

**Analysis
of
Summer Food Service Program
and
Food Needs of Nonparticipating Children
February 2006**



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Analysis of Summer Food Program and Food Needs of Nonparticipating Children: Final Report

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EXECUTIVE SUMMARY

The *Analysis of the Summer Food Service Program (SFSP) and Food Needs of Non-participating Children* was designed to determine why children who attended elementary school during the 2003-2004 school year and were eligible for free or reduced-price meals did not participate in SFSP. For the purposes of this report, children who are eligible for free or reduced-priced meals will be referred to as “SFSP-eligible children.” The target sample for this study was a nonprobability sample of 200 households with elementary school-aged, SFSP-eligible children. Results of the survey cannot be generalized nationwide due to the limited sample size and the restricting of sampling to households in areas of Miami, FL; Kansas City, MO; Oakland, CA; and Salisbury, MD. Eighty-three percent of the households included non-participating SFSP-eligible children while 17 percent included participating SFSP-eligible children. The research questions addressed by the study and the findings are:

1. Are households of qualifying children who do not participate in the SFSP aware of the SFSP? If yes, what are the reasons for non-participation?

More than half of the parents or guardians whose children were non-participating but SFSP eligible during the previous school year were not aware of SFSP sites in their areas. Among the 55 parents or guardians who were aware of sites but did not send their children, 23 (42%) had chosen a different summer program. The others gave various reasons why the SFSP program they knew about did not meet their needs.

2. Are qualifying children who do not participate in SFSP food insecure or hungry? Is this different from the situation when the regular school year is not in session?

Households with non-participating SFSP-eligible children that did not know about a local SFSP site were more likely than others to be classified as moderately or severely hungry, according to a Food Security Index developed from the USDA Guide to Measuring Household Food Security. Most parents or guardians were about evenly divided between their belief that their children ate more healthy and balanced food in the summer vs. the regular school year. However, a small percent believed that their children ate better in the summer. They did not feel, however, that they had access to more food or to more of any specific type of food during the school year in contrast to summer.

3. Are the perceptions and attitudes about the eating patterns of SFSP-eligible children different for households with non-participating children compared to families with children participating in SFSP?

Parents or guardians with participating SFSP-eligible children relied heavily on the program to provide breakfast (79%) or lunch (91%) for their children. Parents of non-participating SFSP-eligible children thought it was important for a summer program to provide breakfast and lunch for their children. Virtually all of the respondents who did not know about a SFSP site thought that it was important for a program to provide both breakfast and lunch; most of those familiar with a site, although their children did not participate, did also. When parents were asked what they could do to improve their children's eating arrangements and the kinds of food they eat during the summer months, most demonstrated an awareness of food choices that are considered to be healthy and claimed that, if they could, they would provide healthier food – “rich in vitamins,” “more fruit and vegetables,” “baked foods instead of fried,” or “less fast food or junk food.”

4. What are the feeding arrangements for SFSP-eligible children if, or when, they are not participating in SFSP?

Most parents, when queried in person, thought that their children were fed properly even after the program was over for the summer, and were satisfied with the feeding arrangements for their children even when the program was not in session. During the in-person interview, 18 of the 19 respondents with participating SFSP-eligible children indicated that they had no problem feeding their children when the program was not in session.

5. What are the child care arrangements for SFSP-eligible children if, or when, they are not participating in SFSP?

Over half of mothers took care of their children themselves when or if they were not participating in the SFSP. Other caretakers included day care centers, summer schools, camps, and individuals known to the family. About 20 percent of respondents indicated that there were periods of time during the day when no one was available to watch the child, and most thought this was a problem.

The SFSP clearly is important to households with SFSP-eligible children who participate in the program. Most of these households rely on the program to provide breakfast and lunch for their children. Virtually all households with non-participating SFSP-eligible children would like their children to have access to a summer program that provides breakfast and lunch. More information about the SFSP sites, perhaps presented through the schools, might be a reasonable approach for raising rates of participation. States should also be encouraged to solicit the participation of all qualified summer food providers for children into the Summer Food Program, as either sponsors or operators of summer sites under a SFSP sponsor.

1. INTRODUCTION

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) administers the Child Nutrition Programs that provide balanced meals and snacks for eligible children who are 0 through 18 years old. The two largest programs, the National School Lunch Program (NSLP) and School Breakfast Program (SBP), make meals and snacks available to children who attend public and not-for-profit private schools. In fiscal year 2004, the NSLP provided lunch and after-school snacks during the regular school year to about 29 million students in 100,000 schools, and the SBP provided breakfast to nearly 9 million students in 70,000 schools nationwide. The programs provide free and reduced-price meals to about 16 million qualifying children based on family size and income. Children in households earning at or below 130 percent of poverty qualify for free meals. Children in households earning between 130 and 185 percent of poverty qualify for reduced-price meals.

The Summer Food Service Program (SFSP), established in 1968, was designed to cover the summer months when children who are eligible for the free or reduced-price meals under NSLP and SBP do not have access to the programs because they do not attend summer school. During the summer months, federally funded meals are available through the SFSP at state-approved sites. A "site" is a physical location that provides SFSP meals and snacks during a regularly scheduled time period.

There are a number of differences that affect participation in SFSP compared to NSLP/SBP. For example, the NSLP/SBP are available in schools nationwide, whereas the SFSP is offered primarily in areas with high concentrations of low-income children. In addition, school is mandatory so children have easy access to the NSLP/SBP, whereas SFSP is voluntary so parents may not be aware of the program. Furthermore, schools are required to provide transportation for students while SFSP sites are not required to offer transportation. Finally, school hours of operation often coincide with parent work schedules, while SFSP hours vary, which may make it inconvenient for some parents.

Despite these differences, FNS believes that SFSP enrollment can be increased and designed this study to identify the reasons why children in eligible families are not participating in SFSP and how the program could be improved to increase participation. In 2004, FNS awarded Felton and Harley (F&H) a contract to conduct the Analysis of Summer Food Service Program and Food Needs of Non-participating Children. F&H subcontracted with Westat to conduct this study.

This study sought to answer a number of analytic questions to better understand the characteristics, patterns, perceptions, and attitudes of households with eligible children that do not participate in the SFSP and how they differ from those of households that do participate, including:

1. Are households of qualifying children who do not participate in the SFSP aware of the SFSP? If yes, what are the reasons for non-participation?
2. Are qualifying children who do not participate in SFSP food insecure or hungry? Is this different from the situation when the regular school year is in session?
3. Are the perceptions and attitudes about the eating patterns of SFSP-eligible children different for households with non-participating children compared to families with children participating in SFSP?
4. What are the feeding arrangements for SFSP-eligible children if, or when, they are not participating in SFSP?
5. What are the child care arrangements for SFSP-eligible children if, or when, they are not participating in SFSP?

This report consists of eight chapters and three appendixes. The main body of the report discusses sample selection, questionnaire development, interviewer hiring and training, data collection and processing, findings, and conclusions. Appendix A is the training manual. Appendix B is a description of the Food Security Index. Appendix C contains attachments for the study including descriptive materials, letters, questionnaires, and training materials.

2. SITE AND SAMPLE SELECTION

The sample of households was recruited from lists of children (or their parents or guardians) that qualified for free or reduced-price school meals at targeted elementary schools in four geographic areas of the country. The study team began the sample selection process in February 2004 and finalized it in June 2004. First, appropriate geographic areas, based on established criteria, were selected using the USDA SFSP Map Machine and U.S. Census data. Then, within each geographic area the largest school district was selected using the U.S. Department of Education Common Core of Data database.¹ Finally, with the help of the school district's Food Service Coordinator (FSC), appropriate elementary schools were recruited. The sample selection process is described in detail in the following sections. Sample selection and other components of the study design are represented in Figure 2-1.

2.1 Select Geographic Area

The USDA Summer Food Service Program Map Machine (<http://www.ers.usda.gov/data/sfsp>) was used to identify four geographic areas that contained SFSP sites. The SFSP Map Machine is an Internet-based mapping utility that profiles SFSP sites using characteristics from both the Census tract in which they are located and neighboring schools. This utility integrates Census data, SFSP participation records, and Common Core Data to provide visual displays of SFSP sponsors and sites in geographic relation to concentrated areas of child poverty. Geographic areas were identified that contained at least one SFSP site and represented a mix of the following characteristics:

- Regions of the country;
- Urban and rural areas;
- Large metropolitan areas and small towns;
- High and low incomes; and
- Race and ethnicity.

¹ U.S. Department of Education National Center for Education Statistics statistical database of information concerning local education agencies.

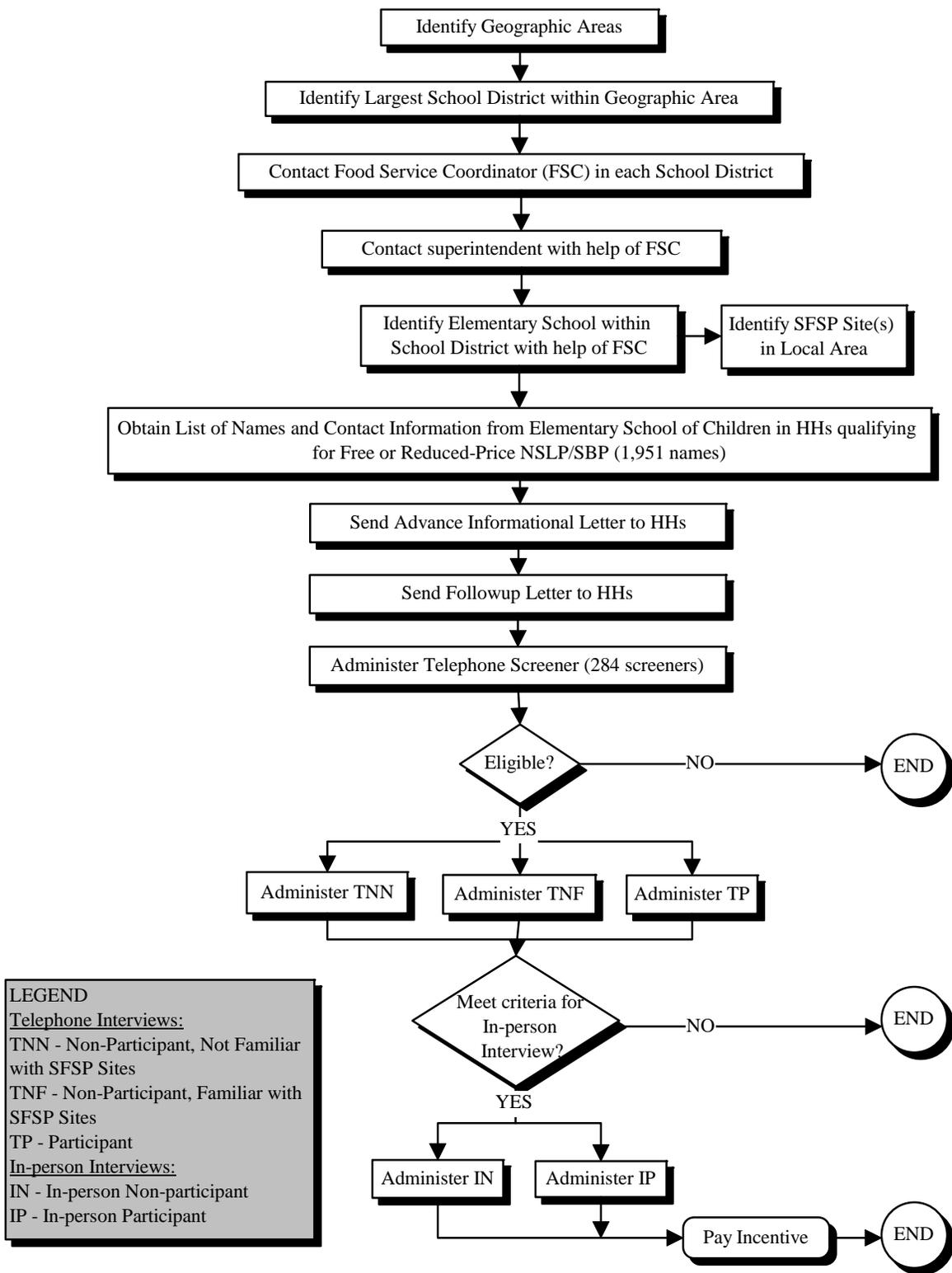


Figure 2-1. SFSP Study design

The F&H team proposed 12 geographic areas to FNS that met the established criteria. These areas included Phoenix, Arizona; Little Rock, Arkansas; Fresno or San Diego, California; Denver, Colorado; Tampa or Miami, Florida; Indianapolis or Gary Indiana; Kansas City or Springfield Missouri; Omaha, Nebraska; New York, New York; Oklahoma City, Oklahoma; Pittsburgh, Sunbury, or Philadelphia, Pennsylvania; and Lubbock or San Antonio, Texas. In collaboration with FNS, four were identified for data collection and seven were chosen as alternates. The pertinent demographics for the 11 areas are presented in Attachment C-1. The four geographic areas and the reasons for their selection are shown below.

- **Oakland, California.** Oakland, located on the west coast, fulfilled the large city criteria and offered the most diverse racial and ethnic population. The percentage of African-American, Asian, and Hispanic populations exceeds the national average. There were 36 SFSP sites in the Oakland area, housed in both school, community-based, and faith-based facilities, in both closed and open settings. Additionally, the F&H team had established contacts with community-based organizations in Oakland as well as identified multilingual, multicultural interviewers living in the area.
- **Miami, Florida.** Miami provided a southern location in an urban setting. It offered the largest number of SFSP sites (310) and the largest percentage of Hispanics of any geographic area considered. Over 224,000 children in the Miami-Dade County School District qualified for free or reduced-price school meals in 2003.
- **Kansas City, Missouri.** Kansas City provided an urban, Midwest city with a large working class population. While neither ethnically diverse nor overwhelmingly low income, over 36,000 children qualified for free or reduced-price school meals in 2003. The area offered 89 SFSP sites that included school, city, community, and faith-based collaborations. In addition, F&H has a regional office in Kansas City and a strong relationship with the school system.
- **Salisbury, Maryland.** Salisbury provided a small rural location with approximately 23,000 residents, 40 percent of whom are minorities, and 13 SFSP sites. Of the 9,000 families in the community, more than 16 percent were living below the poverty line. Approximately 29 percent of the households included children under age 18.

2.2 Select and Recruit School Districts

After the geographic areas were selected, the next step was to identify the largest school district in each area using the Common Core of Data database. To assist with this task the Food Service Coordinators in each of the districts were contacted to solicit their support. Finally, the superintendent from each school district was contacted, informed about the study and recruited.

2.2.1 Contact Food Service Coordinators

F&H contacted the FSC in each district by telephone to request assistance with enlisting the school district's cooperation. FSCs were then sent a followup letter to further explain the purpose of the study and confirm the established protocol discussed by phone. This letter (Attachment C-2) included an overview of the purpose of the study and a request for assistance in identifying schools most likely to participate. It also stated that a member of the study team would contact them to discuss the study and included contact information for that person whom could provide more information, if needed. Also included with this letter was a summary statement (Attachment C-3) that provided background information about the Child Nutrition Program and the potential impact the NSLP, SBP, and SFSP programs have on the dietary status of low-income children. In addition, the summary described the purpose of the research and listed the analytic questions of interest.

2.2.2 Recruit School District Superintendents

Using contact information obtained from the FSCs, the superintendent of each school district was contacted by phone to discuss the requirements of the study and to obtain approval to contact schools. After the phone contact, each superintendent was mailed a followup package of information. The followup package included an advance letter from USDA explaining the study and requesting participation, a summary of the project, and a sample informational letter for parents or guardians. The advance letter (Attachment C-4), signed by the USDA Project Officer, described the study, explained that all data would be collected and stored in a confidential manner, thanked the superintendents for their assistance, and included contact information for a member of the study team should additional information be needed. Through the combined assistance of the FSCs and, in some instances, pre-existing relationships with school board members, approval was obtained from each school district to conduct the study.

2.3 Recruit Elementary Schools

Elementary schools within each district were targeted for recruitment based on the total school enrollment and the number of students who qualified for free or reduced-price school meals. The FSCs were asked to confirm the data, assist in identifying and contacting the targeted elementary schools,

and in identifying alternate schools. The principals of the targeted schools were first recruited by phone and then mailed a packet of materials that included an advance letter, the summary statement, and a sample informational letter for the parents or guardians. The elementary school principal recruitment letter (Attachment C-5) included an overview of the study, explained that data would be collected and stored in a confidential manner, thanked the principals for their assistance, and provided a study contact name and number to obtain more information. The six recruited elementary schools that agreed to participate were:

- Oakland, CA – Cox Elementary;
- Miami, FL – Liberty City Elementary;
- Kansas City, MO – J.S. Chick Elementary and McCoy Elementary; and
- Salisbury, MD – Prince Street Elementary and Fruitvale Elementary.

2.4 Recruit Households

The FSCs requested that each elementary school provide a list of all students (or parent or guardians) that lived in households that qualified for free or reduced-price school meals through the NSLP or SBP during the present school year. As shown in Table 2-1, the school lists ranged from 149 names to 899 names.

Table 2-1. Lists for sampling, by elementary school

Geographic area	Number of names
Oakland, CA – Cox Elementary	899
Miami, FL – Liberty City Elementary	241
Kansas City, MO – J.S. Chick Elementary and McCoy Elementary	149
Salisbury, MD – Prince St. Elementary and Fruitvale Elementary	662

During late May and early June 2004, all households on the list provided by each school received an introductory parent letter, signed by the principal. The letters were sent home from school with one or more children who resided in the household (Attachment C-6). The letter, printed on school letterhead, explained the purpose of the study and the timeframe within which the study was to be conducted. It described the respondent burden, explained the right to confidentiality, and provided a toll-free number for questions. The letter requested households' participation and informed them that they

would be contacted by a member of the F&H/Westat team by telephone in July 2004 to collect some information about their child's feeding arrangements during the summer.

A second parent letter (Attachment C-7), signed by the study's project director, was mailed to each household a few weeks later to remind parents or guardians about the study and the impending interview. The letter summarized the information included in the original letter and reminded the households that participation was voluntary and that any information they provided would remain confidential. A copy of the original letter from the principal was included.

2.5 Select SFSP Sites for In-Person Interviews

The F&H team identified a Summer Food Service Program site in each geographic area that was conveniently located to the sample as the location for the in-person interviews. The SFSP site directors were mailed a letter (Attachment C-8) that provided background information about the study and requested use of space in their facilities during August 2004 to conduct the in-person interviews. The letter also provided the name and phone number of a study team member to contact for more information.

3. QUESTIONNAIRE DEVELOPMENT

3.1 Study Questionnaires

Three types of questionnaires were developed for the SFSP study: a screener questionnaire, telephone questionnaires, and in-person questionnaires. The questionnaires included a combination of tested and validated questions as well as new questions specific to this study. Questionnaire development began with a literature review to identify existing questions that had been used in other surveys that could answer the analytic questions defined by FNS. Following the literature review, potential questions were submitted to FNS for final selection.

The questions of interest were then divided among the telephone and the in-person interviews based on three criteria: amount of time to administer the question, the response type, and the sensitivity of the questions. It was important to keep the telephone interview to no more than 20 minutes to minimize the respondent burden and maintain respondent interest. As a result, all open-ended questions that solicited detailed information were included in an in-person interview. In addition, the majority of the food security questions were administered as part of the in-person interview because they would likely take longer to answer and might result in break-offs due to their sensitive nature. Since the study protocol required that the telephone questionnaire be administered to eligible respondents immediately after the screener, the screener and telephone questionnaires were included in a single booklet. Each study questionnaire was pretested to obtain feedback on its understandability, flow, and usability, and revised based on the pretest results.

3.1.1 Screener Questionnaire

The screener (Attachment C-9) was designed to identify whether the household was eligible to participate in the study by determining, first, whether any children living in the household attended elementary school and, second, whether any of those children participated in the NSLP/SBP. Since all children on the list from which the households were sampled qualified for free or reduced-priced school meals, it was assumed that if the household respondent reported that elementary school children participated in the NSLP/SBP, those children received free or reduced-priced meals. The screener then classified the eligible households as either participating or not participating in the SFSP, and further subclassified the non-participating households as either “familiar” or “not familiar” with particular SFSP

sites. A matrix grid allowed the interviewer to recruit 80 percent of the sample as non-participants and 20 percent as participants.

3.1.2 Telephone Questionnaires

Three versions of the telephone questionnaire were developed to collect information on the three sample groups: Telephone, Non-Participant, Not Familiar (TNN); Telephone, Non-Participant, Familiar (TNF); and Telephone, Participant, Familiar (TP). As a means of focusing the interview, the questionnaires first identified the elementary school child in the family with the most recent birthday and then asked questions specific to that child. Table 3-1 presents the question domains included in each version of the telephone questionnaire.

Table 3-1. Question domains included in the telephone questionnaires, by type of questionnaire

Question domains	Telephone questionnaires		
	TP	TNF	TNN
1. Child demographics	✓	✓	✓
2. In summer school program?			✓
3. Aware or participate in other programs (not SFSP)?		✓	✓
4. Why not participate in other programs (not SFSP)?			✓
5. Why not participate in SFSP programs?		✓	
6. Important factors for sending to any summer program			✓
7. Importance of breakfast/lunch to attending program (SFSP or not SFSP)		✓	✓
8. Details of summer program (not SFSP) that child attends		✓	✓
9. Details of SFSP program child attends	✓		
10. Food security	✓	✓	✓
11. Did NSLP participation during school year make difference in food situation?	✓	✓	✓
12. Who is responsible for preparing meals in summer?	✓	✓	✓
13. Amount and quality of food child eats at breakfast and lunch during summer (when not in SFSP)	✓	✓	✓
14. Who is responsible for watching child in summer?	✓	✓	✓
15. Child care issues	✓	✓	✓
16. Adult demographics	✓	✓	✓

Despite the similarities, each questionnaire contained questions specific to the respondent group. These included:

Telephone Non-Participant, Not Familiar (TNN). The TNN (Attachment C-10) asked about other summer programs (not SFSP) the child may have participated in, awareness of and participation in other summer programs, reasons child did not attend a summer program, and factors that would be important for sending a child to a summer program, such as transportation, safe environment, hours of operation, and whether the program provided breakfast and or lunch.

Telephone Non-Participant, Familiar (TNF). The TNF (Attachment C-11) asked why the child did not participate in an SFSP program, details about any other programs (not SFSP) the child attended, and awareness of other programs in the community that offered breakfast or lunch.

Telephone Participant (TP). The TP (Attachment C-12) asked details about the SFSP programs the child attended, the importance of SFSP programs for providing breakfast or lunch, and the amount and quality of food the child ate in the summer when not in an SFSP program.

3.1.3 In-Person Questionnaires

The in-person questionnaire was designed to expand on the telephone interviews to provide more detail about why eligible households did not participate in the SFSP program, how they provided meals to their children during the summer months, and how the participating households provided meals to their children when the SFSP program was not in session. Two versions of the in-person questionnaire were developed: In-Person, Non-Participant (IN), and In-Person, Participant (IP). The IN questionnaire was used to collect data on both types of non-participating households (“familiar” and “not familiar”) because there were no questions specific to either group. Table 3-2 presents the question domains included in each type of in-person questionnaire.

Table 3-2. Question domains included in the in-person questionnaires, by type of questionnaire

Question domains	In-person questionnaires	
	IN	IP
1. What did you like best about the SFSP?		✓
2. Did you do anything special in summer to ensure child ate enough and the right kind of food?	✓	
3. Did you do anything special in summer to feed child when not in SFSP?		✓
4. Was breakfast/lunch a problem (when not in SFSP)?	✓	✓
5. Ways to improve eating arrangements (when not in SFSP).	✓	✓
6. What would have to happen to send child to a summer program that offers breakfast or lunch?	✓	
7. Satisfaction with breakfast/lunch feeding arrangements in summer (when not in SFSP)	✓	✓
8. Do you think that your child got enough food and the right kinds of food in the summer (when not in SFSP)?	✓	✓
9. Food security	✓	✓

Questions unique to the two in-person questionnaires include:

- **In-Person, Non-Participant (IN).** The IN (Attachment C-13) asked the respondents what it would take for households to send their child to an SFSP summer program; and
- **In-Person, Participant (IP).** The IP (Attachment C-14) asked households what they liked best about participating in the SFSP program.

3.2 Pretest Questionnaires

As part of the development process, each questionnaire was pretested to evaluate whether the questions were clear, understandable, and not overly sensitive; whether the question flow was straightforward and intuitive for the respondents; and whether the instruments were efficient and useable for the interviewers. In addition, the screener was examined to ensure that it correctly identified eligible households. In January 2004, F&H identified an elementary school in the Washington DC area to participate in the pretest. The school provided a list of 51 children attending the school that qualified for free or reduced-price school meals through NSLP/SBP, with contact information for their families. The parent or guardian of all children on the list received a letter from the principal that explained the study

and informed them that an interviewer would call them in the next several weeks to ask some questions about the Summer Food Service Program. The screener and telephone questionnaires were pretested by telephone with respondents in six households on February 2-3, 2004. The in-person questionnaires were tested both by telephone and in person with respondents in four households during the second week of February 2004.

The pretest findings confirmed that the questionnaires were understandable to respondents and could be used to collect the information needed to answer the research questions. However, the results suggested that the following changes were needed to improve the survey instruments:

- Simplify the definition of a “summer school program” to include programs at public schools that are for both remedial and enrichment purposes;
- Delete the question “*Did this child receive free or reduced-price meals?*” since it was a sensitive question for respondents to answer and it was anticipated that the lists from elementary schools would include only children who were eligible for reduced-price meals through the NSLP/SBP during the 2003-2004 school year;
- Modify the introduction to the screener to encourage participation by better describing the purpose of the study and the SFSP;
- Separate the screener from the telephone questionnaires to make the questionnaires easier to handle and reduce the size of the telephone questionnaire booklet; and
- Make formatting changes and edits to improve flow and understandability.

Following the pretest a detailed list of findings and recommendations was submitted to FNS for approval. All changes were incorporated into the final questionnaires.

4. HIRE AND TRAIN INTERVIEWERS

4.1 Hire Interviewers

Eight interviewers were hired to recruit the sample and conduct the telephone interviews, two in each of the four targeted geographic areas. The interviewers were identified from the Westat interviewer database of several thousand experienced field interviewers with prior work experience on other Westat studies. The interviewers were contacted by telephone and hired by F&H based on availability and interest.

The in-person interviewing team consisted of two experienced interviewers who traveled to each geographic area to conduct the interviews. One interviewer was a F&H staff member and the other was a bi-lingual Ph.D. psychologist who works in California and serves as a consultant on many F&H projects.

4.2 Train Telephone and In-Person Interviewers

Training sessions for the eight interviewers were conducted on July 12, 2004 using telephone conferencing. In addition, the two in-person interviewers and several project staff attended the training. The 6-hour training was conducted in two 2½ hour blocks, with a 1-hour working lunch. The training sessions and materials were structured around specific competency-based objectives, using a variety of teaching strategies to maintain the active involvement of the trainees. Training materials (training manual, screener, and questionnaires) were FEDEXed to the interviewers prior to the training.

The in-person interviewer training was conducted on August 4, 2004 by teleconference. Since both interviewers had participated in the telephone interviewer training on July 12, this training was designed to familiarize them with the in-person interviews and provide practice in administering the interviews. The 2-hour training included a discussion of how to probe open-ended questions in an unbiased and unobtrusive manner, two interactive lectures that exposed the trainees to complicated scenarios, and a question and answer session.

4.2.1 Training Materials

The following materials were developed to conduct the SFSP trainings:

- **Training Agenda.** The training agenda (Attachment C-15) for both trainings lists the training topics hour-by-hour and the amount of time devoted to each topic. The agendas served as a guide for the trainer and trainee throughout the training.
- **Field Interviewer Training Manual.** The training manual (Appendix A) included an overview and the purpose of the study, responsibilities of the interviewers, samples of the advance letters, and pretest findings. It also contained the criteria for sampling, procedures for contacting participants, confidentiality issues, general interviewing techniques, answers to frequently asked questions, and procedures for editing the interview and submitting completed work. In addition, the training manual incorporated question-by-question specifications for the screener, telephone interviews, and in-person interviews.
- **Self-Paced Home Study.** The self-paced Home Study (Attachment C-16) was designed to familiarize the telephone interviewers with the questionnaires. Interviewers completed the 2-hour Home Study using the Field Interviewer Training Manual. The Home Study was reviewed during training.

4.2.2 Training Methods

Several methods were used to deliver the SFSP interviewer training. These included:

- **Traditional Lecture.** This instruction method was used to introduce the study and present the background information and purpose.
- **Interactive Lecture.** This technique was used to explain the concepts of administering the screener, telephone, and in-person interviews. The trainer led the trainees through the questions by calling on each trainee to assume the role of an interviewer. The trainer played the role of the participant and responded to questions from a prepared script. This gave the trainees practice in reading questions, recording responses, and probing. During the interactive lecture, the trainer corrected errors made by trainees and stressed points that were in the script. The scripts became successively more complex and used more difficult protocols as the training progressed. During these sessions, trainees were encouraged to ask questions and identify areas of confusion. The scripts included references to the training manual, and trainees were asked to read portions of the manual aloud for reinforcement.
- **Training Exercises.** Two sets of written training exercises (Attachments C-17a and C-17b) were used to reinforce the concepts taught during the training. The first emphasized the information taught during the screener training and was completed

during the training session. The second exercise reinforced the screener and difficult sections of the telephone questionnaires. It was included in the Home Study packet and interviewers were asked to complete the exercise at the lunch break during training. Both sets of exercises were reviewed and problems discussed during the training.

- **Role Play.** Role plays were conducted with each interviewer after the training to simulate interaction between data collector and the respondent. A trainer, serving as the respondent, was assigned two trainees and completed one role play with each. For each scenario, one trainee served as the interviewer while the other listened. The trainer monitored the role plays, answered questions, and critiqued the interviewers at the end of the interview. The scripts were written to present a variety of different respondent types and situations. Interviewers had to perform well enough in the interview to be certified to begin interviewing. One interviewer completed an additional interview before collecting live data.

5. DATA COLLECTION METHODS AND RESPONSE RATES

5.1 Household Screening

Households were screened by telephone beginning the last week of July and continued through the end of August 2004. The interviewers first introduced the study to the respondent and reconfirmed whether any elementary school children lived in the household. If the household included elementary school children, the interviewers identified a parent or guardian of those children and asked to conduct the interview with that person. If the parent or guardian was not available, they scheduled an appointment to call back at a preferred time. The screener determined eligibility and classified each household as an SFSP Non-Participant, Not Familiar; SFSP Non-Participant, Familiar; or SFSP Participant. The screener took approximately 5 minutes to complete.

As shown in Table 5-1, the interviewers contacted approximately 53 percent of the sample, ranging from 33 percent in the Oakland schools to 100 percent in the Miami, FL schools. Screeners were completed with 30 percent of contacted households.

Table 5-1. Number and percent contacted for screener and telephone interviews, by geographic area

Geographic area	Number of households contacted (% sample)	Number of completed screeners (% contacts)	Number of completed telephone interviews (% completed screeners)
Oakland, CA	297 (33%)	87 (29%)	50 (57%)
Miami, FL	241 (100%)	56 (23%)	49 (88%)
Kansas City, MO	107 (72%)	65 (61%)	51 (78%)
Salisbury, MD	392 (59%)	76 (19%)	51 (67%)
Total	1,037 (53%)	284 (30%)	201 (71%)

5.2 Telephone Interviews

Once the interviewers determined that the household was eligible by using the screener, they administered the appropriate telephone interview. Most telephone interviews were conducted immediately after the screener and the remaining were scheduled for a later time. The interviewers contacted sampled

households in an attempt to complete 50 interviews in their respective geographic areas. A total of 201 telephone interviews were conducted, distributed as follows: 112 Telephone Non-participant, Not Familiar (TNN); 55 Telephone Non-participant, Familiar (TNF); and 34 Telephone, Participant (TP). As shown in Table 5-1, telephone interviews were conducted with 71 percent of households for which screeners were completed. The response rate for the telephone interview ranged from a low of 57 percent in Oakland to a high of 88 percent in Miami. Fifty qualifying households in each geographic area were recruited (40 SFSP non-participant and 10 participating households) for a total of 200 households.* Of the 10 SFSP participating households in each geographic area, parents or guardians reported that children attended SFSP programs at both public schools and community sites. To assure a sample of participating households, a quota of 10 interviews was established in each of the four geographic areas. The establishment of a sampling quota for participating households (TP) prohibits the calculation of percentages across the three groups of households (TNN, TNF, and TP) in the analysis.

At the end of the telephone interview, respondents were informed that they might be contacted again to participate in an in-person interview. Interviewers noted in the call record if a respondent refused the in-person interview.

5.3 In-Person Interviews

Households that completed the telephone interview and met the eligibility criteria were recruited to participate in a 25- to 30-minute interview administered in person at SFSP sites. These interviews were conducted from early August through mid-September 2004. Table 5-2 presents the eligibility criteria for each household classification, based on the telephone interview. A total of 148 households provided at least one of the responses in the table and were eligible for the in-person interview.

The interviewers had difficulty contacting and recruiting households for a number of reasons, including disconnected and changed telephone numbers, respondents who would only talk for a limited time on their cellular phones due to cost constraints, and irregular household work schedules. In addition, some respondents were not aware of the study because they had either forgotten about it or had not received the advance letters. The interviewers used various strategies to overcome these challenges,

* NOTE: One site completed 49 interviews and two sites completed 51 interviews each.

including tracing techniques such as identifying land-line numbers to contact the targeted respondents at their homes, requesting forwarding information on parents or guardians who had moved, and contacting the school to assist them in establishing contact with the households. In addition, at the first household contact the interviewers asked respondents if the number listed was the best number to use to contact the parent or guardian and scheduled times to speak with the intended respondents using the new number. Finally, because a number of parents or guardians worked hourly jobs, interviewers staggered the times to call respondents to include weekend days, weekday evenings from 6:00 to 9:00 p.m., and weekday mornings at the schools. In the few instances when these strategies failed, interviewers screened additional participants and scheduled in-person appointments to meet the recruitment goals.

Table 5-2. Eligibility criteria for in-person interview, based on telephone interview responses

Telephone interview responses	Household classification		
	Participant (TP)	Non-participant familiar (TNF)	Non-participant not familiar (TNN)
1. Important factors in sending their child to a summer program included providing breakfast and/or lunch.			✓
2. For children that attended a summer program, it was very or somewhat important that the program offered breakfast and/or lunch.		✓	
3. The breakfast and/or lunch was a somewhat or very important factor in the child attending the SFSP program.	✓		
4. The household depended on the SFSP program to provide breakfast and/or lunch somewhat or very much.	✓		
5. School breakfast or lunch program during regular school year made a difference in household food situation.	✓	✓	✓
6. Perceived child ate more balanced meals and healthy foods during regular school year.	✓	✓	✓
7. Perceived child didn't get enough to eat at a typical breakfast or lunch during the summer when not in SFSP.	✓	✓	✓
8. Perceived child didn't eat a healthy and balanced diet for breakfast or lunch during the summer when not in SFSP.	✓	✓	✓
9. Food insecure.	✓	✓	✓

Interviewers recruited eligible households in each geographic region. Ninety-two in-person interviews were conducted: 73 In-person, Non-Participant (IN) and 19 In-person, Participant (IP). While the in-person interviews were scheduled to be conducted at local community sites within the respondents' ZIP Codes, many respondents missed their appointments, citing work, scheduling conflicts, lack of transportation, and lack of child care. Interviews were conducted by telephone with over 70 percent of these respondents. Table 5-3 presents the number of completed in-person interviews for each geographic area, by mode.

Table 5-3. Number of completed in-person interviews, by mode, by geographic area

Geographic area	Total eligible	Total completed	Completed in-person (%)	Completed by telephone (%)
Oakland, CA	32	22	6 (27%)	16 (73%)
Miami, FL	35	24	1 (4%)	23 (96%)
Kansas City, MO	38	21	11 (52%)	10 (48%)
Salisbury, MD	43	25	6 (24%)	19 (76%)
Total	148	92	24 (26%)	68 (74%)

6. DATA PROCESSING METHODS

F&H received all completed questionnaires from the field interviewers on a flow basis and reviewed them for completeness. Following this review, the screener and data from the five questionnaires were delivered to Westat for processing. This processing was completed using Westat's proprietary COED software system that facilitates and standardizes the processing of survey data. The system is written in COBOL and PL/I and supports its own "language" for the description of survey questionnaires. The COED system was used to develop codebooks for each questionnaire and described the acceptable responses and logical interrelationships and defined the column designated file layout for each piece of data. The program was also used to print instruction manuals for data editing personnel, generate a COBOL program to edit the data for logical consistency, generate program code in SAS for data analysis, and prepare product client-ready final documentation.

The questionnaires were visually edited for completeness and then submitted to Westat's data entry facility in batches. The data entry facility, directed by a manager and assistant manager, was staffed by experienced data keyers who are familiar with the special conventions and quality needs of survey data processing. The group has 30 data entry stations and a staff of experienced personnel who can enter an average of over 9,000 keystrokes per hour. All data were verified by double entry using separate operators.

After keying, machine edit programs were run on batches of keyed data multiple times to clean the data. The machine edit program generated by the COED file checked for two types of errors: range errors in which response values fell outside a predetermined acceptable range, and logic errors in which there was some logical inconsistency between response values, including incorrect skip patterns. COED generated edit cycle error listings that indicated the date of the edit, the batch number being edited, the cycle number, and the page number.

The output was sorted into ID order within each batch. For each case, range errors were identified by an asterisk under the field that was in error, and logic errors were listed by the check number of the violated check. Working with the machine edit program output, the machine editor reviewed the edit cycle listing and attempted to resolve problems by pulling the questionnaires and determining whether the errors were caused by the interviewer or the keyer.

A machine edit decision log was maintained to document response errors resolved during the machine edit. All decisions recorded in this log were routinely reviewed by the coding supervisor. The final machine edit check was a run of frequencies and cross-tabulations. When a batch of questionnaire data passed the machine edits, programming staff generated marginal frequencies for all variables. The coding supervisor reviewed these frequencies for outliers and inconsistencies. In-person open-ended questions were reviewed by project staff and similar responses to each question were categorized and enumerated. Table 6-1 presents the number and type of questionnaires processed for the SFSP study.

Table 6-1. Number of questionnaires processed, by questionnaire type

Type of questionnaire	Number processed
Screener	284
Telephone Non-Participant, Not Familiar (TNN)	112
Telephone Non-Participant, Familiar (TNF)	55
Telephone Participant (TP)	34
In-Person Non-Participant (IN)	73
In-Person Participant (IP)	19

The FNS requested preliminary frequencies for close-ended questions on the screener and the telephone and in-person questionnaires. The F&H Team prepared the frequencies, first removing all identifying information, and delivered the files to FNS.

7. FINDINGS

Households with children in elementary school (ages 6-14) who were eligible for the free or reduced-price breakfast or school lunch program during the previous school year were sampled for this study. In each sampled household, the child with the most recent birthday was the focus of the questions. The findings reported in this section are based on completed telephone interviews with parents or guardians in TP,¹ TNF,² and TNN³ households, as well as in-person interviews completed using the IP⁴ and IN⁵ questionnaires. Given the small sample sizes, these findings are not generalizable to the entire universe of similar households that were eligible to participate in the free or reduced-price school breakfast or lunch program during the 2004-2005 school year. Since the sample is too small for generalizations, statistical tests are not appropriate.

7.1 Demographic Characteristics of Parents and Guardians: Marital Status, Employment and Education

Parents or guardians of the children were asked about their marital status, employment, and level of education. In general, parental characteristics were similar across the three groups of respondents—those who had a child participating in the SFSP program (TP), those who were aware of SFSP sites but did not have a participating child (TNF), and those who were not aware of SFSP sites (TNN).

7.1.1 Marital Status

A substantial proportion of parents, regardless of whether or not their children participated in the SFSP program, had either never married or were divorced, separated, or widowed – over 60 percent in

¹ Telephone, participant familiar (TP).

² Telephone, non-participant familiar (TNF).

³ Telephone, non-participant, not familiar (TNN).

⁴ In-person, participant (IP).

⁵ In-person, non-participant (IN).

TP, TNF, and TNN groups (see Table 7-1). Somewhat over a third of all parents or guardians were married or living with someone as married (TP: 35%, TNF: 34%, and TNN: 38%).

Table 7-1. Marital status, employment, and education of the respondents

Demographic characteristics of respondents	Participant households (TP)		Non-participant households in which parents/guardians were aware of SFSP sites (TNF)		Non-participant households in which parents/guardians were not aware of SFSP site (TNN)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Marital Status						
Married/Living as married	12	35	18	34	42	38
Never Married	15	44	25	46	42	38
Divorced/Separated/ Widowed	7	21	11	20	28	24
Total	34	100	54	100	112	100
Education of parent or guardian						
Less than 12 years of schooling	7	22	16	29	31	28
12 years of schooling	16	48	17	31	52	47
More than 12 years of schooling	10	30	22	40	28	25
Total	33	100	55	100	111	100
Employment*						
Respondent employed	20	59	31	57	66	59
Spouse/partner employed	8	67	16	84	30	73
At least one person in the household employed	22	65	40	73	77	69

*NOTE: Percentages under employment do not add to 100 because categories are not mutually exclusive.

7.1.2 Employment

Close to 60 percent of parents or guardians across all three categories of respondents indicated that they themselves held a job. Spouses or partners were at least as likely to be employed, at rates ranging from 67 percent (TP) to 84 percent (TNF). Nevertheless, only 65-73 percent of households

had at least one employed person, implying that rates of household unemployment were upwards of 25 percent, with no great difference across categories of households (see Table 7-1).

7.1.3 Education

While on the one hand 22 to 29 percent of parents or guardians reported that they did not have a high school diploma, on the other hand, 25 percent or more of responding parents or guardians had some schooling beyond high school. Among TNF parents, 40 percent reported having more than 12 years of education (see Table 7-1).

7.2 Demographic Characteristics of Children

The distributions of characteristics of children in the TP and TNF samples were more similar than those of the children in the TNN sample with regard to age, gender, race, and ethnicity (see Table 7-2).

7.2.1 Age and Gender

Children ranged in age from 6 to 14 years. In all three groups, most children were under 12 years old, with half of the TP and TNF children ages 6-8. Few children were between 12 and 14 years of age (3-7 percent). In all three samples, slightly more than half were boys (53% in the TP and TNF and 57% in the TNN group).

7.2.2 Race and Ethnicity

A large majority of the children were black (78% of the children in the TP sample, 80% in the TNF, and 60% in the TNN). A larger proportion of children in the TNN sample were white (32%) compared to the TNF (16%) and TP (19%) children. Less than a quarter of children were Hispanic (15% of the TP children, 13% of TNF, and 21% of TNN children (see Table 7-2)).

Table 7-2. Age, gender and race and ethnicity of the children in the sample

Characteristics of child	Participant households (TP)		Non-participant household in which parents/guardians were aware of SFSP sites (TNF)		Non-participant household in which parents/guardians were not aware of SFSP sites (TNN)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Age						
6-8	17	50	28	51	42	38
9-11	16	47	23	42	63	56
12-14	1	3	4	7	7	6
Total	34	100	55	100	112	100
Gender						
Male	18	53	29	53	64	57
Female	16	47	26	47	48	43
Total	34	100	55	100	112	100
Race						
Black	25	78	43	80	64	60
White	6	19	9	16	34	32
Other	1	3	2	4	8	8
Total	32	100	54	100	106	100
Hispanic	5	15	7	13	23	21

7.3 Are households of qualifying children aware of the Summer Food Service Program sites in their local areas?

Less than half (89) of the 200 parents or guardians in households where children were SFSP-eligible reported that they were aware of a USDA Summer Food Service Program site (55 TNF respondents and 34 TP respondents). Interviewers reported during the in-person interview that respondents knew about SFSP sites only after the site names were read to them. Lack of awareness of the SFSP was common, therefore, among the respondents.

The percentage of households with a child attending a non-SFSP summer program that provided breakfast or lunch is shown in Table 7-3. Among households not familiar with SFSP sites, 6 percent (seven households) had children in a school summer food program that provided breakfast and lunch. One-fourth of the TNN households and 44 percent of the TNF households reported that their

sampled child attended a summer program that provided breakfast or lunch. These households may have chosen a summer food program other than SFSP. However, three-quarters of the TNN households and more than half of the TNF households did not send the sampled child to a summer program that provided breakfast or lunch even though they had participated in the school breakfast or lunch program during the 2003-2004 school year.

Table 7-3. Percentage of households that did not participate in an SFSP but attended a summer program that provided breakfast or lunch

Attendance at a summer program providing breakfast or lunch	Non-participant households in which parents/guardians were aware of SFSP sites (TNF)		Non-participant households in which parents/guardians were not aware of SFSP sites (TNN)	
	Frequency	Percent	Frequency	Percent
Child attended a summer program in a public school or another program	24	44	28	25
Child attended a summer program in a public school	Not asked		7	6
Child did not attend a summer program in a public school or another program	31	56	84	75

NOTE: Row 2 is a subsample of Row 1.

7.4 What are the reasons for children's nonattendance at SFSP sites?

The parents or guardians who were aware of SFSP sites but did not have children attending a site were asked why their children did not participate in a Summer Food Service Program. The main reason given was that the children were attending a non-SFSP program (42% of the TNF respondents) (see Table 7-4). Another 13 percent reported that the child stayed somewhere other than at home during the day in the summer. Seven percent said that they had transportation problems and another 7 percent thought that the cost to send a child to an SFSP program was too high (Table 7-4). Other reasons given by respondents were that the child was sick, the child was not interested or wanted to stay home, the program was not open all day, the location was not convenient or easy to get to, or that the child attended summer school.

Table 7-4. Reasons children did not participate in any summer program (TNF households)

Reasons for not attending an SFSP site	Non-participant households in which parents/guardians were aware of SFSP sites (TNF) (n=55)	
	Frequency	Percent
Attended another program	23	42
Staying somewhere else during the day	7	13
No transportation	4	7
Cost too much	4	7
Child not interested	2	4
Program was not open all day	2	4
Program was not convenient or easy to get to	1	2
Attended summer school	1	2

NOTE: Respondents could provide more than one reason for not attending an SFSP; therefore, responses do not add to 100 percent.

During the in-person interviews, we asked the 73 parents or guardians who responded to the IN questionnaire what would have had to happen for them to send their child to an SFSP program. Approximately 17 parents or guardians said that convenience and being close to home would be very important, while 10 others stated that they would like to see a program that offered academic enrichment and activities such as sports. One respondent said, “Hours of operation would have to fit around my work schedule. Location is not an issue, but I want activities outside of just academics and make sure there is at least one good meal.” Another requirement mentioned was, “A quality program. The one that [my child] is in is church-based with volunteers who want to be there. It has academics and field trips. They put the money into the programs, not salaries. I want them in activities like that.” Five respondents said that the program should provide breakfast in addition to lunch.

Four parents or guardians said that they did not want to send their children to a summer program, because they were home during the summer and wanted to keep the kids at home with them. Some of the comments offered by parents were: “I wouldn’t send her because I wouldn’t wake her up or want to get up to take her.” Another parent said, “I feel better with my child at home. They run out of food and the milk is bad,” while another reported: “He’s fine with my family. I do not even know of anything close by.” These responses may indicate that these parents were satisfied with the arrangements they had for their children during the summer. About ten reported that they did not know how to enroll their children in a summer program offering free breakfast or lunch. This number included parents or guardians who said they would like to know where some of these programs were. The SFSP program may

have to provide more publicity and information in these communities, probably through the schools, to encourage more families to enroll their children in an SFSP.

7.5 Are the nutritional needs of children who participate in the free or reduced-price school breakfast and lunch programs met during the summer? Are qualifying children who do not participate in SFSP food insecure or hungry?

Using the USDA Guide to Measuring Household Food Security (2000),⁶ the study team developed an index to measure the parents' or guardians' perceptions of food security. A description of how the food security index was constructed is included as Appendix B. Some of the questions used for this food security scale were included in the telephone interviews and others in the in-person interviews. For these reasons, an index could be constructed only for those 92 households responding to both the telephone and in-person interviews.

The food security index classifies households as food secure, food insecure without hunger, food insecure with moderate hunger, and food insecure with severe hunger. Respondents were asked 18 questions about the availability of food and their eating patterns in the 30 days prior to the interview to establish their classification. Overall, there was almost no difference between the food security levels of respondents from households with a participating child (TP) and those who were familiar with SFSP sites but did not participate (TNF), with 63 percent versus 60 percent classified as food secure (see Table 7-5). Only one household in each of these two categories was classified as hungry during the last 30 days.

Households with SFSP-eligible children that did not know about SFSP sites (TNN) in their area were the most food insecure group. Of 48 households in the TNN group that completed the food security index, 18 were food insecure without hunger, 5 were insecure with moderate hunger, and 2 were insecure with severe hunger.

⁶ Bickel, Gary, Mark Nord, Cristofer Price, William Hamilton, and John Cook: *Guide to Measuring Household Food Security 2000*. U. S. Department of Agriculture, Food and Nutrition Service, Alexandria, VA. March 2000.

Table 7-5. Parents’/guardians’ perceptions of food insecurity among participant households and different groups of non-participant households

Level of food security	Participant households (TP)		Non-participant households in which parents/guardians were aware of SFSP sites (TNF)		Non-participant households in which parents/guardians were not aware of SFSP sites (TNN)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Food secure	12	63	15	60	23	48
Food insecure without hunger	6	32	9	36	18	38
Food insecure with hunger, moderate	1	5	0	0	5	10
Food insecure with hunger, severe	0	0	1	4	2	4
Total	19	100	25	100	48	100

7.6 Are there differences in the parent or guardian’s perception of the household’s food situation during the school year versus the summer, for participating and non-participating households?

During the telephone interview, parents or guardians were asked a series of questions regarding their household’s food situation during the school year and whether they thought that their children ate differently when school was in session. Less than 20 percent of parents or guardians thought that their children ate healthier, more balanced meals during the summer (see Table 7-6). The remaining parents or guardians in all three categories were divided as to whether the child ate more healthy and balanced meals during the school year or the child ate the same year-round.

Parents or guardians were asked whether, during the school year, their households had access to larger quantities of food, more different types of food, more fruits and vegetables, more meat, more milk products, more regular meals or less fast food than they did in the summer time. Forty-two percent of TP and TNF respondents said that more food was available during the school year, while only 25 percent of the TNN respondents gave the same response. In response to more specific questions about the availability of healthy meals during the school year—namely, the availability of less fast food and

more regular meals—between 16 and 32 percent believed the situation was better when school was in session than in the summer, with no differences across categories of households (Table 7-6).

When asked about the availability of particular food products such as fruits and vegetables during the school year versus the summer, relatively small percentages of any category of households indicated that foods were more plentiful when school was in session, with the percentages favoring when school was in session ranging from only 5 to 13 percent. So, while most parents or guardians thought that their children ate better—healthier and more balanced food—during the school year than in the summer, or ate at least as well, they did not feel that they had access to more of specific types of food during the school year in contrast to summer.

Table 7-6. Differences in the parent’s or guardian’s perceptions of the household food situation during the school year versus the summer, for participant and non-participant households

Food situation	Participant household		Non-participant household			
	TP		TNF		TNN	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Child eats more healthy and balanced food during:*						
Regular school year	14	41	25	45	37	33
Summer	5	15	5	9	20	18
The same, both school year and summer	15	44	25	45	54	49
TOTAL	34	100	55	99	111	100
Food situation during the school year:**						
More quantity of food available	8	42	13	42	16	25
More different types of food available	3	16	10	32	8	13
More fruits and vegetables available	3	16	5	16	11	17
More meat available	1	5	4	13	4	6
More milk products available	1	5	4	13	5	8
More regular meals available	4	21	10	32	18	28
Less fast food available	4	21	5	16	11	17

*NOTE: Percentages may not add up to 100 due to rounding.

**Percentages do not add up to 100 because categories are not mutually exclusive.

7.7 What are the perceptions of parents and guardians about their children’s eating patterns during the summer, and their thoughts on what is desirable in a summer food service program for children?

More than 90 percent of parents or guardians, regardless of their participation in SFSP or their awareness of the SFSP sites, thought that their children got enough to eat at breakfast and at lunch, and that they had healthy breakfasts and lunches during the summer (see Table 7-7).

Table 7-7. Perceptions of parents and guardians about their children’s eating patterns during the summer

Eating patterns	Participant household		Non-participant household			
	TP		TNF		TNN	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Gets enough to eat at breakfast*	33	97	50	91	110	98
Gets enough to eat at lunch*	34	100	51	93	103	92
Healthy breakfast	34	100	53	96	109	97
Healthy lunch	34	100	53	98	106	95
Depend on the program to provide breakfast	27	79	Not asked		Not asked	
Depend on the program to provide lunch	31	91	Not asked		Not asked	
Important for summer program to provide breakfast**	Not asked		15	71	84	95
Important for summer program to provide lunch**	Not asked		22	96	103	99

*Categories “more than enough to eat” and “enough to eat” were collapsed to arrive at “gets enough to eat at breakfast and lunch.”

**Categories “very important” and “somewhat important” were collapsed to arrive at “Important for summer program to provide breakfast and lunch.”

7.7.1 Non-Participating Households

During the in-person interviews, about 24 of the 73 parents or guardians whose children did not attend an SFSP program said that they would not do anything different to improve the child’s eating arrangements or the kinds of foods they eat during the summer. According to one respondent, the “mother made sure the children had healthy food to eat.” About 35 reported that they would not give their children

junk food, and would add more fruits and vegetables to their diets. Four parents or guardians who were not participating in the SFSP had difficulty providing nutritious meals during the summer. One person said that the family needed to stretch the budget to provide enough healthy food. Another mentioned that her child eats well at her mother's home: "She has a different financial situation than I have. She can provide some of the meals that I can't."

7.7.2 Participating Households

Seventy-nine percent of the TP respondents said that they depended on the summer program very much or somewhat to provide breakfast, while 91 percent said that they depended on the summer program to provide lunch (Table 7-7). However, programs did not operate for the entire summer. During the in-person interviews, the 19 parents or guardians who had children in a program were asked whether their children got the right kinds of food for breakfast and lunch when the program was not in session. Most parents or guardians thought that their children were fed properly even after the program was over for the summer. One respondent said that the lunch her child received could be better, while another said that her child got enough and the right kinds of food 80 percent of the time. Only one person said that her child never got enough food or the right kinds of food for breakfast and lunch when the program was not in session.

7.7.3 Importance of a Summer Food Program to Non-Participants

Non-participating parents or guardians were asked whether they thought it was important for a summer program to provide breakfast and lunch for their children. A majority of non-participants would like a summer program that provided at least one meal. Seventy-one percent of the TNF respondents and 95 percent of the TNN respondents said that it was very important or somewhat important for a summer program to provide breakfast, while 96 percent of TNF and 99 percent of TNN respondents said that it was very important or somewhat important for a summer program to provide lunch (see Table 7-7).

7.8 What were the feeding arrangements for households with children who did not attend an SFSP site and the summer feeding arrangements for households who participated in the SFSP when the program was not in session?

The questionnaires included questions about feeding arrangements for households with children who did not participate in the SFSP, and the arrangements when the program was not in session for households that did participate. The mother (and sometimes the father) prepared breakfast and lunch in most households (85% of TP, 93% of TNF, and 82% of TNN households) (Table 7-8). Fifteen percent of the TP respondents and 13 percent of the TNF respondents reported that grandparents prepared breakfast and lunch, while 13 percent of the TNN respondents reported that someone else prepared breakfast and lunch for the children. No household reported that the child did not eat breakfast. Most parents or guardians reported that the child ate breakfast at home (88% of TP, 75% of TNF, and 87% of TNN respondents).

Table 7-8. Feeding arrangements for households with SFSP participants when program is not in session versus summer arrangements for households with children who did not participate in the SFSP

Feeding arrangement	Participant households TP		Non-participant households			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mother prepares breakfast and lunch	29	85	51	93	92	82
Father prepares breakfast and lunch	3	9	7	13	8	7
Sibling prepares breakfast and lunch	1	3	3	6	9	8
Grandparent prepares breakfast and lunch	5	15	7	13	4	4
Other relative prepares breakfast and lunch	2	6	5	9	2	2
Someone else prepares breakfast and lunch	3	9	2	4	14	13
Child eats breakfast at home	30	88	41	75	97	87
Child does not eat breakfast	0	0	0	0	0	0

NOTE: Percentages do not add to 100 because respondents could identify more than one person preparing breakfast and lunch.

7.8.1 Non-Participants

During the in-person interview 63 of the 73 non-participants said that making sure the children were fed breakfast and lunch during the summer was not a problem. One respondent said that [she] “made sure he ate a real hearty breakfast that would carry him into the day.” Another referring to lunch said that she “always stocked up on sandwich stuff, Raman noodles, ravioli, and celery,” while another said, “I’m around so it was not a problem to make sure they eat.” Most respondents felt that as parents they were responsible for feeding the children.

Four respondents said that sometimes it was a problem to make sure the children were fed breakfast and lunch during the summer. In one respondent’s words, “I just did not have the money. I took a part-time job to help provide what they wanted.” Another said, “I would love to buy cereal and things to make sure my child has food. Sometimes it is difficult, especially the last seven days, finances make it tough.” A third respondent said, “If there is no food, they go to grandmothers.” Still another parent or guardian, referring to breakfast, said, “by the end of the month food stamps are out and [I] buy cereal while another said “they [the children] prefer American food and I am from the South Pacific. They do not always like the food I prepare.” Four respondents said that it was a problem to make sure the child was fed breakfast during the summer while three felt the same way about lunch.

7.8.2 Participants’ Feeding Arrangements When the Program was not in Session

During the in-person interview, 18 of the 19 respondents with participating children stated that they had no problem feeding their children when the program was not in session. One respondent said, “I make sure I have what we need. We are big cereal eaters so I keep plenty of it around. When I’m feeling a little lazy, he can eat cereal until I come down to make breakfast.” Another said, “My son knows how to make basic stuff like toast, packaged oatmeal, and cereal. I’ll make him breakfast, but he also knows how to make his own breakfast.” A third said, “It was a short period of time between the program end and school.” Only one respondent reported sometimes having a problem making sure the children were fed when the summer program was not in session. “Sometimes they do not get up early enough and miss out on breakfast. I usually call home to check.”

7.9 Are parents satisfied with the feeding arrangements they have for their children during the summer?

During the in-person interview, the 73 parents and guardians whose children did not participate in an SFSP program were asked how satisfied they were with their children's summer feeding arrangements. Fifty-five parents and guardians said they were satisfied with the feeding arrangements for breakfast and lunch. Several said they were "satisfied because they ate at home." One respondent said "They were fine. He [child] did not like them. He always wants to eat junk food. I was satisfied." One respondent said that she was satisfied with the feeding arrangements but the children "sat around the house all summer [because] the programs are too far away and they charged for the only programs nearby, like Kid Connection." One respondent who was not satisfied said, "I was not very satisfied, but I did not have a lot of options. I have to work and do not have a lot of money. Next summer I plan on sending my children to a program but I do not know of any this summer."

Respondents whose children attended an SFSP site were, for the most part, satisfied with the arrangements for breakfast and lunch during the summer when the program was not in session. "I was very satisfied. I do not have to work during the summer time so it is not a problem for me," said one respondent. Another said, "He is with my parents and they stuff him. He gets bored over there, but I have to work and cannot afford anything else."

7.10 What could parents or guardians of children who do not participate in an SFSP do to improve their children's eating arrangements or the kinds of food they eat for breakfast and lunch during the summer months? What could parents or guardians of children who do participate in an SFSP site do when the program is not in session?

During the in-person interviews, non-participating respondents were asked what they would do to improve the children's eating arrangements or the kinds of food they eat for breakfast and lunch during the summer months. About 35 parents/guardians who participated in the in-person interview said that they would give the children more healthy food, food rich in vitamins, including more fruit and vegetables, and less fast food and junk food. About a third of the 73 respondents who participated in the in-person interviews said that they would not do anything different. Some said that they would give the child fewer sweets, and a few said they would provide more protein. In one respondent's words, "get rid of the fatty foods like hamburgers. These kinds of things are not nutritious." Another said, "Actually, I

would get him to eat more vegetables, like salad and lettuce...maybe spinach. Kids will eat fresh spinach in a salad.” “Not eat fast foods, more vegetables and baked foods instead of fried. I want them to have leafy vegetables.” “They like frozen foods and that is not always the best for them,” said another. A few respondents said that they would look for information on nutrition or that they would send the child to a camp or summer program. Other responses given by respondents were:

- Not giving so many choices to the child, having a regular eating time, making sure the menu is right for the child so that she would eat;
- Try to serve hot meals—“I would try to give hot meals like grits instead of cereal and milk every day;” and
- “I would cook more hot food, they eat a lot of cold breakfasts. I could cook more eggs, oatmeal...things like that.”

During the in-person interview, parents and guardians whose children attended an SFSP site were asked what they would do to improve the children’s eating arrangements or the kinds of food they ate for breakfast and lunch during the summer months when the child was not in a summer program. The responses of this group were similar to those of the respondents whose children did not attend an SFSP site in the summer. Some respondents reported that they would not do anything, while others said that they would provide meals that are more nutritious, hot food, and less fast food. Some of the responses included the following:

- “He likes a lot of fast food like Burger King and stuff, so I need to probably do less of that and just get him to eat right;”
- “I would like for him to eat at a regular time so he does not snack and throw off the other meals. Sometimes he will wake up late, not eat breakfast and eat lunch late;”
- “I would give more variety. I have very picky eaters and even when they are in the program, it is hard. For everything they like in a meal, there were two things that they do not like. It can make meal preparation a challenge;” and
- “I think if I expose them to more variety that might be easier.”

Overall, most of the ideas given by parents or guardians regarding their children’s eating habits when not attending a program at an SFSP site were, in theory, within their control, even if they were not able to put them into practice.

7.11 What are the child care arrangements for SFSP-eligible children if or when they are not participating in SFSP?

Across all three respondent groups, mothers most often took care of their children themselves when they were not attending an SFSP program. (TP: 67%, TNF 69%, and TNN 59%). Other caretakers included day care centers, summer school staff, babysitters, camps, the YMCA, a respondent's boy friend, a neighbor, or another family (Table 7-9).

About 20 percent of all three samples reported that there were periods of time during the day in the summer when there was no one to watch the children. Of those who said they could not find anyone to watch their child, 86 percent of TP respondents, 73 percent of TNF respondents, and 71 percent of TNN respondents said that this was a problem.

Table 7-9. Child care arrangements for households of children participating in SFSP during periods when SFSP is not in session, and for households with children who did not participate during the summer of 2004

Childcare arrangement	Participant households TP		Non-participant households			
	Frequency	Percent	TNF		TNN	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mother watches children	22	67	38	69	66	59
Father watches children	5	15	5	9	9	8
Sibling watches children	3	9	4	7	17	15
Grandparent watches children	6	18	9	16	10	9
Other relative watches children	2	6	3	5	11	10
Someone else watches children	6	18	10	18	22	20
Times when there was no one to watch child	7	21	11	20	25	22
Child care was a problem	6	86	8	73	17	71

Note: Percentages do not add to 100 because respondents could identify more than one person watching the children.

8. SUMMARY AND CONCLUSIONS

SFSP-eligible households often face obstacles in their lives. Over 60 percent of parents or guardians of SFSP-eligible children who were sampled for this study were divorced, separated, or never married. In over 25 percent of these households, no one was employed at the time of the survey. Twenty-two to 29 percent of parents or guardians responding to the survey had not completed high school.

Less than half of the 200 parents or guardians whose children were eligible to participate in the SFSP during the school year knew about an SFSP site. One-fourth of TNN households and 44 percent of TNF households, however, sent their child to some other summer program that provided at least one of these two meals. Altogether, over 40 percent of households cited attendance at some other program that provided meals as the main reason their child did not attend an SFSP site. Other common reasons given for nonattendance were that the child was staying somewhere else for the summer, the child was ill, the child wanted to stay home, or the parents or guardians wanted him or her at home.

Households with a child who was SFSP-eligible but whose parent or guardian was unaware of an SFSP site were more likely than others to be classified as food insecure over the last 30 days based on their answers to a number of questions included in a food security index (52%). Even so, close to 40 percent of TP and TNF households were also at least somewhat food insecure during the same period.

Less than 20 percent of parents or guardians thought that their children ate healthier, more balanced meals during the summer. The remaining parents or guardians were divided as to whether the child ate more healthy and balanced meals during the school year or ate the same year-round. However, the answers to other, more specific questions implied that higher proportions of households preferred the variety and quality of food available during the summer to the meals served when school was in session. This seeming inconsistency could be because of the different phrasing of the questions, rather than to actual inconsistencies in response patterns. Respondents were not given the option of saying that the food situation was the same at both times of year for the second series of more specific questions. It is most likely that substantial proportions of households find no differences between the food they have access to in the summer versus the school year.

Despite relatively high levels of food insecurity among households in the last 30 days, however, parents or guardians, when asked more specific questions about eating patterns, gave more

positive responses. All parents or guardians reported that their child ate breakfast in the summer, even when the SFSP program was not in session, and even if the child did not attend a summer food program at all. More than 90 percent of parents or guardians, regardless of whether their child participated in an SFSP site or knew about one, thought that their child had enough to eat at breakfast and lunch in the summer, and that their meals were healthy. It is possible that parents or guardians in some of the food insecure households provided food to the children, but remained hungry themselves.

The SFSP is clearly important to the program participants. Seventy-nine percent of TP respondents depended on the summer program to provide breakfast for their child and 91 percent relied on the program for lunch. Among non-participating parents or guardians, virtually all would have liked their children to have access to a summer program that provided breakfast or lunch. While only small numbers of parents or guardians admitted to being unable to provide healthy meals to their children over the summer, most with a child in attendance at an SFSP program were pleased to participate, and most others would like to have such a program available for their children, especially one that is easy to get to and provides enriching summer activities. The presentation of more information about the SFSP sites, perhaps through the schools, might be a reasonable approach to raising rates of participation. States should also be encouraged to solicit the participation of all qualified summer food providers for children into the Summer Food Program, as either sponsors or operators of summer sites under a SFSP sponsor.

Appendix A

Field Interviewer Training Manual



**Felton & Harley Associates, Inc.
Westat, Inc.**

Field Interviewer Training Manual

ANALYSIS OF THE SUMMER FOOD SERVICE PROGRAM AND
FOOD NEEDS OF NONPARTICIPATING CHILDREN

April 2004

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Chapter 1 - Introduction

1.1 Use of this Manual

This manual is designed to provide each interviewer with a detailed guide to his or her responsibilities and the procedures necessary for fulfilling them. It covers topics ranging from general survey issues and procedures to specific information about administering the questionnaires. This manual is also designed to provide the interviewer with a framework within which to operate.

This manual is for your use before, during, and after training. Study it carefully and make sure you understand all of the instructions and procedures. Do not hesitate to discuss anything that you do not understand with project staff. It is very important that you feel comfortable about your work and have confidence in what you are doing. A lack of confidence or understanding may be sensed by your respondents and consequentially, they may be less likely to provide you with the accurate information that we need for this survey.

1.2 Overview and Purpose of the Study

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) administers food programs that provide nutritionally balanced meals and snacks for eligible children who are 6 through 18 years of age. The two largest programs, the National School Lunch Program (NSLP) and School Breakfast Program (SBP), make meals and snacks available to children who attend public and not-for-profit private schools. The NSLP and SBP provide lunch and after-school snacks during the regular school year to more than 27 million students in 100,000 schools nationwide and breakfast to nearly 8 million students in 70,000 schools. The NSLP and SBP make available free and reduced-price breakfasts and lunches to qualifying children based on family income. Children living in families earning at or below 130 percent of poverty, based on family size, qualify for free meals and those living in families earning between 130 percent and 185 percent of poverty qualify for reduced-price meals.

The Summer Food Service Program (SFSP), which is administered by FNS, was designed to meet the summer food needs of eligible children who qualify for free or reduced-price breakfasts and lunches during the regular school year. During the summer months, federally funded meals are available through the SFSP at state-approved sites. A "site" is a physical location that provides SFSP meals and snacks during a regularly scheduled time period. Of the 15 million eligible children, only about 1.9 million (14%) participated in the SFSP in July 2002. Eligible children are those who qualify for free and reduced-price meals under the NSLP and SBP during the regular school year. Another 1.4 million of the 15 million eligible students (9%) who attended summer school or year-round schools in July 2002 were served free or reduced-price meals through

NSLP. The SFSP and NSLP reached approximately 3.3 million children during the summer of 2002.

It may not be reasonable to expect participation rates in SFSP to equal the levels of the NSLP and SBP because there are a number of differences that affect participation:

- The NSLP and SBP are available in schools nationwide, whereas the SFSP is offered primarily in areas with high concentrations of low-income children.
- School is mandatory, while programs associated with SFSP are voluntary.
- Schools are required to provide transportation for students, while only one-third of SFSP sites provide transportation.

Nonetheless, FNS is committed to ensuring adequate nutrition in the summer for children who are eligible for the free or reduced-price breakfast and lunch programs during the regular school year. The current research is an extension of past efforts and research undertaken by FNS, which was authorized by Congress, to increase participation in SFSP. To that end, FNS is very interested in determining why children who are eligible for SFSP do not participate in the program. This information is necessary to develop strategies for increasing the participation of eligible children in SFSP. FNS is seeking answers in the research to such questions as:

- . Are families of qualifying children who do not participate aware of the SFSP?
- . If yes, what are the reasons for nonparticipation?

In addition to increasing participation, FNS has a strong interest in evaluating how, and to what extent, the food needs are being met for children who are eligible for SFSP but who do not participate. Questions to be answered in the research include the following:

- . Are qualifying children who do not participate in SFSP food insecure or hungry?
- . Is this different from the situation when the regular school year is in session?
- . What do parents or guardians of nonparticipating children do to feed their children during the summer, especially at lunch?

FNS is also seeking information on the following research issues:

- Are the perceptions and attitudes about the eating patterns of SFSP eligible children different for parents or guardians of nonparticipating children compared with children participating in SFSP? What are the perceptions and attitudes of parents or guardians about the eating patterns of their children, both those who participate and those who do not participate in SFSP during the summer?

-
- What are the childcare arrangements for SFSP eligible children if or when they are not participating in SFSP?
 - What are the feeding arrangements for children who typically participate in SFSP, during the summer when SFSP is not available?

The current research is required to support FNS' need for information to support planning and strategy development to maximize the reach and effectiveness of SFSP in meeting the food needs of eligible children.

1.3 Survey Administration

Information for the FNS study will be collected through the following research protocol:

- (1) **Screener telephone interviews** will be conducted with a parent or primary caregiver in households which have elementary school age children who participated in the 2003 – 2004 free or reduced price school breakfast and lunch program. The screener interview will classify households according to the participation or nonparticipation of children in the USDA's Summer Food Service Program (SFSP)
- (2) **Telephone extended interviews** will be conducted with parents or primary care givers in eligible households where children do not participate in the current SFSP. Parents or primary care givers in these non-participating households will be categorized as either familiar or not familiar with SFSP programs in their area. For comparison purposes, telephone interviews also will be conducted with parents or primary care givers in eligible households where children do participate in the current SFSP.
- (3) **Follow-up interviews** will be conducted in-person with a parent or primary care giver for a subset of the households who complete the telephone survey. The in-person interviews will include households with eligible children who do not participate in SFSP and households with children who do participate.

The telephone and in-person interviews will be conducted with households located in four pre-selected sites in the United States. The screener and data collection instruments to be used in these interviews are included in the Appendices. The survey instruments focus on awareness of SFSP and non-SFSP summer food programs, participation in the programs or reasons for nonparticipation, food security needs of the household, and food needs of children during the summer and how they are met.

1.4 Survey Schedule

Data collection for the Project will begin in July 2004 and end in August 2004. You will be trained on a screener questionnaire, three extended telephone interview questionnaires, and two in-person interview questionnaires for this project. Our goal is to complete 200 surveys with an 80% response rate. Households will be selected by July 2004.

The screener questionnaires take approximately 10 minutes to complete; the extended telephone interviews require 20 minutes for completion, and the in-person interviews require 30 minutes for completion.

Chapter 2 - Conducting the Interview

2.1 Overview

The interviewer is primarily responsible for asking questions and recording data accurately. Furthermore, the interviewer must be able to determine if the respondent is providing the necessary answers to the questions. This is achieved through active listening and a thorough understanding of the intent of the questions. Respondents sometimes respond to what they thought the interviewer was about to ask, imagining a question that includes a key word that caught their attention. Listening carefully to their answers will help detect this type of misunderstanding. Interviewers must remember that the best answer is obtained only when the respondent understands the intent of the question and has responded appropriately. Finally, the interviewer must keep the respondent on track by using neutral probing techniques and giving appropriate feedback.

1. Interviewers are an essential part of survey research.

Project interviewers are the only link between the persons being surveyed and the researchers who are conducting the study. Every interviewer has an integral and pivotal role in ensuring high-quality data for the study. Without competent interviewers, researchers could not trust the data they compile.

2. Interviewers obtain and record reliable and accurate information.

After an interview is completed, the only available record is what the interviewer has obtained. Answers not recorded or recorded incorrectly cannot be correctly analyzed. The burden of obtaining solid research data lies solely with the interviewers. The importance of monitoring interviewer performance and survey administration cannot be overemphasized for ensuring quality execution of the questionnaire and data accuracy.

3. Interviewers strive to successfully interview a wide variety of respondents.

Interviewing strangers is not an easy task. Some people are willing to give their opinions and are flattered to be called, while others will hang up before an interviewer has a chance to explain the reason for the call. The best interviewers are those who are not offended by the respondent's refusal to participate in the survey and who enjoy the wide variety of respondent personalities. A good interviewer is committed to obtaining the best possible results with each and every interview and will repeatedly rise to the challenge of a difficult interview.

4. Interviewers are knowledgeable of data collection techniques.

Interviewers must have an ability to perform professional work in a versatile and creative manner. Interviewers must be able to demonstrate satisfactory skills in converting hesitant and uncooperative respondents. Interviewers must be able to weigh facts and respond to various scenarios, using past practice and theory where applicable, especially in the absence of detailed instructions or in emergency situations.

5. Interviewers must adhere to project deadlines.

Interviewers must consistently meet deadlines set for data collection and for submission of administrative information. Maintaining the integrity of the project timelines is crucial to the overall quality of project management and administration. The interviewer also must complete expected quantities of work by planning and organizing their workload effectively.

6. Interviewers are expected to maintain the highest quality of work.

It is expected that the completed work of interviewers is accurate, with a minimum number of data quality errors. Interviewers are expected to have the ability to do the required tasks well, with a minimal amount of supervision.

2.2 Responsibilities of the Interviewer

Interviewers screen households and collect data through interviews with respondents by using the questionnaires. The interviewer's job is to complete interviews honestly and accurately according to the instructions received during training.

The interviewer has the following responsibilities:

- Understands the nature and content of the questions.
- Ensures respondents' confidentiality.
- Understands how to record responses, code questionnaires, and edit interviews.
- Ensures that the correct respondents are interviewed.
- Makes quality a priority in all aspects of interviewing.
- Records a true picture.
- Executes the work clearly and accurately.
- Strives for maximum efficiency without sacrificing quality.
- Is courteous and friendly.
- Is prepared to deal with problem situations that may arise during interviews.
- Is persuasive and minimizes the number of selected households and respondents who refuse to participate.

2.3 Advance Preparation Letters for the Surveys

Elementary schools in each of the geographic areas will receive an advance letter from FNS explaining the study and asking for assistance in identifying eligible children (Appendix D). All children included on the lists provided by the school, who participated in the free or reduced price breakfast and lunch program, will be given an introductory letter from the school principal to take to their parents or guardians at the end of the school year. The letter will explain the study, the timetable, and ask for the household's participation (Appendix E). Shortly before contacting the households for the screener interview, Felton & Harley will mail a second letter reminding the households of the study and the upcoming telephone interview (Appendix F).

The in-person interviews will be held at a local SFSP site or other designated facility. The director of the SFSP sites in each geographic location will be mailed an advance letter prior to fielding the study explaining the purpose of the study and asking for assistance in conducting the in-person interviews by encouraging participation and providing interview space (Appendix G).

2.4 Pretest Highlights

The purpose of the pretest was to evaluate the Screener/Extended Interview and the In-depth interview instruments to determine whether:

- the Screener correctly identified eligible households
- the questions were clear, understandable, and not overly sensitive
- the flow of each section was straightforward

The draft SFSP instruments were tested February 2 through February 12, 2004. The Screener/Extended interview instrument was tested by telephone on February 2-3, and the In-depth interview instrument was tested both in-person and through telephone modes on February 5, 7, and 12. A list of 51 children was obtained from an elementary school in Maryland. The list consisted of children who participated in school breakfast and/or school lunch at an elementary school. The school breakfast program was a 'universal' program, open to all children who attend the school regardless of whether they qualify for free and reduced-cost meals.

2.4.1 Telephone Screener and Extended Telephone Interviews

The telephone Screener and Extended interview instrument consists of four parts:

1. A Screener (TS) to identify eligible households

-
2. A section for respondents whose children are **p**articipants in an SFSP program (TP)
 3. A section for respondents whose children are **n**ot participants but are **f**amiliar with SFSP programs (TNF);
 4. A section for respondents who are **n**ot participants and are **n**ot familiar with SFSP programs (TNN).

A total of six Screener/Extended interviews were conducted with parents of eligible children using this instrument: 3 TPs, 2 TNFs, and 1 TNN. The time to complete the interview ranged from a high of 22 minutes to a low of 14 minutes. The average time to complete a TP interview was 17 minutes; TNF 20 minutes; and TNN 15 minutes.

2.4.2 In-depth Interview

The In-depth interview was conducted with four respondents – three participants (IP) and one non-participant household (IN). The interviews averaged 15 minutes to complete. In general, the three in-depth interviews flowed well and the questions were understandable to all respondents.

Because the introduction was too stilted for an in-person interview, each interviewer will write his/her own personal introduction from a set of talking points that sounds more like an explanation than a script.

2.4.3 Administrative Procedures and Labeling

As an interviewer for the Summer Foods Study, you will be contacting many families by telephone to complete a screener and for some households conduct an extended telephone interview. Before you begin making the calls to households that are part of your assignment you will need to do some advance preparation to ensure that you have all of the materials needed to conduct the call. In addition to having the case specific materials, you should have a supply of each type of interview within reach so that you can move quickly on to conducting the extended interview, if needed. Felton and Harley (F&H) will provide you with a sufficient supply of each type of data collection instrument to complete your assignment.

The study team has developed several forms designed to help you organize and complete work that is part of your assignment. These materials include:

Recruitment Grids
Record of Contacts Forms
Labels
Transmittal Forms

Recruitment Grid. We have developed Recruitment Grids as a tool to assist you in keeping track of how many types of interviews you have completed. It is very important that you keep the grid up-to-date so that you will know at a glance how many households

you have recruited. Each time you recruit a household you will record a “1” on the Recruitment Grid. The last column on the right of the Recruitment Grid indicates the “maximum number of households that you can recruit for each type of interview. The Recruitment Grid is an important tool because it will give you a running count of the number and categories of households you have recruited. A copy of a blank Recruitment Grid is shown as Exhibit 1.

Exhibit 1

RECRUITMENT GRID FOR _____			
SCREENER BOX A LINE	TYPE	Record # Recruited	MAXIMUM
A	Non-participant, Not familiar		} 40
B	Non-participant, familiar		
C	Participant, SFSP not public school		} 10;D<4
D	Participant, SFSP in public school		

Record of Contacts Form. To assist you in keeping track of all case-specific contacts that you make we have developed a Record of Contacts Form. This form is to be used to record the interim status code for each case within your assignment. You will also use this form to record any calls to parents or other contacts that you make related to the case. (A copy of this form is shown as Exhibit 2.

You will complete a separate record of calls for each case within your assignment. You should write in a status code for each call that you make using the following codes:

- 03 Scheduled Appointment
- 04 Scheduled Attempt
- 07 Number Not Working
- 08 Breakoff /Will Return
- 09 Breakoff/Refusal
- 10 Initial Refusal
- 11 Language Problem
- 30 Partial Complete
- 31 Complete English
- 32 Complete Spanish
- 33 Unavailable During Study Period
- 34 Refusal

The final response codes listed below can only be assigned by the study's management team. The FINAL CODES are:

- 40 Partial Complete
- 41 Complete English
- 42 Complete Spanish
- 43 Complete Other Language
- 44 Unavailable During Study Period
- 45 Refusal

The definitions of each of the interim result codes are shown below. Review this list carefully, as these are the codes that you will assign and report during your weekly report calls with F&H.

03	Scheduled Appointment	Use this code when you have made a definite appointment to conduct a screener or an interview. Do not use this code for a respondent who says "Call next week." Enter the appointment details under Comments.
04	Scheduled Attempt	Use code when you have attempted to reach the respondent and there is no answer or line is busy.
07	Number Not Working (telephone)	Use this code when you have attempted to reach the respondent by phone and the phone does not ring, does not give you a busy signal, or when you get a recorded message from the phone company or the number has been disconnected.
08	Breakoff – Will Return	Use this code when you get a breakoff, but the respondent agrees to complete the interview at a later time or date.
09	Breakoff – Refusal	Use this code when you first get a refusal breakoff. All initial refusal breakoffs will receive refusal conversion attempts. F&H will discuss with you whether you should try again and the approach you should take..
10	Initial Refusal	Use this code when you first get a refusal. All initial refusals will receive refusal conversion attempts. F&H will discuss with you whether you should try again and the approach you should take, or whether the case should be transferred to the other interviewer for that site.
11	Language Problem	Use this code if the respondent does not speak English or Spanish.
30	Partial Complete	Use this code for an incomplete interview.
31	Complete, English	An interview completed in English.
32	Complete, Spanish	An interview completed in Spanish.
34	Unavailable During Study Period	Use this code for a respondent who, for reasons of illness or absence, is not available to be interviewed during the time period in which the study is being conducted.
35	Refusal	Use this code for a parent or guardian who, despite all attempts at refusal conversion, continues to refuse to be interviewed.
FINAL RESULT CODES F&H USE ONLY		
40	Partial Complete	Use this code for an incomplete interview
41	Complete, English	An interview completed in English.
42	Complete, Spanish	An interview completed in Spanish.
44	Unavailable During Study Period	Use this code for a respondent is not available to be interviewed during the time period in which the study is being conducted.
45	Refusal	Use this code for a parent or guardian who, despite all attempts at refusal conversion, continues to refuse to be interviewed.

The data processing staff will review each complete interview before assigning a final code to any of the work that you submit. These response codes are important because they ensure that F&H knows the status of each case that has been assigned to you. We will assign a final response code to each household that has been screened and is eligible to be interviewed as well as to each completed interview. Final response codes for both the completed screeners and the completed interviews will be logged into the study's receipt control system

You will be required to complete a record of contacts for each case in your assignment. You will use the completed forms during your weekly report calls with F&H. The form includes space for you to write your name, the date of your contact or activity related to a specific case, the day, time (am or p.m.) contact with the household, and the interim result code for the screener and/or the interview. Under type of interview, you will record the status code under one of the following headings:

- Telephone, Non-participant, Not Familiar (TNN)
- Telephone, Non-participant, Familiar (TNF)
- Telephone, Participant (TP).

The first column of the form is where you will affix a Case ID label. Write in the ID number when you make your next and any subsequent entries about the case. Without the case ID section completed it will be impossible for you to know what case you are reporting on. This form also includes a comment section for you to write in any other relevant information that you believe is important.

Exhibit 2

INTERVIEWER NAME: _____

ANALYSIS OF THE SUMMER FOOD SERVICE PROGRAM
RECORD OF CONTACTS

Case ID	DATE	DAY	TIME	RESULT CODE				COMMENTS
				Screener	Interview Type			
				TNN	TNF	TP		
			am					
			pm					
			am					
			pm					
			am					
			pm					
			am					
			pm					
			am					
			pm					
			am					
			pm					
			am					
			pm					
			am					
			pm					

INTERIM RESULT CODES

Scheduled Appointment.....	03	Language Problem	11
Scheduled Attempt.....	04	Partial Complete	30
Number Not Working.....	07	Complete English.....	31
Breakoff Will Return	08	Complete Spanish	32
Breakoff/Refusal.....	09	Unavailable During Study Period.....	34
Initial Refusal.....	10	Refusal.....	35

Labeling. You will be responsible for affixing a label to each case for which you have made contact. Labeling is critical to the success of the study because it is our only means of keeping track of cases. Each interviewer will receive several sheets of unique labels. Each row of labels represents a case and should only be used when working that case. (A copy of the labels is shown as Exhibit 3) It is important that each case that you work must have a label affixed to each instrument, e.g. screener and the interview. The procedure for using the labels follows:

1. Affix the first label of the row to the screener.
2. Use the second label on the Record of Contacts.
3. If the household screens into the study, affix the third label to the appropriate interview i.e. TNN, TNF, or TP)
4. The fourth label can be used on the NIRF, if needed.

In addition to labeling each instrument, you must **always** use the unique ID number on all additional entries on the Record of Contacts and on all transmittal sheets. In these instances, you will need to hand-write the number exactly as shown on the label.

Exhibit 3

01-001

01-002

01-003

01-004

01-005

01-006

01-007

01-008

01-009

01-010

01-011

01-012

01-013

01-014

01-015

01-016

Transmittal Form. You will use a transmittal form when sending cases to F&H. (A copy of the transmittal form is included as Exhibit 4). The transmittal form includes a place to record your name, the city where the interviews are being conducted, the case ID number, and the type of data collection instruments being sent. The transmittal form is produced on 3-ply paper so that you can send the top two copies (white and yellow) to F&H and keep the bottom copy (pink) for your records.

Each week you will need to send the white and yellow copies of the transmittal form along with all completed work (screener and interviews) to F&H. Your timesheet should be included with your work via FedEx. Using FedEx enables F&H to track any mail that you send should it become lost or delayed.

Exhibit 4

ANALYSIS OF THE SUMMER FOOD SERVICE PROGRAM

INTERVIEWER TRANSMITTAL FORM

Name of Interviewer
Transmittal # _____

Date
City _____

Screenener ID	Interim Code	Questionnaire ID	Interim Code	NIRF? (Y/N)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

2.5 Sample of Participants

A list of names will be obtained from local school districts in each of the four geographic areas of elementary grade children who qualified and participated in the free or reduced price breakfast and lunch program through the SBP and NSLP during the 2003-2004 school year. Assuming that 90% of household can be accessed by phone we will use each list to sample proportionately to yield the required number of interviewees after allowing for an expected 80% response rate.

We will recruit 50 households per geographic site (for a total of 200 households) to participate in the study as follows:

- 40 households will consist of SFSP non-participants.
- 10 households will consist of SFSP participants.

We will first administer a screener to each of the participating households to identify households with children who attended elementary school during the 2003-2004 school year. Households that meet the screening criteria will be administered the extended telephone interview and asked questions about the one elementary school child who had a birthday most recently. The extended telephone interview will be completed immediately after the screener with the participating households. In addition, 50 percent of those completing the extended interview (25 per geographic site for a total of 100 households) will be invited to participate in a brief in-person interview, which will be conducted one to two weeks later by a member of the study team.

2.6 Contacting the Participants

The participant list in the sample should contain all the information you need to contact the household. When you contact the respondent named on the participant list, you should introduce yourself and explain the survey to the respondent that you are calling. You will say to them:

Hello, my name is _____. I'm calling for the U.S. Department of Agriculture. We are conducting a study about summer food programs for children.

[PAUSE AND ACKNOWLEDGE ANY RESPONSE FROM RESPONDENT]

The Department of Agriculture is asking for your support. Recently your child's school sent you a letter inviting you to be part of this study. You may have also heard about this study through your school, church or community leaders. We only need about 20 minutes of your time today to collect some information about your household and the kinds of feeding arrangements and child care that you made for your children this summer when they were not in school. We may also contact you again in a few weeks for an additional in-person interview to follow-up on some of the information you provided. Your participation is entirely voluntary. There are no consequences if you decide not to participate, in either the whole study or any particular question. Also, all

answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

2.7 Professional Ethics

Ethics can be broadly defined as a set of moral values or principles of conduct governing an individual or a group. It is important to show clients, employees, and the public, a prevailing sense of integrity, honesty, and responsibility in all aspects of work. All research conducted by the Felton & Harley/Westat team is based on the highest ethical standards. Interviewers are expected to maintain the same professional ethics.

As part of professional ethics, the rights of survey respondents **must** be protected by all members of the Felton & Harley/Westat team. These rights include:

- The **right of informed consent** refers to the legal requirement that respondents be given complete and accurate information so that they can make an informed decision about their participation in the survey. At the beginning of each interview, you will review the purpose of the Project, tell them why you are asking them to answer questions, and remind them that they are free to withdraw their consent and participation at any time. Instruct the respondent that their responses will be kept confidential. Some respondents may decline to consent. If this should occur, use the responses to refusals. If the respondent refuses to sign the consent, do not conduct the interview and record the refusal.
- The **right to refuse** refers to an individual's right to decline to participate in the study or to refuse to answer individual questions once an interview has begun.
- The **right of privacy** is guaranteed by the **Federal Privacy Act of 1974**. This Act prohibits the release of data gathered by or for a Federal agency without the written consent of the respondent. Fines and penalties apply to individuals or organizations that violate this law. You can explain this to a respondent when trying to gain his or her trust.
- The **right to accurate representation** requires honesty in dealing with respondents and answering their questions about the survey. For example, you cannot tell the respondent that an interview will take only 5 minutes if you know it will last about 30 minutes.

All staff involved in the collection, processing, and analysis of the survey data must be continually aware of the important responsibility to safeguard the rights of the survey participants. Since interviewers are in direct contact with these respondents, you must demonstrate high ethical standards in **all** project contacts.

2.8 Confidentiality

A significant amount of the data collected during the interview is sensitive. You must ask all questions and record all responses in a completely objective and nonjudgmental manner. Be aware of the sensitivity issue and of the need to treat as confidential any and all information you learn about respondents, whether directly from a response you receive or simply through casual observations before, during, or after the interview. Because of the sensitive nature of the subject matter, the project staff have taken special precautions to protect the confidentiality of the respondents. The confidentiality of all responses to the questions is protected under federal law (Section 501 of the Public Health Service Act). All answers are only used for research and analysis and cannot be used for any other purpose.

- Respondents should be reassured that any potentially identifying data, such as their address, are never made available to anyone outside the project staff.
- Individual responses are only analyzed in combination with other responses collected nationwide.

All project staff must share the commitment to protect the confidentiality of the respondents.

2.9 Survey Standardization

To ensure that the data are reliable, it is essential that all respondents hear the same questions. This means that **all interviewers must ask the questions exactly as written, in the same order, and in the same way.** The tone of the interview should be conversational, but without introducing information that may change the meaning of a question or bias a response.

You will notice in the questionnaires that many of the answer categories for each section are repeated. The general rule for this project is that for each section **all** answer categories must be read to the respondent **at least once.** Once the respondent “catches on” and understands the available answer options, then the interviewer does not need to repeat all the answer categories except as a prompt where the respondent seems to be hesitating over a response or is repeatedly selecting the same category.

Guidelines for Recording Answers for Different Types of Questions

- Open-ended, factual questions – Write down all information relevant to the question’s objectives.
- Open-ended, opinion questions – Write down the answer verbatim; use no paraphrasing or summaries.

-
- Close-ended, factual questions – Check off the answer chosen by the respondent. If the respondent is not certain which category fits, treat the question as an open question and record all the relevant information. The final decision about how to treat the answer should be made during the coding operation.
 - Close-ended, opinion questions – Check off the answer chosen by the respondent. Probe until the respondent chooses an answer. Do not check off an answer category unless the respondent chooses it.

2.10 Interviewer Effects

The interviewer can influence the respondent's answers consciously or unconsciously through the use of verbal and non-verbal cues. You must avoid interjecting your own expectations and values that could lead the respondent to provide biased answers. Respect the respondent's personality, customs, and cultural background and do not impose your own beliefs, values, and interpretations on the respondent. Always maintain a neutral approach and do not distort the wording of questions or instruction guidelines. If a respondent tells you about a painful experience to which you relate, do not share your own experience with them. Instead, you may say, "I am sorry that happened to you," or "That must have been a difficult time for you".

To avoid creating interviewer effects, do not:

- Offer your own opinion during the interview
- Show approval/disapproval through your tone of voice, expressions, or comments
- Discuss your own experiences with the respondent
- Read the questions using your own words instead of those written on the questionnaire

** The following examples show situations in which you could influence the respondent:

1. A question reads, "What is your profession?"

The Interviewer asks, "What is your current job?" A teacher by profession might be currently working in a grocery store because of a teacher's strike and would answer the first question "teacher" and the second "grocery store clerk." The correct response is lost, and those who interpret the data will never know it unless the interview was observed.

2. A question reads "How did you find out about the program?" with Interviewer instructions, "Do not read response options."

The Interviewer does not read the whole list of options out loud but begins offering some of them when the respondent hesitates. The respondent was about to say she was told about the program by a friend, but when the Interviewer suggests a TV commercial, she

says, “Oh, maybe I did see one.” She does not go on to say that her friend’s recommendation is what most motivated her to look into the program. The correct response has again been lost.

3. A question reads, “What is your opinion of how well the CEO is doing his job?”

Although the Interviewer’s probing instructions are to remain neutral, to say “un-huh” and “please continue” to get a complete response, when the respondent says he is happy with the CEO’s performance, the Interviewer chuckles and asks, “Well, what about that missing funds incident?” The chuckle tells the respondent that the Interviewer disagrees with him or her, and the question about the missing funds takes the respondent in a direction he would not have chosen if left to respond on his/her own.

*** (From Frey and Oishi, How to Conduct Interviews by Telephone and In Person, Sage, 1995, p.34)*

2.11 Listening Skills

In this context, listening involves two important aspects. First, by listening attentively to the respondent you will be able to probe for more information when necessary and be sensitive to the respondent’s level of comfort or discomfort with the question. Second, you must be able to hear and understand the respondent’s answer to record it correctly on the questionnaire. The best conditions for active listening include a state of “relaxed concentration” during which the interviewer is listening to the respondent, watching the respondent’s face and body language, and trying to understand the respondent’s ideas.

2.12 Body Language/Non-verbal Cues

As an interviewer, you must be aware of your own and the respondent’s physical expressions. Non-verbal cues can be conveyed through facial expressions, posture, and hand and foot movements. Slouching in the chair, resting your head on a hand, tapping your fingers, shaking your foot, playing with a pencil, or other object, yawning, fidgeting, or staring may all signal lack of interest in, anxiety about, or frustration with the interview process. Other body signals may indicate different emotional reactions, including sadness, anger, or confusion. Observe the respondent’s body language when he or she first enters the room and during the course of the interview. If the body language changes and there are obvious prolonged signs of distress during the interview, you may need to offer the respondent a short break to get a drink, go to the restroom, or walk about. Also be tuned-in to your own body language. You may be unintentionally telling the respondent you are bored, uninterested, or impatient, and this could affect his or her attitude and answers.

2.13 Interview Protocols

When beginning an interview, you should reassure the respondent that there are no wrong or right answers. As an interviewer you must:

- Read questions exactly as they are worded in the questionnaire.
- Read questions in the order in which they are presented on the questionnaire.
- Ask every question on the questionnaire (unless there are skipped instructions).
- After reading the question, listen quietly and patiently for the response.
- Do not interrupt or make a comment before the respondent has completed an answer.
- Read questions with no additions, deletions, or substitutions.
- Read each question slowly at about two words per second.
- Use a tone of voice that conveys assurance, interest, and a professional manner that is neutral and non-judgmental.
- Emphasize underlined words to enhance meaning.

Do not attempt to re-word or explain a question. If the respondent does not understand, repeat the question slowly. You can also use the standardized definitions presented with the questionnaire. If they continue to ask what it means, reply, “Whatever it means to you.”

Sometimes a respondent will want to answer a question before you have finished reading it. It is crucial that the respondent hear the entire question before answering. If the respondent interrupts, you must continue reading the question. This allows the respondent to hear the entire question and it also discourages future interruptions.

Don’t skip a question because the answer was given earlier or because you “know” the answer. In those situations in which the respondent has already provided information that probably answers the next question, you may preface the question with some combination of the following phrases:

- “I know we’ve talked about this,”--or--“ I know you just mentioned this, but I need to ask each question as it appears in the questionnaire.”
- You have already touched on this, but let me ask you...”
- You’ve told me something about this, and this next question asks...”

Do not direct the respondent toward an answer or assume that an “answer” you got in passing is the correct answer to a specific question at a particular point in the interview. Do not direct the respondent by mentioning an earlier answer. If an answer is different from the one you expect, do not remind the respondent of an earlier remark or try to force consistency. Finally, remember that although you may have read these questions many times, the respondent is hearing them for the first time and needs time to understand the questions in order to decide on the answers.

2.14 Interview Probes

When the respondent's answer does not meet the question's objective, probe to clarify or expand his/her answer.

The probing procedures listed below are useful in stimulating discussion. Introduce these devices casually as a natural expression of interest.

- **Brief affirming comments**, such as - "Yes, I see," show the respondent that you are giving your attention to the answer. They often stimulate the respondent to talk further.
- **An expectant pause** accompanied by an inquiring look after the respondent has given only an incomplete reply often conveys to the respondent that (s)he has merely begun answering the question. It will often bring forth further response.
- **Repeating the question** or listing the response categories (when applicable) is useful when the respondent does not understand the question, misinterprets it, seems unable to make up his/her mind, or strays from the subject.
- **Repeating the respondent's reply** is useful in helping to clarify the response and prompting the respondent to enlarge upon his/her statement. Be sure you adhere strictly to the respondent's answer and do not interject your own ideas.
- **Neutral questions** (probes) in a neutral tone of voice will bring fuller, clearer responses. For example:

"I don't quite understand what you mean."

or

"Which figure would you say comes closest?"

(Probe to clarify hours worked last week, weeks looking for work, or income.)

Such questions show your interest and are successful when used correctly. You must recognize immediately how the respondent's answer fails to meet the question objective and use a neutral probe to get the correct information. Your manner of asking neutral questions is important; a sharp demanding tone can damage rapport. It is sometimes good for you to appear slightly bewildered by the respondent's answer. Indicate in your probe that it might be you who did not understand. (For example *"I'm not sure what you mean by that, could you tell me a little more?"*) This can arouse the respondent's desire to help someone who is trying to do a good job. However, do not overplay this technique. The respondent should not get the feeling that you do not know when a question is properly answered.

2.15 Importance of Using Neutral Probes

We have stressed that you need to stimulate discussion. **This does not mean that you should influence the respondent's answer or unnecessarily prolong the interview.** Probing should be as neutral as possible so you do not distort the respondent's answers. When you ask neutral questions of all respondents, we have comparability between all the interviewers in the survey. If each interviewer asks a leading probe, we would not be comparing responses to the same questions. This would defeat the goal of having a standardized survey.

Respondent Replies "I Don't Know"

Respondents do not always mean what they first say. The "I don't know" answer might mean:

- The respondent does not understand the question and answers "I don't know" to avoid saying that (s)he did not understand.
- The respondent is thinking and says, "I don't know" to give him/her time to think.
- The respondent may be trying to evade the issue, so (s)he begs off with the "I don't know" response.
- The respondent may actually not know.

Discussion often presents a truer picture of the respondent's thoughts and may help you determine if you should probe further. Here are some examples of acceptable neutral probes:

Repeating All or Part of the Question

- "Let me read the question again." Repeat the full question with emphasis.
- "Let me read the question again just to be sure we are focusing on the same time period." Repeat the full question with emphasis.
- Repeat the answer choices with emphasis.
- Wait 10–15 seconds. If no answer is given, repeat the full question.

Requesting a Clarification

- "For this question, I need an answer of either 'yes' or 'no'."
- "Is that a 'yes' or a 'no'?"
- "Can you give me a specific number of (hours/days/weeks/etc.)?"
- "Would you say more or less?"

Reassurances

- "To the best of your knowledge . . ."

-
- "Remember that we will not tell anyone what you say."
 - "Remember, there are no right or wrong answers."
 - "Take your time."
 - "I have to ask all of the questions in order."
 - "We're interested in your own interpretation of the question."
 - "We just want to know what you think."
 - "Whatever [WORD] means to you."

Repeating an Earlier Question

- "Let me read you an earlier question."

2.16 Handling Objections (Refusal Conversion)

Most individuals are friendly and willing to cooperate but a few individuals will have concerns, objections, suspicions, or fears. What may appear to be a refusal to cooperate may be just an expression of concern or a need for more information about the study, the procedures, or the background of the research.

Since you are the first point of contact for this study, you need to be prepared to overcome initial objections. Often you will need to answer the respondents' questions before you can administer the interview. Five common reasons for not wanting to cooperate are:

- The respondent questions the **purpose of the study**
- The respondent questions the **legitimacy of the study**
- The respondent questions the **selection process** ("Why me?")
- The respondent is concerned about the **time** required
- The respondent has **fears about being interviewed**

When a respondent avoids the interview you might wonder why we don't just forget about him or her and go on to the next case. For the data to be valid, we must try to convince each respondent who is selected for the study to cooperate. Each respondent selected for the study represents many others of similar age and background. He or she can't be replaced. Therefore, we want to encourage each respondent to participate.

The following points should help you to reduce or eliminate "refusals" when making contacts:

- Do not invite refusals. An air of apology or defeat can sometimes trigger a refusal. Assume that the respondent will want to participate.
- A friendly, confident and positive manner—assertive but not aggressive—will usually have positive effects.

-
- Listen carefully to the respondent's comments and try to determine the basis for objections. Then target your responses to those objections or concerns.
 - A little more detail about the study, the procedures, confidentiality, or the time involved may answer the "unasked" question. Sometimes the best technique is to simply ask, "Is there something more I can explain to you about your participation in this study?"

If you are unable to overcome a respondent's objections and the person simply will not consent to the screening, then accept the refusal as courteously and graciously as possible and thank the person for his/her time. Do not pressure, argue, or otherwise alienate the person. **Whatever the circumstance of the refusal, always remember to be professional, courteous, and friendly.** Your goal is to leave the door open for another contact by you or by someone else to secure a promise of cooperation. Table 2A contains common reasons given by respondents for refusing a screening or an interview. Different reasons need to be countered with a different emphasis in response. It is important to listen to the respondent's comments and tailor your response to the respondent's concerns or need for information.

Exhibit Chapter 2. Countering Refusals

Reason for Refusal	Response
"Too busy" / "No time"	Explain that the screening takes only a few minutes. If a respondent is selected for an interview, stress that you will work around their schedule. Make an appointment to conduct the interview or arrange for a convenient callback time.
"Don't want to give the government personal information" / "Don't like surveys"	The objective is to assure respondents the survey is not invasive and their privacy will be maintained—by explaining the survey's design and the manner of administration. Stress that our interest is only in the total of all responses nationwide, not in individual answers. No individual respondent will be connected to any of the responses in any way.
"Can't be sure it's confidential" / "Need to verify this is a legitimate study"	Be sure to listen carefully to what respondents are telling you. Rather than automatically assuming their questions about confidentiality are an expression of distrust, inquire enough to see if what they really need is more information.
"Nothing in it for me" Uncooperative	Stress the importance of survey research in public policy—policies the respondent helps pay for with taxes—and that this is their opportunity to contribute to the formation of public policy. It is also their chance to help improve the SFSP for children in their community. We also offer a \$20 stipend to individuals selected to participate in an in-person interview.
"I have to talk to my husband/wife first" "I think my (social) worker sent you"	Consider that these people are responding to what another person or force might think about their participation. Assure them you are a legitimate field interviewer and that their responses are totally confidential—the INS or the welfare workers or the Court system will never know of their participation in the survey.
"I'm not feeling very well" "Can I put the children to bed" "This is not a good time"	In these cases, you have caught the person at a bad time but the situation is temporary, and at another time the respondent will likely agree to be screened or interviewed. Ask when would be a better time to come back and set an appointment if you can.

Though refusals may be discouraging, handling them professionally—and not personally—will be the most successful approach in the long run. Do not allow refusals to change your attitude and approach when interviewing. Even the best interviewers experience occasional refusals; it is not necessarily a reflection of your ability as an interviewer.

2.17 Answers to Commonly Asked Questions and Objections

Your screening introduction gives potential respondents a general idea of what to expect from the study. Many people are satisfied with this explanation. Others will have questions or concerns. Use your knowledge of the Project as well as your knowledge of survey research in general, to answer the respondent's questions and address any specific concerns.

If you do not know the answer to a question, offer to find out the answer either right away or later, depending on how important it is to the participation of the potential respondent. If the respondent's participation rests on getting an answer immediately, offer to call Stephen Broyles first and, if necessary, Sheila Harley to resolve the problem.

Some of the most common questions asked by respondents and the appropriate responses are shown below. Study these carefully so that you become very skilled in using this information. It is crucial that you be completely comfortable explaining the survey to potential respondents.

1. Why is the USDA conducting this survey?

The USDA is conducting the survey to determine how, and the extent to which, the food needs are being met for children who are eligible for SFSP but who do not participate.

2. Who do you work for?

I work for Felton & Harley Associates who were hired by the USDA to conduct the surveys.

3. May I speak to someone else about the study?

You can speak to the Project Director, Sheila Harley. Her number is 202-530-7734.

If they want to speak to someone at the USDA, please refer them to Fred Lesnett at 703-605-0811.

4. How did you get my phone number?

Your number was selected from sample of households with elementary age children who attended schools in your local school district. This means it was "by chance" that your phone number was selected. We will also be collecting data from other households in your local school district.

5. Why do you need to talk to me (or this household)?

Your opinions are very important. You can help us determine how the food needs of children who participate in free or reduced price lunch programs during the regular school year are met in the summer time when school is not in session. The information obtained from this survey will be used in planning improvements for the SFSP.

6. I don't have time to participate in a survey.

I can schedule the interview at any time that is convenient for you. Also, if you prefer, we can start the interview now and finish it later. OR: Maybe I've caught you at a bad time. Would tomorrow or later today be a better time to call back? Would the weekend be better? When would be a good time to call back?

7. How long is the survey going to take?

This is a very brief survey that will only take a few minutes. Lets get started now.

8. What happens to the information I give you? Where does it go? Who handles it?

The only people who will have access to the information you give us are our own staff who have taken an oath of confidentiality. Even they will never see or hear your name or the names of anyone in your family. As added protection, I am required by law not to reveal any information other than to persons directly involved with the study. Each person associated with the study is required to sign a promise that they will keep confidential all information provided by respondents. Survey results will be published only as statistical totals, and your name will not be associated with any of the data.

9. I don't want to buy anything. Are you a member of a religious organization?

I am not selling anything/soliciting money/ asking you to join any religion or faith. This is an important study sponsored by the USDA. We are trying to determine how the food needs of children who participate in free or reduced price lunch programs during the regular school year are met in the summer time when school is not in session. Let's start now.

10. I don't do surveys.

I'm sorry you may have had unpleasant experiences with other surveys. Your answers are extremely important and your participation is needed to make this survey a success. I think you'll find the questions in this survey interesting. Let's start and you can see.

11. Can I refuse items in the survey?

Providing information on this survey is voluntary, and there is no penalty if you choose not to respond. However, you are encouraged to participate to insure that the data collected are complete and accurate. Your survey will be treated as confidential.

12. Will you send me the study results?

There is no plan to release the results to the individuals participating in the survey. The data will be analyzed and reports will be issued by the USDA. We can make a copy of the final report or an executive summary of the final report available to you at the end of the study.

2.18 Answering Machine Messages/Voice Mail

Please remember that your voice is the first contact that the household has to the study. Thus, your voice should be friendly and clear. You want to make a good first impression with the respondent in hopes that he or she will call us back on the toll free number. When you hear the answering machine, you should follow this script:

Hello, I'm [INSERT INTERVIEWER NAME] calling on behalf of the USDA. We are calling to invite you to participate in a brief survey to determine how and to what extent to which, the food needs are being met for children who are eligible for SFSP but who do not participate. Could you please call our toll free number 1-877-303-2292 and ask to speak with Stephen Broyles about the Summer Food Service Program Study. We look forward to speaking with you. Again, that toll free number is 1-877-303-2292.

Thank you, good-bye.

2.19 Recording Responses

Most of the questions in the survey questionnaire have pre-coded responses, however a few questions are open-ended and you must write in a response to the question. Some questions have pre-coded responses including an "Other (SPECIFY)" category. If the respondent's answer does not fit into a pre-coded answer, then choose "Other" and specify the response.

When recording open-ended or "Other (SPECIFY)" responses, follow the recording practices below to ensure the recorded responses accurately reflect the respondent's answers.

-
- Record the response verbatim. Record answers in English, even if the interview is being conducted in Spanish. Only record a Spanish word if there is no comparable English word to translate the answer.
 - If you run out of room in the "other specify" box, make a note for the question, continuing the answer on the reverse side of the page.
 - Record your notes for any responses that "don't quite fit" in one of the response categories for that question. Remember to record any general remarks about the interview or interview setting of the questionnaire. Your notes will help the analysts to understand any points of confusion, difficulty, etc.
 - If you mistakenly enter the wrong answer or if the respondent changes his/her mind, go back to the question to enter the correct response and initial any changes.

2.20 Ending the Interview

Be sure to sincerely thank the respondent for spending time with you and for contributing to the success of this important national study. Do your best to leave the respondent feeling very positive about the interview. Stipends will be paid to the respondents in 30 days.

2.21 Editing the Interview

You are expected to conduct two edits after each round of interviewing for each questionnaire you complete. One, which is called a "scan edit", will be conducted at the interview site in the presence of the respondent. The other, a more complete edit, will be done after you leave the interview site.

During your scan edit at the SFSP site, you should go back over the questionnaire just as soon as you finish the interview. During this edit, you will check to see that you have asked all of the applicable questions and that your recorded responses are legible. You should also make sure that the information on the cover of the questionnaire is accurate and complete. This scan edit is completed in the presence of your respondent so that if you find that you have not asked some questions that you should have asked, you can go ahead and ask them. Further, you might find that some of your recorded responses are not clearly legible. For example, you might have accidentally circled two numbers instead of one. In such instances, you will be able to make sure you have the proper answer marked by confirming the response

The more complete and extensive edit will be done prior to your data submission. At this point you should go back over each questionnaire you have completed during the day (or evening) and check for the following:

- Make certain that the ID numbers of the questionnaires you have completed are correct.
- Check all the other information on the cover of each questionnaire to be sure that all of the required information has been completed.
- Review each questionnaire for completeness and accuracy; that is, check again to be sure that you have not skipped any questions which should have been asked.
- Make sure that all of your recorded responses are legible.
- Make sure that any marginal notations are legible, as are all responses to open-ended questions.

Our goal is to end up with error-free questionnaires as a result of the editing completed in the field.

2.22 Data Submission

Each data collection instrument will include a unique 5 digit ID number. Each survey instrument will consist of a two-digit project ID designated for each site, followed by 3 digits beginning with 001 in each site. An example of the ID structure is 01-001 where 01 designates the site and 001 is the sequential number of the survey. Labels will be generated for the screener and extended telephone interview. The labels will be affixed, in order, to the surveys.

The labels are important because they will be used to receipt the completed instruments into the receipt system designed for the study. The survey instruments will be formatted so that they are easy to read. The instrument will also be pre-coded, so that the interviewer will need only to circle or check-off items.

Westat has developed an in-house receipt system to track survey questionnaires through internal data processing activities. The system will be used to record receipt of questionnaires by Westat data preparation staff. Westat analysis staff will be responsible for the review of key data items and determination of appropriate questionnaire status. At the end of data collection, the receipt system database will be compared with the final keyed questionnaire data to ensure that all hard-copy questionnaires have been successfully entered into the survey database.

When a questionnaire arrives, it will be logged into the system and reviewed. All questionnaires will be reviewed for completeness. Although the survey administrator will be responsible for assigning an interim status code for each case in their assignment, questionnaires will be assigned a final status code based on the reviewer's evaluation.

The interim status codes that you will use are:

- 03 Scheduled Appointment
- 04 Scheduled Attempt
- 07 Number Not Working
- 08 Break-off/Will Return
- 09 Break-off/Refusal
- 10 Initial Refusal
- 11 Language Problem
- 30 Partial Complete
- 31 Complete English
- 32 Complete Spanish
- 33 Complete Other
- 34 Unavailable During Study Period
- 35 Refusal

The final response codes listed below can only be assigned by project staff. The final codes are:

- 40 Partial Complete
- 41 Complete English
- 42 Complete Spanish
- 43 Complete Other Language
- 44 Unavailable During Study Period
- 45 Refusal

The response code and date will be logged into the receipt control system. Receipt control will serve as a critical checkpoint to ensure that each questionnaire has been correctly completed.

Chapter 3 - Telephone Interview Procedures for the Screener

3.1 Conducting the Telephone Interview

The telephone interview will include a **Screener** to identify and recruit eligible respondents, as well as an **Extended Interview** for those respondents who are eligible to participate.

You will administer the Screener to parents and guardians of children who are eligible to participate in the Summer Food Service Program. You will be provided a list of eligible children that participated in the free or reduced price breakfast and lunch program at a school in your assigned local school district. The Screener will classify these households as either 'Participants' or 'Non-participants' in the Summer Food Service Program (SFSP). In addition, it will identify 'Non-participant' households as either familiar or not familiar with the SFSP programs.

Using the Screener, your goal is to recruit 50 households to complete the Extended interview. Of those, 40 will be non-participants (either familiar or not familiar with the SFSP programs) and 10 will be participants. Of the 10 participants, you may recruit up to four households whose children attend an SFSP program in a public school. Once a household is determined to be eligible to participate and is categorized as a 'Non-participant' or 'Participant', you will recruit the household if you have not filled your quota for that particular category.

The respondent representing the recruited household will then be administered one of three different Extended Interviews, depending on how the household is categorized. The Extended Interviews include: (1) Non-participant, Not familiar with SFSP; (2) Non-participant, Familiar with SFSP; and (3) Participant in SFSP.

The following pages contain question-by-question (QxQ) specifications for each question and box on the Screener and Extended Interview. This chapter is set up so that you can refer to the questionnaire as you are reading the description of each question. When you turn this page you will find an illustration of the first page of the Screener questionnaire on the left side and the description of that page on the right side. The part of the questionnaire being described is highlighted in gray to draw you to that particular section.

OMB #:

EXPIRATION DATE:

**SCREENER
AND
EXTENDED TELEPHONE INTERVIEW FOR ELIGIBLE PARTICIPANTS**

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

SITE NAME/ADDRESS: _____

START TIME: |_|_|_|_|_|_|_|_|_|_| AM PM

STOP TIME: |_|_|_|_|_|_|_|_|_|_| AM PM

FOR OFFICE USE ONLY

DATE RECEIVED: _____

BATCH #: _____

ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN

OMB #XXXX EXP. DATE: XX/XX/XXXX

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Office, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7479, ATTN: PRA (0925-0465). Do not return the completed form to this address.

3.2 Screener

3.2.1. Screener First Page

The first page of the Screener includes a box for the label ID and other information that you will need to fill in before or at the beginning of the interview.

Before you dial the household telephone number, fill in the following information:

Label box. Remove one of the labels from your package of labels and affix it over the box.

Interviewer name. Record your name on the line, last name first, and first initial. For example, *Curtin, S.*

Interviewer ID. Record the interviewer ID that you were assigned in training.

Once you get a respondent on the phone, fill in the following information:

Date of interview. Record the day, month, and year. Back fill the day and month with leading zeros if needed. Record the year as four digits. For example, */0/3/ /0/9/ /2/0/0/4/*.

Site name/Address. Record the local site name(s) and address(es) provided you by F&H. You will need these names as you administer the Screener questionnaire.

Start Time. Record the time you start the interview in hours and minutes. Back fill with leading zeros if needed. For example, */0/4/ /0/5/ AM PM* ○

Stop Time. Record the time you complete the interview in hours and minutes, following the same procedures as for the Start Time.

SCREENER

Hello, my name is _____. I'm calling for the U.S. Department of Agriculture. We are conducting a study about summer programs for children and what role these programs play in feeding your children during the summer months.

[PAUSE AND ACKNOWLEDGE ANY RESPONSE FROM RESPONDENT]

The Department of Agriculture is asking for your support. Recently your child's school sent you a letter inviting you to be part of this study. You may have also heard about this study through your school, church or community leaders. We only need about 20 minutes of your time today to collect some information about your household and the kinds of feeding arrangements and child care that you made for your children this summer when they were not in school. We may also contact you again in a few weeks for an additional in-person interview to follow-up on some of the information you provided.

Your participation is entirely voluntary. There are no consequences if you decide not to participate, in either the whole study or any particular question. Also, all answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

S1. How many children currently live in this household who are 6 through 18 years old? Please include children who are 6 years old and 18 years old.

____|____ # Children

[0=INELIGIBLE HOUSEHOLD, END]

S2. (Did this child/Did any of these children) attend elementary school during the past school year?

NO..... 01 (END)
YES..... 02 (CONTINUE)

S3. How many children attended elementary school during the past year? [CONFIRM IF S1=1]

____|____ # Children

S4. Are you the parent or guardian of (this child/these children)?

NO..... 01
(ASK TO SPEAK TO PARENT/GUARDIAN;
IF NOT AVAILABLE, GO TO
CALLBACK BOX)
YES..... 02 (CONTINUE)

3.2.2. Screener Introduction

You will read the first paragraph of the introduction to the respondent verbatim. The introduction is designed to identify you, name the U.S.D.A. as the study sponsor, and introduce the respondent to the study. If the person who answers the phone is not an appropriate respondent (e.g., friend, neighbor, or child) you will ask to speak to an adult in the household and repeat the first paragraph to that person. If there is no adult in the household you will ask for a good time to call back and terminate the call. Record the call back information on the call record.

Continue with the second paragraph of the introduction, reading verbatim. In this paragraph you will orient the respondent to the study by reminding him or her of the advance letter from the school principal that was sent home with his or her child at the end of the school year (Appendix E) and the F&H letter that was sent to the household in early July, reminding them of the upcoming telephone call (Appendix F). In addition, you will suggest that they may have heard about the study through local churches, community leaders, or schools. You will also explain the purpose of the telephone call and the average amount of time it will take to complete the interview (20 minutes). Finally, you will introduce the possibility of contacting them a second time in a few weeks for an in-person interview.

The last paragraph summarizes the Privacy Act under which this study is being conducted. They have a right to know that their participation is entirely voluntary and there are no consequences if they decide not to participate. All their answers will be kept confidential and there will be no way to identify them through the answers they provide.

SCREENER

Hello, my name is _____. I'm calling for the U.S. Department of Agriculture. We are conducting a study about summer programs for children and what role these programs play in feeding your children during the summer months.

[PAUSE AND ACKNOWLEDGE ANY RESPONSE FROM RESPONDENT]

The Department of Agriculture is asking for your support. Recently your child's school sent you a letter inviting you to be part of this study. You may have also heard about this study through your school, church or community leaders. We only need about 20 minutes of your time today to collect some information about your household and the kinds of feeding arrangements and child care that you made for your children this summer when they were not in school. We may also contact you again in a few weeks for an additional in-person interview to follow-up on some of the information you provided.

Your participation is entirely voluntary. There are no consequences if you decide not to participate, in either the whole study or any particular question. Also, all answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

S1. How many children currently live in this household who are 6 through 18 years old? Please include children who are 6 years old and 18 years old.

|_|_| # Children

[0=INELIGIBLE HOUSEHOLD, END]

S2. (Did this child/Did any of these children) attend elementary school during the past school year?

NO..... 01 (END)

YES..... 02 (CONTINUE)

S3. How many children attended elementary school during the past year? [CONFIRM IF S1=1]

|_|_| # Children

S4. Are you the parent or guardian of (this child/these children)?

NO..... 01

(ASK TO SPEAK TO PARENT/GUARDIAN;
IF NOT AVAILABLE, GO TO
CALLBACK BOX)

YES..... 02 (CONTINUE)

3.2.3. Screener Questions

Following are the question-by-question specifications for the Screener questions.

S1. This question asks the number of children living in the household who are 6 years old or older, up through 18 years old. Enter the number of children in the boxes. Back fill the zero if needed.

For example, |0|3| # Children

If there are no children in the household go to the END box.

S2. This question asks whether any of the children counted in S1 attended elementary school. Notice that the introductory phrase is different depending on whether the respondent reported more than one child in S1. If the respondent answers yes to this question, continue with the next question. Otherwise, go to the END box.

S3. This question asks the number of children living in the household who attended elementary school. If, in S1, the respondent reported only one child living in the household, confirm the number, rather than asking the question. For example, say '*So one child attended elementary school during the past year?*' Enter the number of children in the box. Back fill the zero if needed.

S4. This question asks the respondent whether he/she is the parent or guardian of the children counted in S1. If the respondent answers *No*, ask to speak to a parent or guardian. If that person is not available, go to the Callback Box.

S5. Did (this child/any of these children who attend elementary school) participate in the school breakfast or the lunch program during the last school year?

NO..... 01 (END)
YES..... 02 (CONTINUE)

S6. Are you familiar with the children's summer program in your area at (LIST LOCAL SFSP SITES) that provide(s) breakfast and or lunch?

NO..... 01 (BOX A, LINE A)
YES..... 02 (CONTINUE)

S7. Did (this child/any of these children who attend elementary school) participate in (this program/one of these programs) during the summer?

NO..... 01 (BOX A, LINE B)
YES..... 02 (CONTINUE)

S8. Was the summer program he/she/they attended at a public school?

NO..... 01 (BOX A, LINE C)
YES..... 02 (BOX A, LINE D)

CALLBACK BOX

I need to talk to a parent or guardian of the children. When is the best day and time to try to contact that person?

[ENTER INFORMATION ON INFORMATION SHEET]

Thank you for your time.

S5. This question asks the respondent whether any of the children in their household who attended elementary school, were in the school breakfast or lunch program in the past year. Notice that the introductory phrase is different depending on whether the respondent reported more than one child in S1. If the respondent answers *No*, go to the END box. Otherwise, continue.

S6. This question asks whether the respondent is familiar with the SFSP programs in their area. Read the list of the programs that you recorded on the first page of the questionnaire. If the respondent answers *No*, the household is categorized as a ‘non-participating, non-familiar’ household in the study. Go to Box A, Line A to determine whether you can recruit the household. Otherwise continue.

S7. This question asks whether the elementary school aged child participates in one of the SFSP programs that you named in S6. Notice that the introductory phrase is different depending on whether the respondent reported more than one child in S1. If the respondent answers *No*, the household is categorized as a ‘non-participating, familiar’ household in the study. Go to Box A, Line B to determine whether you can recruit the household. Otherwise, continue.

S8. This question asks whether the SFSP program referred to in S7 was in a public school. If the respondent answers either *No* or *Yes*, the household is categorized as a ‘participating’ household in the study. To determine whether you can recruit the household, go to Box A, Line C for a *No* response; and Box A, Line D for a *Yes* response.

3.2.4. Callback Box

Question S4 will send you to the Callback Box if the respondent is not the parent or guardian. Read the statement verbatim. Record all information on the call record information sheet.

BOX A	
LINE	LOOK AT RECRUITMENT GRID. DOES.....
A NO to S6	Line A+B = ≤40? YES.....01 (RECRUIT, TNN) NO.....02 (END)
B NO to S7	Line A+B = ≤40? YES.....01 (RECRUIT, TNF) NO.....02 (END)
C NO to S8	LINE C+D = ≤10? YES.....01 (RECRUIT, TP) NO.....02 (END)
D YES to S8	LINE C+D = ≤10 and LINE D <4? YES.....01 (RECRUIT, TP) NO.....02 (END)

END

I'm sorry, your household is not eligible to participate in this study because.....

- S1.** there are no children 6 to 18 years old in your household.
- S2.** there are no children who attend elementary school in your household.
- S5.** none of the children in your household participated in the school breakfast or lunch program during the school year.
- LINE A.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE B.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE C.** we have already recruited the number of households we need who have children who participated in a summer program.
- LINE D.** we have already recruited the number of households we need who have children who participated in a summer program at a public school.

3.2.5. Box A

This box asks you whether you have reached the quota for each respondent category so that you can decide whether to recruit the household or not. The following is a listing of what each line represents.

- Line A (NO to S6) = non-participant, not familiar with SFSP sites
- Line B (NO to S7) = non-participant, familiar with SFSP sites
- Line C (NO to S8) = participant, SFSP not in public school
- Line D (YES to S8) = participant, SFSP in public school

You will recruit a total of 40 non-participants and 10 participants in your geographical area. Notice that the quota for non-participants includes Lines A and B and the quota for participants includes Lines C and D. You will answer the question in Box A by referring to your **Recruitment Grid**. Each time you recruit a household you will record it on the Recruitment Grid. This will give you a running list of the number and categories of households you have recruited. Below is a sample Recruitment Grid for Kansas City.

Sample Recruitment Grid

RECRUITMENT GRID FOR KANSAS CITY

Screener Box A Line	Type	Record # Recruited	Maximum
A	Non-participant, Not familiar	IIII IIII III	40
B	Non-participant, Familiar	IIII IIII	
C	Participant, SFSP not public school	IIII II	} 10
D	Participant, SFSP in public school	II	<

Record here when you recruit a HH

The last column on the right tells you the maximum number of households you can recruit in a particular category.

BOX A	
LINE	LOOK AT RECRUITMENT GRID. DOES.....
A NO to S6	Line A+B = ≤40? YES.....01 (RECRUIT, TNN) NO.....02 (END)
B NO to S7	Line A+B = ≤40? YES.....01 (RECRUIT, TNF) NO.....02 (END)
C NO to S8	LINE C+D = ≤10? YES.....01 (RECRUIT, TP) NO.....02 (END)
D YES to S8	LINE C+D = ≤10 and LINE D <4? YES.....01 (RECRUIT, TP) NO.....02 (END)

END

I'm sorry, your household is not eligible to participate in this study because.....

- S1.** there are no children 6 to 18 years old in your household.
- S2.** there are no children who attend elementary school in your household.
- S5.** none of the children in your household participated in the school breakfast or lunch program during the school year.
- LINE A.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE B.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE C.** we have already recruited the number of households we need who have children who participated in a summer program.
- LINE D.** we have already recruited the number of households we need who have children who participated in a summer program at a public school.

Recruiting Households in the ‘Non-participant’ Categories. Since ‘Non-participants’ are included in both Lines A and B (‘Not familiar’ and ‘Familiar’ categories), you need to make sure that you recruit no more than 40 households from Lines A and B combined. As shown in the sample Recruitment Grid, 22 households have been recruited in the Non-participant categories – 13 who are not familiar with the SFSP programs and 9 that are familiar with the programs.

Box A tells you to ‘LOOK AT THE RECRUITMENT GRID and answer the question: *Does Line A+B ≤40?* As shown in Step 3 below, A+B = 22, so you can recruit the household.

RECRUITMENT GRID FOR KANSAS CITY

Step 3

Screener Box A Line	Type	Record # Recruited	Maximum
A	Non-participant, Not familiar	IIII IIIII III	} 40
B	Non-participant, Familiar	IIII IIII	
C	Participant, SFSP not public school	IIII II	} 10; D <4
D	Participant, SFSP in public school	II	

BOX A	
LINE	LOOK AT RECRUITMENT GRID. DOES.....
A NO to S6	Line A+B = ≤40? YES.....01 (RECRUIT, TNN) NO.....02 (END)
B NO to S7	Line A+B = ≤40? YES.....01 (RECRUIT, TNF) NO.....02 (END)
C NO to S8	LINE C+D = ≤10? YES.....01 (RECRUIT, TP) NO.....02 (END)
D YES to S8	LINE C+D = ≤10 and LINE D <4? YES.....01 (RECRUIT, TP) NO.....02 (END)

END

I'm sorry, your household is not eligible to participate in this study because.....

- S1.** there are no children 6 to 18 years old in your household.
- S2.** there are no children who attend elementary school in your household.
- S5.** none of the children in your household participated in the school breakfast or lunch program during the school year.
- LINE A.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE B.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE C.** we have already recruited the number of households we need who have children who participated in a summer program.
- LINE D.** we have already recruited the number of households we need who have children who participated in a summer program at a public school.

Recruiting Households in the ‘Participant’ Categories. You will recruit a total of 10 households in the ‘Participant’ categories in your geographic area. Notice that the quota is divided between Lines C and D. You can recruit up to 10 Participants from Line C (Participants who attend SFSP site not a public school) but no more than 4 Participants from Line D (Participants who attend SFSP sites at a public school). **Ideally, we would like to recruit all 10 Participants from Line C.**

Continue with Interview. If you answer ‘Yes’ to one of the Lines in Box A, it will direct you to the Extended Interview. The acronyms are as follows:

TNN – Telephone, Non-participant, Not Familiar
TNF – Telephone, Non-participant, Familiar
TP – Telephone, Participant

Each questionnaire is marked at the top with the name of the interview.

3.2.6. END Box

The END box contains the statements that you will read when a respondent is either not eligible to participate in the study or you have met your quota for that category. Read the statements verbatim. You will read one of the first three statements if the household is not eligible based on the response to S1, S2, or S5. You will read one of the last four statements if you have met your quota for the category the household has been assigned to.

Chapter 4 - Telephone Interview Procedures for the Extended Interviews

The Telephone Extended Interview consists of three categories of interviews:

- Non-participant, Not familiar with SFSP (TNN)
- Non-participant, Familiar with SFSP (TNF)
- Participant in SFSP programs (TP)

Once you determine that you need to recruit the household, go directly to the questionnaire identified in Box A and read the introduction.

PUT LABEL ID HERE

TNN

EXTENDED TELEPHONE INTERVIEW FOR ELIGIBLE HOUSEHOLDS

NONPARTICIPANT, NOT FAMILIAR W/ SFSP PROGRAMS (TNN)

Your household is eligible to participate in this study. Now I want to ask you some questions about yourself and your family.

BOX A

IF S1=1, TNN7
IF S1>1, CONTINUE

TNN1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. Did any of these children participate in any summer program that provided breakfast and or lunch?

YES 01
NO 02 (TNN6)

TNN2. How many participated in a summer program that provided breakfast and or lunch?

|_|_|
CHILDREN

TNN3. How many of those children who participated in a summer program that provided breakfast and or lunch were in elementary school this past year?

ONE CHILD01 (CONTINUE)
MORE THAN ONE CHILD02 (TNN5)

TNN4. What is the name of this child?

_____ (TNN8)

TNN5. Of these children, what is the name of the one who had a birthday most recently?

(TNN8)

4.1 Telephone Non-participant, Not familiar with SFSP (TNN)

Respondents who are administered this questionnaire represent households that have elementary school-aged children who participate in free or reduced price school breakfast and lunch programs, but who did not participate in SFSP AND are not familiar with the local SFSP sites. Following are the question-by-question specifications for the TNN questionnaire.

BOX A. Box A determines whether you begin with TNN1 or skip to TNN7. If more than one child was reported living in the household on the Screener question S1, you will begin with TNN1. If only one child was reported, you will go to TNN7.

TNN1-TNN6. This series of question is trying to identify an elementary school-aged child that participated in any summer program that offered breakfast and or lunch. The series begins with a question about all the children in the household and then singles out one elementary school-aged child.

TNN1. This question asks whether any children 6 through 18 participated in a summer program that offered breakfast and or lunch. If the respondent answers 'Yes' continue, otherwise go to TNN6.

TNN2. This question asks for the number of children the respondent referred to in TNN1. Enter the number in the boxes. Back fill the zero if needed.

TNN

EXTENDED TELEPHONE INTERVIEW FOR ELIGIBLE HOUSEHOLDS

NONPARTICIPANT, NOT FAMILIAR W/ SFSP PROGRAMS (TNN)

Your household is eligible to participate in this study. Now I want to ask you some questions about yourself and your family.

BOX A

IF S1=1, TNN7
IF S1>1, CONTINUE

TNN1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. Did any of these children participate in any summer program that provided breakfast and or lunch?

YES 01
NO 02 (TNN6)

TNN2. How many participated in a summer program that provided breakfast and or lunch?

|_|_|
CHILDREN

TNN3. How many of those children who participated in a summer program that provided breakfast and or lunch were in elementary school this past year?

ONE CHILD01 (CONTINUE)
MORE THAN ONE CHILD.....02 (TNN5)

TNN4. What is the name of this child?

_____ (TNN8)

TNN5. Of these children, what is the name of the one who had a birthday most recently?

_____ (TNN8)

TNN3. This question asks the respondent to report the number of children listed in TNN2 who were in elementary school in the past year. Code the response as ‘One child’ or ‘More than one child.’ If the respondent reports only one child, continue. Otherwise, go to TNN5.

TNN4. This question asks for the name of the one child identified in TNN3. It is important to elicit the name of the child because the remaining questions refer to this child. You will go to TNN8 after completing this question.

TNN5. You will ask this question if the response to TNN3 was ‘*More than one child*’. This question identifies one of the multiple elementary school-aged children reported in TNN3. You will go to TNN8 after completing this question.

TNN6. For this study I need to focus on just one child who is in elementary school. Could you tell me the first name of your child who is in elementary school who had a birthday most recently?

_____ (TNN8)

TNN7. Can you please tell me the first name of your child who attended elementary school?

TNN8. Is (CHILD'S NAME) a boy or girl?

BOY..... 01
GIRL..... 02

TNN9. Is (he/she) Hispanic or Latino?

YES..... 01
NO..... 02

TNN10. What is (his/her) race? Is (he/she) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White?
[CODE ALL THAT APPLY]

AMERICAN INDIAN OR ALASKA
NATIVE 01
ASIAN..... 02
BLACK OR AFRICAN AMERICAN 03
NATIVE HAWAIIAN OR OTHER
PACIFIC ISLANDER 04
WHITE..... 05

TNN11. How old was (CHILD NAME) as of June 1, 2004?

AGE

TNN12. Did (CHILD NAME) attend a summer program in a public school this summer that provided breakfast and/or lunch?

YES..... 01
NO..... 02

TNN6. You will ask this question if the response to TNN1 was ‘*No*’ (no children participated in any summer program that offered breakfast and or lunch’). This question identifies one of the multiple children reported in TNN1. It is important to elicit the name of the child because the remaining questions refer to this child. You will go to TNN8 after completing this question.

TNN7. Box A directs you to this question if only one child was reported in S1. It is important to elicit the name of the child because the remaining questions refer to this child.

TNN8. This child asks for the child’s gender.

TNN9. This question asks whether the child is of Hispanic or Latino ethnicity.

TNN10. This question asks the child’s race. If a respondent reports more than one race, code all that apply. If the respondent hesitates, re-read the response categories slowly. If the respondent reports a race other than the choices you read, re-read the choices and ask the respondent to categorize the response. If the respondent refuses to choose a category, write his or her response verbatim to the side of the question.

TNN11. This question asks for the child’s age as of June 1, 2004. Record the age in the boxes. Back fill with leading zero if needed.

TNN12. This question asks whether the child attended a summer program in a public school. The responses to TNN1 may have answered this question (if the respondent answered ‘*No*’ to the question about whether any children attended any summer program that offered breakfast and or lunch). However, respondents may not think of an academic program in a public school as a summer program that offers breakfast/lunch, so this question focuses on the location – public school.

TNN13. Other than summer programs at the public school, are you aware of any programs in your community that offered breakfast and or lunch during the summer?

YES 01
NO 02 (TNN19)

TNN14. Who sponsored the program(s) and what types of activities did the children participate in?
[IF CAN'T GIVE NAME OF PROGRAM, ASK LOCATION OR ADDRESS]

Sponsor	Type of activities
1.	
2.	
3.	
4.	

TNN15. Did (CHILD NAME) participate in (this program/any of these programs) this summer?

YES 01
NO 02 (TNN18)

TNN16. About how many times a week (does/did) (CHILD NAME) attend this program? Would you say less than once a week, 1 to 2 times a week, or 3 or more times a week?

LESS THAN ONCE A WEEK 01
1 TO 2 TIMES A WEEK 02
3 OR MORE TIMES A WEEK 03

TNN17. About how many weeks (does/did) the program run? Would you say 2 weeks or less, 3 to 4 weeks, 5 to 6 weeks, 7 to 8 weeks, or more than 8 weeks?

2 WEEKS OR LESS 01
3-4 WEEKS 02
5-6 WEEKS 03
7-8 WEEKS 04
MORE THAN 8 WEEKS 05

TNN13. This question is trying to elicit information about any other programs in the neighborhood that the respondent is aware of that offer meals during the summer. If the respondent answers ‘Yes’ go to TNN14 which begins a series of questions about the summer program the respondent is referring to. Otherwise, go to TNN19.

TNN14. This question asks the respondent for the name and type of activities offered by the summer program referred to in TNN13. Record the name or sponsor in the first column of the table (e.g., G Street Baptist Church) and the type of activities (e.g., art class) in the second column.

TNN15. As with TNN12, this question may have been answered earlier in the interview. However, this provides the respondent an opportunity to remember programs and activities that may have been of short duration. If the respondent responds ‘Yes’ continue. Otherwise, go to TNN18.

TNN16-17. These questions ask about the length and duration of the program identified in TNN14. The length responses are grouped into number of times per week, whereas the duration responses are groups in number of weeks. It may be necessary to clarify an answer with the respondent. In that case, repeat the response categories by saying something like: ‘*So would you say that was less than once a week, 1 to 2 times a week, or 3 or more times a week?*’

TNN18. Why didn't (CHILD NAME) attend (the summer program/one of the summer programs)?

CHILD'S FRIENDS DID NOT ATTEND	01
CHILD NOT INTERESTED/REFUSED TO GO.....	02
ACTIVITIES BORING	03
WAS NOT OPEN ALL DAY	04
WAS NOT CONVENIENT AND EASY TO GET TO.....	05
LOCATION UNSAFE	06
NO TRANSPORTATION	07
DIDN'T PROVIDE BREAKFAST.....	08
DIDN'T PROVIDE LUNCH.....	09
MEALS WERE NOT OF HIGH QUALITY	10
COST TOO MUCH	11
DIDN'T OFFER EDUCATION OR SPORTS AND RECREATIONAL ACTIVITIES.....	12
DIDN'T PROVIDE DAY CARE SO ADULTS IN HH COULD WORK	13
INADEQUATE SUPERVISION	14
DIDN'T HAVE A GOOD REPUTATION	15
HE/SHE ATTENDED ANOTHER PROGRAM	16
HE/SHE ATTENDED SUMMER SCHOOL	17
HE/SHE WAS STAYING SOMEWHERE ELSE DURING THE DAY/FOR THE SUMMER.....	18
OTHER (SPECIFY).....	19
<hr/>	
DK/CAN'T REMEMBER.....	98
REFUSED.....	99

TNN19. I'm going to list a few factors that may be important to you in deciding whether to send (CHILD NAME) to a summer program in the future. Is it important that the program (INSERT ITEM)?

	<u>YES</u>	<u>NO</u>
Provides breakfast?	01	02
Provides lunch?	01	02
Be open all day?	01	02
Provides transportation?	01	02
Provides a safe environment?.....	01	02

BOX B

IF TNN19 **PROVIDES BREAKFAST?** =01, CONTINUE
OTHERWISE, BOX C

TNN18. This question asks the respondent why the child did not attend the summer program identified in TNN14. There are 19 possible response items in addition to ‘*Don’t know*’ and ‘*Refused*.’ If you cannot find a response item that accurately defines what the respondent reported, record the response to the side of the question and code the response once you have completed the interview. Response code 19 is an ‘*Other, specify*’ response. If you cannot code a respondent’s answer with the existing response codes, you can record the response here.

TNN19. This question asks the respondent to decide whether certain characteristics of a summer program are important factors when deciding whether to send their child to a program. Read each of the response items and record ‘*Yes*’ or ‘*No*’.

BOX B. This box directs you to continue if the respondent answered ‘*Yes*’ to the response item ‘provides breakfast’. Otherwise, go to BOX C

TNN20. How important is it that a summer program provides **breakfast**? Would you say very important, somewhat important, not too important, or not at all important?

- VERY IMPORTANT 01
- SOMEWHAT IMPORTANT 02
- NOT TOO IMPORTANT 03
- NOT AT ALL IMPORTANT 04

BOX C

IF TNN19 **PROVIDES LUNCH?**=01, CONTINUE
OTHERWISE, TNN22

TNN21. How important is it that a summer program provides **lunch**? Would you say very important, somewhat important, not too important, or not at all important?

- VERY IMPORTANT 01
- SOMEWHAT IMPORTANT 02
- NOT TOO IMPORTANT 03
- NOT AT ALL IMPORTANT 04

TNN20. This question asks the respondent to report the degree of importance a free breakfast is to sending a child to a summer program.

BOX C. This box directs you to continue if the respondent answered 'Yes' to the response item 'provides lunch. Otherwise, go to TNN22.

TNN21. This question asks the respondent to report the degree of importance a free lunch is to sending a child to a summer program.

TNN22. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

The first statement is [READ 1ST STATEMENT]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	OFTEN	SOME TIMES	NEVER	DK	REF
a. I worried whether our food would run out before I got money to buy more.....	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more.....	01	02	03	98	99
c. We couldn't afford to eat balanced meals.....	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.....	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

TNN23. Now think about when (CHILD NAME) was in school during the regular school year that ended in May or June of this year. Did the school breakfast and lunch program during the regular school year make a difference in your household food situation compared to the last 30 days?

YES..... 01
NO..... 02

TNN24. Do you feel that your child eats more balanced meals and healthy foods during the **regular school year** or during the **summer**?

Regular school year..... 01
Summer..... 02
Eats about the same..... 03

BOX D
IF TNN23 OR 24= 01, CONTINUE;
OTHERWISE, TNN26

TNN22. This is a food security question. Read the introduction paragraph verbatim. Begin the second paragraph and fill in Statement ‘a’. Then read the response categories: ‘*Was that often true, sometimes true, or never true for your household in the last 30 days?*’ Circle the response and then read the next statement and the abbreviated response categories statement: ‘*Was that often, sometimes, or never true for your household in the last 30 days?*’ Emphasize the words in the response items that are underlined.

TNN23. This question attempts to elicit information about whether the school breakfast and lunch program that the child participates in during the school year makes a difference in the household food situation. It asks the respondent to compare the household food situation when the child was in school and receiving school breakfast/lunch with the situation in the last 30 days when the child was out of school. Make sure that the respondent understands that he/she is comparing the food situation during the school year with the food situation when the child is not in school during the summer.

TNN24. This question asks the respondent to compare the healthiness of the child’s meals during the school year to during the summer. Do not define ‘balanced meals’ and ‘healthy food’. It is whatever it means to the respondent.

BOX D. Box D directs you to continue if the respondent answered ‘yes’ to TNN23 or ‘*regular school year*’ to TNN24. Otherwise, go to TNN26.

TNN25. You said that your food situation was different when your child was in school compared to the summer. How was your food situation different during the school year? CODE ALL THAT APPLY

- MORE QUANTITY OF FOOD AVAILABLE..... 01
- MORE DIFFERENT TYPES OF FOOD AVAILABLE 02
- MORE FRUITS AND VEGETABLES AVAILABLE 03
- MORE MEAT AVAILABLE 04
- MORE MILK PRODUCTS AVAILABLE..... 05
- MORE REGULAR MEAL TIMES 06
- LESS FAST FOOD 07
- OTHER (SPECIFY)..... 08
- _____
- DK 98
- REFUSED..... 99

TNN26. Who in your household is responsible for preparing breakfast and lunch for (CHILD NAME) during the summer when (he/she) eats at home? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY)..... 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TNN27. During the summer where does (CHILD NAME) usually eat **breakfast**?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT BREAKFAST..... 04 (TNN30)

TNN25. This question is a follow-up to the responses in TNN23 and TNN24 that suggest that the food situation in the household is better when the child is receiving school breakfast and/or lunch during the school year. This question asks how the situation is better. There are 7 response codes in addition to 'DK' and 'Refused'. Try to code the response in one of the existing codes. However, if you cannot code a respondent's answer with the existing response codes, you can record the response in 'Other, Specify'.

TNN26. This question asks who is responsible for feeding the child at home during the summer. Response codes 05 and 06 are *Other (Specify)* categories that you can use if the respondent's answer cannot be coded in one of the existing response items. Code all responses the respondent reports. If the respondent reports 'self', code '01' or '02'.

TNN27. This question asks where the child usually eats breakfast during the summer. Response code 03 is an *Other (Specify)* category that you can use if the respondent's answer cannot be coded in one of the existing response items. If the respondent reports that the child does not eat breakfast, code '04' and go to TNN30.

TNN28. How would you describe the amount of food (CHILD NAME) eats at a typical **breakfast** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT..... 01
- ENOUGH TO EAT..... 02
- NOT ENOUGH TO EAT 03

TNN29. How would you describe the kind of food (he/she) eats at a typical **breakfast** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND
BALANCED 02
- NOT AT ALL HEALTHY AND
BALANCED 03

TNN30. During the summer where does (CHILD NAME) usually eat **lunch**?

- HOME..... 01
- DAY CARE (NOT SUMMER
PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT LUNCH..... 04 (TNN33)

TNN31. How would you describe the amount of food (CHILD NAME) eats at a typical **lunch** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT..... 01
- ENOUGH TO EAT..... 02
- NOT ENOUGH TO EAT 03

TNN32. How would you describe the kind of food (he/she) eats at a typical **lunch** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND
BALANCED 02
- NOT AT ALL HEALTHY AND
BALANCED 03

TNN28-TNN29. These questions ask about the amount and kind of food the child eats at a typical breakfast during the summer. For TNN29, do not define ‘healthy’ and ‘balanced’. The definition is whatever it means to the respondent.

TNN30. This question asks where the child usually eats lunch during the summer. Response code 03 is an *Other (Specify)* category that you can use if the respondent’s answer cannot be coded in one of the existing response items. If the respondent reports that the child does not eat lunch, code ‘04’ and go to TNN33.

TNN31-TNN32. These questions ask about the amount and kind of food the child eats at a typical lunch during the summer. For TNN32, do not define ‘healthy’ and ‘balanced’. The definition is whatever it means to the respondent.

TNN33. Who in your household is responsible for watching (CHILD NAME) (and the other children) during the day in the summer? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY) 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TNN34. Were there periods of time during the day in the summer when you needed to cover child care but there was no one to watch (CHILD NAME)?

- YES 01
- NO 02 (INTRO TO TNN36)

TNN35. How much of a problem was this for your household? Would you say it was a very large problem, somewhat of a problem, not much of a problem, or not at all a problem?

- VERY LARGE PROBLEM 01
- SOMEWHAT OF A PROBLEM 02
- NOT MUCH OF A PROBLEM 03
- NOT AT ALL A PROBLEM 04

Finally, I would like to ask you a few questions about yourself and other members of your family.

TNN36. First, how old are you?

____|____|
AGE

TNN37. CODE GENDER

- MALE 01
- FEMALE 02

TNN33. This question asks who is responsible for watching the child during the day in the summer. Response codes 05 and 06 are *Other (Specify)* categories that you can use if the respondent's answer cannot be coded in one of the existing response items. Code all responses the respondent reports. If the respondent reports 'self', code '01' or '02'.

TNN34. This question is trying to determine whether child care was a problem during the summer. If the respondent answer 'Yes' continue. Otherwise, go to the introduction before TN36.

TNN35. This question asks the respondent to assess the degree of the problem identified in TNN34.

TNN36-TNN42. These final questions collect information about the respondent and other members of the family.

TNN36. This question asks the respondent's age. Record the age in the boxes.

TNN37. This question asks the respondent's gender.

TNN38. What is the highest grade or year of regular school you ever completed?

____|____| HIGHEST GRADE COMPLETED

OR

____|____| HIGHEST YEAR COMPLETED

TNN39. Are you employed outside the home during the day?

YES 01
NO 02

TNN40. Are you now married, living with someone as married, widowed, divorced, separated, or have you never been married?

MARRIED 01
LIVING AS MARRIED 02
WIDOWED 03 (TNN42)
DIVORCED 04 (TNN42)
SEPARATED 05 (TNN42)
NEVER MARRIED 06 (TNN42)

TNN41. Is your (husband/wife/partner) employed outside the home during the day?

YES 01
NO 02

TNN42. Are there (any/any other) adults 19 years old or older in the household who are home during the day?

YES 01
NO 02

END

Thank you for your time. Someone may contact you again to follow-up on some of the information you provided us. If you agree to a second interview you will be paid \$20.

Before I go, may I verify that our records have your correct address and telephone numbers?
[READ ADDRESS AND PHONE NUMBERS].

When is the best time to reach you during the day and evening?

TNN38. This question asks the highest grade or number of years the respondent completed in regular school. Regular school refers to elementary school through college. It includes business, technical or vocational school.

TNN39. This question asks whether the respondent has a job outside the home.

TNN40. This question asks the respondent's present marital status. If the respondent was married, divorced, and then remarried; his/her present status is 'married'. If the respondent is '*married*' or '*living as married*', continue. Otherwise, go to TNN42.

TNN41. This question asks whether the respondent's partner is employed outside the home.

TNN42. Other than the respondent and his/her partner, this question asks whether there are other adult members of the household that are at home during the day.

END. Read this paragraph verbatim. This statement thanks the respondent and reminds them that someone may contact them again for an in-person interview. It also introduces the \$20 payment that will be provided if the respondent completes a second interview. Finally, you will confirm the contact information and ask for a good time to contact them again. If the respondent provides different contact information, record it on the information sheet.

TNF

TELEPHONE EXTENDED FOR ELIGIBLE HOUSEHOLDS

NONPARTICIPANT (FAMILIAR W/ SFSP PROGRAMS) (TNF)

Your household is eligible to participate in this study. Now I want to ask you some questions about your family.

BOX A

IF S1=1, **TNF7**
IF S1>1, CONTINUE

TNF1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. Did any of these children participate in any summer program that provided breakfast and or lunch?

YES 01
NO 02 (TNF6)

TNF2. How many participated in a summer program that provided breakfast and or lunch?

|_|_|
CHILDREN

TNF3. How many of the children who participated in a summer program that provided breakfast and or lunch were in elementary school this past year?

ONE CHILD01 (CONTINUE)
MORE THAN ONE CHILD 02 (TNF5)

TNF4. What is the name of this child?

_____ (TNF8)

TNF5. Of these children, what is the name of the one who had a birthday most recently?

_____ (TNF8)

TNF6. For this study I need to focus on one child who is in elementary school. Could you tell me the first name of your child who is in elementary school who had a birthday most recently?

_____ (TNF8)

4.2 Telephone Non-participant, familiar with SFSP (TNF)

Respondents who are administered this questionnaire represent households that have elementary school-aged children who participate in free or reduced price school breakfast and lunch programs, but who did not participate in SFSP AND are familiar with the local SFSP sites. Following are the question-by-question specifications for the TNF questionnaire.

BOX A. Box A determines whether you begin with TNF1 or skip to TNF7. If more than one child was reported living in the household on the Screener question S1, you will begin with TNF1. If only one child was reported, you will go to TNF7.

TNF1-TNF6. If an elementary school-aged child participated in any summer program that offered breakfast and or lunch, this series of questions will identify that child (or children). The series begins with a question about all the children in the household and then singles out one elementary school-aged child.

TNF1. This question asks whether any children 6 through 18 participated in a summer program that offered breakfast and or lunch. If the respondent answers 'Yes' continue, otherwise go to TNF6.

TNF2. This question asks for the number of children the respondent referred to in TNF1. Enter the number in the boxes. Back fill the zero if needed.

TNF3. This question asks the respondent to report the number of children counted in TNF2 who were in elementary school in the past year. Code the response as 'One child' or 'More than one child.' If the respondent reports only one child, continue. Otherwise, go to TNF5.

TELEPHONE EXTENDED FOR ELIGIBLE HOUSEHOLDS

NONPARTICIPANT (FAMILIAR W/ SFSP PROGRAMS) (TNF)

Your household is eligible to participate in this study. Now I want to ask you some questions about your family.

BOX A

IF S1=1, TNF7
IF S1>1, CONTINUE

TNF1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. Did any of these children participate in any summer program that provided breakfast and or lunch?

YES 01
NO 02 (TNF6)

TNF2. How many participated in a summer program that provided breakfast and or lunch?

CHILDREN

TNF3. How many of the children who participated in a summer program that provided breakfast and or lunch were in elementary school this past year?

ONE CHILD01 (CONTINUE)
MORE THAN ONE CHILD 02 (TNF5)

TNF4. What is the name of this child?

_____ (TNF8)

TNF5. Of these children, what is the name of the one who had a birthday most recently?

_____ (TNF8)

TNF6. For this study I need to focus on one child who is in elementary school. Could you tell me the first name of your child who is in elementary school who had a birthday most recently?

_____ (TNF8)

TNF4. This question asks for the name of the one child identified in TNF3. It is important to elicit the name of the child because the remaining questions refer to this child. You will go to TNF8 after completing this question.

TNF5. You will ask this question if the response to TNF3 was '*More than one child*'. This question identifies one of the multiple elementary school-aged children reported in TNF3. You will go to TNF8 after completing this question.

TNF6. You will ask this question if the response to TNF1 was '*No*' (no children participated in any summer program that offered breakfast and or lunch'). This question identifies one of the multiple children reported in TNF1. It is important to elicit the name of the child because the remaining questions refer to this child. You will go to TNF8 after completing this question

TNF7. Can you please tell me the first name of your child who is in elementary school?

TNF8. Is (CHILD NAME) a boy or girl?

BOY..... 01
GIRL..... 02

TNF9. Is (he/she) Hispanic or Latino?

YES..... 01
NO..... 02

TNF10. What is (his/her) race? Is (he/she) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White? [CODE ALL THAT APPLY]

AMERICAN INDIAN OR ALASKA
NATIVE 01
ASIAN..... 02
BLACK OR AFRICAN AMERICAN 03
NATIVE HAWAIIAN OR OTHER
PACIFIC ISLANDER 04
WHITE..... 05

TNF11. How old was (CHILD NAME) as of June 1, 2004?

AGE

TNF7. Box A directs you to this question if only one child was reported in S1. It is important to elicit the name of the child because the remaining questions refer to this child.

TNF8. This asks for the child's gender.

TNF9. This question asks whether the child is of Hispanic or Latino ethnicity.

TNF10. This question asks the child's race. If a respondent reports more than one race, code all that apply. If the respondent hesitates, re-read the response categories slowly. If the respondent reports a race other than the choices you read, re-read the choices and ask the respondent to categorize the response.

TNF11. This question asks for the child's age. Record the age in the boxes. Back fill with leading zero if needed.

TNF12. Can you tell me why (CHILD NAME) did not attend any of the programs I mentioned? [ASK ABOUT EACH SFSP SITE/PROGRAM. CODE ALL THAT APPLY.]

CHILD'S FRIENDS DID NOT ATTEND	01
CHILD NOT INTERESTED/REFUSED TO GO	02
ACTIVITIES BORING	03
WAS NOT OPEN ALL DAY	04
WAS NOT CONVENIENT AND EASY TO GET TO.....	05
LOCATION UNSAFE	06
NO TRANSPORTATION	07
DIDN'T SERVE BREAKFAST.....	08
DIDN'T SERVE LUNCH.....	09
MEALW WERE NOT OF HIGH QUALITY	10
COST TOO MUCH	11
DIDN'T OFFER EDUCATION OR SPORTS AND RECREATIONAL ACTIVITIES.....	12
DIDN'T PROVIDE DAY CARE SO ADULTS IN HH COULD WORK	13
INADEQUATE SUPERVISION	14
DIDN'T HAVE A GOOD REPUTATION	15
HE/SHE ATTENDED ANOTHER PROGRAM	16
HE/SHE ATTENDED SUMMER SCHOOL	17
HE/SHE WAS STAYING SOMEWHERE ELSE DURING THE DAY/FOR THE SUMMER.....	18
OTHER (SPECIFY).....	19
<hr/>	
DK/CAN'T REMEMBER.....	98
REFUSED.....	99

BOX B
IF TNF12=02, CONTINUE;
OTHERWISE, **BOX C**

TNF13. Why didn't (CHILD NAME) want to go to the (NAME SFSP SITE)?

TNF12. This question asks the respondent why the child did not attend any of the summer programs identified in the Screener. There are 19 possible response items in addition to ‘*Don’t know*’ and ‘*Refused.*’ If you cannot find a response item that accurately defines what the respondent reported, record the response to the side of the question and code the response once you have completed the interview. Response code 19 is an ‘*Other, specify*’ response. If you cannot code a respondent’s answer with the existing response codes, you can record the response here. Notice that two responses are bolded text: ‘*Child not interested/refused to go*’ and ‘*He/She attended another program*’. Follow-up questions will be asked if the respondent reports either of these responses.

BOX B. This box directs you to continue with the questions if the response to TNF12 is ‘02’ – ‘*Child not interested/refused to go*’. Otherwise, go to BOX C.

TNF13. This is an open-ended question. Record verbatim the reason the respondent gives for the child not wanting to go to the SFSP site

BOX C

IF TNF12=16, CONTINUE
OTHERWISE, **TNF21**

TNF14. Did the summer program (CHILD NAME) attended provide breakfast, or lunch, or both?

- YES, BREAKFAST 01
- YES, LUNCH..... 02
- YES, BOTH 03
- NO..... 04 (TNF21)

BOX C. This box directs you to continue with the questions if the response to TNF12 is ‘16’ – ‘*He/She attended another program.*’ Otherwise, go to TNF18.

TNF14. This question asks whether the summer program the child attended provided breakfast, lunch, or both. If the respondent answers ‘*No*’, go to TNF21.

TNF15.	TNF16.	TNF17.
What program(s) did (CHILD NAME) participate in? [RECORD ALL PROGRAMS MENTIONED. THEN ASK TNF16-20 FOR EACH PROGRAM]	Can you tell me the most important reasons (CHILD NAME) attended (NAME OF PROGRAM)?	How important was the breakfast to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?
_____ _____ _____ _____	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE BREAKFAST 05
_____ _____ _____ _____	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE BREAKFAST 05
_____ _____ _____ _____	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE BREAKFAST 05

TNF15-20. This series of questions is set up in a grid format. It is designed to capture all summer programs the child attended that offered breakfast and or lunch. You will document the summer programs in the column in TNF15. Then go back to the first summer program recorded and ask TNF16-TNF20 for each program.

TNF15. This question asks the respondent to name all summer programs the child attended that offered breakfast and/or lunch.

TNF16. This is an open-ended question. The respondent is asked to provide the three most important reasons the child attended the specific program. Try to record the response verbatim.

TNF17. This question asks the respondent to report the degree of importance a free breakfast is to sending a child to a summer program. Code '05' if the program did not provide breakfast

TNF18.	TNF19.	TNF20.
How important was the lunch to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?	About how many times a week does/did (CHILD NAME) attend this (PROGRAM NAME)? Would you say less than once a week, 1 to 2 times a week, or 3 or more times a week?	About how many weeks (does/did) the program run? Would you say 2 weeks or less, 3 to 4 weeks, 5 to 6 weeks, 7 to 8 weeks, or more than 8 weeks?
VERY IMPORTANT 01 SOMEWHAT IMPORTANT..... 02 NOT TOO IMPORTANT..... 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE LUNCH..... 05	LESS THAN ONCE A WEEK.....01 1 TO 2 TIMES A WEEK, OR.....02 3 OR MORE TIMES A WEEK.....03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS..... 05
VERY IMPORTANT 01 SOMEWHAT IMPORTANT..... 02 NOT TOO IMPORTANT..... 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE LUNCH..... 05	LESS THAN ONCE A WEEK.....01 1 TO 2 TIMES A WEEK, OR.....02 3 OR MORE TIMES A WEEK.....03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS..... 05
VERY IMPORTANT 01 SOMEWHAT IMPORTANT..... 02 NOT TOO IMPORTANT..... 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE LUNCH..... 05	LESS THAN ONCE A WEEK.....01 1 TO 2 TIMES A WEEK, OR.....02 3 OR MORE TIMES A WEEK.....03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS..... 05

TNF18. This question asks the respondent to report the degree of importance a free lunch is to sending a child to a summer program. Code '05' if the summer program did not provide lunch.

TNF19-20. These questions ask about the length and duration of the program recorded in TNF15. The length responses are grouped into number of times per week, whereas the duration responses are groups in number of weeks. It may be necessary to clarify an answer with the respondent. In that case, repeat the response categories by saying something like: *'So would you say that was less than once a week, 1 to 2 times a week, or 3 or more times a week?'*

TNF21. Other than summer programs at the public school, are you aware of any other programs in your community that offered breakfast and or lunch during the summer?

YES 01
 NO 02 (TNF23)

TNF22. Can you tell me who sponsored the program(s) and the type of activities the children participated in? [IF DON'T KNOW NAME, ASK LOCATION OR ADDRESS]

Sponsor	Type of activities
1.	
2.	
3.	
4.	

TNF23. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

The first statement is [READ STATEMENT a]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
 Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	OFTEN	SOME TIMES	NEVER	DK	REF
a. I worried whether our food would run out before I got money to buy more.....	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more.....	01	02	03	98	99
c. We couldn't afford to eat balanced meals.....	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.....	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

TNF24. Now think about when (CHILD NAME) was in school during the regular school year that ended in May or June of this year. Did the school breakfast and lunch program during the regular school year make a difference in your household food situation compared to the last 30 days

YES 01
 NO 02

TNF21. Respondents who did not report *'He/She attended another program'* in TNF12 will be asked this question. The question asks whether they are aware of any other programs in the community that offer breakfast and/or lunch, excluding programs in a public school. If the response is *'No'* go to TNF23.

TNF22. This question asks the respondent for the name and type of activities offered by the summer program referred to in TNF21. Record the name or sponsor in the first column of the table (e.g., G Street Baptist Church) and the type of activities (e.g., art class) in the second column.

TNF23. This is a food security question. Read the introduction paragraph verbatim. Begin the second paragraph and fill in Statement 'a'. Then read the response categories: *'Was that often true, sometimes true, or never true for your household in the last 30 days?'* Circle the response and then read the next statement and the abbreviated response categories statement: *'Was that often, sometimes, or never true for your household in the last 30 days?'* Emphasize the words in the response items that are underlined.

TNF24. This question attempts to elicit information about whether the school breakfast and lunch program that the child participates in during the school year makes a difference in the household food situation. It asks the respondent to compare the household food situation when the child was in school and receiving school breakfast/lunch with the situation in the last 30 days when the child was out of school. Make sure that the respondent understands that he/she is comparing the food situation during the school year with the food situation when the child is not in school during the summer.

TNF25. Does your child eat more balanced meals and healthy foods during the **regular school year** or during the **summer**?

- REGULAR SCHOOL YEAR..... 01
- SUMMER 02
- EATS ABOUT THE SAME..... 03

BOX D

IF TNF24 OR 25=01, CONTINUE;
OTHERWISE, **TNF27**

TNF26. You said that your food situation was different when your child was in school compared to the summer. How was your food situation different during the school year? CODE ALL THAT APPLY.

- MORE QUANTITY OF FOOD TO EAT 01
- MORE DIFFERENT TYPES OF FOOD TO EAT 02
- MORE FRUITS AND VEGETABLES TO EAT 03
- MORE MEAT TO EAT 04
- MORE MILK PRODUCTS TO EAT 05
- MORE REGULAR MEAL TIMES 06
- LESS FAST FOOD 07
- OTHER (SPECIFY)..... 08
- _____
- DK 98
- REFUSED..... 99

TNF27. Who in your household is responsible for preparing breakfast and lunch for (CHILD NAME) during the summer when (he/she) eats at home? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY)..... 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TNF28. During the summer where does (CHILD NAME) usually eat **breakfast**?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT BREAKFAST.....04 (TNF31)

TNF25. This question asks the respondent to compare the healthiness of the child's meals during the school year to during the summer. Do not define 'balanced meals' and 'healthy food'. It is whatever it means to the respondent.

BOX D. Box D directs you to continue if the respondent answered 'yes' to TNF24 or 'regular school year' to TNF25. Otherwise, go to TNF27.

TNF26. This question is a follow-up to the responses in TNF24 and TNF25 that suggest that the food situation in the household is better when the child is receiving school breakfast and/or lunch during the school year. This question asks how the situation is better. There are 7 response codes in addition to 'Other, Specify'. Try to code the response in one of the existing codes. However, if you cannot code a respondent's answer with the existing response codes, you can record the response here.

TNF27. This question asks who is responsible for feeding the child at home during the summer. Response codes 05 and 06 are *Other (Specify)* categories that you can use if the respondent's answer cannot be coded in one of the existing response items. Code all responses the respondent reports. If the respondent reports 'self', code '01' or '02'.

TNF28. This question asks where the child usually eats breakfast during the summer. Response code 03 is an *Other (Specify)* category that you can use if the respondent's answer cannot be coded in one of the existing response items. If the respondent reports that the child does not eat breakfast, code '04' and go to TNF31.

TNF29. How would you describe the amount of food (CHILD NAME) eats at a typical **breakfast** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT..... 01
- ENOUGH TO EAT..... 02
- NOT ENOUGH TO EAT 03

TNF30. How would you describe the kind of food (CHILD NAME) ate at a typical **breakfast** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND
BALANCED 02
- NOT AT ALL HEALTHY AND
BALANCED 03

TNF31. During the summer where does (CHILD NAME) usually eat **lunch**?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT LUNCH.....04 (TNF34)

TNF32. How would you describe the amount of food (CHILD NAME) eats at a typical **lunch** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT..... 01
- ENOUGH TO EAT..... 02
- NOT ENOUGH TO EAT 03

TNF33. How would you describe the kind of food (CHILD NAME) eats at a typical **lunch** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND
BALANCED 02
- NOT AT ALL HEALTHY AND
BALANCED 03

TNF29-TNF30. These questions ask about the amount and kind of food the child eats at a typical breakfast during the summer. For TNF30, do not define ‘healthy’ and ‘balanced’. The definition is whatever it means to the respondent.

TNF31. This question asks where the child usually eats lunch during the summer. Response code 03 is an *Other (Specify)* category that you can use if the respondent’s answer cannot be coded in one of the existing response items. If the respondent reports that the child does not eat lunch, code ‘04’ and go to TNF34.

TNF32-TNF33. These questions ask about the amount and kind of food the child eats at a typical lunch during the summer. For TNF33, do not define ‘healthy’ and ‘balanced’. The definition is whatever it means to the respondent.

TNF34. Who in your household is responsible for watching (CHILD NAME) (and the other children) during the day in the summer? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY) 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TNF35. Were there periods of time during the day in the summer when you needed to cover child care but there was no one to watch (CHILD NAME)?

- YES 01
- NO 02 (INTRO TO TNF37)

TNF36. How much of a problem was this for your household? Would you say it was a very large problem, somewhat of a problem, not much of a problem, or not at all a problem?

- VERY LARGE PROBLEM 01
- SOMEWHAT OF A PROBLEM 02
- NOT MUCH OF A PROBLEM 03
- NOT AT ALL A PROBLEM 04

Finally, I would like to ask you a few questions about yourself and other members of your family.

TNF37. First, how old are you?

____|____|
AGE

TNF38. CODE GENDER

- MALE 01
- FEMALE 02

TNF34. This question asks who is responsible for watching the child during the day in the summer. This refers to the person responsible for taking care of the child all day, even though there may be periods of time when the child is not with this person. Response codes 05 and 06 are *Other (Specify)* categories that you can use if the respondent's answer cannot be coded in one of the existing response items. Code all responses the respondent reports. If the respondent reports 'self', code '01' or '02'.

TNF35. This question is trying to determine whether child care was a problem during the summer. If the respondent answer 'Yes' continue. Otherwise, go to the introduction before TNF37.

TNF36. This question asks the respondent to assess the degree of the problem identified in TNF35.

TNF37-TNF43. These final questions collect information about the respondent and other members of the family.

TNF37. This question asks the respondent's age. Record the age in the boxes.

TNN37. This question asks the respondent's gender.

TNF39. What is the highest grade or year of regular school you ever completed?

- NONE, OR GRADES 1-8 01
- HS INCOMPLETE - GRADES 9-11 02
- HS GRADUATE - 12 GRADE OR GED 03
- BUSINESS, TECHNICAL OR
VOCATIONAL SCHOOL AFTER HS 04
- SOME COLLEGE OR 2YR DEGREE 05
- COLLEGE GRADUATE 06
- GRADUATE OR PROIFSSIONAL
SCHOOL OR OTHER 07
- DK 08
- REFUSED 09

TNF40. Are you employed outside the home during the day?

- YES 01
- NO 02

TNF41. Are you now married, living with someone as married, widowed, divorced, separated, or have you never been married?

- MARRIED 01
- LIVING AS MARRIED 02
- WIDOWED 03 (TNF43)
- DIVORCED 04 (TNF43)
- SEPARATED 05 (TNF43)
- NEVER MARRIED 06 (TNF43)

TNF42. Is your (husband/wife/partner) employed outside the home during the day?

- YES 01
- NO 02

TNF43. Are there (any/any other) adults 19 years old or older in the household who are home during the day?

- YES 01
- NO 02

END

Thank you for your time. Someone may contact you again to follow-up on some of the information you provided us. If you agree to a second interview you will be paid \$20.

Before I go, may I verify that our records have your correct address and telephone numbers?
[READ ADDRESS AND PHONE NUMBERS].

When is the best time to reach you during the day and evening?

TNF39. This question asks the highest grade or number of years the respondent completed in regular school. Regular school refers to elementary school through college. It includes business, technical or vocational school.

TNF40. This question asks whether the respondent has a job outside the home.

TNF41. This question asks the respondent's present marital status. If the respondent was married, divorced, and then remarried; his/her present status is 'married'. If the respondent is '*married*' or '*living as married*', continue. Otherwise, go to TNF43.

TNF42. This question asks whether the respondent's partner is employed outside the home.

TNF43. Other than the respondent and his/her partner, this question asks whether there are other adult members of the household that are at home during the day.

END. Read this paragraph verbatim. This statement thanks the respondent and reminds them that someone may contact them again for an in-person interview. It also introduces the \$20 payment that will be provided if the respondent completes a second interview. Finally, you will confirm the contact information and ask for a good time to contact them again. If the respondent provides different contact information, record it on the information sheet.

TELEPHONE EXTENDED FOR ELIGIBLE HOUSEHOLDS

PARTICIPANT IN SFSP PROGRAMS (TP)

Your household is eligible to participate in this study. You said that you have an elementary school aged child who attended the summer program/one of the summer programs) that I mentioned [NAME SFSP SITE(S) IF NEEDED] that provided breakfast and/or lunch. I would like to ask you a little more about that.

BOX A

IF S1=1, **TP3**
IF S >1, CONTINUE

TP1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. How many of these children participated in any summer program that provides breakfast and or lunch?

CHILDREN

TP2. How many of those participated in (LIST LOCAL SFSP SITES)?

PARTICIPATED

BOX B

IF S3=1, CONTINUE
IF S3>1, **TP4**

TP3. Can you please tell me the first name of your child who attended elementary school?

_____ (TP5)

TP4. For this study I need to focus on just one child who participated in one of the summer programs I mentioned. Could you tell me the first name of the elementary school child who attended a summer program and had a birthday most recently?

4.3 Telephone Participant (TP)

Respondents who are administered this questionnaire represent households that have elementary school-aged children who participate in SFSP. Following are the question-by-question specifications for the TP questionnaire.

BOX A. Box A determines whether you begin with TP1 or skip to TP3. If more than one child was reported living in the household on the Screener question S1, you will begin with TP1. If only one child was reported, you will go to TP3.

TP1-TP4. This series of questions identifies an elementary school-aged child who participated in SFSP.

TP1. This question asks the number of children 6 through 18 that participated in any summer program that offered breakfast and or lunch.

TP2. This question asks for the number of children reported in TP1 that participated in SFSP.

BOX B. This box directs you to continue if there is only one elementary school-aged child in the household (S3 response); or go to TP4 if there is more than one elementary school-aged child.

TP3. This question asks for the name of the one elementary-school aged child. It is important to elicit the name of the child because the remaining questions refer to this child. You will go to TP5 after completing this question.

TP4. You will ask this question if more than one child in the household attended elementary school (response in S3). This question identifies one of the elementary school-aged children. It is important to elicit the name of the child because the remaining questions refer to this child.

TP5. Is (CHILD NAME) a boy or girl?

BOY..... 01
GIRL..... 02

TP6. Is (he/she) Hispanic or Latino?

YES..... 01
NO..... 02

TP7. What is (his/her) race? Is (he/she) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White? [CODE ALL THAT APPLY]

AMERICAN INDIAN OR ALASKA
NATIVE 01
ASIAN..... 02
BLACK OR AFRICAN AMERICAN 03
NATIVE HAWAIIAN OR OTHER PACIFIC
ISLANDER 04
WHITE..... 05

TP8. How old was (CHILD NAME) as of June 1, 2004?

CHILDREN

Now I would like to ask you some questions about the summer program (CHILD NAME) attended.

TP5. This asks for the child's gender.

TP6. This question asks whether the child is of Hispanic or Latino ethnicity.

TP7. This question asks the child's race. If a respondent reports more than one race, code all that apply. If the respondent hesitates, re-read the response categories slowly. If the respondent reports a race other than the choices you read, re-read the choices and ask the respondent to categorize the response.

TP8. This question asks for the child's age. Record the age in the boxes. Back fill with leading zero if needed.

TP9.	TP10	TP11.
Which program (does/did) (CHILD NAME) attend? [RECORD ALL SFSP PROGRAMS MENTIONED. THEN ASK TP10-14 FOR EACH PROGRAM]]	Could you tell me the most important reasons (CHILD NAME) attended (NAME OF PROGRAM)?	How important was the breakfast to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>#1 REASON: _____</p> <p>#2 REASON: _____</p> <p>#3 REASON: _____</p>	<p>VERY IMPORTANT 01</p> <p>SOMEWHAT IMPORTANT 02</p> <p>NOT TOO IMPORTANT 03</p> <p>NOT AT ALL IMPORTANT 04</p> <p>DIDN'T PROVIDE BREAKFAST 04</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>#1 REASON: _____</p> <p>#2 REASON: _____</p> <p>#3 REASON: _____</p>	<p>VERY IMPORTANT 01</p> <p>SOMEWHAT IMPORTANT 02</p> <p>NOT TOO IMPORTANT 03</p> <p>NOT AT ALL IMPORTANT 04</p> <p>DIDN'T PROVIDE BREAKFAST 04</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>#1 REASON: _____</p> <p>#2 REASON: _____</p> <p>#3 REASON: _____</p>	<p>VERY IMPORTANT 01</p> <p>SOMEWHAT IMPORTANT 02</p> <p>NOT TOO IMPORTANT 03</p> <p>NOT AT ALL IMPORTANT 04</p> <p>DIDN'T PROVIDE BREAKFAST 04</p>

TP9-14. This series of questions is set up in a grid format. It is designed to capture all the SFSP sites the child attended. You will document the summer programs in the column in TP9. Then go back to the first summer program recorded and ask TP10-TP14 for each program.

TP10. This is an open-ended question. The respondent is asked to provide the three most important reasons the child attended the SFSP site. Try to record the response verbatim. It is acceptable if the respondent reports less than three reasons.

TP11. This question asks the respondent to report the degree of importance the free breakfast was to sending the child to the SFSP site. Code '05' if the program did not provide breakfast.

TP12.	TP13.	TP14.
How important was the lunch to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?	About how many times a week does/did (CHILD NAME) attend this (PROGRAM NAME)? Would you say less than once a week, 1 to 2 times a week, or 3 or more times a week?	About how many weeks (does/did) the program run? Would you say 2 weeks or less, 3 to 4 weeks, 5 to 6 weeks, 7 to 8 weeks, or more than 8 weeks?
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT..... 04 DIDN'T PROVIDE LUNCH..... 04	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS..... 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS..... 05
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT..... 04 DIDN'T PROVIDE LUNCH..... 04	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS..... 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS..... 05
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT..... 04 DIDN'T PROVIDE LUNCH..... 04	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS..... 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS..... 05

TP12. This question asks the respondent to report the degree of importance the free lunch was to sending the child to the SFSP site. Code '05' if the summer program did not provide lunch.

TP13-14. These questions ask about the length and duration of the program recorded in TP9. The length responses are grouped into number of times per week, whereas the duration responses are grouped in number of weeks. It may be necessary to clarify an answer with the respondent. In that case, repeat the response categories by saying something like: *'So would you say that was less than once a week, 1 to 2 times a week, or 3 or more times a week?'*

TP15. When (CHILD NAME) is in the summer program, how much do you depend on the program to provide (his/her) **breakfast**? Would you say: very much, somewhat, not so much, or not at all?

- VERY MUCH 01
- SOMEWHAT 02
- NOT SO MUCH 03
- NOT AT ALL 04
- PROGRAM DOESN'T PROVIDE
BREAKFAST 05

TP16. When (CHILD NAME) is in the summer program how much do you depend on the program to provide (his/her) **lunch**? Would you say: very much, somewhat, not so much, or not at all?

- VERY MUCH 01
- SOMEWHAT 02
- NOT SO MUCH 03
- NOT AT ALL 04
- PROGRAM DOESN'T PROVIDE
LUNCH 05

TP17. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

The first statement is [READ 1ST STATEMENT]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	<u>OFTEN</u>	<u>SOME TIMES</u>	<u>NEVER</u>	<u>DK</u>	<u>REF</u>
a. I worried whether our food would run out before I got money to buy more.....	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more.....	01	02	03	98	99
c. We couldn't afford to eat balanced meals.....	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.....	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

TP15. This question asks the respondent to consider the degree to which he/she depends on the SFSP program to provide breakfast. You will read the response items and then code the respondent's answer. If the program does not provide breakfast you will code '05', *Program does not provide breakfast.*

TP16. This question asks the respondent to consider the degree to which he/she depends on the SFSP program to provide lunch. You will read the response items and then code the respondent's answer. If the program does not provide lunch you will code '05', *Program does not provide lunch.*

TP17. This question attempts to elicit information about whether the school breakfast and lunch program that the child participates in during the school year makes a difference in the household food situation. It asks the respondent to compare the household food situation when the child was in school and receiving school breakfast/lunch with the situation in the last 30 days when the child was out of school. Make sure that the respondent understands that he/she is comparing the food situation during the school year with the food situation when the child is not in school during the summer.

TP18. Now think about when (CHILD NAME) was in school during the regular school year that ended in May or June of this year. Did the school breakfast and lunch program during the regular school year make a difference in your household food situation compared to the last 30 days?

- YES 01
- NO 02

TP19. Does your child eat more balanced meals and healthy foods during the **regular school year** or during the **summer**?

- REGULAR SCHOOL YEAR 01
- SUMMER 02
- EATS ABOUT THE SAME..... 03

BOX C

IF TP18 OR TP19 = **01**, CONTINUE;
OTHERWISE, **TP21**

TP20. You said that your food situation was different when your child was in school compared to the summer. What was the reason for the differences during the school year? [CODE ALL THAT APPLY]

- MORE QUANTITY OF FOOD TO EAT 01
- MORE DIFFERENT TYPES OF FOOD TO EAT 02
- MORE FRUITS AND VEGETABLES TO EAT 03
- MORE MEAT TO EAT 04
- MORE MILK PRODUCTS TO EAT 05
- MORE REGULAR MEAL TIMES 06
- LESS FAST FOOD 07
- OTHER (SPECIFY)..... 08
- _____
- DK 98
- REFUSED..... 99

TP21. Who in your household is responsible for preparing breakfast and lunch for (CHILD NAME) during the summer when (he/she) eats at home? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY) 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TP18. This question attempts to elicit information about whether the school breakfast and lunch program that the child participates in during the school year makes a difference in the household food situation. It asks the respondent to compare the household food situation when the child was in school and receiving school breakfast/lunch with the situation in the last 30 days when the child was out of school. Make sure that the respondent understands that he/she is comparing the food situation during the school year with the food situation when the child is not in school during the summer.

TP19. This question asks the respondent to compare the healthiness of the child's meals during the school year to during the summer. Do not define 'balanced meals' and 'healthy food'. It is whatever it means to the respondent.

BOX C. Box C directs you to continue if the respondent answered 'yes' to TP18 or 'regular school year' to TP19. Otherwise, go to TP21.

TP20. This question is a follow-up to the responses in TP18 and TP19 that suggest that the food situation in the household is better when the child is receiving school breakfast and/or lunch during the school year. This question asks how the situation is better. There are 7 response codes in addition to 'Other, Specify'. Try to code the response in one of the existing codes. However, if you cannot code a respondent's answer with the existing response codes, you can record the response here.

TP21. This question asks who is responsible for feeding the child at home during the summer. Response codes 05 and 06 are *Other (Specify)* categories that you can use if the respondent's answer cannot be coded in one of the existing response items. Code all responses the respondent reports. If the respondent reports 'self', code '01' or '02'.

TP22. During the summer, when (CHILD NAME) is not in a summer program that serves **breakfast**, where does (he/she) usually eat breakfast?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____ DOESN'T EAT BREAKFAST..... 04 (TP25)

TP23. How would you describe the amount of food (CHILD NAME) eats at a typical **breakfast** during the summer when not in a summer program? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT..... 01
- ENOUGH TO EAT..... 02
- NOT ENOUGH TO EAT 03

TP24. How would you describe the kind of food (CHILD NAME) eats at a typical **breakfast** during the summer when not in a summer program? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTH AND BALANCED 01
- SOMEWHAT HEALTHY AND BALANCED 02
- NOT AT ALL HEALTHY AND BALANCED 03

TP25. During the summer, when (CHILD NAME) is not in a summer program that provides **lunch**, where does (he/she) usually eat lunch?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____ DOESN'T EAT LUNCH..... 04 (TP28)

TP26. How would you describe the amount of food (CHILD NAME) ate at a typical **lunch** during the summer when not in a summer program or summer school? Would you say (he/she) got more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT..... 01
- ENOUGH TO EAT..... 02
- NOT ENOUGH TO EAT 03

TP22. This question asks where the child usually eats breakfast during the summer. Response code 03 is an *Other (Specify)* category that you can use if the respondent's answer cannot be coded in one of the existing response items. If the respondent reports that the child does not eat breakfast, code '04' and go to TP25.

TP23-TP24. These questions ask about the amount and kind of food the child eats at a typical breakfast during the summer. For TP24, do not define 'healthy' and 'balanced'. The definition is whatever it means to the respondent.

TP25. This question asks where the child usually eats lunch during the summer. Response code 03 is an *Other (Specify)* category that you can use if the respondent's answer cannot be coded in one of the existing response items. If the respondent reports that the child does not eat lunch, code '04' and go to TP28.

TP26-TP27. These questions ask about the amount and kind of food the child eats at a typical lunch during the summer. For TP27, do not define 'healthy' and 'balanced'. The definition is whatever it means to the respondent..

TP27. How would you describe the kind of food (CHILD NAME) eats at a typical **lunch** during the summer when not in a summer program? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTH AND BALANCED 01
- SOMEWHAT HEALTHY AND
BALANCED 02
- NOT AT ALL HEALTHY AND
BALANCED 03

TP28. Who in your household is responsible for watching (CHILD NAME) (and the other children) during the day in the summer? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY) 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TP29. Were there periods of time during the day in the summer when you needed to cover child care but there was no one to watch (CHILD NAME)?

- YES 01
- NO 02 (INTRO TO TP37)

TP30. How much of a problem was this for your household? Would you say it was a very large problem, somewhat of a problem, not much of a problem, or not at all a problem?

- VERY LARGE PROBLEM 01
- SOMEWHAT OF A PROBLEM 02
- NOT MUCH OF A PROBLEM 03
- NOT AT ALL A PROBLEM 04

Finally, I would like to ask you a few questions about yourself and other members of your family.

TP31. First, how old are you?

AGE

TP28. This question asks who is responsible for watching the child during the day in the summer. Response codes 05 and 06 are *Other (Specify)* categories that you can use if the respondent's answer cannot be coded in one of the existing response items. Code all responses the respondent reports. If the respondent reports 'self', code '01' or '02'.

TP29. This question is trying to determine whether child care was a problem during the summer. If the respondent answer 'Yes' continue. Otherwise, go to the introduction before TP37.

TP30. This question asks the respondent to assess the degree of the problem identified in TP29.

TP31-TP37. These final questions collect information about the respondent and other members of the family.

TP31. This question asks the respondent's age. Record the age in the boxes

TP32. CODE SEX

TP33. What is the highest grade or year of regular school you ever completed?

- NONE, OR GRADES 1-8 01
- HS INCOMPLETE - GRADES 9-11 02
- HS GRADUATE - 12 GRADE OR GED 03
- BUSINESS, TECHNICAL OR
VOCATIONAL SCHOOL AFTER HS 04
- SOME COLLEGE OR 2YR DEGREE 05
- COLLEGE GRADUATE 06
- GRADUATE OR PROFESSIONAL
SCHOOL OR OTHER 07
- DK 08
- REFUSED 09

TP34. Are you employed outside the home during the day?

- YES 01
- NO 02

TP35. Are you now married, living with someone as married, widowed, divorced, separated, or have you never been married?

- MARRIED 01
- LIVING AS MARRIED 02
- WIDOWED 03 (TP37)
- DIVORCED 04 (TP37)
- SEPARATED 05 (TP37)
- NEVER MARRIED 06 (TP37)

TP36. Is your (husband/wife/partner) employed outside the home during the day?

- YES 01
- NO 02

TP37. Are there (any/any other) adults 19 years old or older in the household who are home during the day?

- YES 01
- NO 02

END

Thank you for your time. Someone may contact you again to follow-up on some of the information you provided us. If you agree to a second interview you will be paid \$20.

Before I go, may I verify that our records have your correct address and telephone numbers? [READ ADDRESS AND PHONE NUMBERS].

When is the best time to reach you during the day and evening?

TP32. This question asks the respondent's gender.

TP33. This question asks the highest grade or number of years the respondent completed in regular school. Regular school refers to elementary school through college. It includes business, technical or vocational school.

TP34. This question asks whether the respondent has a job outside the home.

TP35. This question asks the respondent's present marital status. If the respondent was married, divorced, and then remarried; his/her present status is 'married'. If the respondent is '*married*' or '*living as married*', continue. Otherwise, go to TP37.

TP36. This question asks whether the respondent's partner is employed outside the home.

TP37. Other than the respondent and his/her partner, this question asks whether there are other adult members of the household that are at home during the day.

END. Read this paragraph verbatim. This statement thanks the respondent and reminds them that someone may contact them again for an in-person interview. It also introduces the \$20 payment that will be provided if the respondent completes a second interview. Finally, you will confirm the contact information and ask for a good time to contact them again. If the respondent provides different contact information, record it on the information sheet.

Chapter 5 – Interview Procedures for the In-Person Interviews

5.1 In-Person, Non-Participant Interview

The In-Person, Non-Participant interview includes a set of open-ended questions, a series of questions on food security, and several questions about other children in the household. The open-ended questions are designed to capture the respondents' thoughts, feelings, and perceptions. You will ask a question that does not have a 'yes' or 'no' answer, and wait for the respondent to reply. Be very patient. If the respondent cannot answer the question, try to reword it to illicit a response. If the respondent provides a 'yes' or 'no' answer, follow up with one of the questions in parentheses or ask the question "Why do you say that?"

IN
IN-PERSON INTERVIEW

NONPARTICIPANT (IN)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |__|_|_| |__|_|_| |__|_|_| |__|_|_|

LOCATION OF INTERVIEW: _____

CHILD NAME: _____

CHILDREN IN FAMILY: |__|_|_|

OTHER ADULTS IN HH: **YES** **NO**

START TIME: |__|_|_| |__|_|_| **AM PM**

STOP TIME: |__|_|_| |__|_|_| **AM PM**

FOR OFFICE USE ONLY

DATE RECEIVED: _____

BATCH #: _____

ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB #XXXX EXP. DATE: XX/XX/XXXX

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Office, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7479, ATTN: PRA (0925-0465). Do not return the completed form to this address.

5.1.1 First Page

The first page of the In-Person, Non-Participant questionnaire includes a box for the label ID and other information that you will need to fill in before or at the beginning of the interview.

Before you begin the interview, fill in the following information:

Label box. Remove one of the labels from your package of labels and affix it over the box.

Interviewer name. Record your name on the line, last name first, and first initial. For example, *Curtin, S.*

Interviewer ID. Record the interviewer ID that you were assigned in training.

Date of interview. Record the day, month, and year. Back fill the day and month with leading zeros if needed. Record the year as four digits. For example, */0/3/ /0/9/ /2/0/0/4/*.

Child name. The child's name should be filled in.

Children in family. Number of children in family should be filled in.

IN
IN-PERSON INTERVIEW

NONPARTICIPANT (IN)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |__|_| |__|_| |__|_| |__|_|

LOCATION OF INTERVIEW: _____

CHILD NAME: _____

CHILDREN IN FAMILY: |__|_|

OTHER ADULTS IN HH: **YES** **NO**

START TIME: |__|_| |__|_| **AM** **PM**

STOP TIME: |__|_| |__|_| **AM** **PM**

FOR OFFICE USE ONLY

DATE RECEIVED: _____

BATCH #: _____

ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB #XXXX EXP. DATE: XX/XX/XXXX

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Office, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7479, ATTN: PRA (0925-0465). Do not return the completed form to this address.

Other adults in household. This should be filled in.

Start Time. Record the time you start the interview in hours and minutes. Back fill with leading zeros if needed. For example, 10/4/ 10/5/ AM PM

Stop Time. Record the time you complete the interview in hours and minutes, following the same procedures as for the Start Time.

Introduction. During training you will draft an introduction in your own words that contains the points listed on the questionnaire. The introduction should sound natural and be comfortable for you to explain without looking at notes.

IN1-IN7. The first series of questions ask the respondents' opinions on how they deal with feeding their child healthy meals in the summer. Listen carefully to what the respondent says. Respondents may not have thought about these questions, so it may take time for them to formulate a response. Wait patiently for their answer. Record concisely but with verbatim phrases. If appropriate, ask the follow-up questions in italics. If the respondent does not elaborate, use a line of questioning such as "why do you say yes/no?"; "why do you say that?"; "Can you tell me more about that?" Do not force respondents to respond, but use their answers to ask another question to get at the information.

IN1. This open-ended question asks the respondents to talk about ways they fed their children enough and the right kinds of foods that were 'special' or 'different' from when they were in school and receiving school breakfast and/or lunch. Reinforce the term 'special' and 'different' if needed.

IN2. This open-ended question asks the respondents to describe any problems they might have had to make sure that their child was fed breakfast. A problem refers to anything that changed the routine or pattern of the day that affected other daily activities, such as work or meal time. A problem could refer to a situation that was stressful to the respondent or the child, or some other member of the family. A problem could refer to a financial situation that created a burden on the family.

IN3. This question is the same as IN2 except it refers to lunch.

IN4. This question is asking for examples of different choices the respondent might have made in the feeding arrangements for their child during the summer months. If the respondent answers ‘nothing’, ask the follow-up question in parentheses. This may elicit some examples of changes. Be patient, they may not have thought about this question. If the respondent indicates that there is no difference, ask “Why do you say that?”

IN5. This question asks the respondent to think about their household and what would have to happen in order to send their child to a summer program? If needed, read the examples in italics. Try to elicit specific requirements from the respondents. If they give vague answers, ask them to provide more detail (i.e., “Can you tell me a little more about that?”)

IN6. This question asks the respondent to think about the eating arrangements for their child in the summer and how pleased they were. If the respondent hesitates, ask the specific questions in italics.

IN7. This question was asked in the telephone interview, but this is an opportunity for the respondent to tell you why they answered “yes” or “no”. Remember that they should be comparing what the child eats in the summer with what he/she eats during the school year when she gets school breakfast and/or lunch.

The next questions are about the food eaten in your household in the **last 30 days**.

IN8. First, I'm going to read a statement and I want you to tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

My (child was/children were) not eating enough because I just couldn't afford enough food. Was that often, sometimes, or never true for your household in the last 30 days?

- OFTEN TRUE 01
- SOMETIMES TRUE 02
- NEVER TRUE 03
- DK 98
- REFUSED 99

IN9. In the last 30 days, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

- YES 01
- NO 02 (IN11)
- DK 98 (IN11)
- REFUSED 99 (IN11)

IN10. In the last 30 days, how often did this happen?

DAYS

IN11. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money to buy food?

- YES 01
- NO 02
- DK 98
- REFUSED 99

IN12. In the last 30 days, were you ever hungry but didn't eat because you couldn't afford enough food?

- YES 01
- NO 02
- DK 98
- REFUSED 99

IN8-IN20. This series of questions asks about the household food security in the **last 30 days**. Some of the questions are similar in content, but are asking the same question in a slightly different way. These questions may be sensitive or uncomfortable to some respondents. Read them verbatim and repeat if necessary. Do not try to interpret the question.

IN8. This question asks the respondent whether, in the last 30 days, they felt their child did not get enough to eat because they couldn't afford it.

IN9. This question asks whether any adult in the household cut their portions or skipped meals in the last 30 days because there was not enough food. If the respondent answers "No" or "Don't Know", or refuses, go to IN11.

IN10. This question is a follow-up to IN9. It asks the respondent to report the number of days in the last 30 days that an adult ate less or skipped meals because there was not enough food. Enter the number in the box. Backfill with leading zero if necessary.

IN11. This question asks whether the respondent ate less than they felt they should in the last 30 days because there was not enough money to buy food.

IN12. This question asks the respondent if, in the last 30 days, they were ever hungry, but didn't eat because there was not enough money for food

IN13. In the last 30 days, did you lose weight because you didn't have enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

BOX A

IF IN8= 01 OR 02; OR IN9, IN10, IN11, OR IN12=01,
CONTINUE;
OTHERWISE, GO TO INTRO BEFORE IN21.

IN14. In the last 30 days, did (you/you or other adults in your household) ever NOT eat for a whole day because there wasn't enough money for food?

YES 01
NO 02 (IN16)
DK 98 (IN16)
REFUSED 99 (IN16)

IN15. In the last 30 days, how often did this happen?

DAYS

IN16. The next questions are about children living in the household who are under 19 years old. In the last 30 days, did you ever cut the size of (your child's/any of the children's) meals because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

IN17. In the last 30 days did (CHILD NAME/any of the children) ever skip meals because there wasn't enough money for food?

YES 01
NO 02 (IN19)
DK 98 (IN19)
REFUSED 99 (IN19)

IN13. This question asks whether the respondent lost weight in the last 30 days because there was not enough money for food.

BOX A. This box directs you to continue if the respondent indicated that they did not eat as much as they should have or wanted to, or reported they had lost weight in questions IN8-13. The next questions are asking about another level of food insecurity. If the respondent indicated in those questions that food security was not an issue, you will go to the introduction before IN21.

IN14. This question asks the respondent whether, in the last 30 days, any adults or children in the household did not eat for a whole day because there was not enough food. If they respond “Yes” you will continue, otherwise go to IN16.

IN15. This question asks the respondent to report the number of days in the last 30 days when anyone in the household did not eat for a whole day because there was not enough food. Record the number in the boxes. Backfill with leading zero if necessary.

IN16-IN20. Questions IN16 through IN20 ask about the food security situation of children under 19 years old. If there is more than one child under 19 years old in the household (see information on the questionnaire cover), use the term “your children” or “any of your children” in the question.

IN16. This question asks the respondent whether, in the last 30 days, they ever cut the size of their child’s/children’s food because there was not enough money for food.

IN17. This question asks the respondent whether, in the last 30 days, their child/children ever skipped meals because there was not enough money for food. If the respondent answers “No”, “Don’t know”, or refuses, go to IN19.

IN18. In the last 30 days, how often did this happen?

____|____|
DAYS

IN19. In the last 30 days (was your child/were the children) ever hungry but you just couldn't afford more food?

YES 01
NO 02
DK 98
REFUSED 99

IN20. In the last 30 days, did (your child/any of the children) ever not eat for a whole day because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

IN18. This question asks the respondent to report the number of days in the last 30 days when their child/children skipped meals because there was not enough food. Record the number in the boxes. Backfill with leading zero if necessary.

IN19. This question asks the respondent whether there were days in the last 30 days when their child/children was hungry because they could not afford food.

IN20. This question asks the respondent whether there were days in the last 30 days when their child/children did not eat for a whole day because they could not afford food.

Finally, I would like to get some information about the other children in your household.

IN21. Did any other children in your household 6 through 18 years old participate in a summer program that offered breakfast and or lunch?

YES 01
NO 02 (END)
DK 98 (END)
REFUSED 99 (END)

I would like to get some information about (him/her/them).

IN22. How many children participate? [CHECK 1 BOX FOR EACH CHILD]	IN23. How old is (CHILD #) who participates?	IN24. Is this a boy or girl?	IN25. What is the name or location of the program?
Child #1			
Child #2			
Child #3			
Child #4			

END

This completes the interview. Thank you for your time.

IN21. This question is asking whether other children in the household participated in a summer program that offered breakfast and/or lunch. If the respondent answers “yes” you will record information in the grid below. If the respondent answers “No”, you will go to the END.

IN22-IN25. This is a grid where you will enter information about each child. Check a cell in column IN22 for each child that participated in a summer program that offered breakfast and/or lunch and then ask IN23-IN25 for each child checked.

IN22. Read the question in the column heading and check a cell for each child reported, then go to IN23.

IN23. Read the question in the column heading and record the answer in the appropriate cell. If more than one child participated in a summer program that offers breakfast and/or lunch, ask the respondent to give you the age of the youngest child that participated first. Record the age in the first cell of IN23 and then go to IN24 and IN25. Then ask for the age of the next youngest child that participated. Continue in this way until you have recorded the ages of all children that participated in a summer program.

IN24. Read the question in the column heading and record the answer in the appropriate cell. Record the gender of the first child and go to IN25. Continue in this way until you have recorded the gender for all children checked in the first column.

IN25. Read the question in the column heading and record the answer in the appropriate cell. This question should be asked in turn about every child. If the respondent does not know the name or location, try to get some identifying information (e.g., art program).

END. Thank them for their time and give them the \$20 remuneration.

IP
IN-PERSON INTERVIEW

PARTICIPANT (IP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |__|_|_| |__|_|_| |__|_|_| |__|_|_|

LOCATION OF INTERVIEW: _____

CHILD NAME: _____

SFSP SITE ATTENDED: _____

CHILDREN IN FAMILY: |__|_|_|

OTHER ADULTS IN HH: **YES** **NO**

START TIME: |__|_|_| |__|_|_| **AM PM**

STOP TIME: |__|_|_| |__|_|_| **AM PM**

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB #XXXX EXP. DATE: XX/XX/XXXX

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Office, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7479, ATTN: PRA (0925-0465). Do not return the completed form to this address.

5.2 In-Person, Participant Interview

The In-Person, Participant interview includes a set of open-ended questions, a series of questions on food security, and several questions about other children in the household. The open-ended questions are designed to capture the respondents' thoughts, feelings, and perceptions. You will ask a question that does not have a 'yes' or 'no' answer, and wait for the respondent to reply. Be very patient. If the respondent cannot answer the question, try to reword it to illicit a response. If the respondent provides a 'yes' or 'no' answer, follow up with one of the questions in parentheses or ask the question "Why do you say that?"

5.2.1 First Page

The first page of the In-Person, Non-Participant questionnaire includes a box for the label ID and other information that you will need to fill in before or at the beginning of the interview.

Before you begin the interview, fill in the following information:

Label box. Remove one of the labels from your package of labels and affix it over the box.

Interviewer name. Record your name on the line, last name first, and first initial. For example, *Curtin, S.*

Interviewer ID. Record the interviewer ID that you were assigned in training.

Date of interview. Record the day, month, and year. Back fill the day and month with leading zeros if needed. Record the year as four digits. For example, */0/3/ /0/9/ /2/0/0/4/*.

Child name. The child's name should be filled in.

Children in family. Number of children in family should be filled in.

IP

IN-PERSON INTERVIEW

PARTICIPANT (IP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

LOCATION OF INTERVIEW: _____

CHILD NAME: _____

SFSP SITE ATTENDED: _____

CHILDREN IN FAMILY: |_|_|_|

OTHER ADULTS IN HH: yes no

START TIME: |_|_|_|_|_|_|_|_|_|_| AM PM

STOP TIME: |_|_|_|_|_|_|_|_|_|_| AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB #XXXX EXP. DATE: XX/XX/XXXX
Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Office, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7479, ATTN: PRA (0925-0465). Do not return the completed form to this address.

Start Time. Record the time you start the interview in hours and minutes. Back fill with leading zeros if needed. For example, 10/4/ 10/5/ **AM PM** ○

Stop Time. Record the time you complete the interview in hours and minutes, following the same procedures as for the Start Time.

Other adults in household. This should be filled in.

Introduction. During training you will draft an introduction in your own words that contains the points listed in the questionnaire. The introduction should sound natural and be comfortable for you to explain without looking at notes.

IP1-IP8. The first series of questions ask the respondents' opinions on how they deal with feeding their child healthy meals in the summer. Listen carefully to what the respondent says. Respondents may not have thought about these questions, so it may take time for them to formulate a response. Wait patiently for their answer. Record concisely but with verbatim phrases. If appropriate, ask the follow-up questions in italics. If the respondent does not elaborate, use a line of questioning such as "why do you say yes/no?"; "why do you say that?"; "Can you tell me more about that?" Do not force respondents to respond, but use their answers to ask another question to get at the information.

IP1. This question is determining what meal or meals the SFSP program offered.

IP2. This question is similar to one asked in the telephone interview. However, it offers the respondent to elaborate on their response. Use the questions in italics to follow-up on their response.

Now I would like you to think about those times during the summer when (CHILD NAME) was not in the summer program.

IP3. Did you do anything special to feed (CHILD NAME) (IP1) when (he/she) was not in the summer program that provided (IP1)?

- *How did you try to make sure that he/she ate enough food and the right kinds of foods at (IP1)?*
- *Looking back on it, are there other things you think you could have done to make sure that your child got enough food and the right kinds of foods?*

IP4. Now thinking about **breakfast**, was it a problem to make sure (CHILD NAME) was fed breakfast during the summer when not in a summer program?

- *Can you tell me more about that?*
- *Looking back on it, do you think that you will do something differently next summer?*
- *IF NO PROBLEM: Why wasn't it a problem? Can you tell me more about that?*

IP3. This open-ended question asks the respondents to talk about ways they fed their children enough and the right kinds of foods that were ‘special’ or ‘different’ from when they were in school and receiving school breakfast and/or lunch. Reinforce the term ‘special’ and ‘different’ if needed.

IP4. This open-ended question asks the respondents to describe any problems they might have had to make sure that their child was fed breakfast. A problem refers to anything that changed the routine or pattern of the day that affected other daily activities, such as work or meal time. A problem could refer to a situation that was stressful to the respondent or the child, or some other member of the family. A problem could refer to a financial situation that created a burden on the family.

IP5. Now thinking about **lunch**, was it a problem to make sure (CHILD NAME) was fed lunch during the summer?

- *Can you tell me more about that?*
- *Looking back on it, do you think that you will do something differently next summer?*
- *IF NO: Please explain. Why wasn't it a problem? Can you tell me more about that?*

IP6. If you could improve (CHILD NAME's) eating arrangements or the kind of foods (he/she) eats for breakfast and lunch during the summer months when (he/she) is not in a summer program, what would you do?

- *Why do you say that?*
- *What else?*
- *IF NOTHING: Do you feel that there is no difference in the eating arrangements and kinds of foods that (CHILD NAME) eats in the summer program compared to when not in the program?*

IP5. This question is the same as IP4 except it refers to lunch.

IP6. This question is asking for examples of different choices the respondent might have made in the feeding arrangements for their child during the summer months when not in SFSP. If the respondent answers 'nothing', ask the follow-up question in parentheses. This may elicit some examples of changes. Be patient, they may not have thought about this question. If the respondent indicates that there is no difference, as "Why do you say that?"

IP7. This question asks the respondent to think about the eating arrangements for their child in the summer when he/she was not in an SFSP program, and how pleased they were with those arrangements. If the respondent hesitates, ask the specific questions in italics.

IP8. This question was asked in the telephone interview, but this is an opportunity for the respondent to tell you why they answered “yes” or “no”. Remember that they should be comparing what the child eats in the summer with what he/she eats during the school year when she gets school breakfast and/or lunch.

The next questions are about the food eaten in your household in the **last 30 days**.

IP9. First, I'm going to read a statement and I want you to tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

My (child was/children were) not eating enough because I just couldn't afford enough food. Was that often, sometimes, or never true for your household in the last 30 days?

OFTEN TRUE 01
SOMETIMES TRUE 02
NEVER TRUE 03
DK 98
REFUSED 99

IP10. In the last 30 days, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

YES 01
NO 02 (IP12)
DK 98 (IP12)
REFUSED 99 (IP12)

IP11. In the last 30 days, how often did this happen?

DAYS

IP12. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money to buy food?

YES 01
NO 02
DK 98
REFUSED 99

IN9-IP21. This series of questions asks about the household food security in the **last 30 days**. Some of the questions are similar in content, but are asking the same question in a slightly different way. These questions may be sensitive or uncomfortable to some respondents. Read them verbatim and repeat if necessary. Do not try to interpret the question.

IP9. This question asks the respondent whether, in the last 30 days, they felt their child did not get enough to eat because they couldn't afford it.

IP10. This question asks whether any adult in the household cut their portions or skipped meals in the last 30 days because there was not enough food. If the respondent answers "No" or "Don't Know", or refuses, go to IN11.

IP11. This question is a follow-up to IP10. It asks the respondent to report the number of days in the last 30 days that an adult ate less or skipped meals because there was not enough food. Enter the number in the box. Backfill with leading zero if necessary.

IP12. This question asks whether the respondent ate less than they felt they should in the last 30 days because there was not enough money to buy food.

IP13. In the last 30 days, were you ever hungry but didn't eat because you couldn't afford enough food?

YES 01
NO 02
DK 98
REFUSED 99

IP14. In the last 30 days, did you lose weight because you didn't have enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

BOX A
IF IP9= 01 OR 02; OR IP10, IP12, IP13, OR IP14=01,
CONTINUE;
OTHERWISE, GO TO INTRO BEFORE IP22

IP15. In the last 30 days, did (you/you or other adults in your household) ever NOT eat for a whole day because there wasn't enough money for food?

YES 01
NO 02 (IP17)
DK 98 (IP17)
REFUSED 99 (IP17)

IP16. In the last 30 days, how often did this happen?

|_|_|
DAYS

IP17. The next questions are about children living in the household who are under 19 years old. In the last 30 days, did you ever cut the size of (your child's/any of the children's) meals because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

IP13. This question asks the respondent if, in the last 30 days, they were ever hungry, but didn't eat because there was not enough money for food.

IP14. This question asks whether the respondent lost weight in the last 30 days because there was not enough money for food.

BOX A. This box directs you to continue if the respondent indicated that they did not eat as much as they should have or wanted to, or reported they had lost weight in questions IP9-14. The next questions are asking about another level of food insecurity. If the respondent indicated in those questions that food security was not an issue, you will go to the introduction before IP22.

IP15. This question asks the respondent whether, in the last 30 days, any adults or children in the household did not eat for a whole day because there was not enough food. If they respond "Yes" you will continue, otherwise go to IP17.

IP16. This question asks the respondent to report the number of days in the last 30 days when anyone in the household did not eat for a whole day because there was not enough food. Record the number in the boxes. Backfill with leading zero if necessary.

IP17-IP21. Questions IP17 through IP21 ask about the food security situation of children under 19 years old. If there is more than one child under 19 years old in the household (see information on the questionnaire cover), use the term "your children" or "any of your children" in the question.

IP18. In the last 30 days did (CHILD NAME/any of the children) ever skip meals because there wasn't enough money for food?

YES 01
NO 02 (IP20)
DK 98 (IP20)
REFUSED 99 (IP20)

IP19. In the last 30 days, how often did this happen?

DAYS

IP20. In the last 30 days (was your child/were the children) ever hungry but you just couldn't afford more food?

YES 01
NO 02
DK 98
REFUSED 99

IP21. In the last 30 days, did (your child/any of the children) ever not eat for a whole day because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

IN18. This question asks the respondent whether, in the last 30 days, their child/children ever skipped meals because there was not enough money for food. If the respondent answers “No”, “Don’t know”, or refuses, go to IN20.

IP19. This question asks the respondent to report the number of days in the last 30 days when their child/children skipped meals because there was not enough food. Record the number in the boxes. Backfill with leading zero if necessary.

IP20. This question asks the respondent whether there were days in the last 30 days when their child/children was hungry because they could not afford food.

IP21. This question asks the respondent whether there were days in the last 30 days when their child/children did not eat for a whole day because they could not afford food.

Finally, I would like to get some information about the other children in your household.

IP22. Did any other children in your household 6 through 18 years old participate in a summer food program?

YES 01
NO 02 (END)
DK 98 (END)
REFUSED 99 (END)

I would like to get some information about (him/her/them).

IP23. How many children participated? [CHECK 1 BOX FOR EACH CHILD]	IP24. How old is (CHILD #) who participated?	IP25. Is this a boy or girl?	IP26. What is the name or location of the program?
Child #1			
Child #2			
Child #3			
Child #4			

END

This completes the interview. Thank you for your time.

IP22. This question is asking whether other children in the household participated in a summer program that offered breakfast and/or lunch. If the respondent answers “yes” you will record information in the grid below. If the respondent answers “No”, you will go to the END.

IP23-IP26. This is a grid where you will enter information about each child. Check a cell in column IN23 for each child that participated in a summer program that offered breakfast and/or lunch and then ask IN24-IN26 for each child checked.

IP23. Read the question in the column heading and check a cell for each child reported, then go to IN24.

IP24. Read the question in the column heading and record the answer in the appropriate cell. If more than one child participated in a summer program that offers breakfast and/or lunch, ask the respondent to give you the age of the youngest child that participated first. Record the age in the first cell of IN24 and then go to IN25 and IN65. Then ask for the age of the next youngest child that participated. Continue in this way until you have recorded the ages of all children that participated in a summer program.

IP25. Read the question in the column heading and record the answer in the appropriate cell. Record the gender of the first child and go to IN26. Continue in this way until you have recorded the gender for all children checked in the first column.

IP26. Read the question in the column heading and record the answer in the appropriate cell. This question should be asked in turn about every child. If the respondent does not know the name or location, try to get some identifying information (e.g., art program).

END. Thank them for their time and give them the \$20 remuneration.

Appendices

A. Key Project Staff & Contact Information

Felton & Harley Associates, Inc.

1101 17th Street, NW
Suite 1200
Washington, DC 20036
202-466-1111
202-466-3363 (fax)

Project Director

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Corporate Monitor

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Westat, Inc.

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Rockville, MD 20850
301-251-1500
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Subcontractor Director

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lucasmjl@westat.com

Senior Researcher

Susie McNutt
801-453-9268
mcnutts1@westat.com

B. Definitions of Program Terms for the SFSP Program

Act means the National School Lunch Act, as amended.

Administrative costs means costs incurred by a sponsor related to planning, organizing, and managing a food service under the Program, and excluding interest costs and operating costs.

Adult means, for the purposes of the collection of social security numbers as a condition of eligibility for Program meals, any individual 21 years of age or older.

Areas in which poor economic conditions exist means: (a) The local areas from which an open site and restricted open site draw their attendance in which at least 50 percent of the children are eligible for free or reduced price school meals under the National School Lunch Program and the School Breakfast Program, as determined:

(1) By information provided from departments of welfare, education, zoning commissions, census tracts, and organizations determined by the State agency to be migrant organizations;

(2) By the number of free and reduced price lunches or breakfasts served to children attending public and nonprofit private schools located in the areas of Program sites; or

(3) From other appropriate sources; or

(b) A closed enrolled site.

Camps means residential summer camps and nonresidential day camps which offer a regularly scheduled food service as part of an organized program for enrolled children. Nonresidential camp sites shall offer a continuous schedule of organized cultural or recreational programs for enrolled children between meal services.

Children means (a) persons 18 years of age and under, and (b) persons over 18 years of age who are determined by a State educational agency or a local public educational agency of a State to be mentally or physically handicapped and who participate in a public or nonprofit private school program established for the mentally or physically handicapped

Closed enrolled site means a site which is open only to enrolled children, as opposed to the community at large, and in which at least 50 percent of the enrolled children at the site are eligible for free or reduced price school meals under the National School Lunch Program and the School Breakfast Program, as determined by approval of applications in accordance with §225.15(f).

Continuous school calendar means a situation in which all or part of the student body of a school is (a) on a vacation for periods of 15 continuous school days or more during the period

October through April and (b) in attendance at regularly scheduled classes during most of the period May through September.

Food stamp household means any individual or group of individuals which is currently certified to receive assistance as a household under the Food Stamp Program.

Household means “family”, as defined in this section.

Income standards means the family-size and income standards prescribed annually by the Secretary for determining eligibility for reduced price meals under the National School Lunch Program and the School Breakfast Program.

Meals means food which is served to children at a food service site and which meets the nutritional requirements set out in this part.

Needy children means children from families whose incomes are equal to or below the Secretary's Guidelines for Determining Eligibility for Reduced Price School Meals.

New site means a site that did not participate in the Program in the prior year, or, as determined by the State agency, a site that has experienced significant staff turnover from the prior year.

New sponsor means a sponsor that did not participate in the Program in the prior year, or, as determined by the State agency, a sponsor that has experienced significant staff turnover from the prior year.

NYSP means the National Youth Sports Program administered by the National Collegiate Athletic Association.

NYSP feeding site means a site at which all of the children receiving Program meals are enrolled in the NYSP and which qualifies for Program participation on the basis of documentation that the site meets the definition of “areas in which poor economic conditions exist” as provided in this section.

Open site means a site at which meals are made available to all children in the area and which is located in an area in which at least 50 percent of the children are from households that would be eligible for free or reduced price school meals under the National School Lunch Program and the School Breakfast Program, as determined in accordance with paragraph (a) of the definition of *Areas in which poor economic conditions exist*.

Private nonprofit organization means an organization (other than private nonprofit residential camps, school food authorities, or colleges or universities participating in the NYSP) that:

(a) Administers the Program:

- (1) At no more than 25 sites, with not more than 300 children being served at

any approved meal service at any one site; or

- (2) With a waiver granted by the State in accordance with §225.6(b)(5)(ii), not more than 500 children being served at any approved meal service at any one site;
- (b) Operates in areas where a school food authority has not indicated that it will operate the Program in the current year;
 - (c) Exercises full control and authority over the operation of the Program at all sites under its sponsorship;
 - (d) Provides ongoing year-round activities for children or families;
 - (d) Demonstrates that it possesses adequate management and the fiscal capacity to operate the Program; and
 - (e) Meets applicable State and local health, safety, and sanitation standards.

Restricted open site means a site which is initially open to broad community participation, but at which the sponsor restricts or limits attendance for reasons of security, safety or control. Site eligibility for a restricted open site shall be documented in accordance with paragraph (a) of the definition of *Areas in which poor economic conditions exist*.

Rural means (a) any area in a county which is not a part of a Metropolitan Statistical Area or (b) any “pocket” within a Metropolitan Statistical Area which, at the option of the State agency and with FNS Regional Office concurrence, is determined to be geographically isolated from urban areas.

School food authority means the governing body which is responsible for the administration of one or more schools and which has the legal authority to operate a lunch program in those schools. In addition, for the purpose of determining the applicability of food service management company registration and bid procedure requirements, “school food authority” also means any college or university that participates in the Program.

Secretary means the Secretary of Agriculture.

Self-preparation sponsor means a sponsor which prepares the meals that will be served at its site(s) and does not contract with a food service management company for unitized meals, with or without milk, or for management services.

Session means a specified period of time during which enrolled children attend camp.

Site means a physical location at which a sponsor provides a food service for children and at which children consume meals in a supervised setting.

Sponsor means a public or private nonprofit school food authority, a public or private nonprofit residential summer camp, a unit of local, county or State government, a public or private nonprofit college or university currently participating in the NYSP, or a private nonprofit organization which develops a special summer or other school vacation program providing food

service similar to that made available to children during the school year under the National School Lunch and School Breakfast Programs and approved to participate in the Program. Sponsors are referred in the Act as “service institutions”.

State agency means the State educational agency or an alternate agency that has been designated by the Governor or other appropriate executive or legislative authority of the State and which has been approved by the Department to administer the Program within the State, or, in States where FNS administers the Program, FNS Regional Office.

TANF means the State funded program under part A of title IV of the Social Security Act that the Secretary determines complies with standards established by the Secretary that ensure that the standards under the State program are comparable to or more restrictive than those in effect on June 1, 1995. The program is commonly referred to as Temporary Assistance for Needy Families, although States may refer to it by another name.

Unit of local, municipal, county or State government means an entity which is so recognized by the State constitution or State laws, such as the State administrative procedures act, tax laws, or other applicable State laws which delineate authority for government responsibility in the State.

C. Glossary of Acronyms

AFDC	Aid to Families with Dependent Children
CACFP	Child and Adult Care Food Program
FDPIR	Food Distribution Program on Indian Reservations
FNS	Food and Nutrition Services
NSLP	National School Lunch Program
NYSP	National Youth Sports Program
RCCI	Residential Child Care Institutions
SBA	Small Business Administration
SBP	School Breakfast Program
SFSP	Summer Food Service Program
SMP	Special Milk Program
TANF	Temporary Assistance to Needy Families
USDA	United States Department of Agriculture
YMCA	Young Men’s Christian Association
YWCA	Young Women’s Christian Association

D. FNS Letter to Schools

[SAMPLE]

To:

Subject: Summer Food Service Program Research sponsored by USDA

Food and Nutrition Services (FNS) of the United States Department of Agriculture looks forward to the support and assistance that your school and school district are able to provide to Felton & Harley Associates, Inc. in the fielding of the current research on the Summer Food Service Program (SFSP). Felton & Harley Associates, Inc. is under contract with USDA to conduct this research in four locations around the United States with households that have elementary-age children who qualify for free or reduced-price meals during the regular school year.

Presently, there are a large number of elementary-age children who qualify, but do not participate, in the Summer Food Service Program during the summer month. FNS is concerned as to how and, even whether, their food needs are being met during the summer period. The Summer Food Service Program is an important tool in helping USDA to meet the summer food needs of qualifying children. The results of the research will be of valuable assistance to the management of FNS in developing strategies to increase the participation of children who currently perceive barriers to their participation in the SFSP. The research is also designed to aid in understanding the food needs of eligible children who do not participate in the SFSP.

Information collected confidentially from households in your school district will only be presented in an aggregate form so as not identify specific households or individuals. Food and Nutrition Services and Felton & Harley Associates, Inc. will meet, if not exceed, all of the requirements of the Office of Management & Budget (OMB) to assure the privacy and confidentiality of information provided by households participating in this research.

Again, I wish to extend my appreciation for your cooperation and assistance. Please contact me if I can be of assistance or if any questions should arise. I can be reached at the Office of Analysis, Nutrition and Evaluation at FNS at 703-605-0811 or by email at Fred.Lesnett@FNS.USDA.GOV.

Sincerely,

**Frederick Lesnett
Office of Analysis, Nutrition, and Evaluation
Food Nutrition Services**

U.S. Department of Agriculture

E. Letter from Principal to the Parents

[SAMPLE]

May or June, 2004

Dear Parent or Guardian:

This letter is to let you know about a study sponsored by the Food Nutrition Services of the U.S. Department of Agriculture to gather information about the breakfast and lunch arrangements you make for your school-aged children during the summer months while regular school is not in session.

We are asking for your participation in this important project during the month of July or August. The specific date and time will be provided by Ms. Sheila Harley, Project Director, in a follow-up letter. The telephone interview will take no more than 20 minutes. In addition, the interviewers may ask about your interest and availability for an in-person interview.

The information you share will help children in our community and elsewhere to participate to a larger extent in the U.S. Department of Agriculture's Summer Food Service Program.

If you have questions, please contact Stephen Broyles or Sheila Harley at 1-800-XXX-XXXX. Also, you can let me know if you have any questions.

Thanks for your cooperation!

Sincerely,

Susan Brown
Principal
Cardova Elementary School

F. Parent Letter from the Project Team

[SAMPLE]

June 2004

Dear Parent or Guardian (Insert Name)

This a follow-up letter to the one you received on May 15, 2004 from Ms. Susan Brown, Principal of Cardova Elementary School. For your convenience, I have enclosed a copy of Ms. Brown's letter asking for your cooperation in this U.S. Department of Agriculture Summer Food Service Program Study.

Your participation will help us all ensure that your children and other school-aged children in your community have the opportunity to eat daily nutritious meals.

We will contact you by telephone in July or August. The telephone interview only requires about 20 minutes of your time. In addition, we may contact you again for an in-person interview at Davis Recreation Center.

Your participation is entirely voluntary and we will keep confidential all information gathered. We look forward to having the opportunity to talk with you.

If you have any questions at any point, please contact me at 202-530-7734.

Comment [m1]: Recommend 1-800 number.

Sincerely,

Sheila Harley
SFSP Project Director
Felton & Harley Associates

G. Project Letter to SFSP Site

[SAMPLE]

June 30, 2004

Dear Recreation Center Director:

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) administers food programs that provide nutritionally balanced meals and snacks for eligible children who are 6 through 18 years of age. The two largest programs, the National School Lunch Program (NSLP) and School Breakfast Program (SBP), make meals and snacks available to qualifying children who attend public and not-for-profit private schools. Children living in families earning at or below 130 percent of poverty, based on family size, qualify for free meals and those living in families earning between 130 percent and 185 percent qualify for reduced-price meals. As you know, FNS also sponsors a Summer Food Service Program (SFSP) that offers free meals to qualifying children through summer community programs.

FNS is conducting a study this summer to determine how the food needs of eligible children are being met in the summer when regular school is not in session. This project is of extreme importance because only 3.3 million of the 15 million children who are eligible to receive free meals in the SFSP actually participate in the summer programs. The study will involve interviewing parents of both eligible children who participate in the SFSP programs and those who do not. We will be conducting a short telephone interview with about 50 parents in your area, and then follow-up in-person interviews with about 25 of those parents.

Specifically, we are asking your support in encouraging parents or guardians of children who frequent your facility to participate in this study. In addition, we would like to use some space in your facility for one or two days to conduct the in-person interviews. Your assistance will help us all ensure that children in your community and other school-aged children across the United States have the opportunity to eat daily nutritious meals.

I will be contacting you shortly to discuss the details of the project. If you have any questions about the study, you may contact me at 202-494-4914 or Stephen Broyles at 202-530-7740.

Sincerely,

Sheila Harley
SFSP Project Director
Felton & Harley Associates

Appendix B

Description of the Food Security Index

DESCRIPTION OF THE FOOD SECURITY INDEX

Using the *Guide to Measuring Household Food Security*,¹ a Food Security Index was developed for the respondents who participated in the both the telephone and in-person interviews. The steps followed in developing the Food Security Index are described below:

- The first step was to match the TNN, TNF and TP questionnaires with the IN and IP questionnaires because the questions were distributed between the telephone interview and the in-person interview. (Five questions were in the telephone interview and 13 questions were in the in-person interview).
- Next, the questions were matched with the questions listed in the *Guide to Measuring Household Food Security* (Table 1) and each response to the questions was given a code of 0 or 1 in accordance with the instructions on how to code survey responses for the Food Security Index (Exhibit 3-1 Coding Survey Responses for the Food Security Scale, p.28). (All negative responses –never true, no, or screened out at preliminary screen or 1st level screen etc. were given a code of 0. All positive responses—often true, sometimes true, yes, etc... were given a code of 1. Data were coded as missing if a respondent refused to respond to a question or was recorded as having said, “Don’t know.”)
- Following Exhibit 3-3, “Households with Complete Responses: Food Security Index Values and Status Levels Corresponding to Number of Affirmative Responses” (p.34), the affirmative responses were recoded to represent the 1998 Food Security Index Values (if a respondent had only one affirmative response, a value of 1 was assigned; for two affirmative responses a value of 1.8 was assigned). With this recoding, the 18 affirmative responses were recoded to represent a scale from 0 to 10.
- The Household Food Security Status –categorical measure divided the 10-point scale into four categories. A score of 0-2.32 represented being food secure. A score over 2.32 represented Food Insecurity (between 2.32 and 4.56 was identified as being Food Insecure Without Hunger; a score between 4.56 and 6.53 was identified as being Food Insecure With Hunger that was less severe –“Moderate”; and a score above 6.53 was identified as being Food Insecure With Hunger that was more severe –“Severe”).

¹ Bickel, Gary, Mark Nord, Cristofer Price, William Hamilton, and John Cook: *Guide to Measuring Household Food Security 2000*. U. S. Department of Agriculture, Food and Nutrition Service, Alexandria, VA. March 2000

Table 1. Questions in the Guide to Measuring Food Security, 2000 questionnaire and the survey instruments

Question number in the Guide to Measuring Food Security, 2000 questionnaire	TNN	TNF	TP	IN	IP
Q2	TNN22a	TNF23a	TP17a		
Q3	TNN22b	TNF23b	TP17b		
Q4	TNN22c	TNF23c	TP17c		
Q5	TNN22d	TNF23d	TP17d		
Q6	TNN22e	TNF23e	TP17e		
Q7				IN8	IP9
Q8				IN9	IP10
Q8a				IN10	IP11
Q9				IN11	IP12
Q10				IN12	IP13
Q11				IN13	IP14
Q12				IN14	IP15
Q12a				IN15	IP16
Q13				IN16	IP17
Q14				IN17	IP18
Q14a				IN18	IP19
Q15				IN19	IP20
Q16				IN20	IP21

Listed below are the questions used to compile the Food Security Index for this study, taken from the TNN and IN questionnaires.

TNN22. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

The first statement is [READ 1ST STATEMENT]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	<u>OFTEN</u>	<u>SOME TIMES</u>	<u>NEVER</u>	<u>DK*</u>	<u>REF**</u>
a. I worried whether our food would run out before I got money to buy more	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more	01	02	03	98	99
c. We couldn't afford to eat balanced meals.....	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

* DK = Don't know

** REF = Refused

The next questions are about the food eaten in your household in the **last 30 days**. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

IN8. First, I'm going to read a statement and I want you to tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

My (child was/children were) not eating enough because I just couldn't afford enough food. Was that often, sometimes, or never true for your household in the last 30 days?

OFTEN TRUE.....	01
SOMETIMES TRUE.....	02
NEVER TRUE.....	03
DK.....	98
REFUSED.....	99

IN9. In the last 30 days, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

YES.....	01
NO.....	02 (IN11)
DK.....	98 (IN11)
REFUSED.....	99 (IN11)

IN10. In the last 30 days, how often did this happen?

DAYS

IN11. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money to buy food?

YES.....	01
NO.....	02
DK.....	98
REFUSED.....	99

IN12. In the last 30 days, were you ever hungry but didn't eat because you couldn't afford enough food?

YES.....	01
NO.....	02
DK.....	98
REFUSED.....	99

DK = Don't know

IN13. In the last 30 days, did you lose weight because you didn't have enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

BOX A
IF IN8= **01** OR **02**; OR IN9, IN10, IN11, OR IN12=**01**,
CONTINUE; OTHERWISE, IN21.

IN14. In the last 30 days, did (you/you or other adults in your household) ever NOT eat for a whole day because there wasn't enough money for food?

YES 01
NO 02 (IN16)
DK 98 (IN16)
REFUSED 99 (IN16)

IN15. In the last 30 days, how often did this happen?

DAYS

IN16. The next questions are about children living in the household who are under 19 years old. In the last 30 days, did you ever cut the size of (your child's/any of the children's) meals because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

IN17. In the last 30 days did (CHILD NAME/any of the children) ever skip meals because there wasn't enough money for food?

YES 01
NO 02 (IN19)
DK 98 (IN19)
REFUSED 99 (IN19)

DK = Don't know

IN18. In the last 30 days, how often did this happen?

DAYS

IN19. In the last 30 days (was your child/were the children) ever hungry but you just couldn't afford more food?

YES 01
NO 02
DK 98
REFUSED 99

IN20. In the last 30 days, did (your child/any of the children) ever not eat for a whole day because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

DK = Don't know

Appendix C

Attachments

Attachment C-1

Proposed Sites for Analysis of the USDA SFSP

Proposed Sites for Analysis of the USDA Summer Food Service Program

SFSP Site	Region	Urbanicity (Locale Code) **	City * Population	County**	# of Sites ***	Free ** and Reduced Lunches (School)	Household* Median Income	Three Largest* Populations by Race	Hispanic* of Any Race
Oakland, CA	West	Large City	399,484	Alameda	39	27,583	\$40,005	35.7% African-Am 31.3% Caucasian 15.2% Asian	21.9%
Miami, FL	South	Urban Fringe of Large City	362,470	Miami-Dade	310	224,342	\$23,483	66.6% Caucasian 22.3% African-Am 5.4% Other	65.8%
Kansas City, MO	Midwest	Large City	441,545	Jackson	89	36,057	\$37,198	60.7% Caucasian 31.2% African-Am 3.2% Other	6.9%
Salisbury, MD	Northeast	Small Town	25,247	Wicomico	9	5,596	\$29,191	75.1% Caucasian 12.3% African-Am 3.6% Asian	3.4%

Alternate Sites

SFSP Site	Region	Urbanicity (Locale Code) **	City * Population	County**	# of Sites ***	Free ** and Reduced Lunches (School)	Household* Median Income	Three Largest* Populations by Race	Hispanic* of Any Race
Fresno, CA	West	Large City & Rural Inside MSA	427,652	Fresno	23	69,120	\$32,236	50.2% Caucasian; 23.4% Other 11.2% Asian	39.9
Williamsport, PA	Northeast	Mid-size City	30,706	Lycoming	22	3,069	\$25,946	84.1% Caucasian 12.7% African-Am 1.7% Multiracial	1.1%
Tampa, FL	South	Urban Fringe of Large City	303,447	Hillsborough	163	82,876	\$34,415	64.2% Caucasian 26.1% African-Am 4.2% Other	19.3%
Columbia, MO	Midwest	Mid-size City	84,531	Boone	9	4,440	\$33,729	81.5% Caucasian 10.9% African-Am 4.3% Asian	2.1%
Memphis, TN	South	Large Central City	650,000	Shelby	284	81,194	\$32,285	61.4% African-Am 34.4% Caucasian 1.5% Asian	3.0%
Oklahoma City, OK	Midwest	Large Central City	506,132	Oklahoma	70	30,828	\$34,947	68.4% Caucasian 15.4% African-Am 3.5% Amer-Indian	10.1%

Alternate Sites									
SFSP Site	Region	Urbanicity (Locale Code) **	City * Population	County**	# of Sites ***	Free ** and Reduced Lunches (School)	Household* Median Income	Three Largest* Populations by Race	Hispanic* of Any Race
Cambridge. MD	Northeast	Rural, outside MSA	10,911	Dorchester	4	2,047	\$25,967	49.9% African-Am 47.7% Caucasian 0.07% Asian	1.4%

* Data obtained from US Census, 2000

** Data obtained from Common Core of Data 2001-02

*** Data obtained from ERS USDA SFSP Program Sites 2001

Attachment C-3

Supporting Statement on SFSP Survey

SUPPORTING STATEMENT SUMMER FOOD SERVICE PROGRAM SURVEY

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) administers food programs that provide nutritionally balanced meals and snacks for eligible children who are 6 through 18 years of age. The two largest programs, the National School Lunch Program (NSLP) and School Breakfast Program (SBP), make meals and snacks available to children who attend public and not-for-profit private schools. The NSLP and SBP provide lunch and after-school snacks during the regular school year to more than 27 million students in 100,000 schools nationwide and breakfast to nearly 8 million students in 70,000 schools. The NSLP and SBP make available free and reduced-price breakfasts and lunches to qualifying children based on family income. Children living in families earning at or below 130 percent of poverty, based on family size, qualify for free meals and those living in families earning between 130 percent and 185 percent of poverty qualify for reduced-price meals.

The Summer Food Service Program (SFSP), which is administered by FNS, was designed to meet the summer food needs of eligible children who qualify for free or reduced-price breakfasts and lunches during the regular school year. During the summer months, federally funded meals are available through the SFSP at state-approved sites. A "site" is a physical location that provides SFSP meals and snacks during a regularly scheduled time period. Of the 15 million eligible children, only about 1.9 million (14%) participated in the SFSP in July 2002. Eligible children are those who qualify for free and reduced-price meals under the NSLP and SBP during the regular school year. Another 1.4 million of the 15 million eligible students (9%) who attended summer school or year-round schools in July 2002 were served free or reduced-price meals through NSLP. The SFSP and NSLP reached approximately 3.3 million children during the summer of 2002.

It may not be reasonable to expect participation rates in SFSP to equal the levels of the NSLP and SBP because there are a number of differences that affect participation:

- The NSLP and SBP are available in schools nationwide, whereas the SFSP is offered primarily in areas with high concentrations of low-income children.
- School is mandatory, while programs associated with SFSP are voluntary.
- Schools are required to provide transportation for students, while only one-third of SFSP sites provide transportation.

Nonetheless, FNS is committed to ensuring adequate nutrition in the summer for children who are eligible for the free or reduced-price breakfast and lunch programs during the regular school year. The current research is an extension of past efforts and research undertaken by FNS, which was authorized by Congress, to increase participation in SFSP. To that end, FNS is very interested in determining why children who are eligible for SFSP do not participate in the

program. This information is necessary to develop strategies for increasing the participation of eligible children in SFSP. FNS is seeking answers in the research to such questions as:

- . Are families of qualifying children who do not participate aware of the SFSP?
- . If yes, what are the reasons for nonparticipation?

In addition to increasing participation, FNS has a strong interest in evaluating how, and the extent to which, the food needs are being met for children who are eligible for SFSP but who do not participate. Questions to be answered in the research include the following:

- . Are qualifying children who do not participate in SFSP food insecure or hungry?
- . Is this different from the situation when the regular school year is in session?
- . What do parents or guardians of nonparticipating children do to feed their children during the summer, especially at lunch?

FNS is also seeking information on the following research issues:

- Are the perceptions and attitudes about the eating patterns of SFSP eligible children different for parents or guardians of nonparticipating children compared with children participating in SFSP? What are the perceptions and attitudes of parents or guardians about the eating patterns of their children, both those who participate and those who do not participate in SFSP, during the summer?
- What are the childcare arrangements for SFSP eligible children if or when they are not participating in SFSP?
- What are the feeding arrangements for children who typically participate in SFSP, during the time when SFSP is not available during the summer?

The current research is required to support FNS' need for information to support planning and strategy development to maximize the reach and effectiveness of SFSP in meeting the food needs of eligible children.

Attachment C-4

School District Superintendent Letter

To: School District Superintendents

Subject: Summer Food Service Program Research sponsored by USDA

Food and Nutrition Services (FNS) of the United States Department of Agriculture looks forward to the support and assistance that your school and school district are able to provide to Felton & Harley Associates, Inc. in the fielding of the current research on the Summer Food Service Program (SFSP). Felton & Harley Associates, Inc. is under contract with USDA to conduct this research in four locations around the United States with households that have elementary-age children who qualify for free or reduced-price meals during the regular school year.

Presently, there are a large number of elementary-age children who qualify, but do not participate, in the Summer Food Service Program during the summer month. FNS is concerned as to how and, even whether, their food needs are being met during the summer period. The Summer Food Service Program is an important tool in helping USDA to meet the summer food needs of qualifying children. The results of the research will be of valuable assistance to the management of FNS in developing strategies to increase the participation of children who currently perceive barriers to their participation in the SFSP. The research is also designed to aid in understanding the food needs of eligible children who do not participate in the SFSP.

Information collected confidentially from households in your school district will only be presented in an aggregate form so as not identify specific households or individuals. Food and Nutrition Services and Felton & Harley Associates, Inc. will meet, if not exceed, all of the requirements of the Office of Management & Budget (OMB) to assure the privacy and confidentiality of information provided by households participating in this research.

Again, I wish to extend my appreciation for your cooperation and assistance. Please contact me if I can be of assistance or if any questions should arise. I can be reached at the Office of Analysis, Nutrition and Evaluation at FNS at 703-605-0811 or by email at Fred.Lesnett@FNS.USDA.GOV.

Sincerely,

Frederick Lesnett
Office of Analysis, Nutrition, and Evaluation
Food Nutrition Services
U.S. Department of Agriculture

Attachment C-5

Elementary School Principal Letter

To: Elementary School Principals

Subject: Summer Food Service Program Research sponsored by USDA

Food and Nutrition Services (FNS) of the United States Department of Agriculture looks forward to the support and assistance that your school and school district are able to provide to Felton & Harley Associates, Inc. in the fielding of the current research on the Summer Food Service Program (SFSP). Felton & Harley Associates, Inc. is under contract with USDA to conduct this research in four locations around the United States with households that have elementary-age children who qualify for free or reduced-price meals during the regular school year.

Presently, there are a large number of elementary-age children who qualify, but do not participate, in the Summer Food Service Program during the summer month. FNS is concerned as to how and, even whether, their food needs are being met during the summer period. The Summer Food Service Program is an important tool in helping USDA to meet the summer food needs of qualifying children. The results of the research will be of valuable assistance to the management of FNS in developing strategies to increase the participation of children who currently perceive barriers to their participation in the SFSP. The research is also designed to aid in understanding the food needs of eligible children who do not participate in the SFSP.

Information collected confidentially from households in your school district will only be presented in an aggregate form so as not identify specific households or individuals. Food and Nutrition Services and Felton & Harley Associates, Inc. will meet, if not exceed, all of the requirements of the Office of Management & Budget (OMB) to assure the privacy and confidentiality of information provided by households participating in this research.

Again, I wish to extend my appreciation for your cooperation and assistance. Please contact me if I can be of assistance or if any questions should arise. I can be reached at the Office of Analysis, Nutrition and Evaluation at FNS at 703-605-0811 or by email at Fred.Lesnett@FNS.USDA.GOV.

Sincerely,

Frederick Lesnett
Office of Analysis, Nutrition, and Evaluation
Food Nutrition Services
U.S. Department of Agriculture

Attachment C-6

Parent Letter from Principal

June 2004

Dear parent or guardian

This letter is to let you know about a study sponsored by the Food Nutrition Services of the U.S. Department of Agriculture to gather information about the breakfast and lunch arrangements you make for your school-aged children during the summer months while regular school is not in session.

We are asking for your participation in this important project during the month of July or August. The specific date and time will be provided by Ms. Sheila Harley, Project Director, in a follow-up letter. The telephone interview will take no more than 20 minutes. In addition, the interviewers may ask about your interest and availability for an in-person interview.

The information you share will help children in our community and elsewhere to participate to a larger extent in the U.S. Department of Agriculture's Summer Food Service Program.

If you have questions, please contact Stephen Broyles or Sheila Harley at 1-877-303-2292.

Thanks for your cooperation!

Sincerely,

Principal, <NAME> Elementary School

Attachment C-7

Parent Letter from F&H

June 2004

Dear <PARENT/GUARDIAN NAME>

This a follow-up letter to the one you received on May 15, 2004 from <NAME>, Principal of <NAME>Elementary School. For your convenience, I have enclosed a copy of the principal's letter asking for your cooperation in this U.S. Department of Agriculture Summer Food Service Program Study.

Your participation will help us all ensure that your children and other school-aged children in your community have the opportunity to eat daily nutritious meals.

We will contact you by telephone in July or August. The telephone interview only requires about 20 minutes of your time. In addition, we may contact you again for an in-person interview at Davis Recreation Center.

Your participation is entirely voluntary and we will keep confidential all information gathered. We look forward to having the opportunity to talk with you.

If you have any questions at any point, please contact me at 202-530-7734.

Sincerely,

Sheila Harley
SFSP Project Director
Felton & Harley Associates

Attachment C-8

SFSP Site Director Letter

June 30, 2004

Dear<SITE DIRECTOR NAME>,

The U.S. Department of Agriculture's Food and Nutrition Service (FNS) administers food programs that provide nutritionally balanced meals and snacks for eligible children who are 6 through 18 years of age. The two largest programs, the National School Lunch Program (NSLP) and School Breakfast Program (SBP), make meals and snacks available to qualifying children who attend public and not-for-profit private schools. Children living in families earning at or below 130 percent of poverty, based on family size, qualify for free meals and those living in families earning between 130 percent and 185 percent qualify for reduced-price meals. As you may know, FNS also sponsors a Summer Food Service Program (SFSP) that offers free meals to qualifying children through summer community programs.

FNS is conducting a study this summer to determine how the food needs of eligible children are being met in the summer when regular school is not in session. This project is of extreme importance because only 3.3 million of the 15 million children who are eligible to receive free meals in the SFSP actually participate in the summer programs. The study will involve interviewing parents of both eligible children who participate in the SFSP programs and those who do not. We will be conducting a short telephone interview with about 50 parents in your area, and then follow-up in-person interviews with about 25 of those parents.

We would like to use some space in your facility for one or two days to conduct the in-person interviews. Your assistance will help us all ensure that children in your community and other school-aged children across the United States have the opportunity to eat daily nutritious meals.

If you have any questions about the study, you may contact Stephen Broyles at 202-530-7740.

Sincerely,

Sheila Harley
SFSP Project Director
Felton & Harley Associates

Attachment C-9

Study Screener

SCREENER

U.S. DEPARTMENT OF AGRICULTURE (USDA) FOOD AND NUTRITION SERVICE (FNS) SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

SITE NAME/ADDRESS: _____

START TIME: |_|_|_|_|_|_|_|_| AM PM

STOP TIME: |_|_|_|_|_|_|_|_| AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB# 0584-0526 EXP. DATE: 09/30/2005
Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Office of Analysis, Nutrition and Education, Food and Nutrition Services, 3101 Park Center Drive, Alexandria, VA 22302, ATTN: PRA (0584-0526). Do not return the completed form to this address.

Conducted by: Felton & Harley Associates/Westat
FEBRUARY 2004

Hello, my name is _____. I'm calling for the U.S. Department of Agriculture. We are conducting a study about summer programs for children and what role these programs play in feeding your children during the summer months.

[PAUSE AND ACKNOWLEDGE ANY RESPONSE FROM RESPONDENT]

The Department of Agriculture is asking for your support in improving the summer food service program in your community and across the country. Results from this confidential study will also help the Department of Agriculture better understand what steps might be effective in increasing the participation rates of children in the SFSP and determine if the food needs of children who are eligible, but who do not participate in the SFSP, are being met.

Recently your child's school sent you a letter inviting you to be part of this study. You may have also heard about this study through your school, church or community leaders. We only need about 20 minutes of your time today to collect some information about your household and the kinds of feeding arrangements and child care that you made for your children this summer when they were not in school. Your participation will help the Department of Agriculture understand why some children participate in the free and reduced price breakfast and lunch programs during the regular school year but do not participate in the Summer Food Service Program.

We may also contact you again in a few weeks for an additional in-person interview to follow-up on some of the information you provided.

Your participation is entirely voluntary. There are no consequences if you decide not to participate, in either the whole study or any particular question. Also, all answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

S1. How many children currently live in this household who are 6 through 18 years old? Please include children who are 6 years old and 18 years old.

CHILDREN

[0=INELIGIBLE HOUSEHOLD, END]

S2. (Did this child/Did any of these children) attend elementary school during the past school year?

NO 01 (END)
YES..... 02

S3. How many children attended elementary school during the past year? [CONFIRM IF S1=1]

CHILDREN

- S4. Are you the parent or guardian of (this child/these children)?
- NO 01
 (ASK TO SPEAK TO PARENT/GUARDIAN; IF NOT
 AVAILABLE, GO TO **CALLBACK BOX**)
 YES..... 02
- S5. Did (this child/any of these children who attend elementary school) participate in the school breakfast or the lunch program during the last school year?
- NO 01 (END)
 YES..... 02
- S6. Are you familiar with the children's summer program in your area at (LIST LOCAL SFSP SITES) that provide(s) breakfast and or lunch?
- NO 01 (BOX A,
 LINE A)
 YES..... 02
- S7. Did (this child/any of these children who attend elementary school) participate in (this program/one of these programs) during the summer?
- NO 01 (BOX A,
 LINE B)
 YES..... 02
- S8. Was the summer program he/she/they attended at a public school?
- NO 01 (BOX A,
 LINE C)
 YES..... 02 (BOX A,
 LINE D)

CALLBACK BOX

I need to talk to a parent or guardian of the children. When is the best day and time to try to contact that person? Who do I need to ask for?

[ENTER INFORMATION ON INFORMATION SHEET]

Thank you for your time.

BOX A	
LINE	DOES...
A	Line A+B = <40? YES.....01 (ELIGIBLE TNN) NO.....02 (END)
B	Line A+B = <40? YES.....01 (ELIGIBLE TNF) NO.....02 (END)
C	LINE C+D = <10? YES.....01 (ELIGIBLE TP) NO.....02 (END)
D	Line C+D=<40 <u>AND</u> D=<4? YES.....01 (ELIGIBLE TP) NO.....02 (END)

END

I'm sorry, your household is not eligible to participate in this study because....

- S1.** there are no children 6 to 18 years old in your household.
- S2.** there are no children who attend elementary school in your household.
- S5.** none of the children in your household participated in the school breakfast or lunch program during the school year.
- LINE A.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE B.** we have already recruited the number of households we need who have children who did not participate in a summer program.
- LINE C.** we have already recruited the number of households we need who have children who participated in a summer program.
- LINE D.** we have already recruited the number of households we need who have children who participated in a summer program at a public school.

Attachment C-10

Telephone Non-Participant, Not Familiar (TNN)
Questionnaire

TNN
(TELEPHONE NONPARTICIPANT, NOT FAMILIAR)

U.S. DEPARTMENT OF AGRICULTURE (USDA)
FOOD AND NUTRITION SERVICE (FNS)
SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

SITE NAME/ADDRESS: _____

START TIME: |_|_|_|_|_|_|_|_| AM PM

STOP TIME: |_|_|_|_|_|_|_|_| AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB# 0584-0526 EXP. DATE: 09/30/2005
Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Office of Analysis, Nutrition and Education, Food and Nutrition Services, 3101 Park Center Drive, Alexandria, VA 22302, ATTN: PRA (0584-0526). Do not return the completed form to this address.

Conducted by: Felton & Harley Associates/Westat
FEBRUARY 2004

TNN

Your household is eligible to participate in this study. Now I want to ask you some questions about yourself and your family. Let me remind you that all answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

BOX A
IF QS1=1, TNN7
IF QS1>1, CONTINUE

TNN1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. Did any of these children participate in any summer program that provided breakfast and or lunch?

YES..... 01
NO..... 02 (TNN6)

TNN2. How many participated in a summer program that provided breakfast and or lunch?

CHILDREN

TNN3. How many of those children who participated in a summer program that provided breakfast and or lunch were in elementary school this past year?

ONE CHILD 01
MORE THAN ONE CHILD..... 02 (TNN5)

TNN4. What is the name of this child?

_____ (TNN8)

TNN5. Of these children, what is the name of the one who had a birthday most recently?

_____ (TNN8)

TNN6. For this study I need to focus on just one child who is in elementary school. Could you tell me the first name of your child who is in elementary school who had a birthday most recently?

_____ (TNN8)

TNN7. Can you please tell me the first name of your child who attended elementary school?

TNN8. Is (CHILD'S NAME) a boy or girl?

BOY..... 01
GIRL..... 02

TNN9. Is (he/she) Hispanic or Latino?

YES..... 01
NO..... 02

TNN10. What is (his/her) race? Is (he/she) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White?
[CODE ALL THAT APPLY]

AMERICAN INDIAN OR ALASKA
NATIVE 01
ASIAN 02
BLACK OR AFRICAN AMERICAN 03
NATIVE HAWAIIAN OR OTHER
PACIFIC ISLANDER..... 04
WHITE..... 05

TNN11. How old was (CHILD NAME) as of June 1, 2004?

AGE

TNN12. Did (CHILD NAME) attend a summer program in a public school this summer that provided breakfast and/or lunch?

YES..... 01
NO..... 02

TNN13. Other than summer programs at the public school, are you aware of any programs in your community that offered breakfast and or lunch during the summer?

YES 01
 NO 02 (TNN19)

TNN14. Who sponsored the program(s) and what types of activities did the children participate in?
 [IF CAN'T GIVE NAME OF PROGRAM, ASK LOCATION OR ADDRESS]

Sponsor	Type of activities
1.	
2.	
3.	
4.	

TNN15. Did (CHILD NAME) participate in (this program/any of these programs) this summer?

YES 01
 NO 02 (TNN18)

TNN16. About how many times a week (does/did) (CHILD NAME) attend this program? Would you say less than once a week, 1 to 2 times a week, or 3 or more times a week?

LESS THAN ONCE A WEEK 01
 1 TO 2 TIMES A WEEK 02
 3 OR MORE TIMES A WEEK 03

TNN17. About how many weeks (does/did) the program run? Would you say 2 weeks or less, 3 to 4 weeks, 5 to 6 weeks, 7 to 8 weeks, or more than 8 weeks?

2 WEEKS OR LESS 01
 3-4 WEEKS 02
 5-6 WEEKS 03
 7-8 WEEKS 04
 MORE THAN 8 WEEKS 05

} TNN19

TNN18. Why didn't (CHILD NAME) attend (the summer program/one of the summer programs)?

CHILD'S FRIENDS DID NOT ATTEND	01
CHILD NOT INTERESTED/REFUSED TO GO.....	02
ACTIVITIES BORING	03
WAS NOT OPEN ALL DAY	04
WAS NOT CONVENIENT AND EASY TO GET TO.....	05
LOCATION UNSAFE	06
NO TRANSPORTATION	07
DIDN'T PROVIDE BREAKFAST.....	08
DIDN'T PROVIDE LUNCH.....	09
MEALS WERE NOT OF HIGH QUALITY	10
COST TOO MUCH.....	11
DIDN'T OFFER EDUCATION OR SPORTS AND RECREATIONAL ACTIVITIES	12
DIDN'T PROVIDE DAY CARE SO ADULTS IN HH COULD WORK	13
INADEQUATE SUPERVISION	14
DIDN'T HAVE A GOOD REPUTATION.....	15
HE/SHE ATTENDED ANOTHER PROGRAM	16
HE/SHE ATTENDED SUMMER SCHOOL.....	17
HE/SHE WAS STAYING SOMEWHERE ELSE DURING THE DAY/FOR THE SUMMER.....	18
OTHER (SPECIFY).....	19
<hr/>	
DK/CAN'T REMEMBER.....	98
REFUSED.....	99

TNN19. I'm going to list a few factors that may be important to you in deciding whether to send (CHILD NAME) to a summer program in the future. Is it important that the program (INSERT ITEM)?

	<u>YES</u>	<u>NO</u>
Provides breakfast?	01	02
Provides lunch?	01	02
Be open all day?	01	02
Provides transportation?.....	01	02
Provides a safe environment?	01	02

BOX B

IF TNN19 **PROVIDES BREAKFAST? =01**, CONTINUE
OTHERWISE, **BOX C**

TNN20. How important is it that a summer program provides **breakfast**? Would you say very important, somewhat important, not too important, or not at all important?

- VERY IMPORTANT 01
- SOMEWHAT IMPORTANT..... 02
- NOT TOO IMPORTANT 03
- NOT AT ALL IMPORTANT 04

BOX C

IF TNN19 **PROVIDES LUNCH?=01**,
CONTINUE OTHERWISE, **TNN22**

TNN21. How important is it that a summer program provides **lunch**? Would you say very important, somewhat important, not too important, or not at all important?

- VERY IMPORTANT 01
- SOMEWHAT IMPORTANT..... 02
- NOT TOO IMPORTANT 03
- NOT AT ALL IMPORTANT 04

TNN22. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

The first statement is [READ 1ST STATEMENT]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	<u>OFTEN</u>	<u>SOME TIMES</u>	<u>NEVER</u>	<u>DK</u>	<u>REF</u>
a. I worried whether our food would run out before I got money to buy more.	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more.	01	02	03	98	99
c. We couldn't afford to eat balanced meals.....	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

TNN23. Now think about when (CHILD NAME) was in school during the regular school year that ended in May or June of this year. Did the school breakfast and lunch program during the regular school year make a difference in your household food situation compared to the last 30 days?

YES..... 01
NO..... 02

TNN24. Do you feel that your child eats more balanced meals and healthy foods during the **regular school year** or during the **summer**?

REGULAR SCHOOL YEAR..... 01
SUMMER 02
EATS ABOUT THE SAME..... 03

BOX D IF TNN23 OR 24= 01 , CONTINUE; OTHERWISE, TNN26

TNN25. You said that your food situation was different when your child was in school compared to the summer. How was your food situation different during the school year? CODE ALL THAT APPLY

MORE QUANTITY OF FOOD AVAILABLE 01
MORE DIFFERENT TYPES OF FOOD AVAILABLE 02
MORE FRUITS AND VEGETABLES AVAILABLE 03
MORE MEAT AVAILABLE..... 04
MORE MILK PRODUCTS AVAILABLE 05
MORE REGULAR MEAL TIMES 06
LESS FAST FOOD 07
OTHER (SPECIFY)..... 08

DK 98
REFUSED 99

TNN26. Who in your household is responsible for preparing breakfast and lunch for (CHILD NAME) during the summer when (he/she) eats at home? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING..... 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY)..... 05

- SOMEONE ELSE (SPECIFY) 06

TNN27. During the summer where does (CHILD NAME) usually eat **breakfast**?

- HOME 01
- DAY CARE (NOT SUMMER PROGRAM) 02
- SOMEWHERE ELSE (SPECIFY)..... 03

- DOESN'T EAT BREAKFAST..... 04 (TNN30)

TNN28. How would you describe the amount of food (CHILD NAME) eats at a typical **breakfast** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT 01
- ENOUGH TO EAT 02
- NOT ENOUGH TO EAT..... 03

TNN29. How would you describe the kind of food (he/she) eats at a typical **breakfast** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED 01
- SOMEWHAT HEALTHY AND BALANCED..... 02
- NOT AT ALL HEALTHY AND BALANCED..... 03

TNN30. During the summer where does (CHILD NAME) usually eat **lunch**?

- HOME 01
- DAY CARE (NOT SUMMER PROGRAM) 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT LUNCH..... 04 (TNN33)

TNN31. How would you describe the amount of food (CHILD NAME) eats at a typical **lunch** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT 01
- ENOUGH TO EAT 02
- NOT ENOUGH TO EAT..... 03

TNN32. How would you describe the kind of food (he/she) eats at a typical **lunch** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED 01
- SOMEWHAT HEALTHY AND BALANCED..... 02
- NOT AT ALL HEALTHY AND BALANCED..... 03

TNN33. Who in your household is responsible for watching (CHILD NAME) (and the other children) during the day in the summer? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING..... 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY)..... 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TNN34. Were there periods of time during the day in the summer when you needed to cover child care but there was no one to watch (CHILD NAME)?

- YES..... 01
- NO..... 02 (INTRO TO TNN36)

TNN35. How much of a problem was this for your household? Would you say it was a very large problem, somewhat of a problem, not much of a problem, or not at all a problem?

- VERY LARGE PROBLEM 01
- SOMEWHAT OF A PROBLEM..... 02
- NOT MUCH OF A PROBLEM..... 03
- NOT AT ALL A PROBLEM 04

Finally, I would like to ask you a few questions about yourself and other members of your family.

TNN36. First, how old are you?

AGE

TNN37. CODE SEX

- MALE 01
- FEMALE..... 02

TNN38. What is the highest grade or year of regular school you ever completed?

HIGHEST GRADE COMPLETED

OR

HIGHEST YEAR COMPLETED

TNN39. Are you employed outside the home during the day?

- YES..... 01
- NO..... 02

TNN40. Are you now married, living with someone as married, widowed, divorced, separated, or have you never been married?

- MARRIED 01
- LIVING AS MARRIED..... 02
- WIDOWED 03 (TNN42)
- DIVORCED 04 (TNN42)
- SEPARATED 05 (TNN42)
- NEVER MARRIED 06 (TNN42)

TNN41. Is your (husband/wife/partner) employed outside the home during the day?

- YES..... 01
- NO..... 02

TNN42. Are there (any/any other) adults 19 years old or older in the household who are home during the day?

YES..... 01
NO..... 02

END

Thank you for your time. Someone may contact you again to follow-up on some of the information you provided us. If you agree to a second interview you will be paid \$20.

Before I go, may I verify that our records have your correct address and telephone numbers?
[READ ADDRESS AND PHONE NUMBERS].

When is the best time to reach you during the day and evening?

Attachment C-11

Telephone Non-Participant, Familiar (TNF)
Questionnaire

TNF
(TELEPHONE NONPARTICIPANT, FAMILIAR)

U.S. DEPARTMENT OF AGRICULTURE (USDA)
FOOD AND NUTRITION SERVICE (FNS)
SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |__| |__| |__| |__| |__| |__|

SITE NAME/ADDRESS: _____

START TIME: |__| |__| |__| |__| AM PM

STOP TIME: |__| |__| |__| |__| AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB# 0584-0526 EXP. DATE: 09/30/2005

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Office of Analysis, Nutrition and Education, Food and Nutrition Services, 3101 Park Center Drive, Alexandria, VA 22302, ATTN: PRA (0584-0526). Do not return the completed form to this address.

Conducted by: Felton & Harley Associates/Westat
FEBRUARY 2004

TNF

Your household is eligible to participate in this study. Now I want to ask you some questions about your family. Let me remind you that all answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

BOX A
IF QS1=1, **TNF7**
IF QS1>1, CONTINUE

TNF1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. Did any of these children participate in any summer program that provided breakfast and or lunch?

YES..... 01
NO..... 02 (TNF6)

TNF2. How many participated in a summer program that provided breakfast and or lunch?

CHILDREN

TNF3. How many of the children who participated in a summer program that provided breakfast and or lunch were in elementary school this past year?

ONE CHILD 01
MORE THAN ONE CHILD..... 02 (TNF5)

TNF4. What is the name of this child?

_____ (TNF8)

TNF5. Of these children, what is the name of the one who had a birthday most recently?

_____ (TNF8)

TNF6. For this study I need to focus on one child who is in elementary school. Could you tell me the first name of your child who is in elementary school who had a birthday most recently?

_____ (TNF8)

TNF7. Can you please tell me the first name of your child who is in elementary school?

TNF8. Is (CHILD NAME) a boy or girl?

BOY..... 01
GIRL..... 02

TNF9. Is (he/she) Hispanic or Latino?

YES..... 01
NO..... 02

TNF10. What is (his/her) race? Is (he/she) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White? [CODE ALL THAT APPLY]

AMERICAN INDIAN OR ALASKA
NATIVE..... 01
ASIAN..... 02
BLACK OR AFRICAN AMERICAN..... 03
NATIVE HAWAIIAN OR OTHER
PACIFIC ISLANDER..... 04
WHITE..... 05

TNF11. How old was (CHILD NAME) as of June 1, 2004?

AGE

TNF12. Can you tell me why (CHILD NAME) did not attend any of the programs I mentioned? [ASK ABOUT EACH SFSP SITE/PROGRAM. CODE ALL THAT APPLY.]

CHILD'S FRIENDS DID NOT ATTEND	01
CHILD NOT INTERESTED/REFUSED TO GO.....	02
ACTIVITIES BORING	03
WAS NOT OPEN ALL DAY	04
WAS NOT CONVENIENT AND EASY TO GET TO.....	05
LOCATION UNSAFE	06
NO TRANSPORTATION	07
DIDN'T SERVE BREAKFAST.....	08
DIDN'T SERVE LUNCH.....	09
MEALW WERE NOT OF HIGH QUALITY	10
COST TOO MUCH.....	11
DIDN'T OFFER EDUCATION OR SPORTS AND RECREATIONAL ACTIVITIES	12
DIDN'T PROVIDE DAY CARE SO ADULTS IN HH COULD WORK.....	13
INADEQUATE SUPERVISION.....	14
DIDN'T HAVE A GOOD REPUTATION.....	15
HE/SHE ATTENDED ANOTHER PROGRAM	16
HE/SHE ATTENDED SUMMER SCHOOL.....	17
HE/SHE WAS STAYING SOMEWHERE ELSE DURING THE DAY/FOR THE SUMMER.....	18
OTHER (SPECIFY).....	19

BOX B

IF TNF12=02, CONTINUE;
OTHERWISE, **BOX C**

TNF13. Why didn't (CHILD NAME) want to go to the (NAME SFSP SITE)?

BOX C
IF TNF12=**16**, CONTINUE
OTHERWISE, **TNF21**

TNF14. Did the summer program (CHILD NAME) attended provide breakfast, or lunch, or both?

- YES, BREAKFAST 01
- YES, LUNCH 02
- YES, BOTH..... 03
- NO..... 04 (TNF21)

TNF15.	TNF16.	TNF17.
What program(s) did (CHILD NAME) participate in? [RECORD ALL PROGRAMS MENTIONED. THEN ASK TNF16-20 FOR EACH PROGRAM]	Can you tell me the most important reasons (CHILD NAME) attended (NAME OF PROGRAM)?	How important was the breakfast to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important? .
_____ _____ _____ _____	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE BREAKFAST 05
_____ _____ _____ _____	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE BREAKFAST 05
_____ _____ _____ _____	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE BREAKFAST 05

TNF18.	TNF19.	TNF20.
How important was the lunch to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?	About how many times a week does/did (CHILD NAME) attend this (PROGRAM NAME)? Would you say less than once a week, 1 to 2 times a week, or 3 or more times a week?	About how many weeks (does/did) the program run? Would you say 2 weeks or less, 3 to 4 weeks, 5 to 6 weeks, 7 to 8 weeks, or more than 8 weeks?
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE LUNCH 05	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS 05
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE LUNCH 05	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS 05
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DID NOT PROVIDE LUNCH 05	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS 05

TNF21. Other than summer programs at the public school, are you aware of any other programs in your community that offered breakfast and/or lunch during the summer?

YES 01
 NO 02 (TNF23)

TNF22. Can you tell me who sponsored the program(s) and the type of activities the children participated in? [IF DON'T KNOW NAME, ASK LOCATION OR ADDRESS]

Sponsor	Type of activities
1.	
2.	
3.	
4.	

TNF23. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

The first statement is [READ STATEMENT a]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
 Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	OFTEN	SOME TIMES	NEVER	DK	REF
a. I worried whether our food would run out before I got money to buy more.....	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more.	01	02	03	98	99
c. We couldn't afford to eat balanced meals.	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.....	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

TNF24. Now think about when (CHILD NAME) was in school during the regular school year that ended in May or June of this year. Did the school breakfast and lunch program during the regular school year make a difference in your household food situation compared to the last 30 days?

YES 01
NO 02

TNF25. Does your child eat more balanced meals and healthy foods during the **regular school year** or during the **summer**?

REGULAR SCHOOL YEAR 01
SUMMER..... 02
EATS ABOUT THE SAME 03

BOX D
IF TNF24 OR 25=01, CONTINUE;
OTHERWISE, **TNF27**

TNF26. You said that your food situation was different when your child was in school compared to the summer. How was your food situation different during the school year? CODE ALL THAT APPLY.

MORE QUANTITY OF FOOD TO EAT 01
MORE DIFFERENT TYPES OF FOOD TO EAT 02
MORE FRUITS AND VEGETABLES TO EAT 03
MORE MEAT TO EAT 04
MORE MILK PRODUCTS TO EAT 05
MORE REGULAR MEAL TIMES 06
LESS FAST FOOD..... 07

TNF27. Who in your household is responsible for preparing breakfast and lunch for (CHILD NAME) during the summer when (he/she) eats at home? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

CHILD'S MOTHER/GUARDIAN..... 01
CHILD'S FATHER/GUARDIAN 02
CHILD'S SIBLING 03
CHILD'S GRANDPARENT..... 04
OTHER RELATIVE (SPECIFY)..... 05

SOMEONE ELSE (SPECIFY) 06

TNF28. During the summer where does (CHILD NAME) usually eat **breakfast**?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY) 03
- _____ 04 (TNF31)

TNF29. How would you describe the amount of food (CHILD NAME) eats at a typical **breakfast** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT 01
- ENOUGH TO EAT 02
- NOT ENOUGH TO EAT 03

TNF30. How would you describe the kind of food (CHILD NAME) eats at a typical **breakfast** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND BALANCED 02
- NOT AT ALL HEALTHY AND BALANCED 03

TNF31. During the summer where does (CHILD NAME) usually eat **lunch**?

- HOME..... 01
- DAY CARE (NOT SUMMER PROGRAM)..... 02
- SOMEWHERE ELSE (SPECIFY) 03
- _____ 04 (TNF34)

TNF32. How would you describe the amount of food (CHILD NAME) eats at a typical **lunch** during the summer? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT 01
- ENOUGH TO EAT 02
- NOT ENOUGH TO EAT 03

TNF33. How would you describe the kind of food (CHILD NAME) eats at a typical **lunch** during the summer? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND
BALANCED 02
- NOT AT ALL HEALTHY AND
BALANCED 03

TNF34. Who in your household is responsible for watching (CHILD NAME) (and the other children) during the day in the summer? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN..... 01
- CHILD'S FATHER/GUARDIAN..... 02
- CHILD'S SIBLING 03
- CHILD'S GRANDPARENT..... 04
- OTHER RELATIVE (SPECIFY)..... 05
- _____
- SOMEONE ELSE (SPECIFY)..... 06
- _____

TNF35. Were there periods of time during the day in the summer when you needed to cover child care but there was no one to watch (CHILD NAME)?

- YES 01
- NO 02 (INTRO
TO TNN37)

TNF36. How much of a problem was this for your household? Would you say it was a very large problem, somewhat of a problem, not much of a problem, or not at all a problem?

- VERY LARGE PROBLEM..... 01
- SOMEWHAT OF A PROBLEM 02
- NOT MUCH OF A PROBLEM 03
- NOT AT ALL A PROBLEM 04

Finally, I would like to ask you a few questions about yourself and other members of your family.

TNF37. First, how old are you?

AGE

TNF38. CODE SEX

MALE 01
FEMALE 02

TNF39. What is the highest grade or year of regular school you ever completed?

HIGHEST GRADE COMPLETED

OR

HIGHEST YEAR COMPLETED

TNF40. Are you employed outside the home during the day?

YES 01
NO 02

TNF41. Are you now married, living with someone as married, widowed, divorced, separated, or have you never been married?

MARRIED 01
LIVING AS MARRIED 02
WIDOWED 03 (TNF43)
DIVORCED 04 (TNF43)
SEPARATED 05 (TNF43)
NEVER MARRIED 06 (TNF43)

TNF42. Is your (husband/wife/partner) employed outside the home during the day?

YES 01
NO 02

TNF43. Are there (any/any other) adults 19 years old or older in the household who are home during the day?

YES 01
NO 02

END

Thank you for your time. Someone may contact you again to follow-up on some of the information you provided us. If you agree to a second interview you will be paid \$20.

Before I go, may I verify that our records have your correct address and telephone numbers?
[READ ADDRESS AND PHONE NUMBERS].

When is the best time to reach you during the day and evening?

Attachment C-12

Telephone Participant (TP)
Questionnaire

TP
(TELEPHONE PARTICIPANT)

U.S. DEPARTMENT OF AGRICULTURE (USDA)
FOOD AND NUTRITION SERVICE (FNS)
SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

SITE NAME/ADDRESS: _____

START TIME: |_|_|_|_|_|_|_|_|_|_| AM PM

STOP TIME: |_|_|_|_|_|_|_|_|_|_| AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB# 0584-0526 EXP. DATE: 09/30/2005
Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Office of Analysis, Nutrition and Education, Food and Nutrition Services, 3101 Park Center Drive, Alexandria, VA 22302, ATTN: PRA (0584-0526). Do not return the completed form to this address.

Conducted by: Felton & Harley Associates/Westat
FEBRUARY 2004

TP

Your household is eligible to participate in this study. You said that you have an elementary school-aged child who attended (the summer program/one of the summer programs) that I mentioned [NAME SFSP SITE(S) IF NEEDED] that provided breakfast and/or lunch. I would like to ask you a little more about that. Let me remind you that all answers are kept confidential, and the results of the study will be reported only as grouped data so that your identity is not revealed.

BOX A

IF QS1=1, **TP3**
IF QS1>1, CONTINUE

TP1. You said that you have (#CHILDREN IN S1) 6 to 18 years old who currently live in the household. How many of these children participated in any summer program that provides breakfast and or lunch?

|_|_|
CHILDREN

TP2. How many of those participated in (LIST LOCAL SFSP SITES)?

|_|_|
PARTICIPATED

BOX B

IF QS3=1, CONTINUE
IF QS3>1, **TP4**

TP3. Can you please tell me the first name of your child who attended elementary school?

_____ (TP5)

TP4. For this study I need to focus on just one child who participated in one of the summer programs I mentioned. Could you tell me the first name of the elementary school child who attended a summer program and had a birthday most recently?

TP5. Is (CHILD NAME) a boy or girl?

BOY..... 01
GIRL..... 02

TP6. Is (he/she) Hispanic or Latino?

YES..... 01
NO..... 02

TP7. What is (his/her) race? Is (he/she) American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or White? [CODE ALL THAT APPLY]

AMERICAN INDIAN OR ALASKA
NATIVE..... 01
ASIAN..... 02
BLACK OR AFRICAN AMERICAN..... 03
NATIVE HAWAIIAN OR OTHER
PACIFIC ISLANDER..... 04
WHITE..... 05

TP8. How old was (CHILD NAME) as of June 1, 2004?

CHILDREN

Now I would like to ask you some questions about the summer program (CHILD NAME) attended.

TP9.	TP10	TP11.
Which program (does/did) (CHILD NAME) attend? [RECORD ALL SFSP PROGRAMS MENTIONED. THEN ASK TP10-14 FOR EACH PROGRAM]]	Could you tell me the most important reasons (CHILD NAME) attended (NAME OF PROGRAM)?	How important was the breakfast to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?
<hr/> <hr/> <hr/> <hr/> <hr/>	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DIDN'T PROVIDE BREAKFAST 05
<hr/> <hr/> <hr/> <hr/> <hr/>	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DIDN'T PROVIDE BREAKFAST 05
<hr/> <hr/> <hr/> <hr/> <hr/>	#1 REASON: _____ #2 REASON: _____ #3 REASON: _____	VERY IMPORTANT 01 SOMEWHAT IMPORTANT 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DIDN'T PROVIDE BREAKFAST 05

TP12.	TP13.	TP14.
How important was the lunch to (CHILD NAME) attending the program? Would you say very important, somewhat important, not too important, or not at all important?	About how many times a week does/did (CHILD NAME) attend this (PROGRAM NAME)? Would you say less than once a week, 1 to 2 times a week, or 3 or more times a week?	About how many weeks (does/did) the program run? Would you say 2 weeks or less, 3 to 4 weeks, 5 to 6 weeks, 7 to 8 weeks, or more than 8 weeks?
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT..... 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DIDN'T PROVIDE LUNCH..... 05	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS 05
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT..... 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DIDN'T PROVIDE LUNCH..... 05	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS 05
VERY IMPORTANT..... 01 SOMEWHAT IMPORTANT..... 02 NOT TOO IMPORTANT 03 NOT AT ALL IMPORTANT 04 DIDN'T PROVIDE LUNCH..... 05	LESS THAN ONCE A WEEK 01 1 TO 2 TIMES A WEEK, OR 02 3 OR MORE TIMES A WEEK 03	2 WEEKS OR LESS 01 3-4 WEEKS 02 5-6 WEEKS 03 7-8 WEEKS 04 MORE THAN 8 WEEKS 05

TP15. When (CHILD NAME) is in the summer program, how much do you depend on the program to provide (his/her) **breakfast**? Would you say: very much, somewhat, not so much, or not at all?

- VERY MUCH 01
- SOMEWHAT 02
- NOT SO MUCH 03
- NOT AT ALL 04
- PROGRAM DOESN'T PROVIDE
BREAKFAST..... 05

TP16. When (CHILD NAME) is in the summer program how much do you depend on the program to provide (his/her) **lunch**? Would you say: very much, somewhat, not so much, or not at all?

- VERY MUCH 01
- SOMEWHAT 02
- NOT SO MUCH 03
- NOT AT ALL 04
- PROGRAM DOESN'T PROVIDE
LUNCH..... 05

TP17. Now I'm going to read you several statements that people have made about their food situation. Please tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

The first statement is [READ 1ST STATEMENT]. Was that often true, sometimes true, or never true for your household in the last 30 days?

CODE RESPONSE AND GO TO NEXT STATEMENT. FOLLOW WITH:
Was that often, sometimes, or never true for your household in the last 30 days?

REPEAT UNTIL ALL STATEMENTS CODED.

	<u>OFTEN</u>	<u>SOME TIMES</u>	<u>NEVER</u>	<u>DK</u>	<u>REF</u>
a. I worried whether our food would run out before I got money to buy more.	01	02	03	98	99
b. The food that I bought just didn't last, and I didn't have money to get more.	01	02	03	98	99
c. We couldn't afford to eat balanced meals.....	01	02	03	98	99
d. I relied on only a few kinds of low-cost food to feed my (child/children) because I was running out of money to buy food.	01	02	03	98	99
e. I couldn't feed my (child/children) a balanced meal because I couldn't afford that.....	01	02	03	98	99

TP18. Now think about when (CHILD NAME) was in school during the regular school year that ended in May or June of this year. Did the school breakfast and lunch program during the regular school year make a difference in your household food situation compared to the last 30 days?

YES..... 01
NO..... 02

TP19. Does your child eat more balanced meals and healthy foods during the **regular school year** or during the **summer**?

REGULAR SCHOOL YEAR..... 01
SUMMER 02
EATS ABOUT THE SAME..... 03

BOX C
IF TP18 OR TP19 = **01**, CONTINUE;
OTHERWISE, **TP21**

TP20. You said that your food situation was different when your child was in school compared to the summer. What was the reason for the differences during the school year? [CODE ALL THAT APPLY]

MORE QUANTITY OF FOOD TO EAT..... 01
MORE DIFFERENT TYPES OF FOOD TO EAT..... 02
MORE FRUITS AND VEGETABLES TO EAT..... 03
MORE MEAT TO EAT 04
MORE MILK PRODUCTS TO EAT..... 05
MORE REGULAR MEAL TIMES 06
LESS FAST FOOD 07

TP21. Who in your household is responsible for preparing breakfast and lunch for (CHILD NAME) during the summer when (he/she) eats at home? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

CHILD'S MOTHER/GUARDIAN 01
CHILD'S FATHER/GUARDIAN 02
CHILD'S SIBLING..... 03
CHILD'S GRANDPARENT 04
OTHER RELATIVE (SPECIFY)..... 05

SOMEONE ELSE (SPECIFY) 06

TP22. During the summer, when (CHILD NAME) is not in a summer program that serves **breakfast**, where does (he/she) usually eat breakfast?

- HOME 01
- DAY CARE (NOT SUMMER PROGRAM) 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT BREAKFAST..... 04 (TP25)

TP23. How would you describe the amount of food (CHILD NAME) eats at a typical **breakfast** during the summer when not in a summer program? Would you say (he/she) gets more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT 01
- ENOUGH TO EAT 02
- NOT ENOUGH TO EAT..... 03

TP24. How would you describe the kind of food (CHILD NAME) eats at a typical **breakfast** during the summer when not in a summer program? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTH AND BALANCED..... 01
- SOMEWHAT HEALTHY AND BALANCED..... 02
- NOT AT ALL HEALTHY AND BALANCED..... 03

TP25. During the summer, when (CHILD NAME) is not in a summer program that provides **lunch**, where does (he/she) usually eat lunch?

- HOME 01
- DAY CARE (NOT SUMMER PROGRAM) 02
- SOMEWHERE ELSE (SPECIFY)..... 03
- _____
- DOESN'T EAT LUNCH..... 04 (TP28)

TP26. How would you describe the amount of food (CHILD NAME) eats at a typical **lunch** during the summer when not in a summer program or summer school? Would you say (he/she) got more than enough to eat, enough to eat, or not enough to eat?

- MORE THAN ENOUGH TO EAT 01
- ENOUGH TO EAT 02
- NOT ENOUGH TO EAT..... 03

TP27. How would you describe the kind of food (CHILD NAME) eats at a typical **lunch** during the summer when not in a summer program? Would you say it is very healthy and balanced, somewhat healthy and balanced, or not at all healthy and balanced?

- VERY HEALTHY AND BALANCED..... 01
- SOMEWHAT HEALTHY AND
BALANCED..... 02
- NOT AT ALL HEALTHY AND
BALANCED..... 03

TP28. Who in your household is responsible for watching (CHILD NAME) (and the other children) during the day in the summer? [CODE ALL THAT APPLY; IF SELF, CODE MOTHER OR FATHER]

- CHILD'S MOTHER/GUARDIAN 01
- CHILD'S FATHER/GUARDIAN 02
- CHILD'S SIBLING..... 03
- CHILD'S GRANDPARENT 04
- OTHER RELATIVE (SPECIFY) 05
- _____
- SOMEONE ELSE (SPECIFY) 06
- _____

TP29. Were there periods of time during the day in the summer when you needed to cover child care but there was no one to watch (CHILD NAME)?

- YES 01
- NO..... 02 (INTRO TO TP31)

TP30. How much of a problem was this for your household? Would you say it was a very large problem, somewhat of a problem, not much of a problem, or not at all a problem?

- VERY LARGE PROBLEM 01
- SOMEWHAT OF A PROBLEM..... 02
- NOT MUCH OF A PROBLEM..... 03
- NOT AT ALL A PROBLEM 04

Finally, I would like to ask you a few questions about yourself and other members of your family.

TP31. First, how old are you?

AGE

TP32. CODE SEX

MALE 01
FEMALE..... 02

TP33. What is the highest grade or year of regular school you ever completed?

|_|_| HIGHEST GRADE COMPLETED

OR

|_|_| HIGHEST YEAR COMPLETED

TP34. Are you employed outside the home during the day?

YES..... 01
NO..... 02

TP35. Are you now married, living with someone as married, widowed, divorced, separated, or have you never been married?

MARRIED 01
LIVING AS MARRIED..... 02
WIDOWED..... 03 (TP37)
DIVORCED 04 (TP37)
SEPARATED 05 (TP37)
NEVER MARRIED..... 06 (TP37)

TP36. Is your (husband/wife/partner) employed outside the home during the day?

YES..... 01
NO..... 02

TP37. Are there (any/any other) adults 19 years old or older in the household who are home during the day?

YES..... 01
NO..... 02

END

Thank you for your time. Someone may contact you again to follow-up on some of the information you provided us. If you agree to a second interview you will be paid \$20.

Before I go, may I verify that our records have your correct address and telephone numbers? [READ ADDRESS AND PHONE NUMBERS].

When is the best time to reach you during the day and evening?

Attachment 13

In-Person, Non-Participant (IN)
Questionnaire

IN
(IN-PERSON, NOT PARTICIPANT)

U.S. DEPARTMENT OF AGRICULTURE (USDA)
FOOD AND NUTRITION SERVICE (FNS)
SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |__|__|__|__|__|__|

LOCATION OF INTERVIEW: _____

CHILD NAME: _____

CHILDREN IN FAMILY: |__|__|

OTHER ADULTS IN HH: YES NO

START TIME: |__|__|__|__|AM PM

STOP TIME: |__|__|__|__|AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

NOTIFICATION TO RESPONDENT OF ESTIMATED BURDEN OMB #0584-0526 EXP. DATE: 09/30/2005

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Conducted by: Felton & Harley Associates/Westat
FEBRUARY 2004

The next questions are about the food eaten in your household in the **last 30 days**. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

IN8. First, I'm going to read a statement and I want you to tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

My (child was/children were) not eating enough because I just couldn't afford enough food. Was that often, sometimes, or never true for your household in the last 30 days?

OFTEN TRUE	01
SOMETIMES TRUE.....	02
NEVER TRUE	03
DK	98
REFUSED.....	99

IN9. In the last 30 days, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

YES.....	01
NO.....	02 (IN11)
DK	98 (IN11)
REFUSED.....	99 (IN11)

IN10. In the last 30 days, how often did this happen?

DAYS

IN11. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money to buy food?

YES.....	01
NO.....	02
DK	98
REFUSED.....	99

IN12. In the last 30 days, were you ever hungry but didn't eat because you couldn't afford enough food?

YES.....	01
NO.....	02
DK	98
REFUSED.....	99

IN13. In the last 30 days, did you lose weight because you didn't have enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

BOX A
IF IN8= **01** OR **02**; OR IN9, IN10, IN11, OR IN12=**01**,
CONTINUE; OTHERWISE, IN21.

IN14. In the last 30 days, did (you/you or other adults in your household) ever NOT eat for a whole day because there wasn't enough money for food?

YES 01
NO 02 (IN16)
DK 98 (IN16)
REFUSED 99 (IN16)

IN15. In the last 30 days, how often did this happen?

DAYS

IN16. The next questions are about children living in the household who are under 19 years old. In the last 30 days, did you ever cut the size of (your child's/any of the children's) meals because there wasn't enough money for food?

YES 01
NO 02
DK 98
REFUSED 99

IN17. In the last 30 days did (CHILD NAME/any of the children) ever skip meals because there wasn't enough money for food?

YES 01
NO 02 (IN19)
DK 98 (IN19)
REFUSED 99 (IN19)

IN18. In the last 30 days, how often did this happen?

DAYS

IN19. In the last 30 days (was your child/were the children) ever hungry but you just couldn't afford more food?

YES..... 01
NO..... 02
DK..... 98
REFUSED..... 99

IN20. In the last 30 days, did (your child/any of the children) ever not eat for a whole day because there wasn't enough money for food?

YES..... 01
NO..... 02
DK..... 98
REFUSED..... 99

Finally, I would like to get some information about the other children in your household.

IN21. Did any other children in your household 6 through 18 years old participate in a summer food program?

YES..... 01
NO..... 02 (END)
DK..... 98 (END)
REFUSED..... 99 (END)

I would like to get some information about (him/her/them).

IN22. How many children participate? [CHECK 1 BOX FOR EACH CHILD]	IN23. How old is (CHILD #) who participates?	IN24. Is this a boy or girl?	IN25. What is the name or location of the program?
Child #1			
Child #2			
Child #3			
Child #4			

END

This completes the interview. Thank you for your time.

Attachment C-14

In-Person, Participant (IP)
Questionnaire

IP
(IN-PERSON, PARTICIPANT)

U.S. DEPARTMENT OF AGRICULTURE (USDA)
FOOD AND NUTRITION SERVICE (FNS)
SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)

PUT LABEL ID HERE

INTERVIEWER NAME: _____

INTERVIEWER ID: _____

DATE OF INTERVIEW: |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

LOCATION OF INTERVIEW: _____

CHILD NAME: _____

SFSP SITE ATTENDED: _____

CHILDREN IN FAMILY: |_|_|_|_|

OTHER ADULTS IN HH: YES NO

START TIME: |_|_|_|_|_|_|_|_| AM PM

STOP TIME: |_|_|_|_|_|_|_|_| AM PM

FOR OFFICE USE ONLY
DATE RECEIVED: _____
BATCH #: _____
ID VERIFIED: _____

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Conducted by: Felton & Harley Associates/Westat
FEBRUARY 2004

IP5. Now thinking about **lunch**, was it a problem to make sure (CHILD'S NAME) was fed lunch during the summer?

- *Can you tell me more about that?*
- *Looking back on it, do you think that you will do something differently next summer?*
- *IF NO: Please explain. Why wasn't it a problem? Can you tell me more about that?*

IP6. If you could improve (CHILD'S NAME) eating arrangements or the kind of foods (he/she) eats for breakfast and lunch during the summer months when (he/she) is not in a summer program, what would you do?

- *Why do you say that?*
- *What else?*
- *IF NOTHING: Do you feel that there is no difference in the eating arrangements and kinds of foods that (CHILD NAME) eats in the summer program compared to when not in the program?*

The next questions are about the food eaten in your household in the **last 30 days**. Keep in mind that your answers will remain confidential and the results will be presented as grouped data so that your identity will not be revealed.

IP9. First, I'm going to read a statement and I want you to tell me whether the statement was often true, sometimes true, or never true for your household in the last 30 days.

My (child was/children were) not eating enough because I just couldn't afford enough food. Was that often, sometimes, or never true for your household in the last 30 days?

- OFTEN TRUE 01
- SOMETIMES TRUE..... 02
- NEVER TRUE 03
- DK 98
- REFUSED..... 99

IP10. In the last 30 days, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

- YES 01
- NO..... 02 (IP12)
- DK 98 (IP12)
- REFUSED..... 99 (IP12)

IP11. In the last 30 days, how often did this happen?

DAYS

IP12. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money to buy food?

- YES 01
- NO..... 02
- DK 98
- REFUSED..... 99

IP13. In the last 30 days, were you ever hungry but didn't eat because you couldn't afford enough food?

- YES 01
- NO..... 02
- DK 98
- REFUSED..... 99

IP14. In the last 30 days, did you lose weight because you didn't have enough money for food?

YES..... 01
NO..... 02
DK..... 98
REFUSED..... 99

BOX A

IF IP9= **01** OR **02**; OR IP10, IP12, IP13, OR IP14=**01**,
CONTINUE; OTHERWISE, IP22

IP15. In the last 30 days, did (you/you or other adults in your household) ever NOT eat for a whole day because there wasn't enough money for food?

YES..... 01
NO..... 02 (IP17)
DK..... 98 (IP17)
REFUSED..... 99 (IP17)

IP16. In the last 30 days, how often did this happen?

DAYS

IP17. The next questions are about children living in the household who are under 19 years old. In the last 30 days, did you ever cut the size of (your child's/any of the children's) meals because there wasn't enough money for food?

YES..... 01
NO..... 02
DK..... 98
REFUSED..... 99

IP18. In the last 30 days did (CHILD NAME/any of the children) ever skip meals because there wasn't enough money for food?

YES..... 01
NO..... 02 (IP20)
DK..... 98 (IP20)
REFUSED..... 99 (IP20)

IP19. In the last 30 days, how often did this happen?

DAYS

IP20. In the last 30 days (was your child/were the children) ever hungry but you just couldn't afford more food?

YES..... 01
NO..... 02
DK..... 98
REFUSED..... 99

IP21. In the last 30 days, did (your child/any of the children) ever not eat for a whole day because there wasn't enough money for food?

YES..... 01
NO..... 02
DK..... 98
REFUSED..... 99

Finally, I would like to get some information about the other children in your household.

IP22. Did any other children in your household 6 through 18 years old participate in a summer food program?

YES..... 01
NO..... 02 (END)
DK..... 98 (END)
REFUSED..... 99 (END)

I would like to get some information about (him/her/them).

IP23. How many children participated? [CHECK 1 BOX FOR EACH CHILD]	IP24. How old is (CHILD #) who participated?	IP25. Is this a boy or girl?	IP26. What is the name or location of the program?
Child #1			
Child #2			
Child #3			
Child #4			

END

This completes the interview. Thank you for your time.

Attachment C-15

Training Agenda

Analysis of the SFSP and Food Needs of Nonparticipating Children

Telephone Interview Training Agenda July 12, 2004, Telephone conference

10:00am – 10:10am	Sheila Harley	Introductions
10:10am – 10:20am	Fred Lesnett	Introduction to the Study and Background
10:20am – 10:35am	Stephen Broyles	Overview of Interviewer Tasks and Interview Schedule (Chap 2)
10:35am – 11:00am	Susie McNutt	Home Study Review
11:00am – 11:30am	Stephen Broyles	Overview of the Screener and Contact Procedures (Chap 2)
11:30am – 12:00am	Susie McNutt	Screener Interview (Chap 3)
12:00am – 1:00pm	Susie McNutt	Telephone Interview (Chap 4)
1:00pm – 2:00pm	LUNCH BREAK	Lunch Break Exercises
2:00pm – 3:00pm	Susie McNutt	Review Lunch Break Exercises
3:00pm – 3:30pm	J. Lucas-McLean	Labeling, Editing and Return Interviews
3:30pm – 3:45pm	Stephen Broyles	Explain Role Plays/Certification
3:45pm - 4:00pm	Sheila Harley	Administrative Procedures
4:00pm	Adjournment	

**In-person Interview Training Agenda
August 4, 2004, Telephone conference**

10:00am – 10:1am	Susie McNutt	Introductions
10:10am – 10:30am	Susie McNutt	Procedures for Qualitative Testing
10:30am – 11:00am	Susie McNutt	In-Person Interview
11:00am - 12:00pm	Susie McNutt	Role plays

Attachment C-16

Self-Paced Home Study

**U.S. DEPARTMENT OF AGRICULTURE (USDA)
SUMMER FOOD SERVICE PROGRAM (SFSP)
SURVEY**

HOMESTUDY

This Home Study will familiarize you with the four questionnaires that will be used in this project. Please complete the Home Study before the training on **July 12** and bring it to the training. Use your training manual to answer the questions. The Home Study should take no more than 2 hours to complete.

Overview

1. What is the target population?
 - a. Food Stamp recipients
 - b. Children in elementary school
 - c. Households with children in elementary school who participate in the school breakfast/lunch program

2. Circle the interviews that will be conducted in this study. [CODE ALL THAT APPLY]
 - a. Telephone Screener
 - b. Telephone Extended interview (TNN, TNF, TP)
 - c. Follow-up in-person interview

3. Fill in the grid below.

Look on page 4-21

Interviews	Telephone or In-person?	How much time to complete?	Amount of Incentive?
Screeener			
TNN			
TNF			
TP			
Follow-up			

Screener

1. Where do you get the label that you affix to the Screener?
 - a. The Screener will be pre-labeled
 - b. From a sheet of unique labels provided in the interviewer package

2. Where do you get the site name/address information that you enter on the Screener cover?
 - a. The information will be pre-filled
 - b. The information will be provided in the interviewer package

3. What do you do before beginning the interview?
 - a. Affix the label to the cover
 - b. Record the necessary information on the cover
 - c. Both a and b

4. In your own words, summarize the Screener introduction.

5. How much time will the Screener interview take?
 - a. 10 minutes
 - b. 15 minutes
 - c. 20 minutes

6. Complete the following grid. The first row is a sample.

Example

What do you do if the HH doesn't have.....	Go to...	Read....
Children between 6-19 years old?	<i>END</i>	<i>I'm sorry, your HH is not eligible to participate in this study because there are no children 6-18 years old in your HH.</i>
Children in elementary school in the past year?		
A parent/guardian is not available to complete the Screener?		
An elementary school-aged child who participates in school breakfast or school lunch programs?		

7. Complete the following grid.

How many HHs will you recruit that	#HHs
Do <u>not</u> participate in the summer programs you name in S6?	
Are <u>not familiar</u> with the summer programs you name in S6?	
<u>Do</u> participate in the summer program(s) that you name in S6?	
Participate in a summer program at a <u>public school</u> ?	

8. What is the purpose of the Callback Box?

9. Look at Box A. Match the abbreviations with the following questionnaires.

Questionnaire	Abbreviation
Telephone Participant	
Telephone Non-participant, Familiar	
Telephone Non-participant, Not familiar	

10. What is the purpose of Box A?

11. When will you conduct the TNN, TNF, and TP?

- a. Immediately after you complete the Screener
- b. Set an appointment to call back
- c. Set an appointment for an in-person interview

12. What do you need to document on the cover after you complete the Screener?

- a. Date of interview
- b. Date received
- c. Stop time

Telephone, Non-participant, Not familiar (TNN)

1. What do you do before administering the TNN?
 - a. Affix the label to the cover
 - b. Record the necessary information on the cover
 - c. Both a and b

2. If QS1 in the Screener = 1, what do you do?
 - a. Begin with TNN1
 - b. Go to TNN4
 - c. Go to TNN7

3. Look at TNN1-6. If the R answers yes to TNN1, who are you trying to identify?

4. If there is more than one eligible child in the household, how do you identify the target child?

5. Look at TNN19. Why is code '01' for the first two responses 'bolded'?

6. Complete the grid for TNN19. Record the skip patterns for each response.

Example

Coded	Go to....	Then go to....	Then go to...
<i>Provides Breakfast?=01</i>	<i>Box B</i>	<i>TNN20</i>	<i>Box C</i>
<i>Provides Breakfast? = 02</i>			
<i>Provides Lunch?=01</i>			
<i>Provides Lunch? = 02</i>			
<i>Be open all day?=01</i>			
<i>Provides transportation?=01</i>			
<i>Provides a safe environment?=02</i>			

7. Look at TNN23 and 24. Why are the '01' codes 'bolded'?

8. If TNN23 is coded '02' and TNN24 is coded '03', where do you go?

9. If the respondent reports that the child does not eat breakfast in TNN27, which questions do you skip?

10. If the respondent reports that the child does not eat lunch in TNN30, which questions do you skip?

11. What information are questions TNN33-35 trying to capture?

12. What do you do if a respondent refuses to answer a question and there is not a 'REFUSED' response?

13. What do you need to document on the cover after you complete the TNN questionnaire?

- a. Date of interview
- b. Date received
- c. Stop time

14. Will respondents be contacted again?

- a. Yes, all will be contacted for a follow-up telephone interview
- b. Yes, all will be scheduled for an in-person interview
- c. Yes, some will be contacted for a second telephone interview
- d. Yes, some will be scheduled for an in-person interview

Telephone, Non-Participant, Familiar (TNF)

1. What do you do before administering the TNF?
 - a. Affix the label to the cover
 - b. Record the necessary information on the cover
 - c. Both a and b

2. Look at TNF12. Why are two of the responses 'bolded'?

3. What is the purpose of questions TNF15-20?
 - a. To obtain information on the summer program(s) that the child attended that was not an SFSP program
 - b. To obtain information on the summer program(s) that the child attended that offered breakfast and/or lunch that was not an SFSP program
 - c. To find out why the child did not attend an SFSP program
 - d. Both b and c

4. What is the purpose of questions TNF21-22?
 - a. To obtain information about other programs in the community that offered breakfast and/or lunch
 - b. To obtain information about other programs in the community, other than in a public school, that offered breakfast and/or lunch
 - c. To obtain information about the type of activities these programs offered
 - d. Both b and c

5. The statements in TNF23 could be sensitive to some respondents. As an interviewer, what will you do to make sure that the respondent feels comfortable answering the questions?

6. Which questions is TNF26 referring to?

7. Compare the TNF questionnaire to TNN and list the TNF questions that are exactly the same.

Example

TNF1-11

8. What do you need to document on the cover after you complete the TNF questionnaire?

- a. Date of interview
- b. Date received
- c. Stop time

Telephone, Participant (TP)

1. What do you do before administering the TP?
 - a. Affix the label to the cover
 - b. Record the necessary information on the cover
 - c. Both a and b

2. What are the differences between questions TP1-TP4 and TNN1-7 and TNF1-7?

3. What is the purpose of TP9-14?

4. TP21-30 are the same in all three questionnaires. What are the question numbers in the other two questionnaires?

5. What is the purpose of TP21-27?

6. What is the purpose of TP28-30?

7. What do you need to document on the cover after you complete the TP questionnaire?
 - a. Date of interview
 - b. Date received
 - c. Stop time

Attachments C-17a and C-17b

Training Exercises

Attachment 17a

RECRUITMENT SCREENER EXERCISE

RECRUITMENT GRID FOR <u>Susie</u>			
SCREENER BOX A LINE	TYPE	Record # Recruited	MAXIMUM
A	Non-participant, Not familiar	1111 1111 1111	} 40
B	Non-participant, familiar	1111 111	
C	Participant, SFSP not public school	1111 1	} 10;D<4
D	Participant, SFSP in public school	1111	

Attachment 17b

**U.S. DEPARTMENT OF AGRICULTURE (USDA)
SUMMER FOOD SERVICE PROGRAM SURVEY (SFSP)
Lunch Break Exercises**

Please complete these exercises on your lunch break between 1:00-2:00P EST. Be prepared to review them at the first session after lunch.

Exercises – Screener

1. Use your Screener and the Recruitment Grid for **Connie** (below). The first column indicates the question; the second column indicates what is coded.

Example

Question	Coded	Eligible?	If <u>eligible</u> , go to...	If <u>not eligible</u> , go to..
S6	01	Yes	TNN	NA
S7	01			
S8	01			
S8	02			

Recruitment Grid

RECRUITMENT GRID FOR <u>Connie</u>			
SCREENER BOX A LINE	TYPE	Record # Recruited	MAXIMUM
A	Non-participant, Not familiar	1111 1111 1111	} 40
B	Non-participant, familiar	1111 111	
C	Participant, SFSP not public school	1111 111	} 10;D<4
D	Participant, SFSP in public school	11	

2. Use your Screener and the Recruitment Grid for **Helen** to complete this table.

Example

HH with elementary-aged child who participates in school breakfast....	Question	Go to..	Eligible?	If not eligible, what do you do?
not familiar with SFSP programs	S6	Box A, Line A	No	END, Read Line A
familiar with SFSP programs, did not participate in program				
Participated, not in public school				
Participated in public school				

RECRUITMENT GRID FOR <u>Helen</u>			
SCREENER BOX A LINE	TYPE	Record # Recruited	MAXIMUM
A	Non-participant, Not familiar	1111 1111 1111 1111 1111 11	} 40
B	Non-participant, Familiar	1111 1111 111	
C	Participant, SFSP not public school	1111	} 10;D<4
D	Participant, SFSP in public school	1111	

Exercises - TNN

1. Please turn to Question TNN19. The first column of the table below represents the response items and the second column represents the coded responses. Complete the table by entering the information requested in the last three columns. The first row is an example.

Example

Question – TNN 19	Code	Go to...	Then go to...	Then go to....
Provides breakfast?		<i>BOX B</i>	<i>TNN20</i>	<i>Box C</i>
Provides breakfast?	02			
Provides lunch?	01			
Provides lunch?	02			
Be open all day?	01			
Be open all day?	02			
Provides transportation?	01			
Provides transportation?	02			
Provides a safe environment?	01			
Provides a safe environment?	02			

2. Please turn to Questions TNN23 and 24. The first column of the table below represents the questions and the second column represents the coded responses. Complete the table by entering the information requested in the last three columns. The first row is an example.

Example

Question – TNN 23 & 24	Code	Go to...	Then go to...	Then go to....
TNN23	01	<i>NN24</i>	<i>BOX D</i>	<i>TNN25</i>
TNN24	01			
TNN23	01 } }			
TNN24	02			
TNN23	02 } }			
TNN24	01			
TNN23	02 } }			
TNN24	03			

Exercises - TNF

1. Please turn to Question TNF12. The first column of the table below represents the coded responses to TNF12. Complete the table by entering the information requested in the last four columns. The first row is an example.

Example

Question – TNF 12

Code	Go to...	Then go to...	Then go to....	Then go to...
01	<i>BOX B</i>	<i>BOX C</i>	<i>TNF18</i>	<i>TNF21</i>
02				
04				
07				
10				
13				
16				
19				
02 & 05				
06 & 16				
01 & 12				

2. Please turn to Questions TNF24 and 25. The first column of the table below represents the questions and the second column represents the coded responses. Complete the table by entering the information requested in the last three columns. The first row is an example.

Example

Question – TNF 24 & 25	Code	Go to...	Then go to...	Then go to....
TNN24	01	<i>TNF25</i>	<i>BOX D</i>	<i>TNF26</i>
TNN25	01			
TNN24	02			
TNN25	01			
TNN24	02			
TNN25	03			