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Attachment 1.

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 60 minutes per response for the entire focus group, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

U.S. Department of Agriculture

Food Nutrition Services

Team Nutrition Garden Curriculum

Moderator's Guide:

Parent/Caregiver Focus Group

Purpose:

To conduct formative research to determine which of three garden-related nutrition education messages targeted to children and their parents/caregivers is most motivating to (a) make fruits and vegetables more available at home, and (b) get children to eat more fruits and vegetables.

Forms Needed:

- *Parent/Caregiver Reaction Form (Attachment 1.A)*
- *Moderator Reporting Form: Parent/Caregiver Focus Group (Attachment 1.B)*
- *Agreement on Security of Comments form: one for each adult participant (Attachment 6)*
- *Parent/Caregiver Consent Form: one for each adult participant (Attachment 7)*

Materials/Equipment Needed:

- Audio recorder & tapes
- 12 pencils
- Three nutrition education message posters for parents/caregivers, numbered 1-3 (Attachment 8)
- Stipends
- Envelope for *Agreement on Security of Comments* and *Consent* forms
- Envelope for completed *Parent/Caregiver Reaction Forms*
- Envelope for completed *Moderator Reporting Form*
- Prepare one "first name" tag (paper adhesive badge) for each participant

Name of Moderator: _____

Date of Focus Group: _____

Time of Focus Group: _____

Location of Focus Group: _____

DIRECTIONS FOR MODERATOR

Parent/Caregiver Focus Group

NOTE: Prior to the beginning of the focus groups, parents/caregivers and their children will be greeted by an evaluator and a representative from the school. All participants will be directed to the same room where consent forms will be reviewed and signed.

A. INTRODUCTIONS

1. **Greet** each parent/caregiver and student as they arrive and give each a name tag with first name only. Have each participant affix the tag to his/her chest.
2. **Introduce** yourself to participants using the following script:

“Welcome, and thank you all for participating. My name is _____ and this is _____. We are part of a team of evaluators working to help create a nutrition education program for schools. Part of that program will include messages to encourage children to grow and eat more fruits and vegetables, and to encourage parents and caregivers to have fruits and vegetables available at home. These messages will be in the educational materials for the students, and they may be in newsletters or other materials send home to parents. Today we are here to get your opinion about these messages. The information you provide will help us in developing this nutrition education program.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 60 minutes total per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Let's begin by going around the group and having each person introduce him/herself using first name only. (Pause for introductions).

Thank you all for your willingness to give your time to this important project. One of us will be asking you questions about specific nutrition education messages. Your answers will be recorded on paper and audio tape. All your responses will be kept private, except as otherwise required by law. No one will be able to determine how any one individual responds to the questions. The responses from this school, plus two other schools, will be analyzed and presented in a report to the U.S. Department of Agriculture to help determine which messages are most effective.

There are a few ground rules for the focus group:

- a. Please turn off all electronic equipment, including phones and games, so there are no interruptions.*
- b. Some of you may know each other from class or school activities. During the focus group, please refer to each other by using only first names.*
- c. Please do not interrupt others, and do not participate in side conversations during the focus group. This will make it difficult for us to determine what is being said.*
- d. Please provide your honest and complete responses to each question.*

Do you have any questions about the focus group process or ground rules?

Before we begin, there is paperwork that needs to be completed. After that, the parents/caregivers will be taken into a separate room by (evaluator) and (the representative from the school) for their own focus group. Let's complete the paperwork now.

B. CONSENT FORMS

1. **Distribute** the following forms to each parent/caregiver: *Agreement on Security of Comments Form* and *Parent/Caregiver Consent Form*.
2. **Explain** the purpose of the *Agreement on Security of Comments Form*: to confirm that you will not share with others the information discussed in the focus group, and that we will keep private the information you provide to us.
3. **Explain** the purpose of the *Parent/Caregiver Consent Form*: to confirm your willingness to participate in the focus group and your willingness to have your child participate in a separate focus group.
4. **Instruct** parents/caregivers to read each form.
5. **Ask** if there are any questions and provide answers to each.

6. **Ask** participants to sign and date each form. If there are any participants who elect not to sign the form, thank them for their time and excuse them and their children from further participation.
 7. **Collect** completed forms and put them in the corresponding envelope.
 8. **Thank** participants for their assistance and ask if there are any questions before the parents/caregivers are taken to another room for their focus group; provide answers to each question.
 9. **Ask** all the parents/caregivers to stand and direct them to go with (evaluator) and (school representative).
-

C. FOCUS GROUP

1. **Direct** participants to the three posters for parents/caregivers displayed with nutrition education messages.
 2. **Tell** participants that the focus group will take approximately 45 minutes to complete and will be in two parts.
 - a. For the first part, they will complete a brief survey about the three nutrition education messages.
 - b. For the second part, they will answer questions about the messages.
 3. **Explain** that once the focus group has been completed, they will be given their stipend.
 4. **Ask** participants if they have any questions before beginning; answer any questions they might have.
-

D. ADMINISTRATION OF REACTION FORMS

1. **Distribute** a *Parent/Caregiver Reaction Form* to each parent/caregiver participating in the focus group.
2. **Read aloud** to parents/caregivers:
"We would like your help in determining which garden-related nutrition education messages are most effective at encouraging parents and caregivers to make fruits and vegetables more accessible at home to their children and to get children to eat more fruits and vegetables. There are four questions on the Parent /Caregiver Reaction Form. All the questions are about the three posters for parents/caregivers on the wall (point to the posters). See that each poster has a number: #1, #2, and #3. Use these numbers to answer your questions. First, we would like you to read and think

about the messages on the posters. Please answer questions #1 and #2 on the Reaction Form, thinking only about the messages. The last two questions on the form ask only about the pictures on the posters. You may skip questions you do not want to answer but we hope that you will answer all of them. Any information about who you are will be kept private, except as otherwise required by law. Do not write your name anywhere on the Form. If you have any questions while you are working, please raise your hand. Now, please begin."

Note: For those who need more guidance, please assist them in completing the form.

3. **Collect:** Collect the forms and place them in the envelope provided.

E. PARENT/CAREGIVER FOCUS GROUP QUESTIONING

1. **Read** the following to the participants:

"Now we will begin the discussion questions. Please refer to the three posters for parents/caregivers on the wall. Posted on the wall you see three posters with garden-related nutrition messages and artwork. I will be asking you questions about these posters to find out which messages you think will encourage parents and caregivers to make fruits and vegetables more available to children at home, and which messages would most likely encourage children to eat more fruits and vegetables."

2. **Ask**, in order, the questions in section F, page 5.
 - a. **Probe** for more detailed information as necessary, (e.g., "Would you explain further?" "Can you give me an example?" "Would you say more?" "Is there anything else?" "Please describe what you mean. I don't understand.")
 - b. **Elicit** responses from all participants; do not allow one or two participants dominate the discussion nor influence the answers of others. Consider using a round-table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how the participation can be increased.
 - c. **Reflect** back a summary of what you heard after participants have answered each question.

Note to moderator: Do not create new questions nor revise questions. All focus groups should be administered using only the standardized questions provided.

3. **Write** participant responses on the "**Moderator Reporting Form: Parent/Caregiver Focus Group**" which will serve as a back-up in case the audio recording is not sufficient.

- Take notes with two things in mind: first, notes that will help you provide a brief oral summary and, second, notes for your detailed analysis after the focus group.
4. **Summarize** in 2 to 3 minutes, your findings, of what was actually said. Attempt to capture common themes but also acknowledge differing points of view. This descriptive summary repeats what was said but is very brief. After you have given the summary of what was said, give an interpretation (to give additional meaning and go beyond the actual words). Be sure to cite key phrases used in the discussion.
 5. Immediately after the focus group,
 - a. **Verify** if the tape recorder worked throughout the session.
 - b. **Make** any notes on your written notes, e.g., to clarify and complete any of your notes, ensure pages are numbered.
 - c. **Write** down any observations made during the session.

F. QUESTIONS_

Motivation

1. Which of these posters, #1, #2, or #3, does the best job of encouraging parents and caregivers to prepare a fruit or vegetable at home that their child has been learning about in class?
 - a. What makes that poster the best (e.g., the message or the picture or both)? Why?
 - b. *Probe:* Some of the messages ask parents/caregivers to get their child to tell them or show them what they have learned about fruits or vegetables at school. What do you think about this suggestion?
 - How do you think your child would react if you asked him/her to help you prepare a vegetable grown in the school garden for dinner?
 - c. *Probe:* How does reading this statement make you feel? [*Probe:* hopeful, empowered, guilty, nagged]
2. Now, let's consider the message on the other posters. Which **ONE** did not speak to you at all?
 - a. Please explain why you thought this statement did not do a good job.
3. How important do you think it is to offer vegetables like Swiss Chard, carrots and spinach to children in 3rd and 4th grades?

- a. How important is it to offer these types of foods for children to be healthy?
- b. What if the message in Poster #2 encouraged you to serve other fruits or vegetables to your child, such as green leafy lettuce, beets or raspberries?
 - Would changing the type of fruit or vegetable in the poster (message) make a difference?
 - Would changing the fruit or vegetable examples make you more motivated to serve them at home to your child?

Behavior Modeling (Parent Influences)

4. Which of these posters, #1, #2, or #3, does the best job of demonstrating that parents and caregivers think that eating fruits and vegetables is a good thing for children to do?
 - a. What makes that poster the best at showing or telling you that message? (e.g., the message or the picture or both)
 - Please explain your answer.
 - b. What about the other posters does not do a good job of demonstrating that parents and caregivers think that eating fruits and vegetables is a good thing for children to do? (e.g., the message or the picture or both)
 - Please explain your answer.
5. Now let's look at poster #2, what does the phrase, "Grow healthy habits with your children" mean to you?
 - a. Please explain your answer.
 - b. Would that phrase encourage parents and caregivers to offer more fruits and vegetables to their children?
6. Which of these posters, #1, #2, or #3, does the best job of encouraging parents and caregivers to involve their children in preparing fruits and vegetables to eat?
 - a. What makes that poster the best? (e.g., the message or the picture or both)?
 - Why or why not?
 - What could make the message better at encouraging parents and caregivers to involve children in the preparation of fruits and vegetables?
 - What could make the message better at encouraging parents and caregivers to involve children in the preparation of fruits and vegetables?
 - b. What about the other posters make you like them the least? (e.g., the message or the picture or both)

- Please explain your answer.

Behavioral Commitment/Availability

7. Which message, #1, #2, or #3, would prompt, inspire or encourage most parents or caregivers to make fruits and vegetables available to children at home?
 - a. Referring to the number(s) that were selected, what is it about the message that would make a parent or caregiver believe they should make fruits and vegetables available at home?
 - b. What is it about the other messages that would make someone less motivated to have fruits and vegetables available at home?
 - c. How could the message be improved to make it more motivating for parents or caregivers to have fruits and vegetables available to children at home?

Message Content

8. Which message, #1, #2, or #3, do you think most parents or caregivers will find easiest to understand?
 - a. What part of the message makes it easy to understand?
 - b. What part of the message makes it difficult to understand?

Acceptability

9. If you could change anything about any of the posters what would it be? (Note to Moderator: this may include changes to the pictures or the messages)
 - a. Do these pictures work for persons with your cultural background?
 - Why or why not?

Nutrition Education

10. What is the best or most efficient way that the schools can share information with parents, caregivers and other family members about a nutrition and school gardening curriculum?
11. Please look at poster #2, this message talks about how children learn about fruits and vegetables by growing them in a class garden and having them at home. Do you agree with this statement?
 - a. Do you ever involve your child in growing fruits or vegetables in a home garden?

- Probe: If so, what do you grow?
- Probe: Do you grow them in the ground, a pot, or planter or in something else (e.g., an upside down planter, or hydroponic system)?
- If not, what are the reasons you don't have a home garden?

Summary

12. The moderator should give a short oral summary of the key questions and the big ideas that emerged from the discussion (keep the summary to 2 to 3 minutes or less). Then, **ask** participants:
 - a. Is this an adequate summary?
 - b. Did I correctly describe what was said? Is this summary complete?
 - c. Is there anything else about any of the posters that you think we should know to help us make a decision about which message to use?

G. CONCLUSION

1. **Thank** the participants for their time and cooperation in participating in the interview.
 2. **Distribute** a stipend to each participant.
 3. **Direct** parents and caregivers to the room in which their child is located.
-

Attachment 1.A.

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Team Nutrition Garden Curriculum

PARENT/CAREGIVER REACTION FORM

Directions: For each question, check (✓) the one best answer. There are no right or wrong answers.

<p>1. Look at the MESSAGES on the three posters on the wall. Which of the three MESSAGES do you like the MOST? Check (✓) one.</p> <p>_____ Poster #1 _____ Poster #2 _____ Poster #3</p>
<p>2. Look at the MESSAGES on the three posters on the wall. Which of the three MESSAGES do you like the LEAST? Check (✓) one.</p> <p>_____ Poster #1 _____ Poster #2 _____ Poster #3</p>
<p>3. Look at the PICTURES on the three posters on the wall. Which of the three PICTURES do you like the MOST? Check (✓) one.</p> <p>_____ Poster #1 _____ Poster #2 _____ Poster #3</p>
<p>4. Look at the PICTURES on the three posters on the wall. Which of the three PICTURES do you like the LEAST? Check (✓) one.</p> <p>_____ Poster #1 _____ Poster #2 _____ Poster #3</p>

Attachment 1.B.

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**Moderator Reporting Form:
Parent/Caregiver Focus Group**

Motivation

1. Which of these posters, #1, #2, or #3, does the best job of encouraging parents and caregivers to prepare a fruit or vegetable at home that their child has been learning about in class?
 - a. What makes that poster the best (e.g., the message or the picture or both)? Why?
 - b. *Probe:* Some of the messages ask parents/caregivers to get their child to tell them or show them what they have learned about fruits or vegetables at school. What do you think about this suggestion?
 - How do you think your child would react if you asked him/her to help you prepare a vegetable grown in the school garden for dinner?

- c. How does reading this statement make you feel? [PROBE: hopeful, empowered, guilty, nagged]
-
2. Now, let's consider the message on the other posters. Which **ONE** did not speak to you at all?
 - a. Please explain why you thought this statement did not do a good job.
-
3. How important do you think it is to offer vegetables like Swiss Chard, carrots and spinach to children in 3rd and 4th grades?
 - a. How important is it to offer these types of foods for children to be healthy?
 - b. What if the message (in Poster #2) encouraged you to serve other fruits or vegetables to your child, such as green leafy lettuce, beets or raspberries?
 - Would changing the type of fruit or vegetable in the poster (message) make a difference?
 - Would changing the fruit or vegetable examples make you more motivated to serve them at home to your child?)

Behavior Modeling (Parent Influences)

4. Which of these posters, #1, #2, or #3, does the best job of demonstrating that parents and caregivers think that eating fruits and vegetables is a good thing for children to do?
 - a. What makes that poster the best at showing or telling you that message? (e.g., the message or the picture or both)
 - Please explain your answer.
 - b. What about the other posters does not do a good job of demonstrating that parents and caregivers think that eating fruits and vegetables is a good thing for children to do? (e.g., the message or the picture or both)
 - Please explain your answer.

5. Now let's look at poster #2, what does the phrase, "Grow healthy habits with your children" mean to you?
 - a. Please explain your answer.

- b. Would that phrase encourage parents and caregivers to offer more fruits and vegetables to their children?
-
6. Which of these posters, #1, #2, or #3, does the best job of encouraging parents and caregivers to involve their children in preparing fruits and vegetables to eat?
 - a. What makes that poster the best? (e.g., the message or the picture or both)?
 - Why or why not?

 - What could make the message better at encouraging parents and caregivers to involve children in the preparation of fruits and vegetables?

 - What could make the message better at encouraging parents and caregivers to involve children in the preparation of fruits and vegetables?

 - b. What about the other posters makes you like them the least? (e.g., the message or the picture or both)
 - Please explain your answer.

Behavioral Commitment/Availability

7. Which message, #1, #2, or #3, would prompt, inspire or encourage most parents_ or caregivers to make fruits and vegetables available to children at home?
 - a. Referring to the number(s) that were selected, what is it about the message that would make a parent or caregiver believe they should make fruits and vegetables available at home?
 - b. What is it about the other messages that would make someone less motivated to have fruits and vegetables available at home?
 - c. How could the message be improved to make it more motivating for parents or caregivers to have fruits and vegetables available to children at home?

Message Content

8. Which message, #1, #2, or #3, do you think most parents or caregivers will find easiest to understand?

a. What part of the message makes it easy to understand?

b. What part of the message makes it difficult to understand?

Acceptability

9. If you could change anything about any of the posters what would it be?
(**Note to Moderator:** this may include changes to the pictures or the messages)

a. Do these pictures work for persons with your cultural background?

- Why or why not?

Nutrition Education

10. What is the best or most efficient way that the schools can share information with parents, caregivers and other family members about a nutrition and school gardening curriculum?

11. Please look at poster #2, this message talks about how children learn about fruits and vegetables by growing them in a class garden and having them at home. Do you agree with this statement?

a. Do you ever involve your child in growing fruits or vegetables in a home garden?

- Probe: If so, what do you grow?

- Probe: Do you grow them in the ground, a pot, or planter or in something else (e.g., an upside down planter, or hydroponic system)?

- If not, what are the reasons you don't have a home garden?

Summary

12. The moderator should give a short oral summary of the key questions and the big ideas that emerged from the discussion (keep the summary to 2 to 3 minutes or less). Then, **ask** participants:

- Is this an adequate summary?

- Did I correctly describe what was said? Is this summary complete?

- Is there anything else about any of the posters that you think we should know to help us make a decision about which message to use?

Attachment 2.

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U.S. Department of Agriculture

Food Nutrition Services

Team Nutrition Garden Curriculum

Moderator's Guide:

Student Focus Group

Purpose:

To conduct formative evaluation to determine which of three nutrition education messages applied in four posters targeted to children (students in grades 3 and 4) is most motivating to encourage them to eat more fruits and vegetables.

Forms Needed:

- *Student Reaction Form (Attachment 2.A)*
- *Moderator Reporting Form: Student Focus Group (Attachment 2.B)*

Materials Needed:

- Audio recorder & tapes
 - 12 pencils
 - Four nutrition education message posters, numbered 1-4
 - Token gift
 - Envelope for completed *Student Reaction Form*
 - Envelope for completed *Moderator Reporting Form*
 - Prepared "first name" tag (paper adhesive badge) for each student
-

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 60 minutes per response for the entire focus group, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Name of Moderator: _____

Date of Focus Group: _____

Time of Focus Group: _____

Location of Focus Group: _____

DIRECTIONS FOR MODERATOR

Student Focus Group

NOTE: Prior to the beginning of the focus groups, parents/caregivers and their children will be greeted by an evaluator and a representative from the school. All participants will be directed to the same room until consent forms have been reviewed and signed by parents/guardians. At that time, parents/caregivers will be directed by staff to the room designated for the focus group. See Moderator's Guide: Parent/Caregiver Focus Group for specific details.

A. INTRODUCTIONS

1. **Ensure** that each student has a name tag with first name only affixed to his or her chest.
2. **Introduce** yourself again to participants using the following script:

"Welcome, and thank you all for coming. My name is _____. I am here to get your help on which messages will be best at encouraging kids your age to eat more fruits and vegetables. I am going to give you a survey and ask you questions about three nutrition education messages. This will all take about 30 minutes.

Let's review the ground rules we discussed in the other room:

- a. *Please turn off all electronic equipment, including phones, music players, and games, so there are no interruptions.*
 - b. *Some of you may know each other from class or school activities. During the focus group, please refer to each other by using only first names.*
 - c. *Please do not interrupt others, and do not participate in side conversations during the focus group. This will make it difficult for us to determine what is being said.*
 - d. *Please provide your honest and complete responses to each question."*
3. **Ask** participants if they have any questions; provide an appropriate response for each.
-

B. ADMINISTRATION OF REACTION FORMS

1. **Distribute** a *Student Reaction Form* to each student participating in the focus group.
2. **Read aloud** to students:

"We would like your help in determining which messages are best at encouraging kids your age to try fruits and vegetables you might have grown in a school garden or in pots in your classroom. There are four questions on the Reaction Form. All the questions are about the four posters on the wall (point to the posters). See that each poster has a number: #1, #2, #3, and #4. Poster #2 and Poster #3 use the same message but different pictures. Use these numbers to answer your questions. You may skip questions you do not want to answer but we hope that you will answer all of them. Any information about who you are will be kept private, except as otherwise required by law. Do not write your name anywhere on the form. If you have any questions while you are working, please raise your hand. Now, please begin."

Note: For those who need more guidance, please assist them in completing the form.

3. **Collect:** Collect the forms and place them in the envelope provided.
-

C. STUDENT FOCUS GROUP QUESTIONING

1. **Read** the following to the participants:

"Now we will begin with the discussion questions. Please look at the four posters on the wall. I will be asking you a few questions about these posters."

2. **Ask**, in order, the questions in section D, below.
 - a. **Probe** for more detailed information as necessary, (e.g., “Would you explain further?” “Can you give me an example?” “Would you say more?” “Is there anything else?” “Please describe what you mean. I don’t understand.”)
 - b. **Elicit** responses from all participants; do not allow one or two participants dominate the discussion nor influence the answers of others. Consider using a round- table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how the participation can be increased.
 - c. **Reflect** back a summary of what you heard after participants have answered each question.
 - d. **Note to moderator:** Do not create new questions or revise questions. All focus groups should be administered using only the standardized questions provided.
 3. **Write** participant responses on the “**Moderator Reporting Form: Student Focus Group**” which will serve as a back-up in case the audio recording is not sufficient.
 - Take notes with two things in mind: first, notes that will help you provide a brief reflections or oral summary following the responses to each question and, second, notes for your detailed analysis after the focus group.
 4. Immediately after the focus group,
 - a. **Verify** if the tape recorder worked throughout the session.
 - b. **Make** any notes on your written notes, e.g., to clarify and complete any of your notes, ensure pages are numbered.
 - c. **Write** down any observations made during the session.
-

D. QUESTIONS

1. Look at poster #1.
 - a. What do you like most about this poster?
 - b. What do you think this poster is trying to tell you to do?
 - c. Does the picture on this poster go well with the message?
 - d. What could make the poster better to make you want to eat fruits and vegetables?

- e. When you look at this poster does it make you feel like you can eat fruits and vegetables?
 - Why?
 - Why not?
 - f. What are some examples of dark green vegetables? Orange vegetables?
2. Look at poster #2.
- a. What do you like most about this poster?
 - b. What do you think this poster is trying to tell you to do?
 - c. Does the picture on this poster go well with the message?
 - d. What could make the poster better to make you want to eat fruits and vegetables?
 - e. When you look at this poster does it make you feel like you can eat fruits and vegetables?
 - Why?
 - Why not?
 - f. This message mentions being a garden detective. How do you feel about the idea of growing fruits and vegetables in a garden here at school?
3. Look at poster #3. The message on this poster is the same as poster #2, but the picture is different.
- a. Does the picture on this poster go well with the message?
 - Why?
 - Why not?
 - b. Which picture goes better with the message of a garden detective: The picture on poster #2 or the picture on poster #3?
 - Why?
 - c. Which poster do you like better: poster #2 or poster #3?
 - Why?
4. Now, look at poster #4.

- a. What do you like most about this poster?
 - b. What do you think this poster is trying to tell you to do?
 - c. Does the picture on this poster go well with the message?
 - d. What could make the poster better to make you want to eat fruits and vegetables?
 - e. When you look at this poster does it make you feel like you can eat fruits and vegetables?
 - Why?
 - Why not?
 - f. What does the term “be part of the green scene” mean to you?
 - g. How important is it to you that kids like you do things to help the environment?
5. Who do you think these posters are written *for*?
- Someone your age or someone older?
 - Someone younger?
 - What makes you say that?
6. Which of these posters, #1, #2, #3, or #4, does the best job of getting you to want to eat more fruits and vegetables?
7. Is there anything else about any of the posters that you think we should know to help us make a decision about which one to use?
-

E. CONCLUSION

1. **Thank** the participants for their time and cooperation in participating in the interview.
2. **Distribute** a token gift to each participant.
3. **Tell** the students that their parents or caregivers will be coming to the room to get them. Until then, there are activities available for them. Direct them to the specific activities.

Attachment 2.A.

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 60 minutes per response for the entire focus group, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Team Nutrition Garden Curriculum
Student Reaction Form

Directions: For each question, check (✓) the one best answer. There are no right or wrong answers.

1. Look at the **MESSAGES** on the four posters. Two of the messages are the same. Which one of the three messages would make you **WANT** to eat fruits and vegetables? Check (✓) one.

- Message on poster #1
 Message on posters #2 and #3
 Message on poster #4

2. Look at the **MESSAGES** on the four posters. Two of the messages are the same. Which one of the three messages would make you **NOT** want to eat fruits and vegetables? Check (✓) one.

- Message on poster #1
 Message on posters #2 and #3
 Message on poster #4

3. Look at the **PICTURES** on the four posters. Which one of the four pictures would make you **WANT to eat fruits and vegetables?** Check (✓) one.

- Pictures on poster #1
 Pictures on poster #2
 Pictures on poster #3
 Pictures on poster #4

4. Look at the **PICTURES** on the four posters. Which one of the four pictures would make you **NOT** want to eat fruits and vegetables? Check (✓) one.

- Pictures on poster #1
 Pictures on poster #2
 Pictures on poster #3
 Pictures on poster #4

e. When you look at this poster does it make you feel like you can eat fruits and vegetables?

- Why?

- Why not?

f. What are some examples of dark green vegetables? Orange vegetables?

2. Look at poster #2.

a. What do you like most about this poster?

b. What do you think this poster is trying to tell you to do?

c. Does the picture on this poster go well with the message?

d. What could make the poster better to make you want to eat fruits and vegetables?

e. When you look at this poster does it make you feel like you can eat fruits and vegetables?

- Why?
- Why not?

3. Look at poster #3. The message on this poster is the same as poster #2, but the picture is different.

a. Does the picture on this poster go well with the message?

- Why?
- Why not?

b. Which picture goes better with the message of a garden detective: The picture on poster #2 or the picture on poster #3?

- Why?

c. Which poster do you like better: poster #2 or poster #3?

- Why?

4. Now, look at poster #4.

a. What do you like most about this poster?

b. What do you think this poster is trying to tell you to do?

c. Does the picture on this poster go well with the message?

d. What could make the poster better to make you want to eat fruits and vegetables?

e. When you look at this poster does it make you feel like you can eat fruits and vegetables?

- Why?

- Why not?

f. What does the term “be part of the green scene” mean to you?

g. How important is it to you that kids like you do things to help the environment?

5. Who do you think these posters are written *for*?

- Someone your age or someone older?

- Someone younger?

- What makes you say that?

Attachment 3A.

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Memorandum

Date:

To: Principal
(Insert School Name)

From: Dr. Susan Russell
Dr. Jill English
R²E²: Russell & English Research & Evaluation

Subject: Distribution of parent/caregiver consent forms for participation in parent/caregiver and children's focus groups.

Thank you for assisting us in implementing the focus groups on __(date)__, afterschool for parents/caregivers and their children who are 3rd or 4th grade students at your school. The formative evaluation focus groups are sponsored by the United States Department of Agriculture's Food and Nutrition Service, and the results will be used to develop lesson plans for 3rd and 4th grade students for a national nutrition education curriculum that connects and reinforces farm-to-school, school garden, and school meal initiatives.

Please distribute the four packets to the two participating 3rd grade and two 4th grade teachers whose names are indicated on the envelopes. Enclosed in each packet is a classroom set that includes a letter to the parents/caregivers of students in 3rd and 4th grade classes to consent to their participation and their child's participation in a formative evaluation study (focus group). The students will be asked to take the letter and form home to their parent/caregiver and return the completed form to their teacher.

The teachers will also find a pre-addressed and pre-stamped envelope to return all completed response forms to us by (insert date).

If you have any questions about this project and the formative evaluation focus groups, please call Susan Russell at (800) 825-8602. Thank you again for your help with this important project.

Attachment 3B.

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Memorandum

Date:

To: 3rd & 4th Grade Teachers
(Insert School Name)

From: (Insert Principal's Name)

Subject: Distribution of parent consent forms for participation in parent/caregiver and children's focus groups.

The enclosed forms request the parents/caregivers of students in your classes to consent to their participation and their child's participation in a formative evaluation study (focus group). Please distribute the **COVER LETTER** and **NUTRITION EDUCATION FOCUS GROUP PARENT/CAREGIVER RESPONSE FORM** to your students today. Please have your students deliver the forms to their Parent/Caregivers, complete and return them to you by (insert date).

If you have any questions about this project and the formative evaluation focus groups, please call Susan Russell at (800) 825-8602. Thank you again for your help with this important project.

Attachment 4. Parent/Caregiver Letter & Response Form

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 8 minutes per response for the entire focus group, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

(Insert Date)

Dear Parent/Caregiver:

The United States Department of Agriculture's Food and Nutrition Service has contracted with Catalyst Health Concepts to conduct focus groups or open discussions with a small group of 3rd and 4th grade students and parents/caregivers about nutrition. With the approval of (school)'s principal, _____, we are recruiting volunteers for two focus groups at your child's school: a focus group of parents or caregivers of 3rd and 4th grade students and a separate focus group for the 3rd or 4th grade student of those parents/caregivers. Dr. Susan Russell and Dr. Jill English from R²E², a research and evaluation company, will be working with your child's school to conduct the focus groups.

The focus groups will be held on (**insert date**) from (**insert time**) in (**insert location**). For your participation in the focus group **you will be given \$50** to cover your expenses and your child will be given a small game/toy (valued at \$1 to \$3 dollars) for their participation. If you are interested in participating, your child will join in a focus group with approximately 7 other 3rd and 4th grade students from their school and discuss what they think about nutrition and health. You will participate in a focus group with other parents or caregivers. Your name and the name of your child will not be revealed nor linked to any statements made during the focus group.

For you and your child to participate you must meet the following criteria:

Your child must be –

- in 3rd or 4th grade, and
- willing to participate in a 60-minute focus group, afterschool, with other 3rd and 4th grade students.

You must be --

- Over 21 years of age,
- The person who usually shops for food in your household,
- Willing and available to participate in a 60-minute focus group with other parents/caregivers while your child participates in the student focus group, and
- The only adult from your family to participate in the focus group.

You must not --

- Work or consult
 - for the United States Department of Agriculture Food and Nutrition Services Program
 - for school foodservices
 - for a marketing research company
 - for a grocery store or quick-service, convenience store
 - for a health and fitness business
 - as a Dietitian or nutritionist
 - as a produce farmer, grower or seller of fruits or vegetables for a living
- You** and your child –
 - do not have food allergies
 - are not on a special or medical diet
 - are not vegetarian

If you meet the criteria for you **and** your child and are interested in participating, please complete and return the next page to your child's teacher by (**insert date**). We will contact you to confirm your participation.

Sincerely,

If you have any questions, please contact Dr. Susan Russell at (800) 825-8602.

Team Nutrition Garden Curriculum Focus Group Participation Parent/Caregiver Response Form

I am interested in participating in a parent/caregiver focus group on nutrition, and I am interested in my child, in grade 3 or grade 4, participating in a children's focus group on nutrition. My child and I meet the stated criteria. I understand that the focus groups will be 60 minutes in length, and the parent/caregiver's and children's focus groups will be held:

(Insert Date)
(Insert Time)
(Insert Locations)

Thank you for your interest!

Please fill in the form below and return it to (insert teacher name, school name) by (insert date).

Your name: _____ First Last
Your child's name: _____ First Last
Child's grade (check one) <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Child's gender (check one) <input type="checkbox"/> Male <input type="checkbox"/> Female
Your phone number: (____) _____
Your e-mail address: _____@_____
Best time to reach you by phone: _____ AM / PM

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**Team Nutrition Garden Curriculum
Screener Guide:
Protocol for Administration
of Screener Guide for Parent/Caregiver Focus Group**

Procedure:

Upon receipt of the ***Focus Group Participation Parent/Caregiver Response Forms***, R² E² staff will review the forms for gender and grade level of the students to select 12 potential participants that represent a balance of male/female and 3rd/4th graders. These selected parents/caregivers will be contacted by phone or e-mail address, as requested on the form.

Summary of Procedures:

R² E² staff will:

1. Confirm the name of the parent/caregiver contact and child (3rd or 4th grade student).
2. Tell parent/caregiver that all information shared in this conversation and in the focus groups will be kept private, Their names and the name of his/her child not be linked to any information they provide or say in the focus groups.
3. Confirm the parent/caregiver and child's interest to participate in the focus groups.
4. Clarify/reiterate/confirm the criteria for child and parent/caregiver participation in focus groups.
5. Confirm parent/caregiver's affirmation and understanding or criteria.

6. Ask parent/caregiver for questions about the focus group process.
 - a. As determined, **invite** (or not) parent/caregiver and 3rd or 4th grade student to participate in Focus Group at the designated school, time, and room.
 - b. Confirm with parent/caregiver how to best contact them to confirm and remind them of participation in the focus group (telephone or e-mail).

Screener Narrative:

1. When calling, ask/confirm the name of the person who completed the form; verify the name of parent/caregiver contact and child (3rd or 4th grade student).

Parent/Caregiver: _____

Child: _____ Grade: _____

2. Tell parent/caregiver that all information shared in this conversation and in the focus groups will be kept private, except as otherwise required by law. Their names and the name of his/her child will not be linked to any information they provide or say in the focus groups.
3. Ask if the parent/caregiver and his or her child are interested in participating in the focus groups (in the event they did not read the form or misunderstood any of the information).
4. Tell the respondent we must confirm their eligibility before we go any further.
 - a. Review **criteria for participation** for parent/caregiver and child.
 - b. Ask respondent (parent/caregiver contact) if: [check off reply – use to determine eligibility for participation]

Your child is –

- in 3rd or 4th grade, and
- willing to participate in a 60-minute focus group, afterschool, with other 3rd and 4th grade students.

You are --

- Over 21 years of age,
- The person who usually shops for food in your household,
- Willing and available to participate in a 60-minute focus group with other parents/caregivers while your child participates in the student focus group, and
- The only adult from your family to participate in the focus group.

You do not work or consult –

- for the United States Department of Agriculture Food and Nutrition Services Program
- for school foodservices
- for a marketing research company
- for a grocery store or quick-service, convenience store
- for a health and fitness business
- as a Dietitian or nutritionist
- as a produce farmer, grower or seller fruits of vegetables for a living

You and your child –

- do not have food allergies,
- are not on a special or medical diet.

You will

- on the day of the focus group afterschool, you will have with you only the one child, a 3rd or 4th grade student, to participate in the focus group.

c. Explain the following:

- *You will be getting together with six or seven other parents/caregivers of students in your child's third or fourth grade class. You will meet after school on _____(date) with your child. R²E² staff will greet you*

and your child. They will take you to a room and discuss the focus group discussion process and the ground rules for discussion. Then you will sign a Parent Consent and an Agreement on Security of Comments form. Then, an R²E² staff member will escort you to an adjacent classroom, and another R²E² staff member will remain in the classroom with your child and the other children to lead the discussion.

- Two evaluators from R² E² staff will be leading the parent/caregiver and children's focus groups. We will be talking to you for about 45 minutes about your opinions of 3 nutrition education messages on posters that we will show you.*
- The questions will be developmentally appropriate for your child.*
- We will be tape recording the discussions so we don't lose anything, but anything you say will be kept private, except as otherwise required by law. In other words, we will not use your name or your child's name in anything we do.*
- No information provided by you or your child will be identified with your names in any reports. All information will be kept private.*

5. Ask if this sounds like something of interest to them.

6. For those who are interested, say the following:

- We are looking for people to attend this discussion on (insert date and time) at (insert location). Would that be a time that you could come and talk with us?*
- Everyone who participates must sign a Parent/Caregiver Consent Form giving permission for their child to participate in the group and an Agreement on Security of Comments form that promises you will keep everyone's comments from the group discussion private.*
- We will mail a follow-up letter of confirmation for you and your child's participation in the focus groups. What is your mailing address [Write down address]:*

- _____*
- _____*
- _____*

- *We will contact you on the day before the group will be meeting. Would you prefer to be contacted by phone or e-mail? Would you please provide that phone number and area code or e-mail address? [write down phone number or e-mail address]*
 - Telephone number _____
 - E-mail address: _____.
- *I do need to let you know that we will get going right on time at (insert time) on (insert date). If you do get there after the discussion has already started, we may not be able to include you.*
- *After we complete the group discussion you will be given \$50 (cash) and your child will be given a small age-appropriate gift. R²E² staff will escort you to meet your child and to depart the school.*
- *If an emergency comes up and you are unable to attend, would you please call [telephone number] and let us know?*
- *Do you have any questions for us? Responses to possible questions:*
 - Q:** *Who is sponsoring this?*
 - A:** *The federal government, the United States Department of Agriculture is sponsoring this study.*
 - Q:** *What are the questions you are going to ask us?*
 - A:** *We will be asking about your opinions of 3 different messages on posters. Which messages do you like the best? Which message is more likely to motivate a parent/caregiver to have fruit and vegetables in the home?*

Attachment 6

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Team Nutrition Garden Curriculum

Agreement on Security of Comments Form

I, _____ **(print name)**, agree to keep all information shown and discussed during the focus group in which I am participating in the strictest confidence.

I agree not to discuss, publish, or otherwise divulge any information I am exposed to, in whole or in part, in any manner or form.

Your comments will be kept private and only used for research purposes. Your name will not be divulged in any reports of this session. The audio tapes of the session will be heard only by the team on this project to inform the project's development, and will not be released to the public except to the extent required by law.

Signed by: _____

Dated: _____

Attachment 7

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0524. The time to complete this information collection is estimated to average 60 minutes per response for the entire focus group, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Team Nutrition Garden Curriculum Parent/Caregiver Consent Form

About the Project

Your child is going to take part in a group discussion with 6-7 other children, as part of a research project on behalf of a federal government nutrition program. The group discussion will be about health and nutrition. By taking part in this project, your child will be helping to show what children (grades 3-4) think about nutrition and health.

A female researcher will lead the discussion, which will last about 30 minutes. The researcher will show the children four posters with artwork and message intended to encourage children to eat more fruits and vegetables. The researcher will ask the children to complete a survey to identify the nutrition messages and the artwork they like the best. Following, they will discuss their suggestions for improving the messages to reach other children and encourage them to eat more fruits and vegetables. Your child does not have to participate in this group if he or she does not want to. If he or she chooses to participate, he or she does not have to answer any questions he or she does not want to answer, and he or she may leave the group at any time without penalty or loss of benefits. Following the discussion, your child will participate in an age-appropriate game for 15 minutes.

We will also audiotape the group to make sure our report is complete and accurate. These tapes will only be used for research. Everything your child says will be kept as private as allowed by law. His or her name will not be used in the report.

Parent/Caregiver Permission

I agree to let my child take part in this group discussion. I have read the Parent/Caregiver Permission Form and understand that the group will discuss my child's opinions about health and nutrition.

Parent/Caregiver Signature: _____

Parent/Caregiver Name (*Please print*): _____

Date: _____

Child's Name: _____

Attachment 8.
Visual Aids for Focus Group