Methodology To Evaluate Outcomes of the Team Nutrition Initiative in Schools

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Abstract

This project develops a data collection methodology to evaluate outcomes of Team Nutrition, a voluntary USDA school-based initiative to promote nutrition education, healthy eating, and physical activity. The project uses information technology to collect high-quality data while decreasing respondent and investigator burden and lowering costs of collecting and analyzing evaluation data. Seven data collection instruments were developed: Five collect information from school personnel, one collects information from students, and the seventh is an on-site observation of the school environment. The instruments are being pilot-tested in one State, but because Team Nutrition is a national initiative, the methodology could be useful to other States.

Keywords: National School Lunch Program, Team Nutrition, Child Nutrition Programs, food assistance programs, evaluation, Food Assistance and Nutrition Research Program, FANRP, ERS, USDA

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Executive Summary

Team Nutrition is an initiative of the USDA's Food and Nutrition Service (FNS) to support USDA Child Nutrition Programs such as the National School Lunch Program and the School Breakfast Program through nutrition education, training and technical assistance for school foodservice personnel, and school and community support for healthy eating and physical activity. Team Nutrition is a voluntary initiative, and schools choose for themselves the extent to which they implement Team Nutrition activities.

The purpose of this project was to develop a data collection methodology to evaluate the implementation of the Team Nutrition initiative in schools and the outcomes associated with its implementation. An important feature of the project is the use of information technology to decrease respondents' and investigators' burden while improving data integrity. Use of technology should also lower costs of collecting and analyzing evaluation data. In the interests of efficiency and of obtaining information comparable to national data sources, items for the data collection instruments were obtained or adapted from several national questionnaires and surveys and from published research studies. The questionnaire items were reviewed for content and face validity by a panel of expert reviewers. Development of the questionnaires involved rewording for clarity, reformatting to fit the web-based survey approach employed in this study, reordering the items of each questionnaire into a logical sequence, and reducing items and length of the questionnaire without changing the content.

A total of seven data collection instruments were developed, five targeting administration and other school personnel, such as principals, teachers, coaches, district foodservice directors and cafeteria managers. One questionnaire was developed to obtain information from students. The student questionnaire was administered in two parts; one assessing student nutrition knowledge and the other assessing attitudes and behaviors. The seventh data collection instrument is an on-site observation of the school environment to be conducted by a member of the research or evaluation team. Although the instruments are being pilot-tested in one state (Louisiana), the methodology could be used by other states seeking to evaluate their implementation of Team Nutrition.

Introduction

This report describes the development of a data collection methodology for a state-level evaluation of outcomes associated with Team Nutrition, an initiative of the USDA Food and Nutrition Service (FNS) in support of the Child Nutrition Programs. The goal of Team Nutrition is to improve children's lifelong eating and physical activity habits by using the principles of the Dietary Guidelines for Americans and USDA food guidance. Team Nutrition is implemented through provision of the following three behavior-oriented strategies: 1) training and technical assistance for Child Nutrition food service professionals to help them serve meals that look good, taste good and meet nutrition standards; 2) multifaceted, integrated nutrition education for children and their parents to build skills and motivation for children to make healthy food and physical activity choices as part of a healthy lifestyle; and 3) support for healthy eating and physical activity by involving school administrators and other school and community partners. Six communication channels are utilized. These include: 1) foodservice initiatives, 2) classroom activities, 3) school-wide events, 4) home activities, 5) community programs and events, and 6) media events and coverage. These channels offer a comprehensive network for delivering consistent nutrition messages to children and their caretakers which will educate them about the importance of healthy eating and reinforce the messages through a variety of sources.

Schools may enroll as Team Nutrition Schools in a database maintained by FNS, and schools in all 50 states, the District of Columbia and the U.S. territories have done so (Fox, Hamilton and Lin, 2004). Since 2002, USDA has received about $10 million annually to support Team Nutrition activities; State child nutrition agencies compete to receive Team Nutrition grants to support state and local activities (Fox, Hamilton, and Lin, 2004). In 2005, 21 states received Team Nutrition Training grants (FNS, 2006); however, the limited and uncertain Federal funding available from such grants may affect the extent to which Team Nutrition is implemented in schools.

Evaluation of Team Nutrition is challenging because it is a multifactorial approach to nutrition education and promotion that encompasses school foodservice, classroom education, and other school activities, such as extracurricular sports activities. The initiative aims to affect change at both the school and child level. However, schools that elect to participate in Team Nutrition have considerable flexibility in the extent to which they implement the initiative, the

activities they implement, and the personnel involved in implementation. As a result, evaluation requires collection of considerable information, usually from more than one information source within a school. The purpose of this project was to develop data collection methods that capture the range of necessary information, while using information technology to decrease respondent burden. Use of technology should also lower costs of collecting and analyzing evaluation data. While this project is specific to a single state (Louisiana), findings may be useful to other states seeking to assess Team Nutrition implementation and the effects of implementation.

Background

School-based nutrition initiatives, with access to a large number of students, have the potential to influence children's development of healthy food consumption practices that reduce diet-related risks of chronic diseases later in life. The principal approach to promoting nutrition among school-aged children has been through school-based educational efforts and government regulated child nutrition programs such as the National School Lunch and School Breakfast programs.

The National School Lunch and Breakfast programs provide free meals in participating schools for those students whose family income is below 130% of the federal poverty guidelines. Those students whose family income is between 131% and 185% are eligible for reduced price meals. Full price students pay a higher price, although schools receive a small federal subsidy for those students. During the 2003 fiscal year (FY), an average of 28.3 million children participated in the lunch program each day, and an average of 8.4 million children participated in the breakfast program each day (USDA, 2004). The public investment in Federal school-based nutrition programs is considerable, with the FY 2003 spending for the National School Lunch program at $7.2 billion and spending for the National School Breakfast program at $1.6 billion (USDA, 2004).

To the extent that meals offered to and consumed by children meet up-to-date nutrition standards, school-based nutrition programs provide an opportunity to improve children's nutrition and health. USDA regulations, revised as part of the School Meal Initiative (SMI) of the mid-1990s, require the lunch to provide one-third of the Recommended Dietary Allowances for protein, calcium, iron, vitamin A, and vitamin C, and to meet standards for fat and saturated fat based on the Dietary Guidelines for Americans. The School Nutrition Dietary Assessment Study II found that, in school year 1998-99, less than one-fourth of the served school lunch

meals met current fat and saturated fat standards (no more than 30% of calories from fat with less than 10% from saturated fat). Schools were more successful with breakfast meals, with the majority serving breakfasts meeting the fat and saturated fat standards (Fox, 2001).

Recognizing that simply publishing a regulation is not enough to change children's diets, USDA's Food and Nutrition Service (FNS) developed Team Nutrition to support the School Meals Initiative for Healthy Children. Team Nutrition was conceptualized as a multifactorial approach to nutrition promotion that could encompass promotion strategies based in the cafeteria, classroom, school-based physical activity, and potentially other factors contributing to what has been called a "healthy school nutrition environment" (FNS. 2000). This initiative was developed to provide training and technical assistance to foodservice personnel, with skill-based knowledge to provide healthy meals that appeal to children and meet the Dietary Guidelines for Americans.

The Team Nutrition Initiative includes curricula for various age groups. For example, three curricula "Food and Me," "Food Time," and "Food Works" were developed for different elementary school grade levels (FNS, 1995). The "yourSELF kit" is a curriculum that encourages middle school children to make smart choices about eating and physical activity (FNS, 1998).

Evaluation of outcomes of the Team Nutrition initiative, focusing primarily on what schools are doing to promote better nutrition and physical activity, is essential to assessing its role in achieving SMI goals. However, assessment of Team Nutrition presents some challenges. First, because of the voluntary nature of the initiative, limited funding, and lack of enforceable requirements for implementation, the quality and extent of the implementation of the initiative varies across schools, according to the Team Nutrition coordinator in our target state of Louisiana (A. Carroll, personal communication, July 1, 2003). For example, in Louisiana 100% of both public and parochial schools have signed up as Team Nutrition partner schools (http://www.fns.usda.gov/tn/Database/index.htm), but active involvement varies considerably. Therefore, one cannot assume that because a school is identified as a Team Nutrition school, specific activities are carried out. Assessment of the nature and extent of activities conducted is essential.

Given the multifactorial approach taken by Team Nutrition, researchers must consider the complexity of evaluation, and the detailed data needed from multiple informants to adequately describe implementation of the initiative. At the same time, multiple questionnaires are costly, and excessive demand on respondents may decrease response rate. Therefore, a

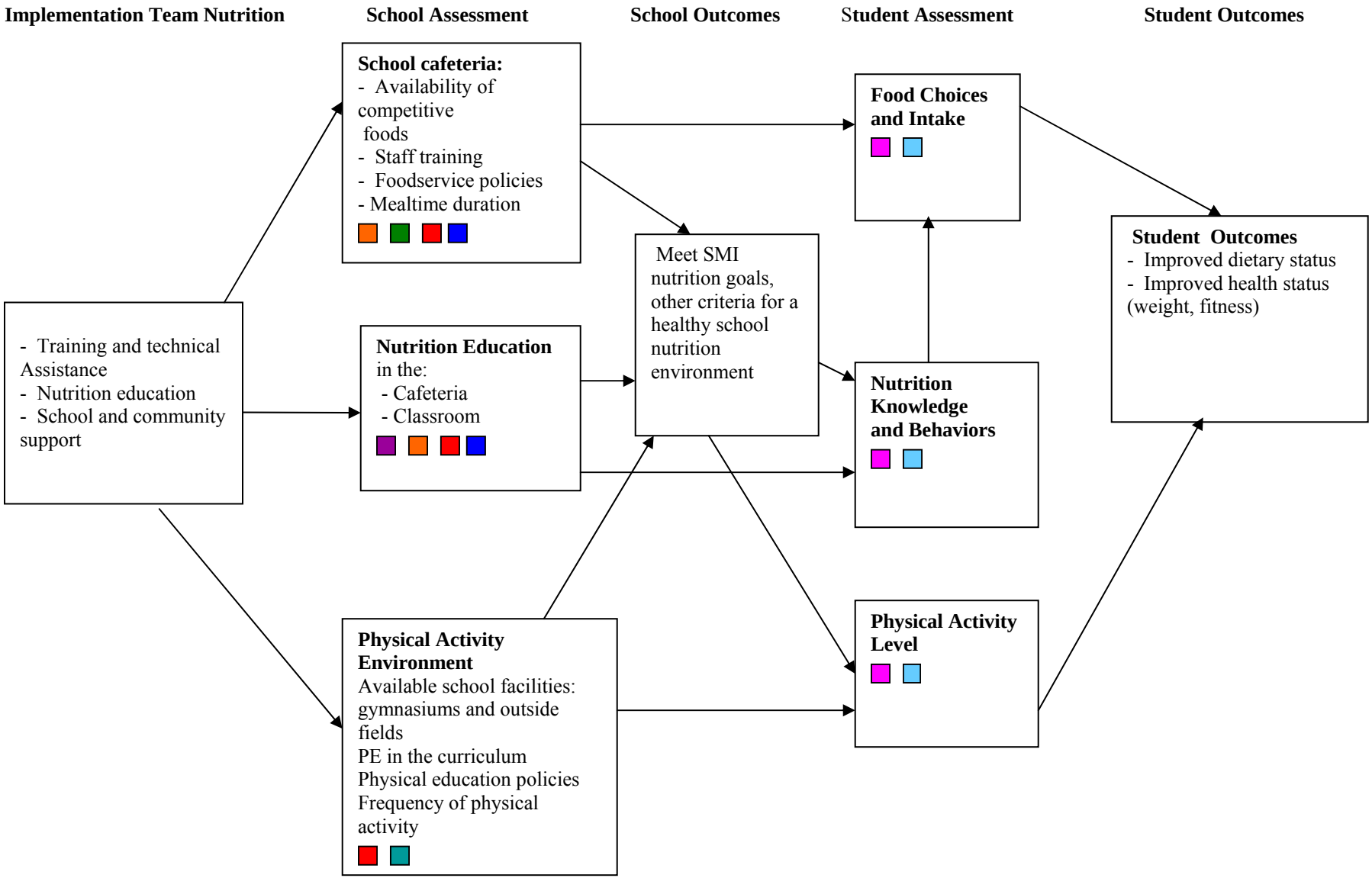
purpose of this project was to investigate the feasibility of using technology-assisted methods of data collection whenever possible. This approach included web-based questionnaires and use of handheld personal computers (also known as Personal Data Assistants or PDAs). Feasibility considerations included quality of data obtained, preferences of respondents, and cost-effectiveness of data collection compared to traditional methods.

Conceptual Framework for Study Design

The impact of Team Nutrition is conceptualized as operating through independent effects of intervention changes in school foodservice, nutrition education, physical activity, and school policy and environmental factors that promote healthy lifestyle (e.g., existence of a school health committee; cafeteria with adequate space and other appealing characteristics). In addition, evaluation of the Team Nutrition Pilot indicated that having multiple channels of intervention created a mutually reinforcing effect (FNS, 1998). In statistical terms, this could be considered an interaction effect. Figure 1 illustrates our conceptual framework, with arrows indicating direct effects of individual aspects of Team Nutrition implementation on student behavior, as well as indirect effects that occur through promotion of an overall healthy school environment.

Two levels of outcomes are conceptualized. First, creation of an overall healthy school environment can be considered a school-level outcome that could be monitored to assess the success of policy implementation. Student-level outcomes of improved diet and health would be the second, and ultimately most important level of outcome.

Figure 1 Conceptual Model of a Healthy School Environment Assessment



Key: Questionnaires used for assessment

School Health Policies and Environment

School Nutrition and Observation/Cafeteria Manager Interview

Foodservice District Questionnaire

School Foodservice Questionnaire

Student Food Knowledge Questionnaire

Physical Education Questionnaire

Teacher Questionnaire

Student Dietary Habits, Physical Activity Behavior, and Weight Perception

Methodology

To evaluate implementation of Team Nutrition in schools and implementation impacts, we sought to develop measures that would answer the following questions:

- To what extent have schools adopted and implemented school policies that promote healthy eating and physical activity, including the integration of nutrition education in the classroom or in the cafeteria?
- To what extent have schools accessed the resources and training they need to achieve success?
- To what extent have the school and community fostered an environment that supports healthy eating and physical activity?
- For those schools enrolled as Team Nutrition schools but not implementing, what are the barriers for implementing each Team Nutrition strategy?
- Which schools are high, low, or non-implementers of Team Nutrition strategies, and what are the characteristics of the schools categorized as high implementers?
- Is there any relationship between the level of implementation of Team Nutrition strategies such as food service training, nutrition education, and community involvement, and the healthy food choices and physical activity opportunities available to students? (School-level outcome)
- Do students know the basic recommendations of the Dietary Guidelines for Americans and USDA Food Guidance (source documents for Team Nutrition education messages)?
- Are students making healthy choices as recommended by these source documents?
- Are students physically active on a regular basis, as recommended by Dietary Guidelines for Americans?
- Is there a relationship between Team Nutrition implementation and student diet and health-related knowledge, attitudes, and behaviors? (Student-level outcomes)

Questionnaire Development

To collect the information to answer these research questions, a total of seven data collection instruments were developed. One set of questionnaires targets administrative and other school personnel, such as principals, teachers, coaches, district foodservice directors and

cafeteria managers. These five questionnaires were developed for self-administered, web-based administration.

To obtain student information, one questionnaire was developed. The questionnaire was administered in two parts, one assessing student nutrition knowledge, and the second assessing attitudes and behaviors. Both were designed to be administered via handheld personal computers. The seventh data collection instrument is an on-site observation of the school environment to be conducted by a member of the research or evaluation team.

In the interest of efficiently obtaining information comparable to national data sources, items for the questionnaires and observation form were obtained or adapted from several national questionnaires and surveys and published research studies, including three measures developed by the Centers for Disease Control and Prevention (CDC): the School Health Index (SHI) (CDC, 2000), School Health Policies and Programs Study (SHPPS) 2000 (CDC, 2000),and the Youth Risk Behavior Surveillance Survey (CDC, 2003). Also consulted were instruments developed for the Team Nutrition Pilot Study (FNS, 1998); SHAPE California 2001 (Shaping Health as Partners in Education) (Health & Education Communication Consultants, 2001); the Diet and Health Knowledge Survey 1994-1996 (USDA, 1996); and a nutrition teaching self-efficacy scale developed by Brenowitz & Tuttle (2003).

The criteria for item selection from the original questionnaires were based on how well the item addressed the study questions. These original instruments formed a sound foundation for the current work. However, given the new evaluation context and data collection approach, it was considered necessary to assess selected items for appropriateness, clarity, validity, and reliability in the context of this study. Items were reviewed to identify those most relevant to the purposes of the evaluation. In addition, the source questionnaires and surveys were designed for interview or paper-and-pencil administration; wording and formatting that might have suited those approaches needed to be reconsidered for appropriateness and clarity in the context of a web survey (Couper, 2006).

The questionnaire items were reviewed for content and face validity by a panel of expert reviewers. Development of the questionnaires involved eliminating compound questions, reformatting, rewording, and reordering the items for a logical sequence in the new data collection instruments, and reducing items and length of the questionnaire without changing the desired content. Revisions were made with the target population in mind, with emphasis on cognitive level, clarity, and response burden. It was also necessary to consider the effects of any change in mode of question administration. For example, the original instruments may have

been interviewer-administered or used a paper-and-pencil format. In some cases, the formats that work well for these administration methods may be less appropriate for web-based surveys (Couper, 2006). Descriptions of the data collection instruments developed for this project and examples of how questions for each instrument were developed are presented in the following sections.

Content Validity

Content validity is the ability of the questionnaire items to accurately assess the intended information (Townsend et al., 2003). Questionnaire items were reviewed twice for content validity by a panel of experts representing related areas such as: nutrition, physical and health education, school foodservice, middle school family and consumer sciences education, and administration (school principal) (see the Acknowledgements section for a full list of expert panelists).

Face Validity

Face validity is defined as the use of appropriate wordings for the audience of interest, with an adequate focus on variables of interest (Ott, Larson, & Mendenhall, 1983). Thus, face validity is critical to ensuring that questions are understood in the manner intended by the researcher. Each questionnaire was reviewed for face validity by a wide range of individuals who represented the target groups: students, school foodservice managers and directors, middle school family and consumer sciences teachers, physical education coaches, and human subject review experts. Each questionnaire was assessed for the overall validity on a scale of 1 to 5 (with 5 indicating the highest level) in relation to: comprehensiveness, adequacy, meaningfulness, format, content, and clarity. The questionnaires scored an average of 3 during the first peer review, but improved to an average of 4.5 during the final peer review.

Terminology related to revision followed Babbie's (2001) guidelines for asking questions and questionnaire construction to improve clarity, reduce ambiguity, and revise compound and value-laden items. Each questionnaire was further revised based on reviews. Each completed questionnaire, in its final wording, is listed in Appendices A - H. Below are some important findings from the revision process.

School Health Policies and Environment Questionnaire

This questionnaire was adapted from two sources, Children's Health Through a Comprehensive Nutrition Approach: An Evaluation of Nutrition Education, developed for use in SHAPE California (Health and Education Communication Consultants, 2001) and the School Health Index, Module 1, Middle and High School (CDC, 2000). The questionnaire has two main sections. The first section assesses the use of Team Nutrition middle school curriculum and resources by the school, the policies that guide nutrition instruction, and the administrator's perception of the importance of nutrition instruction in the school.

The second section assesses school policies regarding physical education practices, sale of competitive foods, and types of foods associated with fundraising efforts. This section of the questionnaire has two parts. The first part assesses the enforcement of the written policies, the adequacy and availability of the physical activity facilities, the use of physical activity as punishment, and substitution of physical education with other courses. The second part examines school policies on the sale of competitive food, such as location and content of vending machines or snack bars, and the use of non-nutritive items for school fundraising efforts.

The questionnaire was revised to eliminate compound questions by breaking down multiple-part questions into simpler questions and responses. In addition, questions were reformatted to include tables, and items were reworded accordingly. For example, Table 1 shows an original question considered compound in that at least three questions are asked at once: existence of a representative committee, meeting times per year, and types of programs overseen. The question was revised by subdividing into four different questions with appropriate response categories for each question and the original question was reworded and reformatted.

Table 1. Examples of Revision of Format and Wording

Original Question	Revised Question
1.1 Representative committee oversees school health programs *Does the school have a representative committee that meets at least twice a year to oversee school health programs, including physical activity and nutrition programs?* "Representative" means that it includes relevant members of the school community, such as parents, students, teachers, administrators, food service staff, nurses, and counselors. 3 = yes 2 = There is a committee, but it is not representative, or it meets less than twice a year, or it does not address physical activity and nutrition programs. 1 = There is no committee, but there are plans to form one. 0 = No	**10.0 Is there a committee to oversee your school health policies and programs? (if no, skip to question 11.0)** **Yes** □ **No** □ **Yes** **No** **10.1 If yes, does the committee oversee physical activity policies and programs?** □ □ **10.2 If yes, does the committee oversee healthy eating policies and programs?** □ □ **10.3 How often does the committee meet? Check one.** once a year □ twice a year □ once a month □ other (please specify) _____ □ **10.4 Who is represented on the committee? Check all that apply.** Parents □ Students □ Teachers □ Administrators □ Food service staff □ Nurses □ Coaches □ Counselors □ Other (Please specify)_____

School Nutrition and Environment Observation/Cafeteria Manager Interview

This questionnaire was adapted from SHAPE California (2001). The questionnaire has two major sections, an on-site observation by the researcher and a structured interview of the cafeteria manager.

The on-site observation assesses the physical appearance of the cafeteria, including the availability of healthy messages in the cafeteria, adult supervision during lunch, and the duration of the lunch period. The researcher also observes the types of foods offered in the cafeteria, including snack bars, soft drinks, vending machines, a la carte selections, and any other competitive foods.

The cafeteria manager interview assesses the foodservice manager's perspective on students' food preferences and eating behaviors, the foodservice manager's involvement with students' nutrition education, and continued education efforts for the foodservice staff. The questionnaire was revised to narrow the focus to specific topics as demonstrated in Table 2. To evaluate the appearance of the cafeteria, the revised question included three categories for evaluating the appearance of the cafeteria environment. Similarly, the original question about supervision at lunch was more general, while the revised question provides specific response options.

Table 2. Examples of Revision to Provide More Specific Response Options

Original Question	Revised Question
Example 1 Is the cafeteria an appealing place to eat? *Please specify:* (Yes or No answer)	**1.0 Is the cafeteria an appealing place to eat in relationship to:** **Yes** **No** Enough space for the number of students? □ □ Color (Are the colors pleasant?) □ □ Noise level (Is noise level controlled by a chaperon/teacher?) □ □
Example 2 Who is in the cafeteria at lunchtime?	**2.0 Who supervises the children during lunch?** **Yes** **No** Classroom Teachers □ □ Foodservice staff □ □ Room parents □ □ Other_____

Food Service District Questionnaire

This questionnaire was adapted from the CDC School Health Policies and Programs Study (SHPPS, 2000). This questionnaire is specific to the policies at the district level and investigates techniques used to prepare food in the schools, including menu modifications such as reducing sugar and salt and steaming vegetables and the policies on competitive food sales. The qualifications and credentials of the foodservice director are assessed, including the certifications required for a newly hired director.

For the purposes of this study, the sequence of questions in the original document was changed with some words revised to meet the purposes of the study. For example, the term "junk food" is not used in USDA food guidance documents; the revised question specified foods high in fat and sugar, as demonstrated in Table 3. As a result of regrouping and eliminating some items, the questionnaire was reduced from 56 questions and a length of 25 pages to 45 questions and a length of 11 pages.

Table 3. Examples of Revision for Redefined Terminology

Original Question	Revised Question
33. We recognize that the level of detail contained in policies or rules on "junk foods" varies across districts. For example, rules on when these foods can be offered to students, where the foods are available in the school, and what types of food are permitted might be specified by policies adopted by your district. Is there additional information on the policies or rules on "junk foods" that you can provide? Yes No	**33.0 Are there policies or rules regarding offering foods that provide calories primarily through fats in relationship to:** **Yes** **No** **Don't Know** When these foods can be offered to students □ □ □ Where the foods are available in the school □ □ □ Types of foods permitted in the school district □ □ □

School Food Service Questionnaire

This questionnaire was adapted from the School Food Service Questionnaire of the CDC School Health Policies and Programs Study (SHPPS), 2000 (CDC, 2000). The questionnaire is similar to the district foodservice questionnaire but is specific to the individual school's policies. Items in the questionnaire assess food preparation methods, student nutrition activities, and the qualifications and credentials of the school foodservice manager. The questionnaire has four main parts. The first part assesses food preparation practices, such as reheating or cooking from scratch, and modifying menus. The second part assesses foods offered to students, including a la carte selections and competitive foods. In the third part, items assess the involvement of the foodservice staff in nutritional activities with the students in the cafeteria or classroom. The last section assesses the cafeteria manager's credentials and education background.

Changes to the original survey include reduction of items, as well as rewording and reformatting of items and response choices. Overall, the questionnaire was reduced from the original 72 items and 26-page length to 41 items and 10-page length. An example of item reduction without changing the content is shown in Table 4.

Table 4. Examples of Item Reduction and Reformatting

Original Question	Revised Question
1. Does this school offer breakfast to students? Yes…….. 1 No…… 2 2.Does this school offer a la carte breakfast items to students? Yes…….. 1 No…… 2 3. Does this school offer lunch to students? Yes…… 1 No…… 2	**3.0 Does this school offer the following foodservices to <u>students</u>?** **Yes** **No** Breakfast □ □ A la carte breakfast items **(A la carte is defined as food items sold in addition to the unitized, reimbursable meal during regular meal service)** □ □ A la carte lunch items □ □ Other (please specify):_____ □ □

In another example, Table 5 shows how a compound question with a single answer was broken down into three specific questions and responses.

Table 5. Examples of Revision of Compound Question

Original Question	Revised Question
43.During the past 12 months, have students visited the cafeteria to learn about food safety, food preparation, or other nutrition-related topics? Yes…… 1 No…… 2	**22.0 During the past 12 months, have students visited the cafeteria to learn about the following:** **Yes** **No** Food safety □ □ Food preparation □ □ Other nutrition-related topics? (please specify):_____ □ □

<u>Physical Education Questionnaire</u>

This questionnaire was adapted from the CDC School Health Policies and Programs Study (SHPPS, 2000). The survey has two major sections that assess physical activity programs and policies. In the first section, items assess whether or not the school follows specific guidelines, such as state or national guidelines for physical education policies. Items also assess the school's physical education curriculum goals and objectives. The second section assesses the school's policy on required physical education, including intramural and competitive sports.

The length of the questionnaire was reduced from 111 items and 39 pages to 55 items and 14 pages. Numerous items were reformatted into tabular form with answer columns indicating responses "Yes" or "No", providing a structural and visual consistency that is important to web survey design, as the partial question demonstrates in Table 6.

Table 6. Examples of Formatting Revision

<table>
<tr><th>Original Question</th><th>Revised Question</th></tr>
<tr><td>68. This card lists different intramural or physical activity clubs that might be offered to students at this school. Which of these are offered to <u>girls</u> at this school?
MARK ALL THAT APPLY

Aerobics…… 1
Badminton…… 2

69. This card lists different intramural or physical activity clubs that might be offered to students at this school. Which of these are offered to <u>boys</u> at this school?
MARK ALL THAT APPLY

Aerobics…… 1
Badminton…… 2</td><td>44.0 Which of these intramural or physical activity clubs (clubs are defined as participatory) are offered to both boys and girls, only boys, only girls, or neither at this school?

Boys & Girls | Only Boys | Only Girls | Neither
Aerobics (e.g., step or low-impact) □ □ □ □
Badminton □ □ □ □</td></tr>
</table>

<u>Teacher Questionnaire</u>

This questionnaire was designed for family and consumer sciences and health education teachers. The content and items were adapted from different sources, including SHAPE California (Health and Education Communications Consultants, 2001), the Team Nutrition Initiative Pilot Study Teachers' Pretest Questionnaire (FNS, 1998), a Nutrition-Teaching Self-Efficacy Scale for Elementary School use, developed by Brenowitz & Tuttle (2003), and researcher-developed questions pertaining to demographics.

The questionnaire has three main sections. The first section assesses teachers' gender, age, years of teaching experience, and educational background. The second section assesses aspects of classroom nutrition instruction such as how often nutrition is taught in the classroom, what resources are used to teach nutrition in the classroom (e.g., Team Nutrition materials), nutrition curriculum guidelines, and educational sources used for staff development. The last section of the questionnaire measures the teacher's perceptions and outcome expectations for nutrition instruction.

Items used in the teacher's questionnaire were revised as necessary to provide more specific responses, as shown in Table 7.

Table 7. Example of Question Revision for More Specific Responses

Original Question	Revised Question
Do you teach nutrition as a: stand-alone topic___, OR as part of the health, science or home economics curriculum____?	Yes No 3.0 Do you teach nutrition as a stand-alone topic? □ □ 3.1 Do you teach nutrition as part of health education? □ □ 3.2 Do you teach nutrition as part of science education □ □ 3.3 Do you teach nutrition as part of family & consumer sciences education? □ □

In addition, questions were revised to assure data standardization. For example, a teacher would have answered the original question in Table 8 differently depending on the time of year s/he completed the questionnaire. The revised question reflects the number of hours taught in a year regardless of the time of questionnaire completion. Converting to an open-ended response allows collection of more precise data, and the variable is continuous instead of categorical, allowing more choices for statistical analysis.

Table 8. Example of Revision for Standardization of Responses

Original Question	Revised Question
Thus far this school year, about how many hours have you spent teaching nutrition to your students (do not include time you plan on teaching nutrition)? None □ 1 to 2 hours □ 3 to 5 hours □ 6 to 10 hours □ More than 10 hours □	18.0 During the school year, about how many on average hours do you spend teaching nutrition to your students (do not include time you plan on teaching nutrition)? None □ Please write your response:_____

Student Questionnaire

This questionnaire was largely taken from various sources, including the Team Nutrition Pilot Study (Student Questionnaire) (FNS, 1998) and the CDC Youth Risk Behavior Survey (CDC, 2003). The investigators developed additional questions; these questions pertained to demographics and student food knowledge relating to identification of food groups and serving sizes. In addition, questions were obtained from USDA's Diet and Health Knowledge Survey (DHKS) 1994-1996 (USDA, 1996). The DHKS was originally used with adults; therefore, pretesting for appropriateness with students was especially important.

This questionnaire targeted middle school students to investigate nutritional knowledge, dietary and physical activity behaviors, and weight perception. Based on comments by reviewers and middle school teachers on the length of the questionnaire, it was divided into two separate questionnaires in consideration of the students' cognitive level and attention span. The questionnaires were administered using handheld computers. The handheld computers were also used to assess point of consumption data over a two-day period. The handheld computers were programmed with animated interactions, a feature that can enhance the completion rate of the questionnaire and appeal to preadolescents who are familiar with technological devices such as GameBoy and Playstation Portable. The two parts of the student questionnaire are discussed below.

Student Food Knowledge Questionnaire Day 1

The first section of the questionnaire begins with demographics, including gender, race, and age. The second section of the questionnaire deals with food knowledge. The questions are designed to test student knowledge of the food groups, serving sizes, nutrients, and diet-related health problems. Formatting changes were made for clarity and to reduce the number of items, as shown in Table 9.

Table 9. Examples of Revision of Student Questionnaire Item

Original Question	Revised Question
Have you heard about any health problems caused by (BEHAVIOR)? BEHAVIOR a. Eating too much fat? YES……..1 NO……...2 What health problems are these? Any other problems? The respondent is asked to circle behaviors coded from 01 to 17 that are linked to this behavior. A code of 00 is to specify other diseases/problems	7.0 Which of the following heath problems are associated with the following dietary behavior? Match the health problem listed below with the associated dietary behavior by circling the number of the health problem in the space provided. (For example, eating too much sugar can cause tooth problems. (05)) **DIETARY BEHAVIOR** **Number** **Health Problem** a. Eating too much salt or sodium 01 02 03 04 05 01-Osteoporosis b. Not eating enough calcium 01 02 03 04 05 02-Heart Disease c. Eating too much cholesterol and saturated fats 01 02 03 04 05 and stroke 03-Obesity d. Eating too much sugar 01 02 03 04 05 04-High Blood e. Eating too many calories 01 02 03 04 05 Pressure 05-Tooth problems

Questions were revised to reflect common foods familiar to middle school students, as shown in Table 10. For example, reviewers felt seventh graders might not be familiar with loin pork chops or pork spare ribs but would be familiar with both grilled chicken and fried chicken strips.

Table 10. Examples of Revision for Familiar Items

Original Question	Revised Question
Which has <u>more fat</u> Loin pork chops, or…1 Pork spare ribs……2 The same……3 Don't know……8	**6.2. Based on your knowledge, which of the following food choices has more fat? SELECT your answer.** Grilled chicken □ Fried chicken strips □ The same □ Don't Know □

Student Dietary Habits, Physical Activity Behavior and Weight Perception, Day 2

The first section of the Day 2 Student Questionnaire begins with two questions about weight perception. The second part contains nine questions relating to physical activity behavior, including physical education class, sports team participation, weekend physical activity, and hours spent watching television per day. The last part of the questionnaire contains questions about the students' dietary habits. Questions focus on the number of servings per food group, student participation in nutritional activities (e.g., taste testing new foods), and parental

involvement in talking about nutrition. Formatting changes were made for clarity and to reduce the number of items, as shown in Table 11.

Table 11. Examples of Revision for Formatting

Original Question	Revised Question*
During the past 30 days, did you exercise to lose weight or to keep from gaining weight? A. Yes B. No During the past 30 days, did you eat less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight? A. Yes B. No During the past 30 days, did you go without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight? A. Yes B. No During the past 30 days, did you take any diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight? (Do not include meal replacement products such as Slim Fast.) A. Yes B. No	**3.0 Which, if any, of the following activities have you engaged in during the past 30 days in an effort to lose or maintain weight? SELECT all that apply**. Exercise □ Eat less food, fewer calories, or foods low in fat □ Go without eating for 24 hours or more (also called fasting) □ Take diet pills, powders, or liquids without a doctor's advice (Do not include meal replacement products such as Slim Fast.) □ Vomit □ Take laxatives □ Other: (please specify) □

*Asking questions on potentially harmful weight control practices, such as fasting, using diet pills, powders, or liquids without a doctor's advice, vomiting, or taking laxatives, may be sensitive, and should be discussed and approved by the appropriate Institutional Review Board before administering these questions.

Use of Web-Based Data Collection Methodology

Five of the questionnaires—those intended for completion by school system employees—were designed to be taken as web surveys (i.e. on Internet world wide web). The use of web-based methods of collecting data is time-efficient and convenient for both the users and the investigators. Transmission of web-based data is free and instant as contrasted with the paper format that needs stamps, posting, and transfer time. Furthermore, collecting survey data through Internet technology allows the data to be collected, analyzed, and dispersed without going through the cumbersome process typically associated with other data collection methodologies. With most American schools now having some form of Internet access, this methodology may be particularly useful for school-based data collections.

Although the student questionnaire can be administered as a pen and paper questionnaire, this project made use of handheld computers to collect point of consumption data from the students. The use of the handheld computer method will facilitate collection of food consumption data in Real Time, avoiding a lapse in memory that can occur when the data are obtained after the students leave the cafeteria.

The goal of the web-based methodology is to design a system by which to gain meaningful, complete information from a variety of professionals involved in Team Nutrition delivery and/or food and health programs, activities or policies in public schools. That questions are understandable and useful is extremely important, as discussed above. Also, the data submission process must be protected such that unauthorized access is restricted. The web-based method will help protect the data from contamination by false entries and, depending on the survey topic, may be important for confidentiality reasons. Web-based approaches should increase completion rate, thus preventing missing data that can affect statistical results.

Project Implementation

Six surveys were converted from a paper form into HTML (Hypertext Markup Language) and PHP (Hypertext Preprocessor). The main purpose for using PHP as the server-side language was to make use of Louisiana Tech's Apache/PHP web server and the attached MySQL database. While the present solution poses few, if any, advantages over a comparable Microsoft/Active Server Page solution, it uses the most readily available resource. Each survey was broken down into individual questions and each question then stored in a separate file. This configuration allows for the responder to answer one question at a time, and not feel overwhelmed by the size of the survey.

At the beginning of each question, the previous question's responses are stored in session variables for security purposes. This allows responders to navigate away from the survey, and when they return, any information they have already entered for that session is still available. This capability prevents responders from feeling pressured to complete the survey in one sitting.

At the end of a given survey, all the session variables are passed into an INSERT statement for a mySQL database. Thus, there is only one command run on the database for a complete submission. This method is time efficient and eliminates the costs normally associated with collecting data on paper. Reading data into a database can potentially be superior to manual data entry. For instance, there is no longer the need to key in data, removing the possibility of human error. In addition, the online questionnaires have been thoroughly tested, which reduces the possibility of errors and improves the effectiveness of data collection.

To protect the data from unauthorized submissions, a responder must enter an ID and a password. The ID is the same for any given survey, but the password can be changed periodically. The password is maintained and distributed by the principal investigator. The ID/password are submitted via a HTML form and checked against a stored value in a PHP file. This PHP file could be the first page of a given survey. For instance, if responders try to open a certain survey, they are presented with an ID and password request. If the ID and password match the stored values, they may begin the survey; otherwise they are rejected from the system.

To protect the completeness of the data, each page of the survey ensures that no valid question is left blank. Questions of the form "Other", obviously may be left blank. This checking is performed with JavaScript functions. If any valid question is left blank, respondents are unable to continue the survey.

Once the survey database is complete, district and/or school identification codes can be used to augment questionnaire data with information from databases such as the National Center for Educational Statistics' Common Core Database (CCD), which includes school- and district-level data for every public school in the United States, including free-and reduced-price participation in the USDA National School Lunch Program (NCES, 2006), U.S. Census data, or administrative data available at the state or district level. Addition of such data could expand evaluation opportunities.

Summary

The purpose of this project was to develop a methodology to evaluate the outcomes of the Team Nutrition initiative in schools. Team Nutrition is a voluntary nutrition education component of USDA's School Nutrition Programs that receives limited funding through a competitive grant process (Fox, Hamilton, and Lin, 2004). Schools that elect to participate in Team Nutrition have considerable flexibility in the extent to which they implement the initiative, the activities they implement, and the personnel involved in implementation. As a result, evaluation requires collection of considerable information, usually from more than one information source within the school.

In the interest of efficiently obtaining information comparable to national data sources, items for the questionnaires and observation form were obtained or adapted from several national questionnaires and surveys and from published research studies, including the CDC's School Health Index (SHI) (CDC, 2000), the School Health Policies and Programs Study (SHPPS) 2000

(CDC, 2000); and Youth Risk Behavior Surveillance Survey (CDC, 2003), as well as the Team Nutrition Pilot Study (FNS, 1998); SHAPE California 2001 (Health and Education Communication Consultants, 2001); the Diet and Health Knowledge Survey 1994-1996 (USDA, 1996); and a nutrition teaching self-efficacy scale for elementary teachers developed by Brenowitz & Tuttle, 2003.

The criteria for item selection from the original questionnaires were based on how well the item addressed the study questions. The questionnaire items were reviewed for content and face validity by a panel of expert reviewers. Development of the questionnaires involved eliminating compound questions, rewording for clarity, reformatting, reordering the items of each questionnaire into a logical sequence, and reducing items and length of the questionnaire without changing the desired content. Revisions were made with the target population in mind, with emphasis on cognitive level, clarity, and response burden.

The questions intended for completion by school system employees were designed to be taken as web surveys (i.e. on the Internet world wide web). The use of web-based methods of collecting data is time-efficient and convenient for both the users and the investigators. Transmission of web-based data is free and instant contrasted with paper formats that need stamps, posting, and transportation time. Furthermore, collecting survey data through Internet technology allows the data to be collected, analyzed, and dispersed without going through the cumbersome process typically associated with other data collection methodologies.

Although the student questionnaire can be administered as a pen and paper questionnaire, this project made use of handheld computers to collect point of consumption data from the students. The use of the handheld computer method facilitated collection of food consumption data in Real Time, avoiding a lapse in memory that can occur when the data are obtained after the students leave the cafeteria.

A total of seven data collection instruments were developed. Five target administration and other school personnel, such as principals, teachers, coaches, district foodservice directors and cafeteria managers. The Foodservice District questionnaire is a 40-item instrument that is specific to the policies of the schools in that district and provides information as to what food types are available during the school day. The 21-item School Policies and Procedures questionnaire, completed by the school administrator, focuses on the school's nutrition policies and curriculum. The School Physical Education questionnaire is a 50-item survey addressing areas of physical activities, programs and policies. The Teacher questionnaire is a 19-item instrument focusing on the nutrition topics taught and the confidence level of the teachers when

delivering the information. The School Foodservice Manager questionnaire is a 46-item instrument specific to the school's policies, including the sale of competitive foods within that school. The School Nutrition Environment and Observation, conducted by the research or evaluation team, is a 25-item instrument focusing specifically on the school environment, including the appearance of the cafeteria, presence of vending machines, and prevalence of healthy nutrition messages throughout the school.

The Student Food Knowledge questionnaire is a 35-item instrument developed for personal handheld computers that is administered in two parts and that focuses on five specific areas: knowledge of the Food Guide Pyramid, obesity related health risks and diseases, dietary habits, physical activity behavior and weight perception. This instrument is one of the most essential components of this multidisciplinary approach because assesses the student's own food knowledge and dietary habits, giving greater understanding to possible effects of a healthy school environment.

Seeking out previous survey data collection instruments to use as models was a major feature of our approach. It may add to the value of the project by increasing the generalizability of the method. Although this study is being pilot-tested in Louisiana, the researchers used national data collection sources as much as possible in developing each question. As a result, the data collected may be more comparable to other state- and national data collections. Use of national sources also increases the likelihood that the questionnaires could be used by other states seeking to evaluate their implementation of Team Nutrition. Other states have developed evaluation questionnaires for use in assessing their implementation of Team Nutrition and/or aspects of the school nutrition environment; these questionnaires may also be useful to other researchers (Michigan, 2003; Missouri, 2005; Iowa, 2005; Idaho, undated).

Conclusions

Currently, all the questionnaires developed through this project are being pre-tested for on-line and handheld usage through a grant from USDA-Cooperative State, Research, Education, and Extension Service (CSREES).[1] Participants will indicate whether they find the response

[1] USDA-CSREES Contract/Grant/Agreement No: 2004-35215-14264 Assess the Effect of the School Environment and Food System on Nutrition Knowledge, Food Choices, Physical Activity, and Weight Status Among School-aged Children. Mary Murimi Ph.D., RD. LDN. GRANT YR: 2004

burden reasonable. The pre-test was administered in nine randomly selected schools representing the state of Louisiana. A total of 127 seventh grade students, 103 teachers, 19 foodservice personnel and 20 administrators participated in the study. Based on the pilot-test, this method is time efficient, and should be inexpensive for statewide data collection.
For example, data were collected from the teachers, administrators and foodservice personnel an hour after the first e-mail was sent to our target population. Two weeks later a simple e-mail reminder was all that was needed to get completed surveys from our sample. Only one project coordinator was needed to make sure the data were complete and entered.

The data collected will be used to test the reliability and validity of the questionnaires. Until this information is available, it is impossible to make definitive statements about the value of the methods that have been developed. Nevertheless, lessons learned from the design and implementation of the project may be useful to others seeking to evaluate implementation of Team Nutrition and its impacts. The lessons described below also may offer insights and broadly useful implications to others seeking to evaluate initiatives that, like Team Nutrition, are national in scope yet vary considerably in local implementation.

Lessons Learned:

Some important lessons were learned in the process of developing these instruments. This process demonstrated that it is essential to:

- Understand the overall concepts guiding the initiative, but also recognize the considerable site-specific variation in implementation. While USDA School Meal Programs can be assumed to have at least some standard elements (e.g., milk will be served with all breakfasts and lunches), the voluntary nature of the Team Nutrition Initiative means that no assumptions can be made about the elements of the initiative that have been implemented or the manner in which they have been implemented. Therefore, school-based assessment of Team Nutrition is necessary. Otherwise, researchers have difficulty attributing their results to the theoretical framework of the initiative versus the extent to which Team Nutrition model activities were actually implemented and the manner in which they were implemented.
- Identify key informants before collecting data. As mentioned previously, Team Nutrition is a voluntary initiative and different states and even schools within the state have different Team Nutrition leaders and differ in the involvement of school staff (e.g. teachers, foodservice workers, school nurses, etc). Because of the voluntary nature of the

initiative, it is imperative to identify the team nutrition leaders and other key participants and direct data collection towards them.

- Understand that school systems are overwhelmed by evaluation requirements and other paperwork. Therefore, it should be assumed that there may be a challenge to convince administrators and staff to participate. If methods such as web-based data collections can simplify participation, it may add to willingness to participate. To help encourage participation, it may also be useful to assess whether there are (or could be) any incentives for the schools to participate in an evaluation. For example, can information be provided to schools or school districts that would help them improve their school meal programs or health education teaching?
- For each data collection instrument (questionnaire), identify the target population and pretest instruments, considering the cognitive level and attention span of the target population.

Avoiding reinventing the wheel by seeking out previous survey data collection instruments to use as models was a major feature of our approach. It may also add value by increasing the generalizability of our findings. Although this study is being pilot-tested in Louisiana, the researchers used national data collection sources as much as possible in developing each question. For example, CDC's SHPPS and SHI questionnaires were primary sources. As a result, the data collected may be more comparable to other state and national data collections. Use of national sources also increases the likelihood that the questionnaires could be used by other states seeking to evaluate their implementation of Team Nutrition. Of course, conclusive statements about the usefulness of the data collection methodology cannot be made until the results of pilot testing are obtained. If pilot test results are encouraging, use of these instruments would enable investigators to collect data with very little operational expenses other than developing their own database.

Challenges yet to be addressed:

Pretest results will determine whether these data collection instruments are appropriate for use. Even if pretest results are successful, other challenges remain. Gaining and maintaining the cooperation necessary to obtain high response rates is a challenge in today's evaluation-burdened

schools. Results of this study will provide insight into the value of technology-assisted data collection methods in reducing respondent burden and increasing willingness to cooperate.

Despite the attempts to streamline the data collection process, this evaluation remains data-intensive, with a total of seven data collection instruments. For ongoing monitoring of Team Nutrition implementation and health of the school environment, data collection would be quite burdensome. Analysis of the data may identify questions that are particularly useful, and could form the basis of a core subset of data items that could be collected frequently as a part of state-level monitoring.

Team Nutrition, although voluntary, is the major Federal nutrition education effort directed toward the Nation's school children. As such, it is an important part of Federal nutrition education efforts. However, its voluntary nature and the flexible manner in which it can be implemented create challenges for evaluation. This report summarizes the development of a methodology that attempts to overcome these challenges via development of a targeted series of data collection instruments and use of technology to decrease respondent burden and encourage participation in the evaluation. If successful, results may have useful implications for both evaluation of Team Nutrition, and possibly other initiatives that have similar characteristics—that is, have Federal guidelines, yet vary considerably in State and local implementation.

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School of Human Ecology

School Health Policies
and
Environment Questionnaire
(To be completed by the Principal)

Healthy School Environment Surveys
USDA FUNDED PROJECT

ID: _____

Administrator Questionnaire
(Principal)

Name _____

Title _____

School/District _____

Date _____

1.0 Does your district/school make use of Team Nutrition resources for teaching nutrition?

Yes □ No □ Don't Know □

2.0 If yes, what nutrition education activities developed by Team Nutrition have been used in your district/school in the last year?

The "yourself kit" □ The power of choice curriculum □

3.0 Do you feel that nutrition education for students is an important priority in the district/school, relative to other instructional topics?

Yes □ No □

Why or why not? _____

4.0 If no, what would have to happen to make nutrition education a higher priority in your district/school?

_____

5.0 Given the constraints and/or priorities of your district/school, what strategies might be successful in helping students to make healthier food choices? (check all that apply)

□ Teach nutrition in the classroom

□ Teach nutrition in the cafeteria

□ Offer a wider variety of fruits and vegetables in the cafeteria

□ Reduce the accessibility of vending machines

□ Other: _____

6.0 Team Nutrition is a web-based resource for nutrition education materials. In your school/ district, who do you think would effectively use Team Nutrition material? (Check all that apply)	
Food service director	□
Classroom teachers	□
Physical education	□
Health education teacher	□
Other (please specify) _____	□

7.0 Does your district have any written policies about nutrition education (not including food service regulations)?

Yes □ **No** □

8.0 If yes, what do these policies address?

_____

9.0 How are these policies enforced?

_____

10.0 Is there a committee to oversee your school health policies and programs? (if no, skip to question 11.0)

Yes □ **No** □

	Yes	**No**
10.1 If yes, does the committee oversee physical activity policies and programs?	□	□
10.2 If yes, does the committee oversee healthy eating policies and programs?	□	□

10.3 During the past 12 months, how often did the committee meet? Check one.	
once	□
twice	□
once each month	□
other (please specify) _____	□

10.4 Who is represented on the committee? Check all that apply.	
Parents	□
Students	□
Teachers	□
Administrators	□
Food service staff	□
Nurses	□
Coaches	□
Counselors	□
Other (Please specify)_____	

11.0 Does the school or district have written school health policies? (please attach copies)		
	Yes ☐	**No** ☐

11.1 Does the school or district have written school health policies regarding the availability of foods that are low in fat, sodium, and added sugars?		
	Yes	**No**
1. When food is served inside the cafeteria?	☐	☐
2. When food is served outside the cafeteria?	☐	☐

12.0 Of the following activities in this school, which can be substituted for PE?		
	Yes	**No**
Interscholastic athletics	☐	☐
ROTC	☐	☐
Marching band	☐	☐
Community athletics for physical education courses and/or credits	☐	☐
Other (Please specify)_____		

13.0 Which of the following conditions describes the availability of indoor and outdoor P.E. facilities in your school?		
	Yes	**No**
13.1 During extreme weather (e.g,. hot, cold, rainy), PE has to be cancelled due to lack of adequate indoor facilities.	☐	☐
13.2 Crowding is a problem during indoor PE due to the size of the indoor facilities.	☐	☐
13.3 As a result of limited space, not all students are able to participate in PE.	☐	☐

14.0 Does the school offer after-school programs that allow the students to use physical activity facilities?	
Yes ☐	**No** ☐

14.1 Can students use the school's outdoor physical activity facilities outside school hours?	
Yes ☐	**No** ☐

14.2 Does the school prohibit giving students low nutritive food (e.g. candy or fast food coupons) as a reward for good behavior or for achieving academic goals?	
Yes ☐	**No** ☐

14.3 If yes to 14.2, are these practices clearly communicated to staff in writing?	
Yes ☐	**No** ☐

14.4 If yes to 14.2, are these practices consistently followed?	
Yes ☐	**No** ☐

15.0 Does the school allow the use of physical activity as punishment? (e.g., making students run laps or do push-ups)

Yes ☐ **No** ☐

15.1 Does the school allow withholding physical education class as punishment by not allowing students to attend all or part of physical education class in the following situations?

	Yes	**No**
1. Consequence of inappropriate behavior in another class?	☐	☐
2. Failure to complete an assignment in another class?	☐	☐

15.2 Does a written policy exist regarding the use of physical education as a punishment in this district or school?

Yes ☐ **No** ☐

16.0 Does the school prohibit the sale and distribution of foods of minimal or low nutritive value, such as soft drinks, candy, fried chips, and fruit drinks throughout the school grounds until after the end of the last lunch period?

Yes ☐ **No** ☐

17.0 Does this school use food items for fundraising efforts?

Yes ☐ **No** ☐

17.1 If yes, what food items does the school use for fund-raising efforts? Check all that apply.

Pretzels	☐	Candy	☐	Fruits	☐
Chocolate	☐	Vegetables	☐	Doughnuts	☐
Microwave popcorn	☐	Cookies	☐	Other (specify):	☐

18.0 Approximately how many minutes do students have to eat breakfast once they are seated? Check one:

Less than 10 minutes	☐
Ten minutes	☐
More than 10 minutes	☐
Do not know	☐

18.1 Approximately how many minutes do students have to eat lunch once they are seated? Check one:

Less than 10 minutes	☐
Ten minutes	☐
More than 10 minutes	☐
Do not know	☐

18.2 What time is the first lunch period served?

_____a.m./p.m.

19.0 Does the school communicate policies on physical activity and healthy eating in any of the following ways? Check all that apply.	
Staff orientation and staff meetings	☐
Student orientation	☐
Student handbook	☐
Staff handbook	☐
Parent handbook and/or newsletters	☐
Contracts with outside vendors and organizations that rent school facilities	☐
Announcements at school events	☐
Community meetings	☐

20.0 Are staff members and teachers oriented to policies on physical activity and healthy eating that relate to their job responsibilities?	
Yes ☐	**No ☐**

20.1 Are foodservice staff members and teachers given copies of the policies?	
Yes ☐	**No ☐**

Thank you for completing this survey!

If you would like more information about this study or would like clarification of any questions in this questionnaire, please contact Dr. Mary Murimi at (318) 257-2607 or murimi@ans.latech.edu.

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The School Nutrition Environment and Observation
(To be completed by the Project Director)

Healthy School Environment Surveys
USDA FUNDED PROJECT

ID :_____

The School Nutrition Environment (Observation)

Name of District: _____

Name of School: _____

Instructions: Although this questionnaire is supposed to be an observation, the project director should ask for evidence when necessary.

School Cafeteria: (Please attach weekly/monthly menu)

1.0 Is the cafeteria an appropriate place to eat in relationship to the following:		
	Yes	**No**
Fullness of seating at peak meal times:		
Less than 50% full	☐	☐
50-75% full	☐	☐
76-100% full	☐	☐
Over capacity	☐	☐
Color of cafeteria walls:		
Bright	☐	☐
Dark	☐	☐
Noise level (Is noise level controlled by a chaperon/teacher?)	☐	☐

2.0 Who supervises the children during lunch?		
	Yes	**No**
Classroom Teachers	☐	☐
Foodservice staff	☐	☐
Room parents	☐	☐
Other_____		

3.0 Does the cafeteria supervisor eat with the children?		
	Yes ☐	**No ☐**

4.0 How long is the lunch period once students are seated?
Please write your response in minutes._____

5.0 Are the following food items offered?:		
	Yes	**No**
Salad bar	☐	☐
Fresh fruit	☐	☐
Other fruit (dried, canned)	☐	☐
Juice (100% fruit juice)	☐	☐
Non-fat or low-fat milk (1%) (Please specify):_____	☐	☐
Low-fat salad dressings (Ask if necessary)	☐	☐
Low-fat entrée (Ask if necessary)	☐	☐
Vegetarian entrée (Ask if necessary)	☐	☐

6.0 Is there pro-active marketing (advertisements, posters, etc.) of healthy foods? If no, skip to question 8.

Yes ☐ **No** ☐

7.0 Please specify which foods are associated with pro-active marketing strategies.

_____

8.0 Is the nutritional content of cafeteria food selections labeled on the serving line?

Yes ☐ **No** ☐

9.0 Is there a nutrition message (including nutritional content) on the menu?

Yes ☐ **No** ☐

10.0 Is the menu posted in the:		
	Yes	**No**
Cafeteria	☐	☐
Classroom	☐	☐
Hallway	☐	☐
Principal's office	☐	☐
Other areas: Please specify_____		

11.0 Is there an alternative to the school lunch program in the cafeteria (e.g., a snackbar)?

Yes ☐ **No** ☐

If yes, please specify:_____

12.0 Is there an a la carte menu or concession stand in the cafeteria?

Yes □ **No** □

12.1 If yes, which of the following foods are offered on the a la carte menu or the food concession in the cafeteria?

□ fruits □ whole grains □ other _____

□ vegetables □ milk

□ water □ none of these are offered

13.0 Is there a fast food concession on campus? If no, skip to question 15.

Yes □ **No** □

If yes, which one(s)?_____

14.0 Is fast food concession available at all times during the day?

Yes □ **No** □

If no, write what purchase times are available?_____

15.0 Do teachers eat the same cafeteria lunch as students?

Yes □ **No** □

16.0 Is there evidence of nutrition education in the following locations?

	Yes	**No**
Classrooms, if yes, state examples:_____	□	□
Library _____	□	□
Hallways_____	□	□

17.0 Are healthy eating messages displayed within the building(s) (e.g., posters)?

Yes □ **No** □

18.0 Are there food selections in the vending machines other than candy, chips and sodas?

Yes □ **No** □

If so, please list:_____

19.0 How many visible vending machines are on campus?

_____

20.0 Are there vending machines in the cafeteria?

Yes □ **No** □

21.0 In addition to soft drinks, do the vending machines carry the following other items:

Water ☐ L**ow-fat milk** ☐ **100% fruit juice** ☐

22.0 How are soft drinks priced compared to:

	More expensive	Cheaper	Equal in price
Water	☐	☐	☐
100% fruit juice	☐	☐	☐
Low-fat milk	☐	☐	☐

23.0 What are the sizes of soft drinks served in the vending machines at school? Check all that apply.

12oz ☐ 20 oz ☐ 32oz ☐

24.0 Compared to soft drinks, are the following options as accessible in the high traffic areas:

	More accessible	Less accessible	Equal in accessibility
Water	☐	☐	☐
100% fruit juice	☐	☐	☐
Low-fat milk	☐	☐	☐

25.0 Are the soft drinks promoted through advertising in the school?

Yes ☐ **No** ☐

Cafeteria Manager Questionnaire

Name _____

Title _____

Date _____

Instruction: Please mark or write your response where appropriate.

1.0 What are the favorite items served in the cafeteria? (Please write your response)

_____

2.0 What are the least favorite items served in the cafeteria? (Please write your response)

_____

3.0 Over the last three years, do you think students' eating behaviors have changed? If yes, how have the eating behaviors changed?

Yes ☐ **No** ☐

Please write your response:_____

4.0 In what ways have you or other food service staff been involved in nutrition education in your school:

	Yes	**No**
Classroom activities	☐	☐
School gardens	☐	☐
Parent-Teacher Association	☐	☐
School assemblies	☐	☐
Family activities such as back to school nights	☐	☐
Other (Please specify)_____		

5.0 Over the last year, have you participated in any kind of staff development on nutrition education?

Yes ☐ **No** ☐

If yes, what topics were covered?_____

6.0 If yes, who conducted the nutrition education session? (Please write your response)

_____

Thank you for completing this questionnaire!

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Foodservice District Questionnaire

Healthy School Environment Surveys
USDA FUNDED PROJECT

Parish/District:_____ _____

Special Instructions to the District Foodservice Director

1. This questionnaire focuses on your parish/district practices and policies.

2. When we use the word "policy," we mean any mandate issued by the local school board or other local agency that affects foodservice in schools throughout your district. Please consider any policies officially adopted at the district level. These include policies developed by your district, or those based on model policies developed by your state or elsewhere.

3. We recognize that there may be some exceptions, but please answer the questions based on what is customary in your district. Please do not consider individual school practices or policies when answering the questions. (We will ask about school practices and policies when we collect information from schools across the state.)

District Foodservice Director

Instructions: Please **SELECT** your answer to the following questions:

1.0 Currently, does someone in your district oversee or coordinate foodservice (e.g., a district foodservice director)?		
	Yes ☐	**No** ☐

2.0 If yes, are you this person?		
	Yes ☐	**No** ☐

3.0 Who is your employer?	
School district	☐
Foodservice management company	☐
Other (Specify):_____	

4.0 Do you have an undergraduate <u>degree</u>? If no, skip to question 8.		
	Yes ☐	**No** ☐

5.0 If yes, what was your major and minor? (Please SELECT all that apply)		
	Major	**Minor**
Business	☐	☐
Education	☐	☐
Foodservice administration or management	☐	☐
Home economics or family consumer sciences	☐	☐
Nutrition or dietetics	☐	☐
Other (Specify):_____		

6.0 Do you have a <u>graduate</u> degree? If no, skip to question 8.		
	Yes ☐	**No** ☐

7.0 If yes, in what area is your graduate degree?	
Business	☐
Education	☐
Foodservice administration or management	☐
Home economics or family consumer sciences	☐
Nutrition or dietetics	☐
Other (Specify):_____	

8.0 Has your district adopted a policy stating that a <u>newly-hired</u> district foodservice director will be certified, licensed, or endorsed by the state?		
	Yes ☐	**No** ☐

9.0 Which of the following describe your credentials, registration or certification:		
	Yes	No
1.0 Earned the School Foodservice and Nutrition Specialist Credentialing from the American School Foodservice Association	☐	☐
2.0 Registered Dietitian	☐	☐
3.0 Certified by any foodservice associations, professional groups, or state agencies? **If no, skip to question 10.**	☐	☐

9.1 If you are certified, what is the certifying agency? (Please SELECT all that apply)	
American School Foodservice Association	☐
State agency	☐
Other (Specify):_____	

10.0 Based on policies adopted by your district, what is the minimum level of education required for a <u>newly-</u> <u>hired</u> district foodservice director?	
No minimum level of education required	☐
High school diploma or GED	☐
Associate's degree in nutrition or related field	☐
Undergraduate degree in nutrition or related field	☐
Graduate degree in nutrition or related field	☐
No policy	☐

11.0 Based on policies adopted by your district, check all that apply of the following qualifications a <u>newly-hired</u> district foodservice director would have?		
	Yes	**No**
American Dietetic Association Registration (RD)	☐	☐
School Foodservice and Nutrition Specialist credentialing from the American School Food service Association (ASFSA)	☐	☐
American School Foodservice Association (ASFSA) certification	☐	☐
Successful completion of school foodservice training program provided by the state	☐	☐
No specific qualifications required	☐	☐
Other_____	☐	☐

12.0 Does your district foodservice program have the primary responsibility for planning the menus for meals at any schools? If no, skip to question 14.	
Yes, all schools	☐
No, none	☐
Some schools	☐

13.0 If yes or some schools, which one of these techniques does your district use to plan the menus for school meals?	
Nutrient Standard menu planning (NuMenus)	☐
Assisted Nutrient Standard menu planning (Assisted NuMenus)	☐
Food-based menu planning (traditional or enhanced)	☐
Other technique (Please specify)_____	

14.0 Does your district foodservice program have primary responsibility for deciding which foods to order for any schools?	
Yes, all schools	☐
No, none	☐
Some schools	☐

15.0 Does your district foodservice program have primary responsibility for cooking foods for schools (e.g., in a central kitchen)? Please think about the actual preparation of the food, not reheating of food that was prepared elsewhere. If no, skip to question 20.		
	Yes ☐	**No ☐**

16.0 If yes, during the past month, how often was each of the following techniques used when preparing vegetables for schools in your district?				
Practice	**Never**	**Rarely**	**Sometimes**	**Almost Always**
Steaming or baking vegetables	☐	☐	☐	☐
Preparing vegetables without using butter, margarine, or a creamy sauce	☐	☐	☐	☐

17.0 If yes, during the past month, how often was each of the following techniques used when preparing foods for schools in your district?				
Practice	**Never**	**Rarely**	**Sometimes**	**Almost Always**
Reducing the amount of sugar called for in recipes or using low-sugar recipes	☐	☐	☐	☐
Reducing the amount of fats and oils called for in recipes or using low-fat recipes	☐	☐	☐	☐
Reducing the amount of salt called for in recipes or using low-sodium recipes	☐	☐	☐	☐

18.0 If yes during the past month, how often was each of the following practices used when preparing food for schools in your district?

Practice	Never	Rarely	Sometimes	Almost Always
Using egg whites or egg substitutes, such as Egg Beaters, instead of whole eggs	☐	☐	☐	☐
Using non-stick spray or pan liners instead of grease or oil	☐	☐	☐	☐
Using vegetable oil instead of shortening, butter, or margarine	☐	☐	☐	☐
Using part-skim or low-fat cheese instead of regular cheese	☐	☐	☐	☐
Using skim, low-fat, or nonfat dry milk instead of whole milk	☐	☐	☐	☐
Using ground turkey or lean ground beef instead of regular ground beef	☐	☐	☐	☐
Using cooked dried beans, canned beans, or meat extender instead of meat	☐	☐	☐	☐
Using low-sodium canned vegetables instead of regular canned vegetables	☐	☐	☐	☐
Using other seasonings instead of salt	☐	☐	☐	☐
Using low-fat or nonfat yogurt, mayonnaise, or sour cream instead of regular mayonnaise, sour cream, or creamy salad dressings	☐	☐	☐	☐

19.0 During the past month, how often was each of the following techniques used when preparing food for schools in your district?

Practice	Never	Rarely	Sometimes	Almost Always
Roasting meat or poultry on a rack so fat would drain	☐	☐	☐	☐
Draining grease from browned meat	☐	☐	☐	☐
Rinsing grease from browned meat	☐	☐	☐	☐
Trimming fat from meat or using lean meat	☐	☐	☐	☐
Removing skin from poultry or using skinless poultry	☐	☐	☐	☐
Spooning solid fat from chilled meat or poultry broth	☐	☐	☐	☐
Skimming fat off warm broth, soup, stew, or gravy	☐	☐	☐	☐

20.0 During the past 12 months, has your district office implemented either of the following activities for students?

	Yes	No
Given menus to students to take home	☐	☐
Provided students with information on the nutrition and caloric content of foods available to them in the cafeteria	☐	☐

21.0 During the past 12 months, has your district or you as director, implemented any of the following activities for the families of your students?		
	Yes	**No**
Published the menu in the local newspaper	☐	☐
Sent a copy of the menu home with student	☐	☐
Provided families with information on the nutrient content of foods available to students	☐	☐
Provided families with information on the school food service program	☐	☐
Met with a parent's organization, such at the PTA, to discuss the school foodservice program	☐	☐
Invited family members to a school meal	☐	☐

22.0 During the past 2 years, have the following aspects of your district foodservice program been evaluated?		
	Yes	**No**
Foodservice staff compliance with government regulations and recommendations	☐	☐
Student participation in the foodservice program	☐	☐
The nutritional quality of school meals	☐	☐
Foodservice management practices	☐	☐
The amount of plate waste	☐	☐
Student satisfaction with the foodservice program	☐	☐
Family satisfaction with the foodservice program	☐	☐
Foodservice policies	☐	☐
Foodservice staff development or in-service programs	☐	☐

23.0 During the past 2 years, has your district provided funding for or offered staff development on any of the following topics to district or school foodservice personnel? Check all that apply.

	Yes	No
Planning healthy meals	☐	☐
Using NuMenus (Nutrient Standard Menu Planning)	☐	☐
Using Assisted NuMenus (Assisted Nutrient Standard Menu Planning)	☐	☐
Considering cultural diversity in meal planning	☐	☐
Foodservice for students with special dietary needs	☐	☐
Implementing the Dietary Guidelines for Americans in school meals	☐	☐
Selecting and ordering food	☐	☐
Food preparation	☐	☐
Sanitation and safety	☐	☐
Procedures for food-related emergencies (choking)	☐	☐
Using the cafeteria for nutrition education	☐	☐
Promoting school meals	☐	☐
Making meals more appealing	☐	☐
Customer service	☐	☐
Financial management	☐	☐
Personnel management	☐	☐

24.0 Does your district have a policy that requires or recommends a minimum amount of time students will be given to eat breakfast once they are seated?

Requires ☐ Recommends ☐ Neither ☐

25.0 If yes, what is the minimum amount of time? (Please write your response in minutes)

_____ Minutes

26.0 Does your district have a policy that requires or recommends a minimum amount of time students will be given to eat lunch once they are seated?

Requires ☐ Recommends ☐ Neither ☐

27.0 If yes, what is the minimum amount of time? (Please write your response in minutes)

_____ Minutes

28.0 Has your district adopted a policy stating that schools will offer students 3 or more different types of milk including low-fat milk, 1% chocolate milk, skim unflavored milk <u>each day</u>?

Yes ☐ No ☐

29.0 Has your district adopted a policy stating that schools will offer students 5 or more foods containing whole grain <u>each week</u>?

Yes ☐ No ☐

30.0 Has your district adopted a policy stating that schools will offer students a choice between the following items each day for lunch?

	Yes	No
2 or more different entrees or main courses	☐	☐
3 or more different vegetables	☐	☐
2 or more different fruits or types of 100% fruit juice	☐	☐

31.0 Does your district require or recommend that schools be prohibited from offering foods of low nutritive value (providing calories primarily through fats and sugars) in the following settings?

Practice	Neither	Recommend	Require	Do not know
*A la carte during breakfast or lunch periods	☐	☐	☐	☐
At student parties	☐	☐	☐	☐
In after-school or extended day programs	☐	☐	☐	☐
At staff meetings	☐	☐	☐	☐
At meetings attended by students' families	☐	☐	☐	☐
In school stores, canteens, or snack bars	☐	☐	☐	☐
In vending machines	☐	☐	☐	☐
At concession stands	☐	☐	☐	☐

32.0 Does your district require or recommend that schools include fruits or vegetables among the foods offered in the following settings?

Practice	Neither	Recommend	Require	Do not know
*A la carte during breakfast or lunch periods	☐	☐	☐	☐
At student parties	☐	☐	☐	☐
In after-school or extended day programs	☐	☐	☐	☐
At staff meetings	☐	☐	☐	☐
At meetings attended by students' families	☐	☐	☐	☐
In school stores, canteens, or snack bars	☐	☐	☐	☐
In vending machines	☐	☐	☐	☐
At concession stands	☐	☐	☐	☐

33.0 Are there policies or rules regarding offering foods that provide calories primarily through fats in relationship to:

	Yes	No	Don't Know
When these foods can be offered to students	☐	☐	☐
Where the foods are available in the school	☐	☐	☐

*A la carte is defined as food items sold in addition to the unitized, reimbursable meal during regular meal service.

34.0 Does your district have a contract with a soft drink bottler, such as Coca-Cola, Pepsi-Cola, or Dr. Pepper, giving the company exclusive rights to sell soft drinks at schools in your district?

Yes ☐ **No** ☐

35.0 If yes, how long is the contract? 1 year 5-10 years Other:_____
(Please specify)

36.0 Is the soft drink bottler allowed to place advertisements in any of the following locations?

	Yes	No
Posters on school walls	☐	☐
Advertisements on textbook covers	☐	☐
Advertisements on school food service menus	☐	☐

36.1 Does the soft drink bottler provide lesson plans or curricula that advertise their products?

Yes ☐ **No** ☐

36.2 Does the soft drink bottler provide coupons for free or reduced prices on their products in your school?

Yes ☐ **No** ☐

37.0 Do policies adopted by your district allow schools to offer brand-name fast foods (e.g., Pizza Hut, Taco bell, or Subway) as part of school meals or as *a la carte items?

Yes ☐ **No** ☐ **Don't know** ☐

38.0 Has your district adopted a policy regarding the use of food or food coupons as a reward for good behavior or good academic performance?

Yes ☐ **No** ☐ **Don't know** ☐

39.0 Does the school benefit from commissions from the vending machine sales?

Yes ☐ **No** ☐

40.0 Where are soft drink machines located in your schools?

High traffic areas ☐ **In the cafeteria** ☐ **Low traffic areas** ☐

Thank you for completing this questionnaire!

We may wish to call you to verify one or more of the answers to these questions. Would you consider providing a telephone number where you prefer to be reached?

(_____) _____-_____ Please circle 1) Daytime 2) Evening/Weekend

If you would like more information about this study or would like clarification of any questions in this questionnaire, please contact Dr. Mary Murimi at (318) 257-2607 or murimi@ans.latech.edu.

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School of Human Ecology

School Foodservice Questionnaire: Managers

Healthy School Environment Surveys
USDA FUNDED PROJECT

ID:_____

Name of School:_____

Instructions: Please **SELECT** or write your response where appropriate.

1.0 Are you the person who is responsible for or who coordinates foodservice at this school?	
Yes ☐	**No** ☐

2.0 If yes, please indicate your job title in this school?

Job title:_____

3.0 Does this school offer the following foodservices to students?		
	Yes	**No**
USDA reimbursable School Breakfast	☐	☐
A la carte breakfast items **(A la carte is defined as food items sold in addition to the unitized, reimbursable meal during regular meal service)**	☐	☐
A la carte lunch items	☐	☐
USDA reimbursable National School Lunch	☐	☐
Other (please specify):_____	☐	☐

4.0 How long do students usually have to eat breakfast once they are seated?	
10 Minutes	☐
15 Minutes	☐
20 Minutes	☐
Other (please specify):_____	

5.0 How long do students usually have to eat lunch once they are seated?	
10 Minutes	☐
15 Minutes	☐
20 Minutes	☐
Other (please specify):_____	

6.0 Currently, who operates and manages the food service program at this school?	
Outside foodservice management company (Please specify):_____	☐
School district foodservice program	☐
In-school foodservice program	☐

7.0 In this school, which group has the primary responsibility for planning the menus for school breakfasts and lunches?	
Staff working at the district foodservice office	☐
Foodservice director	☐
Foodservice management company staff	☐
Fast food company staff	☐
School staff	☐
Someone else (please specify):_____	☐

8.0 Which group has primary responsibility for deciding which foods to order for this school?	
Staff working at the district foodservice office	☐
Foodservice director	☐
Foodservice management company staff	☐
Fast food company staff	☐
School staff	☐
Someone else (please specify):_____	☐

9.0 Does this school offer brand-name fast foods from companies such as Pizza Hut, Taco Bell, or Subway?	
Yes ☐	**No ☐**

10.0 If yes to question 9, how many days in a typical week are brand-name fast foods offered to students…(Please write the number of days)	
	Days Per Week
As a la carte breakfast items?	
For breakfast meals?	
As a la carte lunch items?	
For lunch meals?	

11.0 Is any food prepared from scratch (in other words, not counting the reheating of prepared foods) at this school for students' breakfasts or lunches? If no, skip to question 18.	
Yes ☐	**No ☐**

12.0 If yes, not counting the reheating of prepared foods, which group has primary responsibility for <u>cooking</u> foods for students at this school?	
Staff working at the district foodservice office	☐
School staff	☐
Foodservice management company staff	☐
Fast food company staff	☐
Someone else (please specify):_____	☐
No primary group	☐

13.0 During a typical school week, how many half-pints of each of the following are ordered for this school?	
	Number of Half-Pints
Whole white milk	
2% white milk	
1% white milk	
Skim white milk	
Whole chocolate or other whole flavored milk	
2% chocolate or other 2% flavored milk	
1% chocolate or other 1% flavored milk	
Skim chocolate or other skim flavored milk	
Buttermilk	
Any other type of milk:_____	

14.0 During the past month, how often was each of the following techniques used when preparing foods for your school?				
	Never	**Rarely**	**Sometimes**	**Almost Always**
Reducing the amount of sugar called for in recipes or using low-sugar recipes	☐	☐	☐	☐
Reducing the amount of fats and oils called for in recipes or using low-fat recipes	☐	☐	☐	☐
Reducing the amount of salt called for in recipes or using low-sodium recipes	☐	☐	☐	☐

15.0 During the past month, how often was each of the following techniques used when preparing food for your school?				
Practice	**Never**	**Rarely**	**Sometimes**	**Almost Always**
Roasting meat or poultry on a rack so fat would drain	☐	☐	☐	☐
Draining grease from browned meat	☐	☐	☐	☐
Rinsing grease from browned meat	☐	☐	☐	☐
Trimming fat from meat or using lean meat	☐	☐	☐	☐
Removing skin from poultry or using skinless poultry	☐	☐	☐	☐
Spooning solid fat from chilled meat or poultry broth	☐	☐	☐	☐
Skimming fat off warm broth, soup, stew, or gravy	☐	☐	☐	☐

16.0 During the past month, how often was each of the following techniques used when preparing vegetables for your school?				
Practice	**Never**	**Rarely**	**Sometimes**	**Almost Always**
Steaming or baking vegetables	☐	☐	☐	☐
Preparing vegetables without using butter, margarine, or a creamy sauce	☐	☐	☐	☐

17.0 During the past month, how often was each of the following practices used when preparing food for this school?				
Practice	**Never**	**Rarely**	**Sometimes**	**Almost Always**
Using egg whites or egg substitutes, such as Egg Beaters, instead of whole eggs	☐	☐	☐	☐
Using non-stick spray or pan liners instead of grease or oil	☐	☐	☐	☐
Using vegetable oil instead of shortening, butter, or margarine	☐	☐	☐	☐
Using part-skim or low-fat cheese instead of regular cheese	☐	☐	☐	☐
Using skim, low-fat, or nonfat dry milk instead of whole milk	☐	☐	☐	☐
Using ground turkey or lean ground beef instead of regular ground beef	☐	☐	☐	☐
Using cooked dried beans, canned beans, or meat extender instead of meat	☐	☐	☐	☐
Using low-sodium canned vegetables instead of regular canned vegetables	☐	☐	☐	☐
Using other seasonings instead of salt	☐	☐	☐	☐
Using low-fat or nonfat yogurt, mayonnaise, or sour cream instead of regular mayonnaise, sour cream, or creamy salad dressings	☐	☐	☐	☐
Using commodity foods	☐	☐	☐	☐

18.0 On a typical day, about how many students at this school receive……. (Please write your response)		
	No. Students	**Percentage of Students**
Free breakfasts?		%
Reduced-price breakfasts?		%
Paid breakfasts, that is, meals sold at full-price?		%

19.0 On a typical day, about how many students at this school receive……. (Please write your response)		
	No. Students	**Percentage of Students**
Free lunches?		%
Reduced-price lunches?		%
Paid lunches, that is, meals sold at full-price?		%

20.0 Does this school have a committee in which students are included and able to provide suggestions for the school foodservice program?

Yes ☐ **No** ☐

21.0 During a typical week, are students at this school offered a la carte selections such as …….		
	Yes	**No**
1. 100% fruit juice or 100% vegetable juice	☐	☐
2. Soda pop, sports drinks, or fruit drinks that are not 100% juice	☐	☐
3. Fruit	☐	☐
4. Bread sticks, rolls, bagels, pita bread, or other bread products	☐	☐
5. Low-fat cookies, crackers, cakes, pastries, or other low-fat baked goods	☐	☐
6. Regular cookies, crackers, cakes, pastries, or other baked goods that are <u>not</u> low in fat	☐	☐
7. Low-fat or nonfat yogurt	☐	☐
8. Pizza, hamburgers, or sandwiches	☐	☐
9. Lettuce, vegetable, or bean salads	☐	☐
10. Other vegetables such as carrots, broccoli, etc.	☐	☐
11. French fried potatoes	☐	☐
12. Chocolate candy	☐	☐
13. Other kinds of candy	☐	☐
14. Salty snacks that are low in fat, such as pretzels, baked chips, or other low-fat chips	☐	☐
15. Salty snacks that are <u>not</u> low in fat, such as regular potato chips or cheese puffs	☐	☐
16. Low-fat or fat-free ice cream, frozen yogurt, or sherbet	☐	☐
17. Ice cream or frozen yogurt that is <u>not</u> low in fat	☐	☐
18. Milk shakes	☐	☐

22.0 During the past 12 months, have students visited the cafeteria to learn about the following:		
	Yes	**No**
Food safety	☐	☐
Food preparation	☐	☐
Other nutrition-related topics? (please specify):_____	☐	☐

23.0 During the past 12 months have the following activities being carried out?		
	Yes	**No**
Provided students with information on the nutrition and caloric content of foods available to them	☐	☐
Placed posters or other materials promoting healthy eating habits on display in the cafeteria	☐	☐
Placed posters or other materials promoting healthy eating habits on display in the school	☐	☐
Included foodservice topics during school announcements	☐	☐
Included articles about the school foodservice program in a school newsletter, newspaper, or other publication	☐	☐
Published menus in newspaper	☐	☐

24.0 During the past 12 months, have the following activities been carried out?		
	Yes	**No**
Given menus to families of students	☐	☐
Provided families with information on the nutrition and caloric content of foods available to students	☐	☐
Provided families with information on the school foodservice program	☐	☐
Met with a parents' organization, such as the PTA, to discuss the school foodservice program	☐	☐
Invited family members to a school meal	☐	☐

25.0 During the past 12 months, has the school foodservice staff talked or taught about nutrition or healthy eating habits to…		
	Yes	**No**
A health education class at this school?	☐	☐
Some other class at this school? (please specify):_____	☐	☐

26.0 During the past 12 months, has the school foodservice staff worked on school foodservice or nutrition activities with…		
	Yes	**No**
Classroom teachers	☐	☐
Health education staff from this school	☐	☐
Physical education staff from this school	☐	☐
Health services staff from this school	☐	☐
Mental health or social services staff from this school	☐	☐

27.0 During the past 12 months, has the school foodservice staff worked on school foodservice or nutrition activities with staff or members from…

	Yes	No
A local health department	☐	☐
A local hospital	☐	☐
A local mental health or social services agency	☐	☐
A health organization, such as the American Heart Association or the American Cancer Society	☐	☐
A food commodity organization, such as the Dairy Council or produce growers association	☐	☐
A local college or university	☐	☐
A local business	☐	☐
Other: (please specify):_____	☐	☐

28.0 Does this school participate in the Team Nutrition program? If no, skip to question 32.

Yes ☐ **No** ☐

29.0 If yes, who is responsible for the Team Nutrition program in this school? (Please write your response)

Job title:_____

30.0 Has the Team Nutrition leader conducted any of the following activities this year or last year?

	Yes	No
School wide nutrition activities	☐	☐
Home nutrition activities	☐	☐
Nutrition community activities	☐	☐
A media activity	☐	☐

31.0 During the past 12 months, has this school utilized the following Team Nutrition resources in the cafeteria or hallways?

	Yes	No
Team Nutrition posters?	☐	☐
Team Nutrition teaching materials?	☐	☐
Team Nutrition recipes?	☐	☐
Team Nutrition parent materials?	☐	☐
Special events related to Team Nutrition?	☐	☐

32.0 Team Nutrition is a web-based resource for nutrition education materials. In your school/ district, who do you think would effectively need/use Team Nutrition material ?	
Foodservice director	☐
Classroom teachers	☐
Physical education/Health education teacher	☐
Other (Please specify):_____	

33.0 At this school, what is the minimum level of education required for <u>newly-hired</u> foodservice managers?	
High school diploma or GED	☐
Associate's degree in nutrition or related field	☐
Bacherlor's degree in nutrition or related field	☐
Graduate degree in nutrition or related field	☐
No requirement	☐

34.0 Which of the following list of qualifications is required for newly hired foodservice managers at this school.		
	Yes	**No**
American Dietetic Association Registration (RD)	☐	☐
School Foodservice and Nutrition Specialist credential from the American School Foodservice Association (ASFSA)	☐	☐
American School Foodservice Association (ASFSA) certification	☐	☐
Successful completion of a school foodservice training program provided by the state	☐	☐
Certified Dietary Manager	☐	☐

35.0 Who do you work for: (SELECT all that apply)	
School district	☐
This school	☐
Foodservice management company	☐
Fast food company	☐
Other (Please specify) _____	☐

36.0 Do you have a bachelor's degree?

Yes ☐ **No** ☐

37.0 What is the highest grade or year of education have you completed?	
Less than high school	☐
High school or GED	☐
More than high school	☐
Bachelor's degree	☐

38.0 If yes to question 36, what did you major in? (SELECT all that apply)	
Business	☐
Education	☐
Hospitality/culinary arts	☐
Home economics/family and consumer sciences	☐
Nutrition/dietetics	☐
Other (Please specify):_____	☐

39.0 Do you have a graduate degree?		
	Yes ☐	**No** ☐

40.0 Have you earned the School Foodservice and Nutrition Specialist credentialing from the American School Foodservice Association?		
	Yes ☐	**No** ☐

41.0 Are you currently a registered dietitian?		
	Yes ☐	**No** ☐

42.0 By whom are you certified? (SELECT all that apply)	
American School Foodservice Association	☐
State agency	☐
Other	☐
I am not certified	☐

43.0 During the past 2 years, did you receive staff development on…		
	Yes	**No**
Planning healthy meals	☐	☐
Using NuMenus (Nutrient Standard Menu Planning)	☐	☐
Using Assisted NuMenus (Assisted Nutrient Standard Planning)	☐	☐
Considering cultural diversity in meal planning	☐	☐
Implementing the Dietary Guidelines for Americans in school meals	☐	☐
Selecting and ordering food	☐	☐
Food preparation	☐	☐
Sanitation and safety	☐	☐
Procedures for food-related emergencies such as choking	☐	☐
Using the cafeteria for nutrition education	☐	☐
Promoting school meals	☐	☐
Making meals more appealing	☐	☐
Customer service	☐	☐
Financial management	☐	☐
Personnel management	☐	☐

44.0 Which of the following topics would you like to receive further information on for continued growth and development ? (SELECT all that apply)	
Planning healthy meals	☐
Using NuMenus (Nutrient Standard Menu Planning)	☐
Using Assisted NuMenus (Assisted Nutrient Standard Planning)	☐
Considering cultural diversity in meal planning	☐
Implementing the Dietary Guidelines for Americans in school meals	☐
Selecting and ordering food	☐
Food preparation	☐
Sanitation and safety	☐
Procedures for food-related emergencies such as choking	☐
Using the cafeteria for nutrition education	☐
Promoting school meals	☐
Making meals more appealing	☐
Customer service	☐
Financial management	☐
Personnel management	☐
Foodservices for students with special dietary needs	☐
None	☐

45.0 Have you conducted at least 10 hours of foodservice training in the last year?		
	Yes ☐	**No** ☐

46.0 If yes, what topics did you cover?		
	Yes	**No**
Making menus consistent with Dietary Guidelines	☐	☐
Reducing fat from the menus	☐	☐
Incorporating culturally diverse food choices	☐	☐
Increasing fruit and vegetables in the school menu	☐	☐

Thank you very much for taking time to complete this questionnaire!

We may wish to call you to verify one or more of your answers to these questions. Would you consider providing a telephone number where you prefer to be reached?

( ) ____-_____ Please circle 1) Daytime 2) Evening/Weekend

If you would like more information about this study or would like clarification of any questions in this questionnaire, please contact Dr. Mary Murimi at (318) 257-2607 or murimi@ans.latech.edu.

School of Human Ecology
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Louisiana Tech University

School of Human Ecology

School Physical Education

Healthy School Environment Surveys
USDA FUNDED PROJECT

ID :_____

Athletic Director/Head Coach:

You have been identified as the person who is most knowledgeable of how physical education is provided for seventh grade in your school. As you think about the questions listed, please consider all physical education provided to students in your school. Physical education, or PE in this questionnaire, is defined as class time that is spent teaching a physical education curriculum. Please think about the physical education requirements for students in general, even though there may be some exceptions. Please do not include instruction on physical activity topics that are part of health education or any other subject. Also, do not consider regularly scheduled recess.

1.0 What is your job title at the school? (Mark all that apply)	
Physical Education Teacher	☐
Adapted Physical Education Teacher	☐
Athletic Director	☐
Health Education Teacher	☐
Other: (Please specify)_____	

2.0 Of this list, please indicate by marking the appropriate box, the title(s) of the teachers who teach physical education at this school: (Mark all that apply)	
Physical Education Teacher	☐
Health Education Teachers	☐
Adapted Physical Education Teacher	☐
Other: (Please specify)_____	

3.0 Does this school follow any national, state, or district physical education standards or guidelines?		
	Yes ☐	**No** ☐

4.0 If yes, are these physical education standards or guidelines based on the National Standards for Physical Education?		
	Yes ☐	**No** ☐

5.0 Are PE teachers in this school provided with the following:			
	Yes	**No**	**N/A**
Goals, objectives, and expected outcomes for PE	☐	☐	☐
A PE curriculum	☐	☐	☐
A chart describing the scope and sequence of instruction for PE	☐	☐	☐
Lesson plans or learning activities for PE	☐	☐	☐
Plans for how to assess or evaluate students in PE	☐	☐	☐

6.0 If curriculum is provided, are all PE teachers at this school required to use the provided curriculum?

Yes ☐ **No** ☐

7.0 Are the following student outcomes addressed by this school's PE goals and objectives:

	Yes	No	N/A
Knowledge of the benefits of physical activity	☐	☐	☐
Knowledge of the principles of exercise, such as frequency, intensity, duration, and rate of progression	☐	☐	☐
Positive attitudes toward physical activity	☐	☐	☐
Regular participation in physical activity	☐	☐	☐
Maintenance of a healthy fitness level	☐	☐	☐
Development of fundamental motor skills such as running, skipping, throwing, or striking	☐	☐	☐
Development of team and individualized sport skills such as a catch with a glove, a swim stroke, or a tennis serve	☐	☐	☐
The ability to perform a wide variety of movement forms at a basic skill level	☐	☐	☐
The ability to perform two or more movement forms at an advanced level	☐	☐	☐
Demonstration of responsible personal and social behavior in physical activity settings	☐	☐	☐

8.0 Currently, does someone at this school oversee or coordinate PE?

Yes ☐ **No** ☐

The next several questions are about PE that students must take. This will be referred to as required PE.

9.0 In required PE, are students at this school taught the following topics?

	Yes	No	N/A
Space awareness, such as general space, directions, or levels	☐	☐	☐
Locomotor skills such as walking, running, hopping, or sliding	☐	☐	☐
Manipulative skills such as throwing, catching, kicking, or striking	☐	☐	☐
Non-manipulative skills such as twisting, rolling, or transferring weight	☐	☐	☐

10.0 Indicate which of the following aquatic activities are taught in required PE at this school:

	Yes	No
Diving	☐	☐
Stroke instruction or swimming skill practice	☐	☐
Team water sports (e.g., basketball, volleyball, or water polo)	☐	☐
Water aerobics	☐	☐
Water safety or lifesaving	☐	☐

None of the above	☐	☐

11.0 Please indicate which of the following group or team activities are taught in required PE at this school:

	Yes	No
Baseball, softball, or whiffleball	☐	☐
Basketball	☐	☐
Dodgeball or bombardment	☐	☐
Football (e.g., touch or flag)	☐	☐
Pilo Polo or Hockey (e.g., field, floor, roller, or ice)	☐	☐
Bowling	☐	☐
Lacrosse	☐	☐
Soccer	☐	☐
Student-designed games	☐	☐
Ultimate Frisbee	☐	☐
Volleyball	☐	☐
Ping Pong	☐	☐
King of the hill or Steal the flag	☐	☐
Badminton	☐	☐
Track	☐	☐
Other	☐	☐

12.0 Indicate which of the following dance activities are taught in required PE at this school:

	Yes	No
Ballet, jazz, tap, or modern dance	☐	☐
Ballroom dances	☐	☐
Folk dances	☐	☐
Line dances (e.g., The Electric Slide)	☐	☐
Aerobic dance	☐	☐
Social dance	☐	☐
Square dance	☐	☐
Other	☐	☐

13.0 How many weeks during the school year are 7th graders scheduled to take required PE?

(Please write your response) _____

14.0 On average, how many minutes are scheduled for each session of PE?

(Please write your response) _____

15.0 On average, how many required days per week are the 7th graders scheduled to take PE?	
1 Day	☐
2 Days	☐
3 Days	☐
4 Days	☐
5 Days	☐
Other (please specify):_____	

16.0 Can students at this school be exempted from PE for any of the following reasons:		
	Yes	**No**
Religious reasons	☐	☐
Permanent physical disability	☐	☐
Cognitive disability	☐	☐
High physical competency test score	☐	☐
Enrollment in other courses, such as math or science	☐	☐
Participation in school sports	☐	☐
Participation in other school activities such as ROTC, band, chorus, or cheerleading	☐	☐
Participation in vocational training	☐	☐
Participation in community sports activities	☐	☐
Participation in community service activities	☐	☐
Other (Please specify):_____		

17.0 SELECT the type of grades that are given for required PE at this school?	
Letter	☐
Pass/Fail	☐
Other (Please specify):_____	☐

18.0 Is PE mandatory for all students attending this school?

Yes ☐ **No** ☐ **N/A** ☐

19.0 If students fail required PE, are they required to repeat the course?

Yes ☐ **No** ☐ **N/A** ☐

20.0 Are there any elective courses at this school that include instruction in PE?

Yes ☐ **No** ☐ **N/A** ☐

21.0 Are students required to wear appropriate protective gear when engaging in physical activities during PE?

Yes □ **No** □ **N/A** □

22.0 Is dressing out during PE part of the PE grade?

Yes □ **No** □ **N/A** □

23.0 Are staff at this school allowed to use physical activity, such as laps or push-ups, to punish students for inappropriate behavior in PE?

Yes □ **No** □ **N/A** □

24.0 Are staff at this school allowed to exclude students from all or part of PE as punishment for inappropriate behavior in another class?

Yes □ **No** □ **N/A** □

25.0 Is PE included in Individualized Education Plans (IEPs) for students with permanent physical or cognitive disabilities?

Yes □ **No** □ **N/A** □

26.0 Do students with physical or cognitive disabilities participate in:

Type of PE	Physical Disability		Cognitive Disability	
	Yes	No	Yes	No
Adapted PE only, separate from regular PE	☐	☐	☐	☐
Regular PE only	☐	☐	☐	☐
Both adapted and regular PE	☐	☐	☐	☐

27.0 Does this school have locker rooms with showers for students to use after PE?

Yes □ **No** □

28.0 Does this school have the following facilities for <u>indoor</u> PE?		
	Yes	**No**
Gymnasium	☐	☐
Indoor pool	☐	☐
Weight room	☐	☐
Cardiovascular fitness center	☐	☐
Wrestling room	☐	☐
Dance studio	☐	☐
Racquetball court	☐	☐
Cafeteria, auditorium, or other multi-purpose room	☐	☐
Trailers or mobile buildings used for PE	☐	☐
Other (Please specify):_____		

29.0 Does this school have the following facilities for <u>outdoor</u> PE?		
	Yes	**No**
Track for walking, jogging, running, or biking	☐	☐
Outdoor pool	☐	☐
Outdoor volleyball court	☐	☐
Outdoor basketball court	☐	☐
Baseball or softball field	☐	☐
Soccer field	☐	☐
Football field	☐	☐
General use field	☐	☐
Outdoor athletic or playground equipment	☐	☐
Parking lot or black top areas	☐	☐
Other (Please specify):_____		

30.0 Is there a set maximum student-to-teacher ratio for required PE at this school? If No or N/A, skip to question 32.

Yes □ **No** □ **N/A** □

31.0 If yes, what is the maximum student-to-teacher ratio allowed for PE?

(Please write your response) _____

32.0 Is a newly hired PE teacher or specialist required to have undergraduate or graduate training in physical education or a related field?

Yes □ **No** □ **N/A** □

If no, please explain:_____

33.0 Is a newly hired PE teacher or specialist required to be certified, licensed, or endorsed by the state in physical education?

Yes □ **No** □ **N/A** □

If no, please explain:_____

34.0 During the past 12 months, has the PE staff worked on physical education activities with:	**Yes**	**No**
Health education services staff from this school	□	□
Nutrition services staff from this school	□	□
Mental health or social services staff from this school	□	□

35.0 During the past 12 months, has this school:	**Yes**	**No**
Provided families with information on the school physical education program	□	□
Met with a parents' organization, such as the PTA, to discuss the PE program	□	□
Invited family members to attend PE classes	□	□
Invited family members to tour the PE facilities	□	□
Offered any physical education or physical activity programs to families	□	□

36.0 During the past 12 months, has this school:	**Yes**	**No**
Collected suggestions from students about the PE program	□	□
Collected suggestions from family members of students about the PE program	□	□

37.0 Is the PE program at this school:	
Co-ed	□
All girls	□
All boys	□
Other:_____	□

38.0 Does this school offer opportunities for students to participate in intramural activities or physical activity clubs? (If no, skip to question 44)

Yes □ **No** □

39.0 If yes, are students provided with information about intramural activities, physical activities or physical activity clubs:

	Yes	No
During school announcements	☐	☐
In a school newsletter, newspaper, or other school publication	☐	☐
On posters or other materials on display in the school	☐	☐

40.0 Does this school provide transportation home for students who participate in after-school intramural activities or physical activity clubs? (Do not include competitive teams)

Yes □ **No** □

41.0 Must students pay an activity fee to participate in intramural activities or physical activity clubs?

Yes □ **No** □

If no, please skip to question 43. If yes, please state which activities require a fee:

_____

42.0 Is the fee waived if the student cannot afford to pay?

Yes □ **No** □

43.0 Must students wear appropriate protective gear when engaged in intramural activities or physical activity clubs?

Yes □ **No** □

44.0 Which of these intramural or physical activity clubs (clubs are defined as participatory) are offered to both boys and girls, only boys, only girls, or neither at this school?

	Boys & Girls	Only Boys	Only Girls	Neither
Aerobics (e.g., step or low-impact)	☐	☐	☐	☐
Badminton	☐	☐	☐	☐
Baseball, softball, or whiffleball	☐	☐	☐	☐
Basketball	☐	☐	☐	☐
Bowling	☐	☐	☐	☐
Cardiovascular fitness	☐	☐	☐	☐
Dance (e.g., ballroom, folk, or square dance)	☐	☐	☐	☐
Football (e.g., touch or flag)	☐	☐	☐	☐
Frisbee, frisbee golf, or Ultimate Frisbee	☐	☐	☐	☐
Golf	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐
Hiking, backpacking, or orienteering	☐	☐	☐	☐
Hockey (e.g., field, floor, roller, or ice)	☐	☐	☐	☐
Jumping rope	☐	☐	☐	☐
Lacrosse	☐	☐	☐	☐
Martial arts	☐	☐	☐	☐
Non-stationary bicycling	☐	☐	☐	☐
Racquet sports (e.g., racquetball, handball, squash, or paddleball)	☐	☐	☐	☐
Running or jogging	☐	☐	☐	☐
Skating (e.g., roller, in-line, or ice)	☐	☐	☐	☐
Skiing (e.g., cross country, downhill, or water)	☐	☐	☐	☐
Soccer	☐	☐	☐	☐
Swimming, diving, or water polo	☐	☐	☐	☐
Tennis	☐	☐	☐	☐
Volleyball	☐	☐	☐	☐
Walking	☐	☐	☐	☐
Wrestling	☐	☐	☐	☐
Weight training	☐	☐	☐	☐
None of the above	☐	☐	☐	☐

45.0 Does this school provide transportation home for students who participate in after-school interscholastic sports?

Yes ☐ **No** ☐

46.0 Must students pay an activity fee to participate in interscholastic sports?

Yes ☐ **No** ☐

If No, please skip to question 50. If yes, please state which activities require a fee:_____

47.0 Is the fee waived if the student cannot afford to pay?

Yes □ **No** □

48.0 Of this list of interscholastic sports (competitive sport teams), please indicate if the sport is offered to both boys and girls, only boys, only girls, or not at all.

	Boys & Girls	Only Boys	Only Girls	Neither
Badminton	☐	☐	☐	☐
Baseball	☐	☐	☐	☐
Basketball	☐	☐	☐	☐
Bowling	☐	☐	☐	☐
Cheerleading or competitive spirits	☐	☐	☐	☐
Cross-country track	☐	☐	☐	☐
Downhill or cross country skiing	☐	☐	☐	☐
Fast pitch or slow pitch softball	☐	☐	☐	☐
Field hockey	☐	☐	☐	☐
Football	☐	☐	☐	☐
Golf	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐
Ice hockey	☐	☐	☐	☐
Lacrosse	☐	☐	☐	☐
Riflery	☐	☐	☐	☐
Soccer	☐	☐	☐	☐
Swimming or diving	☐	☐	☐	☐
Tennis	☐	☐	☐	☐
Track and field	☐	☐	☐	☐
Volleyball	☐	☐	☐	☐
Water polo	☐	☐	☐	☐
Weight lifting	☐	☐	☐	☐
Wrestling	☐	☐	☐	☐

49.0 Is a head coach at this school required to?		
	Yes	**No**
Have previous coaching experience in any sport	☐	☐
Have previous coaching experience in the sports he/she will be coaching	☐	☐
Have a teaching certificate	☐	☐
Complete a coaches' training course	☐	☐
Be certified in first aid	☐	☐
Be certified in CPR	☐	☐
Be employed by this school or school district	☐	☐

Thank you for completing this questionnaire!

We may wish to call you to verify answers to one or more of these questions. Would you consider providing a telephone number where you prefer to be reached?

( ) _____-_____ Please circle 1) Daytime 2) Evening/Weekend

If you would like more information about this study or would like clarification of any questions in this questionnaire, please contact Dr. Mary Murimi at (318) 257-2607 or murimi@ans.latech.edu.

School of Human Ecology
College of Applied and Natural Sciences
Louisiana Tech University
P.O. Box 3167, Ruston, LA 71272

Louisiana Tech University

School of Human Ecology

Teacher Questionnaire:

Family and Consumer Science & Health Education Teachers

Healthy School Environment Surveys
USDA FUNDED PROJECT

ID: _____

Teacher Questionnaire

DEMOGRAPHICS

Instructions: Please mark your response.

1. What is your gender?

☐ Male ☐ Female

2. What is your race?

☐ Caucasian (White)
☐ African American
☐ Hispanic
☐ Asian
☐ Native American
☐ Other (Specify:_____)

3. What is your age range?

☐ 20-25 years ☐ 41-45 years ☐ 61-65 years
☐ 26-30 years ☐ 46-50 years ☐ 66 + years
☐ 31-35 years ☐ 51-55 years
☐ 36-40 years ☐ 56-60 years

4. How many years of teaching experience do you have?

☐ Less than 1 ☐ 06-10 years ☐ 16-20 years ☐ 26-30 years
☐ 01-05 years ☐ 11-15 years ☐ 21-25 years ☐ More than 30 years

5. Educational Background:

Major:_____

Teacher Questionnaire

Name _____

Grade_____

Subject:_____

School/District/Parish_____

Number of Students in Class:_____

Nutrition Instruction

1.0 Do you teach nutrition in your classes? If no, please go to question #10.

Yes ☐ **No ☐**

2.0 If yes, how often do you teach nutrition in your classes?

Daily ☐	**Weekly ☐**	**Bi-weekly ☐**	**Other ☐**

If you marked other, specify:_____

	Yes	**No**
3.0 Do you teach nutrition as a stand-alone topic?	☐	☐
3.1 Do you teach nutrition as part of health education?	☐	☐
3.2 Do you teach nutrition as part of science education?	☐	☐
3.3 Do you teach nutrition as part of family & consumer sciences?	☐	☐

4.0 Which textbooks, curricula or other teaching materials do you use to teach nutrition?
(Write your response)

_____

5.0 Do you use materials or services from the following agencies?	**Yes**	**No**
Dairy Council	☐	☐
American Cancer Society	☐	☐
Expanded Food & Nutrition Education Program	☐	☐
American Heart Association	☐	☐
5-A-Day	☐	☐
Other(Specify) _____		

6.0 Do you use materials or services from the Team Nutrition web site? If no, go to question 8.

Yes ☐ **No** ☐

6.1 If yes, which of the following resources have you used:

1. The "yourself' kit	☐
2. The power of choice curriculum	☐

6.2 If yes to the "yourself" kit, which topics did you cover? (Select all that apply)

Are you normal?	☐	Get the picture	☐	Feed me	☐
What is a serving anyway?	☐	Snack attack	☐	Move it	☐
Just for you	☐	What's your goal?	☐	All	☐

6.3 Have you used any of the topics in question 6.2 as a:	**Yes**	**No**
Cafeteria activity	☐	☐
Classroom activity	☐	☐
Community activity	☐	☐

7.0 From the list below, indicate the nutrition topics you feel are "important" for students at your grade level and indicate the ones you are currently teaching?

	Important Yes	**Important No**	**Teaching Yes**	**Teaching No**
Healthy food choices	☐	☐	☐	☐
Food choice systems (Food Guide Pyramid)	☐	☐	☐	☐
Nutrients in foods	☐	☐	☐	☐
Sanitation/food handling	☐	☐	☐	☐
Factors that influence food choices	☐	☐	☐	☐
Consumer skills: Label reading	☐	☐	☐	☐
Consumer skills: Recognize advertising techniques	☐	☐	☐	☐
Consumer skills: Ethnic food patterns	☐	☐	☐	☐
Weight management	☐	☐	☐	☐
Nutrition for sports performance	☐	☐	☐	☐
Preparation of healthy foods	☐	☐	☐	☐
Snacks and fast food	☐	☐	☐	☐
Eating disorders	☐	☐	☐	☐
Others, specify:_____	☐	☐	☐	☐

8.0 Does your district/state provide a scope and sequence in nutrition to guide your teaching efforts?

Yes ☐ **No** ☐

9.0 Have you adapted your nutrition curriculum or activities to meet the needs of culturally diverse students?

Yes □ **No** □

If yes, how?:_____

10.0 Have you received staff development in nutrition in the last year?

Yes □ **No** □

10.1 If yes, what topics were covered in the training?

_____

10.2 If yes, who provided the nutrition education? Please specify_____

11.0 To whom or where do you turn for nutrition education information?

_____

12.0 How do you reward students in your classroom or during standardized test days? SELECT all choices that apply.	
Candy	□
Non-candy snacks	□
More recess	□
I allow them to bring their own snacks	□
I provide soft drinks	□
I provide water	□
Nothing	□
Other (Please specify)_____	□

13.0 If you had the choice, how would you change the way nutrition education is done in your classroom or school? (Write your response)

_____

14.0 During this school year or in the last school year, have you worked with your school's food service staff, either in the classroom or cafeteria, to help reinforce classroom lessons about good nutrition?

Yes □ **No** □

15.0 For the following questions, please indicate whether you strongly agree, agree, disagree, or strongly disagree:				
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
I am not interested in teaching about nutrition	☐	☐	☐	☐
The students in my classroom like other subjects more than they like nutrition	☐	☐	☐	☐
Adequate nutrition curricular materials are available to me	☐	☐	☐	☐
The nutrition curricular materials available to me are appealing to my students	☐	☐	☐	☐
I do not try to influence what foods my students select in the lunchroom	☐	☐	☐	☐
I do not try to influence the food choices my students make outside of school	☐	☐	☐	☐
In the future, I intend to incorporate nutrition more often into my classroom activities	☐	☐	☐	☐
I try to arrange some nutrition activities for my students with our school's food service staff	☐	☐	☐	☐
I intend to work more closely with our school's food service staff to teach about good nutrition	☐	☐	☐	☐
I think that the food choices offered in our school's lunchroom help children eat a healthy lunch	☐	☐	☐	☐
I want to incorporate nutrition activities in my classroom	☐	☐	☐	☐

16.0 How confident are you that :				
	Not at all Confident	**Not Confident**	**Confident**	**Very Confident**
You have adequate training to teach nutrition?	☐	☐	☐	☐
You understand nutrition concepts well enough to teach them to your students?	☐	☐	☐	☐
You can do a good job teaching students what the Food Guide Pyramid (FGP) is?	☐	☐	☐	☐
You can do a good job teaching students what food groups make up the FGP?	☐	☐	☐	☐
You can do a good job teaching students about eating a balanced diet?	☐	☐	☐	☐
You can do a good job teaching students which foods belong to each food group in the FGP?	☐	☐	☐	☐
You can do a good job teaching students which nutrients come from each food group in the FGP?	☐	☐	☐	☐
You can do a good job teaching students about fat, sugar, and salt in fast foods and snack foods?	☐	☐	☐	☐
You can do a good job teaching students what the Dietary Guidelines are?	☐	☐	☐	☐
You can do a good job teaching students about reducing fat and salt in their diets?	☐	☐	☐	☐
You can do a good job teaching students about increasing fruits, vegetables, and grains in their diets?	☐	☐	☐	☐

17.0 How confident are you that :				
	Not at all Confident	**Not Confident**	**Confident**	**Very Confident**
You can interest students in the subject of nutrition?	☐	☐	☐	☐
If you do a good job teaching nutrition, your students will be interested in nutrition?	☐	☐	☐	☐
If you do a good job teaching nutrition, your students will increase their nutrition knowledge?	☐	☐	☐	☐
If you do a good job teaching nutrition, your students will change their nutrition-related attitudes?	☐	☐	☐	☐
If you do a good job teaching nutrition, your students will change their nutrition-related behaviors?	☐	☐	☐	☐
If you teach more hours of nutrition, you will have a greater impact on your students' nutrition related knowledge, attitudes, and behaviors?	☐	☐	☐	☐

18.0 <u>During the past school year</u>, about how many hours on average do you spend teaching nutrition to your students (<u>do not</u> include time you plan on teaching nutrition)?	
None	☐
Please write your response: _____	

19.0 Team Nutrition is a web-based resource for nutrition education materials. In your school/ district, who do you think would effectively need/use Team Nutrition material?	
Food service director	☐
Classroom teachers	☐
Physical education/Health education teacher	☐
Other (Please specify):_____	

Thank you for completing this questionnaire!

If you would like more information about this study or would like clarification of any questions in this survey, please call Dr. Mary Murimi at (318) 257-2607 or email Dr. Murimi at murimi@ans.latech.edu.

Student Food Knowledge
Day 1 Questionnaire

ID: _____

Instructions: Please mark your response.

1. Are you a boy or girl?

   ☐ Boy ☐ Girl

2. What is your race?

   ☐ Caucasian (White)
   ☐ African American
   ☐ Hispanic
   ☐ Asian
   ☐ Native American
   ☐ Other

3. How old are you?

   ☐ 11-12 years
   ☐ 13-14 years
   ☐ 15 years

We now have some questions for you to complete. Remember:

☺ This is not a test!

☺ Read each question carefully, and think about it before you choose an answer.

☺ Choose only one answer for each question unless you are asked to choose more than one.

☺ It is OK to mark "Don't Know" if you really don't know the answer.

☺ Do not skip any questions.

☺ If you have any questions about this questionnaire, ask your teacher.

Student Food Knowledge

1.0 Each food item in the table belongs to a certain food group in the Food Guide Pyramid. SELECT the box that correctly matches the food group with the food item. If you do not know, select the don't know box.

FOOD ITEM	BREAD (Group 1)	VEG. (Group 2)	FRUIT (Group 3)	MEAT (Group 4)	MILK (Group 5)	FAT/ SWEETS	DON'T KNOW
Broccoli	☐	☐	☐	☐	☐	☐	☐
Strawberries	☐	☐	☐	☐	☐	☐	☐
English muffin	☐	☐	☐	☐	☐	☐	☐
Yogurt	☐	☐	☐	☐	☐	☐	☐
Butter	☐	☐	☐	☐	☐	☐	☐
Chicken	☐	☐	☐	☐	☐	☐	☐
Fish	☐	☐	☐	☐	☐	☐	☐
Milk	☐	☐	☐	☐	☐	☐	☐
Potatoes	☐	☐	☐	☐	☐	☐	☐
Eggs	☐	☐	☐	☐	☐	☐	☐
Candy	☐	☐	☐	☐	☐	☐	☐
Tomato	☐	☐	☐	☐	☐	☐	☐
Cake	☐	☐	☐	☐	☐	☐	☐
Apples	☐	☐	☐	☐	☐	☐	☐
Cheese	☐	☐	☐	☐	☐	☐	☐
Cooked Cereal	☐	☐	☐	☐	☐	☐	☐
Corn	☐	☐	☐	☐	☐	☐	☐
Soft drinks (sodas)	☐	☐	☐	☐	☐	☐	☐
Beans	☐	☐	☐	☐	☐	☐	☐
Cold cereal	☐	☐	☐	☐	☐	☐	☐

2.0 Mark the number of servings from each food group that you should eat *each day*. If you don't know, select the "don't know" box. (For example, circle the number of servings that represent the correct number of servings you should eat each day.)

FOOD GROUP	NUMBER OF SERVINGS YOU SHOULD EAT EACH DAY					DON'T KNOW
a. Fruit group	1-2	2-3	(2-4)	3-5	6-11	8
b. Vegetable group	1-2	2-3	2-4	3-5	6-11	8
c. Milk group	1-2	2-3	2-4	3-5	6-11	8
d. Grains group	1-2	2-3	2-4	3-5	6-11	8
e. Meat and beans group	1-2	2-3	2-4	3-5	6-11	8

3.0 Which health problems are associated with being overweight? SELECT your answer.

a. Type 2 diabetes	Yes ☐	No ☐	Don't Know ☐
b. Heart disease	Yes ☐	No ☐	Don't Know ☐
c. Anemia	Yes ☐	No ☐	Don't Know ☐

3.0 Based on your knowledge of the Food Guide Pyramid, select the correct portion (serving size) that counts as a serving of each of the following Food Groups: (For example, in the first column one slice of wheat toast counts as a serving of bread as circled.)

Food Group	Food	Serving Portion			Don't Know
a. Cereals, breads and grains	Wheat toast	½ slice	(1 Slice)	2 slices	8
	Bagel	½ bagel	Whole bagel	2 bagels	8
	Ready to eat cereal	½ cup	1 cup	2 cups	8
	Cooked cereal—rice, pasta	½ cup	1 cup	2 cups	8
b. Vegetables	Raw leafy vegetables	½ cup	1 cup	2 cups	8
	Cooked vegetables	½ cup	1 cup	2 cups	8
	Vegetable juice	½ cup	¾ cup	1 cup	8
c. Fruits	Medium fruit	½ of a fruit	1 fruit	2 fruits	8
	Canned fruit	½ cup	¾ cup	1 cup	8
	Fruit juice	½ cup	¾ cup	1 cup	8
d. Meats and legumes	Milk or yogurt	½ cup	1 cup	2 cups	8
	Processed cheese	1 oz	2 oz	3 oz	8
	Cooked lean meat	1oz	2-3oz	5 oz	8
	Cooked beans	½ cup	1 cup	2 cups	8
	Eggs	½ egg	1 egg	2 eggs	8
	Peanut butter	1 tablespoon	2 tablespoons	3 tablespoons	8
e. Fats and oils	Butter	1 teaspoon	2 teaspoons	3 teaspoons	8
	Salad dressing	1 tablespoon	2 tablespoons	3 tablespoons	8
	Sour cream	1 tablespoon	2 tablespoons	3 tablespoons	8
	Cream cheese	1 oz	2 oz	3 oz	8
f. Added sugars and sweets	Sugar, jam or jelly	1 teaspoon	2 teaspoons	3 teaspoons	8
	Soda	8 oz	12 oz	20 oz	8
	Chocolate bar	1 oz	2 oz	3 oz	8

5.0 Looking at the table below, match each nutrient with the food group that is considered a high source of the nutrient. Circle the number that represents the nutrient in the blank space. (For some food groups, you will circle more than one number.)

Related nutrient(s)						Food group	Nutrients
(1)	2	3	4	5	6	Bread	1-Carbohydrate
1	2	3	4	5	6	Vegetable	2-Calcium
1	2	3	4	5	6	Fruit	3-Saturated fatty acids
1	2	3	4	5	6	Milk	4-Fiber
1	2	3	4	5	6	Meat	5-Vitamins and Minerals
1	2	3	4	5	6	Fat and oil	6-Protein

6.0 Based on your knowledge, which of the following food choices has more fat? SELECT your answer.	
6.1 Baked potatoes	☐
French fries	☐
The Same	☐
Don't Know	☐
6.2 Grilled chicken	☐
Fried chicken strips	☐
The same	☐
Don't Know	☐
6.3 Hot dogs	☐
Turkey slices	☐
The same	☐
Don't Know	☐
6.4 Cole slaw	☐
Green salad	☐
The same	☐
Don't Know	☐
6.5 Frozen yogurt	☐
Ice cream	☐
The same	☐
Don't Know	☐
6.6 Skinless chicken thigh	☐
Chicken thigh with skin	☐
The same	☐
Don't Know	☐
6.7 One regular size muffin	☐
One slice of wheat bread	☐
The same	☐
Don't Know	☐
6.8 Pretzels	☐
Regular chips	☐
The same	☐
Don't Know	☐

7.0 Which of the following health problems are associated with the following dietary behavior? Match the health problem listed below with the associated dietary behavior by circling the number of the health problem in the space provided. (For example, eating too much sugar can cause tooth problems. (05))

DIETARY BEHAVIOR	NUMBER					HEALTH PROBLEM
Eating too much sugar	01	02	03	04	(05)	01-Osteoporosis
Not consuming enough calcium	01	02	03	04	05	02-Heart disease/stroke
Eating too much cholesterol and saturated fats	01	02	03	04	05	03-Obesity
Eating too much salt or sodium	01	02	03	04	05	04-High blood pressure
Eating too many calories	01	02	03	04	05	05-Tooth problems

8.0 Based on your knowledge, which of the following food group is high in cholesterol? SELECT your answer.	
Vegetable and plant products	☐
Fruits	☐
Meats and animal products	☐
Cereal and grains	☐
Don't know	☐

9.0 Based on your knowledge, which of the following foods has more saturated fat? SELECT your answer.	
9.1 Vegetable oil	☐
Butter	☐
The same	☐
Don't Know	☐
9.2 Butter	☐
Margarine	☐
The same	☐
Don't Know	☐
9.3 Chicken breast	☐
Beef steak	☐
The same	☐
Don't Know	☐
9.4 Skim milk	☐
Whole milk	☐
The same	☐
Don't Know	☐

10.0 Which health problem(s) are associated with high blood cholesterol? SELECT your answer.	
Heart attack/stroke	☐
Hypertension	☐
Osteoporosis	☐
Don’t know	☐

Thank you for completing this questionnaire!

End Day One

ID: _____

Day 2: Dietary Habits, Physical Activity Behavior and Weight Perception

Welcome to day two. Remember:

☺ This is not a test!

☺ Read each question carefully, and think about it before you choose an answer.

☺ Choose only one answer for each question unless you are asked to choose more than one.

☺ It is OK to mark "Don't Know" if you really don't know the answer.

☺ Do not skip any questions.

☺ If you have any questions about this questionnaire, ask your teacher.

Dietary Habits, Physical Activity Behavior and Weight Perception

1.0 How would you describe your weight? SELECT your answer.	
Very underweight	☐
Slightly underweight	☐
About the right weight	☐
Slightly overweight	☐
Very overweight	☐

2.0 Which of the following are you trying to do about your weight? SELECT your answer.	
Lose weight	☐
Gain weight	☐
Maintain my current weight	☐
I am not trying to do anything about my weight	☐

3.0 Which, if any, of the following activities have you engaged in during the past 30 days in an effort to lose, gain, or maintain weight? SELECT all that apply.	
Exercise	☐
Eat less food, fewer calories, or foods low in fat	☐
Go without eating for 24 hours or more (also called fasting)	☐
Take diet pills, powders, or liquids without a doctor's advice (Do not include meal replacement products such as Slim Fast.)	☐
Vomit	☐
Take laxatives	☐
Eat more	☐

4.0 During the past 7 days, how many days did you exercise or participate in physical activity for at least 30 minutes that made you sweat and breathe hard? (For example: basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities) SELECT your answer.	
0 days	☐
1 day	☐
2 days	☐
3 days	☐
4 days	☐
5 days	☐
6 days	☐
7 days	☐

5.0 During the past 7 days, how many days did you participate in physical activity for at least 30 minutes that did not make you sweat or breathe hard? (For example: fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors) SELECT your answer.	
0 days	☐
1 day	☐
2 days	☐
3 days	☐
4 days	☐
5 days	☐
6 days	☐
7 days	☐

6.0 During the past 7 days, how many days did you do exercises to strengthen or tone your muscles, such as doing push-ups, sit-ups, or weight lifting? SELECT your answer	
0 days	☐
1 day	☐
2 days	☐
3 days	☐
4 days	☐
5 days	☐
6 days	☐
7 days	☐

7.0 In an average weekend, how many days do you get physical exercise? SELECT your answer.	
0 days	☐
1 days	☐
2 days	☐
7.1 On an average weekend day, how many hours do you get physical exercise?	
_____ hours	

8.0 On an average school day, how many hours do you watch TV? SELECT your answer.	
I do not watch TV on an average school day	☐
Less than 1 hour per day	☐
1 hour per day	☐
2 hours per day	☐
3 hours per day	☐
4 hours per day	☐
5 or more hours per day	☐

9.0 In an average week when you are in school, on how many days do you go to physical education (PE) classes? SELECT your answer.	
0 days	☐
1 day	☐
2 days	☐
3 days	☐
4 days	☐
5 days	☐

10.0 During an average physical education (PE) class, how many minutes do you spend exercising or playing sports? SELECT your answer.	
I do not take PE	☐
Less than 10 minutes	☐
10 to 20 minutes	☐
21 to 30 minutes	☐
31 to 40 minutes	☐
41 to 50 minutes	☐
51 to 60 minutes	☐
More than 60 minutes	☐

11.0 During the past 12 months, how many sports teams did you play on? (Include any teams organized by your school, church, or community groups.) SELECT your answer.	
0 teams	☐
1 team	☐
2 teams	☐
3 or more teams	☐

Think about all the meals and snacks you had from the time you got up until you went to bed for the last week. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

12.0 During the past 7 days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice? (Do not count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.) SELECT your answer.	
I did not drink 100% fruit juice during the past 7 days	☐
1 to 3 times during the past 7 days	☐
4 to 6 times during the past 7 days	☐
1 time per day	☐
2 times per day	☐
3 times per day	☐

4 or more times per day	☐

13.0 During the past 7 days, how many times did you eat fruit? (Do not count fruit juice.) SELECT your answer.	
I did not eat fruit during the past 7 days	☐
1 to 3 times during the past 7 days	☐
4 to 6 times during the past 7 days	☐
1 time per day	☐
2 times per day	☐
3 times per day	☐
4 or more times per day	☐

14.0 During the past 7 days, how many times did you eat green salad? SELECT your answer.	
I did not eat green salad during the past 7 days	☐
1 to 3 times during the past 7 days	☐
4 to 6 times during the past 7 days	☐
1 time per day	☐
2 times per day	☐
3 times per day	☐
4 or more times per day	☐

15.0 During the past 7 days, how many times did you eat potatoes? (Do not count French fries, fried potatoes, or potato chips.) SELECT your answer.	
I did not eat potatoes during the past 7 days	☐
1 to 3 times during the past 7 days	☐
4 to 6 times during the past 7 days	☐
1 time per day	☐
2 times per day	☐
3 times per day	☐
4 or more times per day	☐

16.0 During the past 7 days, how many times did you eat other vegetables? (Do not count green salad, or potatoes.) SELECT your answer	
I did not eat other vegetables during the past 7 days	☐
1 to 3 times during the past 7 days	☐
4 to 6 times during the past 7 days	☐
1 time per day	☐
2 times per day	☐
3 times per day	☐
4 or more times per day	☐

17.0 During the past 7 days, how many glasses of milk did you drink? (Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.) SELECT your answer.	
I did not drink milk during the past 7 days	☐
1 to 3 times during the past 7 days	☐
4 to 6 times during the past 7 days	☐
1 time per day	☐
2 times per day	☐
3 times per day	☐
4 or more times per day	☐

18.0 Do you think your diet is too low, too high, or about right in the following nutrients? SELECT your answer.				
STATEMENT	**Too Low**	**Too High**	**About Right**	**Don't Know**
Calories	☐	☐	☐	☐
Calcium	☐	☐	☐	☐
Protein	☐	☐	☐	☐
Fat	☐	☐	☐	☐
Saturated Fat	☐	☐	☐	☐
Cholesterol	☐	☐	☐	☐
Salt or sodium	☐	☐	☐	☐
Sugar or sweets	☐	☐	☐	☐

19.0 A boy named Joe ate cereal with milk and a banana and drank orange juice for breakfast. How many different food groups did Joe eat from the Food Guide Pyramid? SELECT your answer.	
One food group	☐
Two food groups	☐
Three food groups	☐
Four food groups	☐
Don't know	☐

20.0 In the last week, did you ever…		
	Yes	**No**
Eat fruits at home for breakfast?	☐	☐
Eat fruits or vegetables at home for snacks?	☐	☐

21.0 In the last 2 weeks, did you ever eat fruits or vegetables when you went out to eat, not including the foods you eat at school?

Yes ☐ **No** ☐ **Didn't go out to eat** ☐

22.0 In the last month, have you done nutrition activities in your school cafeteria, such as taste-testing new foods?

Yes □ No □

23.0 In the last month, have you talked about nutrition with your family?

Yes □ No □

24.0 Mark the answer that best describes your opinion of the following vegetables:

Vegetable	**I have never tasted this** 😐	**I don't like this** ☹	**I like this a little** ☺	**I like this a lot** ☺☺
Carrots	□	□	□	□
Celery	□	□	□	□
Greens (collard, mustard, etc.)	□	□	□	□
Potatoes, baked	□	□	□	□
Corn	□	□	□	□
Peas (green, sweet, or English)	□	□	□	□
Tomatoes	□	□	□	□
Broccoli	□	□	□	□
Lettuce	□	□	□	□
Beans (green, string, or snap)	□	□	□	□
Radishes	□	□	□	□
Cauliflower	□	□	□	□
Cucumber	□	□	□	□
Spinach	□	□	□	□
Bean sprouts	□	□	□	□
Peppers (red, green, or yellow)	□	□	□	□
Mushrooms	□	□	□	□
Squash (zucchini, yellow, butternut)	□	□	□	□

25.0 Mark the answer that best describes your opinion of the following fruits:				
Fruit	**I have never tasted this** 😐	**I don't like this** ☹	**I like this a little** ☺	**I like this a lot** ☺☺
Peaches	☐	☐	☐	☐
Apple juice	☐	☐	☐	☐
Banana	☐	☐	☐	☐
Apple	☐	☐	☐	☐
Cantaloupe	☐	☐	☐	☐
Grapes	☐	☐	☐	☐
Orange juice	☐	☐	☐	☐
Orange	☐	☐	☐	☐
Fruit salad	☐	☐	☐	☐
Applesauce	☐	☐	☐	☐
Blueberries	☐	☐	☐	☐
Apricots	☐	☐	☐	☐
Kiwi	☐	☐	☐	☐
Pears	☐	☐	☐	☐
Plums	☐	☐	☐	☐
Mango	☐	☐	☐	☐
Pineapple	☐	☐	☐	☐
Honeydew melon	☐	☐	☐	☐
Watermelon	☐	☐	☐	☐

End of Day Two
Thank you for completing this questionnaire!