

ATTACHMENT F - CHILD CARE PROVIDER INTERVIEW GUIDLINE

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not 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 required to complete this information collection is estimated to average a total of 35 minutes per response, with an estimated 15 minutes devoted to specific recipes and training videos contained in Attachments O, P, and Q and the remaining 20 minutes for the rest of the interview. This time estimate includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Research Objectives: To understand provider's perception of the recipes and activities, as well as any barriers/supports to implementation.

Note: *Optional probing questions appear in italics. These probes are intended to provide options for the researcher to obtain feedback that supports the study objectives.*

INTRODUCTION (2 Minutes)

First of all, thank you for participating in this research. Your involvement is critical to improving these materials.

The purpose of this interview is to learn about your experience leading the nutrition education activities and recipes over the last few weeks. As you know, the USDA/FNS created these recipes and activities to promote nutrition education in young children while providing recipes from diverse cultural backgrounds that are reimbursable under CACFP.

Before we begin, here are a couple of ground rules for our conversation:

- First, there are no wrong answers. We are here today to hear what you think.
- Participation is voluntary, so you don't have to answer every question.
- Also, so you know, I didn't create any of the materials and I don't work for the USDA/FNS. So, please be honest if there are things you liked or didn't like. Your responses won't affect me either way.
- Lastly, everything we talk about here will be kept private. That means we will not use your name in any of our reports, and we ask that you do not share the details of what was said here today.
- If it's ok with you, we'd like to audio record our conversation. It will only be used to confirm our notes. Any transcription of this conversation will not include your name. Is that ok with you?

(Note to moderator: *If participant is uncomfortable do not record the conversation, but take detailed notes).*

Do you have any questions?

WARM UP/PAST EXPERIENCE W/ NUTRITION & COOKING ACTIVITIES (3 MINUTES)

Objective: Understand the initial resonance and appeal for providers.	Questions Prior to these materials, what other nutrition education activities had you done with your children? What other cooking or food preparation activities had you done before this? Overall, how did your experience conducting these activities compare to your previous experience leading nutrition and cooking activities with children? What do think about the design and concept of the Nutrition Guide? <ul style="list-style-type: none"><i>o How do you think it can be improved to help children get more excited about trying new foods?</i> What do you think about the parrot across the Nutrition Guide, Poster, and Family Cookbook? <ul style="list-style-type: none"><i>o What comments have you received from kids and parents?</i> What changes to the recipes, activities, and appendices layout would you recommend? <ul style="list-style-type: none"><i>o Is there anything you think should be deleted or added? Please provide me with examples.</i>
---	---

OVERALL PROVIDER PERCEPTION OF ACTIVITIES (8 MINUTES)

Objective	Questions What were the challenges you faced leading the activities and cooking the recipes? <ul style="list-style-type: none">● <i>How did you overcome those challenges?</i>● <i>What could be done to prepare providers for those challenges?</i> Let's take a look at the <i>Nutrition Guide</i> (Attachment R). Did this guide give you enough information to successfully lead the
------------------	---

<p>Identify and understand overall supports and challenges for implementing recipes and activities.</p>	<p>activities and cook the recipes?</p> <ul style="list-style-type: none">● <i>What additional information would be helpful?</i> <p>Can you show me an example of a section from the Nutrition Guide that was particularly helpful or clear?</p> <ul style="list-style-type: none">● <i>What makes that section particularly good?</i> <p>Can you show me an example of a section from the Nutrition Guide that was confusing, unclear, or unnecessary?</p> <ul style="list-style-type: none">● <i>What makes that section particularly bad?</i>● <i>What should be done to make this better?</i> <p>Did you hand out the Family Cookbook?</p> <ul style="list-style-type: none">● <i>Did you get any feedback from parents about this cookbook?</i> <p>What was your impression of the classroom poster?</p> <ul style="list-style-type: none">● <i>How could the poster better support children's learning?</i> <p>Did you do any of the family events? Tell me about how that went.</p>
<p>Understand provider's perception of child appeal and impact.</p>	<p>Overall, did children enjoy these activities and recipes? Why, why not?</p> <ul style="list-style-type: none">● <i>What about the recipes and activities was enjoyable for them?</i> <p>What do you think children learned from these activities and recipes?</p> <ul style="list-style-type: none">● <i>How do you know they learned those things?</i>● <i>Is there anything that can be done so students learn more?</i>● <i>Did you notice any changes in children's eating behaviors after doing these recipes and activities?</i> <p>Overall, do you think these materials helped children gain an</p>

	appreciation of new foods? Why, why not?
--	--

IMPLEMENTATION OF MATERIALS AND SPECIFIC FEEDBACK (5 MINUTES)

(Note to moderator: before beginning the interview, review which activities the provider was assigned to conduct.)

Objective: Understand implementation strategies.	Questions Tell me a little bit about how you approached scheduling and leading these activities and recipes. <ul style="list-style-type: none">● <i>How often did you do the activities and recipes? Did you do the activity and the recipe of one region the same day or on different days?</i>● <i>What other staff members were involved?</i>● <i>How did you approach planning with other staff members?</i>● <i>How did you use the poster?</i> Assuming you didn't have the deadlines we gave you, what would be the best way to schedule these activities and recipes? (<i>Probe for special occasions, monthly activities, weekly, continuous, etc.</i>)
Understand reasons for choosing recipes.	As part of this project, you were assigned 6 activities/recipes and asked to choose 2 more. I'd like to learn about why you selected the ones you did. Why did you choose to lead the [<i>insert recipes the provider selected</i>] recipes? <ul style="list-style-type: none">● <i>Was there something in particular you liked more than other recipes?</i>● <i>Was there something about them that was a good fit for your children?</i> (Note to Moderator: repeat these questions for each of 2 recipes the provider conducted)

SPECIFIC RECIPES AND TRAINING VIDEOS (15 MINUTES)

[Each provider will discuss two recipes in depth, depending on which activities were conducted by the provider. This rotation chart will be developed during testing].

We're going to take a look at a few of the recipes you led in depth.

Recipe 1 - Veggie Mash Up

Objective: Identify confusing & challenging parts of the recipes & opportunities for supporting providers with videos.	Questions: <i>[Note: Show Provider the Veggie Mash Up recipe to jog their memory. Allow 15-30 seconds for provider to skim.]</i> What were the most challenging parts of leading this recipe with children? <ul style="list-style-type: none"><i>o Were there any steps or sections that were unclear?</i><i>o Were any of the ingredients unfamiliar or hard to find?</i> How easy was it for you to include children in cooking the recipe? <ul style="list-style-type: none"><i>o How did you get children involved?</i><i>o What else could be included with this recipe to help include children?</i> Did you make any substitutions with this recipe? Step 3 in the Directions references a food thermometer. Did you have access to one and did you use it for the recipe? Did you have access to a potato masher or mixer? If not, what did you use?
--	---

[Note: Show Attachment Q: Research Stimulus: Cooking Video Storyboards]

Now, I'd like to show you these images for a video that will be made to give more information about this recipe. These are still rough but will give you an idea of what the video will look like. When completed, the video will feature live actors.

I'm going to read a few passages from the script and then ask a few questions (read passages from Attachment P Research Stimulus: Cooking Video Scripts).

Objective: Understand	Questions: Hearing these samples from the script, what do you think is the purpose of this video? <ul style="list-style-type: none"><i>o So is that something that would be useful for you?</i><i>o How would you use a video like this?</i> What would you want in a video like this to prepare you to lead
-------------------------------------	---

perceptions of video style & content.	the recipe with children? Would a video like this help you involve children in making the recipe? Why/why not? Were there other questions or doubts you had going into this recipe that a video like this could help with?
Understand preference for actors for the video.	Now I'm going to show you a few clips of actors/actresses that might be cast in these videos. Please keep in mind everything we've discussed so far as you watch and then we'll discuss the clips after we review. <i>[Note: Show provider the two casting videos on tablet]</i> Which of these two actors would you trust to explain these recipes? Why? Which do you think would be more motivational if they explained this recipe? Why? Which do you think would be more believable when discussing this particular Kenyan recipe? Why?

Recipe 2 - Beef Picadillo

Objective: Identify confusing & challenging parts of the recipes & opportunities for supporting providers with videos.	Questions: <i>[Note: Allow Provider 30 seconds to review the Beef Picadillo recipe]</i> What were the most challenging parts of leading this recipe with children? <ul style="list-style-type: none"><i>o Were there any steps or sections that were unclear?</i><i>o Were any of the ingredients unfamiliar or hard to find?</i> How easy was it for you to include children in cooking the recipe? <ul style="list-style-type: none"><i>o How did you get children involved?</i><i>o What else could be included with this recipe to help include children?</i> Did you make any substitutions with this recipe? Step 5 in the Directions references a food thermometer. Did you have access to one and did you use it for the recipe?
--	--

[Note: Show Attachment Q: Research Stimulus: Cooking Video Storyboards]

Now, I'd like to show you these images for a video that will be made to give more information about this recipe. These are still rough but will give you an idea of what the video will look like. When completed, the video will feature live actors. I'm going to read a few passages from the script and then ask a few questions (read passages from Attachment P).

Objective: Understand perceptions of video style & content.	Questions: Hearing these samples from the script, what do you think is the purpose of this video? <ul style="list-style-type: none"><i>o So is that something that would be useful for you?</i><i>o How would you use a video like this?</i> What would you want in a video like this to prepare you to lead this particular recipe with children? Would a video like this help you involve children in making the recipe? Why/why not? Were there other questions of doubts you had going into this recipe that a video like this could help with?
Understand	Now I'm going to show you a few clips of actors/actresses that might be cast in these videos. Please keep in mind everything

<p>preference for actors for the video.</p>	<p>we've discussed so far as you watch and then we'll discuss the clips after we review. [<i>Note: Show provider the two casting videos on tablet</i>]</p> <p>Which of these two actors would you trust to explain these recipes? Why?</p> <p>Which do you think would be more motivational if they explained this recipe? Why?</p> <p>Which do you think would be more believable when discussing this particular South American recipe? Why?</p>
---	--

Recipe 3 -Mini Salmon Loaves

<p>Objective:</p> <p>Identify confusing & challenging parts of the recipes & opportunities for supporting providers with videos.</p>	<p>Questions:</p> <p><i>[Note: Allow provider 30 seconds to review Mini Salmon Loaves recipe].</i></p> <p>What were the most challenging parts of leading this recipe with children?</p> <ul style="list-style-type: none"><i>o Were there any steps or sections that were unclear?</i><i>o Were any of the ingredients unfamiliar or hard to find?</i> <p>How easy was it for you to include children in cooking the recipe?</p> <ul style="list-style-type: none"><i>o How did you get children involved?</i><i>o What else could be included with this recipe to help include children?</i> <p>Did you make any substitutions with this recipe?</p> <p>Step 8 in the Directions references a food thermometer. Did you have access to one and did you use it for the recipe?</p>
---	--

[Note: Show Attachment Q: Research Stimulus: Cooking Video Storyboards]

Now, I'd like to show you these images for a video that will be made to give more information about this recipe. These are still rough but will give you an idea of what the video will look like. When completed, the video will feature live actors. I'm going to read a few passages from the script and then ask a few questions (read passages from Attachment P).

<p>Objective:</p>	<p>Questions:</p> <p>Hearing these samples from the script, what do you think is the purpose of this video?</p>
--------------------------	--

<p>Understand perceptions of video style & content.</p>	<ul style="list-style-type: none"> o So is that something that would be useful for you? o How would you use a video like this? <p>What would you want in a video like this to prepare to lead this particular recipe with children?</p> <p>Would a video like this help you involve children in making the recipe? Why/why not?</p> <p>Were there other questions of doubts you had going into this recipe that a video like this could help with?</p>
<p>Understand preference for actors for the video.</p>	<p>Now I'm going to show you a few clips of actors/actresses that might be cast in these videos. Please keep in mind everything we've discussed so far as you watch and then we'll discuss the clips after we review. <i>[Note: Show provider the two casting videos on tablet]</i></p> <p>Which of these two actors would you trust to explain these recipes? Why?</p> <p>Which do you think would be more motivational if they explained this recipe? Why?</p> <p>Which do you think would be more believable when discussing this particular Native Alaskan recipe? Why?</p>

Recipe 4 - Chicken Ratatouille

<p>Objective:</p> <p>Identify confusing & challenging parts of the recipes & opportunities for supporting providers with videos.</p>	<p>Questions:</p> <p><i>[Note: Allow provider 30 seconds to review Chicken Ratatouille recipe.]</i></p> <p>What were the most challenging parts of leading this recipe with children?</p> <ul style="list-style-type: none"> o Were there any steps or sections that were unclear? o Were any of the ingredients unfamiliar or hard to find? <p>How easy was it for you to include children in cooking the recipe?</p> <ul style="list-style-type: none"> o How did you get children involved? o What else could be included with this recipe to help include children? <p>Did you make any substitutions with this recipe?</p> <p>Step 6 in the Directions references a food thermometer. Did you have access to one and did you use it for the recipe?</p>
---	---

[Note: Show Attachment Q: Research Stimulus: Cooking Video Storyboards]

Now, I'd like to show you these images for a video that will be made to give more information about this recipe. These are still rough but will give you an idea of what the video will look like. When completed, the video will feature live actors. I'm going to read a few passages from the script and then ask a few questions (*read passages from Attachment P*).

<p>Objective:</p> <p>Understand perceptions of video style & content.</p>	<p>Questions:</p> <p>Hearing these samples from the script, what do you think is the purpose of this video?</p> <ul style="list-style-type: none">o So is that something that would be useful for you?o How would you use a video like this? <p>What would you want in a video like this to prepare to lead this particular recipe with children?</p> <p>Would a video like this help you involve children in making the recipe? Why/why not?</p> <p>Were there other questions of doubts you had going into this recipe that a video like this could help with?</p>
<p>Understand preference for actors for the video.</p>	<p>Now I'm going to show you a few clips of actors/actresses that might be cast in these videos. Please keep in mind everything we've discussed so far as you watch and then we'll discuss the clips after we review. [<i>Note: Show provider the two casting videos on tablet</i>]</p> <p>Which of these two actors would you trust to explain these recipes? Why?</p> <p>Which do you think would be more motivational if they explained this recipe? Why?</p> <p>Which do you think would be more believable when discussing this particular French recipe? Why?</p>

Recipe 5 - Sautéed Broccoli with Tofu

Objective: Identify confusing & challenging parts of the recipes & opportunities for supporting providers with videos.	Questions: <i>[Note: Allow provider 30 seconds to review Sautéed Tofu recipe.]</i> What were the most challenging parts of leading this recipe with children? <ul style="list-style-type: none">o Were there any steps or sections that were unclear?o Were any of the ingredients unfamiliar or hard to find? How easy was it for you to include children in cooking the recipe? <ul style="list-style-type: none">o How did you get children involved?o What else could be included with this recipe to help include children? Did you make any substitutions with this recipe? Step 12 in the Directions references a food thermometer. Did you have access to one and did you use it for the recipe?
--	--

[Note: Show Attachment Q: Research Stimulus: Cooking Video Storyboards]

Now, I'd like to show you these images for a video that will be made to give more information about this recipe. These are still rough but will give you an idea of what the video will look like. When completed, the video will feature live actors. I'm going to read a few passages from the script and then ask a few questions (*read passages from Attachment P*).

Objective: Understand perceptions of video style & content.	Questions: Hearing these samples from the script, what do you think is the purpose of this video? <ul style="list-style-type: none">o So is that something that would be useful for you?o How would you use a video like this? What would you want in a video like this to prepare to lead this particular recipe with children? Would a video like this help you involve children in making the recipe? Why/why not? Were there other questions of doubts you had going into this recipe that a video like this could help with?
	Now I'm going to show you a few clips of actors/actresses that

<p>Understand preference for actors for the video.</p>	<p>might be cast in these videos. Please keep in mind everything we've discussed so far as you watch and then we'll discuss the clips after we review. [Note: Show provider the two casting videos on tablet]</p> <p>Which of these two actors would you trust to explain these recipes? Why?</p> <p>Which do you think would be more motivational if they explained this recipe? Why?</p> <p>Which do you think would be more believable when discussing this particular East Asian recipe? Why?</p>
--	---

CONCLUSION (2 MINUTES)

We only have a couple minutes left, and I want to be respectful of your time.

<p>Objective:</p> <p>Understand perceptions of cultural authenticity and accuracy of select recipes.</p>	<p>Questions</p> <p>As part of this research, we want to make sure these recipes are culturally appropriate and relevant, so we're looking for individuals from different backgrounds to review these recipes. Are you from any of these cultural or ancestral backgrounds? <i>Asian Indian, American Indian, Native Alaskan, Mexican, Puerto Rican, Chinese, French, Sub-Saharan African?</i></p> <ul style="list-style-type: none">● <i>If no - kindly ask about the provider's ancestral background and the following questions.</i> <i>What elements of the recipe help you to know about the cultures featured?</i> <i>- What kind of feedback did you receive from parents or children about the information on the culture featured in the recipes?</i>● <i>If yes - ask provider to review any relevant recipes and ask:</i> <p>Do you think these recipes accurately represent the culture? Why, why not?</p> <ul style="list-style-type: none">● <i>Is there anything that's inaccurate, confusing, or offensive?</i>● <i>Is there anything that should be added or changed to be</i>
---	--

	<i>more accurate or appropriate?</i>
Objective: Get any final feedback from provider.	Questions Is there anything else you'd like to share that we haven't covered? Please remember, your honest feedback will shape how these materials are designed for providers across the country.

Thank you for your participation!