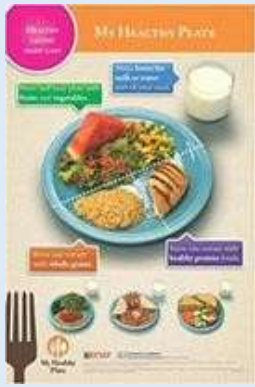
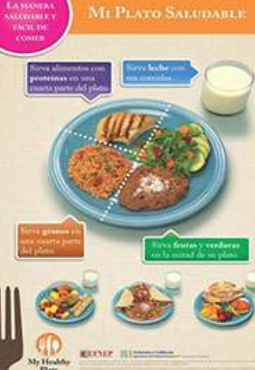
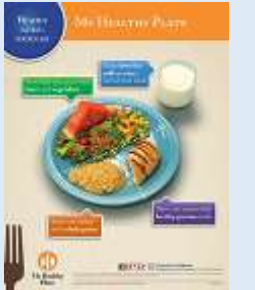


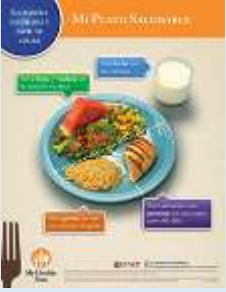

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Item	Project Title	Print specs	Document Specs/Tool Descriptions	Tool Thumbnail
			<p>My Healthy Plate curriculum for low-literate learners is California’s version of MyPlate, the national food guide graphic. The national graphic is a generic visual, ‘abstract’ in nature. Using Visual Information Processing Theories, the California version with real foods eaten by participants in the recommended proportions is ‘concrete’ in nature. 2013.</p> <p>Shilts MK, Johns MC, Lamp C, Schneider C, Townsend MS. A Picture is Worth a Thousand Words: Customizing My Plate for Low-literate, Low-income Families in 4 Steps. <i>J Nutr Educ Behav.</i> 2015;47:394-396.</p>	
1	MHP Lessons	8.5x11, 3 hole punch	<p><i>10 pages, double sided, 8.5x11, hole punched, laminated paper</i></p> <p>Five mini-lessons (10-15 minutes each) have been developed to be used with ESBA. The mini lessons are learner-centered and incorporate posters, meal cards, handout, placemat and goal sheet. It is recommended that the educator select the MHP mini lessons most relevant to the target audience. All five lessons do not need to be taught. It is important however to include the MHP introduction lesson before any of the other mini-lessons are delivered. [Accompanies <i>My Healthy Plate</i> posters, handouts, placemat and meal cards; accompanies curriculum <i>Eating Smart Being Active</i> for low-income families.]</p>	
2	MHP Placemats (English)	11x17, Uncoated, Pads of 50 w/pressboard backer	<p><i>1 page, single sided, 11x17, pad of 50, English</i></p> <p>Developed as a fun meal planning activity that parents can do with their child at home. The child selects meal items and colors them on the placemat in “plate” proportions. The placemat is used in the Meal Planning mini-lesson and the Kids mini-lesson. [Accompanies <i>My Healthy Plate</i> mini-lessons.] Mass produced for distribution to children of participants. 11” x 17”. University of California Cooperative Extension. Copyright 2013, Regents of the University of California. All rights reserved.</p>	
3	MHP Placemats (Spanish)	11x17, Uncoated, Pads of 50 w/pressboard backer	<p><i>1 page, single sided, 11x17, pad of 50, Spanish</i></p> <p>Developed as a fun meal planning activity that parents can do with their child at home. The child selects meal items and colors them on the placemat in “plate” proportions. The placemat is used in the Meal Planning mini-lesson and the Kids mini-lesson. [Accompanies <i>My Healthy Plate</i> mini-lessons.] Mass produced for distribution to children of participants. 11” x 17”. University of California Cooperative Extension. Copyright 2013, Regents of the University of California. All rights reserved.</p>	

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4	MHP Agency Posters (English)	20x30, gloss	<p>1 page, single sided, 20x30, English</p> <p>Posters can be used in conjunction with the MHP mini lessons or stand alone. This poster is intended to be given to collaborating agencies as promotion materials. [Accompanies My Healthy Plate mini-lessons.] Mass produced for distribution to agencies.</p>	
5	MHP Agency Posters (Spanish)	20x30, gloss	<p>1 page, single sided, 20x30, Spanish</p> <p>Posters can be used in conjunction with the MHP mini lessons or stand alone. This poster is intended to be given to collaborating agencies as promotion materials.</p>	
6	MHP Handouts (English)	8.5x11, gloss, pads of 50 w/pressboard backer	<p>1 page, single sided, 8.5x11, pad of 50, English</p> <p>A participant handout that mimics the Main Concept poster was created to complement the Introduction mini-lesson. [Accompanies My Healthy Plate mini-lessons.]</p>	





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7	MHP Handouts (Spanish)	8.5x11, gloss, pads of 50 w/pressboard backer	<p>1 page, single sided, 8.5x11, pad of 50, Spanish</p> <p>A participant handout that mimics the Main Concept poster was created to complement the Introduction mini-lesson. [Accompanies <i>My Healthy Plate</i> mini-lessons.]</p>	
8	MHP Meal Cards (Set of 14)	8.5x11, 10mil. Synthetic + cover sheet	<p>14 cards, 1 page, single sided, 8.5x11, English</p> <p>14 plasticized meal cards featuring foods that EFNEP families eat were styled in recommended "plate" proportions. Meals include breakfast (eggs), lunch (sandwich), dinner (chicken, fish, pork chop) and fast food (pizza, taco, hamburger) options as well as mixed (spaghetti, beef stir-fry) and Hispanic dishes (sopa, torta, tacos, chicken). [Accompanies <i>My Healthy Plate</i> mini-lessons, handouts, placemat, and posters; accompanies curriculum Eating Smart Being Active for low-income families.]</p>	




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<p>9</p>	<p>MHP Educator Posters (Set of 5)</p>	<p>11x17, 10mil. Synthetic</p>	<p>5 posters, 1 page, single sided, 11x17</p> <p>5 small reusable plasticized posters in two formats: 11" x 17", offered for easy transport and classroom use. English (Spanish, main concept only) [Accompanies My Healthy Plate mini-lessons.]</p> <ul style="list-style-type: none"> • Healthy Eating Made Easy • La Manera Saludable Y Fácil De Comer • Eating Out with My Healthy Plate • Meal Planning Made Easy • My Healthy Plate & Kids 	
<p>10</p>	<p>MHP Goal Sheets (English)</p>	<p>8.5x5.5, Gloss, Pads of 50 w/pressboard backer</p>	<p>1 page, single sided, 8.5x5.5, pad of 50, English</p> <p>Goal options sheet was developed to assist participants in making specific plans to use MHP at home. The Goals Sheet is used in the Fruit and Veggie mini-lesson and Eating out mini-lesson. [Accompanies My Healthy Plate mini-lessons.]</p>	


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11	MHP Goal Sheets (Spanish)	8.5x5.5, Gloss, Pads of 50 w/pressboard backer	<p>1 page, single sided, 8.5x5.5, pad of 50, Spanish</p> <p>Goal options sheet was developed to assist participants in making specific plans to use MHP at home. The Goals Sheet is used in the Fruit and Veggie mini-lesson and Eating out mini-lesson. [Accompanies <i>My Healthy Plate</i> mini-lessons.]</p>	
12	About Me (English)	8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>2 pages, double sided, 8.5x11, shrink wrap set of 50</p> <p>Demographic data collection for EFNEP Evaluation for FY14-15. Demographic information/family record tool for low-income EFNEP audiences. 1-page for intervention entry and exit using color and icons to assist the educator in guiding a group of low-literate participants through the questions. Based on results of cognitive interviews with program participants with literacy issues.</p> <p>Based on this validation research: Townsend MS, Ganthavorn C, Neelon M, Donohue S, Johns MC. Improving the quality of data from EFNEP participants with low-literacy skills: a Participant-Driven Model. <i>J Nutr Educ Behav.</i> 2014; 46 (4): 309-314.</p>	
13	Food Tracker (English)	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Food Tracker...What I Ate Yesterday. [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide low-literate participants through the 5-step process and is used in conjunction with the EFNEP Food Description Guide and EFNEP Portion Size charts.] University of California Cooperative Extension. © 2014, Regents of the University of California.</p>	
14	Checklist (English)	11x17 folded to 8.5x11, full color, semi/light gloss, shrink-wrap sets of 50	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>EFNEP Checklist for low-literate participants for EFNEP Evaluation for FY14-15, version 4. Outcome evaluation tool of selected food behaviors for EFNEP and other low-income program participants, especially those with literacy issues. The full color photographs are designed to assist participants with understanding that the round shape is an apple. [4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.]</p> <p>Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 3 obesity prevention targets shown to be more likely to demonstrate change [2 sugar-sweetened beverages, 1 fast food, 2 screen time]. 15 items total.</p>	

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15		11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p><i>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</i></p> <p>EFNEP Checklist for low-literate participants for EFNEP Evaluation for FY12-13, version 1.1. Outcome evaluation tool of selected food behaviors for EFNEP and other low-income program participants, especially those with literacy issues. The full color photographs are designed to assist participants with understanding that the round shape is an apple. [4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.]</p> <p>Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 5 fruit and vegetable evaluation items including buying fruit, cups vegetables, fruit & veg snacks, more than one kind of veg, fruit cups. 15 items total.</p>	
16	About Me (Spanish)	8.5x11, full color, uncoated, shrink-wrap sets of 50	<p><i>2 pages, double sided, 8.5x11, shrink wrap set of 50</i></p> <p>Demographic data collection for EFNEP Evaluation for FY14-15. Demographic information/family record tool for low-income EFNEP audiences. 1-page for intervention entry and exit using color and icons to assist the educator in guiding a group of low-literate participants through the questions. Based on results of cognitive interviews with program participants with literacy issues.</p> <p>Based on this research:</p> <p>Townsend MS, Ganthavorn C, Neelon M, Donohue S, Johns MC. Improving the quality of data from EFNEP participants with low-literacy skills: a Participant-Driven Model. Published online November 20, 2013. In print <i>J Nutr Educ Behav.</i> 2014; 46 (4): 309-314.</p>	
17	Food Tracker (Spanish)	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p><i>4 pages, double sided, 11x17 folded, shrink wrap set of 50</i></p> <p>Food Tracker...What I Ate Yesterday. [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide Spanish speaking participants through the 5-step process and is used in conjunction with the EFNEP Food Description Guide and EFNEP Portion Size charts.] University of California Cooperative Extension. © 2014, Regents of the University of California.</p>	





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18	Checklist (Spanish)	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>EFNEP Checklist for low-literate participants for EFNEP Evaluation for FY14-15, version 4. Outcome evaluation tool of selected food behaviors for EFNEP and other low-income program participants, especially those with literacy issues. The full color photographs are designed to assist participants with understanding that the round shape is an apple. [4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.]</p> <p>Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 3 obesity prevention targets shown to be more likely to demonstrate change [2 sugar-sweetened beverages, 1 fast food, 2 screen time]. 15 items total.</p>	
19		11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>EFNEP Checklist for low-literate participants for EFNEP Evaluation for FY12-13, version 1.1. Outcome evaluation tool of selected food behaviors for EFNEP and other low-income program participants, especially those with literacy issues. The full color photographs are designed to assist participants with understanding that the round shape is an apple. [4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.] Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 5 fruit and vegetable evaluation items including buying fruit, cups vegetables, fruit & veg snacks, more than one kind of veg, fruit cups. 15 items total.</p>	
20	Обо Мне About Me (Russian)	8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>2 pages, double sided, 8.5x11, shrink wrap set of 50</p> <p>Обо Мне About Me [Demographic information/family record tool for low-income Russian audiences. Translated by 2 Russian educators. 1-page for intervention entry and exit using color and icons to assist the educator in guiding a group of low-literate participants through the questions.] University of California Cooperative Extension, Reprinted 2014. © 2014, Regents of the University of California.</p>	
21	Дневник питания Food Tracker (Russian)	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Дневник питания Food Tracker...What I Ate Yesterday for Russian participants. [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide low-literate Russian participants through the 5-step process and is used in conjunction with the EFNEP Food Description Guide and EFNEP Portion Size charts.] University of California Cooperative Extension. © 2014, Regents of the University of California.</p>	


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22	<p>Анкета Checklist (Russian)</p>	<p>11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50</p>	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Анкета Translation provided by 2 Russian educators. Checklist. [Outcome evaluation tool of selected food behaviors for Russian participants. 4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.] University of California Cooperative Extension, April 2014. © 2014, Regents of the University of California.</p>	
23	<p>Hais Txog kuv About Me (Hmong)</p>	<p>8.5x11, full color, uncoated, shrink-wrap sets of 50</p>	<p>2 pages, double sided, 8.5x11, shrink wrap set of 50</p> <p>Hais Txog kuv . <i>About Me</i> Translation for Hmong -Americans into Hmong. [Demographic information/family record tool for low-income Vietnamese audiences. 1-page for intervention entry and exit using color to assist the educator in guiding a group of low-literate Hmong participants through the questions.] University of California Cooperative Extension, May 2012. © 2012, Regents of the University of California.</p>	
24	<p>Taug qab zaub mov.... Nag hmo kuv noj dab tsi Food Tracker (Hmong)</p>	<p>11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50</p>	<p>4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Taug qab zaub mov....Nag hmo kuv noj dab tsi. Translation for Hmong participants. <i>Food Tracker....What I Ate Yesterday</i>. [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide low-literate Hmong participants through the 5-step process and is used in conjunction with the EFNEP Food Description Guide and EFNEP Portion Size charts.] University of California Cooperative Extension, May 2012. © 2012, Regents of the University of California</p>	
25	<p>Kos rau cov lus nug Checklist (Hmong)</p>	<p>11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50</p>	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Kos rau cov lus nug. Translation for Hmong. Checklist. [Outcome evaluation tool of selected food behaviors for low-literate Hmong participants. 4-page booklet using color visuals to replace text to improved readability. The full color photographs are designed to assist participants with understanding that the round shape is an apple.</p> <p>Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 5 fruit and vegetable evaluation items including buying fruit, cups vegetables, fruit & veg snacks, more than one kind of veg, fruit cups. 15 items total. Accompanies other data collection tools.] University of California Cooperative Extension, April 2012. © 2012, Regents of the University of California.</p>	


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26	<p>Về Tôi About Me (Vietnamese)</p>	8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>2 pages, double sided, 8.5x11, shrink wrap set of 50</p> <p>Về Tôi. <i>About Me</i> Translation for Vietnamese-Americans into Vietnamese. [Demographic information/family record tool for low-income Vietnamese audiences. 1-page for intervention entry and exit using color to assist the educator in guiding a group of low-literate Vietnamese participants through the questions.] University of California Cooperative Extension, May 2012. © 2012, Regents of the University of California.</p>	
27	<p>Bảng Theo Dõi Thuc Phẩm Tiêu Thu Food Tracker (Vietnamese)</p>	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Bảng Theo Dõi Thuc Phẩm Tiêu Thu. Translation for Vietnamese-American participants into Vietnamese. <i>Food Tracker....What I Ate Yesterday.</i> [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide Vietnamese participants through the 5-step process and is used in conjunction with the EFNEP Food Description Guide and EFNEP Portion Size charts.] University of California Cooperative Extension, March 2012. © 2012, Regents of the University of California.</p>	
28	<p>Danh sách kiểm tra Checklist (Vietnamese)</p>	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>Danh sách kiểm tra. Translation into Vietnamese for Vietnamese -American participants. <i>Checklist.</i> [Outcome evaluation tool of selected food behaviors for low-literate Vietnamese participants. 4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.]</p> <p>Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 5 fruit and vegetable evaluation items including buying fruit, cups vegetables, fruit & veg snacks, more than one kind of veg, fruit cups. 17 items total. University of California Cooperative Extension, April 2012. © 2012, Regents of the University of California.</p>	
29	<p>關於我 About Me (Chinese)</p>	8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>2 pages, double sided, 8.5x11, shrink wrap set of 50</p> <p>關於我. <i>About Me</i> Translation for Chinese-Americans into Mandarin. [Demographic information/family record tool for low-income Vietnamese audiences. 1-page for intervention entry and exit using color to assist the educator in guiding a group of low-literate Chinese participants through the questions.] University of California Cooperative Extension, May 2012. © 2012, Regents of the University of California.</p>	



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30	<p>食物跟蹤表 昨天我吃了什麼東西 Food Tracker (Chinese)</p>	<p>11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50</p>	<p>4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>食物跟蹤表 昨天我吃了什麼東西. Translation for Chinese -American participants into Mandarin. <i>Food Tracker...What I Ate Yesterday.</i> [Group-administered 24-hour Dietary Recall 5-step multipass form. As one component of outcome evaluation, this 4-page booklet uses color to guide Chinese participants through the 5-step process and is used in conjunction with the EFNEP Food Description Guide and EFNEP Portion Size charts.] University of California Cooperative Extension, March 2012. © 2012, Regents of the University of California.</p>	
31	<p>擴展食品和營養教育課程之簡稱 檢查清單 Checklist (Chinese)</p>	<p>11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50</p>	<p>15-items, 4 pages, double sided, 11x17 folded, shrink wrap set of 50</p> <p>擴展食品和營養教育課程之簡稱 檢查清單 Translation into Mandarin for Chinese-American participants. <i>Checklist.</i> [Outcome evaluation tool of selected food behaviors for low-literate Chinese participants. 4-page booklet using color visuals to replace text to improved readability. Accompanies other data collection tools.]</p> <p>Content: 10 mandated national EFNEP items rewritten for improved readability for participants, plus 5 fruit and vegetable evaluation items including buying fruit, cups vegetables, fruit & veg snacks, more than one kind of veg, fruit cups. 17 items total. University of California Cooperative Extension, April 2012. © 2012, Regents of the University of California.</p>	
32	<p>About Me/Checklist Instruction Guide</p>		<p>34 pages, doubled sided, 8.5x11, spiral bound book, plastic cover</p> <p>EFNEP Instruction Guide: About Me with English/Spanish scripts. Version 3 for FY2013-14 and 14-15. August, 2013. [23-page Guide includes instructions and background information for staff, a script/protocol, potential questions from participants and recommended responses for staff. The Guide accompanies data collection tool, <i>About Me.</i>] University of California Cooperative Extension.</p>	
33	<p>EFNEP Food Description Guide</p>		<p>25 pages, doubled sided, 8.5x11, spiral bound book, plastic cover</p> <p>Instruction Guide: Food Tracker with English and Spanish scripts, Version 3 for FY13-14. August 2013. [42-page guide in English and Spanish includes administration information, script for educator, potential questions from clients and recommended responses for educators.] Accompanies data collection tool, <i>Food Tracker...What I Ate Yesterday.</i></p>	




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34	MINI Guide		<p>20 pages, doubled sided, 5x7, spiral bound book, plastic cover</p> <p>EFNEP Food Description Mini. 2012. [Support materials for Step 4 ‘Food Details’ of the 5-Step Multi-pass 24-hour Dietary Recall. The 17-pg booklet accompanies the ‘Food Tracker....What I Ate Yesterday’ and contains food cues for getting good details such as brand, type, added sauces, package weight, style, etc. for use by EFNEP educators with low-income participants.]</p>	
35	Food Tracker Measuring Tool		<p>4 pages, double sided, 11x17 folded, English and Spanish</p> <p>To assist with portion size estimates, Step 3 of the 24-hour food recall. Accompanies data collection tool, Food Tracker...What I ate yesterday. 2014.</p>	
36	Eat Well + Move	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>6-items, 4 pages, double sided, 11x17 folded, color, shrink wrap set of 50 English</p> <p>6-item questionnaire for K-2. National EFNEP evaluation tool. The six items are being active, healthy snacks, vegetables, dairy foods, fruit, and hand washing. Also available for download at https://www2.ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx</p>	
37	¡Come Bien! + ¡Muevete! Eat Well + Move (Spanish)	11x17 folded to 8.5x11, full color, uncoated, shrink-wrap sets of 50	<p>6-items, 4 pages, double sided, 11x17 folded, color, shrink wrap set of 50 Spanish</p> <p>6-item questionnaire for K-2. National EFNEP evaluation tool. The six items are being active, healthy snacks, vegetables, dairy foods, fruit, and hand washing. Also available for download at https://www2.ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx</p>	




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38	Eat Well + Move Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>27 pages, double sided, 8.5x11, color, spiral bound, plastic cover</p> <p>To assist in administering the Eat Well + Move tool EFNEP Instruction Guide [national version]: Eat Well + Move. 27-page Guide for 50 states and 6 territories. Includes instructions and background information for staff, a script/protocol, potential questions from participants and recommended responses for staff. The Guide accompanies data collection tool, Eat Well + Move. University of California Cooperative Extension, August 2014. © 2014, Regents of the University of California. Also available for download at https://www2.ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx.</p>	
39	University of California Food Behavior Checklist	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>16-items, 4 pages, double-sided, 11 x 17 folded, color, English</p> <p>Purpose: assessment of food behaviors related to diet quality, general nutrition. Note: these items are not the EFNEP 10 items.</p> <p>Audience: low-income adults, low-literacy.</p> <p>Based on this validation research: Murphy S, Kaiser LL, Townsend MS, Allen L. <i>Evaluation of Validity of Items in a Food Behavior Checklist.</i> J Am Dietetic Assoc, 2001;101:751-756, 761.</p> <p>Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. <i>J Nutrition Education & Behavior.</i> 2003;35:69-82.</p> <p>Townsend MS, Sylva K, Martin A, Metz D, Wooten Swanson P. Improving readability of an evaluation tool for low-income clients using visual information processing theories. <i>J Nutrition Education Behavior</i> 2008;40:181-186.</p>	
40	FBC Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>8 pages, double sided, 8.5x11, spiral bound, plastic cover</p> <p>Purpose: to assist in training researchers and educators to administer the Food Behavior Checklist tool.</p>	

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41	Fruit and Vegetable Inventory	dull coat, full color, weight #80 8.5X11	<p>13-items, 2 pages, double sided, 8.5x11, English</p> <p>Based on this research:</p> <p>Townsend MS, Kaiser LL. Development of an evaluation tool to assess psychosocial indicators of fruit and vegetable intake for two federal programs.</p> <p>J Nutrition Education & Behavior. 2005;37:170-184. Townsend MS, Kaiser LL. Brief psychosocial fruit and vegetable tool is sensitive for United States Department of Agriculture's nutrition education programs. J Am Diet Assoc. 2007;107:2120-2124.</p>	
42	Fruit and Vegetable Inventory Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>6 pages, double sided, 8.5x11, spiral bound, plastic cover</p> <p>Fruit and Vegetable Inventory: Instruction Guide. Administering the FVI for consistency/reliability. University of California Cooperative Extension, 2007. Available at http://townsendlab.ucdavis.edu.</p>	
43	Fruit & Vegetable Checklist	dull coat, full color, weight #80 8.5X11	<p>7-items, 2 pages double sided, 8.5 x 11 , color, English</p> <p>Based on this research:</p> <p>Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. J Nutrition Education & Behavior. 2003;35:69-82.</p> <p>Townsend MS, Sylva K, Martin A, Metz D, Wooten Swanson P. Improving readability of an evaluation tool for low-income clients using visual information processing theories. J Nutrition Education Behavior 2008;40:181-186.</p>	

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44	University of California Lista de frutas y verdura	dull coat, full color, weight #80 8.5X11	<p>7-items, 2 pages double sided, 8.5x11, color, Spanish</p> <p>Fruit and vegetable checklist. Validation study with Spanish speaking women in California. Spanish first language.</p> <p>Based on this validation research:</p> <p>Banna JC, Vera Becerra LE, Kaiser LL, Townsend MS. Using qualitative methods to improve questionnaires for Spanish speakers: Assessing face validity of a food behavior checklist. <i>J Am Diet Assoc.</i> 2010;110:80-90.</p> <p>Banna J, Townsend MS. Assessing factorial and convergent validity and reliability of a food behavior checklist for Spanish-speaking participants in USDA nutrition education programs. <i>Public Health Nutrition</i>; 2011: 14(7), 1165–1176.</p>	
45	University of California Lista de Hábitos alimenticios	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>16-items, 4 pages, double sided, 11 x 17 folded, color, Spanish</p> <p>Focus on diet quality, general dietary behaviors. Validation study with Spanish speaking women in California. Spanish first language.</p> <p>Based on this validation research:</p> <p>Banna JC, Vera Becerra LE, Kaiser LL, Townsend MS. Using qualitative methods to improve questionnaires for Spanish speakers: Assessing face validity of a food behavior checklist. <i>J Am Diet Assoc.</i> 2010;110:80-90.</p> <p>Banna J, Townsend MS. Assessing factorial and convergent validity and reliability of a food behavior checklist for Spanish-speaking participants in USDA nutrition education programs. <i>Public Health Nutrition</i>; 2011: 14(7), 1165–1176.</p>	
46	Instruction Guide Lista de Hábitos my chilalimencios	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>16 pages, double sided, sprial bound, platic cover</p> <p><i>Administering Lista de habitos alimenticios (Food behavior checklist): Instruction Guide.</i> English & Spanish, 23 pages. Public Health Institute, California Department of Health Services, and University of California Cooperative Extension.</p>	




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47	Focus on Fats and Sweets	full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80	<p>2 pages, double sided, 8.5x11, color, English</p> <p>12-item pictorial assessment tool for child’s fast food, candy, cake, soft drinks and other sugar-sweetened foods and beverages. Can be used for programmatic pre post evaluation, participant risk assessment, and/or programmatic needs assessment. Parent/caregiver completes the tool on behalf of the preschool child. 2015.</p> <p>Based on this research:</p> <p>Shilts MK, Styne D, Drake C, Aden C, Townsend MS. Fast Food, Fat and Sugar Sweetened Beverage Items are Related to Children’s Dietary Energy Density. FASEB [Experimental Biology], Boston, MA. FASEB J. 2015; 29:731.6</p>	
48	Focus on Sweet Drinks	full color, 1 page 8.5X11, single sided, print to bleed, dull coatweight #80	<p>1 page, single sided, 8.5x11, color, English</p> <p>3-item pictorial assessment tool for child’s soda, sports drinks, lemonade, punch and other sugar-sweetened beverages. Can be used for programmatic pre post evaluation, participant risk assessment, and/or programmatic needs assessment. Parent/caregiver completes the tool on behalf of the preschool child. 2015.</p> <p>Based on this research:</p> <p>Townsend MS, Shilts M, Styne D, Aden C, Drake C. Short Pictorial Sweetened Beverage Scale Demonstrates Convergent Validity with Diet Logs. FASEB [Experimental Biology], Boston, MA. FASEB J. 2015; 29:731.13</p> <p>Townsend M, Shilts MK, Allen L, Styne D, Woodhouse L, Shahab-Ferdow S., Drake C. Biomarkers of Inflammation Validate a 3-item Pictorial Sweetened Beverage Tool. <i>J Nutr Educ Behav.</i> 2015; 47(4S):S102.</p>	
49	Focus on Veggies	full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80	<p>2 pages, double sided, 8.5x11, color, English</p> <p>10-item pictorial assessment tool for child’s vegetable behaviors in the family’s environment. Can be used for programmatic pre post evaluation, participant risk assessment, and/or programmatic needs assessment. Parent/caregiver completes the tool on behalf of the preschool child. 2015.</p> <p>Based on this research:</p> <p>Townsend MS, Shilts M, Styne D, Drake C, Aden C, Ontai L. Short Pictorial Vegetable Behavioral Scale Demonstrates Convergent Validity with MyPlate Cup Equivalents of Vegetables. FASEB [Experimental Biology], Boston, MA. FASEB J. 2015; 29:731.7</p> <p>Townsend M, Shilts MK, Allen L, Styne D, Woodhouse L, Drake C. Serum Biomarkers Validate a Pictorial Vegetable Behavior Tool. <i>J Nutr Educ Behav.</i> 2015; 47(4S):S102.</p>	




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50	University of California On the Go	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>20-items, 6 pages, double sided, 8.5x11 booklet, side by side English and Spanish, color</p> <p>Based on this validation research:</p> <p>Banna JC, Keim N, Townsend MS. Assessing Face Validity of a Physical Activity Questionnaire for Spanish-speaking Women in California. <i>J Extension</i>. 2011;49(5); (12 pages) Article No 5FEA6.</p>	
51	On the Go Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>11 pages, double sided, side by side English and Spanish educator script</p> <p>Instruction guide to assist in administering the On the Go tool.</p>	
52	Healthy Kids	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>10 pages, double sided, 8.5x11 booklet, English</p> <p>45-item tool designed for self-administration by low-income, low-literate, ethnically diverse caregivers of young children.</p> <p>Based on this validation research:</p> <p>Townsend MS, Young T, Ontai L, Ritchie L, Williams ST. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 2 –What behaviors do we measure? <i>Intl J Child Adoles Health</i>. 2009; Vol 2 (1): 31-48.</p> <p>Ontai L, Ritchie L, Williams ST, Young T, Townsend MS. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 1– What determinants do we target? <i>International J Child Adolescent Health</i>. 2009; Vol 2 (1): 19-30.</p> <p>Townsend MS, Shilts MK, Sylva K, Davidson C, Leavens, Sitnick S, Ontai L. Obesity Risk for Young Children: Development and initial validation of an assessment tool participants of USDA programs. <i>Forum For Family & Consum Issues</i>. 2014; vol 19, no. 3. http://ncsu.edu/ffci/publications/2014/v19-n3-2014-winter/townsend-shiltz-ontai-leavens-davidson-sitnick.php</p>	



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53	Healthy Kids- Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>24 pages, double sided, 8.5x11, color, spiral bound, plastic cover</p> <p>Instruction guide to assist in administering the long version of the Healthy Kids tool.</p>	
54	My Child at Meal Time	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>10 pages, double sided, 8.5x11 booklet, English</p> <p>27-item tool designed for self-administration by low-income, low-literate, ethnically diverse caregivers of young children.</p> <p>Based on this validation research:</p> <p>Sitnick SL, Ontai L, Townsend MS. What Parents Really Think about Their Feeding Practices and Behaviors: Lessons Learned from the Development of a Parental Feeding Assessment Tool. <i>J Human Sciences & Extension</i>. 2014; 2 (2): 84-92.</p>	
55	My Child at Meal Time -Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>17 pages, double sided, 8.5x11, color, spiral bound, plastic cover</p> <p>Instruction guide to assist in administering the 27-item My Child at Meal Time tool.</p>	

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56	Goals for Healthy Kids	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>12 pages, double sided, 8.5x11 booklet, English</p> <p>The magazine-style workbook supports and reinforces the guided goal setting companion curriculum. This workbook contains behavior-driven strategies: goal selection, action planning, contracting, tracking, self-monitoring, barrier counseling, cue management, and rewarding, and it was written at a level appropriate for low-literate audiences.</p> <p>Based on this validation research:</p> <p>Shilts MK, Sitnick SL, Ontai L, Townsend MS. Guided Goal Setting: A behavior change strategy adapted to the needs of low-income parents of young children participating in Cooperative Extension programs. <i>Forum For Family & Consum Issues</i>. Spring, 2013, Vol. 18 (1). http://ncsu.edu/ffci/publications/2013/v18-n1-2013-spring/shilts-sitnick-ontai-townsend.php</p> <p>Shilts MK, Townsend MS, Dishman RK. Using Goals for Health Promoting Behaviors: Diet and Physical Activity. In Edwin Locke and Gary Latham (Eds), <i>New Developments in Goal Setting and Task Performance</i>. 2012</p>	
57	HK 24 hour log	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>4 pages, double sided, 11x17 folded, color</p> <p>This 4-pg data collection tool is designed as a 24-hour record or recall of child's sleep time, school/daycare hours, physical activity time, television time, and food intake and is part of NIFA AFRI Obesity funded research. Also available at http://townsendlab.ucdavis.edu.</p> <p>Based on this validation research:</p> <p>Townsend MS, Shilts M, Davidson C, Leavens L, Ontai L, Sylva K. <i>My Child's Activity & Food Diary</i> (Healthy Kids study).</p>	
58	Focus on Snacks	full color, 1 page 8.5X11, double sided, print to bleed, dull coat weight #80	<p>2 pages, double sided, 8.5x11, color, English</p> <p>12-item pictorial assesment of child snacking-related behaviors in the family environment including healthful snacks, sugar-sweetened beverages, chips, and their availability and accessibility.</p>	

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59	Focus on Activity	full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80	<p>2 pages, double sided, 8.5x11, color, English</p> <p>9-item pictorial assessment of child activity behaviors in the family environment including screen and videogame time and physical activity.</p>	
60	My Veggies	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>8 pages, double sided, 8.5x11 booklet, English</p> <p>8-pg diet quality assessment tool for low-literate program participants; a surrogate to the more complex 24-hour dietary recall.</p> <p>Based on this research: Keim N, Casey S, Marika L, Aaron G, Townsend MS. Vegetable variety: Consuming a variety of vegetables improves overall diet quality in low-income women. J Academy of Nutrition Dietetics 2014; 114: 430-435</p>	

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61	Ninos Sanos	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>10 pages, double sided, 8.5x11 booklet, Spanish</p> <p>45-item tool designed for self-administration by low-income, low –literate, Spanish speaking caregivers of young children.</p> <p>Based on this validation research:</p> <p>Townsend MS, Young T, Ontai L, Ritchie L, Williams ST. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 2 –What behaviors do we measure? <i>Intl J Child Adoles Health</i>. 2009; Vol 2 (1): 31-48.</p> <p>Ontai L, Ritchie L, Williams ST, Young T, Townsend MS. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 1– What determinants do we target? <i>International J Child Adolescent Health</i>. 2009; Vol 2 (1): 19-30.</p> <p>Townsend MS, Shilts MK, Sylva K, Davidson C, Leavens, Sitnick S, Ontai L. Obesity Risk for Young Children: Development and initial validation of an assessment tool participants of USDA programs. <i>Forum For Family & Consum Issues</i>. 2014; vol 19, no. 3. http://ncsu.edu/ffci/publications/2014/v19-n3-2014-winter/townsend-shilts-ontai-leavens-davidson-sitnick.php</p>	
62	Min Niño A La Hora De Comer	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>10 pages, double sided, 8.5x11 booklet, Spanish</p> <p>27-item tool designed for self-administration by low-income, low –literate, Spanish speaking caregivers of young children.</p> <p>Based on this validation research:</p> <p>Sitnick SL, Ontai L, Townsend MS. What Parents Really Think about Their Feeding Practices and Behaviors: Lessons Learned from the Development of a Parental Feeding Assessment Tool. <i>J Human Sciences & Extension</i>. 2014; 2 (2): 84-92.</p>	



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<p>63</p>	<p>Metas para Niños Sanos</p>	<p>dull coat, full color, weight #80 11X17 folded 8.5X11</p>	<p>12 pages, double sided, 8.5x11 booklet, Spanish</p> <p>The magazine-style workbook supports and reinforces the guided goal setting companion curriculum. This workbook contains behavior-driven strategies: goal selection, action planning, contracting, tracking, self-monitoring, barrier counseling, cue management, and rewarding, and it was written at a level appropriate for low-literate Spanish speaking audiences.</p> <p>Based on this validation research:</p> <p>Shilts MK, Sitnick SL, Ontai L, Townsend MS. Guided Goal Setting: A behavior change strategy adapted to the needs of low-income parents of young children participating in Cooperative Extension programs. <i>Forum For Family & Consum Issues</i>. Spring, 2013, Vol. 18 (1). http://ncsu.edu/ffci/publications/2013/v18-n1-2013-spring/shilts-sitnick-ontai-townsend.php</p> <p>Shilts MK, Townsend MS, Dishman RK. Using Goals for Health Promoting Behaviors: Diet and Physical Activity. In Edwin Locke and Gary Latham (Eds), <i>New Developments in Goal Setting and Task Performance</i>. 2012</p>	
<p>64</p>	<p>Healthy Kids –Short Version</p>	<p>dull coat, full color, weight #80 11X17 folded 8.5X11</p>	<p>19-items, 4 pages, double sided, 11 x 17 folded, color,</p> <p>19-item tool designed for self-administration by low-income, low –literate, ethnically diverse caregivers of young children.</p> <p>Based on this validation research:</p> <p>Townsend MS, Shilts MK, Sylva K, Davidson C, Leavens, Sitnick S, Ontai L. Obesity Risk for Young Children: Development and initial validation of an assessment tool participants of USDA programs. <i>Forum For Family and Consumer Issues</i>. 2014. Vol. 19, No.3.</p> <p>Ontai L, Ritchie L, Williams ST, Young T, Townsend MS. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 1– What determinants do we target? <i>International J Child Adolescent Health</i>. 2009; Vol 2 (1): 19-30.</p> <p>Townsend MS, Young T, Ontai L, Ritchie L, Williams ST. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 2 –What behaviors do we measure? <i>Intl J Child Adoles Health</i>. 2009; Vol 2 (1): 31-48.</p> <p>Townsend MS, Shilts M, Styne D, Allen L, Drake C, Ontai L. Healthy Kids Obesity Risk Assessment Demonstrates Predictive Validity in Sample of Low-income Children. <i>FASEB [Experimental Biology]</i>, Boston, MA. <i>FASEB J</i>. 2015; 29 Suppl 1:731.5</p>	

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65	Food Stamp Program Food Behavior Checklist	dull coat, full color, weight #80 11X17 folded 8.5X11	<p>16-items, 4 pages, double sided, 11 x 17 folded, color, English</p> <p>Based on this validation research:</p> <p>Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. Journal of Nutrition Education and Behavior. 2003;35:69-82.</p> <p>Murphy SP, Kaiser LL, Townsend MS, Allen LH. Evaluation of Validity of Items in a Food Behavior Checklist. Journal of the American Dietetic Association. 2001;101:751-756, 761.</p> <p>Townsend MS, Sylva KG, Martin A, Metz D, Wooten-Swanson P, Follett J, Keim N, Sugerman S. Visually Enhanced Evaluation for Low-income Clients. J Nutr Educ Behav. 2005; 37 (1):S49.</p>	
66	Food Stamp Program Food Behavior Checklist Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>17 pages, double sided, 8.5x11, color, spiral bound, plastic cover</p> <p>Purpose: to assist in training researchers and educators to administer the Food Stamp Program Food Behavior Checklist tool.</p>	
67	Food Stamp Program Fruit and Vegetable Checklist	full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80	<p>7-items, 2 pages, double sided, 8.5x11, color, English</p> <p>Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. Journal of Nutrition Education and Behavior. 2003;35:69-82.</p> <p>Murphy SP, Kaiser LL, Townsend MS, Allen LH. Evaluation of Validity of Items in a Food Behavior Checklist. Journal of the American Dietetic Association. 2001;101:751-756, 761.</p> <p>Townsend MS, Sylva KG, Martin A, Metz D, Wooten-Swanson P, Follett J, Keim N, Sugerman S. Visually Enhanced Evaluation for Low-income Clients. J Nutr Educ Behav. 2005; 37 (1):S49.</p>	


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68	Food Stamp Program Fruit and Vegetable Checklist Instruction Guide	8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock divide	<p>11 pages, double sided, 8.5x11, color, spiral bound, plastic cover</p> <p>Purpose: to assist in training researchers and educators to administer the Food Stamp Program Fruit and Vegetable Checklist tool.</p>	
69	University of California Cooperative Extension Lista de frutas y verdura	full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80	<p>6-items, 2 pages, double sided, 8.5x11, color, Spanish</p> <p>Based on this validation research:</p> <p>Banna JC, Vera Becerra LE, Kaiser LL, Townsend MS. Using qualitative methods to improve questionnaires for Spanish speakers: Assessing face validity of a food behavior checklist. J Am Diet Assoc. 2010;110:80-90.</p> <p>Banna JC, Townsend MS. Assessing reliability and factorial and convergent validity of a food behavior checklist for Spanish speaking participants of USDA nutrition education programs.</p> <p>Townsend Marilyn S, Kaiser Lucia L, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. Journal for Nutrition Education and Behavior. 2003;35:69-82.</p> <p>Murphy S, Kaiser LL, Townsend MS, Allen L. Evaluation of Validity of Items in a Food Behavior Checklist. Journal of the American Dietetic Association. 2001;101:751-756, 761.</p> <p>Townsend MS, Sylva KG, Martin A, Metz D, Wooten-Swanson P, Follett J, Keim N, Sugerman S. Visually Enhanced Evaluation for Low-income Clients. J Nutr Educ Behav. 2005; 37 (1):S49.</p> <p>Townsend MS, Sylva K, Martin A, Metz D, Wooten Swanson P. Improving readability of an evaluation tool for low-income clients using visual information processing theories. J Nutrition Education Behavior 2008;40:181-186</p>	

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<p>70</p>	<p>SNAP Lista de hábitos alimenticios</p>	<p>full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80</p>	<p>23-items, 2 pages, double sided, 8.5x11, color, Spanish</p> <p>Based on this validation research:</p> <p>Banna JC, Vera Becerra LE, Kaiser LL, Townsend MS. Using qualitative methods to improve questionnaires for Spanish speakers: Assessing face validity of a food behavior checklist. <i>J Am Diet Assoc.</i> 2010;110:80-90.</p> <p>Banna JC, Townsend MS. Assessing factorial and convergent validity and reliability of a food behavior checklist for Spanish-speaking participants in USDA nutrition education programs.</p> <p>Townsend Marilyn S, Kaiser Lucia L, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. <i>Journal for Nutrition Education and Behavior.</i> 2003;35:69-82.</p> <p>Murphy S, Kaiser LL, Townsend MS, Allen L. Evaluation of Validity of Items in a Food Behavior Checklist. <i>Journal of the American Dietetic Association.</i> 2001;101:751-756, 761.</p> <p>Townsend MS, Sylva KG, Martin A, Metz D, Wooten-Swanson P, Follett J, Keim N, Sugerman S. Visually Enhanced Evaluation for Low-income Clients. <i>J Nutr Educ Behav.</i> 2005; 37 (1):S49.</p> <p>Townsend MS, Sylva K, Martin A, Metz D, Wooten-Swanson P. Improving readability for an evaluation tool for low-income clients using visual information processing theories. <i>J Nutr Educ Behav.</i> 2008;40:181-186.</p>	
<p>71</p>	<p>University of California Cooperative Extension Food Behavior Checklist Supplement</p>	<p>full color, 1 page 8.5X11, double sided, print to bleed, dull coatweight #80</p>	<p>6-items 2 pages, double sided, 8.5x11, color</p> <p>Purpose: assessment of food behaviors related to diet quality, general nutrition. Note: these items are not the EFNEP 10 items.</p> <p>Audience: low-income adults, low-literacy.</p> <p>Based on this validation research:</p> <p>Murphy S, Kaiser LL, Townsend MS, Allen L. <i>Evaluation of Validity of Items in a Food Behavior Checklist.</i> <i>J Am Dietetic Assoc,</i> 2001:101:751-756, 761.</p> <p>Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. <i>J Nutrition Education & Behavior.</i> 2003;35:69-82.</p> <p>Townsend MS, Sylva K, Martin A, Metz D, Wooten Swanson P. Improving readability of an evaluation tool for low-income clients using visual information processing theories. <i>J Nutrition Education Behavior</i> 2008;40:181-186.</p>	

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<p>72</p>	<p>Food Stamp Program Lista de hábitos alimenticios Instruction Guide</p>	<p>8.5x11, spiral bound, acetate front, vinyl back, 70# opaque w/ cardstock</p>	<p>32 pages, double sided, 8.5x11, color, spiral bound, plastic cover</p> <p>Purpose: to assist in training researchers and educators to administer the Food Stamp Program Lista de hábitos alimenticios tool.</p>	
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