

**Year One Evaluation Report:
Fresh from the Farm Program Implementation
at Lozano Bilingual and International Center School, Chicago**

by:

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Overview

The purpose of this report is to share preliminary evaluation results for Seven Generation Ahead's (SGA) Fresh from the Farm Program. Staff from the Center for Food & Justice (CFJ) at the Urban & Environmental Policy Institute (UEPI) at Occidental College coordinated program evaluation activities, and classroom teachers and SGA staff helped to implement the Fresh from the Farm program from March 2006 to May 2006. Students from 5th and 6th grade classes at Lozano Bilingual and International Center School participated in the Fresh from the Farm curriculum implementation and evaluation. All aspects of this program evaluation have been reviewed and determined exempt by the Human Subjects Research Review Committee at Occidental College, the College's institutional review board.

Scope of the Program Evaluation

The program evaluation covered the following activities:

1. Curriculum:

- a) Student Surveys in grades 5 and 6 were conducted to assess the impact of Fresh from the Farm curriculum on knowledge, attitudes and behaviors. (Attachment-1) The student surveys (pre and post) were administered in-class to all students in attendance on the day of the survey administration. Sixty-nine students completed pre- and post-test surveys. The data was not analyzed as matched pairs since human subjects' research constraints dictated that the surveys must not contain any identifying information. Qualitative feedback from students was also gathered through classroom discussions (Attachment-2) about students' own accounts of personal changes made regarding knowledge, attitudes and behaviors about local foods, healthy eating and lifestyles.
- b) Farm tours: 75 students from Grades 5 and 6 who visited a farm were asked to respond to questions about what they liked and learned from the farm tour as part of a classroom activity facilitated by the teacher.
- c) Parent Surveys were conducted to gather information on the parents' perception of their child's eating behaviors before and after the curriculum implementation, and their own knowledge and attitudes about diet and nutrition. (Attachment-3). The parent surveys for assessing nutrition knowledge and children's diets were offered in English and Spanish and sent home with students. A coupon for the Growing Power Market Basket program or for a local grocery store was offered as incentive for participating in the evaluation. A total of 40 parents returned the pre-test surveys and 32 returned the post-test surveys.
- d) Teacher feedback on the curriculum implementation process was elicited through discussions with the two teachers who implemented the curriculum – Ms. Ann Cline and Ms. Yesenia Vasquez, and with Dr. Acevedo, the principal at Lozano School. (see Attachment-4 for a summary of discussions)

2. **Market Basket Program:** CFJ gathered information from Growing Power on the number of market baskets ordered over time.
3. **Seminars:** Parent surveys were conducted for receiving feedback on the Parent Healthy Eating Night conducted in May 2006. (Attachment -5). Nineteen parents attending the Healthy Eating Night filled out the feedback form at the end of the event. The surveys were made available both in English and Spanish.

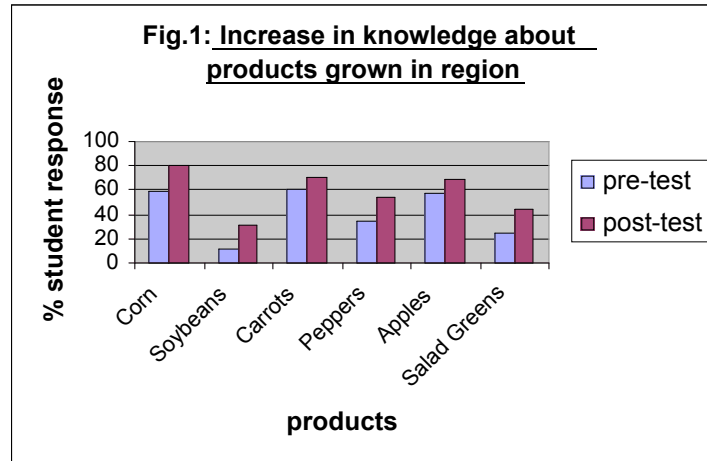
Key Findings

1. Curriculum

1a. **Student Surveys and Feedback:** An analysis of the data from the student surveys finds that students' knowledge related to healthy diets, foods contributing to good nutrition, and locally grown foods changed between the pre- and post-tests. There were also changes reported in behaviors associated with diet choices and lifestyles. Some key findings are highlighted below.

Impacts on Knowledge

- During the pre-test, 15.9% students were aware that they should consume more than 5 servings of fruits and vegetables a day, as compared to 24.6% during the post-test.
- 42% students reported eating 3-4 servings of fruits and vegetables before the curriculum was implemented. This number rose to 53.6% during the post-test.
- As many as 74% (pre) and 76% (post) students were aware that a healthy snack should be low in fat, low in sugar and salt.
- Another 69.5% (pre) and 81% (post) were able to select "carrots with veggie dip" as a healthy snack out of several options provided.
- 78% (pre) and 87% (post) of students were aware that 100% fruit juice is the healthiest juice to drink.
- There was no substantial change in awareness of where food is grown –farms and gardens. Before the curriculum implementation 85.5% of students answered correctly, and after 86.9% answered correctly.
- 50.7% of students were aware that all fruits and vegetables are not grown all year long; this percentage increased to 57.9% following the curriculum.
- After the curriculum implementation, there was an increase in the number of students who were able to identify products grown in the region. (See Fig 1)



Impacts on Attitudes

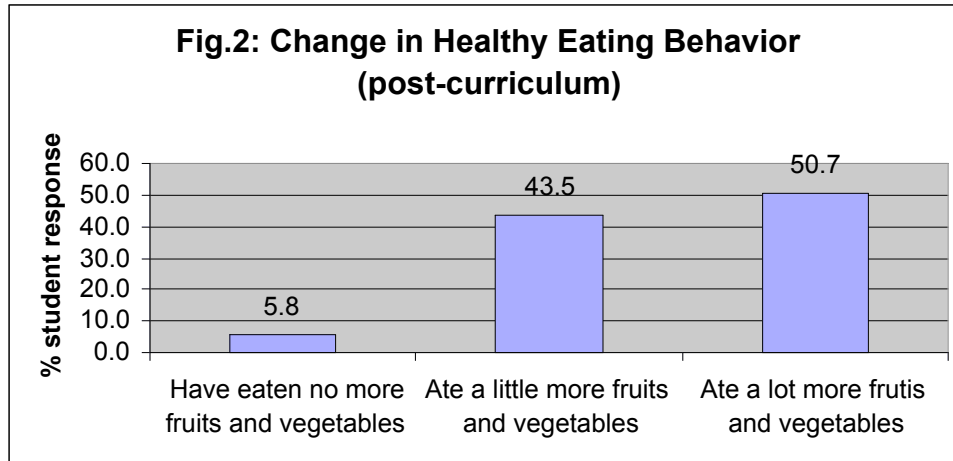
Students reported that some of their favorite lessons from the curriculum and those they were likely to remember most were:

- Planting seeds
- Learning about the different kinds of soils
- Plant parts, separating foods into edible plant parts
- Comparing calories in snacks, Cheez-its, had more calories and sodium than Doritos
- Reading labels and figuring out the nutrition information
- Making color group posters
- Learning how the food gets from one place to another (food system activity)
- Mapping the distance fruits and vegetables travel
- Enjoyed tasting lettuce, strawberries, and different varieties of apples

Impacts on diets and lifestyles

When asked whether students had made any changes in their consumption of fruits and vegetables as a result of what they learned through the 8-week curriculum, more than half responded that they were eating more fruits and vegetables. (See Fig 2.) In addition, students, in their own words, reported the following dietary and lifestyle changes:

- I stopped drinking root beer with high fructose corn syrup
- I switched from fries to fruit and grilled chicken at Wendy's
- I started eating more fruits and vegetables (apples, oranges, strawberries)
- I stopped eating Cheez-its and chips
- I am trying to eat more vegetables
- I choose different snacks like apples instead of Coke
- I grab juice instead of soda after playing outside with friends
- Started eating more apples, green peppers, sugar peas, mangos, potatoes, celery, broccoli, lettuce, stopped eating too much candy, stopped eating at McDonalds
- I told my mom not to buy too much Coke
- I try to run everyday



Students also reported that based on what they learned in the classroom, they told their parents and families about eating healthy and how it impacts various body parts, and about nutrition labels.

Feedback on the curriculum

Lessons learned

In general, students reported that the curriculum was useful and that they learned new things through the curriculum, including:

- Worm droppings can be used as fertilizer
- Fruits and vegetables come from all over, some from very far away
- Different vegetable and food groups (color groups of food)
- Vegetables and fruits help fight off disease
- Raisins help with the memory and brain function
- Names of varieties of apples
- Cherries help prevent cancer
- Tomatoes are fruits
- Many vegetables are actually fruits
- Different colors of fruits and vegetables can help the body in a lot of ways
- Soda has a lot of sugar, so drinking a lot of it is not good for you
- How to read nutrition labels
- How to look at the list of ingredients to see if sugar is listed at the front of the list

Would like to have done more of / need more information on:

- More experiments
- Taking care of the plants and seedlings
- Still want to learn more about reading nutrition labels
- How to compare different fast food options and make good choices
- How often to eat a cheeseburger
- How much food a farmer grows in a year
- More lessons on tropical fruits
- More on growing food/how food is grown

Did not learn / did not enjoy doing:

- Dipping sauce didn't taste good
- Stem, roots, leaf activity was a review
- Learning what the plants need was also a review
- We also already knew that an apple was a fruit
- Vegetable tasting
- Reading the labels, we can do this ourselves
- Math and science teacher was teaching the same thing
- Didn't like tasting the beans

Students explained that the Fresh from the Farm curriculum was a new way of learning for them. Some quotes from students are included below:

“Instead of writing we were talking”

“There was more of an open discussion”

“More fun and interesting”, “Got to color and draw”

“We actually got to taste food”

“We got to talk honestly about how it tastes”

“There was a lot of explaining where the food comes from.”

1b. Farm tour:

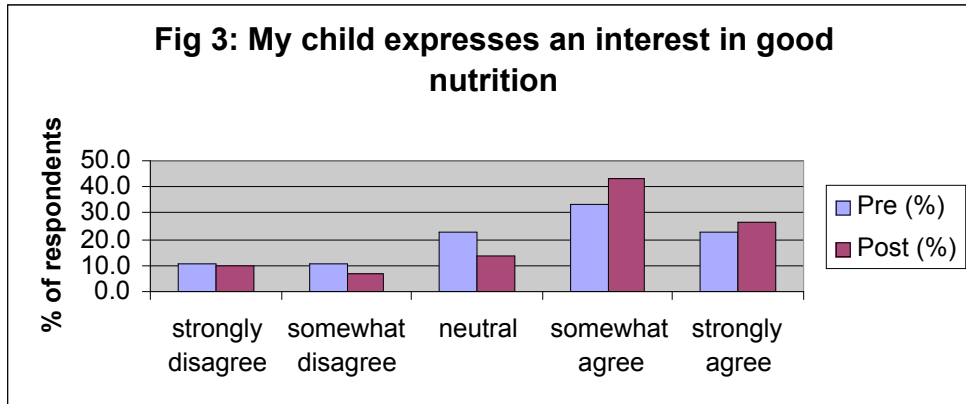
Students enjoyed the farm tour as is evident from the following responses:

1. We liked:
 - digging the soil
 - milking the goats
 - feeding the goats
 - making cheese
 - playing with the horses
2. We learned that poop/manure can be recycled and used in the woods.
3. We learned that it is easy to make cheese.

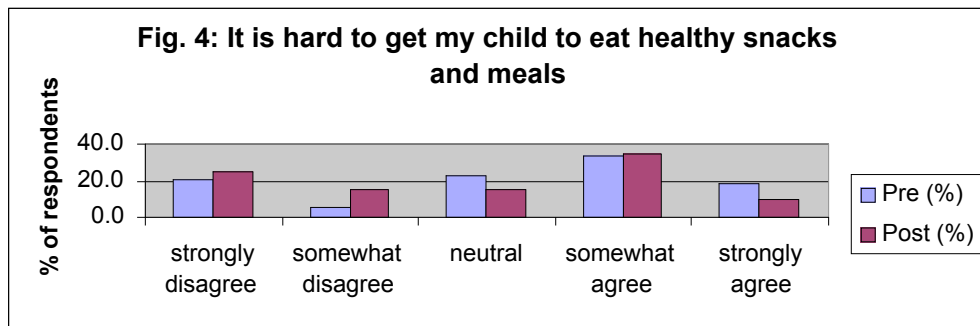
1c. Parent Surveys

Overall, the evaluation of the parent surveys doesn't show a strong change in attitude or knowledge resulting from the curriculum implementation by SGA. Parents (40 pre, and 32 post) completed surveys that included 19 attitudinal statements, 9 knowledge questions, 2 questions about breakfast consumption, 7 food frequency questions about specific foods consumed by their children, and general information about their child.

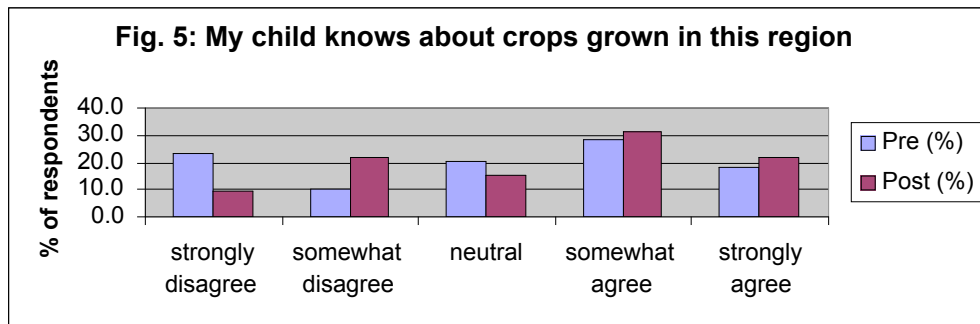
The parent survey was designed to assess whether or not the student lesson plans had any impact on parents' attitudes, knowledge, or reports of their students' diets. There were no clear trends in the attitude statements. Parents' attitudes about a wide variety of food and nutrition topics did not change substantially as a result of the curriculum implementation. There was a slight increase in the percent of parents that reported that their child expresses an interest in good nutrition.



There was a change in parents' assessments of encouraging their children to eat healthy snacks and meals.



Parents also responded that their children knew more about crops grown in the region after the curriculum implementation.

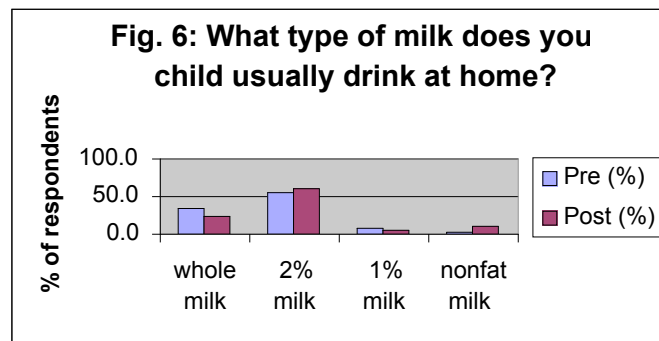


Both before and after the curriculum implementation, a majority of parents agreed (somewhat agreed and strongly agreed combined) they would buy fresh fruits and vegetables if they were affordable (82% pre, 69% post) and convenient to get (79% pre, 72% post). A majority of parents were concerned about making sure their children maintained a healthy weight (70% pre, 59% post). And they were motivated to make sure their children ate a low fat diet (77% pre, 81% post). A likely conclusion from these results is that parents are concerned about diet and health, yet the knowledge results show

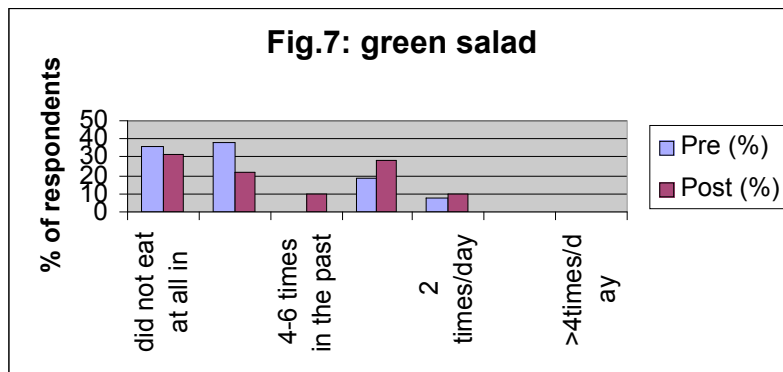
that they don't always understand what constitutes a healthy diet. Parents also reported a strong interest (somewhat agreed and strongly agreed combined) in growing edible plants (59% pre, 66% post), in their child's interest in helping them with cooking (53% pre and 56% post), and reported that their child liked the taste of fresh fruits and vegetables (67% pre and 69% post).

Analysis of the knowledge questions reveals the need for parent nutrition education. The largest response category was neutral for 4 knowledge questions related to fats. And responses to the other questions didn't show an increased understanding of nutrition. This underscores the importance for parental nutrition education if home dietary patterns are to improve.

In addition to changes in parental attitudes, there were also changes in their reporting of children's consumption that shows an increased consciousness about diet. The percentage of parents reporting that their child usually drinks whole milk at home dropped, while the percentage reporting that their child usually drinks 2% and nonfat milk increased.



Consumption of green salad increased, according to parents' reports of their child's diets.



1d. Teacher Feedback

Teacher feedback was received through a meeting conducted after implementation of the 8 week curriculum. Some key issues that emerged from the discussion are listed below:

Strengths

1. Planning: Reviewing the curriculum lessons in advance helped to plan and integrate it ahead of time with other topics and subjects being covered in the class. It also helped plan what time of year the curriculum would best fit in.
2. Timing: Blended well with the gardening component by having the curriculum at the end of the year.
3. Structure: Students working in teams was a great structure for the program activities. Initially one class was having a lot of interpersonal conflicts, but the team-based curriculum activities facilitated a good rapport among students. Students liked the group tasks but had trouble sharing responsibilities.
4. Pace: The lessons were conducted at an appropriate pace.
5. Fresh from the Farm curriculum did not take time off existing curriculum activities, but blended well with it.
6. Implementation: Students appreciated having another teacher in the classroom.
7. Engaging multiple learners: lots of variety, lots of visual organizers, charts were very helpful. Student-made products were helpful; nutrition label reading had a strong impact with the fat and sugar content.
8. Curriculum Content: Basic ideas were good because students could take these back home and talk to their parents about it. A lot of important information was covered.
9. Activity Components: Having all the different pieces/ hands-on tools was very useful. Other nutrition resources available to teachers are not that informative.
10. Level: content was geared well for 5th graders, good fit for this grade.
11. Adaptability: Lessons written well for teachers to adapt.
12. Student retention of information: The following lessons were recalled by students more easily than others—distance food travels, parts of the plant, and color groups.

Challenges/ Suggestions for Improvement

1. Materials: Sometimes the students lost their worksheets. In the future, teachers could develop a workbook for the students to fill out so that the papers don't get lost and then students can look back at the background information in the notebook.
2. Linkages between lessons: Build on and refine the connections between the lessons.
3. Content: Some students felt it was under their grade level (they were asking for more, in-depth information) because they were learning the topics in the classroom too. Students would come back to the classroom with more questions asking why specific information wasn't covered, but for some reason they did not ask questions during the curriculum implementation. Some examples include:
 - 5th graders wanted to do more with planting
 - More education on local food
 - Visiting a community garden/urban agriculture
 - Go to the local grocery store
 - Walking field trip of the neighborhood

- Weave in more ways for repetition of information—lots of the specific details were not retained very well (as demonstrated by the evaluation)
4. Structure: Build in more scaffolding—options to make the lesson into multiple parts.
 5. Provide multiple suggestions/options for different grade levels. Provide more extensions to enrich the activities.
 6. Tapping into community resources: Utilize families as a resource/ fund of knowledge to utilize more often. Many parents, at least 50%, grow food in their backyards or have grown before, others work at the local food store and they could be tapped as resource for some activities.
 7. Transferability: work to better mesh lessons to topics that teachers have to teach (teacher objectives) for each grade level (especially when thinking about adaptability and transferability to more grade levels).
 8. Linking to State Standards: For the 6th grade the teacher created her own objectives, needed books, materials, etc. and used the health goals for the grade to incorporate the curriculum. For the 5th grade, teacher used the study for body systems as an entry point.
 9. Address Student Questions: Have a question box: spend the last 5-10 minutes writing down questions. Students can submit questions during the week and then when the SGA staff person arrives, answer the questions as a review of last week.
 10. Work towards a phased program developed for a 2-3 year timeframe.

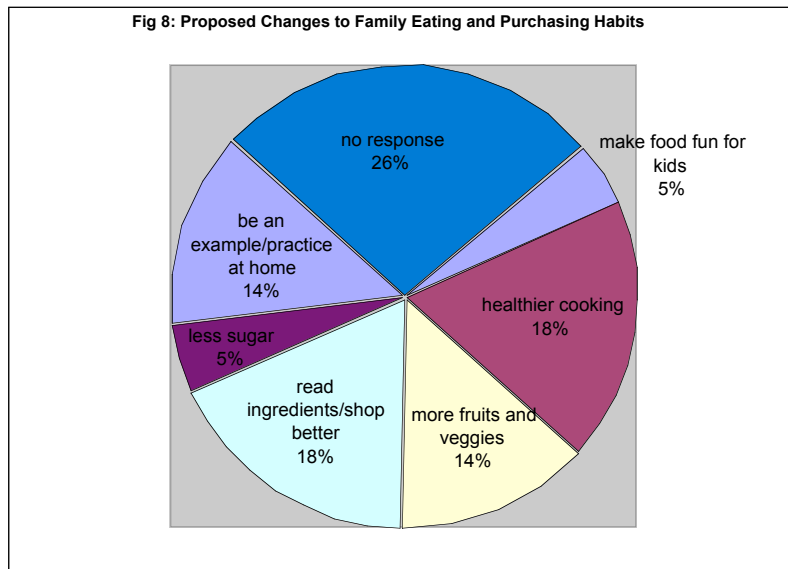
2. Market Basket Data:

During November'05 and May'06, parents and teachers from Lozano Elementary School ordered a total of 40 Market Baskets (valued at \$15 each), 11 sustainable boxes (valued at \$26 each), 87 Junior/ Senior Market Baskets (valued at \$8 each), and 2 lamb chops (valued at \$4 each). The total value of products ordered from Growing Power during the time period was \$1,590.

3. Parent Seminars:

A short feedback form was developed for getting inputs from parents after the Healthy Eating Seminar. All the parents rated the event very highly - 68% rated it “excellent” and 32% “very good.” In general, the parents liked the opportunity to learn about nutrition and health, and responded positively regarding the time devoted to each topic as well as the pace of the program. Parents said that they would like to see more examples provided on the issue discussed, and appreciated the participation of students in the event which could be further improved in upcoming seminars.

Parents listed a variety of changes they will make to their families’ diets as a result of the event, for example attempts to cook healthier foods at home, serve more fruits and vegetables, reduce the use of sugar, read ingredient labels more carefully before purchasing food products, and be good role models for the kids. See chart below for details.



A follow-up meeting with teachers and the school administration provided further suggestions for improvement in activities involving parents. These included more consistent and regular communications with the parents, involving parents in classroom nutrition education sessions so that they better understand and support what is being promoted in the classroom and in the parent seminars. Parent participation could also be improved through family homework provided to students which require parental involvement, such as parent sign-offs, 10 minute activities for the family, etc. Another suggestion was to have the presenters prepared with information on the families and community, so that the presentations are more culturally appropriate. Other ways of improving impact of the Healthy Eating Night could be to provide 10 key suggestions for improving family nutrition that are repeated throughout the sessions, and provide easy to understand take-aways for parents. It was also suggested that for future sessions it will be helpful to ensure continuity of speakers across the year so that the parent community is comfortable with the speakers.

Discussion

The program evaluation clearly indicated that the curriculum had an impact on student knowledge, attitudes and behaviors about food and its role in health, nutrition, agriculture and local food systems. Students also self-reported positive changes in eating and lifestyle behaviors. However, given the constraints of the evaluation, a more rigorous assessment of what students were actually eating during the day, perhaps by using a 24-hour dietary recall method, was not feasible.

The impact of the curriculum on parental knowledge and attitudes was not as clearly defined. One suggested change is that the questions on the parental survey need to be more specific to the topics covered in the curriculum. The parent Healthy Eating Night event was received well by parents, with indications of possible changes in dietary and food purchasing behaviors. However, since this was a one-time intervention, it was not

possible to follow up and find out if these changes were actually made. Parents clearly needed to be engaged more through regular interactions and involvement in the curriculum activities.

The teachers and school administration were supportive of the curriculum and are willing to explore opportunities for implementation in other grade levels. The Market Basket program was run through the teacher volunteer, Ms. Cline. More research is needed to find out why the program was not as well accepted by parents as had been anticipated. Growing Power, an SGA partner on this activity, may undertake this exercise in the coming year, along with more extensive marketing and promotion for the market basket program.

1. **How many total servings of fruits and vegetables do you think you should eat every day for good health?**
 - 0-2
 - 3-4
 - more than 5

2. **How many total servings of fruits and vegetables do you actually eat every day?**
 - 0-2
 - 3-4
 - more than 5

3. **How often do you eat lunch from the school cafeteria?**
 - all days of the week
 - 1-2 days/week
 - 3-4 days / week
 - never

4. **On days when you eat school lunch, how many total servings of fruit and vegetables do you think the school lunch you choose provides for you?**
 - 0-2
 - 3-4
 - more than 5

5. **Fruits and vegetables contain vitamins and _____.**
 - protein
 - fiber
 - cholesterol
 - fat
 - I do not know

6. **Fruits and vegetables that are high in Vitamin A are _____ in color.**
 - red & white
 - blue & light brown
 - yellow-orange & dark green
 - brown & purple
 - I do not know

7. A healthy snack should be:

- Low in sugar, Low in fat, Low in salt
- High in sugar, Low in fat, Low in salt
- High in sugar, High in fat, High in salt
- I do not know

8. Which ONE of these foods is the healthiest snack?

- Doritos
- Snickers
- Chicken fingers
- Carrots with veggie dip
- Ice cream
- Potato chips
- I do not know

9. The healthiest juice to buy has _____ on the label.

- 100% fruit juice
- contains fruit juice
- 100% fruit punch
- tastes great
- I don't know

10. A fruit salad will be higher in Vitamin C if you add _____ to it.

- apples
- grapes
- bananas
- oranges
- I do not know

11. Where are fruits and vegetables grown?

- Farmers Market
- Farms and Gardens
- School Cafeteria
- Grocery Store
- I do not know

12. Are all fruits and vegetables grown all year long?

- Yes
- No
- I don't know

13. Farmers in this region grow the following fruit and vegetables:

- Bananas
- Corn
- Pumpkins
- Pineapples
- Soybeans
- Carrots
- Beans
- Peppers
- Mangoes
- Apples
- Salad Greens

14. Tell us which part of the following plants are edible. Check all that apply

	Root	Stem	Leaves	Fruit
Spinach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Potato	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apples	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beets	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Corn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Carrots	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lettuce	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tomatoes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Onions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

1. *What were your favorite lessons?*
2. *New things you learnt from the curriculum*
3. *Lessons we liked / remembered the most.*
4. *Things you didn't find interesting or didn't enjoy doing.*
5. *What did you learn or tell your parents?*
6. *What would you like to do or learn that you didn't get to?*
7. *Student Self-Assessment*
 - How many of you have eaten no more fruits and vegetables since completing this program?
 - A little more fruits and vegetables?
 - A lot more fruits and vegetables?
8. *What diet / lifestyle changes did you make/ plan to make?*
9. *What did you like about the field trip?*
10. *What did you learn on the field trip?*
11. *How was the Fresh from the Farm curriculum different from school?*

PARENT SURVEY – Attachment 3

This survey is part of an evaluation of the Seven Generations Ahead Fresh from the Farm program. This survey is not to evaluate or judge you, or your family's eating habits. We want to learn more about what parents know about nutrition and what information is most helpful to teach in schools. Please answer each question honestly.

YOUR ANSWERS ARE CONFIDENTIAL. Only research staff from the Center for Food and Justice, Occidental College will see your answers.

When you have completed your survey, please place it in the envelope, seal and return to the teacher in your child's class.

In appreciation of your time to fill out this survey, we will be giving you a complimentary \$10 gift certificate to shop at a local grocery store.

These questions ask about you and your child's attitudes about eating and food.
Please circle a number for each statement to show whether you agree or disagree.

	<i>Strongly</i> Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
It is too much work to make sure my family eats healthy foods every day	5	4	3	2	1
I am concerned about my making sure my child maintains a healthy weight	5	4	3	2	1
My child expresses an interest in good nutrition	5	4	3	2	1
Preparing meals takes too much time	5	4	3	2	1
Fresh fruits and vegetables are available in my neighborhood	5	4	3	2	1
It's hard work to get my child to try new foods	5	4	3	2	1
Eating a lot of fruits and vegetables will <i>decrease</i> my child's chances of getting serious diseases like heart disease or cancer	5	4	3	2	1
Fresh fruits and vegetables are too expensive for me to buy very often	5	4	3	2	1
Learning about food helps children make better choices	5	4	3	2	1
A chubby child is a healthy child	5	4	3	2	1
I like to grow edible plants	5	4	3	2	1
I would buy fresh fruits and vegetables if they were affordable	5	4	3	2	1
My child likes to help me with cooking	5	4	3	2	1
My child likes the taste of vegetables and fruits	5	4	3	2	1
It is hard to get my child to eat healthy snacks and meals	5	4	3	2	1
I am motivated to try to make sure my child eats a low-fat diet	5	4	3	2	1
My child likes to garden	5	4	3	2	1
My child knows about crops grown in this region	5	4	3	2	1
I would buy fresh fruits and vegetables if it was convenient to get them	5	4	3	2	1
There is so much advice about healthy ways to eat, I don't know what is good or bad	5	4	3	2	1
Some types of fat are necessary for good health	5	4	3	2	1
Chicken contains as much fat as steak	5	4	3	2	1
Trans-fats are not healthy	5	4	3	2	1

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Neutral</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>
Brown rice is digested more slowly than white rice	5	4	3	2	1
Raw vegetables contain important vitamins and minerals for growing children	5	4	3	2	1
Most margarine contains trans-fats	5	4	3	2	1
Whole milk is healthier than skim milk	5	4	3	2	1
Red meat contains saturated fats	5	4	3	2	1

What type of milk does your child usually drink at home? (please choose one)

___ whole milk ___ 2% milk ___ 1% milk ___ nonfat milk

How often on weekdays does your child eat breakfast *at home*? (please choose one)

___ every day ___ most days ___ sometimes ___ rarely/never

How often on weekdays does your child eat breakfast *at school*? (please choose one)

___ every day ___ most days ___ sometimes ___ rarely/never

During the past 7 days, how many times did your child eat fruit at home? (do NOT count fruit juice)

- Did not eat fruit at all at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

During the past 7 days, how many times did your child drink 100 % juice at home, such as orange juice, apple juice, or grape juice? (do NOT count Kool-aid, sports drinks or other fruit-flavored drinks.)

- Did not drink 100% juice at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

During the past 7 days, how many times did your child eat red meat at home?

- Did not eat red meat at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

During the past 7 days, how many times did your child eat a green salad at home?

- Did not eat green salad at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

During the past 7 days, how many times did your child drink milk at home? (do NOT count milk products such as cheese, yogurt etc.)

- Did not drink milk at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

During the past 7 days, how many times did your child eat a microwaveable meal at home?

- Did not eat a microwaveable meal at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

During the past 7 days, how many times did your child eat any vegetables – cooked or raw (other than potatoes) at home?

- Did not eat any vegetables at home in the past 7 days
- 1-3 times at home in the past 7 days
- 4-6 times at home in the past 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day

Is your child ... ____ male ____ female

How old is your child? _____ years

What is the name of your child's teacher? _____

Thank you!

Present: Gary Cuneen, Philippa Norman, Ann Cline, Yesenia Vasquez, Christina Luongo, Anna Barnes, Anupama Joshi, Ms. Garcia, Dr. Acevedo

Brief Overview

- a. 2 grants: USDA Growing Power grant covers classroom, food tastings, garden, market basket and USDA grant to Seven Generations Ahead which covers supplemental activities including curriculum training, healthy eating night, farmer visit, farm tours, newsletter, and pilot healthy school lunches
- b. Generally SGA we works to support teachers and parents in cultivating a healthy school environment, improving school lunch program

Curriculum

c. Strengths

- i. **Planning:** Reviewing the curriculum lessons in advance help to plan and integrate it ahead of time. This helps us plan what time of year it fits best with.
- ii. **Timing:** It blended well with the gardening component by having the curriculum at the end of the year.
- iii. **Structure:** students working in teams- great structure for the program activities
 1. **Working in Teams:** initially our class was having a lot of interpersonal conflict, we had a lot of students not getting along but then students began inviting each other's ideas and had to practice listening to each other. This really helped them develop a good dynamic.
 2. Students liked the group tasks but had trouble sharing responsibilities
 3. Good pace to the lessons
 4. Fresh from the Farm curriculum did not take time off existing curriculum activities, but blended well with it.
- iv. **Implementation:** the idea of having another teacher in the classroom was great. It's good to have someone different that students are not familiar with but they knew there were certain rules to follow with the guest teacher and the guest teacher can motivate them in new ways.
- v. **Engaging multiple learners:** lots of variety, lots of visual organizers, charts were very helpful
 1. Student-made products were helpful, nutrition label reading had a strong impact with the fat and sugar
- vi. **Content:** Basic ideas were good because they can takes these back home and talk to their parents about it (This was a strength) common ideas and language
 1. A lot of important information was covered → thinking about the earth, agriculture, making personal choices, food pyramid.
- vii. **Activity Components:** Having all the different pieces/ hands-on tools was very useful. Resources at teachers' stores on nutrition are not good- white bread, old school.

- viii. **Level:** content was geared well for 5th graders, good fit for this grade
- ix. **Adaptability:** Lessons written well for teachers to adapt
- x. **High student retention of information:** Ann's students recalled the following lessons immediately: distance food travels, parts of the plant, color groups

d. Challenges/ Suggestions for Improvement

- i. **Materials:** Sometimes we lost our worksheets → solution → develop a workbook for the students to fill out so that the papers don't get lost and then they can look back at the background information in the notebook
- ii. **Linkages between lessons:** Build on the connections, refine the connections
- iii. **Content:** some students felt it was under their grade level (They were asking for more, ready for more, in-depth) because students were learning this stuff in the classroom too, they were wanting more complex information on Fridays) students would come back to the classroom with more questions, asking why specific information wasn't covered but for some reason they did not ask questions during the SGA time.
 - 1. 5th graders wanted to do more with planting
 - 2. More education on local food
 - 3. Visiting a community garden/urban agriculture
 - 4. Go to the local grocery store
 - 5. Walking field trip of the neighborhood
 - 6. Weave in more ways for repetition of information- lots of the specific details were not retained very well (as demonstrated by the evaluation)
- iv. **Structure:** Build in more scaffolding- options to make the lesson into multiple parts
 - 1. Provide multiple suggestions/options for different grade levels
 - 2. Provide More extensions to enrich the activities
- v. **Tapping into community resources:** Utilize families as a resource/ fund of knowledge to utilize more often
 - 1. Many parents, at least 50% grow food in their backyard or have grown before, others work at the local food store – they could be tapped as resource persons for some activities.
- vi. **Transferability:** work to better mesh lessons to topics that teachers have to teach (teacher objectives) for each grade level (esp. when thinking about adaptability and transferability to more grade levels)
- vii. **Linking to State Standards:** 6th grade (Yesenia: created her own objectives, needed books, materials, etc)
 - 1. Ann: 5th grade was studying body systems
 - 2. Yesenia used the health goals for the 6th grade
- viii. **Address Student Questions:** Have a question box: spend the last 5-10 minutes writing down questions. Students can submit

questions during the week and then when SGA arrives answer the questions as a review of last week.

- ix. **Work towards a phased program:** 1, 2, 3 years of the program
→ set aside this information for another planning meeting (see student suggestions from the evaluation in terms of building complexity and addressing more specific questions)

Healthy Eating Night

e. Strengths:

- i. **Presentations:** Liked to see the examples, pointed out what to look for on a label, she made it very simple, direct and basis
- ii. **Structure:** 20-25 minute sessions was a good period of time to get to the point right away
 - 1. Lots of student/parent dialogue- maybe we could facilitate this more
 - 2. Pace of the program good
- iii. **Parent response:** Positive - parents asked when the next healthy eating night was going to be
 - 1. parents felt like they learned a lot
 - 2. Parents asked a lot of questions
 - 3. Parents responded well to the presenters
 - 4. Very happy by the turnout
- iv. **Positive Student involvement:** Students that were not as participatory in class were very involved in helping with the program

f. Challenges/Suggestions for Improvement

- i. **Parent Communication:** Have more consistent communication with the parents (Hard to promote nutrition when you don't have the parents buying into it)
 - 1. **Get the parents involved in the lessons and the learning** → brainstorm at another meeting → what can we do to get more buy-in from parents and to get parents learning along with their kids?
 - 2. More consistent parent outreach (once a month) parents with the students
- ii. **Link families to curriculum:** Provide family homework – one thing each week that you will do with your parents. Quick tips – 10 minute activities, getting parent sign-offs, many parents have had more active lifestyles but now they don't
- iii. **Cultural Appropriateness:** Consider how people cook and suggest slight modifications (not telling them what specific expensive products to buy)
 - 1. Give presenters a packet of clear guidelines/expectations for the presentations, give them more background information about the families/community to ensure cultural appropriateness of their talk
 - 2. Come up with a top 10 nutrition suggestions and constantly repeat this information as well as take-away information (another meeting- let's figure out what specific information do we want to get across?)

3. Utilize activity on buying and preparing cheap fresh fruits and vegetables from Healthy Eating by Design conference → obtain for SGA files
- iv. Continuity of Speakers: Use same nutritionists as speakers throughout the year to ensure continuity, and better understanding of parent information needs and levels of understanding.

Creative Visioning

g. School Lunches

- i. **Student research:** students had discussions about the school lunches, but we have just begun to scratch the surface here, it is only the two grades that were really involved so far in having the nutrition curriculum
- ii. **Administration:** we have talked about having a voluntary/optional salad bar for some students
- iii. **Standards:** Thus far, there are no rules/models about salad bars, some examples include Nettlehorst and McAuliffe.
 1. Nettlehorst school evaluation online- showed that salad bar didn't attract a lot of students without a curriculum. But when there was a curriculum, the students were more attracted to the salad bar
- iv. **Create models:** CPS wants to see that the school can support it and encourage students to participate in it to make it a success
 1. → Dr. Acevedo- interested in finding out more about other school lunch models (in CPS) and would like to visit Nettlehorst with the parents and teachers
- v. **Preparing Lozano:** Conduct a survey with the students- get an idea if they would go for it? Survey the parents and the teachers
 1. Do we just do this building or both buildings?
 2. Involve all teachers and lunchroom manager
 3. Explore possibility of a site visit to Nettlehorst for Lozano principal, parents, teachers and students.
 4. First get support (generate from the surveys) and then present this information to Sue (to show that we have done our research)
 5. **Parent Readiness:** lots of parents are getting more educated on these issues too so we could tie it in, there are parents exercising and watching what they eat
 6. **Proposal to Sue:** include in the proposal what we have done (garden, nutrition curriculum. Show what we have planned (include the surveys in the proposal, so that we can move forward on the salad bar)
 - a. Provide Dr. Acevedo a sample letter to make a proposal to Sue for a salad bar → follow-up with Gary
 7. **Promoting Program:** Display big pictures of kids eating healthy lunch-we could put these in the front to help generate buy-in
 8. **School Image:** Salad bar helps market our school and gives us a stronger image outside the school

9. **Cultural Component:** Program needs to be culturally sensitive, many parents are not going to want to give up their frijoles, tortillas, chillaquiles, etc.
 - a. In the Mexican community, you have a lot of diabetes.
 - b. Acknowledge people don't want to give up their cultural foods, but that there needs to be some change
 - c. Family training sessions: cook your meals but do it this way (substitutions, hands-on methods to do it at home)
 - d. We would be unique from other schools b/c we would have the cultural component. Don't give up your traditional foods, just cook it differently
 - e. Be understanding of the fact that many parents as the immigrate are overwhelmed by new options (i.e. Burger King, etc) and that going back to their much of their cultural food could promoted as a healthy alternative

h. Curriculum

- i. **More classrooms:** Find linkages for the garden for each grade level.
- ii. **Train more teachers:** more consistent in-service sessions
- iii. **Connect with teachers already doing nutrition (pre-K):** Northwestern University worked with pre-school students a few years ago, follow-up with that program, to continue reinforcing it with the kids. (Ms. Navarro's class)
 1. First grade and kindergarten- already have a base (from the Northwestern program) and they also told parents
 2. Head Start program requires teachers to do nutrition, and to cook a healthy snack in the classroom → connect to these teachers!
- iv. **Resources:** SGA will have the capacity to spot-assist most teachers, but we can also do curriculum trainings to support some of the work that is already happening
- v. **Utilizing Ann and Yesenia's experience:** they used this as a combined curriculum linking science, math, social studies, reading
 1. tie it into the teacher's plans and show how it doesn't take time away from other things.
 2. it can be a high-interest topic. Brain, muscles, blood- students gravitated towards these books in our library
 3. Pioneer the Wellness Theme
- vi. **Integrating SGA into schedule:** we can put SGA on the calendar for our professional development trainings- (can we be put on the calendar for the whole year?)
- vii. **Connect to other school programs/resources:** technology program- students could take pictures and write for the newsletter
 1. **Asipra:** Use the 2nd hour of the after-school program to include a health/exercise/ gardening (in-kind teachers are already paid for, and maybe materials too)

2. **Use Asipra funds to cover trips:** Asipra likes to cover unique programs field trips (covers 5-8 grade)
3. Gatx Partnership, State chapter 1 money- possibly \$\$ for field trips and expansion of existing programs

Next Steps

- i. **Compile the ideas** for the model (2-3 year plan)
 1. Use this as a guide to help us think about where we are headed
- ii. **Set up a follow-up meeting** and pull in more parents, administration, teachers, etc. Come up with some goals and strategies to synthesize these ideas
- iii. **Consider creating a network of schools** (between Nettlehorst, McAuliffe, Namaste, and Lozano) to exchange ideas
 1. Get the lead teachers from each school and bring them together, so that Lozano doesn't just designate its own model but works with these other schools to do it.
- iv. **Create a Lozano committee:** with Ms. Guzman, teachers (more than 2), Asipra, etc.
- v. **Plan Fall kick-off:** School-wide pumpkins in the fall, how to cook them, nutritional value, (school could fund)
- vi. **Connect with GEAR-Up** to link our trainings together- reading and the nutrition program
- vii. **Start Planning Teacher trainings in Curriculum**
 1. Sept 26th- 1st half day (1 hr), (1:30-2:30 pm)
 2. Oct 19th – 2nd half day (1 hr), (1:30- 2:30 pm)
 3. Use Tuesday/Thursday mornings- for debriefings 15-20 minutes (to help with specific lessons and answer questions about how to implement a lesson, problem-solve lessons
- viii. **Plan another meeting on the curriculum:** get ideas from other teachers on how the existing packet fits into their classroom – to figure out what changes need to be made to the program. Plan for implementation in Grades 4, 5, and 6 for sure, and explore opportunities for other grades.
- ix. **Identify more teachers for the CORE/Committee:** Plan a summer meeting to develop a core (Invite Ms. Navarro)
- x. Follow up activities needed to get the pilot salad bar installation at Lozano

Other Comments

- i. **SGA's role/strength:** Staff-person, implementer, very helpful to teach and to identify resources
- j. **Community Partners:** Centro Sin Fronteras- our community partner, at this point not playing a strong role → could we get them involved more? Coop Humboldt Park → any way to connect more/involve them?
- k. **Funding Structure:** funders want to support non-profits as the resource, doing less direct implementation b/c the program does not sustain.
- l. **Next Year:** Do a hybrid- some of what was done last year, and some without direct implementation
- m. **Other Hopeful Models:** CA hired a school-based nutrition coordinator to be the nutrition person for the classroom activities as well as helping order the food for the pilot lunches

Parent Healthy Eating Night, Lozano Elementary School

May 30, 2006, 5.30-7.30 pm

1. Overall, I would rate this event: *(circle one)*

Excellent Good Fair Needs Improvement

2. What did you find the most useful about the Parent Healthy Eating Night?

3. What did you find the least useful about the Parent Healthy Eating Night?

4. Please rate the program sessions, using a scale of 1 to 5 (1 = Poor/ Needs Improvement; and 5= Outstanding)

	Introduction	What really is in junk food snacks? Measuring the damage	How do I get my child to eat healthy foods? Trying fun, fast healthy breakfasts and snacks	Exploring the myths of Healthy Food: Time saving tips for preparing fresh food and low costs healthy food options	Wrap up and next steps
Presenters' knowledge of the subject matter					
Relevance of content to your lifestyle and eating habits					
Resource materials provided, if any					
Overall usefulness of the session					

5. How can the Parent Healthy Eating Night be improved in the future? Please mention any specific topics you would like to be featured in future events.

6. Please list two action steps or changes you will implement (as a result of information presented at this event) to provide healthier, fresher meals and snacks to your family.

7. Other comments, if any: