

The Road to Health Toolkit

Evaluation Guide

How to Prevent or Delay Type 2 Diabetes in Your Community:
A Resource for Community Health Workers



**Centers for Disease
Control and Prevention**
National Center for Chronic
Disease Prevention and
Health Promotion

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Road to Health Evaluation Guide

Purpose

This evaluation guide is designed for facilitators who use the Road to Health Toolkit and want to learn participants' opinions about Road to Health sessions and how useful the information is to them. Feedback can be used to determine:

- If you should change how you use the toolkit so that you can better meet your participants' needs.
- If your participants are planning and able to make the kinds of changes that will help them lower their risk for type 2 diabetes.
- How future education sessions could be improved.

This guide is for:

- Community health workers
 - *Promotores de la salud*
 - Diabetes educators
 - Health educators
 - Community health representatives
 - Diabetes care and education specialists
 - Other group leaders
- ...who use the Road to Health Toolkit.

For some, doing an evaluation may seem complicated, but it does not have to be. This guide includes simple tools designed to support you in successfully using the Road to Health Toolkit in your community. Don't worry if this is your first experience with evaluation. The tools provided in this guide will help you improve your sessions and support your participants in reaching their health goals.

To get the most out of evaluation, it should be relevant to you. We encourage you to take these materials and adapt them to your program needs. Remember that you know your participants best, and you understand the most effective ways to deliver the Road to Health Toolkit activities.

Overview

This guide gives you three easy-to-use tools that let you quickly collect feedback from your participants. This information will help you understand how well things are going, if you need to make any changes, and what those changes should be. If you or your organization are interested in learning more about evaluation, please contact CDC [DDT_DiabetesWebinar@cdc.gov].

The first tool, the **Knowledge Check Questions and Activities**, can help you assess whether your participants understand key concepts from each lesson.

Next are two forms that you can use to collect feedback and assess your use of the Road to Health Toolkit: the **Participant Satisfaction Form** and the **Group Leader Reflection and Planning Form**.

If you are already using your own feedback form, it may be helpful to add questions from the **Participant Satisfaction Form** or **Group Leader Reflection and Planning Form** to your form. We strongly encourage you to use the questions in the **Participant Satisfaction Form**, as they are evidence-based questions that reliably indicate how well participants have learned and are able to use the information presented in the session.*

The table below summarizes the tools you can use to evaluate your session, their purpose, and how to use them.

Tool	Purpose	Who completes	When to complete
Knowledge Check Questions and Activities	Objectively assess whether participants understand information discussed during the session	Group leader and participants	Leader asks participants these questions aloud at the end of a session
Participant Satisfaction Form	<ul style="list-style-type: none"> • Gather opinions about how the session went, including what was most helpful and how it could be improved (Q1-Q4) • Assess whether participants plan to do healthy activities or use other information they learned, and what is preventing them from making healthier changes (Q5-Q7) 	Participants	Immediately after each group or individual session
Group Leader Reflection and Planning Form	<ul style="list-style-type: none"> • Document lessons and activities completed • Summarize participant feedback • Assess what went well and plan for what to do differently in future sessions 	Group leader	Immediately after a group session

* Questions in these forms are drawn from CDC's *Recommended Training Effectiveness Questions for Postcourse Evaluations User Guide* (Atlanta, GA: CDC, 2019), available at <https://www.cdc.gov/training/development/pdfs/evaluate/effectiveness-questions-508.pdf>.

Other data you may want to collect

Your organization may want to collect additional information about who your participants are. This information could be used for other purposes, such as to learn whether you are reaching priority groups. Or your organization may need information for grant reports or other administrative purposes.

Following is a list of optional demographic characteristics that you could add to an intake form when your participants start your sessions. Only collect the data you need—don't use this whole list if you don't need the information.

- Age (collect individual data or offer ranges)
- Type 2 diabetes risk/prediabetes/diabetes diagnosis
- Gender
- Household income (collect individual data or offer ranges)
- Marital status
- Number of children
- Race/ethnicity
- ZIP Code

Sample Scenarios

Here are two examples that show how you can use the tools in this guide to help your participants:

Scenario 1

When you review **Participant Satisfaction Forms**, you learn that your participants think the lessons and activities about healthy eating are useful, but they are not planning to eat less processed foods. Many of your participants also provide wrong answers to the Lesson 2 **Knowledge Check Questions** or struggle with the healthy eating **Knowledge Check Activities**.

What can you do?

- Review responses to question 6 about things that may be keeping them from eating healthier foods. In future sessions, discuss ways to address these concerns.
- You can complete the following activities to help participants practice identifying healthy foods. If you have already completed these activities, you could do them again with different foods to give your participants more practice.
 - *Shop for Healthy Food* (Activity 4: Road to Health Toolkit Activities Guide, page 6)
 - *What's for Lunch* (Activity 7: Road to Health Toolkit Activities Guide, page 9). If needed, review how to read nutrition labels before you do this activity.
 - *New Routines for Eating Well Away from Home* (Activity 9: Road to Health Toolkit Activities Guide, page 11).
 - In the Appendix of the Road to Health Toolkit Activities Guide, review *Foods to Choose* (page 46) and *Restaurant Tips* (page 52).

Scenario 2

In the **Participant Satisfaction Forms**, participants say there is too much lecture and not enough interactivity. Many participants also select “I don’t have time to do these activities,” and some participants state that they want more examples for how to use this information in their busy everyday lives.

What can you do?

- Add more activities to your lessons and lecture less. Here are several activities to help participants figure out how to fit healthy activities into their daily lives:
 - *Overcoming Challenges to Physical Activity* (Activity 22: Road to Health Toolkit Activities Guide, page 26)
 - *Train Like a Super Star* (Activity 14: Road to Health Toolkit Activities Guide, page 17) to learn about physical activities they can do during a commercial break while watching TV
 - *A Healthy Plate I Enjoy Eating* (Activity 2: Road to Health Toolkit Activities Guide, page 4) to practice creating a healthy meal without counting, calculating, or measuring
- You can share healthy recipes that are fast to prepare or a list of no-cook healthy snacks.
- You could ask participants to look up quick healthy recipes and snacks during or after class.

Evaluation Tools

Knowledge Check Questions and Activities

Knowledge Check Questions and Activities is a list of suggested questions that you can ask participants to assess how many of them understand the material you are teaching. It also includes activities from the Road to Health Activity Guide that you can use to evaluate how well people understand healthy eating habits. This document also includes questions you can ask yourself to help determine how well participants understand the information.

Ask the Knowledge Check Questions at the end of each session. Select questions that are relevant to the material you taught that day. Try to get everyone to participate to see how many people understand the material. You can ask participants to raise their hands to vote for a particular answer. For participants who are able to move around easily you can ask them to move to a corner of the room depending on what answer they select. Or you can create an online poll and ask people to provide responses using their smartphone or other device—this method works especially well for sessions taught remotely over the internet.

Applying What You Learn

By asking the Knowledge Check questions, you can spark a discussion if participants have different opinions of the correct answer. Why did they select their answer? What do others think? Such debates can facilitate further learning and recall later.

If participants cannot provide the correct answers, consider reviewing the materials again at the beginning of the next session.

Knowledge Check Questions and Activities

Lesson 1: Preventing Type 2 Diabetes

You can use the following CDC Path 2 Prevention resource to assess whether participants understand risks for type 2 diabetes and how it can be prevented:

Myth vs. Fact Game: <https://diabetespath2prevention.cdc.gov/learnmore>

Display this game on the screen and ask participants to raise their hands to show whether they think each item is a myth or fact. How well do your participants know the information that you discussed during your session (e.g., type 2 diabetes is preventable, losing weight and increasing physical activity will reduce their risk, etc.)? NOTE: You may not have taught all the information in this game.

Lesson 2: Making Healthy Food Choices

1. When reading food labels, what is the lowest percent daily value of sugar that would be considered high?
 - a) **20 percent**
 - b) 10 percent
 - c) 15 percent
 - d) 25 percent
2. A way you can limit unhealthy fats in cooking is to:
 - a) Trim the fat off meat before you cook it.
 - b) Sauté or stir-fry vegetables in a small amount of vegetable oil.
 - c) Bake with nonfat plain yogurt instead of butter or lard.
 - d) **All of the above.**
3. One way to manage portion sizes and make sure you get plenty of vitamins, minerals, and fiber is to fill half of your plate with non-starchy vegetables like:
 - a) Corn
 - b) **Greens**
 - c) Potatoes
 - d) Peas
4. Which is an example of a healthier choice you can make when eating out?
 - a) Choose a lighter or smaller main meal if you are going to order dessert.
 - b) Swap out soda for calorie-free drinks like water, flavored water, or seltzer.
 - c) Review the menu in advance so you can plan ahead.
 - d) **All of the above.**

You can use the following Road to Health activities to help assess if participants understand how to make healthy food choices.

- **Activity 2: A Healthy Plate I Enjoy Eating** (page 4): Were participants able to accurately portion veggies, grains and starchy foods, and proteins on their plates? Did they select healthy foods (e.g., lower in fat, calories, added sugar; less processed foods; fruits and veggies; whole grains; etc.)?
- **Activity 4: Shop for Healthy Food** (page 6): Were participants able to identify healthier foods they would like to try purchasing and eating? willing to eat?
- **Activity 7: What's for Lunch?** (page 9): Were participants able to accurately read the nutrition labels? How many identified the healthiest lunch option?

Lesson 3: Physical Activity

1. One way to increase physical activity during the day is to:
 - a) Get off the bus or train one stop early.
 - b) Put on music and dance while doing chores.
 - c) Talk on the phone while you march in place, walk, or climb stairs.
 - d) All of the above.**
2. What is an example of a moderate-intensity physical activity?
 - a) Sweeping the floor.
 - b) Walking slowly.
 - c) Doing yard work.**
 - d) Stretching.
3. Which of the following is a non-weight-related benefit of physical activity?
 - a) Better sleep.
 - b) Lower blood pressure.
 - c) Improved sexual health.
 - d) All of the above.**

New Activity (not in the Activity Guide): Ask participants to list one way they can add physical activity to their daily life. Are all participants able to state one or more ideas that increase their physical activity? Do their plans sound doable (have they considered when/how they will fit in these activities)?

Lesson 4: Rewards and Setting Goals

1. An example of an intrinsic reward for making healthy changes that comes from the way you think and feel about yourself is:
 - a) Treating yourself to your favorite dessert or snack.
 - b) Having more energy to play with your kids or grandkids.**
 - c) Losing weight.
 - d) Reducing medications.

Participant Satisfaction Form

Participants fill in this form to let you know how well the session went. This information gives you an idea of which activities were most useful for your participants and which did not work as well. Based on this feedback, you may decide to change your activities or adapt your lessons to make them more helpful.

Hand out the **Participant Satisfaction Form** to participants at the end of each individual or group session.

Applying What You Learn

After each session, review Participant Satisfaction Forms to understand what lessons and activities worked well and what did not. Ask yourself:

- Did participants feel they learned something useful from today's session? If not, what can I do differently?
- Do participants plan to make health behavior changes? If not, what things are preventing them from making changes, and how can I help participants address these in future sessions?
- What more do I need to know from my participants to understand how to address their concerns? How can I get this information in future sessions?

Road to Health Participant Satisfaction Form

We would like to hear your thoughts about today's session.
Please take a few minutes to tell us your thoughts.

How are we doing?

1. What do you think about the amount of lecture and activities in this session?

- Too much lecture and not enough learning activities
- Right amount of both lecture and learning activities
- Too many learning activities, not enough lecture

2. How useful was this session to your daily life?

- Not at all useful
- A little useful
- Somewhat useful
- Very useful

3. Which part of this session was most helpful to you?

4. How could we improve this session to make it more useful to you?

What You Plan to Do

5. After today’s session, will you do any of the following things you learned about today?

	Definitely Not	Probably Not	Possibly	Probably Yes	Definitely Yes	I did not learn about this
Choose foods that are lower in calories, fat, and sugar						
Eat less processed foods (for example, eat less fast food and packaged food, and eat more fruits and veggies)						
Control the portion size of my foods						
Do more physical activity each week						

6. What things will keep you from doing any of the activities mentioned in the table above? (select all that apply)

I need more training on one or more topics (please list which topics):

I don’t have the resources I need.

I don’t have the time to do these activities.

My family or friends will not support me in doing these activities.

The information I learned is not useful to me.

Other (please describe):

7. What else, if anything, do you plan to use from today’s session?

Group Leader Reflection and Planning Form

Use this form to help you review the feedback from your participants and plan how to adjust your sessions. This form contains three sections. Section 1 helps you keep track of what you taught and the activities you used during that session. You can complete section 1 immediately after the session. Review participants' responses on the Participant Satisfaction Form before you complete sections 2 and 3. Participant feedback can guide your reflections on what went well during the session and how future sessions could be improved.

Section 2 will help you summarize participants' opinions about how the session went and what they plan to do with the information they learned. This will help you think objectively about whether participants thought the session was helpful, which parts were most helpful, which areas could be improved, and what things are preventing participants from using information they learned. If you only taught one person in the session, you don't need to fill out section 2—just review the participant's feedback form as you complete section 3. If participants did not fill out satisfaction forms, skip section 2 and complete section 3 based on your observations during class.

Section 3 will help you plan for what you should continue doing (based on participant feedback or, if participants did not provide feedback, your own impressions of what went well) and what you could change to improve future sessions.

Applying What You Learn

Use the Group Leader Reflection and Planning Form to summarize participant feedback and consider what you should continue doing and how you can improve future sessions. Review the Group Leader forms you have completed over time. Ask yourself:

- Have I changed my sessions to address the concerns I noted in earlier feedback forms?
- Am I getting more positive feedback from participants over time, and if not, why do I think their feedback has not improved?
- Do I see any patterns (e.g., you get more positive or negative feedback when doing certain activities)?
- Am I addressing the challenges that participants frequently say prevent them from engaging in healthier behaviors?

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Group Leader Reflection and Planning Form

Fill in section 1 immediately after you end the session.

If your participants did not complete feedback forms: Skip section 2 and complete section 3.

If your participants completed feedback forms: Complete sections 2 and 3 after you review the participant feedback forms.

If you taught an individual session: Skip section 2 and review the one participant feedback form as you fill in section 3.

Section 1. What Happened

Your name:	Date:
Number of participants:	
Location:	Length of session:

Road to Health lessons and activities completed

Lesson 1: Type 2 Diabetes is Preventable and Losing Some Weight Can Help	
Lesson 2: Making Healthy Food Choices	
Lesson 3: Increasing Physical Activity	
Lesson 4: Rewards and Goal Setting	

Section 2. Summarizing Participant Feedback

Review your participants' feedback forms and summarize their responses:

1. How did most participants feel about the amount of lecture and activities in the session?
 - Too much lecture and not enough learning activities
 - Right amount of both lecture and learning activities
 - Too many learning activities, not enough lecture

2. Did most participants think the session was somewhat or very useful to their daily life?

- Yes
- No
- Mixed response (explain) _____

3. What parts of the session were most helpful to participants' learning?

4. How did participants think the session could be improved?

5. Review responses to questions 5 and 7 on this form. Which activities are participants likely to do (or what information will they use) from today's session?

6. What things are keeping your participants from doing any of the activities mentioned in the table? (select all that apply)

- They need additional training on one or more topics (please describe):

- They do not have the resources they need.
- They do not have the time to do these activities.
- They feel they lack family/friend support.
- The information they learned is not useful to them.
- Other (please describe):

Section 3. Reflection and Planning

1. What aspects of today's session went well? (If your participants completed the feedback form, review your responses to questions 1–3 and 5 on this form.)

2. How could the session be improved? What should you do differently in future sessions? (If your participants completed feedback forms, review your responses to questions 1–6 (and especially 4) on this form. Consider: What concerns did participants have? If participants did not think the lessons were helpful or useful, how can they be improved? How can you help your participants address the issues that prevent them from doing healthier activities?)

Additional Resources

Find the full Road to Health Toolkit in English and Spanish by visiting
<https://www.cdc.gov/diabetes/professional-info/toolkits/road-to-health.html>

Other Evaluation Resources

Learn more about evaluation from these sites and tools:

Centers for Disease Control and Prevention training development tools, including evaluation tools:
<https://www.cdc.gov/training/development/tools-resources.html>

Centers for Disease Control and Prevention Framework for Program Evaluation
<https://www.cdc.gov/evaluation/framework/index.htm>

Arizona Prevention Research Center, Community Health Worker Evaluation Toolkit, University of Arizona
College of Public Health
<https://azprc.arizona.edu/sites/default/files/CHWtoolkit/default.htm>

The Community Toolbox, Part J: Evaluating Community Programs and Initiatives (Chapters 36–39)
<http://ctb.ku.edu/en/tablecontents/index.aspx>



<https://www.cdc.gov/diabetes/professional-info/toolkits/road-to-health.html>

For more information call 1-800-CDC-INFO (800-232-4636) TTY 1-(888) 232-6348 or visit www.cdc.gov/info. To order resources, visit www.cdc.gov/diabetes/