cooking skills. | | | | | |
| I can confidently include my children or family members in the meal preparation process. | | | | | |
| I can adjust a recipe to make it healthier. | | | | | |
| I can make a meal from scratch using a recipe. | | | | | |
| I have increased my ability to use a variety of kitchen tools and appliances to prepare a recipe. | | | | | |
| I have increased knowledge about how to cook healthy meals on a budget. | | | | | |
| Whenever we can, my family and I eat nutritious and well-balanced meals. | | | | | |
| I know where to go for information, resources, and neighbourhood activities related to food and nutrition. | | | | | |
| I have shared money saving techniques with friends outside of the Food Families program. | | | | | |
| I have developed relationships outside of the program with other Food Families participants. | | | | | |
| I feel more connected to my neighbourhood or community. | | | | | |
| I would like to continue to be involved in something like Food Families in my neighbourhood. | | | | | |





