

Children and Their Food Practices

Community Food Bank

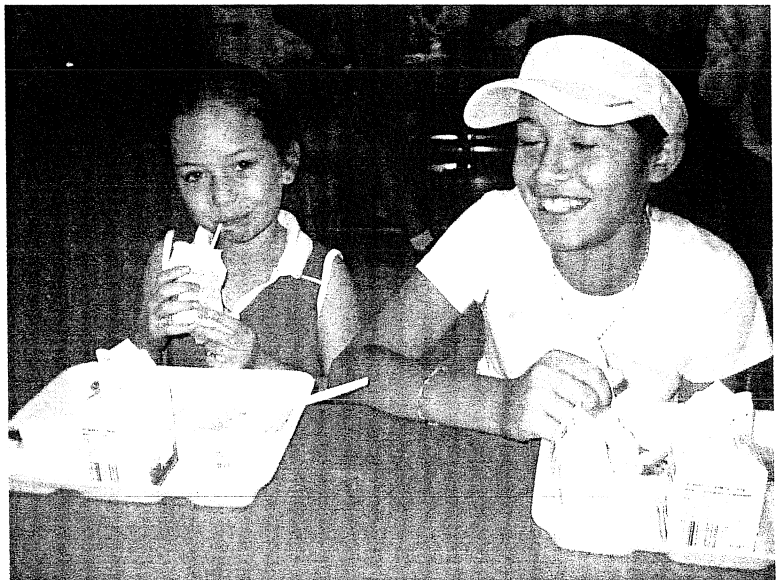
3003 South Country Club Rd
Tucson, AZ 85713

P.O. Box 26727
Tucson, AZ 85726-6727

Phone: 520-622-0525

Fax: 520-624-6349

www.communityfoodbank.com



Congressional Hunger Center

229 1/2 Pennsylvania Ave SE
Washington, DC 20003

Phone: 202-547-7022

Fax: 202-547-7575

www.hungercenter.org

A Study by the Community Food Bank

in Cooperation with the

Congressional Hunger Center Bill

Emerson National Fellows Program

April 2005



Community Food Bank



TABLE OF CONTENTS

SUMMARY.....	2
1. INTRODUCTION.....	4
2. METHODOLOGY.....	8
3. RESULTS.....	12
Family Food Practices	
Health, Nutrition & Exercise	
Waste and Lack of Food Familiarity	
School Policies & Practices	
4. DISCUSSION OF RESULTS AND IMPLICATIONS FOR FUTURE RESEARCH AND ACTION.....	21
5. CONCLUSION.....	25
6. ANNOTATED BIBLIOGRAPHY.....	26
7. APPENDICES	
APPENDIX A: Hunger Summit Summary of Ideas.....	31
APPENDIX B: Interview and Focus Group Questions.....	33
APPENDIX C: Parent and Child Interview Transcriptions.....	37
School A	
School B	
School C	
School D	
APPENDIX D: Focus Group Transcriptions.....	119
Focus Group 1	
Focus Group 2	
APPENDIX E: Information Letter to Study Participants.....	145
(English and Spanish)	
APPENDIX F: Participant Consent Form.....	148
(English and Spanish)	
APPENDIX G: Participant and Peer Reviews.....	151
APPENDIX H: Theme Development Process Photos.....	153
APPENDIX I: Pima County Food Program Participation Statistics.....	160
APPENDIX J: USDA School Breakfast and Lunch Program Facts.....	165
APPENDIX K: School District Breakfast and Lunch Menus.....	180

SUMMARY

CHILDREN AND THEIR FOOD PRACTICES

Barrett Ebright and Chandra Kring, Bill Emerson National Hunger Fellows
Jim Hazen, University of Arizona Peace Corps Fellow
Anita Fonte, PhD, Community Food Bank Action Research Team Coordinator
Varga Garland, PhD, Director, Community Food Security Center

Community Food Bank
February 2005 Preliminary Report
April 2005 Final Report

A summary of the report, organized around four themes, follows:

Original Research Questions:

- Among children, ages 5-12 years and their households, who is food insecure and why?
- Do they access available food resources, why or why not?

Additional Research Questions, generated by the data:

- What food resources are important in addressing food security?
- How effective are these resources in addressing food security?
- What other individual, familial and community actions could be taken in order to improve the effectiveness of these resources?

Methodology: Information for this assessment was gathered by the Community Food Bank's Community Food Security Center staff and Research Team through four parent-child interviews at four elementary schools and two focus groups at two of the four elementary schools. Schools participating in this assessment had free and reduced breakfast and lunch rates varying from 37% to 88%. The school districts represented include Tucson Unified, Sunnyside, Flowing Wells and Amphitheater. Each interviewee was provided a letter of explanation and consent form in English and Spanish. Interviews and focus group research were recorded, transcribed, translated and analyzed by the Community Food Bank's Community Food Security Center staff and Research Team.

Theme Data and Analysis

Family Food Practices

- Shopping for food
 - Parents use their own car or a relative's car for transportation.
 - Considerably more time is often spent shopping if children are present.
 - Kids often select food items that mothers feel are not nutritious.
 - NOTE: All parents interviewed used a food pantry at some point in their reported experiences.
- Eating at home
 - Breakfast is important and usually contains protein.

- Some children have “big lunches” after school.
- Mothers learned to cook by watching their mothers cook.
- Children often help prepare meals.
- Eating out
 - Eating out is a family event and typically includes restaurants with activities for children and giveaways.
 - Frequency of visits varies due to cost.
 - Common restaurants include McDonalds, pizza, Mexican, and Chinese.

Health, Nutrition & Exercise

- Mothers had some knowledge of nutrition and preferred that school meals include more fresh vegetables and meat and less sugar and sodium.
- Exercise at home and at school is limited.
 - Physical activity outside of school is often unstructured and after school programs that include physical activity often cost money.
- Health issues such as child asthma, obesity, being underweight and hunger were identified. Adults at schools do not often eat food from the school cafeteria.

Waste & Lack of Food Familiarity

- There is a relationship between lack of food familiarity and food waste at school.
 - Examples of foods thrown away include certain vegetables, trail mix, white milk, greasy pizza.
- Vegetables served at school are not similar to vegetables served in study households.
- Larger portion sizes are lacking for older students.
- Cultural pressures exist around sugar and thinness.

School Policies & Practices

- Children risk tardiness if they eat breakfast and reoccurring tardies may result in punishment and school suspension.
- Limited choices exist for school breakfast and lunch.
- Flavored and sugared fruit drinks are available in vending machines.
- School policy varies on physical education from none to 30 minutes, 1-3 days per week.
- Student recess varies by age group and are no more than 15 minutes in the morning and 20 minutes after lunch .
- Some schools have a prevention specialist to encourage physical activity during recess.

INTRODUCTION

*...Directions: Put chili and some water into a saucepan with bullion,
garlic which is diced, and salt and pepper and onion
which I don't have and won't mention anymore because
I miss it and you shouldn't ever be anyplace without it,
I don't care where....(from How to Make a Good Chili Stew, Simon Ortiz,
A Good Journey, UA Press, 1977)*

Research History, Rationale and Purpose

In 1976, a committed group of people in Pima County formed the Community Food Bank with the purpose of addressing the issues of hunger and poverty. As stated in its 2005 brochure, "Empty?", published by the Food Bank Community Food Security Center:

Overcoming hunger is about more than filling bowls and bellies....
The number of people coming to us for help has only grown and so,
in addition to emergency food assistance, we are working...to build
self-sufficiency and a local food system based on justice. One in seven
Tucsonans are living in poverty, defined by the federal government as \$9,310 for
an individual; \$12,490 for a household of two; \$18, 850 for a household of four.

The Community Food Security Center's mission is based on establishing food security in response to the problem of food insecurity.

Adapted from the USDA's 2003 report on Household Food Security, **food insecurity** is defined as "those individuals or communities that are unable to get food through normal channels (grocery stores, household gardens, or other non-charitable means) as being at risk for hunger." **Food security** is defined as "when all people at all times have physical and economic access to sufficient food to meet their dietary needs for a productive and healthy life." According to Mark Winne, W.K. Kellogg Food and Society Fellow, **community food security** "is a relatively new food security-promoting strategy that considers all the factors within a region or community's food system that influence the availability, cost, and quality of food to area households, particularly those in lower income communities" (Winne 1).

The Community Food Bank's Community Food Security Center is increasingly successful in promoting proactive and preventative community actions (backyard gardening, farmers markets, gleaning, nutrition education) which help individuals, families, neighborhoods and faith-based and educational institutions address food self-sufficiency. In addition, the Community Food Security Center staff, led by its director, Varga Garland, looks to programs in other states and regions for solutions to increase community food security. Findings from these efforts suggest that the formation of a food policy council is essential to develop and sustain significant community engagement.

A Food Policy Council is defined as a network which supports local food systems, sustainable agriculture, and equitable access from non-emergency sources to healthy, affordable, culturally appropriate, high quality food (Clayton 20).

As steps toward forming such a food council, the center undertook two prerequisite efforts.

1. In September 2004, people were invited from the area to meet for a Hunger Summit. One hundred fifty-three leaders of Pima County, with invited national and Arizona speakers, participated in the Summit and identified priority areas of interest including education, long-term solutions, economic development, services coordination and collaboration, and local food production (Appendix A).
2. An Action Research team was formed with resources from several sources:
 - a. University of Arizona's Peace Corps Fellowship Program
 - b. Congressional Hunger Center, Bill Emerson National Hunger Fellows Program
 - c. DES Community Food Security Grant

The Action Research team was coordinated by Anita Fonte, an adjunct professor from the University of Arizona's College of Education, and was comprised of Varga Garland; Peace Corps Fellow, Jim Hazen; and Hunger Fellows, Barrett Ebright and Chandra Kring. They were assisted by the Community Food Security Center staff and Community Food Bank staff, Sandy Lujan, Michelle Kuhns, and Marie Buick.

Action research is a methodology with the dual function of producing future change and adding to understanding of an issue or problem. Its origin can be traced back to Kurt Lewin. Carr and Kemmis identified four elements of the action research cycle—planning, action, observation, and reflection (Dick 2).

The original purpose of the action research was to increase the community's understanding of food insecurity by answering the following:

1. Among children, ages 5-12 years, and their households, who is food insecure and why?
2. Do they access available food resources, why or why not?

Background of the Researchers

Varga Garland, director of the Food Bank's Community Food Security Center initiated the study. Her PhD. is in Child and Family Development and she has worked at the Community Food Bank since 1997. Jim Hazen, UA Peace Corps Fellow, is a graduate student in the College of Public Health and while in the Peace Corps, served in Madagascar. Barrett Ebright and Chandra Kring, Hunger Fellows, have degrees in Sociology and Community Studies and Public Policy, respectively, and have eight years of community-based experience. Anita Fonte, an adjunct professor in the University of Arizona College of Education, has taught qualitative and quantitative research methods to masters and doctoral students and also works in various community-based research and engagement roles.

Research Assumptions

The Action Research Team has identified the following key research assumptions that contributed to the collection, analysis and interpretation of the research data:

- The issues of food insecurity and food security are important in the overall goal of decreasing hunger and increasing nutrition and health.
- The nutrition and health of community members contributes to the overall quality of life of a community.
- Through a deeper understanding of a purposive and accessible sample population, the information/data produced would help the Food Bank's staff and community members as practitioners identify steps for future community change.
- The philosophical "lens" of data interpretation was based on ethnographic research and, specifically, grounded theory (Hammersley and Atkinson). Grounded theory advocates data analysis and interpretation that is driven by the data rather than external theories or proposed problems.

Additional research assumptions that were identified by the team during or after data collection and analysis, as the team reflected upon their research practices and the data that was generated, are:

- The school would be providing the most reliable food resource to the children and their households.
- The children's families would not be engaged in healthy food practices.
- Children's health issues would be important.
- Transportation to food resources would be a common impediment.
- Other professionals engaged in food distribution and community members would be open to new understandings generated by our interpretation of the research data.

Research Limitations

Limitations that the Research Team identified at the beginning of the research include:

- The research had to be completed in order for the Hunger Fellows to deliver the report as their Hunger Free Community Report to the Congressional Hunger Center by February 2005.
- Personnel's time and resources.
- Number of schools which could be accessed in order to meet the timeline.
- Availability, access and willingness of students, their parents and school staff.

During and after the research, we added the following limitations:

- The Community Food Security Center staff that provided bilingual interviews did not attend the orientation to research methods. This generated a weakness in internal reliability, due to additional questions the bilingual staff asked during the interviews.
- Specific school data, although available, was not used because it would breach the confidentiality of the school and the school's staff.
- To meet the Hunger Fellow's timeline, it was decided that two reports would be produced. The first, released on February 4, 2005, was delivered to the Congressional Hunger Center, and did not include reviews and edits from the

participants or from peer readers. The second, released April 2005, includes a final text and participant and peer reviews. Upon completion, the second version will also be delivered to the Congressional Hunger Center.

Research Themes

Using thematic coding as the primary data analysis method, four major themes were identified by the Team. Thematic coding is commonly used in ethnographic research.

- Family Food Practices
- Health, Nutrition and Exercise
- Waste and Lack of Food Familiarity
- School Policies and Practices

Each of these themes is addressed in detail in the following report.

METHODOLOGY

Research

On October 29, 2004, the Food Bank Action Research Team met to respond to priority issues identified by the one hundred and fifty three community participants who attended the September 2004 Pima County Hunger Summit. The majority of the Summit participants expressed concern about young children's access to food and suggested that the school was the primary institutional resource to address this issue. Based on this concern and other assumptions cited in the report introduction, the Food Bank's Action Research team decided to focus on elementary schools as the most accessible data source for this study. Through the elementary schools as an "entry point," the Research Team planned to recruit young children, their families and school staff to participate in the study. The Team established an action plan delegating responsibilities to members and setting a timeline for completion of the research.

Design: Interview and Focus Group Questions

Initially, the coordinator facilitated an in-depth discussion of quantitative and qualitative methodologies. It was decided that both would be used in the study, but the primary methodology would be qualitative, using ethnographic and historical research designs. As stated by William Wiersma, 1995, in *Research Methods in Education: An Introduction*, there are several design assumptions that underlie qualitative research:

- The phenomena (situations) should be viewed as complex and cannot be reduced to a few factors.
- The researcher operates in a natural setting and should be "open" to events.
- The perceptions of those in the study are the focus of the research and to the extent possible, those perceptions are to be "captured" as reality.
- Researchers' bias and assumptions are to be identified and thus, minimized.
- The "world" or the phenomena in the world...is not run in a mechanistic manner, according to a set of laws.

Interview and Focus Group questions were designed by the Team. In order to minimize the amount of time required for participants to take part in the process, a limited number of questions were compiled for the parent and child interviews and the focus groups. Questions using simple grammar and vocabulary were outlined for the child interview focusing on daily eating habits, food satisfaction, and physical activity. Questions for parents requested more detail on food and nutrition including access to resources, preparation and eating habits in the home, physical activity, family health, and general knowledge of healthy eating behaviors (Appendix B).

Focus group questions were on food and nutrition in the schools, including breakfast, lunch, and after school food availability and appreciation; the relationship of food and nutrition to illness and academic performance; cultural aspects of food and nutrition and their effect on students; physical activity; and general perceptions of the overall impact of

food and nutrition in the school setting. Questions were designed to promote discussion among focus group participants (Appendix B).

A preliminary list of questions was suggested by the Team and a list of questions was compiled based on group consensus. The list was reviewed by the team, edited, and finalized in a November 2004. All questions were designed to ensure clarity, cultural sensitivity, and applicability based on scope and purpose of the research. For each set of questions, the time required was estimated - child interview-9 questions, 10-20 minutes; parent interview-12 questions, 40-50 minutes; focus group-8 questions, 40-50 minutes.

Interviews and focus groups were scheduled. The research plan included three interviews and three focus groups, but due to participant availability and deadlines, four interviews and two focus groups were conducted. The interviews and focus groups were audiotaped.

Sample

Participants for the interview and focus groups included representatives from four Pima County school districts. The four districts were Tucson Unified School District (TUSD), Flowing Wells School District, Amphitheater School District, and Sunnyside School District. The districts were each chosen because of existing relationships with the Community Food Bank. Four schools within the districts were identified through existing relationships with the Community Food Security Center including food security and education work. The sample for this study was an accessible and purposive sample.

An employee of the Community Food Bank contacted each school. Contacts at each school most often included the Parent Involvement Assistant (PIA), Family Literacy teacher, or school social workers who worked closely with parents and teachers in the schools. If the PIA was not available or not present in the school, discussion took place with the principal or assistant principal. The Community Food Bank staff member provided information on the scope and purpose of the assessment. In addition, a letter of explanation and a consent form, each provided in English and Spanish, were sent to the school contact to review and share with other staff members and parents (Appendices E & F).

After reviewing the letters, parents and their children were identified for the interviews. School staff was identified for the focus group including teachers, nurses, parent involvement assistants, Family Literacy teachers, and any other party working at the school who could provide information on food and nutrition in the school. A minimum of two school staff members were required for a focus group with at least one being the school nurse or a teacher.

Interviews and Focus Groups

All interviewees received a letter of information and consented to participate in the assessment. Interviews and focus groups were conducted in each of the schools by the Team. Except the first parent and child interview, when five members of the Team were present, all other parent and child interviews were performed by two members of the Team. For interviews in Spanish, a bilingual Food Bank staff member was accompanied

by one Team member. The staff member asked questions and the Team member operated the tape recorder and regulated the time given to each question.

The two focus group discussions were conducted by multiple members of the Food Bank staff and Team in English. Two Research team members asked questions sequentially while one staff member operated the tape recorder and regulated time. The Team conducting the interview and focus groups discussed the responses immediately following each meeting. The discussion focused on the following topics: general themes, surprise findings, successes, and items to improve on for future interviews and focus groups.

To emphasize internal research reliability, each interview and focus group began with an overview of the assessment and procedures. Participants were told that a series of questions would be asked and recorded and they would be given time to respond. Participants were also informed that the interview would take approximately one hour total for the parent and child interviews and forty-five minutes to one hour for the focus groups. For parent and child interviews, the parent was also present for the child portion of each interview. Because the bilingual Community Food Bank staff in two interviews posed additional questions, internal reliability was weakened.

Following interviews and focus groups, participants were provided time to discuss any additional issues or concerns relating to food and nutrition in the schools. In some cases, discussion continued; relevant information was included in the data presented in this report. In addition, to conduct participant reviews, all participants were asked to review a draft of the report. Participants interested in receiving a copy of the final report provided mailing addresses.

No participant reviews and one peer review were received as of the date of this publication (Appendix G).

Transcription

All interviews and focus groups were transcribed by members of the Food Bank's Community Food Security Center staff or the Research Team. Spanish transcription was completed by Community Food Security staff, Marie Buick, Dana Helfer and Michelle Kuhns. All information transcribed from Spanish was first written in Spanish by a Community Food Security Department staff member, then written in English.

Data Analysis

All transcripts were first analyzed by the coordinator of the Research Team. Sixteen themes were identified and color-coded based on commonalities in the different interviews and focus groups. The Research Team met to discuss the themes and consolidated the themes into four main categories including:

- Family Food Practices
- Health, Nutrition and Exercise
- Waste and Lack of Food Familiarity
- School Policies and Practices

Research Team members numbered all the data lines in the transcribed narratives and electronically clustered the data into the four categories. For each category, the lines were cut and pasted on wall-sized sheets of paper and labeled by color and theme. The Team reviewed each theme and its components. Main points were outlined by the Team for each category and written on an additional wall-sized paper. For each category, representative quotes and key elements of each theme were produced; the data was typed into a research summary/abstract format for presentation in January 2005 (Appendix H).

The complete data sets were reviewed and integrated for the report. Quantitative data is included in the appendices (Appendix I).

Interpretation of the qualitative data is meaningful as descriptions of the individuals, families and school staff who participated in the research. The internal and external validity of the data is strengthened by the use of “triangulation.” Data was collected from three different sources to answer the research question. The research design used parent and child interviews, school staff focus group discussions, and historical data for each school district.

RESULTS

Family Food Practices

“The evening meal is very important. That’s when we sit together, we sit as a family” (School C, parent interview: ll 429).

While the number of children in a school qualifying for free and reduced price breakfast and lunch communicates how many children are accessing food at school, it does not describe children’s experiences accessing food outside of school. The parents that we interviewed provided an in-depth look into their practices for accessing food for their families. The interviews revealed that parents’ food practices are a very important part of the children’s ability to access food outside of school. Parents were also conscientious of the way their food practices affected their children. The act of purchasing food and preparing food involved children physically or parents kept the nutritional needs of their children in-mind. Interviews with five mothers, revealed three major categories including food shopping practices, eating at home, and eating out.

Food Shopping Practices:

One issue of primary interest was the entire process of families accessing food. Most of the data generated surrounded the mother’s typical trip to the grocery store. Every mother used a vehicle that they owned or borrowed from a relative or friend. “Q: How do you get to the grocery store? A: Me. Me and my car or my boyfriend” (School B, parent interview: ll 128-129). However, the nature of the trips to the store varied greatly depending on whether their kids accompanied them. The presence of children affected the items purchased, with kids often selecting foods considered unhealthy by their mothers, and the amount of time spent at the store. “It takes us two hours because I make a list and they help me . . . they always want to go, because there’s always something they want . . . Like chips or juice or chocolate, which isn’t good food” (School D, parent interview: ll 42-62). The presence of children influenced the length of the trip; if mothers were alone, they could get in and out without any distractions. But for other mothers shopping alone allowed them to take more time. “When I’m by myself it can take me like up to an hour, and when all of us go in, about a half an hour” (School C, parent interview: ll 167-168).

All interviewees reported having used a food pantry at some time in their experience accessing food. One parent reported that while getting food from the food pantries was helpful, she did not feel that the food was always nutritious. “The food bank gives you stuff, there’s no meat and no, there’s just canned stuff. I mean who I am and as a parent I don’t just cook canned foods that don’t contain a lot of nutrition” (School B, parent interview: ll 197–199).

Another parent felt that some people did not use food pantries because they were unfamiliar with the foods distributed. “The [Hispanic] community doesn’t take advantage of everything you offer. Because it’s not what we’re used to in our countries. For example, powdered milk - the majority of the people don’t use it, they don’t use canned food, we’re not used to it” (School A, parent interview: ll 151-153).

One staff person reported her experience in taking parents to a local food pantry and thought customer service could be greatly improved. "Going to those places is very intimidating . . . it's not a friendly place . . . I think these people need to be trained how to treat people because that's, I think that's part of the problem" (School A, focus group 1: ll 203-230). Another parent told us about her positive experience with a food pantry. "I'm thankful for the food bank up here . . . I would go up there and say I just need groceries for a week to get me through. And I think I walked out of there with nine bags of groceries. And I'm like this is overwhelming to me, and it fed me. Now I donate when I, when I do have the money" (School C, parent interview: ll 276-317).

Eating at Home:

We asked mothers to describe their food preparation. All of the mothers told us their children helped them cook and for some it was a family activity. "I live with my four kids alone and it's fun to make food together. Sometimes we just laugh and laugh and, you know, we don't make anything fancy, we just . . . play, but we do it as an activity with just us" (School D, parent interview: ll 84-91). Many interviewees said that it was not only nice to have the help, but that it was important for them to teach their children about food and cooking. "Sometimes they want to help, sometimes I want to teach them" (School C, parent interview: l 179). Most of the mothers reported that they learned to cook from their mothers and family, or in one case had learned what not to cook from her mother. "So, I learned with my family. I didn't study anything. They're all recipes from my mom or my grandmother—or my sisters" (School D, parent interview: ll 183-184).

When the Research Team asked the mothers to describe recent meals they had prepared and where their children eat their meals, many talked about breakfast as being a very important meal. Mothers expressed that it was important for their children to start out their day with a good hearty meal that often included protein and carbohydrates. "In the morning we have a big breakfast . . . I always try to give him some protein, like egg or sausage, and bread or . . . carbohydrates" (School D, parent interview: ll 106, School A, parent interview: ll 117-118). Some households also had big meals for their kids to eat after school and a smaller meal closer to bedtime. "In the afternoon when they come home from school—those are the hearty meals, and at night, we just have cereal so it's not heavy or hard. So, I hardly ever make dinner. It's a light dinner" (School D, parent interview: ll 107-110).

Eating Out:

For many mothers, eating out was centered on their kids and family. For one household, the family night was once a week and included eating out and a movie. "We eat out pretty much every Friday . . . And then we go to Blockbuster and rent movies" (School B, parent interview: ll 156-159). For others, frequency of eating out depended on cost and was not as much about the food at the restaurants, but the activities for their kids or toy giveaways. Some of the most common places included McDonalds, Subway, pizza, and Mexican or Chinese restaurants. "Well, I take them to McDonalds, I take them to Burger King. It depends on the toys they have. Because they want the Happy Meal, but just the fries and the soda and that's it. They don't like the hamburger" (School D, parent interview: ll 235-237).

The Research Team was also interested in other ways families access food. Mothers and school staff were asked if they knew about other community or family organized food sharing. None of the mothers reported other types of food sharing, but one school staff person explained that she and her neighbors share food they prepare with each other. "It's neighbors with neighbors you know. I mean if I make tamales I'll take my neighbor, you know, tamales or if I make some soup or something. They do that, but that's not everybody you know, just a few" (School A, focus group 1: 11 267-269).

Summary:

Based on the data, mothers have a great impact on their children's experience with food outside of school. Children are often involved with food shopping and meal preparation. Just as mothers reported learning about cooking from their families, their children's knowledge of cooking and food are coming from their families as well. Mothers also considered their children when making choices concerning when the important large meals were eaten, particularly large breakfasts and after school meals. Lastly, eating out was considered a family activity or an experience for the children where they could play and take advantage of toy giveaways.

Health, Nutrition & Exercise

"The food here, it's not very good . . . other schools they even have a salad bar, and I feel like the food is really poor here in this school district . . . it should change because I don't feel it's as nutritious" (School A, parent interview: 11 97-100).

As a part of the purpose to learn who is food insecure and why, it was important to investigate the nutrition level of the food children are accessing as well as the amount and type of physical activity. The following data represents children, parent and school staff impressions and opinions surrounding children's nutrition, exercise and health at home and school. The three categories that emerged were parent nutrition knowledge, exercise outside of school, and health issues.

Parent Nutrition Knowledge:

Many of the mothers interviewed shared their knowledge of nutrition through what they fed their children and their opinion on school meals. Most mothers reported that they received nutrition education through their mothers or in school. In addition, one mother stated that she learned nutrition through other sources and stated, "When there is an opportunity to learn, I jump" (School C, parent interview: 11 332-333). One mother spoke to us about the food she tries to keep her kids from eating. "A lot of diseases come from what you eat. So, I try not to give them chips or soda . . . I know how they could eat better and so I try to avoid the things they shouldn't eat" (School D, parent interview: 11 190-192). Overall, mothers expressed a preference for fresh vegetables and fruit, more meat and less sugar and salt in school meals. According to one parent, "I think it's [school meals] okay, I think they could use some work, on variety. On things other than hotdogs and hamburgers . . . instead of doing canned vegetables, they can do fresh vegetables or fresh fruit. Canned fruits have a lot of sugar" (School B, parent interview: 11 163-170). However, a parent expressed that she did not expect schools to serve the

quality or variety of food that she would feed her kids at home. "They [school] can't do it like at home . . . I have four kids. Each one has different tastes" (School D, parent interview: l 350).

Exercise Outside of School:

Mothers reported that most of their children's physical activity outside of school is unstructured. When asked where parents can take kids for exercise one parent responded, "We know of several places to go, but we can just go into our backyard, we have a big backyard . . . Yeah, we run around like little monkeys. I have three boys, so they keep me pretty busy" (School B, parent interview: ll 213 -215). Often times, cost was cited as a barrier for parents getting their kids involved in after school programs and more structured exercise activities. "We don't go to the gyms . . . I would like to swim with my girls, but we can't because it's so expensive" (School D, parent interview: ll 704-705). School staff echoed parents' sentiment that cost was a challenge because many after school and sports programs have a cost. "After school recreation. They go outside and they play different games and all that . . . it used to be a bigger program, but they charge for it now . . . it used to be free" (School A, focus group 1: ll 304-313).

Health Issues:

Many different children's health issues were mentioned throughout the interviews including asthma, obesity, being underweight or too thin, and hunger. Quite a few parents reported that their children had asthma including a mother who said, "Yes, all four have asthma. They're in a program for asthma . . . so everything is well under control" (School D, parent interview: ll 752-753). Both school staff and parents expressed concern about child obesity. One school staff person was worried that some school meals may be contributing to this problem. "There are a few children who I think do have a little bit of a weight problem . . . And I have a little bit of concern for those who get in the habit of eating pizza every single day, because I know how easy it is to gain weight on pizza" (School B, focus group 2: ll 212-214). Another parent was also aware of the danger of obesity for her children. "My sister's extreme obese. I don't want that for family, for my husband and my three boys. How can I avoid that? Nutrition, exercise, education" (School C, parent interview: ll 346-348).

At the other extreme there was worry about children being too thin and in one case a school staff person felt that it was related to, "the culture of our whole nation, for the older kids. I think there is a problem in that there is an over emphasis on being thin in the United States and I think some girls are choosing not to eat as much as they should because of that problem" (School B, focus group 2: ll 144-147). A parent also reported that one of her children is underweight, "The doctor is involved. The youngest drinks a special milk for his low weight . . . he's been like that for a long time" (School D, parent interview: l 761).

We also asked all of the children interviewed about the meals they ate and if they felt full afterwards. Many children responded that they were full after that day's breakfast or lunch, but others reported they were not full and often would joke about still being hungry. Q: "Did you feel full when you were done?" A: "No." Q: "No? You were hungry?" A: "Um hmm. A little bit" (School D, child interview: ll 40-43).

Lastly, one school staff person reported a concern about food storage and the illness of children they witnessed at school. "One of my concerns is like either, does somebody have their electricity turned off and therefore is the food spoiling? . . . I do think that I see illness based on lack of nutrition and inability to store food right" (School A, focus group 1: ll 282-284).

Summary:

The mothers expressed general knowledge of nutrition and discussed what they felt their children should not be eating and recognized that fresh vegetables and fruits versus canned are better. Just as mothers wanted less sodium, sugar and fat in school meals, school staff reported not eating school meals for the same reasons. "I don't usually eat the meals in the cafeteria . . . too much fat because it's breaded or fried, um things on the menu . . . I generally don't eat in the cafeteria either" (School A, focus group 1: ll 22-23). It was also reported that children are somewhat active outside of school, but often in non-structured activities; and cost is a barrier for involving kids in after school programs and sports activities. Asthma, obesity, thinness and hunger were all health issues that parents and school staff were concerned with for children.

Waste & Lack of Food Familiarity

"If they serve something they [kids] are not familiar with, it's going to go to waste because they are going to throw it away" (School A, focus group 1: ll 29-32).

When asking school staff and parents their opinions about the nutritional value of school meals, the interviewees took this opportunity to tell us about other issues surrounding school meals. Although we did not ask questions about food waste in schools, it was an issue that was brought up again and again by both school staff and parents. Many discussed different explanations for why food is thrown away and how school meals might be changed to reduce food waste, and to encourage more children to eat the meals. While discussing school meals, interviewees also brought up portion size and food choice.

Food Waste:

Parents and school staff cited many different reasons why they think children throw away their school meals, but all made the point that it happens frequently. Parents often talked about their children simply throwing it away because they did not like the food. "And my girls go to the cafeteria, but there are things that they don't like. There are times when they see it and I don't like it when they throw it out" (School D, parent interview: ll 150-152).

Many school staff talked about children's lack of familiarity with foods served at schools. "And some of the kids, they have never heard or seen a celery stick . . . If they're not familiar with something they won't do [eat] it" (School A, focus group 1: ll 176-177).

When school staff was asked if they thought language or culture played a role in nutrition, one said that some foods served are uncommon in the Hispanic culture. "Sometimes the cafeteria will at lunchtime [serve] a trail mix and they have these raisins and nuts and all these things you know. And they [students] won't touch them. They throw the little cups away" (School A, parent interview: ll 182-184).

School staff told us about programs and classroom practices to introduce children to unfamiliar foods. "Over at Head Start . . . they eat very nutritious meals, and they have to try everything . . . So they are getting exposed to new foods in Head Start" (School A, focus group 1: ll 192-193). One teacher makes an effort to familiarize her students with fresh produce. "In my classroom we have a letter of the week and we taste some sort of food, and we usually try to push the fruits and vegetable, apples, bananas, carrots" (School B, focus group 2: ll 152-154).

While most interviewees made a connection between lack of food familiarity and waste of school food, two parents suggested that improving the presentation of the food might encourage more kids to try the food before throwing it away. "There's just a bun, with a weenie, and that's all, and I think it just needs a little extra effort in the presentation . . . if you just put a little mustard and mayonnaise, they would eat it up . . . because the worst thing is the waste of buying this food or wasting the food" (School D, parent interview: ll 390-393).

Another parent thought that school food carried a stigma that turned kids off from even eating foods that are familiar. "He eats, like I said, the vegetables at the house, he doesn't eat school vegetables. I think it's just a, I think it's a label, school vegetables, ewww everybody's cursed the school vegetables. [group laughter] But he does eat them at the house" (School C, parent interview: ll 567-570).

Finally, children told us that one of the results of throwing away their school food is that they often end up eating very little at school. One child told us, "Well, sometimes I don't like the food here. . . so, I just drink my milk" (School A, child interview: l 404). Another child reported, "I don't know what there was, but I didn't like it either. I don't like to eat in the cafeteria." "Q: Okay. So you never eat lunch here? A: No. Yesterday I ate chips" (School D, child interview: ll 104-105).

Food Portions and Choice:

Some of the parents and school staff were concerned about the portion size of school meals, especially for the older students. "If we go with our cafeteria meals we are served the student portion most likely . . . but um I sometimes feel the student portion sizes are a little lacking. We have these six graders who probably should be eating as much as I do or more, and I'm hungry sometimes" (School B, focus group 2: ll 78-81).

It was also suggested that increasing the number of healthy choices that students have would improve students' satisfaction with school meals and meals would be healthier. "We are seeing in our cafeteria the days that we serve the hot turkey lunches . . . that's what most students want, they don't want the pizza. They want that nice hot meal with the vegetables, everything. So, I think if we offered it they would choose it more so than pizza" (School B, focus group 2: ll 273-276).

Summary:

As the data indicates, food waste is a problem in schools. Many students are not consuming the meals that are provided for them and therefore are often not eating complete meals at school. One of the major reasons cited for food waste was lack of familiarity with some foods that are served. Parents and school staff suggested improving the presentation of food served and increasing the number of healthy meal choices to cut down on food waste.

School Policies & Practices

“If kids are our future we need to fix the problem. We have obesity going on . . . and if we are showing it in our schools, you know, not doing anything about it in our schools like serving nachos and crud like that, you know. If we are giving them these choices then what are we telling them?” (School B, focus group 2: ll 262-265).

During interviews with school staff and parents it became apparent that school policies affect when and what children eat at school and the amount of physical exercise they get during school hours. Discussion in each focus group included nutrition education and the general nutrition curriculum taught in their respective schools. Information from the Arizona Department of Education described current nutrition education policy, “There is no real standard for ‘nutrition education’ within Arizona – only health education. The state has set up the topics that need to be addressed within health education- but the time and how that information is taught is at the district level to decide” (Arizona Department of Education staff, 11/1/04).

School district representatives contacted by the Research Team stated that in the health curriculum, there is a section on nutrition, but the time allotted for these activities is dependent on individual teachers. Tardiness, vending machine products and physical education policies (particularly following breakfast) were issues raised by interviewees.

Tardy Policy:

According to many parents and school staff, students often must make the decision between eating school breakfast and getting to class on time. Often there is little time in the morning to eat school breakfast and at one school children may choose to skip breakfast to get to class on time in order to be eligible for a good attendance award.

“If they get here at 7:35 they have 15 minutes to eat, if they get here at 7:45 they have five minutes to get over there and get it. And if you don’t get here by 10 of I don’t think they’re allowed in the cafeteria . . . The kids have to decide do I go to the cafeteria or do I go to class. Well hey if you go to class and you’re here every day, then there is a prize for you (School B, focus group 2: ll 243-245 and 236-238).”

In another school there is a strict tardy policy that some interviewees felt discouraged children from eating school breakfast. "You eat here at school, you're going to be tardy to class, you have three tardies you have in-school suspension, which is ISS" (School C, parent interview: l 384). It was also reported that sometimes it is out of children's control to arrive at school in time to eat breakfast and if students do not eat in the morning it may affect the rest of their day. "Frequently I'll hear them say, well I didn't have time to eat breakfast because my mom or dad was running late . . . they don't feel like they have any option but to go to class hungry, so they come to my office half way through the school day because they have a stomachache or a headache or are dizzy" (School B, focus group 2: ll 226-233).

Flavored Fruit Drinks:

During one focus group, school staff discussed the presence of a vending machine at the elementary school. The staff felt that even though the machine does not sell soda, "the majority are vitamin C added um flavored drinks . . . sugar water," and one staff person felt, "it takes away from other things the kids should be having in a lot of circumstances." The focus group also discussed the children's habit of sharing the large vending machine bottles which mortified the school nurse, "One of them will buy one juice and four or five will drink out of the bottle . . . I did not know that! I've always thought the bottles were too large. They're 20 ounce bottles." While staff cited negative affects of having the juice machine, one staff person exclaimed that there are advantages for the school to have a vending machine. "It's a wonderful moneymaker and it funds certain activities" (School A, focus group 1: ll 337-350).

Physical Activity at School:

According to the Arizona Department of Education, time devoted to physical activity depends on each school's policy. Information obtained from schools indicate that physical education classes can range from thirty minutes per day for grades K through 5 to four times for 30 minutes every two weeks. One of the school staff reported that, "they have 15 minutes in the morning and then they have their PE, you know once a week . . . it's the second year we've had PE here . . . Once a week for about forty minutes and then at lunchtime" (School A, focus group 1: ll 291-293).

Recess also varied with some schools providing no recess to kids in grades 4 through 6 to 15 minutes every morning for younger children grades K through 3. The majority of schools allow 20 minutes after lunch for students to participate in physical activity. One school reported that recess time depended on the classroom schedule and is sometimes used as an incentive for good student behavior.

"For the older children . . . P.E. program is once every three days... for almost an hour or so. And the grades, according to what's happening in the classroom also have a recess in the middle of the day . . . And some of them will have an afternoon recess depending on if they have all their work done. They get that as a reward for about 15 minutes (School B, focus group 2: ll 181-186)."

The focus groups reported that their schools have special programs designed to encourage more student physical activity during recess. “We have, um, a prevention specialist, um, who specifically makes a point of going out to recess duty and doing active things with the kids. Games or sports like things where they are running, jumping and doing things” (School A, focus group: 11 322-326). At another school there is a, “mileage program for grades 2 to 6 . . . I guess they are running laps after lunch” (School B, focus group 2: 1 192).

Summary:

Students often have a limited time to eat breakfast at school. Furthermore, tardy policies might have the unintended effect of discouraging children from eating breakfast at school for fear of being late to class. While the presence of a juice vending machine in one school raised issues about nutritional value of the juice, school staff recognized that it brought in money for the school. Nutrition curriculum and physical education in schools is largely determined by each school and varies significantly. In addition, there was minimal concern among teachers and parents regarding the small amount of physical activity in and outside of schools.

DISCUSSION OF RESULTS AND IMPLICATIONS FOR FUTURE RESEARCH AND ACTION

Expanded Purpose Based on the Data

The original purpose of the research was to increase the community's understanding of food insecurity by answering the following:

1. Among children, ages 5-12 years and their households, who is food insecure and why?
2. Do they access available food resources, why or why not?

Although it was not the intent of the research to explore the effectiveness of food resources such as the Food Bank and school cafeterias, the participants of the study identified these two elements of the food system as very important and expressed clear perspectives on the effectiveness of these resources. Thus, the expanded purpose of our research includes:

3. What food resources are important in addressing food security?
4. How effective are these resources in addressing food security?
5. What other individual, familial and community actions could be taken in order to improve the effectiveness of these resources?

Discussion and Implications of Data and Themes

Family Food Practices:

- Parents usually have their own car or use a relative's car for transportation. The researchers assumed that transportation would often be an impediment.
- Often more time is spent grocery shopping and other food items, usually of less nutritional value, are purchased if children are present. A limited number of grocery stores offer child play areas to accommodate children accompanying their families.
- All parents participating in the study had, at some time, used the local food pantry. In most cases, service and quality of food were described as good; in one case, service was identified as very poor. Concern about the nutritional value (such as white bread), or cultural appropriateness of some food items was expressed.
- Breakfast is important and usually contains protein. Because children may choose not to eat school lunches, big meals are prepared for them when they come home from school. This finding was unexpected and may be significant to why some children who qualify for school lunches may be choosing not to eat at school.
- All mothers learned how to prepare food (or, in one case, how not to prepare food) from their mothers. The generational transfer of food preparation was apparent; girls and boys are introduced to food through their mothers' practices.
- Children often help prepare meals and for several families, this is a fun activity. Food preparation appears to be a strong element in children's access to food outside of school.

- Eating out is a family event and typically includes restaurants with activities for children and toy giveaways. Frequency of visits to restaurants (usually fast food) depends on cost.

Implications for Future Research and Action

- Identify the extent of the practice of skipping school lunch and replacing it with a large afterschool meal at home.
- Identify local pantries that have customer service issues and provide customer service training.

Health, Nutrition and Exercise:

- Based on pre-research assumptions, mothers had more knowledge of nutrition and preferred that school meals include more fresh vegetables and meat, and less sugar and sodium. Cinnamon rolls and cereal for breakfast were identified as unhealthy by adult participants.
- Exercise at home and school is limited. Physical activity outside of school is often unstructured and participation in after school activities is limited due to cost. Little time is allotted for physical activity in schools.
- Health issues such as child asthma, obesity and being under weight were mentioned by adult participants.
- School staff usually does not eat food from school cafeterias, which suggests that the food quality does not meet their standards.

Implication for Future Research and Action

- Review of local school district food policies is needed to understand local practices.
- Review of federal food guidelines for schools and how policies are implemented in other regions of Arizona is needed.
- Examine utilization of a prevention specialist in an expanded physical education program.
- Review of current health, nutrition and exercise research would help to inform discussion of children's health issues.

Lack of Food Familiarity and Waste:

- A relationship between lack of food familiarity and food waste at school exists. Examples of wasted food include vegetables, trail mix, milk (not chocolate) and "greasy pizza." Waste was raised as a significant issue by all school staff and parents.
- Vegetables served at school are not familiar to some children. Members of the Research Team who also work with the Community Food Bank's Backyard Garden program were not surprised by this finding and noted that culture is reflected in the selection of seeds for family gardens.
- There was a shared perspective among children, parents, and school staff that choices for school breakfast and lunch were limited and larger portion sizes for older elementary school children were needed. Concerns expressed about food

portion size and presentation were unanticipated findings and have implications for food service policies and/or practices.

- Discussion of the easy availability of products high in sugar in and out of school is reflected in recent public discussion. As this report goes to press, the Arizona Department of Education is releasing a report on school vending machines and nutrition; and state legislation is being introduced to ban the sale of “minimal nutritional value” foods at schools beginning August 2005 (Fisher and Gassen). State actions will likely generate additional public discussion of the issues.

Implications for Future Research and Action

- Document the extent of food waste in schools.
- Inquire into school district and/or each school’s policies regarding the establishment of a “food sharing table” to increase understanding of food sharing and waste.
- This report will be shared with the Arizona Department of Education and state legislators, as well as school districts, school food service personnel and school boards.

School Policies and Practices:

- Children risk tardiness and possibly in-school suspension if they eat school breakfast. There is some indication that schools are addressing this issue.
- Flavored and sugared fruit drinks are available in vending machines, supplied in twenty ounce bottles. An important non-nutritional issue related to vending machines: the income that is generated from these beverage contracts with schools can be \$10,000-\$12,000 per year (Fischer and Gassen A11). The fiscal impact of exchanging these products with healthier options in vending machines will also need to be examined.
- School policy varies on physical education from no P.E. to 30 minutes, 1 to 3 days per week. This issue is related to school, state and federal funding resources.
- Student recess varies by age group and is no more than 15 minutes in the morning and 20 minutes after lunch.
- Some schools have special programs to encourage physical activity during recess.
- Some schools are taking proactive steps to find creative solutions to complex problems and need support from the public.

Implications for Future Research and Action

- Further investigation into school tardiness and the relationship it may have to skipping breakfast is needed.
- Parent education and outreach on the importance of getting children to school on time is needed.
- The impact of fruit drink vending machines on health and nutrition needs to be explored recognizing the fiscal impact of vending machines on school programs.
- Further inquiry and better understanding of school funding for physical education activities might produce a community action plan to raise funds for school physical education programs or classes.

- Inquiry into schools which leverage other personnel to expand structured physical education activities during school should be explored and possibly adapted to other schools.

CONCLUSION

This research generated data and questions for additional research. Additional resources for the Community Food Bank to support this research will be necessary. This report would not have been possible without the Congressional Hunger Center and Peace Corps Fellows.

Early distribution of the research summary generated initial strong response from a limited audience. Findings from the data, such as the extent of maternal knowledge on nutrition and the minimal importance of transportation, emphasize the importance of the data-driven research approach.

The Food Bank's Action Research Team, which began as an idea, demonstrated by this example that ongoing action research can be a vital element of the Community Food Bank's service and educational outreach to the community. It is hoped that this research will be utilized to support the development of a Pima County Food Policy Council and the statewide Arizona Food Policy Coalition in order to promote effective anti-hunger and food security policies throughout Pima County and the state of Arizona.

Annotated Bibliography

Arizona Department of Education. Student Services Division Summary Report. Phoenix, Arizona: ADE, 2002. Available at:

<http://www.ade.az.gov/healthsafety/SSAnnualReport.pdf>

The mission of the student services division of the Arizona Department of Education is “to support schools and organizations in promoting the health and safety of students.” The annual report covers activities of the division in 2001. *Child Nutrition Programs* is part of the student services division and the report highlights the school based nutrition programs including national school breakfast, lunch, after school snacks, summer programs, team nutrition, and the Child and Adult Care Food Program (CACFP).

Association of Arizona Food Banks. 2000 Hunger Profile: Pima County. Phoenix, Arizona: AAFB, 2000. Available at:

<http://www.azfoodbanks.org/profiles/Hunger%20Profile%20-%20Pima%207-04.PDF>

This one page profile provides an overview of hunger in Pima County. The report shows 2000 rates for individuals living at or below poverty level, those who are utilizing food stamps, cash assistance, and other forms of public assistance.

Brener, Nancy D., Patricia J. Dittus and Gabriella Hayes. “Family and Community Involvement in Schools: Results from the School Health Policies and Programs Study 2000.” *Journal of School Health*. 71 (2001): 340.

The 2000 School Health Policies and Programs Study (SHPPS) focused on family and community involvement in school related activities and programs promoting positive health behaviors. The study found that 45.1% of districts and 65.5% of schools nationwide have established school councils involving parents and community members to address health issues. The article suggests more research to assess reasons that many families and teachers are not participating in the councils. By pointing out that family and community involvement increases the overall health status and environment of schools, the author supports the increase in formation of school health councils across the nation.

Carr, William and S. Kemmis. “Becoming Critical: Education Knowledge and Action Research.” London: Falmer, Press, 1986.

A classical research text which outlines the action research cycle.

Center on Hunger and Poverty. The Consequences of Hunger and Food Insecurity for Children: Evidence from Recent Scientific Studies. Waltham, Massachusetts:

Center on Hunger and Poverty, 2002. Available at:

<http://www.centeronhunger.org/pdf/ConsequencesofHunger.pdf>

This article provides information on the consequences of hunger and food insecurity on children including health consequences (nutritional deficiencies, illness, infection), behavioral consequences (emotional, mental health), academic outcomes, and obesity.

Centers for Disease Control and Prevention (CDC) and United States Department of Agriculture (USDA). Making It Happen: School Nutrition Success Stories. Washington D.C.: USDA and CDC, 2004. Available at: http://www.fns.usda.gov/tn/Healthy/ExecSummary_RevenueInfo.pdf
Describes a program designed to provide students with more nutritious meal options and to increase overall school revenue. The summary also provides information on the program and describes 32 schools participating in the program.

Children's Alliance. Nutrition and Schools: Youth and their Parents Speak Out. Seattle, Washington: Children's Alliance, 2004. Available at: http://www.childrensalliance.org/4Download/Final_report_3-4-04.pdf
This report provides information on research conducted in Washington State among high school students. Using focus group discussions, the research describes the eating habits of high school students and healthy food choices for breakfast and lunch.

Cho, H. and M.Z. Nadow. "Understanding Barriers to Implementing Quality Lunch and Nutrition Education." *Journal of Community Health*. 29 (2004): 421-435.
Discusses the barriers in creating a healthy nutritional environment for children in schools in Massachusetts. The qualitative analysis of these barriers shows that the following are major obstacles encountered when trying to improve nutrition in the schools: funding, students preference, parental support (do not know what kids are eating), lack of communication (between health educators, food service, and teachers), and lack of leadership ("Principals and staff think they are baby sitting. Parents should be feeding them enough at home so the school doesn't have to worry.") For nutrition education, barriers presented include: lack of time for coordination (among teachers and between teachers and parents), lack of reinforcement, lack of leadership (no interest by administration), lack of support (need educational materials), focus on standardized tests take priority over nutrition and mass media.

Clayton, Kate and Andy Fisher. "Councils Make Governments Focus on Food." Weaving the Food Web. Berkeley, California: Community Food Security Coalition, 2002.
This document highlights California's proactive food policy council and food security community-based initiatives.

Dick, B. Qualitative Action Research: Improving the Rigour and Economy.
Available at <http://www.scu.edu.au/schools/gcm/ar/arp/rigour2.html> .
A document which makes the case for action research and what steps action researchers can take to improve research design.

Feeding Children Better. The Facts. 2004. Available at: <http://www.feedingchildrenbetter.org/pages/about/hunger/facts/index.jsp>
This website provides statistics on child nutrition and hunger, including the total number of children living in food insecure households and the physical and

psychological consequences of food insecurity and hunger on children. Statistics have been compiled from various sources including the USDA, Center on Hunger and Poverty, America's Second Harvest, and the Urban Institute.

Fischer, Howard and Sarah Garrecht Gassen. "State Bill Would Ban Junk Food at Schools." Arizona Daily Star. 28 Jan. 2005: A1+. This front-page article highlights the complexity of the school vending machine issue.

Food and Research Action Council (FRAC). USDA's Food and Nutrition Service Reported on State-By-State Participant Access Rates (PARs). Washington D.C.: FRAC, 2003. Available at: <http://www.frac.org/html/news/PARates111803.htm> FRAC is a national education and advocacy organization that works to eliminate hunger. Statistics provided show changes in progress in food stamp access nationwide. The State of Arizona is highlighted for their improvement from 42% eligible on food stamps in 2001 to 57% in 2002.

Franco, Kristin. "Optimizing Nutritional Health for Children Through School Based Initiatives." *Journal of the American Dietetic Association*. 101 (2001): 873. According to the National Health and Nutrition Examination Survey (NHANES), there has been a 2 to 3% increase in obesity among school-aged children since 1994. With an estimated 13% of children 6 to 11 years old and 14% of children aged 12 to 19 being overweight, the United States Department of Agriculture (USDA) and the American Dietetic Association (ADA) are partnering to promote an increase in physical activity and knowledge on healthy eating options.

Friedman, B. J. and Sylvia L. Hurd-Crixell. "Nutrient Intake of Children Eating School Breakfast." *Journal of the American Dietetic Association*. 99 (1999): 219-221. This article provides information on the nutritional content of school breakfast. According to observations made in three Texas elementary schools, students were consuming high amounts of saturated fat. The article states that school foodservice have difficulties providing meal options that meet the USDA energy requirements and not exceed the suggested saturated fat levels. The authors of this article advise that school breakfast options be reevaluated to assure proper nutritional standards rather than focusing on energy levels.

Hammersley, Martyn and Paul Atkinson. Ethnography: Principles in Practice. London and New York: Tavistock, 1983. This classic text on ethnographic research design, written for practitioners as researchers, is also useful in the research classroom.

Lewin, Karl. Field Theory in Social Science. New York: Harper, 1951. A classic text which introduced the concepts of field practice as research.

Lujan, Sandie, Varga Garland and Patricia Morrison. Empty?. Community Food Bank, Tucson, Arizona 2005.

A brochure outlining local community actions to address food insecurity and promote community food security.

Nestle, Marion. "School Food, Public Policy, and Strategies for Change." 2004. Center for Ecoliteracy. Available at:

<http://www.ecoliteracy.org/rethinking/rsl-viewpoints/marion-nestle.html>

Marion Nestle discusses the difficulties of providing nutritious meals to children in schools. The author suggests the formation of an interagency alliance for a national school health campaign to support the implementation of programs to support healthy choices in schools.

Raffaele, Martha. "'Grab-and-go' food cart gets more pupils eating breakfast." Arizona Republic: Arizona Star. 27 December 2004.

Overview of middle school breakfast program in State College, Pennsylvania. Students are able to grab breakfast items in the morning and bring them back to their desks to finish. The program has increased breakfast consumption in the school. A Pennsylvania state hospitality management expert stressed the importance of breakfast by stating, "the truth of the matter is that it's not a question of money, many times, it's question of time. Kids have to get up early to get to the bus."

Sullivan, A. and E. Choi. "Hunger and Food Insecurity in the Fifty States: 1998-2000." Food Security Institute, Center on Hunger and Poverty. August 2002. Available at:

<http://www.centeronhunger.org/pdf/statedata98-00.pdf>

The article provides statistical information on food security in all fifty states and highlights states with the highest rates of food insecurity. Arizona ranks 6th in the nation with 13.13% of the population being food insecure without hunger, and is ranked 19th for food insecurity with hunger.

United States Department of Agriculture (USDA). Household Food Security in the United States 1995-1998. Washington, D.C.: USDA, 2003. Available at:

<http://www.fns.usda.gov/oane/NENU/Published/FoodSecurity/fsecsum.html>

An advanced report on food security over a three-year period of time.

United States Department of Agriculture (USDA) Food and Nutrition Service (FSN). Food Stamp Program: Fact Sheet on Resources, Income, and Benefits.

Washington D.C.: USDA/FSN, 2004. Available at:

http://www.fns.usda.gov/fsp/applicant_recipients/fs_Res_Ben_Elig.htm

Provides general information on the federal food stamp program including a table on eligibility requirements based on family size and income.

United States Bureau of the Census. Census 2000. Washington D.C.: United States Bureau of the Census, 2000. Available at:

<http://www.census.gov/main/www/cen2000.html>

A compilation of statistics including specific demographic, economic and housing information for Pima County in 2000.

United States Department of Health and Human Services (USDHHS). The 2004 HHS Poverty Guidelines. Washington D.C.: USDHHS, 2004. Available at:
<http://aspe.hhs.gov/poverty/04poverty.shtml>
Description of poverty guidelines for 2004 including specific information by family size and income.

Winne, Mark. "Community Food Security: Promoting Food Security and Building Healthy Food Systems." Kellogg Foundation.
Discusses the importance of a community effort for social and economic access to food.

Appendix A

Hunger Summit Summary of Ideas

Hunger Summit

September 23, 2004

Summary of Ideas

The ideas ranged from conceptual to practical, long-term to short-term, and all can be accomplished locally. Two conceptual ideas set the framework - first, hunger and food insecurity are the bases of current health problems, and for some groups it is a health crisis. Second, most people whose incomes put them among the poverty statistics are not starving or always hungry, but they are always unsure that they will have food. Finally, we must have accurate information that assists us to direct our actions.

Education at all levels emerged as the priority.

- Nutrition classes for children
- Food preparation for children
- Nutrition education for food insecure and secure families
- Federal, state, and local food program education
- Keep children and young people in school till graduation
- Public education on hunger and food insecurity – As one elected official put it, “How can we know what to do, if we don’t know enough about what is going on?”

Long-term solutions coordination and action were suggested at every table.

- Create a body for coordination and action - including advocacy, education, planning, and recommendations
- Membership on coordinating body must include nutrition, education, policy, health, business, and other areas of expertise
- Long-term solutions – including housing, living wage, father accountability, economic security, and small business

Economic Development is the priority long-term solution.

- Jobs training
- Jobs creation
- Jobs maintenance and stability

Services coordination and collaboration to improve people’s access to food and other services.

- Increase food distribution sites
- Simplify the application process for all services for all people

Local food production, particularly in community settings.

Appendix B

Interview and Focus Group Questions

Interview Questions – Child

(10-20 minutes)

Intro will include--first name, age, grade and explanation of the purpose of the questions.

What did you eat this morning for breakfast? Where did you eat it? Did you like it? Did you feel full after you ate?

What did you eat yesterday for dinner? Where did you eat it? Did you like it? Did you feel full after you ate?

What did you eat today/yesterday (depending on time) for lunch? Where did you eat it? Did you like it? Did you feel full after you ate?

What do you usually do after school? What do you like to do on the weekend? What did you do this past weekend?

Do you like to play outside? If yes, what do you like to do outside? If no, why not?

Do you like to play in the school gym? If yes, what do you like to do/play in the school gym? If no, why not?

Is there anything else about eating food you would like to tell us?

Interview Questions – Parent

(40-50 minutes)

Intro will include--first name

How many people live in your household?

How do you get to the grocery store?

Describe your typical trip to buy food for your home: Do your children go with you?
How much time does it take? What kind of transportation do you use to get there?

Do you prepare the meals at home? If yes, does your child help you prepare the food?
Why or why not? If someone else prepares the food, who?

Describe a meal you have recently prepared or ate at home.

Where did you learn to cook? Where did you learn about nutrition? Does your family eat together in the evening?

How often do you eat out and where?

If your child does eat at school, what do you think of the food served to your child? Is it nutritious in your opinion? Should it change?

Where does your child eat breakfast? Can your child eat at school? What does he/she eat for breakfast? What do you think of the nutritional value of his/her breakfast (if served at school)?

Is there an after school program your child participates in at the school? Does your child receive food at this time? What do you think of the nutritional value of the snack?

We are wondering how the local food bank is doing.
Have you used the local food bank? Does the food bank meet the food needs and customer services that you would get at the grocery store? Is there anything you could tell us that would help the Food Bank do a better job.

Do you know of parks, clubs and other resources in your area where you and your child can go physical activity? If yes, where?

Do you participate in physical activity or exercise? NOTE: asking about the child's was covered above in child's section

How is your health? Your child's health (asthma, over/underweight, diabetes?)

Does anyone in your household have any special nutritional needs? (allergies, diseases?)

Anything else you would like to add?

Interview Questions - Focus Group

**School nurse, community liaison (PIA), teachers
(50-60 minutes)**

1. Do you eat school meals? What do you think of the school meals served? Breakfast? Lunch? After school snacks? Explain (nutrition, serving size, other).
 2. Do you notice any behaviors such as lack of attention or concentration that might be connected to hunger or nutrition? If so, please describe them.
 3. Is nutrition taught in the classroom? Why or why not? If yes, by whom and for how much time?
 4. What advice do you give to students about nutrition? What resources do you use for this advice?
 5. Is there a connection between visits to the nurse and nutrition or hunger? If yes, please describe the connection.
 6. Does language and culture play a role in nutrition? If yes, please describe the role they play.
- We are wondering how the local food bank is doing.
7. What do you know about parents' use of the food bank? Explain.
 8. Do you know of other community/parent organized food sharing? Explain.
 9. How much school time is spent on physical activity during school?
Please include recess and after lunch free time. How much time is spent on physical activity after school?
 10. What other school issues do you see related to the lack of food or nutrition?
 11. What else would you like to add?

Appendix C

Parent and Child Interview Transcriptions

School A ~ Parent and Child Interview

Interviewer: Michelle/ Jim

Interviewees: I (mother), O (son)

1M: ¿Cuántas personas viven en su domicilio?

2How many people live in your house?

3I: Cinco.

4Five.

5M: ¿Cómo llega al supermercado o al lugar donde compra su comida?

6How do you get to the supermarket or the place where you buy food?

7I: En carro

8By car.

9M: ¿En carro que . . . propio?

10Your own car?

11I: Propio . . . mi carro propio.

12Yes, my car.

13M: Entonces, describe un viaje típico a comprar comida para su hogar.

14So, describe your typical trip to buy food for your home.

15I: Nos subimos los cuatro niños y yo, por lo regular en la noche. Empezamos por la

16verdura y terminamos en...no se... las galletas. Sí.

17My four children and I all go, usually at night. We start in the produce section, and finish

18 . . . I don't know . . . cookies. Yes.

19M: ¿Cuántos horas o minutos dura el viaje?

20How many hours or minutes does the trip take?

21I: Como cuarenticinco minutos.

22About 45 minutes.

23M: ¿Y qué...bueno ya dijo que usan el carro.

24And what . . .? Oh, you already said you go by car.

25I: Sí.

26Yes.

27M: ¿Prepara usted las comidas en casa?

28Do you prepare the food at home?

29I: Regularmente

30Usually.

31M: ¿Hay otras personas que también?

32Are there others who do, too?

33I: Um . . . mi mamá, pero en su casa.

34Um . . . my mom, but at her house.

35M: Bueno, si dice sí, le ayuda sus hijos—o--O específicamente?

36Okay, if you say yes, do your children help you? Specifically O?

37I: Es él que más le gusta cocinar.

38He's the one who likes cooking the most.

39M: ¿Por qué? ¿Por qué le ayuda?

40Why? Why does he help you?

41I: Porque a él le gusta. A los otros no.

42Because he likes it. The others don't.

43M: Hay otra persona que le ayuda con la preparación de la comida?

44Is there anyone else who helps you with preparing food?

45I: No, en casa, no.

46No, at home, no one.

47M: Describe la comida: una cena, una... un almuerzo o un desayuno que usted preparó

48recientemente o que comió en su casa.

49Describe your meals: a dinner, a lunch, a breakfast that you recently prepared and ate

50at home.

51I: Um, por desayuno: huevos, pan y leche, con chocolate casi siempre, y la banana o

52manzana, pero prefieren banana.

53Um, for breakfast: eggs, toast, milk (almost always chocolate milk), and a banana or

54an apple, but my kids prefer bananas.

55M: (asking of Jim) Do we want to do one of each kinda meal, she just described the

56breakfast that she makes.

57J: Just something that's recent. That was breakfast, then dinner.

58M: Y La cena ayer?

59And dinner last night?

60I: La cena ayer fue pizza.

61Dinner last night was pizza.

62M: ¿Con todos los toppings?

63With all the toppings?

64I: Ay, pues no. Ellos prefieren pepperoni o queso, no mucha verdura

65Well, no. They prefer pepperoni or cheese, not really vegetables.

66M: ¿Dónde aprendió usted a cocinar?

67Where did you learn to cook?

68I: Todavía no sé [laughter]. Mi mamá, viendo, pero mas con mi mamá.

69I still don't know how (laughs). My mom, by watching others, but mostly with my mom.

70M: ¿Dónde aprendió usted sobre nutrición?

71Where did you learn about nutrition?

72I: He aprendido algo con, aquí en el programa Family Literacy con J que

73viene de Food Bank.

74I have learned some here, with the Family Literacy program with J, who

75comes from the Food Bank.

76M: ¿Come junta su familia en las tardes?

77Does your family eat together in the afternoons?

78I: Sí, podemos si, casi siempre.

79If we can, yes, almost always.

80M: ¿Qué tanto comen fuera de su casa?

81How much do you eat out?

82I: Una vez a la semana.

83Once a week.

84M: ¿En dónde?

85Where?

86I: McDonald's [laughter]

87M: Está bien. Si su hijo come el almuerzo en la escuela--¿come el almuerzo aquí?

88Ok. If your son eats lunch at school, does he eat lunch here?

89I: sí.

90Yes.

91M: ¿Qué piensa usted sobre la comida que sirven aquí?

92What do you think about the food served here?

93I: Ahorita estábamos hablando de la comida aquí. No está muy buena porque hemos 94visto en otros distritos de escuela afuera de blank que es muy diferente.

95Aquí...en otras partes incluso tienen su buffet de verduras, de ensalada y aquí siento 96que está muy pobre la comida—aquí en este distrito.

97Right now we're talking about the food here. It's not very good, because we have seen 98that the food in school districts other than blank it's really different. Here . . . in 99other schools they even have a salad bar, and I feel like the food is really poor here in 100this school district.

101M: ¿En su opinon es nutritiva esa comida y debe de cambiar?

102IN your opinion that food is nutritious, and this food should change?

103I: . Uh-huh. Pienso que sí, debe de cambiar porque no siento tan nutritiva, no es tan.

104Uh-huh. I think so, it should change because I don't feel it's as nutritious.

105M: ¿En dónde come desayuno su hijo?

106Where does your son eat breakfast?

107I: En casa por lo regular.

108At home, usually.

109M: ¿Puede comerlo aquí?

110Could he eat it here?

111I: Sí

112Yes.

113M: ¿Qué come él para el desayuno?

114What does he eat for breakfast?

115I: Cuando es en casa siempre trato de darle allá la proteína, como el huevo o el 116sausage, y pan o...el carbohidrato

117When he's home I always try to give him some protein, like egg or sausage, and 118bread or . . . carbohydrates.

119M: ¿Qué piensa usted del valor nutritivo del desayuno que recibe, que puede recibir aquí?

120What do you think of the nutritive value of the breakfast he receives, that he could
121receive here?

122I: Oh no. Por eso yo me (I don't understand this part) se lo doy en casa porque si
123casi no. Casi siempre.. si viene a cenar aquí yo sé que va a comer cereal. A lo
mejor 124en casa—y si quiere cereal, ve y come en la escuela.

125Oh, no. That's why I (blank) give it to him at home because, yes almost, no
almost 126always. If he comes to eat here, I know he's going to eat cereal. Probably
at home—127if he wants cereal, he can go eat it at school.

128M: ¿Hay un programa después de la escuela en lo cual su hijo participa?
129Does your son participate in an after-school program?

130I: Ahorita, no. En el verano participan en el béisbol, y bueno se queda a veces en
el 131grupo folklórico.

132Not right now. In the summer they're in baseball, and, well, sometimes he stays
after 133for Folklorico (dance).

134M: Ok. ¿En el verano también?
135Okay. In the summers, too?

136I: Sí.
137Yes.

138M: ¿Recibe comida él en este programa?
139Does he get food at this program?

140I: No.

141M: No?

142I: No.

143M: Ok. Queremos saber un poco también de que piensa Ud. del banco de alimentos,
144si está sirviendo a la comunidad.
145Ok. We also want to know a little about what you think of the Food Bank—if it's
146serving the community.

147I: Pienso que sí, pero la comunidad no aprovecha la comida que se dan. Porque no es,
148no es lo que acostumbramos en nuestros países. Por ejemplo, la leche en polvo, la
149mayoría no la usa, las comidas enlatadas no las usan, no las acostumbramos. Pienso
150que no es mucho--sí es buena comida pero nosotros no lo usamos mucho.
151I think so, but the community doesn't take advantage of everything you offer.
152Because it's not what we're used to in our countries. For example, powdered milk:

153the majority of the people don't use it, they don't use canned food, we're not used to
154it. I think it's not alot—it is good food, but we don't use it alot.

155M: ¿Ha usado usted el banco de alimentos?

156Have you used the Food Bank?

157I: Sí, cuando, cuando los cuatro estaban chiquitos

158Yes, when my four kids were little.

159M: ¿Sirve el banco de alimentos las necesidades alimentadas y los servicios para
160clientes que usted espera de una tienda de comida?

161Does the Food Bank provide the necessary foods and services for clients that you

162would hope for in a food store?

163I: Como te digo, para los hispanos pienso que no porque ellos quieren ver la tortilla y
164los frijoles, y pero pienso que para otras gentes, sí.

165As I said, for hispanics I think not because they want to see tortillas and beans, but for
166others, yes.

167M: ¿Hay algo que usted nos puede aconsejar para que el Banco de Alimentos cambie
168o mejore su trabajo?

169Is there advice you could give us so the Food Bank can change or improve our work?

**170I: Tal vez si cambian, no sé, como ciertas cosas, como la leche en polvo, o...o, sea
171más información como utilizarla en recetas de comida o...(inaudible)**

**172Maybe if you change, I don't know, some things, like powdered milk, or . . . or,
173maybe more information about how to use it in recipes, or (blank).**

174M: ¿Hay otra cosa?

175Anything else?

176I: Pues, no. Sería mucho que cada persona dijiera que si la usa o como la usa porque
177(I don't understand this)

178Well, no. It would be great if every person could say whether they use it or how they
179use it because (blank).

180M: Ok, otra pregunta. ¿Conoce parques, clubs u otros recursos en su área donde
181usted y su hijo pueden ir para hacer actividades físicas?

182Ok, another question. Are you familiar with parks, clubs, or other resources in your
183area where you and your son can go for physical activity?

184I: Sí, un parque.

185Yes, a park.

186M: ¿Dónde está?

187Where is it?

188I: Pues, los niños van aquí al parque de (park), al (I don't understand this—

189?). Han ido a Boys' and Girls' Club. No me gustó pero, sí fueron. Han

190estado en el verano en el programa en la escuela del Rec. Pues, sí.

191Well, the kids go over to (park). They have gone to the Boys'

192and Girls' Club. I didn't like it, but they went. They have been in the Parks and

Rec 193Summer Program. Well, yes.

194M: ¿Participa usted en actividades físicas?

195Do you participate in the physical activities?

196I: En el verano [laughter]. Ahorita no mucho, pero cuando ellos están en béisbol yo
197también, trato.

198In the summer (laughs). Not so much right now, but when they're in baseball, I try,
too.

199M: ¿Cómo está la salud de usted?

200How is your health?

201I: Pienso que bien.

202I think it's good.

203M: ¿Hay problemas de...bueno...o con su hijo de asma, diabetes o...?

204Are there problems with, well, or for your son, with asthma, diabetes, or ...?

205I: No. No más que están muy flacos, pero. El doctor dice que están bien pero

ellos 206son muy malos para comer. Ellos quieren comer puro pizza, no más.

207No. Except that they're skinny, but. . . The doctor says they're well, but they

aren't 208good eaters. They just want pizza all the time.

209M: ¿Hay alguien en su domicilio que tiene necesidades nutritivas que son especiales?

210Como Alérgias o enfermedades.

211Is there anyone in your home with special dietary needs due to allergies or illness?

212I: No.

213M: ¿Hay otra cosa que usted quisiera agregar?

214Is there anything else you would like to add?

215I: No.

216M: Algo sobre la comida de la escuela o el acceso que ustedes tienen a comida

217nutritiva. Si no hay nada más, está bien.

218Anything about school food or the access you have to nutritious food. If there's

219nothing else, that's fine.

220I: No, pues lo único es eso sobre la comida de la escuela que se me hace...se me hace

221muy, aparte...ahorita el tema salió porque era poquita. Era muy poquita comida.

222No, well, the only thing is about the food the school makes seems to me very, well,

223right now the theme that has come out is that it's very little food. It's very little food.

224M: ¿Pequeñas porciones?

225Small portions?

226I: Sí, son muy poquitas porción. Yo entiendo porque muchos niños cuando (**I don't**

227**understand**) pero pienso que a lo mejor si...porque la fruta casi nunca es natural, es

228de lata. Si fuera más fruta natural o más verdura. Pero pienso que sí, la de la escuela

229sí se debe de mejorar. Y como siempre hay dos opciones, casi nunca hay la segunda opción.

230Yes, the portions are small. I understand that because many of the kids when (blank)

231but I think probably yes. Because the fruit is never fresh, it's canned. If it was fresh

232fruit or more vegetables. But I think that the food at the school could improve. And

233while there should always be two options, there hardly ever really is the second option available.

234M: ¿Nunca hay?

235Never?

236I: Bueno lo que dicen mis niños. "Mami, ya cuando llegué no había la otra opción."

237Incluso ellos empezaron a traer su lunch. Querían comer sandwich todos los días.

238"No, mamá es que la comida de la escuela, no." Bueno, es mi opinión pero ellos,

239digo, ellos son los que se la comen y ellos son los que se estaban quejando, entonces

240yo digo—y si yo estoy mala. O, a la mejor no mala, pero no, a la mejor tan...es

241más...predomina más el hispano aquí y no hay tanta comida que ellos se comen.

242Yo...porque aquí veo mucho y la mayoría de los niños la tiran. La tira toda la comida.

243Well, that's what my kids say. "Mommy, by the time I got to the front of the line

244there weren't any other choices." They even started to bring their lunch. They

245wanted to eat sandwiches every day. "No, mom, we don't want the food at school."

246Well, it's just my opinion, but they're the ones who eat the food, and they are the

247ones complaining, so I think—and, yes, I'm bad. Well, not bad, but probably just ...

248you see... hispanics are dominant here and there isn't really the food available that

249they eat. I watch a lot here and most of the kids throw it away. They throw it all away.

Interviewer: Michelle/ Jim

Interviewees: O (son)

M: Introduction

250M: ¿Cuántos años tienes?

251How old are you?

252O: Nueve.

253Nine.

254M: ¿Nueve años? ¿Y en que grado estás?

255Nine years old? And what grade are you in?

256O: Cuarto.

257Fourth.

258M: ¿Cuarto grado? Bueno, puedes describir o decirme--contarme que comiste para el

259desayuno hoy?

260In fourth grade? Well, can you describe to me or tell me—tell me about what you ate

261for breakfast today.

262O: No pude comer el desayuno.

263I couldn't eat breakfast.

264M: Oh, porque tienes...

265Oh, because you have to ...

267O: Porque tengo que trabajar.

268I have to work.

269M: ¿Entonces, que comiste ayer? Para...¿recuerdas que comiste para la cena o antes

270de dormir?

271Then, what did you eat yesterday? For ... Do you remember what you ate for dinner

272or before you went to bed?

273O: Comí...

274I ate...

275I: Pizza.

276M: Te gustó, la pizza?

277Did you like the pizza?

278O: Sí.

279Yes.

280M: ¿Y cómo...¿Te sentiste satisfecho después de comerlo? ¿Lleno?

281And how...Did you feel satisfied after eating? Full?

282O: Sí.

283Yes.

284M: ¿Recuerdas otra cosa que comiste? ¿Qué comiste ayer en la escuela para el
285almuerzo?

286Do you remember anything else you ate? What did you eat at school for lunch

287yesterday?

288O: Maxi-stix.

289M: Maxi-stix? ¿Qué son?

290Maxi-stix? What are those?

291O: Así son como palos de queso.

292They're like sticks of cheese.

293M: De queso. ¿Fritos?

294Cheese. Fried?

295O: De queso con pan.

296They're cheese with bread.

297M: O con pan. ¿Y otra cosa? Leche, ...

298Oh, with bread. Anything else? Milk, ...

299O: Tomo toda mi leche.

300I drank all my milk.

301M: Te gustó los, ¿cómo se llaman?, maxi-stix?

302Did you like the, what are they called? Maxi-stix?

303O: Sí.

304Yes.

305M: ¿Te sentiste satisfecho después de comerlos?

306Did you feel satisfied after eating them?

307O: Mm-hm.

308M: ¿Sí?

309Yes?

310O: Sí.

311Yes.

312M: ¿Hay otra cosa que comiste? ¿Qué comiste para el desayuno ayer? ¿Recuerdas?

313Hace mucho.

314Is there anything else you ate? What did you eat for breakfast yesterday? Do you

315remember? It's been a long time.

316O: Uh,

317M: Ok, está bien.

318Ok, it's alright.

319I: ¿Te digo? Pancakes. ¿Recuerdas?

320Can I tell you? Pancakes. Don't you remember?

321M: Pancakes!

322I: ¿Recuerdas?

323Do you remember?

324O: Sí.

325Yes.

326M: ¿Te gustaron los pancakes?

327Did you like the pancakes?

328O: Sí.

329Yes.

330M: ¿Sí? Bueno. ¿Cuándo fue que comiste lo más recientemente? Hoy.

331Yes? Good. When did you most recently eat today?

332O: [thinking]

333M: ¿Comieron una refacción o snack en la escuela o fue el almuerzo?

334Did you eat a snack at school or was it lunch?

335O: Comemos en el almuerzo.

336We ate at lunch.

337M: El almuerzo. Ok. ¿Y a qué hora? ¿Sabes?

338Lunch. Ok. At what time? Do you know?

339O: A las 12:10.

340At 12:10.

341M: A las 12:10. ¿Y dónde comiste? Aquí en la escuela en la cafetería.

342At 12:10. And where did you eat? Here in the school cafeteria.

343O: Sí.

344Yes.

345M: Y ya describiste lo que comiste. Ok. ¿Quieres contarme lo que haces después de
346la escuela o para recreación?

347And you already described what you ate. Ok. Do you want to tell me about what you

348did after school or for recess?

349O: Después de la escuela hago mi tarea cuando llego a mi casa.

350After school I do my homework when I get home.

351M: ¿Y qué haces para divertirte?

352And what do you do for fun?

353O: Juego con mis hermanos.

354I play with my brothers and sisters.

355M: ¿Y que hacen?

356And what do you do?

357O: Jugamos, uh...

358We play, um...

359I: ¿Lo que más juegan? ¿Qué es lo que más juegan?

360What you play the most? What do you play most?

361O: Oh, kickball.

362M: Kickball! ¿Hay otras cosas?

363Kickball! Anything else?

364O: Carreras.

365Races.

366M: ¿Carreras? Like racing?

367Races? Like racing?

368O: Sí.

369Yes.

370M: ¿Otro?

371Anything else?

372O: También jugamos basquetbol.

373 We also play basketball.

374 M: ¿Básquetbol? ¿Estás bien para jugar básquetbol?

375 Basketball? Are you good at playing basketball?

376 O: Sí.

377 Yes.

378 M: ¿Te gusta jugar estos deportes o hacer actividades físicas?

379 Do you like to do these sports or to have physical activity?

380 O: Sí.

381 Yes.

382 M: ¿Por qué? ¿Por qué sí?

383 Why? Why do you?

384 O: Porque, porque, porque no me gusta estar aburrido.

385 Because, because, because I don't like to be bored.

386 M: Es buena razón. ¿Hay otra cosa acerca de la comida o acerca de los ejercicios

387 que quieres contarnos?

388 That's a good reason. Is there anything else about food or exercise that you would

389 like to tell us?

390 O: Um [thinking]

391 M: Como, si tienes opiniones sobre la comida aquí o las actividades o bueno, lo que

392 quieres decir.

393 Like, if you have opinions about the food here, or activities, or, well, whatever you

394 want to say.

395 O: No.

396 M: ¿No? Ok.

397 I: ¿Te gusta siempre la comida o cuál comida no te gusta?

398 Do you always like the food and what food don't you like?

399 O: Pues, a veces no me gusta la comida aquí.

400 Well, sometimes I don't like the food here.

401 M: ¿No? ¿A veces, no?

402 No? Sometimes you don't?

403 O: No, y tomo la leche.

404 No, so I just drink my milk.

405M: O, sí? ¿Cuándo es? ¿Qué son los tipos de comida?

406Really? When is that? What kinds of foods?

407O: Como, como el uh...

408Like when I eat, uh...

409I: ¿Te gustó ahora?

410Did you like it today?

411O: No. Pero comí peanut butter.

412No, but I ate peanut butter.

413M: ¿Comiste peanut butter?

414You ate peanut butter?

415O: Peanut butter and jelly sandwich.

416J: You like it? Or you don't like it?

417O: I like it.

418J: You do like it.

419M: And that's what they had today.

420O: We had hamburger, but um...

421J: Was it good?

422O: but I don't like hamburger so I got peanut butter and jelly sandwich.

423I: Pero había ham and cheese también?

424But was there ham and cheese also?

425O: Pero ya no había.

426There wasn't any left.

427I: Oh, es lo que digo aquí. Casi siempre se acaba, y él está en cuarto, todavía falta

428cuarto y quinto y ya no hay la segunda opción.

429Oh, that's what I was saying. They almost always run out. He has fourth lunch, and

430they still have fourth and fifth lunch to serve and they're already out of choices.

School B ~ Parent and Child Interview 12/9/04

M and N Interview by Chandra
Present: Barrett and Jim

- 1) C: First I would like for you to tell us your first name, your age, grade.
- 2) N: Um...kindergarten
- 3) M: What's your name?
- 4) N: N
- 5) C: And how old are you N?
- 6) N: Six
- 7) C: Six years old, great. And what is your favorite thing to eat? Is there anything you
- 8) don't like to eat? (Pause) Do you have any favorite foods?
- 9) M: What's your favorite food?
- 10) C: Those keys look pretty good to chew on, is there anything else you like to eat?
- 11) M: What's red that we usually have on table or in your hand?
- 12) N: Apples
- 13) C: Ooo, Apples those are good. Is there anything you don't like to eat?
- 14) N: Um...
- 15) M: What don't you like?
- 16) C: Can't think of anything you don't like to eat? That's okay we can go on to some
- 17) other questions. What did you eat for breakfast?
- 18) N: Um... corn flakes, cereal.
- 19) C: And where did you eat it?
- 20) N: At the kitchen
- 21) C: The kitchen at home? Okay. Did you like it?
- 22) N: Yes
- 23) C: Yes

- 24) N: I almost ate it all.
- 25) C: Oh wow, and did you feel full after you ate?
- 26) M: Say yes, the recorder can't hear you shaking your head
- 27) N: Yes
- 28) C: Yes, alright. And what did you eat yesterday for dinner?
- 29) M: What did we have for dinner, oh I know. Gobble, gobble, gobble. Daddy grilled it.
- 30) N: Chicken
- 31) C: Chicken, and where did you eat it?
- 32) N: At the kitchen
- 33) C: At the kitchen, and did you like it?
- 34) N: Yeah
- 35) C: And did you feel full after you ate?
- 36) N: No
- 37) [Group laughter]
- 38) M: You weren't full after you ate your chicken?
- 39) N: No, I was still hungry.
- 40) M: Then why didn't you ask for more chicken silly?
- 41) N: Because I don't want chicken.
- 42) [Group laughter]
- 43) C: So what did you eat today for lunch?
- 44) N: Um...
- 45) M: Oh, I don't know, oh, yes I do. What did you have for lunch?
- 46) N: Tacos.

- 47) C: Tacos, and was there anything with the tacos?
- 48) N: Bananas
- 49) C: Bananas, wow. And where did you eat it?
- 50) N: Um... at the, I forget.
- 51) M: The cafeteria
- 52) N: Cafeteria.
- 53) C: Alright, and did you feel full after you ate your lunch?
- 54) N: Yeah
- 55) C: Yeah, that's good. And what do you usually do after school?
- 56) N: Um... go home and watch TV.
- 57) M: No you do homework first.
- 58) N: Well sometimes I don't have homework and I do that.
- 59) M: Right
- 60) C: And what do you like to do on the weekends?
- 61) N: Um... Stay up. That's what I do like to do.
- 62) C: What did you do this last weekend? (Pause) Do you remember what you did last
63) weekend?
- 64) M: What'd you do, what did we do? Let me think. Play with daddy.
- 65) N: Uh, un
- 66) M: Uh, huh
- 67) N: That wasn't a weekend.
- 68) M: That was the weekend, you played with daddy and we put up the tree...
- 69) N: Oh, yeah
- 70) M: ...put up the Christmas decorations.
- 71) N: Yep

- 72) M: Christmas is up
- 73) N: I know that.
- 74) M: Okay, well that's what we did.
- 75) C: Okay and what's one of your favorite things to eat at school?
- 76) N: Um... pizza.
- 77) C: Pizza. And what about at home, what is your favorite thing to eat at home?
- 78) (Pause)
- 79) M: This use to be an easy question for him.
- 80) C: There are so many choices out there.
- 81) M: What's your favorite food that Mommy makes for you?
- 82) N: Lunch.
- 83) M: I don't make your lunch. What's your favorite, I don't care whatever it is.
- 84) Scrambled eggs and cheese and ham. What's your favorite that I make, enchiladas?
- 85) What's your favorite?
- 86) N: Tuna fish. (real quite)
- 87) M: Yeah
- 88) N: I like tuna fish.
- 89) C: Tuna fish, that sounds good. And what is the thing that you like the least at school
- 90) to eat?
- 91) N: What does least mean?
- 92) C: Things you don't like?
- 93) M: That's what you don't like, say it, what don't you like?
- 94) C: What do you don't like that they serve you at school?
- 95) M: Go ahead say it. (mom whispered to N)
- 96) N: What the heck did my mom say? Hotdogs.

- 97) C: Hotdogs, alright. And what's the thing you don't like eating at home?
- 98) N: Uh... hotdogs
- 99) C: Alright, and do you like to play outside?
- 100) N: Yeah
- 101) C: Yeah
- 102) N: At school, but not at home.
- 103) C: Oh really, what do you like to do at school?
- 104) M: Don't you like to ride your bike at home?
- 105) N: But I can't.
- 106) M: With Daddy's help.
- 107) N: Daddy doesn't help me. I just fall.
- 108) C: So why don't you like to play at home? It sounds like you like to ride your bike.
- 109) N: Well I don't like riding my bike because sometimes...
- 110) M: He's just learning how to ride two-wheelers so, it's taking a lot of practice. He
111) thinks he's just suppose to know how to do it, just know how to go. I'm just
112) supposed to let go of him, I can't let go, I have to keep holding him, I can't let go or
113) he'll fall. I don't want to let go.
- 114) C: Do you like to play in the school gym? Does the school have a gym you get play in?
- 115) N: A...no.
- 116) C: No, it doesn't have a gym or no you don't like to play in it?
- 117) N: No, no gym.
- 118) C: There's no gym, okay. Well those are all the questions we have for you today
119) Nicholas. Is there anything else you would like to tell us about eating or anything
120) else at all you'd like to tell us?
- 121) N: No

- 122) C: No, good you're done, okay. Thank you N.
- 123) M: Alright it's my turn.
- 124) C: Yes now it's your turn. If you could just tell us what your first name is?
- 125) M: N
- 126) C: N, alright. And how many people live in your household?
- 127) M: Six
- 128) C: Six people, okay. And how do you get to the grocery store?
- 129) M: Me and my car or my boyfriend.
- 130) C: Okay, and describe your typical trip to buy food for your home, do your children
131) go with you and how much time does it take?
- 132) M: When there with me it takes about 45 minutes, when there not with me it takes
133) about 15.
- 134) C: And do you prepare meals at home?
- 135) M: Yes
- 136) C: Okay, and does your child help you prepare the food?
- 167) M: Sometimes
- 138) C: Sometimes, why do they help you prepare?
- 139) M: Because they like to get in the way.
- 140) C: Okay, describe a meal you recently prepared or ate at home?
- 141) M: I made enchiladas. In order to do that we had to...
- 142) N: They were a little hot.
- 143) M: ...we had to make the tortillas, fry them in oil and then we had to lay them on
pans and add the enchilada sauce. And make the meat and grate the cheese, you helped
with the cheese. And then we had to measure the enchilada sauce and layer it again.
- 144) C: Wow, where did you learn to cook?
- 145) M: My mother.

- 146) C: From your mother. And where did you learn about nutrition?
- 147) M: School
- 148) C: From school, and does your family eat together every evening?
- 149) M: Yes
- 150) C: Okay
- 151) M: We even eat lunch together.
- 152) C: Oh, that's good.
- 153) M: My boyfriend comes home for lunch, so we even have lunch together. Except for
154) Nicholas because he's at school.
- 155) C: Right. And how often do you eat out and where do you go when you eat out?
- 156) M: We eat out pretty much every Friday. We go, it depends, sometimes we go to,
157) sometimes we get Papa John's pizza, sometimes we do the El P..., the El what's the
158) Mexican place, El chicken, sometimes we do Losbots or Nico's and that's about it.
159) And then we go to blockbuster and rent movies.
- 160) C: Okay and what do you think about the food served to your child here at school?
- 161) M: When do I think food here is served?
- 162) C: What do you think about it.
- 163) M: I think it's okay, I think they could use some work, on variety. On things other
164) then hotdogs and hamburgers, same, same.
- 165) C: Is it nutritious in your opinion?
- 166) M: Yeah, somewhat.
- 171) C: Right
- 172) M: A lot of sugar, we don't need sugar for our kids.
- 173) C: And where does your child eat breakfast?
- 174) M: At home with me, because my others can't eat over here so we all eat together.

175) C: Okay, but this school here does serve breakfast?

176) M: Yes

177) C: But he never eats it here?

178) M: No, he doesn't

179) C: Okay and is there an after school program that your child participates in at this school.

180) M: Well he's in extended kindergarten, so other than that no.

181) C: Okay, does that provide a snack at all?

182) M: Yes, but I don't know what the snack is, I have no clue what the snacks are.

183) N: I know.

184) M: What?

185) N: Sometimes crackers, sometimes gold fish, that's it.

186) C: And that's about it.

187) N: Sometimes pretzels too.

188) M: Oh, sodium that's good. So what do you think of the nutritional value, yeah

189) sodium that's real good. All that salt, so that how you get that tummy on ya. So now

190) you know who I think about that don't ya.

191) C: And we were also wondering how the local food bank is doing. Have you used

192) the local food bank at all?

193) M: Oh, yes.

194) C: Okay, and does the food bank meet the food needs and customer service that you

195) get at a grocery store?

196) M: Yeah, it does. But I think that the food bank could do away with giving more

197) meat and stuff. Because when the food bank gives you stuff there's no meat and no,

198) there's just canned stuff. I mean who I am and as a parent I don't just cook canned

199) foods that don't contain a lot of nutrition.

200) C: Right, so is there anything else you could tell us that would help the food bank do

201) a better job? Just more meat?

202) M: Even meats in the can work, like tuna, cause he loves tuna.

203) C: Sounds like it.

204) M: Tuna Roni, that's his favorite dish, tuna roni.

205) N: I'm hungry for tuna roni already.

206) C: And do you know of parks, clubs and other resources in your area where you and
207) your child can go and do physical activity?

208) M: Yes

209) C: And if so where?

210) M: Go to Parks and Rec which is down on first and, I can't think of exactly where it
211) is but I can see

212) C: Right.

213) M: We know of several places to go, but we can just go into our backyard, we have
214) a big backyard. I see you there mocking me.

215) N: Blah, blah, blah, blah, blah, blah.

216) C: And do you participate in physical activity or exercise?

217) M: Yeah, we run around like little monkeys. I have three boys, so they keep me
218) pretty busy.

219) C: Oh, wow.

220) M: He's not my only, I also have girl.

221) C: How old are all of them?

222) M: Eight, six, four and 15 months.

223) C: Wow, that would keep me busy.

224) M: See I don't have time to get fat.

225) C: So how is your health?

226) M: I'm fairly okay. Right now I'm pretty poor though right now, I just had
227) meningitis so I'm trying to get over everything.

228) C: Really.

229) M: Yeah I was in the hospital and everything. It was a nightmare. I still get
230) headaches, because they had to drain spinal fluid out of the back, so you get
231) headaches from then doing that. So I have those headaches now, and I was throwing
232) up yesterday, because, and it's all part of the cycle, the doctor keeps telling me. I
233) called, I tired of being sick, just get me better.

234) C: Wow.

235) M: Today I'm feeling good, knock on wood.

236) C: That's good. And how about your children's health, any asthma, diabetes?

237) M: I have asthma, none of children have asthma. They're all good, they're all healthy.

238) C: That good he looks pretty healthy, and wiry.

239) M: He's a chuckers, that's what he is.

240) N: Ouch, that hurted.

241) C: And does anyone in your household have any special nutritional needs, like
242) allergies or...

243) M: No.

244) C: No food allergies or anything?

245) M: No.

246) C: Okay, well those are pretty much all of our questions. I'd just like to ask if
247) there's anything else you'd like to add or tell us about food or nutrition?

248) M: Nope, I just want fresh, fresh fruits, fresh vegetables, fresh salads, fresh
249) something, besides the canned stuff that they have.

250) C: Well that's about it. Thank you.

251) M: You know they could feed them cut up orange peels, um... cut up, orange
252) wedges or ants on a farm or you know, real fruits no sodium.

253) Jim: Nicholas, do like eating here at school? Do you like what you eat?

254) N: Sometimes

255) J: Sometimes

256) M: Sometimes, he comes home and says mom I didn't eat lunch, I'm really hungry.

257) J: Do you get a choice, do you have a choice of what you eat or do you just have one
258) thing?

259) M: they just have one thing. Kindergarteners, they don't have a choice.

260) J: They just get one.

261) M: They just get one.

262) J: But the other kids, they get a choice?

263) M: Yeah, they get, see there's pizza or hamburgers or there's hotdogs or there's
264) pizza, or whatever but they get to choose what they want. Or it's cold-cut
265) sandwiches. Because when he was going to summer school here I use to come and
266) eat lunch with him, so I would see how they did it. But they never gave them the
267) choice, they only gave the older kids a choice.

268) J: Oh, but would they eat at the same time?

269) M: No.

270) J: Oh they ate at different times.

271) M: Yeah they eat at lunch at 10:30 I think it is. It's ridiculous.

272) J: Wow, so the time schools out they must be starving.

273) M: It's ridiculous, totally ridiculous when they eat lunch.

274) C: Wow

275) N: After Mrs. (?) class, then I eat lunch.

276) J: Oh

277) M: That's why I push for all day kindergarten, if we had all day kindergarten then
278) these kids could eat lunch like at a normal time.

279) J: Right.

280) M: Then he wouldn't be eating lunch at 10:30.

281) C: Is that why he get the snack in the extended kindergarten, because they eat at
10:30?

282) M: Yeah, right. And they have a nap in extended daycare, and I don't understand
283) that. He goes to bed at 7:00 at night.

284) C: So that's why he likes to stay up on the weekends.

285) M: He doesn't make it past 9:00, then he's out. They're all passed out on the living
286) room floor.

287) C: Wow

288) J: Well, thank you

School C Parent Child ~ 11/29/04

Interview with L and D by Anita Fronte

Present: Varga Garland, Jim Hazen, Chandra Kring, and Kristin Anderson

(lines 1-5)

Anita: D so you are closer to six then you are to five, well happy birthday. That's pretty cool. And lets see you told me already you're in Kindergarten, right? Okay. And I think I've explained to you about what we're interested in, in this topic of food. We're trying to sort of find out what you eat, what you like to eat, what kind of exercise you do um all those kinds of questions. And part of that is....

6D: Exercise one, it's easy.

7A: Oh yeah, it is. How do you exercise?

8D: A lot of stuff

(lines 9-13)

A: A lot of stuff. Okay you're going to tell me all the details of that lot of stuff. In a second but first I'm going to ask if you can tell me what you ate for breakfast and the last day. Okay so you can think about today or you can think about tomorrow. Breakfast, lunch, dinner and snacks. Can you remember what you had for breakfast in the last day or two?

14D: Cereal

(lines 15-16)

A: Cereal, okay. And what about lunch, I can sort of see what you're eating now, can you tell us what you're eating

17D: It wasn't this.

18A: Oh, okay yesterday you're telling about yesterday's lunch, okay.

19D: I forgot

20L: Do you remember were we went? Were did we go?

21D: Somewhere to eat? Pizza Hut?

22L: No

(lines 23-24)

A: [laughs] Why don't you just describe, because the tape recorder doesn't have eyes, it can't see us, can you describe what you're eating for lunch today?

25D: Burger

26A: Burger, okay.

27L: What's this? What's this?

28D: Some corn, uh...[giggles]

29A: Yep

30D: It all covered up.

(lines 31-32)

A: It's covered up. Corn and what green beans, carrots, peas, vegetables. Okay and what's that?

33D: Oranges

34A: Okay and what's that?

35D: Chocolate milk

36A: Okay

37L: So what did you eat there?

38D: Mush... oh no, tater tots.

(lines 39-40)

A: Oh tater tots, okay those are gone already. And what about dinner last night? Do remember what you had for supper?

41D: Uh...I don't think we had supper?

42L: We have a very very late lunch -

43A: Okay

44L: that was very big.

45A: Very big lunch that you can't remember

46D: I don't know.

47A: Okay

48D: I don't think I was there.

49[group laughing]

50L: Oh you there.

(lines 51-52)

A: That's okay we'll ask the same question of your mom she'll know it. What about snacks? What have you had for snacks in the last day or so?

53L: What did you take from the kitchen last night? You were handing them to dad.

54D: Carrots

55A: Ooo okay carrots,

56D: And those little like sugary long things....(inaudible) gave some to me

57L: You took liquorish? [laughter] I didn't see that.

58A: So you had some red liquorish?

59D: Um hum

(lines 60-61)

A: Okay, okay thinking back about what you just told us what you ate for breakfast, for lunch, for snacks and if you remember for dinner did you like what you had to eat?

62D: Um hum

63A: Why did you like the food that you had, that you just described?

64D: Because it's healthy

(lines 65-66)

A: Because it's healthy, okay. Alright, Before this meal okay, before this one. What was your last meal was it breakfast this morning?

67D: Yeah

68A: Okay and where did you eat it? Did you eat it at home or have it at school?

69D: Um.... I have no clue

70[laughter]

(lines 71-72)

A: When you had your cereal this morning, think back, eating cereal, were you at home or did you have something to eat, cereal to eat, at school?

73D: Home

(lines 74-75)

A: Home, okay. Alright and just getting back to that did you have anything with your cereal?

76D: Um...milk just milk.

77A: Just milk, okay.

78D: Okay

79A: Um... After you had your breakfast and lunch did you feel full? Is your tummy full?

80D: No

81A: It's not full, okay. Still feel like you could you eat more?

82D: Um hum

(lines 83-85)

A: Okay, alright. Um... now we're getting to the fun questions. Tell us what you like to do after school or for play for recreation and on the weekends? What kinds of stuff do you do?

86D: Go outside and play in the mud.

(lines 87-88)

A: Go outside and play in the mud, okay especially after it has been raining the last few days.

89D: Yeah

90A: Yeah, okay. Anything else you like to do?

91D: Yeah, play with my trucks.

92A: Play with your trucks, okay. Do you do that outside or inside?

93D: Outside and inside

94A: Okay, what other kinds of fun stuff?

95D: And I like to play with my dad, that's it.

(lines 96-97)

A: Like to play with your dad, okay. That's great. Do you like to play or exercise outside or in the gym here at school?

98D: I exercise like when we are in stores.

99A: Oh when you're in stores?

100D: Yeah I did it in the shoe store, you saw me.

101L: The what?

102D: The shoe thing, where you get like boots.

103L: Exercise that means like you play sports and you do stuff like that.

(lines 104-105)

A: Well no, I mean, well is he running, are talking about when you where at shoe store you ran around a lot. Is that what you are saying?

106D: (Nods)

(lines 107-108)

A: Oh, well I guess it's a form of exercise. What about, what about, with like your mom is saying here at school in the gym or with sports or anything?

109D: Uh... sports, a lot of sports.

110A: Like what, tell me?

111D: Football, basketball, uh... baseball.

112A: Wow!

113D: Uh...all kinds

114A: Okay, and do you like doing all these things?

115D: Yeah

116A: Why, why do like doing them? Why are they fun?

117D: They're so fun!

118A: What makes them fun?

119D: Because you get to play with them.

(lines 120-122)

A: Okay, um.. is there anything else about eating food, okay the dinner you can't remember about yesterday, and breakfast and lunch, anything else you want to tell us about eating that I haven't asked you about?

123D: No

124A: No, okay that's it. That wasn't too hard was it?

125D: Um um.

126A: Um um

127D: I was just like okay.

128[Laughter]

129A: Okay, alright so you want to stay while we ask your mom a few questions?

130D: I'll just go to class cus I'm probably going to be late.

(lines 131-132)

L: You're not going to be late, you're like, you're like, you have ten more minutes before you get released to the playground.

133D: Okay I still have to go...

134L: You can finish what you are eating.

135D: ...we are going to do some books and then we are going to go out.

(lines 136-137)

L: Well you have ten minutes that you guys are still in the cafeteria, so you have ten minutes to finish what you have so you're not starving when you get home.

138A: Okay, so you're going to get to listen to what your mom has to say for a few minutes.

139D: Okay

140L: Eat a little more of your cheeseburger because otherwise, uh hamburger...

141D: It's raw.

142L: It's not raw.

143D: It is.

144L: That not raw

145D: It is.

(lines 146-147)

L: Okay if you're not going to finish it then you can either sit there or you can, you can not go out on the playground because first grade is out there right now.

148D: I know.

149L: Okay then you can sit here.

150A: Okay then we'll hear what your mom's got to say, okay? Alright.

151[Inaudible]

152A: How many people live in your household?

153L: Four, four.

154D: No.

155L: B moved out.

156D: Oh yeah.

157L: Four

158A: And how do you get to the grocery store?

159L: I drive.

(lines 160-162)

A: Could you describe your typical trip to buy food for your home? Such as, do your children go with you, how much time does it take and what kind of transportation do you use to get there.

(lines 163-164)

L: Um... Sometimes I go shopping by myself, but sometimes well stop on our way home from church in the evenings and all of us go in.

165D: I can answer that.

166[Laughter]

(lines 167-168)

L: Um...typical time that it takes us? When I'm by myself it can take me like up to an hour, and when all of us go in about a half an hour.

169A: Okay.

170L: Because we'll pick up little things here and there.

171A: Um hum, okay. Do you prepare meals at home?

172L: Yes

173A: Okay and does your child help you prepare food?

174L: Sometimes.

175A: Okay um... when they, when D, is it D?

176L: D and J.

(lines 177-178)

A: D and J, when they help you prepare food what's the reason they're helping you?

179L: Um... Sometimes they want to help, sometimes I want to teach them. On how to cook.

180A: Okay.

181L: Um...it depends on what I'm cooking.

182A: Okay.

183L: Sometimes I need their help.

(lines 184-185)

A: Uh huh, uh huh, when they are not helping you why or why not, why would they not be helping you?

(lines 186-187)

L: Homework, chores um... not home yet, maybe they're with their dad doing something else. Or just they're relaxing.

188A: Okay.

189L: Maybe they don't need to be in there.

190A: Okay, is there someone else who prepares the food at home?

191L: My husband, and we work together a lot in the kitchen.

192A: Okay, describe a meal you recently prepared or ate at home?

193L: Oh...my, because we went out to lunch yesterday at the Mexican restaurant.

194[laughter]

195A: There you go.

(lines 196-197)

L: And that was pricey. Um... what did I cook just recently? Oh Thanksgiving dinner, and that was big.

198A: That was big, okay. Can you tell us what you had for Thanksgiving dinner?

199L: Oh... gosh you want the whole meal? Describe the whole meal?

200A: Yeah

(lines 201-202)

L: Turkey, dressing, cranberry sauce, broccoli casserole, corn, crescent roles, we made homemade butter.

203A: Oooh.

204D: Green.

205L: Green homemade butter, they wanted green. Um... Mashed potatoes, sweet potatoes...

206D: Gravy

(lines 207-208)

L: ...yeah gravy. I made ice cream pie, and I made two other pies. Which we still have, we didn't eat, didn't eat those.

209D: And uh... we had pumpkin pie.

210L: Yeah ice cream pie and two other pies, I said we still have those.

(lines 211-212)

A: Wow, okay. That's a big meal. Um... how often, you mentioned eating out, how often do you eat out? And where do you go when you eat out?

(lines 213-214)

L: Um...well we've eaten out twice this week, which is very unusual. Um... once ... maybe every couple of weeks, maybe.

215A: Uh huh. And where do you go when you...?

216L: Pizza. Um... we have a lot of birthday's coming up in December so when we have...

217D: My dad's, {L: yes} mine.

218L: Then we just had my older son's fourteenth birthday, so we went out.

219A: Uh huh, uh huh.

(lines 220-221)

L: Then we have this last Sunday and I was just tired, I figured I deserve to go out because I cooked a big meal.

222[laughter]

(lines 223-224)

L: So we went out, which we shouldn't have done that. Um... where do we usually go? Peter Piper Pizza.

225D: Nope

226L: Yeah, why were would you say?

227D: McDonalds.

228L: Oh no, not McDonalds.

229D: Yeah.

230L: Or Subway, because subway....

231D: Dad picked me up and we went to McDonalds.

232A: So, sometimes?

233L: Sometimes.

234A: Sometimes

235L: So Subway, that another one, they have healthier sandwiches, no fries.

236A: Uh huh

237[inaudible overlapping talking and laughing]

(lines 238-240)

A: Okay, um... now going sort of into the recreation part, do you know of parks, clubs, and other resources in your area where you and child can do physical activity, and do you know of resources?

241L: Uh huh, yes I do.

242A: Okay, and so what would those resources be?

(lines 243-244)

L: We have M Park, we have the C park up here, um... the gym, I go to the gym.

245A: You mean here at the school? Or...

246L: No, exercise gym, the lady of America gym...

247A: Oh, okay.

(lines 248-249)

L: ...where I work out. Where else do we go? The school, we can come up to school on the weekends.

250D: Play basketball.

251Varga: The gym is open here, at the school on the weekends?

252L: No, my exercise gym.

253A: So when you play basketball on the weekends, it's outside, the hoops are outside?

254L: Ya, the hoops are outside here.

255A: And the gates open?

256L: Um... In the back...

257A: Oh, okay.

(lines 258-259)

L: We can get in, in the back, because there is no gate back there. It's just a pole, it's open. Gosh, were else do we go? That's about it, I think.

(lines 260-261)

A: Okay. Um... then this is just directed at you, you sort of answered this, do you participate in physical activity or exercise?

262L: Yes.

263A: Um, how is your health?

264L: Good.

265A: And your child's health?

266L: Very good.

267A: No health issues?

268L: Oh, he has asthma, but we treat it and it's under control.

(lines 269-270)

A: Right, my son has asthma too and he's 22, works at the Arizona Inn, plays basketball, yep. Does anyone in your household have any special nutritional needs, any allergies?

271L: My older son who's moved out, he's allergic to fruit.

272A: Okay, But in the remaining household there's no special eating needs?

273L: No.

(lines 274-275)

A: Okay, is there anything you would like to tell us, like to add, about food, hunger, exercise, nutrition?

(lines 276-277)

L: I exercise a lot. I try to eat the best I can. I'm thankful for the food bank up here in Catalina, because they've pulled through when we haven't had. Um... I don't know.

(lines 278-279)

A: Okay, that's fine, that's great. Is there anything you want to add now that you've heard your mom answer all those questions?

280D: Nope

(lines 281-283)

A: Okay, okay well I hope you have had enough to eat for lunch, right. So, you're going to have a busy afternoon. It's chilly outside, when you go out for recess today you're going to burn up more calories when it's cold outside.

284D: Yeah

285A: Yeah.

286L: You can go on out to the playground. It's time.

287A: Well thank you for joining us.

288D: My plate

(lines 289-290)

L: I'll take care of it for you, yes. Can you drink your milk please? Don't slam it down your shirt.

291V: You're going to be camouflaged then you already are.

292[Laughter]

(lines 293-295)

L: He'll be dirt colored.

Thank you. Do you know how to get out here and down around the corner to the playground.

296D: Ya.

297Thank you D [everyone]

298A: Happy Birthday. Where are you going for your birthday part?

299D: Uh...Laser Tag

300A: Oh laser tag! Well have a great time. Have a great time.

301Tape Ends

302Tape Restarts

(lines 303-305)

L; does the food bank supply the needs and services and food supply that your family would normally get at a grocery store when your finance are down and you go there for a service? My answer to that would be absolutely.

306V: No Kidding, god that is great.

(lines 307-310)

L: Because I went up there at a point in time where my husband's, they have a family business, so when the business gets paid he gets paid. And when the business was not doing well, we were not doing well. And I don't take food from people who have no finances.

311V: Right.

(lines 312-317)

L: But when we were not getting paid, and I didn't have anything, I would go to the food bank. And I would say, you know they have my name, they have how many people are living under my household, and um I would go up there and say I just need groceries for a week to get me through. And I think I walked out of there with nine bags of groceries. And I'm like this is overwhelming to me, and it fed me. Now I do donate when I, when I do have the money, and I do, I donate there as well.

318V: So it's a nice circular deal.

(lines 319-322)

L: It is and the community they do donate and they do want they can do to also help the food bank as well. But yes they do supply your needs graciously. And they are not belittling and they do not condemn you for going up there and asking help when you need help.

(lines 323-324)

V: Well they would be thrilled to hear that; we are certainly thrilled to hear that. Because that is what you would hope for, is that it would work.

325L: For those who do not, you know, abuse the system.

(lines 326-331)

V: The other thing that I would wonder about is how do you know, how have you learned the nutrition stuff that you have, did you get it because you... For instance there's something called EFNEP, which is Extension Food, let's see EFNEP, Food and Nutrition Education Program, and so, and those folks show up in communities and just ask people, and uh demonstrate the um the preparation of food and that kind of stuff like that. So how do you come to have your nutrition education?

(lines 332-333)

L: By doing interviews with people like you. [Group laughter] When there is an opportunity to learn I jump. {V: And so} And I've taught preschool.

334V: Okay.

(lines 335-337)

L: um I still teach, I teach two year olds on Sunday afternoons, Sunday at church. And they give me, you know, information pamphlets that come through. I read, I read, I read, I read. I have books at home, I read.

(lines 338-339)

V: So all this is stuff that you make sure you access any opportunity to learn about. Do you hear it on the radio, do you see it on TV, do you get it any other way?

(lines 340-349)

L: Magazines, catalogues, when I have an opportunity. I have children and I don't want them to take liquorish... [Group laughter] ...him and dad took liquorish the other night. I have it in the house it's a snack, that's okay. [Group laughter] But no we have, we have carrots, we have, he likes broccoli, he loves to eat broccoli, and things that are good for them, lets try to get that. I also have ice cream pie in my freezer; I don't take that away from them as well. But how can bones grow, how can muscles grow. You exercise, you build muscle, muscle burns fat. I come from a very very extreme obese family. My sisters' extreme, obese. I don't want that for family, for my husband and my three boys. How can I avoid that? Nutrition, exercise, education. And you guys are a part of this. Stay involved and don't close my eyes.

350[Laughter]

351V: To liquorish or anything.

(lines 352-353)

L: Liquorish, I'm going to have to move that. [Laughter]. I stash a lot of things in my house as well; I do have things that are hidden. You know

354Jim: I guess just not well enough.

355[Laughter]

(lines 356-361)

L: My eighteen year old, he'll be nineteen here on the seventeenth, he says you should know me by now, you can't hide things from me. Because he'll come out with the Oreos, you know. Where did you get those? Mom, come on. [Laughter] But no that's how I learn, you know. I see a magazine in lobby of a doctor's office, new nutritional facts. Why pick up something on JLo when I have kids in my house, and I'm no spring chicken When I fall I don't bounce I break.

362[Laughter]

363A: Yeah, I just had my yoga class yesterday, I know limits, I know my limits.

364L: So...

365V: What do you know about, does this school provide breakfast for kids, for any kids?

366L: Yes

367V: Do you know the answer to that?

368L: Yes

(lines 369-371)

V: And then does he eat breakfast here sometime, or can he eat breakfast here sometimes or does he prefer to eat breakfast at home, or how do you make the choice about his eating breakfast here or is there a snack program after school here?

(lines 372-376)

L: There is a snack program for the after school um pal program. That is a program that you pay for to have your kids taken care of after school for those parents who work. Now if your kids are in that program yes they will get a snack, what they serve I'm not sure. Um breakfast is provided for all children, where you pay full price, reduced price, or you're on a free program, free reduced.

377V: Really?

(lines 378-387)

L: There is a breakfast that is provided and available for all the kids. Um. You have to get here at an earlier time, obviously, in order to eat and not be tardy for class. Now, this may sound a little harsh, but I have a rule in my house. You get up at a certain time, you get yourself dressed, you eat, you brush your teeth, get your backpack, and we're out of the door at a certain time. Um... if he does not get up, get dressed, get your backpack and eat then something is going to be missed out, and if it's breakfast he will have to eat here at school. You eat here at school, you're going to be tardy to class, you have three tardies you have in-school suspension, which is ISS. So that's his penalty, for not being on the ball being a good listener and staying on task. Breakfast at school can be like a cinnamon roll, I think it is, or cereal, milk; um... sometimes they have bagels, and a fruit

388Jim: inaudible

(lines 389-392)

L: Yeah, breakfast burrito, it varies, it really does vary. Um... now at my house sometimes I'll make waffles and eggs, sometimes I'll make pancakes and bacon, sometimes I'll make something like that. I have an older son who will get up, get out, eat his breakfast and he'll be more on the ball so he'll get breakfast.

393V: Is that the fourteen year old.

394L: Yes

395V: Uh huh, if I was to get breakfast like that, I would be up (inaudible)

396[Group laughter]

(lines 397-398)

L: And if D lolly-gags around and he just kind of drags his feet, he gets a school breakfast and a tardy pass, and that a consequence.

399V: Yes it is.

400L: So that's my household.

401V: How did you learn to cook?

402L: I watched my mom and I did the opposite.

403[Group laughter]

404V: So, that means, that your family who you refer to as obese, is your mom also obese?

405L: My mom is now chubby, but yes my mother and everybody else.

406V: Uh huh, and was it her cooking style?

407L: I think it was everyone going out for fast food, because my mother couldn't cook.

408[Group laughter]

409V: So you mean opposite as in good.

(lines 410-412)

L: Um... no everybody, um... my mother really wasn't that great of cook, and I played the house mom. I come from a family of addicts, and I um... pretty much raised myself. So I learned at a very young age how to cook, how to clean, how to do the how to's of

(lines 413-414)

raising a family. And my grandmother trained me quiet a bit. And I've been with my husband actually since I was 16 years old.

415V: Wow

416L: So we grew up together.

417V: So if you have a nineteen year old, does that mean you're in your late thirties.

418L: Yes

419[Group laughter]

420L: I'll be forty.

421V: Really, you're holding yourself together finely

422[Group laughter]

423L: I'll be forty here real soon.

424V: So, you prepare that kind of breakfast, and is there anyone around to eat lunch?

425L: No.

(lines 426-428)

V: So you are eating lunch at home by yourself, and your children are off at school or work or something like that, and your spouse is at work and then you, and then everyone shows up, and do you have an evening meal together? Do you actually pull that off still?

(lines 429-433)

L: Uh-huh, the evening meal is very important. That's, we sit together, we sit as a family. Right now our lives are kinda changing, my husband and I are pulling another job together in the evenings, but we are incorporating our kids to go with us, to another job. Because, we are working with other children, now in the evening. We are, um... I don't know how to verb this. Um... we are going in as respites for a family of seven kids.

434V: So you're providing respites to the mom and dad

435L: So the mom and dad can get out.

436A: So they won't become desperate housewives and househusbands.

437L: Oh, I hate that show.

438V: Is that a TV program, oh yuck.

439V: So now I'm learning to cook for anywhere from eight to ten.

440J: Oh, my goodness.

441L: I did eleven last week.

442V: That's a lot of potatoes.

(lines 443-444)

L: It is, especially if you're making potato and egg, cheese and burritos and stuff like that. So now we're working together to do respite in the evenings.

445V: Wow, for seven kids, how often?

(lines 446-447)

L: Um... I do it every Tuesday night, and he'll be picking it up every Tuesday and Thursday night, and our kids go with us.

448A: Is something through your church?

449L: It's through a Christian funded thing, yes.

(lines 450-455)

V: So there is some other mom and dad and their children, that are going to some other household somewhere and they are doing the same thing on Monday or Wednesday or...

[Inaudible – several people talking]

... you are matched up with this seven children family and somebody else is matched up with a four children family or a two-child family, I mean it doesn't make, you could have two children that are wackos and need respite.

(lines 456-457)

L: These families are anywhere from six to ten kids per household, they are in between, they're state children, and they're in between...

458V: Oh I know about these houses, I've heard of these.

(lines 459-460)

L: ...foster homes. So the moms and dads who take care of these children seven days a week, everyday, need a break. And it's called Nights Out.

461J: So the kids are from different families?

(lines 462-464)

L: uh, huh Yes, and it's a family unit they take care of them, and my husband and I go in and give the mom and dad, the parents, the house parents a respite night out, it's called Nights Out.

465J: Wow, that must be a lot of work everyday.

(lines 466-468)

L: So we go in there and cook, we get the kids to do their homework and they take showers, and they have free play and they a certain time they go to bed at night and we make sure that the house is clean. Then the parents come home at a certain time.

469J: And then is the food there, that you have to prepare.

(lines 470-471)

L: Yes the food is there, but you have to follow a nutritional menu, you have to cook for these kids, and they have to do the dishes. It's all structured.

472V: How much training did you have before you went the first evening?

473L: None.

474V: Wow

475[Group laughter]

476L: My own, my own personal training through my own household, with my own kids

477V: Wow

(lines 478-479)

L: Like I said I teach two year olds, and I run about 20 two year olds every Sunday morning and I've been doing that for almost four years.

480V: Uh, huh

(lines 481-483)

L: I also work a Pima County Parks and Recreation after school program here at , I also, I did that at this school for about six months. Then I went to Elementary School and ran about a 120 kids there. I was in a leader position.

484V: With Parks and Rec.?

(lines 485-486)

L: Uh, huh I did that for about a year. And different through out and ran recreation programs throughout Tucson.

(lines 487-489)

V: Wow, so you've had some um, like Abraham Lincoln was educated, you've been educated along those same lines. That's on the job. Reading all the literature you can get your hands on all times.

490L: I have filing cabinets full at my house. At M...

491V: Is that a teacher here at school?

(lines 492-495)

L: Um no M is a pre-school, it's up in . I worked up there and got a directorship certificate through them, and Academy, I worked pre-school for them. Several ages, from 0 to school age. I worked for them, with kids.

496V: So, you've been doing this for a long time.

(lines 497-498)

L: Yes, I've doing it a long time. And then I volunteer for this school, I've been volunteering at this school for 14 years.

(lines 499-500)

V: Well that would be about just as long as your children have been here, did your 19 year old also go to this school?

501L: Kindergarten.

502V: Wow... [Tape ends]

503[Second side of tape]

(lines 504-506)

L:... Lin will you do an interview? And I was like sure. [Group laughter] I do all the laminating here on Tuesday mornings and I'm in D classroom on Thursday afternoons, and um on Mondays I'm just in and out doing what ever, so.

(lines 507-508)

V: Well you do a lot and they are lucky to have you, and we are lucky you happened to be laminating, where ever the phone was, or however this worked, I don't know.

509L: And I sold the Otter Pops for a matter of fact up here for three years with D.

510V: Do what?

511L: I sold Otter Pops, those little frozen pop sickles.

512A: Uh, huh

(lines 513-516)

L: And I have a picture of me pushing D in a stroller with the big orange igloo. The igloo would sit on the stroller, and D, when he was about 8 months, 9 months old, would sit on top of the igloo. And I would hold him and push the stroller all the way up to the playground, and I did that for three years.

517V: Wow.

518L: I sold a lot of pop sickles.

(lines 519-520)

V: You did. I hope you have plenty of pictures, he needs to have documentation of all of this.

521L: Like I said I have filing cabinets.

522A: Uh, huh

(lines 523-527)

V: Is there anything that you can think of that, in order to help us do a better job, that you would like to tell us? And if you can't think of it right now, it would be really be cool if

we could give you our phone number and you could call us. Because you know you're going to be walking along doing something and you're going to think, they should do so or so, and so if you would call us and tell us so that would be way cool.

(lines 528-529)

L: Okay I'll take your phone number, but I think you guys did a wonderful job. Welcome to Arizona, the sunshine state. I bet the weather is really cold back there.

(lines 530-532)

J: Can I just ask before we finish, I don't really know the meals that are in schools here, I kinda looked through some of them. Do you think they are pretty good, do you, I mean you might know more about what they are eating on a daily basis?

533L: I think they really need help with there hotdogs.

(lines 534-536)

J: Yeah, because that's kinda one of the reasons we're trying to work on some of this, is to figure out, you know, cause kids are in school and we are trying to see what they eat and if it's nutritional.

537L: The hotdogs, they are really bad, they're kinda green sometimes.

538J: That's really not right.

(lines 539-541)

V: I substitute taught for a while and so I would eat in the school cafeteria down in , I don't think of this as being , I think of this as being, do you think you live in ?

(lines 542-543)

L: Well don't say that to the library out here. Um... it's a address, I claim . I've been in for 23 years.

544V: So that's your home.

(lines 545-546)

L: I am in , you know, but my address is a Tucson address. Um... I'm not and I'm not, you know, I have a Tucson address.

(lines 547-548)

V: So you're postal service is Tucson but family and history . Identity and all that.

549L: Yeah, .

(lines 550-551)

A: One of things I didn't say was that when this study comes out we'll recontact you through the school and if you want to see the final product you'll be able to.

552L: Okay

553A: And probably send it to you actually before that.

(lines 554-555)

V: And write down your personal home address and phone number and stuff like that so that we have it. We ought to put that on the bottom of all of this.

556A: Yeah.

557V: Um.. because otherwise...

(lines 558-559)

A: We really should, it will depend on our timeline. Ideally we would send out a draft and let you look at it and see if there is anything you want to change or add or whatever,

(lines 560-561)

and that'll be what we shoot for. But in any case you'll get the full story, all the chapters there in.

562L: Okay

563A: Thank you so much L.

564L: Oh, Thank you.

(lines 565-566)

V: Thank you for having D I'm sure he'll give you...[inaudible, several people talking, laughing]

(lines 567-570)

L: And normally he does eat a little bit more than this, he doesn't, he eats like I said the vegetable at the house, he doesn't eat school vegetables. I think it's just a, I think it's a label, school vegetables, ewe everybody's cursed the school vegetable. [group laughter] But he does eat them at the house.

571 Chandra: When I was a kid we always thought that the hamburgers were raw.

572V: What is urban myth, or school myth.

(lines 573-575)

C: We use to bring them up to the lunch lady, our burgers are raw, our burgers are raw. And they said it was like a ketchup sauce that they were cooked in or something, and we were like this is raw.

576[Group laughter]

(lines 577-580)

L: He'll come home and he'll be like I'm starving I didn't eat anything all day long. You make choices. You can either choose to sit down and eat and not do this or, you know. So he'll come home and he'll eat something as soon as he gets into the house. He'll have a bagel and cream cheese or ham and eggs. He likes ham and eggs.

581 V: That sounds wonderful.

582 [Inaudible - laughing joking about going to L house for food]

(lines 58-584)

L: Give us a tortilla and we'll turn anything into a burrito, we're burrito people. Give us anything.

585 [Laughing, several people talking]

(lines 586-587)

V: You know you've come along way when instead of looking bread you look for a tortilla.

(lines 588-589)

L: And we don't eat white in our house, we do not eat white bread, they do not like white bread.

(lines 590-594)

V: You know when I was, years and years ago, when my mom and I had the opportunity to craft together we made, this is one of the scary things about white bread, we made these little, I don't know how she got color into it. But I have pin that my mom made for me that is made out of white bread, it white bread taken and pinched and done properly, in my mom's skilled hands, into a rose, into a flower. And so it's these three little...

595A: That was a craft; I did that in campfire...

596 [Inaudible, laughter, several people talking]

(lines 597-599)

V: And how long it will stay in any environment, and then it has little velveteen green ribbons in it for the leaves and stuff like that, so yes white bread is a unique food product to say the least.

600A: Although I will say that Italian, good Italian white...

601 [Lots of people talking laughing]

(lines 602-605)

L: At the food bank they would offer me white bread, and I would just say we don't eat that, you can it to a family who will eat it. I won't take it away from someone else, I

appreciate it, but thank you anyway. We do crafts at our house, D and I made a sand jar yesterday.

606V: Is that one of those things with the scene on the outside?

(lines 607-608)

L: No it is a color combo on the inside. You just use a stick and you push down on the inside and it makes the sand dip down. We did that yesterday.

609V: Wow

610L: We decorate cakes too.

611V: Oh, you decorate cakes, you mean with the thing that squeezes on and stuff like that.

612L: Yeah

613J: And ice cream cakes, or was that pie?

614L: That was ice cream pie, I make ice cream pie, but I also decorate cakes, like big.

615[Lots of laughter and talking over each other]

(lines 616-618)

V: Decorated cakes are such a, you know, talk about something that's totally non-nutritious, talk about something that is completely fun to eat. Enjoyable and good for the eyes, it's wonderful to eat but not good for you, that kinda thing.

(lines 619-621)

L: It's not bad in moderation, you can eat anything you want, as long as you don't go to the extremes. You can have it in moderation. Now you go back for seconds, thirds, fourths, and you get into your sixth helping and that...

622V: That's outside moderation. Thank you.

623L: It's always a joy to talk to adults.

School D ~ Parent/Child Interview

December 9, 2004

Interviewees:

T and son B

V and daughter J

Interviewers: Michelle/Jim

[Signing paperwork and preliminary conversation]

- 1) M: Si pueden repetir sus primeros nombres.
- 2) *Could you please repeat your first names.*
- 3) V: V.
- 4) T: T.
- 5) M: ¿Cuántas personas viven en su domicilio, T?
- 6) *How many people live in your home, T?*
- 7) T: Uh, somos cinco.
- 8) *Five altogether.*
- 9) M: ¿Cinco? ¿Y V?
- 10) *Five? V?*
- 11) V: Cuatro.
- 12) *Four.*
- 13) M: Cuatro. ¿Cómo llegan al supermercado o al lugar donde compran su comida, T?
- 14) *Four. And how do you get to the supermarket or the place where you buy food, T?*
- 15) V: Ummm, en ride.
- 16) *We get a ride.*
- 17) M: ¿En ride? ¿Con?
- 18) *A ride with who?*
- 19) V: Con mis hermanos.
- 20) *With my brothers and sisters.*
- 21) M: Con sus hermanos. ¿Y V?
- 22) *With your brothers/sisters. V?*
- 23) V: Con mi esposo. En carro.
- 24) *With my husband, by car.*
- 25) M: En carro que tiene él.
- 26) *In his car?*
- 27) V: Sí.
- 28) *Yes.*
- 29) M: Si..., si puede describir un viaje típico a comprar comida para su hogar.
- 30) *Yes. T, could you describe a typical trip to buy food for your home.*
- 31) T: ¿Viaje típico?
- 32) *A typical trip?*
- 33) M: Como... ¿van sus niños consigo? ¿Cuántas horas o minutos dura el viaje?
- 34) *Like . . . do your kids come with you? How long does the trip last?*
- 35) T: Bueno. Cuando llevo a mis hijos dura como dos horas.

- 36) *Well, when I bring my kids it takes about two hours.*
- 37) V: Pero en el transcurso. Dice que tan lejos le queda.
- 38) *But how long is the whole trip. How far away is the store.*
- 39) T: Los dos. Los dos cosas. Y la tienda está muy cerca de mi casa. Y duramos como
- 40) dos horas porque hago la lista y ellos me ayudan. Ellos buscan, o sea que ellos
- 41) buscan, buscan lo, lo que necesitamos nosotros.
- 42) Both. The store is very close to my house. And it takes us two hours because I make
- 43) a list and they help me. They look for what we need.
- 44) M: ¿Y Ud?
- 45) *And you?*
- 46) V: No. Las mías no son tan largas porque yo voy cada tres días. Entonces nada más
- 47) compro para tres días y luego volvemos. Porque ellas no les gusta hacer muchos
- 48) **(one word)**. Si no les compro algo, ay, ellas no van o no quieren ir. Entonces, para
- 49) que no se haga muy largo es como una hora. Y es rápido. Compro todo y salimos.
- 50) *Well, no. My trips aren't as long because I go every three days. So, I just buy*
- 51) *enough for a few days and then we come home. Because they don't like much to* **(one**
- 52) **word)**. *If I don't buy them something, well, they won't want to come. So, it's just an*
- 53) *hour so it's not such a long trip for them. It's quick. I buy everything and we leave.*
- 54) M: ¿Y van con usted siempre?
- 55) *And do they always go with you?*
- 56) V: Sí. O, también aprovecho cuando están ellas aquí en la escuela para ir yo sola.
- Así.
- 57) Yes, or I'm also able to take advantage of the times when they're in school so I can
- 58) go alone.
- 59) M: Ok.
- 60) V: Pero, sí ellas también quieren, siempre quieren ir al super porque hay, existe algo
- 61) que les interesa también. Y no comida muy buena. Que-papitas o un jugo o un
- 62) chocolate que no es comida buena pero que saben que si no vayan yo no se las voy a comprar.
- 63) But, they do also always want to go, because there's always something they want. And not good food. Like chips or a juice or chocolate, which isn't good food, but they know if they don't go with me, I won't buy it for them.
- 66) M: Um, T, ¿Prepara usted las comidas en casa?
- T, do you prepare the meals at home?*
- 68) T: Sí.
- Yes.
- 70) M: ¿Y, ayuda su hijo a preparar la comida?
- And does your son help?*
- 72) T: Uh, algunas veces. En fin de semana no más.
- Well, sometimes. Only on weekends.
- 74) M: ¿Por qué? ¿Por qué le ayuda?
- Why? Why does he help you?*
- 76) T: Porque así los enseño a ellos a...que no no más es sentarse en la mesa y ya—a comer. Que la comida se tiene que...
- Because that's how I teach them how... so they don't just sit and there---time to eat.

79) V: Preparar.

To prepare.

81) T: Preparar, que llevan un tiempo para...para prepararse y pues es algo...Yo vivo con mis cuatro niños sola y es algo divertido preparar la comida entre ellos. Que a veces es pura risa y sabes que...que no preparamos algo grande no más...

To prepare, that it takes time to prepare something and, well, it's something...I live with my four kids alone and it's fun to make food together. Sometimes we just laugh and laugh and, you know, we don't make anything fancy, we just...

87) V: Que puro juego [laughing] convivir.

And just play house.

89) T: Puro juego, pero lo hacemos como una actividad entre nosotros y conviven entre ellos.

We just play, but we do it as an activity with just us.

92) M: Y los cuatro--¿Todos ayudan al mismo tiempo?

And all four—they all help at once?

94) V: El más chiquito no más tiene dos años pero él saca las cosas del refrigerador y así.

The youngest is just two years old, but he gets things out of the fridge.

96) M: Y usted, T, ¿Prepara usted la comida?

And you, T, do you prepare the meals?

98) T: Es V.

It's V.

100) M: V [laughing]

101) V: Sí la comida, sí la preparo yo. Pero ellas participan poco porque en la mañana si hay desayuno formal y comemos cuando salen de la escuela—es la comida fuerte. Y en la noche ya es puro cereal, es así no, no pesado. Entonces, yo casi no hago una cena. Es cena así lijera y ellas no están. En el fin de semana cuando ellas me ayudan pero puros postres. No, ellas no. Son las chiquitas. Cuando esté la comida me hablas.

Yes, I prepare the food. But my girls participate a little because in the morning we have a big breakfast and in the afternoon when they come home from school—those are the hearty meals, and at night, we just have cereal so it's not heavy or hard. So, I hardly ever make dinner. It's a light dinner and they're not here. On weekends they help me, but just with desserts. They're too young. When the food is here, then you can ask me.

111) M: ¿Hay otra persona que le ayuda?

Is there anyone else who helps you?

113) V: Pues, es mi esposo y dos niñas. Es--cuando está, sí me ayuda, pero es así que diga yo ay, me ayuda siempre, pues cuando puede. Pero, si no—yo.

Well, there's just my husband and the two girls. When he's there, he helps me, but, as I say, he always helps me, when he can. But if not, I do it.

117) M: Ok. Um. T, si puede describir la comida que usted preparó recientemente como la cena de ayer.

Okay. Um, T, could you please describe a meal you prepared recently, like dinner last night.

121) T: La cena de ayer. También yo no hago algo muy pesado. Mis niños son muy chiquitos. Hago un cereal, algo, quesadillas. Así, algo así no más. Algo sencillo. Last night's dinner. I don't usually make anything heavy either. My kids are little. I make cereal, or quesadillas, or something little like that. Something simple.

125) M: Ok. Hay otra, otra cena como un almuerzo o un desayuno que hace... Okay. Is there another meal, like lunch or a breakfast you make...

127) T: Ah la comida hice ah he cocido es un caldo de, soup, pero es puro vegetables--verduras. Tiene carne pero es muy poca la carne. Um, the meal I made—have made—is a vegetable soup. It has meat in it, but just a very small amount.

131) M: Ok. ¿Y el desayuno?
Okay. And breakfast?

133) T: No, ellos desayunan aquí en la escuela entre semana. No, they eat breakfast here at school during the week.

135) M: ¿Y usted? (to V)
And you?

137) V: Mis hijas si desayunan en la casa. Es formal: huevos, jugo, pan, frijoles, o leche depende ¿no?, o hot cakes con un vaso de leche. Y al mediodía si comen bien. En la noche, no es... como le digo puro cereal. Ayer hubo carne así al horno, horneada. Y nada más la condimento y la meto a hornear y ya la saco lista y con sopa de arroz o puree de papas y verduras, verduras frescas. Pues ayer, no, por decir algo. Y ellas si van a la cafetería pero hay cosas que les gustan. Hay veces que lo ven y a mi no me gusta que lo tiren pero sí... y yo digo que tampoco es--no traen mucho hambre como ellas comen bien, desayunan bien. Pero sí, si pasan a la cafetería.

My girls do eat breakfast at home. It's a big breakfast: eggs, juice, bread, beans, or milk. It depends, you know? Like pancakes with a glass of milk. And at lunchtime they eat well. At night it's just like cereal, like I said. Yesterday we had a roast. I just put spices on it and put it in the oven and I take it out ready to go with rice soup or mashed potatoes and fresh vegetables. Well, yesterday we didn't have that, but it's a good example. And my girls go to the cafeteria, but there are things they don't like. There are times when they see it and I don't like it when they throw it out, but they do...and also, like I say, they're not too hungry at school because they eat well for breakfast. But, yes, they use the cafeteria.

154) M: ¿Y qué es lo que comen para el desayuno?
What is it that they eat for breakfast?

156) V: Eso es huevos con chorizo, con machaca—estilo México. O tamales. Hay tamales. Pero es desayuno bien formal. Ellas madrugan a las 6:30 y ya están levantadas. Y entran hasta las 8:00 pero salen ellas—llegan desayunadas así bien bien. Son huevos con jamón o machaca—algo, huevos con algo y es el jugo de... Un vaso de jugo o un vaso de leche y lo acompañan con frijolitos con pan.

That's eggs with Chorizo or Machaca—mexican style. Or tamales. We have tamales. But it's a big breakfast. They wake up at 6:30 and they're up. And they go to school at 8:00, so they come here very well fed from breakfast. They eat eggs with ham or Machaca—something with the eggs, and juice...a glass of juice or a glass of milk, and they have beans and bread with that.

166) M: ¿Dónde aprendió usted a cocinar?

Where did you learn to cook?

168) T: Umm. Acá. Aquí cuando yo tuve mis hijos—yo sola y como (**inaudible word**)

Umm. Over there. Here, when I had my kids—alone and since (inaudible)

170) M: ¿Y dónde aprendió usted sobre nutrición?

And where did you learn about nutrition?

172) T: Uh, por nutrición, um, yo tengo...Estaba por dos años en clases de nutrición aquí en la escuela.

Um, for nutrition, I have...I took nutrition classes for two years here at school.

175) M: ¿Y come junta su familia en las tardes?

And does your family eat together in the afternoons?

177) T: No.

178) M: ¿Y usted dónde aprendió usted a cocinar? (asking V)

And where did you learn to cook?

180) V: Cuando se murió mi mamá. (**Phrase I didn't understand**) o sea yo sabía pero nunca hacía. Y así, en la familia. Yo no estudié de nada. Son recetas de mi mamá de mi abuela...o de mis hermanas. Mis hermanas son todas más grandes.

When my mother died. (didn't understand) Well, I knew, but I had never done it. So, I learned with my family. I didn't study anything. They're all recipes from my mom or my grandmother—or my sisters. My sisters are all older than me.

186) M: Entonces, ¿cuando era niña?

So, you learned when you were little?

188) V: Sí.

Yes.

190) M: ¿Y dónde aprendió sobre la nutrición?

And where did you learn about nutrition.

192) V: Pues, no. Así de clases yo no he tenido. Yo leo. Nada más lo que leo—libros o que...porque no las quiero gordas a mis hijas como yo. [laughter] Entonces leyendo pero por mí, no. No aquí en una escuela, este, que enseña en eso. Pero sí, o sea, pues hace mucho (**inaudible word**) en todas partes que no grasa o que las enfermedades son por lo que uno come. Entonces pues trato yo de darles a ellas no mucho pero que sea más o menos bien. Y yo que no quisiera darles que son las papitas o sodas, pues ellas solas lo piden o lo buscan. Pero, ellas--o sea, yo sé como pudieran ellas comer mejor pero no por eso evito que coman cosas que no deben.

200) V: Well, no. I haven't taken any classes. I read. Nothing else, I just read books and whatever...because I don't want my girls to get fat like me. (laughs) So reading, but for myself, no. Not here at school with what they teach here. But, yes, well, there's a lot of (inaudible) everywhere that you shouldn't have fat, or that a lot of diseases come from what you eat. So, I try not to give them chips or soda, well, they find it for themselves. But they—Well, I know how they could eat better and so I try to avoid the things they shouldn't eat.

207) M: ¿Y comen juntos ustedes en las tardes?

Do you eat together in the afternoons?

209) V: A mediodía. Bueno pues, yo sí como con ellas a mediodía pero si su papá no está, pues no come y él come solo porque llega tarde [laughing]. No lo esperamos. Y no lo espero porque ya no les—o sea a mi no me gusta darles comida para dormir. Se me

hace que no es bueno. En la mañana sí porque salen y caminan pero ya en la noche es así lijera. Y si su papá cena, pues es él solo.

214) V: At noon. Well, I eat with them at noon, but their dad eats alone if he's not here when we eat because he's always late (laughs). We don't wait for him. And I don't wait for him because I don't want them—well, I don't like for them to eat right before bed. It seems like it's not good for them. In the morning, yes, because they go and they walk, but at night it's light. And if their dad eats dinner, it's just him.

219) M: ¿Qué tanto comen fuera de casa? En restaurantes o...
How much do you eat out? In restaurants, or...

221) T: Mmm, no mucho.
Not much.

223) M: ¿Cuántas veces al mes o a la semana?
How many times a month or a week?

225) T: Al mes, como unas cuatro veces. No es muy...ellos quieren ir cuando hay algún juguete nuevo en el McDonald's o el Burger King. Es todo. Pero eso de comer en la calle no.

About four times a month. It's not really...they want to go when there's a toy at McDonald's or Burger King. That's all. But eating out, no, we don't do that.

230) M: ¿Y en dónde? Iba a preguntar.
And where do you eat out? I was going to ask.

232) T: ¿En dónde? Pues les llevo a McDonald's. Les llevo a Burger King. Depende de los juguetes que hay. Porque no quieren el Happy Meal no más las fries y la soda y es todo. No quieren la hamburguesa.

Where? Well, I take them to McDonald's, I take them to Burger King. It depends on the toys they have. Because they want the Happy Meal, but just the fries and the soda and that's it. They don't like the hamburger.

238) M: ¿Y la familia de usted, qué tanto comen fuera de casa?
And your family, how much to you eat out?

240) V: Comemos muy poco. Unas cuatro veces.
We eat out very little. Maybe four times.

241) M: ¿Al mes?
Per month?

243) V: Sí. Y separados. Ellas--así como dice Tere--van por el juguetito, ¿no? del Wendy's. ¿Qué hay en el Wendy's? [asking Teresa] Ella sabe, ¿no? que hay unos relojes. Pero es poco. Y son dos veces ellas a sus lugares preferidos y dos veces nosotros porque a mi no me gusta la hamburguesa [laughing]. Entonces, o sea, ellas, si las llevamos a ellas y luego vamos nosotros porque ellas no les gusta la comida china. Y, o sea, casi no comen ellas comida fuera. Y entonces, pero así no, limitados
Yes, and separated. They—just like Tere says—they go for the toys at Wendy's. What's at Wendy's (asking Teresa)? She knows, don't you? that they have these watches. But it's not often. And twice we go where they want to go and twice where we want to go, because I don't like hamburgers (laughs). So, we take them and then later we go, because the girls don't like Chinese food. So, they hardly eat out at all, a very limited amount.

256) T: Sí, limitados.
Yes, a limited amount.

258) M: ¿Entonces es como dos veces al Wendy's...
So, twice at Wendy's and ...

260) V: No sé en Wendy's o

I don't know, Wendy's or

261) M: o al McDonald's o algo así?

Or McDonald's or something like that?

263) V: Mm. Hagas de cuenta cuatro veces. Son cuatro visitas diferentes, pero son dos de ellas y dos de nosotros.

Mm. You're counting the four times. They are four different trips, but twice for the girls and twice for us.

268) M: ¿Y a dónde van para los-?

And where do you go for the..?

270) V: Pues es que ellas son...ellas no es lo que van a comer, ¿verdad? Ellas van por el reloj o Bob Esponja o porque—

Well, they ...they don't go for the food, you know? They go for the watch or for Spongebob or because--

274) T: Por el juguete.

For the toy.

276) V: Por el juguete. Y, y pues ellas sí se comen la hamburguesa, pero primero ven que viene en la bolsa y después vamos a comer. Y a los restaurantes, ellas no. No les gusta porque tiene chile—no les gusta y si no tiene chile—no no no son ellas así. Están acostumbradas a comer aquí en la casa. Lo que comen en la calle son los de dulces. Postres, pasteles, *pies*, pero comida no. Mejor comen en la casa y salen a comprar dulces.

For the toy. And, well, they do eat the hamburger, but first they look at what's in the bag and then it's time to eat. And at restaurants, they don't like it. They don't like it because it has chile—they don't like it, and if it doesn't have chile—they're just not like that. They're used to eating here at home. What they eat out is sweets. Desserts, pastries, pies, but not food. They really eat at home and go out to buy sweets.

287) M: Entonces, para que entiendo perfecto—dos veces van a un lugar donde hay juguetes—McDonald's, Wendy's, algo así. Y dos veces van a un restaurante...

289) M: Okay, so that I understand perfectly—twice you go to a place with toys—McDonald's, Wendy's, somewhere like that. And twice you go to a restaurant...

291) V: a las comidas chinas o a la allá diferentes, ¿no? De carne, de comida china, de sushi, lo que sea. De diferentes tipos.

To chinese restaurants or different places, you know? Steak, chinese, sushi, whatever. All different kinds.

295) M: Está bien. La próxima pregunta: Si su hijo come el almuerzo en la escuela--
¿Come aquí el almuerzo? [directed at T]

Okay. The next question. Does your son eat lunch here at school?

298) T: Mm-hmm. Sí.

Yes.

300) M: ¿Sí? ¿Qué piensa usted de la comida que sirven aquí?

Yes? What do you think of the food they serve here?

302) T: Umm. Ay.

Oh.

304) V: Tú hablas porque yo no [laughing]

You have to say it because I can't (laughs).

306) T: Pues para mis hijos, si les gusta la comida aquí porque mi niño más grande es puro hot dog puro hamburguesa, pura comida así. A él sí le gusta pero para mí es mucho...no sé en que el niño esté más,uh, gordito.

309) T: Well, for my kids, they like the food here because my older son is all about hot dogs and hamburgers. He really likes it, but for me it's really...I don't know whether it makes him a little heavier.

312) V: ¿Y sí está gordito?

Is he heavy?

314) T: No, mi niño está flaquísimo. Mis niños son delgados. Y ellos comen y comen pero ellos son delgados. Y, pero, a ellos sí les gusta comida de todo. Encantados ellos son con lo que les dan aquí. (*inaudible phrase*). Están impuestos ellos a esta comida allí. Pero no, no estoy muy de acuerdo con la comida aquí. No muchas veces, porque yo la he probado. Muchas veces no tienen el condimento (*inaudible word*). Como, como hacen el mash potato y no tiene sal.

320) T: *NO, he's really skinny. My kids are thin. They eat and eat, but they're thin.*

And, well, they like all kinds of food. They love the food they give them here.

(*inaudible*). *They are in love with the food here. But, no, I'm not in favor of the food here. Not a lot, but I have tasted the food. Lots of times they don't use spices*

(*inaudible*). *Like, for example, they make mashed potatoes without salt.*

325) V: ¿Es que no hay sal?

It's because there's not any salt?

327) T: No le ponen sal y así se los dan. También muchas veces los míos no más por x razón (**word I don't understand**).

They don't put any salt on it and they give it to them like that. Also, lots of times my kids for whatever reason (don't understand).

331) V: [says something inaudible]

332) T: [chuckling] Pero no, se me hace muy, como se dice, muy...

But, no, it doesn't seem very...how should I describe it... very...

334) V: ¿Descuidado?

Careless?

336) T: Pues es pura comida que no, que no es nutritiva para ellos.

Well, it's purely food that isn't nutritious for them.

338) M: ¿Piensa que debe de cambiar?

Do you think it should change?

340) V: Sí, mi hijita, no te hagas. [To T, laughter]

Yes, child, don't open that can of worms.

342) T: Pues sí y no porque pues es una escuela. No puede hacer como, no puede ser como una casa. Muchos de ellos que realmente que...yo tengo cuatro niños. Cada uno tiene diferentes gustos. El más grande es puro hamburguesa, pura hot dog, puras papitas,

pura comida así. Y mi otra niña no. Ella quiere pura comida, buena comida. Ella así come. Y la más chiquita pues también. Ella quiere pura—le gusta la comida de la escuela. Pues toda ellos comen, a ellos les gusta. Y lo que tiene es que la comida está como en porciones, entonces está bien. No les dan demás, no les dan de menos. Está muy...pues depende del niño.

350) T: Well, yes and no because it's a school. They can't do it like at home. Lots of them who really...I have four kids. Each one has different tastes. The oldest is all about hamburgers, hot dogs, chips, etc. My daughter isn't. She wants only good food. She eats well like that. And the youngest is like that, too. She wants only—she likes the food at the school. Well, everything they eat, they like. They don't give them too much and they don't give them too little. It's really, well, it depends on the child.

356) M: ¿Y usted, V, que piensa de la comida aquí?

And you, V, what do you think of the food here?

358) V: Yo digo que está bien. Que la comida está bien. Lo que no está bien es, umm, un poco de atención en la preparación de la comida. Porque mis hijas, o sea ellas comen todo, comen bien. Pero ellas no se quejan tanto de que no les gusta por ejemplo a ellas les gusta la pizza, les gusta la hamburguesa, les gusta el hot dog pero no les gusta aquí porque dicen que la pizza es muy graciosa—grasosa, mucho. Entonces dicen, mira Mami lo hago así [gestured like she was dabbing off pizza with a napkin] y la servilleta está mucha, mucha grasa y ellas...como yo no les...no es que estoy en correcto en la comida pero es poca grasa. Yo siempre poca grasa. Y a ellas no les gusta eso. Entonces yo digo que la pizza pudiera estar buena sin tanta grasa. O sea como esta está bien porque esta comida a ellos...muchas veces si viene el niño sin comer, aquí pueden comer y es muy bueno. Sí ayuda mucho. Lo que pasa es que no más sabría que corregir ciertas cositas ya en, en la servida de la, de la comida como dice ella que si el puree: si tiene papas, si tiene leche si está hecho echarle sal es lo de menos. Pero si no tiene sal los niños no se lo van a comer. O sea a unos se los pudiera comer porque, bueno--tengo hambre. Pero ellas como—y empiezan así, ¿no? Y van a empujar el plato. Entonces yo digo que no más a la mejor esta, pongan un poco más de atención en la forma de dar la comida porque lo más pesado es el gasto de comprar esta comida o de que la comida llegue aquí a la escuela School D. Y ya en servirla a mi se me hace muy...que es más menos, ¿no? Menos trabajo ya en el..en darla mejor en una presentación que los niños se la comiera.

377) V: *I say it's fine. The food is fine. What's not fine is, um, the little bit of attention that is paid to the preparation. Because my girls, they eat it all, and they eat well. But they don't complain so much about what they don't like, for example they like pizza, hamburgers, hot dogs, but they don't like it all here, because they say the pizza is really greasy. They tell me, "Look mom, I had to do this (gestures dabbing off pizza with a napkin), and the napkin was full of grease." And they, well, I don't...it's not like I'm right about food, but I don't use a lot of grease, just a little. And they don't like that. So, I think the pizza would be fine if it weren't so greasy. Or, really, it's fine, because to them, this food... lots of times if a child comes to school without eating, they can eat here and it's good for them. It helps alot. What happens is that if they knew a little more about correcting certain little things in the presentation...like she said about the mashed potatoes: it has potatoes and milk, and adding salt is what's missing. If it doesn't have salt, then the kids won't eat it. Well, some of them will, because they're very hungry. But*

390) V: *my girls, they start out that way, and they'll just push it away. So, I say, probably all they need is a little more attention to the presentation, because the worst*

thing is the waste of buying this food or wasting the food that comes here to School D. In the service of it, it seems to me to be so-so, you know? It wouldn't be too much work to present the food differently so the kids would eat it.

395) T: Lo que pasa es que los niños—uno no se queja porque uno es voluntario. La comida de la escuela—toda va para la basura.

What happens is that the kids—you can't complain if you're just a volunteer. The school's food—it all ends up in the trash.

399) V: Y eso es muy triste porque se pudiera aprovechar. O sea, **(2-3 words incomprehensible)** que fuera verdad una comida pero que se la comieran ellos y que fuera lo que ellos quiere porque todos los niños comen hamburguesa. Todos los niños comen hot dog. Todos los niños comen pizza. El, yo creo también que el umm, el puree de papas, ¿verdad? [Teresa agreeing] o las papitas fritas..eh..o el jugo o la leche. Todos se los toman, pero cuando un niños se enoja porque vió el plato y--no me gustó--entonces ya ni el jugo ni la leche todo deja. Entonces sería como nada más a la hora de servir la comida sería más atención. Y le digo, ellas se quejan. Ellas, por ejemplo, dice la gordita—una es muy gordita—“el pan con el weenie, Mamí, no tiene tomate ni cebolla” [laughing]. Pero le digo, es que tú te lo puedes preparar, hija. “¿Pues, si no me dan nada?” ¿Y te lo comes? No. Pero es que ya se enojó. Pero si esté el weenie, ya está el pan, lo que falta es un poquito nada más, yo creo como de presentación, ¿Tere? o de atractivo para ellos.

412) V: *And that's really sad, because you could really take advantage of it. Really, (incomprehensible) if it was really a meal, but they would probably eat it because all kids eat hamburgers. All kids eat hot dogs. All kids eat pizza. I also think that, um, mashed potatoes, right?, and french fries,...or juice or milk. They all drink it, but you get mad because if the child sees the entree and doesn't like it, then they won't even drink the juice or the milk, they just leave it all. Then it would be nothing more than just putting more effort into the food when serving it. And my girls do complain. For example, my chubby girl says, "the bread with the weenie, Mommy, it doesn't have tomatoes or onions (laughs)." But, I tell her, "You can put it on there, honey." "Well, if they don't give me anything, what do I do?" "Do you eat it?" "No." Well, that's because it made her mad. There's just a bun, with a weenie, and that's all, and I think it just needs a little extra effort in the presentation, right, Tere?, to make it attractive to the kids.*

424) T: **(phrase inaudible)** no más es que echa mostaza, catsup no más **(inaudible)** *Nothing more than a little mustard and ketchup, that's it.*

426) V: Mostaza.

Mustard.

428) T: Aquí no más es catsup.

Here all they get is ketchup.

430)V: Por eso, pero si les pones un poco de mostaza y mayonesa se lo comen todos y mucho. Pero te digo está bién la comida lo que...

That's why, if you just put a little mustard and mayonaisse, they would eat it up. But, really, the food is good.

434) M: ¿Piensa que es nutritiva?

Do you think it's nutritious?

436) V: Umm. ¿Está bién, no, T?

Um, I think it's fine, don't you T?

438) T: Está bien pero no es así que se diga nutritiva.

It's alright, but it's not what you'd call really nutritious.

440) V: Pero nutritiva nutritiva no. Yo digo que nutritiva no está. Está como como un lonche. Como lunch, ¿verdad? Mientras tu vas a la casa y ya comen bien. O sea es como un break o como lonche.

No, nutritious, no. It's not nutritious. It's like a lunch, right? When you go home, then they really eat well. It's like a break or a lunch.

445) T: O ellos dicen que es como un snack. Porque ellos llegan a la casa y si llegan con muchísima hambre.

Or, they say it's like a snack. Because they come home and they're starving.

448) V: Y se sientan formal.

And they sit down to a big meal.

450) T: Van con mucha hambre yendo de la escuela.

They come home from school really hungry.

452) M: ¿Cuándo regresan?

When they come home?

454) V: Sí, pero si ellos comieran todo lo que les dan no llegarán con tanta hambre.

Yes, but if they ate everything they got here they wouldn't be so hungry when they got home.

457) T: Mm-hm. [Agreeing with V].

458) V: O sea que no comen. El niño con esa no come pero porque no está agradable para ellos. Está hecho pero así [waves hand dismissingly] y la misma cosa la puedes hacer de bien hecha o así. Entonces la comida está pero no está bien hecha.

461) V: I mean, they don't eat. These kids don't eat because they don't like it. It's just thrown together, and the same thing can be made well. So, there's food, but it's not well-made food.

464) M: Gracias. Bueno, la próxima pregunta es, T, ¿En dónde come desayuno sus hijos? Dijo que aquí...

Thank you. Okay, the next question is, T, Where do your kids eat breakfast? You said they eat here ...

468) T: Aquí en la escuela.

Here at school.

470) M: Ok.

471) T: Pues, depende del desayuno.

Well, it depends on what the breakfast is.

473) M: ¿Depende?

It depends?

475) V: Ellos ven mucho la carta.

They read the menu carefully.

477) T: Sí porque yo tengo la...

Yes, because I have the...

479) V: El menú.

The menu.

481) T: El menú en el refrigerador y ellos van mirando que hay para el desayuno. Por ejemplo en la comida ellos también lo miran pero dicen, "Qué hay en el "Express" o que hay en el (**inaudible word**)? Y ellos escogen si quieren aquí o quieren en la casa.

484) T: *The menu on the refrigerator and they look to see what's for breakfast. For example, they look at the meals, but they also ask, "What's on the 'Express' line or what is there for (**inaudible**)?" And they choose if they want to eat breakfast here or at home.*

487) M: Ok. Cuando comen aquí, ¿qué comen para el desayuno?

Ok. When they eat here, what do they eat for breakfast?

489) T: Umm. Lo lunes es pizza.

Umm. On Mondays it's pizza.

491) M: ¿Para el desayuno?

For breakfast?

493) T: Para el desayuno. Los otros días es...es un pan de cinnamon...

For breakfast. Other days it's cinnamon bread...

495) M: Uh-huh. ¿Tostado?

Toasted?

497) T: Huh?

498) M: ¿Pan tostado?

Is it toast?

500) T: No, no más ese panecito, el cereal, el jugo y la leche. Estos. Otros días es un que le llaman...es como una...es una tortilla con queso a dentro, enrollado duro. Es todo lo que es y cereal, el jugo y la leche. Otro día es que no sé en un desayuno...Viene un pan tostado o una galletita de estos que se mete al toaster.

504) T: No, it's just a little piece of bread, cereal, juice, and milk. That's it. Other days it's what they call...it's like...it's a tortilla with cheese inside, rolled and hard. That's it with the cereal, juice, and milk. Other times it's I don't know what kind of breakfast...A piece of toast or those little cookies that you put in the toaster.

508) M: ¿Pop tart?

509) T: Eso. Es todo. Es para mí es un desayuno no, no. Es no más eso, el cereal, el jugo y la leche. Y otros si viene el queso que tiene el club sandwich pero tiene no más jamón y queso. Eso el más mejor opción para mí.

512) T: That's it. That's all they have. To me it's not really a breakfast. Just that, cereal, juice, and milk. Other days they do get cheese or a club sandwich, but it's just ham and cheese. This is a much better option, if you ask me.

515) M: ¿Y qué comen cuando comen en casa?

What do they eat if they eat at home?

517) T: En casa en el desayuno les como, ah, comen su huevo o su, esa, la papa que está así [makes a square with her hands]. Como se llama esto?

At home they eat, um, their eggs and the um, the potatoes that are like this (makes a square). What are those?

521) M: ¿Como hashbrown?

Like hashbrowns?

523) T: Sí como hashbrown. O si no uh, comen uh, el huevo con diferente con jamón con bacon con su jugo su cereal su leche.

Yes, hashbrowns. Or if not, then they eat, um, eggs with different meat like ham or bacon with juice, cereal, and their milk.

527) M: Ok.

528) V: No, mis hijas comen en casa. Aquí no.
No, my girls eat at home. Not here.

530) M: ¿Pueden comer aquí?

Could they eat here?

532) V: No sé.

I don't know.

534) T: En la lonche. ¿Sí, comen la lonche?

For lunch they do, don't they?

536) V: En el desayuno ...

But for breakfast...

538) M: Desayuno, sí.

Right, for breakfast.

540) T: Oh, desayuno.

Oh, breakfast.

542) V: En el desayuno no sé. La lonche sí, pero en el desayuno no sé porque ellas no, no, oh se vienen ya desayunada y...

For breakfast I don't know. Lunch, yes, but I don't know about breakfast, because they don't, um, they come to school having already eaten breakfast, and...

((Interruption: Just wanted to let you know that I'm back in my room T. I'm done.

We're done testing.

548) T: Ok.

549) Jim: Are we okay here?

Other person: yeah.))

551) V: Y allá estas desayunan en la casa y ellas desayunan bien. Huevos con tocino con jamón con diferentes no? A veces les pone jamón o bologna a dentro es como omelet. Pero desayunan bien. Su huevos, su leche o su jugo y el pan. Y ya se vienen y hasta mediodía. ¿Cuák era la otra pregunta?

555) V: And there when they eat breakfast at home they eat well. Eggs with bacon, with ham, with different meats, you know? Sometimes I put ham or baloney inside so it's like an omelet. But they eat well for breakfast. Eggs, milk, juice, and bread. And then they come to school ready to go until noon. What was the other question?

559) M: Uh, que comen. Sí, eso es todo. Porque sus niños comen aquí el desayuno, ¿qué piensa usted del valor nutritivo de la comida para el desayuno?/

561) M: Um, what they eat. Yes, that's all. Since your kids eat breakfast here, what do you think of the nutritional value of the breakfast food they get here?

563) T: ¿Para el desayuno? Pues, para mí algunas veces está bien. Como la pizza es algo que a todo el mundo nos gusta, ¿no? Pero a veces cuando yo miro lo que es un...muchas veces no...como el panecito de cinamon—¿que tanto les puede llenar?

566) T: For breakfast? Well, I think sometimes it's just fine. Like pizza is something everyone likes, right? But sometimes I look and it's...well, lots of times...it's the cinnamon bread—how much could that fill them up?

569) V: Es muy poco.
It's very little food.

571) T: Y mis niños salen muy...son casi los últimos a salir a las 2:00. Desde las 8:00 hasta las 12:00 ya pasa mucho tiempo. Y no se me hace muchas veces muy nutritivo el desayuno.
And my kids leave very...they're almost the last ones to leave at about 2:00. From 8:00 to 12:00 is a long time. And it doesn't seem to be a nutritious breakfast to me a lot of the time.

577) M: Umm, ¿Hay un programa, T, después de la escuela en lo cual su hijo—sus hijos participan?

Um, Is there an afterschool program, T, in which your kids participate?

580) T: No, Aquí no tienen porque aquí va a haber.
No, they don't have a program here yet.

582) V: En enero.
In January.

584) T: Pero tenemos que pagar *40 bucks for each child*. Es muy, es muy caro. Por ejemplo para uno que es familia de bajo ingreso. O yo que estoy sola o que, o que...
But we have to pay 40 bucks for each child. It's very, very expensive. For example, for a low-income family. Or for me, since I'm on my own.

588) V: Bajo ingreso.
Low income.

590) T: Cobran 40 por niño y yo tengo tres aquí. A la semana son 120 y no.
They want 40 per child and I have three here. That would be 120 a week, and I can't.

592) M: ¿A la semana es 40 por niño por cualquier programa o hay o que tipo de programa?

It's 40 per week per child for any program there is, or what type of program?

594) T: A la semana. Es después de la escuela. Es el único. Ya lo quieron el otro que era gratis.

Weekly. It's an afterschool program. It's the only one. They wanted the other one that's free.

598) M: ok. Y es un programa de deportes o de...?
Ok. It's a sports program or...

600) T: Ese programa apenas va a empezar en enero.
This program won't even start until January.

602) M: Ok.

603) T: Es, van a tener como a ayudar con la tarea, arte, deportes.
It's. They're going to have homework help, art, sports.

605) V: ¿Pero por todo van a comprar?

But for everything they're going to buy?(I think you meant: But everyone has to pay?)

607) T: Sí, a todos.
Yes, everyone.

609) V: Eso no sabía yo.
I didn't know that.

611) T: Sí.
Yep.

613) M: Entonces las hijas de usted (V) no participan en este programa tampoco porque no existe.

So, your girls (V) don't participate in this program either, because it doesn't exist.

616) V: Pues nosotros vamos llegamos y supuestamente una niña sí va a participar en..era como tutoría dicen. Como ellas hablan puro español o sea en que en tres meses apenas aquí entonces están aprendiendo. Y yo sí firmé un, una solicitud pero no decía nada de cobro pero es después uh, salen a las 2:30 y es de 2:40 a 3:40.

Well, we come here and supposedly one of my girls is going to participate in...it's like a tutoring program, they said. Since my girls only speak Spanish—it's only been three months that they've been learning. And I did sign a, um, an application, but it didn't say anything about paying. But it's after school. They get out at 2:30 and this is from 2:40 to 3:40.

625) T: Pero eso es para los niños que no saben inglés.
That one is just for those kids who don't know their English.

627) V: Por eso no te cobran?

They don't charge for that?

629) T: No, por eso no. El otro programa es que cuando salen, después de clases hasta que salen hasta las 6 de la tarde.

No, not for that one. The other program is when they get out of school, after classes until 6:00pm.

633) V: Pero son 40 dolares por semana?

And that's 40 dollars a week?

635) T: Sí, yo venía a la meeting y todo.
Yes, I went to the meeting and everything.

637) V: Está caro verdad? Pues digo ya por dos y tú por tres son ochenta la semana.
That's expensive, don't you think? Well, really for my two it's 80 a week, and you have three.

340) T: Ciento veinte.
120.

342) V: Yo ochenta y tu ciento viente.
Me 80 and you 120.

[laughter]

345) M: Bueno. ¿Reciben un, una snack o una merienda cuando están en el programa de tutoría sus niñas, V?

Okay. Do they get a snack or something when they go to this tutoring program, V?

648) V: Apenas van a entrar en enero.

They're just going to start in January.

650) M: Oh, apenas, ok.

Oh, not yet. Okay.

652) T: Pero sí reciben.

But they do get a snack.

654) M: Si reciben, Ok. ¿Y saben que es? ¿Qué hay?

They do, ok. Do you know what it is? What they have?

656) T: O les dan algo no es algo ...pero es algo sencillo.

Oh, they give them something, but it's ...it's something simple.

658) V: Lijerito.

Very light.

660) T: Lijero. NO es como lonche. Pero sí les dan.

It's light. It's not like lunch. But they do give them something.

662) M: Ok. Bueno ahora queremos saber si el banco de alimentos está sirviendo a la comunidad, si está haciendo su trabajo. Entonces ha usado usted el banco de alimentos local?

665) M: Ok. Well, now we'd like to see if the Community Food Bank is serving the community—if it's doing it's job. So, have you used the community food bank?

667) T: Sí. Lo he usado, no muchas veces no más cuando ya digo ya no. De plano ya no.

Yes, I have used it, not alot, and not anymore. Not regularly

669) V: Estas muy apurada.

You're in a hurry, aren't you.

671) T: Estoy muy apurada pero también no mucho porque no tengo transportacion.

I'm in a hurry but not so much because I don't have transportation.

673) M: ¿Piensa que sirve las necesidades alimentadas y los servicios para un cliente que usted espera de una tienda de comida o un supermercado?

Do you think that [CFB] serves the food needs of the community and the client services you would expect from a food store or supermarket.

677) T: Mm. Está bien. [tape cut off—several questions missed here]

Mm. It's fine. [tape cut off]

679) M: Bueno yo tengo algunas preguntas más. ¿Conoce usted Teresa parques, clubs u otros recursos en su área donde usted y sus hijos pueden hacer actividades físicas?

681) M: Okay, I have a few more questions. Teresa, do you know of parks, clubs, or other resources in your area where you and your kids can do physical activity?

683) T: Lo único son los parques, los parques. Porque los demás es de pago.

The only one is parks, because the rest cost money.

685) V: Es de pago.

Yes, they cost money.

687) M: Y dónde están los parques?

And where are the parks?

689) T: Aquí usan lo de la escuela. Lo que está en la Columbus y pasando la Glenn o de la..donde está el zoo...

Here they use the school. There's also one on Columbus past Glenn, or the one by the zoo.

693) M: ¿El qué?

The what?

695) T: El zoológico de la 22nd y otro que está acá por la speedway por la Grant y la Speedway.

The zoo that's at 22nd and the other one that's there on Speedway and Grant.

697) M: ¿Y están cerca de su casa?

And are they close to your house?

699) T: Sí

Yes.

701) M: Y usted, V?

And you, V?

703) V: Pues, sí porque son públicos porque no nos cobran. No a los gimnasios o...Yo si quisiera natación para mis hijas pero no puedo porque cobran mucho. Y sí o sea que solicitamos los parques y los más cercas son lo de Columbus. Mi niña va a empezar a venir para acá también. Y allá en el zoológico. ¿Es la 22?

704) V: Well, yes, because they are public parks and they don't charge. We don't go to gyms or...I would like to swim with my girls, but we can't because it's so expensive. But, yes, we go to the parks, and the closest is on Columbus. My daughter is going to start going there, too. And also at the zoo. That's on 22nd?

711) M: bueno. ¿Participa usted en actividades físicas?

Okay. Do you participate in the physical activities?

713) T: No, no mucho.

No, not much.

715) V: Poco, pura caminata.

Very little, just walking.

717) T: Sí, puro caminar es así pero no, casi no.

Yes, just walking, but no, hardly at all.

720) V: O sea ellas van al parque que juegan y yo nada más camino y ya. Cinco vueltas y ya.

Really, the girls go to the park to play and I just walk and that's it. Five times around the park and that's all.

724) T: Lo que hago es que me pongo a jugar con ellas. Son 4 y son chiquitos. El más grande tiene ocho y el más chiquito dos. Entonces, siempre uno se cansa jugar con ellos. What I do is I play with them. There are four of them and they're little. The biggest is eight and the littlest is only two. So, you always get tired from playing with them.

728) M: ¿Cómo está la salud de usted?

How is your health.

730) T: Bien.

Good.

732) V: Muy buena, me dijiste ayer.
Really good, you told me yesterday.

[laughter]

735) T: Sí, sí de salud estoy bien.
Yes, yes, I'm healthy.

737) M: ¿Y de sus hijos?

And your kids?

739) T: Tambien.
They're fine, too.

741) M: No hay problemas de asma o...
They don't have problems with asthma or...

743) T: Sí los cuatro tienen asma.
Yes, all four have asthma.

745) M: ¿Tienen asma?

They have asthma?

747) V: ¿De veras, T?

Really, T?

749) T: Están...la doctora de ellos desde que el niño más grande nació—es la misma y están todos con la misma doctora y están todos muy controlados. Están en programa de asma en la universidad. Así que todo está—todo está bien controlado.

752) T: They're...their doctor from when the oldest was born—she's the same one they all have always had, and they're under control. They're in a program for asthma at the University. So everything is well under control.

755) M: Y no hay otros problemas—diabetes o peso o...
And there aren't other problems—diabetes, or weight, or...

757) T: No. Mis niños, bueno el más chiquito porque los niños fueron muy delgados, muy flacos, muy...así la doctora. Pues el más chiquito es el que tiene leche especial por su peso, bajo en peso. Pero yo miro que no. Que ya lo tiene ya desde mucho y no. Y ella dice que él es así delgado.

761) T: No. My kids, well, the littlest because all my kids are really thin, really skinny, really...that's why the doctor is involved. The youngest drinks a special milk for his low weight. But I think not. He's been like that for a long time, and nothing. She says he's really thin.

765) M: Ok. Y V, ¿Cómo está su salud?

Okay. And V, How is your health?

767) V: Estamos bien, gracias a Dios.
We're all well, thank God.

769) M: Ok.

770) V: Gracias a Dios porque sin dinero yo no puedo. No, está bien, ellas no tienen problemas.

Thank God because without money I couldn't do anything. No, everything is fine, they've got their problems.

774) M; ¿Y usted?

And you?

775) V: Pues, aparentemente no. [laughing] Parece que no.
Well, apparently not. I guess not.

777) M: Está bien. Bueno, ¿Hay alguien en su domicilio que tiene necesidades nutritivas que son especiales? ¿Creo que la leche de su niño?

779) M: Fine. Well, is there anyone in your home with special nutritional needs? I think your son's milk?

782) T: De mi niña es la leche pero es la, el WIC se la da.
It's for my daughter, but WIC gives it to her.

784) M: Ok. No hay alergias o...
Ok. No allergies or...

786) T: No, no hay. Todo está bien.
No, nothing. Everything is fine.

788) M: ¿Y en la casa de usted? [directed towards Victoria]

And at your house?

790) V: Tampoco, tampoco. Todo está bien.
No, not us, either. Everything is fine.

792) M: Bueno, son todas las preguntas que tengo. Si hay otra cosa que quieren agregar sobre la comida, la nutrición, la escuela, lo que sea.

794) M: Well, those are all the questions I have. If there is something else you would like to add about food, nutrition, school, or whatever.

796) T: No, ya es todo.
No, that's it.

798) V: Pues no más, Tere, que mejore la presentación en la comida. Es que yo digo lo más fuerte es comprar la comida, traer la comida y falla en servirla. Solo en servirla, Tere, porque como es posible que teniendo todo o que dijieran a las mamás de quinto a las mamás de tercero que nos llamara para mejorar también. Pero yo digo que sí está bien eso de dar comida porque muchos niños sí las aprovechan. Pero hay muchos niños que también no la aprovechan por cositas pequeñas como mucha grasa o poca sal..

804) V: Well, nothing else, Tere, except that the school improves the presentation of the food. I think the worst thing is to buy the food, bring it here, then fail in the service. Just in serving it, Tere, because how is it possible to have everything, but you could ask the moms with kids in fifth or third grade to improve the food, too. But I think it's fine to serve the food like this because lots of kids take advantage of it. But there are many kids who don't because of the little things like too much grease and no salt.

810) T: Sí, lo que diré: en la escuela y yo me imagino que todas las escuelas son iguales. Si tu niña tiene que pagar la comida como aquí pagan. Resulta en que el otro niño tire toda la comida y él que tiene mucha hambre tiene que ir a la oficina por un sandwich de jelly and peanut butter. Y digo pues, cómo están tirando los demás niños toda la comida y el niño que se pone...que dice tengo hambre, que se me olvidó el dinero, que no traigo, mi mamá no pagó por x razón y se dan cuenta hasta que llega **con la señora o señor que está en la casa**. Ese niño no regresa a la oficina y no come. Pues, los otros niños tirando toda la comida. Hay muchas veces que uno dice, bueno, ¿Cómo que no protegen a los

niños, que no ayudan a los niños, que les cuesta un jugo de calidad o no-- “cómete tu sandwich y tomarla” y no se queda.

820) T: Yes, like I said: all the schools I think are the same. If your daughter needs to pay for food like they pay here. What happens is that the child throws away all the food, then he’s hungry and goes to the office for a peanut butter and jelly sandwich. I think, well, some kids are throwing away all their food, and others are hungry, they forgot their money, my mom didn’t pay for whatever reason, and you realize that it all comes to the parents at home. That child doesn’t come to the office and doesn’t eat. The other kids are throwing away their food. Lots of times you just say, “How can we not protect these kids, not help them?”—it would cost a sandwich and a nice juice—“Eat your sandwich and drink this” and they wouldn’t complain.

829) V: O tampoco se comparten, verdad, porque no pueden sacar nada de la cafetería. Y si mi niña, por decir algo, no se toma ni su leche ni su jugo porque no regalarse al otro niño que no trae nada, pero no puede tampoco. Entonces que fuera así más flexible verdad de que, de que se aprovechara lo que ya se invistió. Si ya está la comida allí, pues que se la coman. Que no se tire, que no se vaya al bote, verdad?

834) V: And they don’t share, either, because they can’t take anything out of the cafeteria. And if my daughter, for example, were to not drink her milk or her juice—why not give it to another child who didn’t bring anything, but they can’t do that either. So it should be more flexible so that what was already invested could be utilized. If the food is already there, well, they should eat it. It shouldn’t be wasted, right?

839) T: Es una lástima que se hagan (**phrase I can’t understand**)

It’s a shame that they make themselves into (can’t understand)

841) V: Recoger.

Recover it.

843) T: Regogerla. O de de dar coraje de pues yo pago por ese niño y le dejan llorando sin comer. Y yo me imagino lo que hace en la escuela lo hacen los demás y dicen pues están en Estados Unidos, son niños ciudadanos o niños que no son ciudadanos o lo que sea y los tratan igual. Es difícil, pero es verdad la todo. Pero sí en eso de, es mucho de...

847) T: Recover it. Or it makes you mad that I pay for that child and they leave him crying without any food. I imagine what they do in school and what the rest do and they say we’re in the United States, these children are citizens, or some are not, or whatever, and they are treated the same. It’s hard, but that’s the truth of it. But, really, there’s so much...

852) V: Porque se tiran.
Because they throw it out.

854) T: Sí.
Yes.

856) Jim: If your kids eat breakfast at school, is there a problem, does the school have a policy if they’re late, have the kids ever said that they were late because of breakfast or to call?

858) T: Mm.

859) M: ¿Entiende?

Did you understand?

860) T: Un poquito.

A little.

862) M: Dijo que, dijo que si comen desayuno aquí, ¿hay un ...
He said that, if they eat breakfast here, is there...

864) T: que cierto problema porque llegan tarde ellos a la tarde?

A problem if they get there late?

866) M: porque llegan tarde.
Because they're late.

868) T: Mira lo que pasa es otra cosa, ¿no? Cuando los niños están desayunando porque yo traigo los niños y yo pago por el niño, por el más chiquito para que desayune, que le encanta la comida aquí. Están 10 minutos antes de las ocho, el monitor está grite y grite y grite y que "apúrense" y que "ya" y que "ya son las 8" y entran a las 8:14, 8:11 toca el timbre. Y umm no les dejan que se alimenten. Y les hacen que tiran la comida. No pueden llegar tarde ellos porque si llegan tarde tiene que venir su mamá o su papá a firmar. Y solamente **si dice mi hijo** "me quedan cinco minutos" pero el timbre toca a los 8:11. Ellos pueden comer en cinco minutos.

877) T: Well, it's something else, okay? When the kids are eating breakfast, because I bring the kids and I pay for the youngest to eat, because he loves the food here. It's 10 minutes til 8:00, and the monitor yells and yells, "Hurry up" and "Alright now" and "It's already 8:00," and they don't start class until 8:14, 8:11 is the first bell. And they just don't let them eat. They make them throw it away. They can't be late, because if they do arrive to class late, their mom or dad has to come and sign. And if my son says, "I still have five minutes," but the bell rings at 8:11. They could eat in five minutes.

884) V: ¿Y ya los dejan?
And then do they let them eat?

886) T: No, no. Porque es puro gritar y gritar y gritar y gritar en la cafeteria. Los niños lo que hacen es tiran todo. Y yo te lo digo porque tengo cuatro años aquí y yo me los llevo aquí y digo yo pues porque les gritan a los niños si no están en cárcel, no están en un programa de rehabilitación o algo. Y si tienen hambre, lo que hacen, los niños les dice, okay, si tienes hambre no alcanzas eso a comer por x razon, te mandan a la maestra de enfermería a comer un cereal. Es todo. Ya no pueden ellos llegar late a la escuela—a la clase. Es duro pero es la verdad.

893) T: NO, no. Because they're just yelling and yelling in the cafeteria. So, what the kids do is throw away the food. I'm telling you because I have four kids here and I bring them here and why do they shout at them if they're not in jail, they're not in a rehab program or anything. If they're hungry, what they do is the kids just say okay, if you're hungry and you don't get to eat for x reason, they send you to the school nurse to eat some cereal. That's all. They just cannot be late to school; to class. It's hard to say but it's true.

899) M: Bueno muchas gracias.
Okay. Thank you very much.

Child Interview #1: B, T's son

[Explaining recording again]

1) M: Can you tell me your first name, again?

2) B: B.

3) M: B. And how old are you, B?

4) B: Eight.

5) M: You're eight? What grade are you in?

6) B: Third.

7) M: Third grade. Do you like it?

8) B: Yeah.

9) M: Okay. Do you want to tell me what your favorite food is?

10) B: Pizza.

11) M: Pizza.

12) B: Ice cream.

13) M: Ice cream.

14) B: Spaghetti.

15) M: Spaghetti.

16) B: Cake.

17) M: Cake. I like those too. Is there something that you don't like to eat?

18) B: Fish. Yuck.

19) M: Fish. Anything else? Do you remember what you ate for breakfast today?

20) B: I didn't eat breakfast.

21) M: You didn't have anything for breakfast?

22) B: no.

23) M: You weren't very hungry?

24) B: no.

25) M: Do you know what you ate for dinner last night?

26) B: Cereal.

27) M: Cereal.

28) B: ¿Verdad? [to Teresa]

29) *Right?*

30) T: Oh no. You ate beans, eggs and cereal.

31) B: Y otra cosa era sandwich, verdad?

And something else right?

33) T: Y el sandwich tambien.

And a sandwich too.

35) B: comí cuatro cosas.

I ate four things.

37) M: Cuatro cosas. Did you like them all?

Four things. Did you like them all?

39) B: Uh-huh. [yes]

40) M: Did you feel full when you were done?

41) B: No.

42) M: No? You were hungry?

43) B: Mm-hm. [yes] A little bit.

44) M: A little bit hungry still. Do you remember what you ate yesterday for lunch? Did you eat at school yesterday?

46) B: Mm-hm. [yes]
 47) M: And what did they give you for lunch.
 48) B: I don't remember.
 49) M: You don't remember. How about ...do you want to tell me what your favorite school lunch is?
 51) B: pizza with ice cream.
 52) M: They serve pizza with ice cream at school?
 53) T: No, not ice cream.
 54) B: Sometimes with ice cream.
 55) T: Sometimes with ice cream?
 56) M: Okay. What's your favorite food at home?
 57) B: Cereal.
 58) M: Cereal?
 59) B: Ice cream.
 60) M: Ice cream.
 [laughter]
 62) M: What's your least favorite food at school?
 63) B: What do you mean by least favorite?
 64) M: You don't like it. The thing that when you see they're going to have it and you're just like "bluh."
 66) B: Chicken quesadillas.
 67) M: Chicken quesadillas? You don't like those? And what's your, what's the thing that you like, umm that you don't like at all at home?
 69) B: Fish.
 70) M: Fish. That's right. So what do you usually do after school?
 71) B: I go home walking with my sister.
 72) M: You walk home with your sister?
 73) B: Sometimes we go inside and sometimes we go outside.
 74) M: What do you do when you play outside?
 75) B: Um, swing. First get up the tree and then swing.
 76) M: What do you do when you play inside?
 77) B: Sometimes games, sometimes not.
 78) M: And you like to play outside?
 79) B: yeah.
 80) M: Yeah. And swinging is the thing you like to do the most?
 81) B: Sometimes I'm climbing up the big tree.
 82) M: You have a big tree in your yard that you climb?
 83) B: Yeah.
 84) M: Cool.
 85) B: The ladder's are slow for me and climbing up the tree is faster.
 86) M; that's fun. What do you like to do on the weekends?
 87) B: Sundays I go with my tio at his house.
 88) M; What do you do with your tio?
 89) B: Um, I play. But sometimes they're not there and **(inaudible)** And last time we went and I went up the roof.
 91) M: you went up the roof? You like to climb huh? What were you doing inside the roof?

92) B: I was walking and playing. But there was this part where I almost fall off so I decided to go back downstairs and watch TV.

94) M: To go back downstairs and watch TV.

95) B: Mm-hm.

96) M: Is that what you did last weekend? That's what happened last weekend?

97) B: Mm-hm.

98) M: Sounds good. Do you like to play in the gym at school?

99) B: Yeah.

100) M: What do you like to play the most? At the gym.

101) B: I like to um hang on the bars--

[Brief interruption]

103) M: Ok, what do you like to do at the gym?

104) B: climb up on the monkey bars.

105) M: You climb up on the monkey bars. Those are all the questions I have. Is there anything else you want to tell us about eating food?

107) B: Nope.

108) M: Okay. Well thank you very much B.

Jim: Thanks B.

110) M: Very helpful.

Jim: Do you know what you're eating today? What are you guys gonna eat?

112) B: Hamburger.

Jim: Hamburger.

114) B: And I don't know what to expect.

115) M: You don't know what to expect.

Child Interview #2

J, daughter of V

1) V: Ella es J. Es mi hija y salgo para que se porte bien.
This is J. She's my daughter and I'll go so she will behave.

3) M: Puede quedarse aqui.
You can stay.

5) V: Bueno.
Okay.

7) M: Hola J. Me llamo Michelle y él se llama Jim.
Hi, J. My name is Michelle and this is Jim.

9) V: Díles hola.
Say hello.

11) M: Y estamos haciendo un estudio de la nutrición y la comida en escuelas y estamos hablando con muchas personas y queremos ver que piensas. ¿Ok? Entonces tengo algunas preguntas y vamos a grabarlas solamente para que tengamos para que podamos recordar cuando estamos escribiendo después. ¿Está bien? Ok. ¿Cuántos años tienes? We're doing a study about nutrition and the food at the schools, and we're talking to a lot of people and we would like to know what you think. Ok? So, I have a few questions and we're going to record them just so we have them to write down later. Ok? Ok. How old are you?

19) J: Once.
Eleven.

21) M: Once. ¿Y en que grado estás?
Eleven. And what grade are you in?

23) J: Quinto.
Fifth.

25) M: Quinto. ¿Te gusta?
Fifth. Do you like it?

27) J: Sí.
Yes.

29) M: Sí. ¿Cuál es tu comida favorita?
Yes. What is your favorite food?

31) J: Espaguetis.
Spaghetti.

33) M: Espaguetis. ¿Hay algo que no te gusta comer?
Spaghetti. Is there anything you don't like to eat?

35) J: No.

36) M: ¿No? ¿Te gusta todo?
NO? You like everything?

38) J: Si.
Yes.

40) M: Si? Wow. ¿Que comiste para el desayuno hoy? ¿Recuerdas?

Yes? Wow. What did you eat for breakfast today? Do you remember?

42) J: Comí un sandwich.

I ate a sandwich.

44) M: Un sandwich. ¿Qué tenía?

A sandwich. What did it have in it?

46) J: Ah no, comí huevos.

Oh, no, I mean I had eggs.

[laughter]

49) J: huevos con jamón.

Eggs with ham.

51) M: ¿Y te gustó?

And you liked it?

53) J: Sí.

Yes.

55) M: ¿Y te sentiste satisfecha después?

And did you feel full afterwards?

57) J: Sí.

Yes.

59) V: Pero eso fue en la casa.

But that was at home.

61) M: Fue en la casa. ¿Recuerdas que comiste ayer para la cena?

That was at home. Do you remember what you ate yesterday for dinner.

63) J: Sí.

Yes.

65) M: ¿Sí?

Yes?

67) J: Un sandwich.

A sandwich.

69) M: Un sandwich. Okay. Y que tenía el sandwich.

A sándwich. Okay. And what was on it?

71) J: Queso. (something inaudible)

Cheese.

73) V: Pero era en casa de su tía no en la mia.

But at your aunt's house, not mine.

75) M: En casa de su tía, okay. ¿Y te lo gustó?

At your aunt's, okay. Did you like it?

77) J: Sí.

Yes.

79) M: ¿Y te sentiste satisfecha después?

And did you feel satisfied afterwards?

81) J: Sí.

Yes.

83) M: Si. Bueno ya comiste el almuerzo aqui hoy o no?

Did you already eat lunch today or not?

85) J: Si.

Yes.

87) M: okay

88) J: No comí.

I didn't eat.

90) M: Ya fuiste a la lonche pero no comiste? ¿Qué tenía?

You went to lunch but you didn't eat? What did they have?

92) J: Hamburguesa.

Hamburgers.

94) M: Hamburguesa ¿y no te gusta hamburguesa?

Hamburgers. And don't you like hamburgers?

96) J: (inaudible phrase) pero esta hamburguesa no me gusta.

But I don't like these hamburgers.

98) M: ¿Y que tenían para el Express?

What did they have for Express?

100) J: El Express era la hamburguesa y la otra era enchiladas.

Express was the hamburger, and the other was enchiladas.

102) M: Enchiladas. ¿Recuerdas que tenía ayer para la lonche?

Enchiladas. Do you remember what you had for lunch yesterday?

104) J: No sé que había pero tampoco no me gustó. No me gusta comer en la cafetería.

I don't know what there was, but I didn't like it, either. I don't like to eat in the cafeteria.

106) M: Okay. Entonces nunca comes en..la lonche aquí?

Okay. So you never eat lunch here?

108) J: No. Ayer comí papitas.

No. Yesterday I ate chips.

110) M: Okay.

111) V: [laughing]

112) M: Entonces te sientes ...¿Tienes mucho hambre durante el día?

So, do you feel...are you really hungry during the day?

114) J: [Shakes head no]

115) M: ¿No? Porque comes cuando regresas a la casa..?

NO? Because you eat when you get back home?

117) J: Mm-hmm.

118) M: okay. ¿Por lo regular, que haces después de la escuela? Veo la tele y hago mi tarea. Hace la tarea?

Okay. Normally, what do you do after school? Watch TV and do homework. You do your homework?

122) J: Si.

Yes.

124) M: ¿Qué te gusta hacer durante los fines de semana?

What do you like to do on the weekends?

126) J: Ir con mis amigas.
I like to go with my friends.

128) M: ¿Y que hacen?

And what do you do?

130) J: Jugamos.
We play.

132) M: ¿Hay algo especial que te gusta jugar con ellas? O es no más...

Is there anything particular that you like to play with them? Or just play...

134) J: Jugar de lo que sea.
Play whatever.

136) M: Okay.

137) V: Convivir.
Hang out.

139) M: Convivir. ¿Recuerdas que hiciste el fin de semana pasado?

Hang out. Do you remember what you did last weekend?

141) J: No.

142) M: Okay. Um. Bueno, de toda la comida que hay en la escuela para la lonche, ¿Cuál te gusta más? ¿Cuál es tu favorito?
Okay. Um, well, of all the food they serve at school for lunch, which do you like the best? Which one is your favorite?

146) J: Un burrito de queso y el de carne con frijol.
The burrito with cheese and meat and beans.

148) V: Y la pizza ¿no?

And pizza, right?

150) J: No.

151) V: ¿Por graciosa?

Because it's gracious?

153) J: ¿Por graciosa? Por grasosa.
Gracious? It's greasy.

155) M: ¿Y en casa? ¿Cuál es tu favorita?

And at home? What's your favorite?

157) J: El mole.
Mole.

159) M: El mole? Con pollo?

Mole? Chicken mole?

161) J: Si.
Yes.

163) V: Y sopa de arroz y verdura y frijoles, tortillas.
And vegetable soup with rice and beans, served with tortillas.

165) M: Bueno, de toda la comida en la escuela, cuál te gusta menos?

Okay, of all the food they serve at school, which do you like the least?

167) J: El sándwich de pollo.

The chicken sandwich.

169) M: ¿Y en casa? ¿Cuál te gusta menos?

And at home? Which do you like the least?

171) J: El caldo de queso que hace mi Papi.

The cheese soup that my dad makes.

173) M: ¿Quién lo hace?

Who makes it?

175) J: Mi Papi.

My dad.

177) V: Es sopa mexicana pero tiene papas y chile verde y queso y ellas, no...

It's Mexican soup, but it has potatoes and green chile and cheese, and they don't...

179) M: Bueno, ¿Te gusta jugar afuera de la casa?

Okay. Do you like to play outside?

181) J: Sí.

Yes.

183) M: ¿Y qué te gusta hacer?

What do you like to do?

185) M: ¿No mucho?

Not much?

187) V: Dicen que, pues aquí no, pero allá sí de lo que sea (**something inaudible**)

*They say that not here, but over there, whatever there is **inaudible**.*

189) J: En la bici o fuimos al parquecito, jugábamos.

On our bikes, or we would go to the park and we played.

191) M: ¿Con pelotas?

Like with balls?

193) J: uh-huh. [yes]

194) M: ¿Hay un juego favorito que tienes?/

Do you have a favorite game?

196) J: Futbol-soccer

197) M: Futbol-soccer. Bueno, ¿Te gusta jugar aquí en el gimnasio de la escuela?

Soccer. Okay. Do you like to play here at the gym at school?

199) J: Sí.

Yes.

201) M: ¿Sí?

Yes?

203) J: Sí.

Yes.

205) M: ¿Qué te gusta hacer?

What do you like to do?

207) J: Basquetbol.

Basketball.

209) M: Oh sí? Bueno son todas las preguntas que tengo. ¿Hay otra cosa que quieres decir sobre comer o de la comida?

Really? Well, that's all the questions I have. Is there anything else you would like to say about eating or food?

213) J,V: [laughter]

214) M: No, okay. Do you have any questions Jim?

Jim: No, that's it. Thank you very much.

216) V: Es desesperada por ir a jugar. Dice que ya me voy. ...
She's dying to go play. She says "I'm outta here."

Appendix D

Focus Group Transcriptions

Focus Group 1
School A
12/08/04

Present: Anita, Varga, Jim, Chandra and Barrett
Interview: School Staff

(lines 1-7)

Anita: Jim and I are going to alternate the questions and it's basically a conversation so . . . [inaudible]. The first question is um, the first question, I'm looking at my focus group questions, um well you added this one, you wanted this one in there. Okay. Do you eat school meals and what do you think of the school meals that are served? Whether it's breakfast or lunch or any of the snacks. And responding to the question, if you could describe what you think about them in terms of nutrition and serving size. Do you eat any of the meals? If you do or don't, what do you think of them?

(lines 8-20)

R: You know I do and I don't do it all the time. But I do you know, I do eat here. And I think what they serve the kids, the portion is okay for the kids. I don't see a lot of vegetables, you know served. I don't know if, you know dried foods, hamburgers, spaghetti, and things like that and pizza, I don't know about their nutrition value, but I see that served a lot. You know . . . In the mornings ah . . . if they have pizza left over from lunch they'll serve it next mornings and you know sometimes when it's real cold they give them um oatmeal and they'll have to take three things in the trays, which is a juice, a milk and whatever else. Ah, sometimes they're served burritos, egg burritos, and things and different things that they serve. That's in the morning. Like I said at lunchtime, that's when I eat lunch. Sometimes in the morning they serve cinnamon roles or the just the toast, and the milk and the juice, but they always have to milk and juice in the mornings. You know and at lunchtime it's either white milk or chocolate milk, you know with all their meals. So that's my, that's my, you know experience with that.

(line 21)

Anita: Okay. E and H, how about you? Do you eat the meals? Not eat the meals?

(lines 22-28)

H: I don't usually eat the meals in the cafeteria. I usually bring um, like lean cuisine or healthy choice or something. Um, I have my favorite meals in the cafeteria which I like to get sometimes, a taco salad [laughter] and that's when I'll do that. I think it has to do a lot with, as far as my own preferences, too much fat because it's too much breaded or fried, um things on the menu. I feel like her [R], I'd like to see more fresh fruits and vegetable kind of things, but I also understand that um, a lot of the food that's served in there is food that kids will eat. So that's an issue too.

(lines 29-30)

R: Kids that are not familiar with certain foods, they will not eat it. You know, they have to know the food for them to eat it. You know, so if they serve something they are

(lines 31-32)

not familiar with, it's going to go to waste because they are going to throw it away. So that's something else that I . . .

33Anita: Right, right, right. How about you E?

(lines 34-37)

E: I generally don't eat in the cafeteria either. I've been a health food nut for a long time, since college. Um, I will eat the Mexican food, although it's not always . . . I don't have high expectations for cafeteria food to begin with. Um, I agree with R, there aren't a lot of vegetables. They have a lot of corn, or beans sometimes . . .

38R: Corn and green beans usually

(lines 39-41)

E: . . . maybe some lettuce, but um if the kids won't eat it they won't eat it. Um, I assume it's planned by professionals, but when they have corn dogs and tater dogs one day I just kind of wonder what um . . . I don't know how much they throw out . . .

42R: They throw out a lot.

43E: But generally I avoid it.

44A: Okay, great thanks.

(lines 45-46)

J: Um, do you notice any behavior such as lack of attention or concentration that might be connected to food and nutrition? If so, please describe them.

(lines 47-55)

R: You know what, what I notice is that um, they'll serve like cereal, sugar cereal. They don't serve it everyday, but they do serve it at least once or twice a week. That a, and I don't about their behavior, you know because they eat it and go outside. [Rachel laughs] So I'm not you know . . . So I don't follow on that. So I don't know if, you know and we have never asked the teachers if you know certain days or when they're having . . . It worries me when they're eating the cinnamon roles you know because they put that, that how do you call that, icing on the top. And I say eww. [Makes a face of disgust] You know, I don't eat them myself. But the kids love those things. [Laughter] So I don't know if it affects them or not.

(lines 56-60)

H: A very high percentage of our kids here are on free reduced breakfast and lunch, so I think in general that there is no reason for a child to be hungry when they're starting their school day. Um the only time it's not available is if they've like chosen to play and not come and eat in the cafeteria when they could, which happens sometimes. I don't honestly know how much, but they could have the choice to have a meal. And um, the

(lines 61-65)

kids that I know that have potential issues, I don't see their having eaten breakfast or lunch affecting their behavior. And I don't know Rachael, at lunchtime even if you don't have money and you don't have your paperwork for free lunch you can have a peanut butter and jelly sandwich and milk, so you always get something nutritious. Is there an option for breakfast?

66R: No. Breakfast is um, they all eat the same thing.

67H: But if the paperwork's not there?

68R: Even if they haven't paid, yes.

69H: They still get it?

70R: They still get the same thing as the others.

71H: Okay. Good.

72R: Yes, that's still that same. They don't have anything different.

73E: Um, I can't really say. I don't work with kids.

(lines 74-75)

A: Is nutrition taught in the classroom? Why or why not? And if yes, do you know by whom and how much time they have on that subject?

76R: I don't know.

(lines 77-81)

H: The health curriculum definitely includes teaching nutrition and I think in most cases it is taught at some point. Um, it's taught by the teachers, um, but I don't know how extensive it is. And um, I don't if it's every year and if it's an expanding curriculum or if every teacher gets to specifically . . . but I think it's important to most teachers that I'm aware of that kids that have that knowledge about that.

(lines 82-87)

R: You know what, now that I'm thinking about it my grandson, he's in second grade, and one day he said 'Oh Nana, we learned about the pyramid,' you know the food pyramid. 'And I have to eat so many apples,' and you know fruit, 'and then I have to have some bread and then I have to have this.' You know. So for a few days he was all into that because that's what they were learning. I don't know if they go over it again or what.

88A: Second grade?

89R: Yes. So I don't you know. That's the first time I've heard him say that.

(lines 90-92)

E: You're concerned mostly with the kids I'm sure, but um, in family literacy, I have about twenty parents, we have someone come from the extension U of A, at extension EFNEP to give nutrition lessons about seven, she comes about seven hours.

93A: Seven hours?

94E: Yes.

95A: Um, during what . . . ? Seven hours during . . . ?

(lines 96-97)

E: Well, what we call parent time. We have five components of family literacy and parent time is one of them, so it's during the parent time.

(lines 98-99)

A: So then that's seven hours during what period of time? Would that be during a three-month period?

(lines 100-101)

E: It's once a week for however many weeks it takes for her to get here seven times. [E laughs]

102A: Oh, okay yeah.

(lines 103-104)

J: Um, we kind of covered this. What advice do you give to students, yourselves, about nutrition? And are there any resources you use to teach nutrition?

(lines 105-110)

R: The only thing, you know when I'm outside monitoring the students and all that, and the girls, I tell them 'you have to eat good, you have to have some fruit, so your skin will be clear. If you don't you're going to get pimples,' and all that. You know when I'm out there talking to the girls, you know, and all that. But I don't, that's as far as I go you know.

But I don't know.

(lines 111-115)

H: I do a whole lot of advising um, nutrition counseling, just on a general level. Pretty much any headache or stomach ache that walks into my office that doesn't have a fever to explain it is going to get 'you need to drink plenty of water and you need to make sure you eat breakfast and lunch and that it will make a difference in how you feel and how and what kind of school day you're going to have.' So on that level it's a whole lot. Um,

(lines 116-123)

there are the occasional ones that come in and they say they haven't had any breakfast and here they're very flexible, I can always send somebody with a note to the cafeteria so

that if somebody isn't feeling good and it might be related to not eating, they can get something to eat any time of day. Um, and as far as, we have a lot of overweight kids. But that's a really big dilemma to me because I look at parents and I see it as a family thing and if I start getting into nutrition and stuff, I try to go into you know well cutting back on sweets and junk food and encourage them that way. There are very few kids that are actually getting followed by a doctor or having nutrition counseling.

(lines 124-125)

R: What I notice in the families is that they still do a lot of frying, you know with that, that lard. They um, that's what's I notice you know with my families.

(lines 126-128)

H: [Speaking to E] I think it's wonderful that part of your program is, is doing nutrition because I see a lot of it coming from what's available or what they're familiar with at home and that the parents need knowledge on this too.

(lines 129-130)

E: Especially yeah, regarding what is a portion. [Emily laughs] They are surprised to find out that a portion is half a cup. [Everyone laughs]

131R: Oh yeah, yeah.

(lines 132-134)

E: And a lot of the parents are trying to lose weight, so it um . . . but I don't talk much with the children other than to tease them a little bit if they're eating candy in the morning.

(lines 135-141)

R: You know, and I would think that I have noticed, that um, and you know this is, I'm talking about Hispanics, you know families. They come from Mexico, you know and they, over there they eat stew, vegetable stew. They eat all of these things, you know, and the pinto beans and a lot of those stuff and then they come here and it's like they totally change that you know. They go and buy weenies and bologna and all of that and they forget about their, you know, their vegetable stew. They forget about all of those things you know. I have noticed that a lot in our families.

(lines 142-145)

E: One thing I've noticed when we have a potluck, the parents, a lot of them seem to be on a feast or famine type of thing. I mean they'll eat as much as they can. Um, because I think it comes from you know, maybe a long, long time ago when you know when maybe you didn't know when you're next meal was coming from.

146R: Yes

(lines 147-151)

E: So they're still kind of in that mode, although they don't realize it. So when it's available to them, when we have our potlucks or something, [one word inaudible] will

just fill their plates and so that's an awareness I think that they have to develop. The portions and just that they don't have to eat as much as they can because there is going to be another meal.

(lines 152-154)

A: Um, Rachael, you sort of mentioned this one already, but I wanted to pursue it a little bit more. Does language and culture play a role in nutrition? And if so please describe the role they play.

(lines 155-166)

R: It does. You know what, how I feel and this is me, what I see, what I notice, that are working with the families, is that we're losing a lot of our culture. We're losing a lot of our traditions and all that. And I think that they come over here and right away it's easier to get, you know used this, the easy food, you know the fast food and all that. That's what I have noticed. That is losing the same culture, the same and all that. I don't know. I wish I could know what happens, you know, because it's like from one thing to another. They jump you know like that they change you know everything. And we're losing that. We're losing our traditions, we're losing our culture, we're losing all of that. You know like I said nutrition, everything. You know we come from over there over here and we change completely, totally. And some of them don't even want their kids to speak Spanish anymore. All they want is to learn English and that's all they want them to speak. You know, so I don't know if that's helpful.

(lines 167-168)

A: Mhm, mhm. To ask the question again, does language and culture play a role in nutrition? And if so or if yes please describe the role.

(lines 169-175)

H: I totally agree with what R's saying. You know, the impact. What I can see myself here at school is what R said before, is how if kids are unfamiliar with certain foods most of them are rather reluctant to try them and they're not going to eat well or eat those healthy that might be on . . . I know like, um they've started trying to do celery sticks and carrot sticks, well it only works if the ranch dressing is there. [H laughs] But it's still getting them familiar with it because it's one of the few fresh things that you get in a, in a school lunch.

(lines 176-179)

R: And some of the kids, they have never heard or seen a celery stick. We're trying to give the kids all of this to taste. Raisins, celery sticks with and without peanut butter, you know and the kids were like 'No' like they were afraid. And I said 'but you need to taste it, you know. You haven't tasted it yet. How can you say you don't like it?' you know.

(lines 180-184)

And they say 'Oh no,' and they won't. If they're not familiar with something they won't do it. Like a trail mix. Sometimes the cafeteria will at lunchtime a trail mix and they have all these raisins and nuts and all these things you know. And they won't touch them. They throw the little cups away. I mean they throw a whole bunch of them away. But they're not familiar with that you know.

(lines 185-186)

H: Do you know Rachael, is that served as a desert or as a side dish or what? I've never seen trail mix.

(lines 187-191)

R: No, because they throw it away. I mean it's a waste and that's very expensive. And they just get rid of it. They don't even open it. They just throw it away. They don't want to try it. You know, so and yeah it was served a like a desert type of thing. They serve a lot of a too, like canned stuff. Like peaches and fruit cocktail, pears, apple sauce, pineapples. Those are the five things that they serve with their lunch you know everyday.

(lines 192-198)

E: Um, certainly the parents who don't speak English, I think that's definitely a factor because they don't know where to find food necessarily, resources like the food bank or WIC unless they come into family literacy or come into the school to talk to people here . . . Over at Head Start, which is where the children go in the program, um they have to try, they eat very nutritious meals, and they have to try everything. Um they have to take a bite of everything, at least one bite. So they are getting exposed to news foods in head start.

199A: Thank you.

(lines 200-201)

J: We were actually wondering how the local food bank is doing. You mentioned the food bank and we just had a couple questions.

(lines 202-213)

R: I was going to say something right away. [R laughs] Oh okay, um you know because I have taken some families, well the mothers especially you know, to get the emergency food box and all that. Going to those places is very intimidating. Especially the person who is sitting there taking the information is not friendly. You go in and you see their faces and then like, you know, I've had mothers say 'you know what, I don't think she's in a good mood. You know, let's go back.' And I say 'No! You know you're here for a purpose and let's go and ask,' you know. But then you see their faces and it's like they own the food. You know like they're going to be giving you a . . . how do you say that? Like um, they own the, you know and they're coming out of their pocket and all that. [Imitating the volunteer] 'And make sure you bring this and make sure you bring that. That information we need it and if you don't bring it you don't get anything.' And things like that you know. And that really bothers me!

214E: Are you talking about Little Town?

215R: Oh yeah.

216E: Little Town I ah, that was a year or two ago so I don't . . .

(lines 217-222)

R: Oh yeah it's still like that. They have a lady there that, yeah is not friendly at all. And you know she's been there for a long time. I know I seen her there a few times you know. And that I don't like. You know and I just take them because they have to go not because you know it's a friendly place. No, it's not a friendly place. And sometimes at our food bank, you know at the MEHL Center, sometimes they don't have enough food there. But that would be my first choice to go you know.

223A: Where is that?

224R: the MEHL Center, right there on Liberty. Old Liberty.

225A: Okay.

226R: Mhm. That's our MEHL Center

(lines 227-228)

H: It's our district run and family resource center. And the place, the location is called MEHL Center.

229A: Okay. MEHL?

230[Everyone tries to spell it at once]

231R: Multiple, multiple educational . . . what is it?

232A: Oh it stands for something.

(lines 233-239)

R: Something I can't think of, anyway . . . but anyway, but I think these people need to be trained how to treat people because that's, I think that's part of the problem too. If you know, they have somebody friendly and all that, you know a lot of people will be asking more for food and all that. But it seems like they know how to pick these other people you know that are like with their long face and all that. Oh I hate, I was going to say something to that lady, but that's because this was mom was so needy I didn't say anything.

240A: Okay.

(lines 241-243)

H: I don't have much experience. I 'm great at um referring to R to take care of going to the resources like that. I'll do referrals for people to go over to our resource center, but I don't actually go with them and have the experience with them.

244R: I do. [She laughs]

(lines 245-249)

E: My experience with the food bank is pretty limited, but whenever I've called Sandie, she's always been right over and Varga's been over and for the gardening and everything. If that's what, the question that you're asking, very responsive and talking about WIC and food Stamps and that sort of thing, educating the parents. But again it's twenty parents.

250A: Mhm.

251J: And how often do these families go?

(lines 252-253)

R: They can only go, like once, once every six months I think it is. So if you get food right now, forget about it, you're not going to eat for the next five months.

254E: So you can't get a food box for Thanksgiving and then another one for Christmas?

255R: I don't think so. I don't know.

256V: [inaudible] holiday share.

(lines 257-262)

R: Yeah. So that's one of the things somebody needs to look into, you know. Because if they're missing one paper, you know they say they're missing their drivers license or something you know. Forget about it, they won't get no food. I don't care how much you're starving or how many kids you have or . . . They don't care about that, they just care about you bringing that paper in. And if you don't bring it you don't get any food. You know that type of attitude.

(lines 263-266)

A: Right. I want to follow up to Jim's question with another one. Um, you sort of talked about the parents using the food bank. Do you know of any other community/parent organized food sharing? Where you know the community or parents themselves share food or . . .

(lines 267-269)

R: No. Unless it's neighbors with neighbors you know. I mean if I make tamales I'll take my neighbor you know tamales or if I make some soup or something. They do that, but that's not everybody you know, just a few.

(lines 270-271)

J: Um, is there a connection between visits to the nurse and nutrition and hunger? And if so please you describe the connection.

(lines 272-282)

H: Yeah. There are a lot of things I can't note for sure, but relationships that I do see, very needy families where um, families that are at the extent where they may not get

much at home and therefore it really might not be very nutritional at home and the child really is eager to eat the breakfast and lunch they can get here Monday through Friday. And I get um, I can give relationships to stomachaches and headaches that way. But another one of my concerns is like either does somebody have their electricity turned off and therefore is the food spoiling? When I see kids with dyharia and it seems like or they're throwing up and seems like 'weren't you just sick a few weeks ago?' And it makes me wonder whether there's a relationship to that sort of thing sometimes. I've connected it once or twice, but routinely I don't know if that's the case. But I do think that I see illness based on lack of nutrition and inability to store food right.

(lines 283-284)

E: I know that happens with our families too sometimes, that they can't pay the electricity bills. And I don't know about the illnesses, but I know that that is definitely a reality.

285A: Do you want to add anything to that R?

286R: No. No I don't have any . . .

287A: We're going to go onto another question. Do we have you for a few more minutes?

288R: Yes.

289A: Because we have just three more questions.

290R: Okay.

(lines 291-293)

A: Um, how much school time is spent on physical activity? And include recess or after lunch free time when you talk about this. And also how much time is spent after school on physical activity? If you can describe any of that.

(lines 294-295)

R: Well they have 15 minutes in the morning and then they have their PE, you know once a week.

296E: It's the second year we've had PE here. Is it everyday?

(lines 297-302)

R: No. Once a week for about forty minutes and then at lunchtime they go for, you know outside. The little ones, they do a lot of running around, swinging and doing all that stuff. The third, fourth and fifth normally they walk around. You know socializing and all that stuff. That's what I notice you know. But the little ones are always like little ants, running everywhere, [everyone laughs] you know climbing this way and doing that, but the other ones are . . .

303A: How about physical activity after school?

(lines 304-307)

R: There is after school recreation and I think for the first half hour they do homework and then afterwards they go outside and they play different games and all that. Every adult has a group of kids and they all play different things, different stations, different things.

308E: Wouldn't you say about forty kids? Forty to fifty?

309R: Yeah

(lines 310-311)

E: You can go in there and look in the cafeteria if you want. Those are the kids whose parents can't pick them up right after school.

312H: Well it used to be a bigger program, but they charge for it now. So . . .

313R: It used to be free.

(lines 314-315)

H: A lot of kids go home and are on their own or are just playing in the neighborhoods sort of thing.

(lines 316-317)

E: I, I don't know . . . I've had a few parents over the years who have their children in afternoon sports, soccer or baseball. But I wouldn't say it's a high percentage.

318R: No.

(lines 319-320)

H: No. It's not a high percentage. There are definitely kids that do have organized sports that they go to.

321[Tape ends]

(lines 322-326)

H: And there are some of the older kids that play football and soccer and kickball, dodge ball or whatever at lunch recess. We have, um, a prevention specialist um who specifically makes a point of going out to recess duty and doing active things with the kids. Games or sports like things where they are running, jumping and doing things. And my understanding is that the kids really like to do those things.

(lines 327-329)

R: Oh yes and he does go everyday. He does, he goes outside everyday. Like from 11:30 until 1:00. He has a large group of kids you know from the little ones to the older ones. They play and they like him a lot. They participate with him.

330J: What other issues do you see related to food and nutrition? [A few words inaudible]

331H: My pet peeve? [Everyone laughs]

332R: Whatever.

(lines 333-338)

H: Access to the juice machine, which amazingly so many kids on free or reduced lunch can get that money to have a bottle of juice or gatorade on a very regular basis. And while they have to go get their lunch and have their milk and everything, I think too many kids choose not to drink the milk because they know they're going to get that bottle of whatever afterwards. And while there is one or two really juice choices the majority are vitamin C added um flavored drinks.

339R: Sugar water.

(lines 340-342)

H: And Gatorade, yes it has lower sugar and in the warm months it's not too bad, but the bottles are large and I think it takes away from other things the kids should be having in a lot of circumstances. Whether it's the timing of when they have it or just . . .

(lines 343-344)

R: And you know what I have noticed too, and it is that one of them will buy one juice and four or five will drink out of the bottle.

345H: I did not know that! [H puts her head in her hands] [Everyone laughs]

346A: Get that picture. [Everyone laughs]

347V: Her heads down and her hands are over her face.

348H: I've always thought the bottles were too large. They're 20 ounce bottles.

349E: Maybe it's something we need to bring it up with the principle.

(lines 350-351)

H: It's a wonderful moneymaker and it funds certain activities. That I did not know and it makes so much sense.

352J: Is there soda?

353H: No. Staff has access to soda machines, but kids do not.

354R: No, they don't. Okay I'm going to have to . . .

355A: One more question.

356R: Okay.

(lines 357-358)

H: And staff has access to the juice machine too, but I don't know that it gets used very often. [H laughs]

(lines 359-363)

E: Um, how do the kids do academically overall on testing and um . . . ? Because you know with the power plant right here and coal powered power plants emit mercury, which can have an affect on behavior. I've always thought that might be part of the reason why there are a lot of [she makes body movements to indicate attention deficient disorder]

(lines 364-366)

R: You what to be honest with you I don't know. You know in the past there are different. I mean there are different subjects that some of them are high, others are low you know.

367E: You could probably find out through the district.

(lines 368-369)

H: You can find out because most of those results get published in the newspaper. [E and R: Yes, mhm] So there's definitely access to them.

(lines 370-372)

E: Whether or not it's related to nutrition I wouldn't really be able to say, but I'd say some of it's related to the power plant. A lot of kids who just can't concentrate all that well and I've heard that that's one of the by-products of the mercury.

(lines 373-374)

H: They did several years back do a study of the air quality around here, um and I don't think anything ever turned up about that.

375R: No.

(lines 376-377)

A: Well, is there anything else you'd like to add to the conversation? I've learned a lot. Any p.s.'s regarding food or nutrition, issues related too? Well thank you for your time.

(lines 378-380)

E: Well it would be interesting for you if you wanted to call R in the cafeteria or maybe if she doesn't know anything, J, but to see how much is thrown out. Because they mentioned that to you.

381R: Oh there's a lot believe me and that's in the morning or afternoon.

(lines 382-383)

E: So you can try all you can to provide nutritious food, but as R said if they're not used to it and they don't know what it is they're not going to try it.

384R: No, they won't. I know. I've seen it.

(lines 385-388)

H: And I consistently, I swear I see a relationship between the days that they have hot dogs and stomachaches after lunch. I just know that there is a relationship there, but are you guys aware what the government mandates are and nutrition and portions and stuff for school lunches?

389V: You mean how much sodium and all of that . . . ?

390E: Carbohydrates.

391H: They are very regulated in what they serve.

(lines 392-395)

V: And we have looked at, Jim has gathered up a whole variety of different statistics, and we've looked at how close the schools are within the sodium content and all of those kind of things, um fat, sodium and fat, in particular and actually the guide lines . . . [many talking quietly and inaudible] . . . it calls the guidelines into question.

(lines 396-397)

R: Well before they used to use soy, soy in the hamburger meat so the hamburgers tasted different. Now they use beef, just beef and they do taste better now.

(lines 398-406)

H: I think an issue that is evolving into a bigger and bigger one is that of food allergies and some and it varies with the population, but I'm seeing more and more food allergies that I have to make the cafeteria people aware of and the teacher and what not to make sure that certain kids don't get certain foods and stuff. And we have not yet risen to the level of having to have like a peanut free table or peanut free environment or those things, but it worries me because there are some kids that can have a serious reaction and I have concerns about knowing what's served, you know like she said soy can be an allergy. I don't have any child with that one there, but there's so much hidden I do have child that's allergic to eggs and egg products and that's in so much.

(lines 407-408)

E: And wheat too. Sorry to interrupt, but so many people are allergic to wheat products and they don't even know.

(lines 409-410)

H: And this is one that I wonder about if it's a cultural relationship. It seems like Hispanic families aren't big on milk, um . . .

411R: No.

412H: . . . and . . .

(lines 413-417)

R: And you know what, I'm sorry, but I'm going to tell you, seeing it and all that in Mexico. Ah, fresh milk is something that they don't buy because most of them don't have a refrigerator. By the time they buy it at the store and they get home the milk is spoiled. So if they use any milk it's a can milk, powdered milk or something like that. Fresh milk, no.

(lines 418-419)

E: But I think they do use it here. I know my parents, we talk to them about using 2% or 1% instead of whole milk for their kids.

420R: I'm going to have to go.

421A: Thanks R so much. Thank you.

422R: Your welcome.

423A: And we'll get something back to you probably by the end of January.

424R: Okay. Alright.

(lines 425-430)

H: In regard to the food allergy thing, I see lots times parents that will say 'Oh my child can't have milk,' and when you get down to it, it ends up being that it's not really a food allergy there's just a reason why they don't want their child to have milk. And it's not uncommon for me to run into the situation where, 'no I can't drink milk,' but they're drinking chocolate milk everyday. [H and others laugh] Let me educate you. [H and others laugh].

(lines 431-432)

A: Well thank you again for your time. We really appreciate it. It was very helpful. And we'll get something back to you, like I said by the end of January.

433E: Okay.

434A: And you can take a look at it.

435H: Good Luck.

Focus Group 2
School B
12/9/04

School Staff Interviewed by Barrett and Jim
Present: Chandra

1Br: All the schools in this School District have the extended
2kindergarten.

3J: How many students do you have?

4Br: We have 22 in each class, which is a lot for kindergarten.

5J: I'm sorry how many kindergarten classes are there?

6Br: There's three of them.

7J: Wow, this is a pretty big school.

8Br: It's not bad, yeah.

(lines 9-10)

J: To have three kindergarten classes. I'm trying to think back to those days of
elementary school and how many classes we had. One, two maybe.

(lines 11-12)

Br: Before in the past, it has been really nice and we've had like class sizes in
kindergarten of 18 or 19, so when you jump up to 22, wow.

13B: That makes a difference.

(lines 14-15)

Br: We are stepping over and tripping on everyone this year. I think that extended
program really brought them in.

16B: Oh,

17Br: Before they were sort of doing more of the other programs out there, um...so, I
18mean it's okay.

19B: Ya, ya.

20Br: Ya, good for them, not so much for us.

21J: Have you been teaching here long?

22Br: Fourth year here.

23J: Oh, okay.

24Br: And are you just solely in this community, area or what?

25J: Pima County

26Br: Pima County, oh wow.

27B: yeah

28Br: Very diverse

(lines 29-37)

J: This is really just a pilot, I don't know if you heard, but there was a Hunger Summit that the food bank sponsored back in September, included educators, various people from the community, some of the social services and non-profits, bringing people together to talk about hunger in Pima County. And one of the things that a lot of people had said was that...(intercom comes on) was the schools and that they felt that one of the main areas we needed to focus on was the children in the schools, what their eating, what their learning about nutrition and stuff. And so we've just started with a few school districts and depending on how it all kinda works out, we'll probably continue it further if we find there really is a need.

38Br: Well, that neat.

39J: Well, yeah it really is interesting.

40Br: Then are you all college graduates or in college?

41J: I'm actually a graduate student, of public health, at the UofA.

(lines 42-44)

B: Yeah, we're both here in Tucson working at the community food bank through a fellowship program so we're here actually only until February. We got here in September, so we're only here a short time.

45Br: Well, you missed the hot weather.

46B: Ya, we did, ya.

47Br: Well, some of it, September is still real hot.

48B: Ya it was a little hot.

49Br: But nothing like July and August though.

50J: Boiling

51Everyone: Hi

52B: I'm Barrett, we talked on the phone.

53J: And I'm Jim Hazen I am also involved with the food bank.

54Chandra: And I'm Chandra I work at the food bank.

(lines 55-60)

J: So I just kinda went over with Br. what we're doing, I'm not sure how much you know, but there's a letter and a consent form you can look at. We're doing a pilot study and going to some of the school districts in Pima County to assess food security, you know hunger, nutrition in the elementary schools. And we've been talking with some parents and students, and some educators, school nurses, some of the parent involvement liaisons, PIAs I think they are called.

61K: We refer to them as Family Resource Coordinators.

(lines 62-65)

J: So we're conducting some interviews to see what people think. No names will be used, it's all going to be anonymous. If this pilot study works out well then it might be continued in the spring. So Barrett and I are going to go kinda back and forth, we just have a few questions so. Um... first off do either of you eat meals here at the school?

(lines 66-70)

Br: I do, I do occasionally I bring my lunch or I eat in the cafeteria. Um... they do have different meals for teachers than the students, they have some sandwiches and salads instead. They are shipped from I believe the high school so I often get those. However sometime you want a hot meal and if we are having a hot meal then I chose that. I have my favorites, like the turkey.

71[group laughter]

(lines 72-76)

K: I have in the past eaten the school lunches and have no problem with doing so, except for the timing. My lunch happens to be earlier than most everybody because of the schedule of the children, being on the playground. And I want to be out of my lunch when they're ready to be in my office. So I don't usually buy lunch here, but I do bring lunch from home and then eat it before the kids come in.

77J: And as far as nutrition, and serving size the teacher meals versus the student meals.

(lines 78-82)

Br: If we go with our cafeteria meals we are served the student portion most likely. I mean we can choose our salad bar, but um I sometime feel the student portion sizes are a little lacking. We have these six graders who probably should be eating as much as I do or more, and I'm hungry sometimes. You know, four or five chicken nuggets just doesn't cut it. So a little small I would say.

83J: okay

(lines 84-86)

K: I'm not really in a position to see the children get their lunches, because I'm not in there when they're in there, so I really don't know.

J: You said there is a salad bar?

(lines 87-89)

Br: All the kids have access to the salad bar, we do have a separate teacher salad bar just for our cleanliness areas. But um... it usually has um... leafy lettuce, iceberg usually, some vegetables and usually a canned fruit, I know.

(lines 90-92)

B: Okay, the next one. Do you notice any behaviors such as lack of attention or concentration that you think might be connected with hunger or nutrition, um... and if so please describe them?

93Br: Do you want to go this one first since you see school wide kids?

(lines 94-102)

K: Well I see children that come into my office complaining of stomach ach, head ach, dizziness, and one of the questions I'll ask first is: have you had breakfast? And frequently the answer is no. Which explains why they're not feeling well. And if I have something in my office I can give them I go ahead and feed them. We just recently, this year, started a new program where if kids leave milk or um... anything that is contain in a wrapped package like a cereal, if they leave it and it's not claimed the people who clean up give that to me for my office for those who don't get breakfast, so that there is something here that they can have at all times. So that way we do make sure there is something available, if they come.

103B: Right

(lines 104-106)

K: The ones who won't be forth coming in mentioning that they are not feeling well because they haven't eaten breakfast and they just might be performing poorly in class because they haven't had breakfast.

(lines 107-113)

Br: To sort of piggy back on her answer, I all I can say is what I see in kindergarten, and we do see those student who um... lay their heads down (intercom comes on loudly) they

Br: If we go with our cafeteria meals we are served the student portion most likely. I mean we can choose our salad bar, but um I sometime feel the student portion sizes are a little lacking. We have these six graders who probably should be eating as much as I do or more, and I'm hungry sometimes. You know, four or five chicken nuggets just doesn't cut it. So a little small I would say.

83J: okay

(lines 84-86)

K: I'm not really in a position to see the children get their lunches, because I'm not in there when they're in there, so I really don't know.

J: You said there is a salad bar?

(lines 87-89)

Br: All the kids have access to the salad bar, we do have a separate teacher salad bar just for our cleanliness areas. But um... it usually has um... leafy lettuce, iceberg usually, some vegetables and usually a canned fruit, I know.

(lines 90-92)

B: Okay, the next one. Do you notice any behaviors such as lack of attention or concentration that you think might be connected with hunger or nutrition, um... and if so please describe them?

93Br: Do you want to go this one first since you see school wide kids?

(lines 94-102)

K: Well I see children that come into my office complaining of stomach ach, head ach, dizziness, and one of the questions I'll ask first is: have you had breakfast? And frequently the answer is no. Which explains why they're not feeling well. And if I have something in my office I can give them I go ahead and feed them. We just recently, this year, started a new program where if kids leave milk or um... anything that is contain in a wrapped package like a cereal, if they leave it and it's not claimed the people who clean up give that to me for my office for those who don't get breakfast, so that there is something here that they can have at all times. So that way we do make sure there is something available, if they come.

103B: Right

(lines 104-106)

K: The ones who won't be forth coming in mentioning that they are not feeling well because they haven't eaten breakfast and they just might be performing poorly in class because they haven't had breakfast.

(lines 107-113)

Br: To sort of piggy back on her answer, I all I can say is what I see in kindergarten, and we do see those student who um... lay their heads down (intercom comes on loudly) they

put their heads down on the table that sort of thing, and usually if you finally get to the root of the problem it is they didn't have breakfast or not a big breakfast that sort of thing. And so often we do send them to K. or in kindergarten we have a lot of, you know, different snacks, crackers and stuff like that and we'll give them that. So, it's a big problem out here.

114J: Okay, is nutrition taught in the classroom?

(lines 115-118)

Br: Um, for kindergarten it is. We talk about the food pyramid, we talk about healthy choices. Um... one week during the year we have red ribbon week, which is um making healthy choices. And um I believe all classes, all grade levels, do talk about making healthy food choices as well.

119J: And do you know how much time is spent on nutrition?

(lines 120-121)

Br: Um... I would say that one-week for healthy choices, um... maybe... a total of two to three weeks in kindergarten. I mean we're talking about little lessons here and there.

(lines 122-125)

K: I don't actually go into the classroom to do teaching but I do have bulletin boards inside my office, so those who come in will often see things on my bulletin board that has to do with nutrition. Um...there's nothing on there right now, but there will be soon, I haven't gotten my bulletin board changed over.

(lines 126-127)

Br: And a lot of the cafeteria workers they push towards, hey you need to pick a fruit or a vegetable, so at least with the younger kids, and that helps out too.

(lines 128-130)

B: You were kinda talking about this earlier, but um... the question is there a connection between visits to the nurse and nutrition and hunger, so is there anything you would like to add to that?

(lines 131-135)

K: Basically, yes that there is a connection. That there is a problem with not getting any breakfast. And even those who think they can do without breakfast, the older children who choose to skip breakfast at home, will sometimes come in with a head ach or stomach ach and, you know, I point that out. You're probably not feeling well because you haven't had breakfast and then we discuss how important that is.

(lines 136-137)

J: Do you think that language and culture play a role in nutrition? And if so could you describe the role that they might play?

(lines 138-143)

Br: I'm trying to think, language and culture and nutrition. I guess I could say some of our Hispanic families don't, from what I've heard from our students, you know sometime we talk, what did you have for breakfast, little conversations here and there, and seems that many of the Hispanic families maybe don't eat as many fruits and vegetables as um the other students. They tend to focus more on tortillas, cheeses, milks that sort of thing. Maybe our Hispanic culture is lacking a little bit in the fruits and vegetables area.

(lines 144-146)

K: the culture of our whole nation, for the older kids, I think there is a problem in that there is an over emphasis on being thin in the united states and I think some girls are choosing not to eat as much as they should because of that problem.

(lines 147-148)

J: Is there, aside from that problem, do you think that any of the language or culture among the student population here, relate to any visits you might have?

(lines 149-151)

K: I don't always know what the emphasis is at home on what they eat, although I have occasionally had kids come in who have had unusual breakfasts, but generally I don't get all the detail on what they eat for breakfast, just if they ate breakfast.

(lines 152-157)

Br: I guess one thing I could say to back up my response is that in my classroom we have a letter of the week and we taste some sort of food, and we usually try to push the fruits and vegetables, apples, bananas and carrots. And it does tend that our Hispanic students, they've never tasted this or that. Like we tried dates before, I mean a lot of students haven't tried dates, but some of the other ones I'm really surprised they haven't tried either.

(lines 158-159)

B: Um... well, we are also wondering how the local food bank is doing. So um... do you know of parents use of the local food bank?

(lines 160-162)

N: I know just from talking to J.R. with our family resource group, that she does help families, about 10-13 families a month. Um... with food, but I don't know how many others might get food individually.

(lines 163-164)

Br: And I really don't have any information on that except a few families have mentioned that they've seen J. R. for help.

(lines 165-166)

J: Do you know of any other community or parent organized food sharing, or any other groups?

(lines 167-168)

Br: I heard a church around here donates boxes of food to our families, but that's about all I know of.

169J: Anything else?

(lines 170-172)

N: I know that J. R. also does a program for older adults, that's a sack lunch that she goes and delivers to some of the older people in the area, and I'm not sure what day that is but I think its once a month.

(lines 173-175)

B: Do you know how much time is spent on physical activity during the school day? This might include recess or after lunch free time, and how much time is spent with physical activity after school?

(lines 176-180)

Br: I can only answer for kindergarten. The gates open at the school at 7:30. From 7:30 – 7:55 they are choosing to either go to the cafeteria for breakfast or out into the playground for playing. During my class that 2 ½ hours that they don't get any physical education, it's all academic, then they go to lunch. After lunch they get about 20 minutes for recess, and that's about it for kindergarten.

(lines 181-191)

K: For the older children, I know that they a P.E. program that is once every three days. And that is for almost an hour or so. And the grades according to what's happening in the classroom also have a recess in the middle of the day. I know that 1st grade has 15 minutes in the morning in addition to P.E. and the morning recess and the lunch recess. And some of them will have an afternoon recess depending on if they have all their work done. They get that as a reward for about 15 minutes. So it really varies a lot. In the after school program, it is now an optional thing. They have several different options for the children. They have a track option, which is already over for this year. They have volleyball and that's over now too. Currently I think some of the kids are in touch football, so it's up to the individual, but there is usually something going on all the time so they have an option.

192Br: And doesn't Mr. L do the mileage program for grades 2-6.

193N: Oh, right how could I forget.

194Br: I'm sure I guess they are running laps after lunch.

195J: Great, right after they eat.

196N: Yeah, that's the one bad things it can be problem when it's hot, right now it's not
197that bad.

198Br: But I think he gives out great prizes, so it's a great incentive for the kids and they
199love doing it. I think it's a great program that he runs.

200N: Oh, I agree with that.

201J: Are there any other issues you see related to nutrition, or food?

(lines 202-211)

Br: I just wish we would have more hot lunches, actually at lunchtime. Some of our students they come and I know there eating sandwiches for breakfast or cold cereal, and then to not have a hot lunch. And I hear some of them going home and having sandwiches again or cereal. I would just like to see actual hot lunch and not just cold sandwiches give at lunch, they do offer chief's salads which are great, but at the same time I just think it's important to have something hot, cooked, a real meal for these kids, cause not everyone goes home to a mommy and daddy cooking this big elaborate dinner, so would just like a hot lunch and a better variety of vegetables. You know we do have the salad bar, but it's cold vegetables. If we could just have warmed up corn, or green beans that sort of thing, I think it would be nice.

(lines 212-218)

N: I hadn't thought that much about the hot or the cold but I had thought that there are certain children who tend to pick the same thing every time. Which I think is maybe a little to many choices give to them, especially if there is a weight problem. There are a few children who I think do have a little bit of a weight problem, and pizza is offered everyday. And if they like pizza then they get pizza every single day. And I do have a little bit of concern for those who get in the habit of eating pizza every single day, because I know how easy it is to gain weight on pizza.

(lines 219-223)

Br: Yeah, I guess just more healthy choices too. You know, the pizza to me does not seem healthy. My son will not be eating pizza at school, that sort of thing. You know, back in the day we had you know, every once in a while here we had turkey dinner with mashed potatoes and green beans, and the kids loved it so much. And if we could just have a meal like that every single day for these kids that would be wonderful.

(lines 224-225)

J: have you noticed any of the kids who eat breakfast, are they tardy do they come late to class? Does it ever cause conflict?

(lines 226-235)

N: Yes, there are kids who don't get here in time, for reason or another. I don't think it's the bus, the bus usually gets here in time. If they ride the bus they get here in time to eat breakfast, so there shouldn't be any issues with that. But, those who are coming by walking or their parents bring them, frequently I'll hear them say, well I didn't have time to eat breakfast because my mom or dad was running late. And so they arrive at time where they don't feel like they have any option but to go to class hungry, so they come to my office half way through the school day because they have a stomach ache or a head

ache or are dizzy or something like that, and then they do get something to eat when they come here. It is a problem at times, and I don't know that it is always the ones because it can vary depending on what's happening with the family.

(lines 236-241)

Br: And often, like you said, those families who are running late they get them here and the kids have to decide do I go to the cafeteria or do I go to class. Well hey if you go to class and you're here everyday, then there is a prize for you and that sort of thing. Just the other day one of my kids got here late and the cafeteria was already done serving breakfast. So, that was another problem. I mean I'm fine with the kids coming in late if they're getting breakfast, but I understand that the cafeteria has to set times too.

(lines 242-245)

N: And there isn't a lot of time for them to eat breakfast I think they close it at 10 of 8. So, you know if they get here at 7:35 they have 15 minutes to eat, if they get here at 7:45 they have five minutes to get over there and get it. And if you don't get here by 10 of 1 don't think they're allowed in the cafeteria.

246J: Who can get breakfast, anybody?

(lines 247-249)

Br: Anybody can get breakfast. It's either through the free and reduced lunch program or some times they put money on a card, and they take their card and just deduct it. And I don't know if you mean teachers too, but teachers can also get breakfast.

(lines 250-254)

N: They do have a good free and reduced school lunch program here, which also includes breakfast, we just usually refer to it as the lunch program. But, it enables families to fill out a form and its processed and most of the families here, I would say probably over 80 percent of the families here qualify for the free or reduced price, which makes it a lot better for these kids.

255J: And what do you think about the breakfast?

(lines 256-258)

Br: The breakfast I'm happy with, they are all hot entries, I'm sorry I have a big thing with that. You know cold cereal is always an option but they have eggs, sometimes they'll make them into a breakfast burrito. There's the pancakes, which are really nice,

(lines 259-260)

sometimes there's a meat offering with this. It's nice it's healthy, well as healthy as breakfast can get. But it's nice it's a nice warm breakfast.

261B: Well, is there anything else you would like to add?

(lines 262-267)

Br: I would just really like to see the quality of lunches go up, I know it's pricey. But hey if kids are our future we need to fix the problem. We have obesity going on we have all

sorts of things going on. And if we are showing it in our schools, you know, not doing anything about it in our schools like serving nachos and crud like that, you know. If we are giving them these choices then what are we telling them. So I would just like to that improve.

(lines 268-272)

N: Yeah, I agree that there should be, I think a few more limited choices. Not that they never get nachos or pizza or those kinds of things that are so interesting to kids. But that I wouldn't be an option every single day, so they wouldn't choose those things every single day. Because then they're developing habits that can then become a lifestyle that can create all sorts of problems later in life.

(lines 273-278)

Br: and actually we are seeing in our cafeteria the days that we serve the hot turkey lunches, and I'm trying to think of what others, you know the real fancy meals, that's what most students want, they don't want the pizza. They want that nice hot meal with the vegetables, everything. So, I think if we offered it they would choose it more so then pizza. That gets boring, tiring. And if don't even make that a choice then hey, that's better yet.

279J: Well thank you very much.

Appendix E

Information Letter to Study Participants

Food Assessment for Pima County

Date: November 19, 2004

To: Parents, their children, school nurses, community liaisons, and teachers

From: Staff and Fellows of the Community Food Bank

The Community Food Bank has served Tucson and Pima County for 28 years by providing food for hungry and food insecure people. Today, the Food Bank distributes sufficient food to prepare over 30,000 meals each day; and, over the years the staff and others have learned that distributing food will not end hunger or food insecurity.

To take a big step toward ending hunger, the Community Food Security Center of the Community Food Bank is asking for your assistance with a study to describe the access to food that children have who live in low-income families. Pima County statistics and observations from teachers, school nurses, and other school officials will be collected to learn about children and their families who struggle to have sufficient food. Once the specific struggles are identified, the Community Food Bank, other groups, and the food insecure people can determine what to do to increase access to food. This study will be the first of a sequence over the next year to describe the people of Pima County who have to work so hard each day to avoid being hungry.

Statistics will be collected from a variety of current sources. Beginning in early December, other information will be collected during group interviews – one with the family and the other with a teacher, school nurse, and one other school official. If requested, interviewees may receive the aggregated data that will not identify any individual or family. Reports will not identify any individual or family. Information will be held in a locked file of the Community Food Bank accessible only by the Director of the Community Food Security Center. Permission to take photos will be requested from all people involved in the study. Using the information we will be able to describe the children and their families who are struggling to get enough food, to change the circumstances for accessing sufficient food, and to educate local and statewide policy makers and others.

The first step toward ending hunger and food insecurity, changing circumstances, and increasing community knowledge about people's struggle for food security begins as we educate others and ourselves. We appreciate your consideration of our request for assistance and look forward to talking with you soon.

For additional information or to answer questions, please call Varga Garland, PhD, Director, Community Food Security Center, Community Food Bank

Medida Alimenticia del Condado Pima

Fecha: 19 Noviembre de 2004

Para: Padres, sus hijos, enfermera de escuelas, personal y maestros

De: Personal y Fellows del Banco del Alimentos

Durante los últimos 28 años el Community Food Bank (Banco de Alimentos) ha brindado sus servicios en Tucson y el Condado Pima ofreciendo alimentos y ayuda a personas de bajos recursos económicos. El Banco de Alimentos distribuye suficiente comida para preparar más de 30,000 comidas cada día. Durante estos años hemos aprendido que distribuyendo comida no va a eliminar el hambre ni va a ayudar a aquellas personas que no tienen acceso a comida.

En un esfuerzo de erradicar el hambre el Community Food Security Center (Centro de Seguridad Alimenticia de la Comunidad) del Banco de Alimentos solicita su ayuda. Estamos comenzando un estudio donde buscamos información sobre cómo las familias de bajos recursos solicitan ayuda para alimentarse. Buscamos datos estadísticos del Condado Pima, observaciones de maestros, enfermeras, información, anécdotas de maestros o personal de las escuelas donde nos cuentan cómo las familias buscan comida para sus hijos y su casa. Una vez que tengamos esta información, el Community Food Bank, aquellas familias de bajos recursos y otros grupos de personas interesadas que nos quieran ayudar buscarán maneras de cómo aumentar el acceso a los alimentos. El estudio será solo una parte de una secuencia de estudios que describirá la difícil tarea que tienen las familias en buscar ayuda para sus familias.

Recogeremos datos estadísticos de diversas fuentes. A principios de diciembre haremos entrevistas con padres de familias, maestros, enfermeras de las escuelas recogiendo datos. Si las familias desean se les brindará la información que recojamos, manteniendo siempre la confidencialidad. Los reportes serán estrictamente confidenciales y sólo la directora del Community Food Security Center podrá tener acceso a la información. La información nos ayudará a describir cómo las familias y los niños sufren de hambre, como buscan ayuda alimenticia, también nos ayudará a efectuar cambios para ayudar a las familias a conseguir alimentos; además podremos educar a la comunidad y el estado en general.

Nuestro primer paso para eliminar el hambre y la inseguridad alimenticia, el cambiar circunstancias y aumentar la conciencia colectiva sobre el hambre comienza educándonos y educando a otros. Agradezco su cooperación y le doy gracias por considerar nuestra solicitud de ayudarnos. Espero hablar con usted pronto.

Para más información o para responder a preguntas, llame a Varga Garland, PhD, Directora, Centro de Seguridad Alimenticia de la Comunidad, Banco de Alimentos

Appendix F

Study Participant Consent Form

Families and Food in Elementary Schools

Participant's Consent Form

I am being asked to read this material to make sure that I am informed about the purpose of this research and my role as a participant in it. If I agree to sign this form, it will mean that I have been informed about the purpose of the research and that I willingly agree to participate. Federal laws require written informed consent before participation in research so that I understand the responsibilities and risks of my participation and can decide whether or not I agree to participate.

Purpose: The staff, Hunger Fellows, and Peace Corps Fellow of the Community Food Bank are interviewing parents, their children and the school nurses, teachers, and community liaisons to learn how families access food in Tucson.

Procedure: If I agree to participate, I will be asked to participate in at least one interview. My participation is voluntary and I have the right to withdraw consent at any time.

Confidentiality: Audio tapes of my interview will be permitted and will be kept strictly confidential. Excerpts from the some of the transcripts may be used in the final report, but will not contain any information that will identify me personally. I will be able to review a draft of the report and make suggestions for changes if I choose to do so. A copy of the final report will be available to me for my personal use. I understand that my personal name will not be used and the interviewer and I will agree upon either an initial or other name to be used for my personal name.

I have read and understand the above information; my signature indicates agreement to allow my interview to be used in a report for publication.

Signature

Printed name

Date

Familias y Alimentos en Escuelas Primarias

Autorización

Me han pedido que lea este material para entender y estar informado/a sobre el propósito del estudio y cual es mi papel como participante en el estudio. Si yo firmo esta autorización, significa que esto de acuerdo con el propósito del estudio y que acepto participar en las encuestas. Las leyes Federal exigen que yo firme esta forma aceptando las responsabilidades del estudio, entendiendo los riesgos del estudio y tomando mi propia decisión si quiero o no participar.

Propósito del estudio: El personal, los practicantes y miembros del Cuerpo de Paz del Community Food Bank estarán entrevistando padres de familias, sus hijos, enfermeras de las escuelas, maestros y representantes comunitarios para entender como familias buscan acceso a alimentos.

Pasos a seguir: Si acepto participar, participare en por lo menos una (1) entrevista. Mi participación es voluntaria y tengo el derecho de retirarme del estudio en cualquier momento.

Confidencialidad: grabaciones de audio de mi entrevista serán permitidas y estrictamente confidenciales. Frases y comentarios de mi entrevista serán utilizados en el reporte final pero la información será de manera confidencial y no me identificarán por nombre o apellido. Yo tengo el derecho a leer el reporte antes de que sea publicado y también tengo derecho a hacer comentarios o sugerencias sobre el reporte. Yo podré solicitar una copia del reporte para mi uso. Entiendo que mi nombre no será usado y que el entrevistador y yo estaremos de acuerdo en escoger un seudónimo para el reporte.

He leído y entiendo esta Autorización, al firmar acepto ser parte del estudio y doy permiso para que me entrevisten y que mi información sea usada en el reporte final.

Firma

Nombre en letra de molde

Fecha

Appendix G

Participant and Peer Reviews

Participant and Peer Reviews

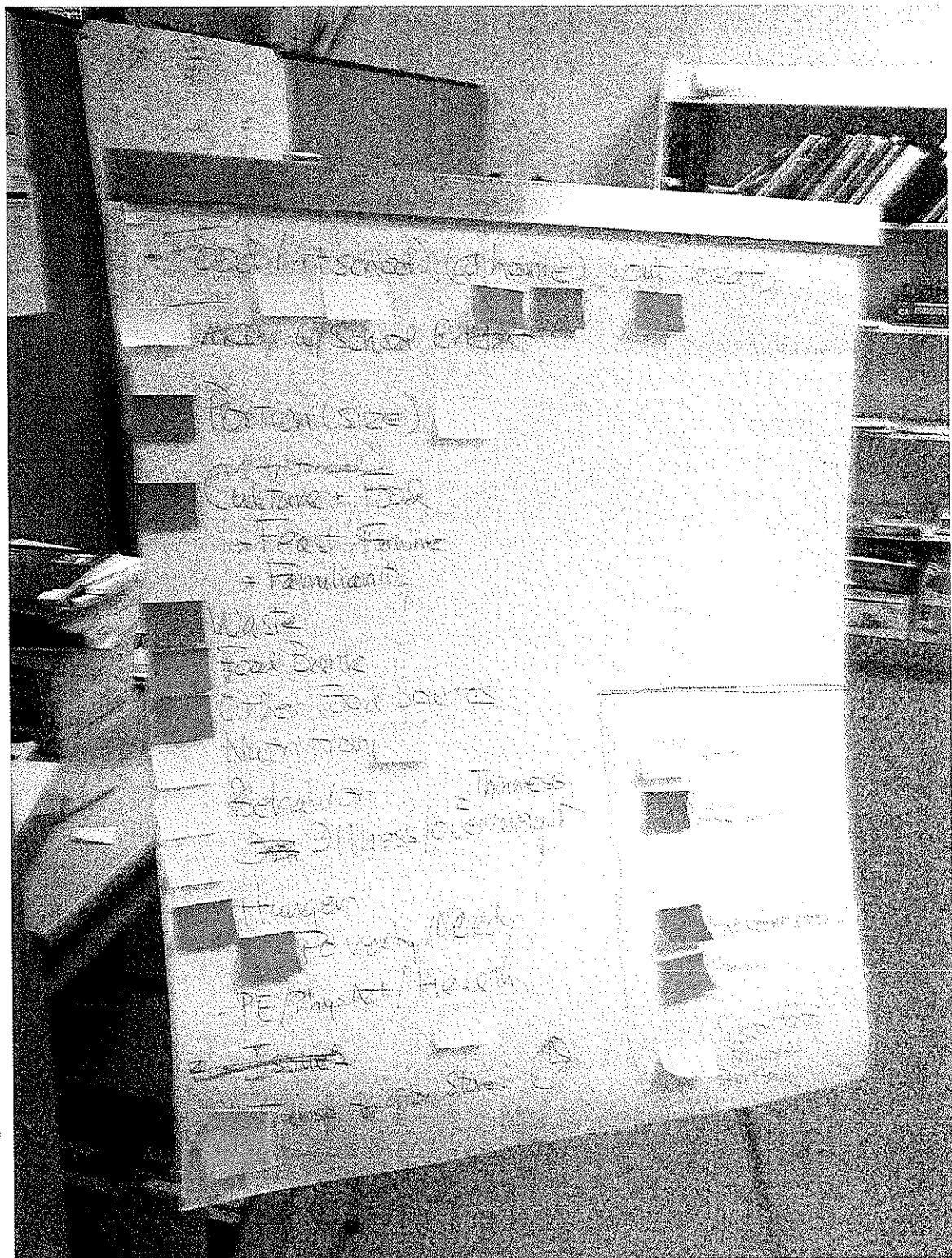
No participant reviews were received as of the date of this publication. One peer review was received on March 16, 2005. The peer reader suggested a clarification to page 23 of the report which comments on a recent Arizona policy focused on school vending machines. Changes were made in the document following the suggestion of our peer reader.

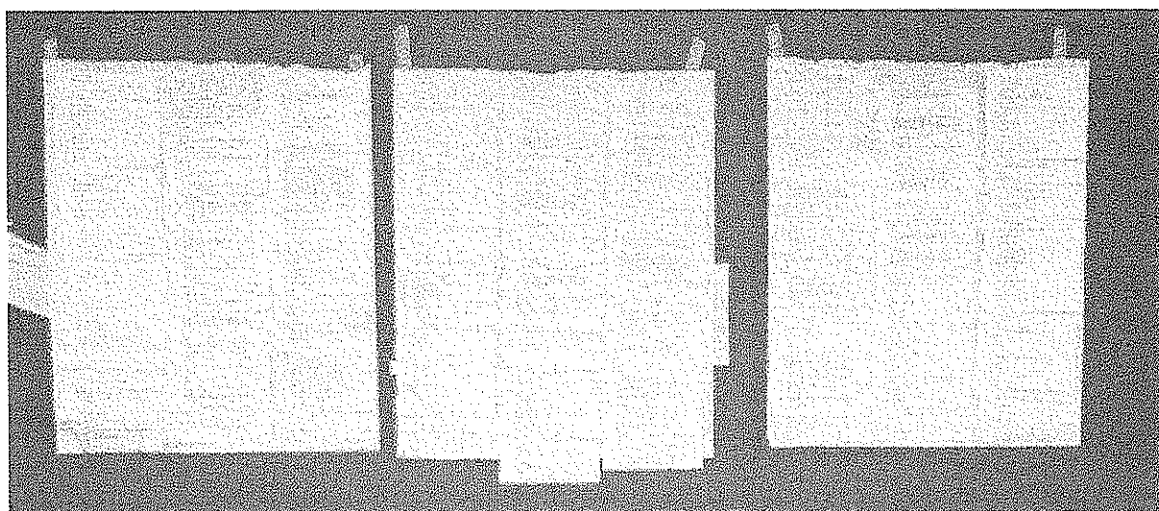
"One thing that I did want to mention from the report that it had stated on page 23 'impact of banning vending machines'- Just a point of clarification, it's not really 'banning' vending, but more along the lines of replacing foods of minimal nutritional value like sodas, gums, with healthier products like 100% fruit juice, water, granola bars, etc. I would like to see the word 'banning' changed to maybe 'exchange with healthier items for students to choose/purchase'."

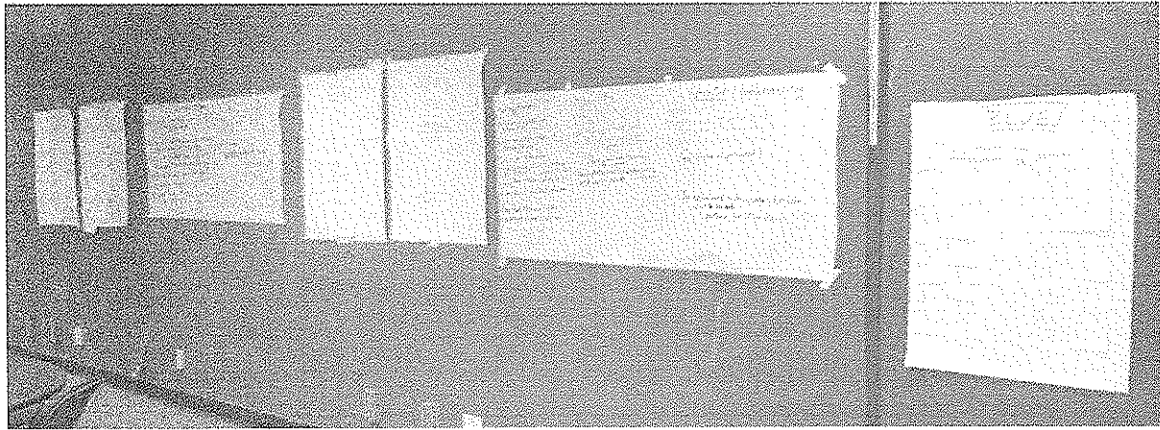
Peer Reader
Email correspondence March 16, 2004

Appendix H

Theme Development Process Photos







Eating at home

breakfast is important. some kind of protein

Kids help prepare meals (teaching food prep) -

Cereal at night/dinner

Moms learned to cook by watching their mothers

→ (or how not to cook)

→ Mother is the example of food prep.

Some have a "big lunch" after school

"Sometimes they want to help, sometimes we want to teach them."

(2)

Shopping for food

• Why to get there is by car (own or relative)

• more time spent (30) if kids

(Come with) Kid: want to get food

→ many want more followup to this question

→ "Eaten a tortilla, I was turning it into a burrito"

→ "We're burrito people"

Eating Out = family event/cutting

• Not often (cost)

• McDonald's pizza, Mexican food, Chinese

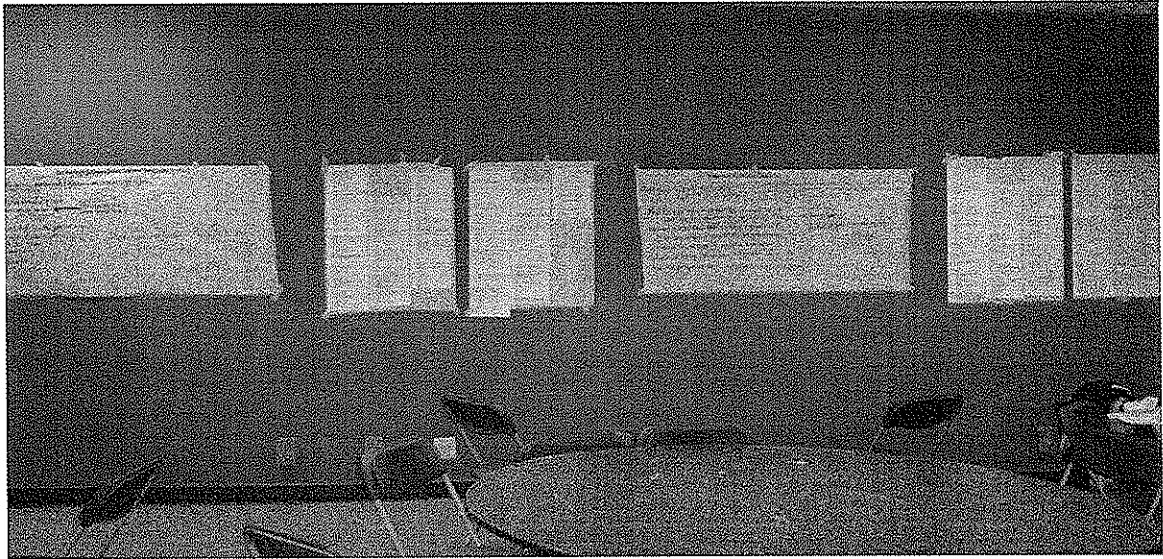
→ places w/ "kids" / giveaways

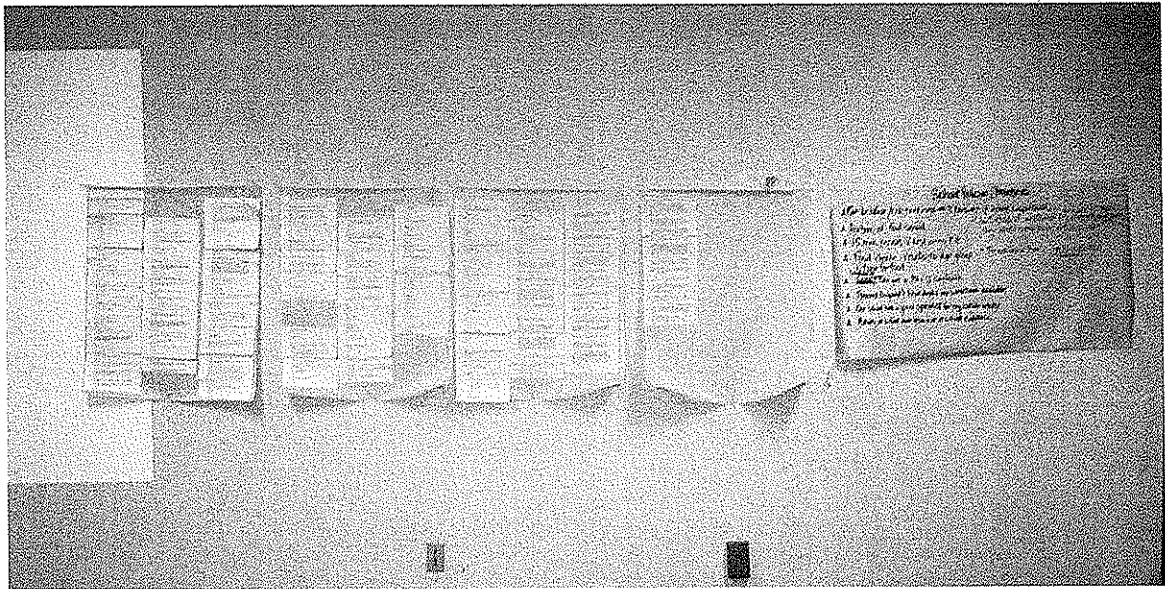
• Out to eat + movie rental (regular)

(more info when kid participated)

"The evening meal is very important. That's when we sit ~~to eat~~ together, we sit as a family."



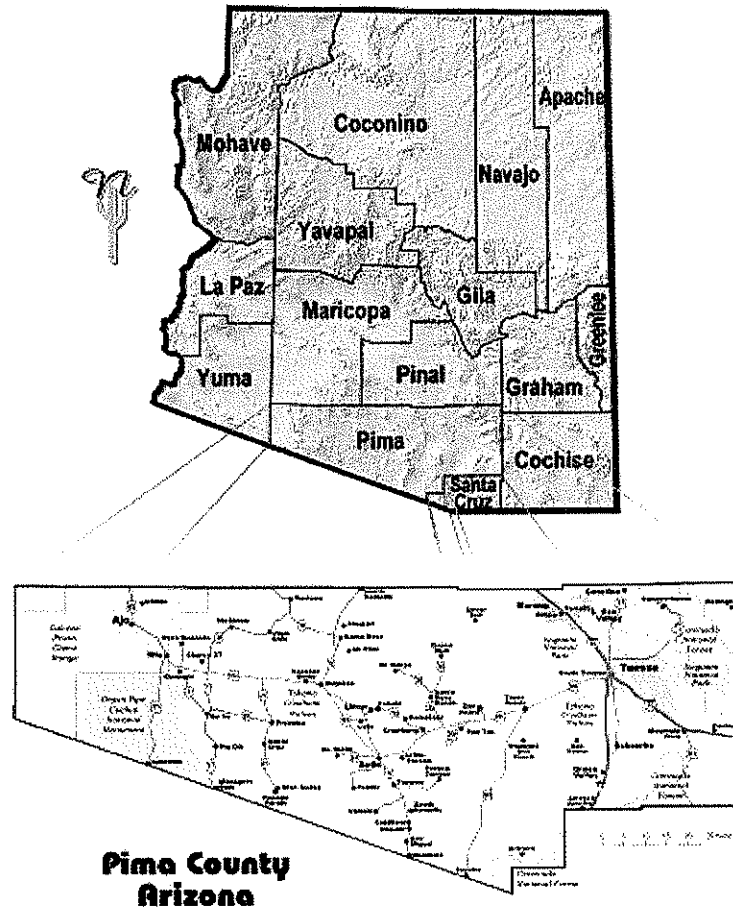




Appendix I

Pima County Food Program Participation Statistics

Pima County Food Program Participation Statistics



Map provided by: Pima Association of Governments

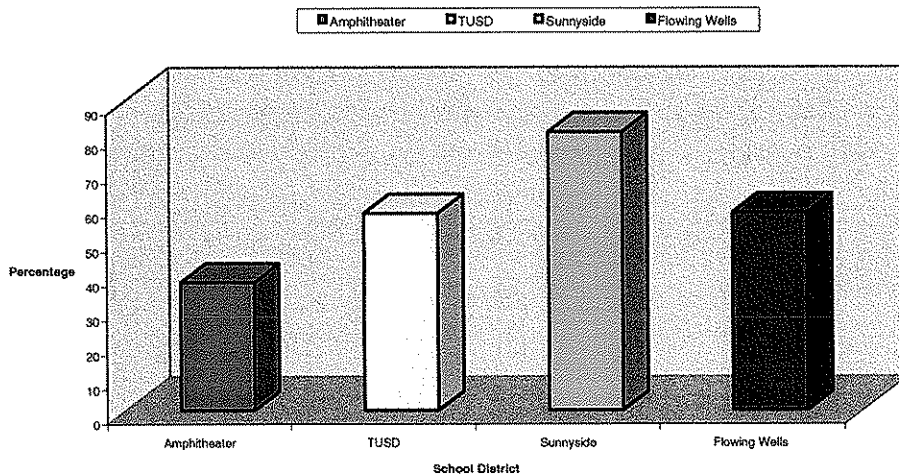
Demographics:

According to the 2000 US Census, the population of Pima County is 843,746 people with the majority living in and around Tucson, the largest city in the county. Of the 843,746 people, 180,051 (21%) are school aged children between the ages of 5 and 19 including 117,852 (14%) elementary to middle school aged children between the ages of 5 and 14. A total of 107,949 (60%) children are enrolled in grades Kindergarten through eighth grade.

Percent Free/Reduced Lunch:

Information from the Arizona Department of Education for 2003-2004 shows each district's total average of free and reduced lunch rates. Sunnyside had the highest average at 80.91%, Flowing Wells and TUSD follow with rates of 57.51% and 57.13% respectively, and the lowest rate is Amphitheater with 37.2%.

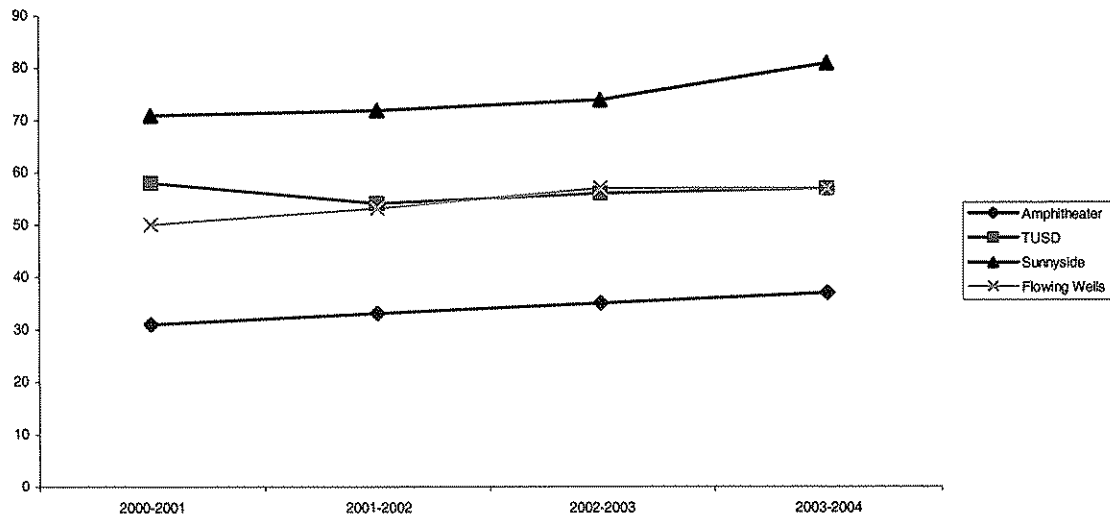
Figure 1: Free and Reduced - District Level



Arizona Department of Education, Free and Reduced Percentage Report 2003-2004

Two districts have shown an increase in free and reduced rates since 2000. Amphitheater had 31% in 2000 and currently has 37%. Sunnyside also increased from 71% in 2000 to 81% in 2003-2004. Flowing Wells and TUSD have had an overall increase since 2000; however, they have remained near 57% for the past two years.

Figure 2: Free and Reduced - District Changes



Arizona Department of Education, 2004

Poverty and Food Stamp Income Guidelines:

Table 1: 2004 HHS Poverty Guidelines

Size of Family Unit	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$ 9,310	\$11,630	\$10,700
2	12,490	15,610	14,360
3	15,670	19,590	18,020
4	18,850	23,570	21,680
5	22,030	27,550	25,340
6	25,210	31,530	29,000
7	28,390	35,510	32,660
8	31,570	39,490	36,320
For each additional person, add	3,180	3,980	3,660

United States Department of Health and Human Services, 2004

Table 2: Food Stamp Eligibility 2004

People in Household	Gross Monthly Income Limits	Net Monthly Income Limits
1	\$ 1,009	\$ 776
2	1,354	1,041
3	1,698	1,306
4	2,043	1,571
5	2,387	1,836
6	2,732	2,101
7	3,076	2,366
8	3,421	2,631
Each additional person	+345	+265

United States Department of Agriculture Food and Nutrition Service, 2004

Using data from the US Census Bureau and the Arizona Department of Economic Security, the Arizona Association of Food Banks reported a total of 131,241 (14.7%) individuals of which 43,926 were children, living at or below poverty level in Pima County in 2003. Nearly a third (31% or 288,374 people) of the population in Pima County qualified for food stamps with incomes 185% of the federal poverty guideline. Food Research and Action Center (FRAC) estimate that 42% of eligible Arizonans were receiving food stamps in 2001 which increased to approximately 57% for 2002.

Appendix J

*USDA: School Breakfast and
Lunch Program Facts*



The School Breakfast Program

1. What is the School Breakfast Program?

The School Breakfast Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It began as a pilot project in 1966, and was made permanent in 1975.

The School Breakfast Program is administered at the Federal level by the Food and Nutrition Service. At the State level, the program is usually administered by State education agencies, which operate the program through agreements with local school food authorities in more than 78,000 schools and institutions.

2. How does the School Breakfast Program work?

The School Breakfast Program operates in the same manner as the National School Lunch Program. Generally, public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions may participate in the School Breakfast Program. School districts and independent schools that choose to take part in the breakfast program receive cash subsidies from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve breakfasts that meet Federal requirements, and they must offer free or reduced price breakfasts to eligible children.

3. What are the nutritional requirements for school breakfasts?

School breakfasts must meet the applicable recommendations of the Dietary Guidelines for Americans which recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. In addition, breakfasts must provide one-fourth of the Recommended Dietary Allowance for protein, calcium, iron, Vitamin A, Vitamin C and calories. The decisions about what specific food to serve and how they are prepared are made by local school food authorities.

4. How do children qualify for free and reduced price breakfasts?

Any child at a participating school may purchase a meal through the School Breakfast Program. Children from families with incomes at or below 130 percent of the Federal poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2004, through June 30, 2005, 130 percent of the poverty level is \$24,505 for a family of four; 185 percent is \$34,873.) Children from families over 185 percent of poverty pay full price, though their meals are still subsidized to some extent.

5. How much reimbursement do schools get?

Most of the support USDA provides to schools in the School Breakfast Program comes in the form of a cash reimbursement for each breakfast served. The current (July 1, 2004 through June 30, 2005) basic cash reimbursement rates are:

Free breakfasts	\$1.23
Reduced-price breakfasts	\$0.93
Paid breakfasts	\$0.23

Schools may qualify for higher "severe need" reimbursements if a specified percentage of their lunches are served free or at a reduced price. Severe need payments are up to 23 cents higher than the normal reimbursements for free and reduced-price breakfasts. About 65 percent of the breakfasts served in the School Breakfast Program receive severe need payments.

Higher reimbursement rates are in effect for Alaska and Hawaii.

Schools may charge no more than 30 cents for a reduced-price breakfast. Schools set their own prices for breakfasts served to students who pay the full meal price (paid), though they must operate their meal services as non-profit programs.

6. What other support do schools get from USDA?

Through Team Nutrition, USDA provides schools with technical training and assistance to help school food service staffs prepare healthy meals, and with nutrition education to help children understand the link between diet and health.

7. How many children have been served over the years?

In Fiscal Year 2002, an average of 8.1 million children participated every day. That number grew to 8.4 million in Fiscal Year 2003. Of those, 6.9 million received their meals free or at a reduced-price.

Participation has slowly but steadily grown over the years: 1970: 0.5 million children; 1975: 1.8 million children; 1980: 3.6 million children; 1985: 3.4 million children; 1990: 4.1 million children; 1995: 6.3 million children; 2000: 7.6 million children.

8. How much does the program cost?

For Fiscal Year 2003, Congress appropriated \$1.63 billion for the School Breakfast Program, up from \$1.54 billion in Fiscal Year 2002.

The cost in previous years: 1970: cost of \$ 10.8 million; 1975: cost of \$ 86.1 million; 1980: cost of \$287.8 million; 1985: cost of \$379.3 million; 1990: cost of \$ 596.2 million; 1995: cost of \$1.05 billion; 2000: cost of \$1.39 billion.

For more information:

For information on the operation of the School Breakfast Program and all the Child Nutrition Programs, contact the State agency in your state that is responsible for the administration of the programs. A listing of all our State agencies may be found on our web site at www.fns.usda.gov/cnd, select "Contacts".

You may also contact us through the office of USDA, Food and Nutrition Service, Public Information Staff at 703-305-2286, or by mail at 3101 Park Center Drive, Room 914, Alexandria, Virginia 22302.

December 2004



MENU PLANNING IN THE SCHOOL BREAKFAST PROGRAM

School meals are intended to "safeguard the health and well-being of the Nation's children." Participating schools must serve breakfasts that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans including: eat a variety of foods; choose a diet with plenty of grain products, vegetables and fruits; choose a diet moderate in sugars and salt; and choose a diet with 30% or less of calories from fat and less than 10% of calories from saturated fat. In addition, breakfasts must provide, on average over each school week, at least 1/4th of the daily Recommended Dietary Allowances for protein, iron, calcium, and vitamins A and C. To provide local food service professionals with flexibility, there are five menu planning approaches to plan healthful and appealing meals. Schools choose one of the approaches below. The choice of what specific foods are served and how they are prepared and presented are made by local schools.

The Traditional Food-Based Menu Planning Approach

Under the Traditional Food-Based Menu Planning Approach, schools must comply with specific component and quantity requirements by offering four food items from the following food components: vegetables and/or fruits; milk; and two servings of meat/meat alternate, two servings of grains/breads OR one serving of each of these components. Minimum portion sizes are established by ages and grade groups.

(See chart on following page)

TRADITIONAL FOOD-BASED MENU PLANNING APPROACH-MEAL PATTERN FOR BREAKFASTS			
FOOD COMPONENTS AND FOOD ITEMS	AGES 1-2	AGES 3,4 AND 5	GRADES K-12
MILK (fluid) (as a beverage, on cereal or both)	4 fluid ounces	6 fluid ounces	8 fluid ounces
JUICE/FRUIT/VEGETABLE: Fruit and/or vegetable; or full-strength fruit juice or vegetable juice	¼ cup	½ cup	½ cup
SELECT ONE SERVING FROM EACH OF THE FOLLOWING COMPONENTS, TWO FROM ONE COMPONENT, OR AN EQUIVALENT COMBINATION:			
GRAINS/BREADS :			
Whole-grain or enriched bread	½ slice	½ slice	1 slice
Whole-grain or enriched biscuit, roll, muffin, etc.	½ serving	½ serving	1 serving
Whole-grain, enriched or fortified cereal	¼ cup or 1/3 ounce	1/3 cup or ½ ounce	¾ cup or 1 ounce
MEAT OR MEAT ALTERNATES:			
Meat/poultry or fish	½ ounce	½ ounce	1 ounce
Alternate protein products ¹	½ ounce	½ ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce
Large egg	½	½	½
Peanut butter or other nut or seed butters	1 tablespoon	1 tablespoon	2 tablespoons
Cooked dry beans and peas	2 tablespoons	2 tablespoons	4 tablespoons
Nuts and/or seeds (as listed in program guidance) ²	½ ounce	½ ounce	1 ounce
Yogurt, plain or flavored, unsweetened or sweetened	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup

¹ Must meet the requirements in appendix A of 7 CFR 210.

² No more than 1 ounce of nuts and/or seeds may be served in any one breakfast.

The Traditional Food-Based Menu Planning Approach is designed to meet nutritional standards set forth in program regulations.

The Enhanced Food-Based Menu Planning Approach

The Enhanced Food-Based Menu Planning Approach uses the same meal pattern and age groups as the Traditional Food-Based Menu Planning Approach. The only difference is the addition of an optional age/grade group was added for grades 7-12 to better meet the needs of children in that crucial growth period by adding low fat calories from additional servings of grains/breads.

ENHANCED FOOD-BASED MENU PLANNING APPROACH-MEAL PATTERN FOR BREAKFASTS				
FOOD COMPONENTS AND FOOD ITEMS	REQUIRED FOR			OPTION FOR
	AGES 1-2	PRESCHOOL	GRADES K-12	GRADES 7-12
Milk (fluid) (as a beverage, on cereal or both)	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
JUICE/FRUIT/VEGETABLE: Fruit and/or vegetable; or full-strength fruit juice or vegetable juice	¼ cup	½ cup	½ cup	½ cup
SELECT ONE SERVING FROM EACH OF THE FOLLOWING COMPONENTS, TWO FROM ONE COMPONENT OR AN EQUIVALENT COMBINATION:				
GRAINS/BREADS:				
Whole-grain or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole-grain or enriched biscuit, roll, muffin, etc.	½ serving	½ serving	1 serving	1 serving
Whole-grain, enriched or fortified cereal	¼ cup or 1/3 ounce	1/3 cup or ½ ounce	¾ cup or 1 ounce	¾ cup or 1 ounce plus an additional serving of one of the Grains/Breads above.
MEAT OR MEAT ALTERNATES:				
Meat/poultry or fish	½ ounce	½ ounce	1 ounce	1 ounce
Alternate protein products ¹	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Peanut butter or other nut or seed butters	1 tablespoon	1 tablespoon	2 tablespoons	2 tablespoons
Cooked dry beans and peas	2 tablespoons	2 tablespoons	4 tablespoons	4 tablespoons
Nuts and/or seeds (as listed in program guidance) ²	½ ounce	½ ounce	1 ounce	1 ounce
Yogurt, plain or flavored, unsweetened or sweetened	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup

¹ Must meet the requirements in appendix A of 7 CFR 210.

² No more than 1 ounce of nuts and/or seeds may be served in any one breakfast.

The Enhanced Food Based Menu Planning Approach is designed to meet the nutritional standards set forth in program regulations.

The Nutrient Standard Menu Planning Approach

Nutrient Standard Menu Planning (sometimes called “NuMenus”) is a computer based menu planning system that uses approved computer software to analyze the specific nutrient content of menu items automatically while menus are being planned. It is designed to assist menu planners in choosing food items that create nutritious meals and meet the nutrient standards.

The Assisted Nutrient Standard Menu Planning

Assisted Nutrient Standard Menu Planning (sometimes called “Assisted NuMenus”) is a variation of Nutrient Standard Menu Planning. It is for schools that lack the technical resources to conduct nutrient analysis themselves. Instead, schools have an outside source, such as another school district, State agency or a consultant, plan and analyze a menu based on local needs and preferences. The outside source also provides schools with recipes and product specifications to support the menus. The menus and analyses are periodically updated to reflect any changes in the menu or student selection patterns.

Here are the required minimums for nutrients and calories for these nutrient standard menu planning approaches:

MINIMUM NUTRIENT AND CALORIE LEVELS FOR SCHOOL BREAKFASTS NUTRIENT STANDARD MENU PLANNING APPROACHES (SCHOOL WEEK AVERAGES)			
NUTRIENTS AND ENERGY ALLOWANCES	MINIMUM REQUIREMENTS		OPTIONAL
	PRESCHOOL	GRADES K-12	GRADES 7-12
Energy allowances (calories)	388	554	618
Total fat (as a percentage of actual total food energy)	¹	^{1,2}	²
Saturated fat (as a percentage of actual total food energy)	¹	^{1,3}	³
RDA for protein (g)	5	10	12
RDA for calcium (mg)	200	257	300
RDA for iron (mg)	2.5	3	3.4
RDA for Vitamin A (RE)	113	197	225
RDA for Vitamin C (mg)	11	13	14

¹ The Dietary Guidelines recommend that after 2 years of age “...children should gradually adopt a diet that, by about 5 years of age, contains no more than 30 percent of calories from fat.”

² Not to exceed 30 percent over a school week

³ Less than 10 percent over a school week

Any Reasonable Menu Planning Approach

This menu planning approach allows states and school districts to develop their own innovative approaches to menu planning, subject to the guidelines established in our regulations. These guidelines protect the nutritional and fiscal integrity of the program.



National School Lunch Program

1. What is the National School Lunch Program?

The National School Lunch Program is a federally assisted meal program operating in more than 99,800 public and non-profit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to more than 26 million children each school day. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in afterschool educational and enrichment programs to include children through 18 years of age.

The Food and Nutrition Service administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

2. How does the National School Lunch Program work?

Generally, public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions may participate in the school lunch program. School districts and independent schools that choose to take part in the lunch program get cash subsidies and donated commodities from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve lunches that meet Federal requirements, and they must offer free or reduced price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in afterschool educational or enrichment programs.

3. What are the nutritional requirements for school lunches?

School lunches must meet the applicable recommendations of the Dietary Guidelines for Americans, which recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. Regulations also establish a standard for school lunches to provide one-third of the Recommended Dietary Allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories.

School lunches must meet Federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities.

4. How do children qualify for free and reduced-price meals?

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2004, through June 30, 2005, 130 percent of the poverty level is \$24,505 for a family of four; 185 percent is \$34,873.)

Children from families with incomes over 185 percent of poverty pay a full price, though their meals are still subsidized to some extent. Local school food authorities set their own prices for full-price (paid) meals, but must operate their meal services as non-profit programs.

Afterschool snacks are provided to children on the same income eligibility basis as school meals. However, programs that operate in areas where at least 50 percent of students are eligible for free or reduced-price meals may serve all their snacks for free.

5. How much reimbursement do schools get?

Most of the support USDA provides to schools in the National School Lunch Program comes in the form of a cash reimbursement for each meal served. The current (July 1, 2004 through June 30, 2005) basic cash reimbursement rates are:

Free lunches:	\$2.24	Free snacks:	\$0.61
Reduced-price lunches:	\$1.84	Reduced-price snacks:	\$0.30
Paid lunches:	\$0.21	Paid snacks:	\$0.05

Higher reimbursement rates are in effect for Alaska and Hawaii, and for some schools with high percentages of low-income children.

6. What other support do schools get from USDA?

In addition to cash reimbursements, schools are entitled by law to receive commodity foods, called "entitlement" foods, at a value of 17.25 cents for each meal served. Schools can also get "bonus" commodities as they are available from surplus agricultural stocks.

Through Team Nutrition USDA provides schools with technical training and assistance to help school food service staffs prepare healthful meals, and with nutrition education to help children understand the link between diet and health.



MENU PLANNING IN THE NATIONAL SCHOOL LUNCH PROGRAM

The National School Lunch Act mandates that school meals "safeguard the health and well-being of the Nation's children". Participating schools must serve lunches that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans including: eat a variety of foods; choose a diet with plenty of grain products, vegetables and fruits; choose a diet moderate in sugars and salt; and choose a diet with 30% or less of calories from fat and less than 10% of calories from saturated fat. In addition, lunches must provide, on average over each school week, at least 1/3 of the daily Recommended Dietary Allowances for protein, iron, calcium, and vitamins A and C. To provide local food service professionals with flexibility, there are four menu planning approaches to plan healthful and appealing meals. Schools choose one of the approaches below. The choice of what specific foods are served and how they are prepared and presented are made by local schools.

The Traditional Food-Based Menu Planning Approach

Under the Traditional Food-Based Menu Planning Approach, schools must comply with specific component and quantity requirements by offering five food items from four food components. These components are: meat/meat alternate, vegetables and/or fruits, grains/breads, and milk. Minimum portion sizes are established by ages and grade groups.

(See chart on following page)

7. What types of foods do schools get from USDA?

States select entitlement foods for their schools from a list of various foods purchased by USDA and offered through the school lunch program. Bonus foods are offered only as they become available through agricultural surplus. The variety of both entitlement and bonus commodities schools can get from USDA depends on quantities available and market prices.

A very successful project between USDA and the Department of Defense (DoD) has helped provide schools with fresh produce purchased through DoD. USDA has also worked with schools to help promote connections with local small farmers who may be able to provide fresh produce.

8. How many children have been served over the years?

The National School Lunch Act in 1946 created the modern school lunch program, though USDA had provided funds and food to schools for many years prior to that. About 7.1 million children were participating in the National School Lunch Program by the end of its first year, 1946-47. By 1970, 22 million children were participating, and by 1980 the figure was nearly 27 million. In 1990, an average of 24 million children ate school lunch every day. In Fiscal Year 2003, more than 28.4 million children each day got their lunch through the National School Lunch Program. Since the modern program began, more than 187 billion lunches have been served.

9. How much does the program cost?

The National School Lunch Program cost \$7.1 billion in FY 2003. By comparison, the lunch program's total cost in 1947 was \$70 million; in 1950, \$119.7 million; 1960, \$225.8 million; 1970, \$565.5 million; 1975, \$1.7 billion; 1980, \$3.2 billion; 1985, \$3.4 billion; and 1990, \$3.7 billion.

For more information:

For information on the operation of the National School Lunch Program and all the Child Nutrition Programs, contact the State agency in your state that is responsible for the administration of the programs. A listing of all our State agencies may be found on our web site at www.fns.usda.gov/cnd, select "Contacts".

You may also contact us through the office of USDA, Food and Nutrition Service, Public Information Staff at 703-305-2286, or by mail at 3101 Park Center Drive, Room 914, Alexandria, Virginia 22302.

TRADITIONAL FOOD-BASED MENU PLANNING APPROACH—MEAL PATTERN FOR LUNCHES					
MINIMUM QUANTITIES					RECOMMENDED QUANTITIES
FOOD COMPONENTS AND FOOD ITEMS	GROUP I AGES 1-2 PRESCHOOL	GROUP II AGES 3-4 PRESCHOOL	GROUP III, AGES 5-8 GRADES K-3	GROUP IV AGES 9 AND OLDER GRADES 4-12	GROUP V AGES 12 AND OLDER GRADES 7-12
Milk (as a beverage)	6 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat or Meat Alternate (quantity of the edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Alternate Protein Products ¹	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Cheese	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Large egg	½	¾	¾	1	1½
Cooked dry beans or peas	¼ cup	3/8 cup	3/8 cup	½ cup	¾ cup
Peanut butter or other nut or seed butters	2 tablespoons	3 tablespoons	3 tablespoons	4 tablespoons	6 tablespoons
Yogurt, plain or flavored, unsweetened or sweetened	4 ounces or ½ cup	6 ounces or ¾ cup	6 ounces or ¾ cup	8 ounces or 1 cup	12 ounces or 1½ cups
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds=1 ounce of cooked lean meat, poultry, or fish)	½ ounce =50%	¾ ounce =50%	¾ ounce =50%	1 ounce =50%	1½ ounces =50%
Vegetable or Fruit: 2 or more servings of vegetables, fruits or both	½ cup	½ cup	½ cup	¾ cup	¾ cup
Grains/Breads: (servings per week): Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or ½ cup of cooked rice, macaroni, noodles, other pasta products or cereal grains	5 servings per week ² -- minimum of ½ serving per day	8 servings per week ² -- minimum of 1 serving per day	8 servings per week ² -- minimum of 1 serving per day	8 servings per week ² -- minimum of 1 serving per day	10 servings per week ² -- minimum of 1 serving per day

¹ Must meet the requirements in appendix A of 7 CFR 210.

² For the purposes of this table, a week equals five days.

The Traditional Food-Based Menu Planning Approach is designed to meet nutritional standards set forth in program regulations.

The Enhanced Food-Based Menu Planning Approach

The Enhanced Food-Based Menu Planning Approach is a variation of the Traditional Menu Planning Approach. It is designed to increase calories from low-fat food sources in order to meet the Dietary Guidelines. The five food components are retained, but the component quantities for the weekly servings of vegetables and fruits and grains/breads are increased.

ENHANCED FOOD-BASED MENU PLANNING APPROACH-MEAL PATTERN FOR LUNCHES					
FOOD COMPONENTS AND FOOD ITEMS	MINIMUM REQUIREMENTS				OPTION FOR
	AGES 1-2	PRESCHOOL	GRADES K-6	GRADES 7-12	GRADES K-3
Milk (as a beverage)	6 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat or Meat Alternate (quantity of the edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1½ ounces	2 ounces	2 ounces	1½ ounces
Alternate protein products ¹	1 ounce	1½ ounces	2 ounces	2 ounces	1½ ounces
Cheese	1 ounce	1½ ounces	2 ounces	2 ounces	1½ ounces
Large egg	½	¾	1	1	¾
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup	½ cup	3/8 cup
Peanut butter or other nut or seed butters	2 tablespoons	3 tablespoons	4 tablespoons	4 tablespoons	3 tablespoons
Yogurt, plain or flavored, unsweetened or sweetened	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup	6 ounces or ¾ cup
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above: Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds equals 1 ounce of cooked lean meat, poultry or fish).	½ ounce =50%	¾ ounce =50%	1 ounce =50%	1 ounce =50%	¾ ounce =50%
Vegetable or Fruit: 2 or more servings of vegetables, fruits or both	½ cup	½ cup	¾ cup plus an extra ½ cup over a week ²	1 cup	¾ cup
Grains/Breads(servings per week): Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or ½ cup of cooked rice, macaroni, noodles, other pasta products or cereal grains	5 servings per week ² — minimum of ½ serving per day	8 servings per week ² — minimum of 1 serving per day	12 servings per week ² — minimum of 1 serving per day ³	15 servings per week ² — minimum of 1 serving per day ³	10 servings per week ² — minimum of 1 serving per day ³

¹ Must meet the requirements in appendix A of 7 CFR 210.

² For the purposes of this table, a week equals five days.

³ Up to one grains/breads serving per day may be a dessert.

The Enhanced Food Based Menu Planning Approach is designed to meet the nutritional standards set forth in program regulations.

The Nutrient Standard Menu Planning Approach

Nutrient Standard Menu Planning (sometimes called "NuMenus") is a computer based menu planning system that uses approved computer software to analyze the specific nutrient content of menu items automatically while menus are being planned. It is designed to assist menu planners in choosing food items that create nutritious meals and meet the nutrient standards.

The Assisted Nutrient Standard Menu Planning Approach

Assisted Nutrient Standard Menu Planning (sometimes called "Assisted NuMenus") is a variation of Nutrient Standard Menu Planning. It is for schools that lack the technical resources to conduct nutrient analysis themselves. Instead, schools have an outside source, such as another school district, State agency or a consultant, plan and analyze a menu based on local needs and preferences. The outside source also provides schools with recipes and product specifications to support the menus. The menus and analyses are periodically updated to reflect any changes in the menu or student selection patterns.

Here are the required minimums for nutrients and calories for these nutrient standard menu planning approaches:

MINIMUM NUTRIENT AND CALORIE LEVELS FOR SCHOOL LUNCHES NUTRIENT STANDARD MENU PLANNING APPROACHES (SCHOOL WEEK AVERAGES)				
NUTRIENTS AND ENERGY ALLOWANCES	MINIMUM REQUIREMENTS			OPTIONAL
	Preschool	Grades K-6	Grades 7-12	Grades K-3
Energy allowances (calories)	517	664	825	633
Total fat (as a percentage of actual total food energy)	¹	^{1,2}	²	^{1,2}
Saturated fat (as a percentage of actual total food energy)	¹	^{1,3}	³	^{1,3}
RDA for protein (g)	7	10	16	9
RDA for calcium (mg)	267	286	400	267
RDA for iron (mg)	3.3	3.5	4.5	3.3
RDA for Vitamin A (RE)	150	224	300	200
RDA for Vitamin C (mg)	14	15	18	15

¹ The Dietary Guidelines recommend that after 2 years of age "...children should gradually adopt a diet that, by about 5 years of age, contains no more than 30 percent of calories from fat."

² Not to exceed 30 percent over a school week

³ Less than 10 percent over a school week

Alternate Menu Planning Approach

This menu planning approach allows states and school districts to develop their own innovative approaches to menu planning, subject to the guidelines established in our regulations. These guidelines protect the nutritional and fiscal integrity of the program.

September 1, 2000

Appendix K

School District Breakfast and Lunch Menus



November 2004

NOVEMBER IS VEGETABLE MONTH

Pyramid Pete and Striped Vegetarius are very pleased when children make healthy choices.

It is very important to eat vegetables because they help us to have healthy hair and bones and provide us with lots of energy.



Elementary Menu - Breakfast/Lunch

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1) CHICKEN SANDWICH WITH CONDIMENTS SUBMARINE SANDWICH RANCH BEANS CHILLED FRUIT MILK OATMEAL W/CINNAMON TOAST JUICE & MILK	2) BEEF BURRITO GREEN CHILE CHEESE NACHOS LETTUCE, CHEESE & SALSA BEANS CHILLED FRUIT MILK FRENCH TOAST STIX W/SYRUP JUICE & MILK	3) MAXI STIX W/MARINARA SAUCE CORN TOSSED SALAD W/DRESSING BROWNIE MILK EGG OMELET W/TOAST FRESH FRUIT & MILK	4) OVEN ROASTED CHICKEN CHICKEN FRIED STEAK MASHED POTATOES W/GRAVY BISCUIT CHILLED FRUIT MILK SAUSAGE & BISCUIT CHILLED FRUIT & MILK	5) CHICKEN QUESADILLA CHICKEN BURRITO CORN SALSA CHILLED FRUIT MILK PANCAKES W/SYRUP JUICE & MILK
8) HOT DOG CHEESE BURGER ALL CONDIMENTS POTATO WEDGES CHILLED FRUIT MILK CREAM OF WHEAT W/CINNAMON TOAST, JUICE & MILK	9) SPAGHETTI & MEAT SAUCE LASAGNA GREEN BEANS CHILLED FRUIT GARLIC TOAST MILK CHORIZO & EGG BURRITO CHILLED FRUIT & MILK	10) PIZZA TOSSED SALAD W/DRESSING CHILLED FRUIT ANIMAL CRACKERS MILK CINNAMON ROLL JUICE & MILK	11) Veteran's Day NO SCHOOL	12) DAY AFTER VETERAN'S DAY NO SCHOOL
15) CHICKEN SANDWICH HOT DOG ALL CONDIMENTS BEANS CHILLED FRUIT MILK PANCAKES W/SYRUP CHILLED FRUIT & MILK	16) SALISBURY STEAK CHICKEN NUGGETS MASHED POTATOES W/GRAVY CORN BREAD CHILLED FRUIT COCKTAIL MILK FRENCH TOAST STIX JUICE & MILK	17) MAXI STIX W/MARINARA SAUCE GREEN BEANS TOSSED SALAD W/DRESSING CHILLED FRUIT MILK SAUSAGE W/BISCUIT JUICE & MILK	18) THANKSGIVING MEAL TURKEY WITH DRESSING MASHED POTATOES W/GRAVY GREEN BEANS ROLL PUMPKIN CAKE W/WHIPPED CREAM MILK CHEESE CRISP W/SALSA JUICE & MILK	19) CORN DOG SLOPPY JOE FRENCH FRIES CHILLED FRUIT MILK BREAKFAST PIZZA JUICE & MILK
22) HAM & CHEESE SUB TURKEY & CHEESE SUB LETTUCE & PICKLE ALL CONDIMENTS FRENCH FRIES CHILLED FRUIT & MILK SCRAMBLED EGG W/TOAST CHILLED FRUIT OR JUICE & MILK	23) PYRAMID PETE GIVE AWAY DAY VEGETABLE LASAGNA BAKED ROTINI W/CHEESE TEXAS GARLIC TOAST SALAD W/DRESSING CHILLED FRUIT MILK EGG & CHEESE BURRITO W/SALSA JUICE & MILK	24) PIZZA TOSSED SALAD W/DRESSING CHILLED FRUIT BROWNIE MILK BAGEL W/CREAM CHEESE FRESH FRUIT & MILK	25) Thanksgiving Break! 	26)
29) CORN DOG CHICKEN NUGGETS TATER ROUNDS CHILLED FRUIT MILK OATMEAL W/CINNAMON TOAST JUICE & MILK	30) BEAN BURRITO W/CHEESE BEEF BURRITO SALSA FRUIT MILK EGG OMELET W/CHEESE TOAST, JUICE & MILK	The Pilgrims did have a feast in 1621, after their first harvest, and it is this feast which people refer to as "The First Thanksgiving". This feast was never repeated again, so it can't be called the beginning of a tradition, nor was it termed the colonists or "Pilgrims" a "Thanksgiving Feast". In fact, to the devoutly religious people, a day of thanksgiving was a day of prayer and of fasting, which means not eating at all and would have been held any time they felt an extra day of thanks was called for. Nevertheless, the 1621 feast has become a model that we think of for our own Thanksgiving celebration. In 1863, President Lincoln proclaimed the last Thursday in November as a national day of Thanksgiving. But in 1941, Thanksgiving was finally sanctioned by Congress as a legal holiday, to be celebrated the fourth Thursday in November.		

Breakfast includes fruit or juice and milk. Cold cereal is available daily as an alternate to the breakfast entree. Breakfast and lunch include a choice of 2% fat milk, 1% white milk, 1% fat chocolate milk. One item from the breakfast selections may be refused. A nutritious lunch is offered daily. It is not necessary to select all the items offered each day; however, a minimum of three items must be selected. If items are refused, there is **NO** reduction in price.

Sunnyside Unified School District

Chartwells
Educational Dining Services

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

De acuerdo a lo establecido por las leyes Federales y el Departamento de Agricultura de los EE.UU. (USDA, siglas en inglés), se prohíbe a este organismo la discriminación por raza, color, origen nacional, sexo, edad, o impedimentos de las personas.

AMPHITHEATER FOOD SERVICE: "Serving, Nurturing and Nourishing Our Children"

Items May Be Substituted At the Discretion of Food Service

Breakfast: K-8 \$0.80; 9-12 \$1.00

Lunch: K-5 \$1.60; 6-8 \$1.75; 9-12 \$2.00

Reduced Breakfast: \$0.30

January 2005

Reduced Lunch: \$0.40

The United States Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.)

Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202-720-2600, voice and TDD).

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, D.C. 20259-9410 or call (202) 720-5964 (voice and TDD). USDAA is an equal opportunity provider and employer.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3. BREAKFAST Fruit Churro, Cereal Juice LUNCH Cheeseburger w/potato rounds Sides: Vegetables, Fruit	4. BREAKFAST Cinnamon roll, Cereal Fruit LUNCH Burrito w/Spanish rice Sides: Canned vegetables, Fruit, Lettuce, Salsa	5. BREAKFAST Quesadilla w/salsa, Cereal, Juice LUNCH Spaghetti w/meat sauce and bread Sides: Coleslaw, Fruit	6. BREAKFAST French Toast Sticks w/Syrup, Sausage, Cereal, Fresh Fruit LUNCH Cheese or Pepperoni Pizza Sides: Salad w/Spinach, Fruit	7. BREAKFAST Pop Tart, Cereal Juice LUNCH Grilled Cheese Sandwich w/oven fries Sides: Fresh Vegetable, Fresh fruit, Cookie
10. BREAKFAST Bagel w/jelly and yogurt, Cereal, Juice LUNCH Hot Dog w/ potato rounds and chili Sides: Fresh vegetable, Fruit	11. BREAKFAST Waffles w/sausage, Cereal, Fruit LUNCH Soft Taco w/Spanish rice Sides: Refried Beans, Fresh fruit, salsa	12. BREAKFAST English Muffin w/egg and cheese, Cereal, Juice LUNCH Chicken w/mashed potatoes and gravy Sides: Vegetable, Fruit	13. BREAKFAST French Toast Sticks w/Syrup, Sausage, Cereal, Fresh Fruit LUNCH Cheese or Pepperoni Pizza Sides: Salad w/Spinach, Fruit	14. BREAKFAST Cinnamon Roll w/ raisins, Cereal, Juice LUNCH Ham Sandwich w/oven fries Sides: Vegetarian Beans, Fresh fruit with yogurt, Pudding
17. NO SCHOOL	18. BREAKFAST Cinnamon Roll, Cereal, Fruit LUNCH Burrito w/Spanish rice Sides: Canned vegetable, Fruit, Lettuce, Salsa	19. BREAKFAST Quesadilla w/salsa, Cereal, Juice LUNCH Spaghetti w/meat sauce and bread Sides: Coleslaw, Fruit	20. BREAKFAST French Toast Sticks w/Syrup, Sausage, Cereal, Fresh Fruit LUNCH Cheese or Pepperoni Pizza Sides: Salad w/Spinach, Fruit	21. BREAKFAST Snack'n Loaf Muffin, Cereal, Juice LUNCH Grilled Cheese Sandwich w/oven fries Sides: Fresh vegetable, Fresh fruit, Cookie
24. BREAKFAST Bagel w/cream cheese, Cereal, Juice LUNCH Corn Dog w/potato rounds Sides: Fresh vegetable, Fruit	25. BREAKFAST Waffles w/sausage, Cereal, Fruit LUNCH Nacho Grande w/lettuce & salsa Sides: Refried Beans, Fresh fruit	26. BREAKFAST Biscuit w/egg & bacon, Cereal, Juice LUNCH Chicken w/macaroni & cheese Sides: Vegetable, Fruit	27. BREAKFAST French Toast Sticks w/Syrup, Sausage, Cereal, Fresh Fruit LUNCH Cheese or Pepperoni Pizza Sides: Salad w/Spinach, Fruit	28. BREAKFAST Cinnamon Roll, Cereal, Juice LUNCH Sloppy Joe on bun w/oven fries Sides: Vegetarian beans, Fresh fruit, pudding
31. BREAKFAST Fruit Churro, Cereal, Juice LUNCH Cheeseburger w/ potato rounds Sides: Vegetables, Fruit	Milk is served with every meal.	Milk choices are 2% White, Skim Milk, 2% Low Fat Chocolate		

HAPPY NEW YEAR

Pricing: Breakfast-\$1.00, Reduced \$.25, Adult/Un-enrolled Student \$1.25, Milk Only \$.30
 Lunch-\$1.50, Reduced \$.40, Adult/Un-enrolled Student 2.25, Milk only-.30
 Student meals include milk. Milk is extra for Adults/un-enrolled Students.
 Peanut Butter & Jelly Sandwich is available daily as an entrée choice.
 Any product may contain peanuts / peanut oils. Menu Subject to Change.

		Tuesday		Wednesday		Thursday		Friday	
		January 3		January 4		January 5		January 6	
1	Breakfast	Breakfast Fruit Tart Orange Juice or Fruit Cereal, Milk		Glazed Cinnamon Roll Orange-Pineapple Juice Cereal, Milk		English Muffin With Ham & Cheese Fruit Blend Juice, Cereal, Milk Ham is made with turkey		Cinnamon Swirl French Toast & Syrup Apple Juice Cereal, Milk	
	Lunch	Chicken Nuggets & Buttermilk Biscuit Cherry-Apple Juice Milk		Beef Taquitos With Shredded Cheese & Salsa Spanish Rice Fresh Fruit in Season, Milk		Cheese Pizza Slice Golden Corn, Applesauce Milk		Baked Chicken With Mashed Potatoes & Gravy Peaches Milk	
	Lunch Express	Corn Dog Crispy Cheese Crackers Cherry-Apple Juice, Milk Corn dogs are made with turkey		Chicken Patty Sandwich Fresh Fruit in Season Cookie Milk		Hot Dog Applesauce Fruit & Grain Bar, Milk Hot dogs are made with turkey		Hamburger Pretzels Fresh Fruit in Season Milk	
								Bagel & Cream Cheese Fruit Juice Cereal Milk	
								Cheese Enchilada Refried Beans Baby Carrots & Ranch Dip Fruit Blend Juice, Milk	
								Bologna Sandwich Crispy Cheese Crackers Baby Carrots, Milk Bologna is made with turkey	
2	Breakfast	Breakfast Pizza Orange-Pineapple Juice Cereal, Milk Pizza topping contains pork sausage		Glazed Cinnamon Roll Orange Juice Cereal, Milk		English Muffin With Ham & Cheese Fruit Blend Juice, Cereal, Milk Ham is made with turkey		Cheese Crisp & Salsa Apple Juice Cereal, Milk	
	Lunch	Hot Dog Baked Beans Pineapple Chunks, Milk Hot dogs are made with turkey		Cheese Stuffed Baked Potato Fresh Fruit Baby Carrots & Ranch Dip Milk		Pepperoni Pizza Slice Golden Corn Peaches, Milk <i>Reduced fat pork pepperoni</i>		Pork Snokie Links & Tortilla Western - Style Beans Fresh Fruit in Season Milk	
	Lunch Express	Cheese Crisp Tortilla Chips & Salsa Pineapple Chunks Milk		Chicken Nuggets Orange-Pineapple Juice Crispy Cheese Crackers Milk		Chicken & Cheese Quesadilla & Salsa Peaches Cookie, Milk		Hamburger Pretzels Fresh Fruit Milk	
								Spaghetti & Meat Sauce With Texas Toast Rainbow Mixed Vegetables Milk	
								Corn Dog Fruit Mix Fruit & Grain Bar, Milk Corn dogs are made with turkey	
3	Breakfast								
	Lunch								
	Lunch Express								
								Bagel & Cream Cheese Fruit Juice Cereal, Milk	
								Beef & Cheese Ravioli In seasoned Tomato Sauce & Texas Toast Baby Carrots & Ranch Dip, Milk	
								Chicken Nuggets & Buttermilk Biscuit Orange-Pineapple Juice Milk	

	January 24	January 25	January 26	January 27	January 28
4 Breakfast	Breakfast Pizza Fruit Blend Juice Cereal, Milk <i>Pizza topping contains pork sausage</i>	Glazed Cinnamon Roll Apple Juice Cereal Milk	English Muffin With Ham & Cheese Orange Juice, Cereal, Milk Ham is made with turkey	Cheese Crisp & Salsa Orange-Pineapple Juice Cereal Milk	Bagel & Cream Cheese Fruit Juice Cereal Milk
Lunch	Corn Dog Baked Beans Applesauce, Cookie, Milk Corn dog is made with turkey	Cheese Quesadilla with Salsa Spanish Rice Fresh Fruit in Season Milk	Pepperoni Pizza Slice Golden Corn, Pineapple Chunks Milk <i>Reduced fat pork pepperoni</i>	Pork Smokie Links & Tortilla Western - Style Beans Fresh Fruit in Season Milk	Beef & Macaroni In seasoned Tomato Sauce Texas Toast Baby Carrots & Ranch Dip, Milk
Lunch Express	Bean & Cheese Burrito & Salsa Orange-Pineapple Juice Corn Tortilla Chips Milk	Sliced Ham Sandwich Fruit Blend Juice Crispy Cheese Crackers, Milk Ham is made with turkey	Chicken Nuggets & Buttermilk Biscuit Orange Juice Milk	Hamburger Fresh Fruit in Season Pretzels Milk	Hot Dog Pineapple Chunks Crispy Cheese Crackers, Milk Hot dog is made with turkey
5 Breakfast	Breakfast Pizza Apple Juice Cereal, Milk <i>Pizza topping contains pork sausage</i>	Glazed Cinnamon Roll Orange Juice Cereal Milk	February 2 English Muffin With Ham & Cheese, Orange -Pineapple Juice, Cereal, Milk Ham is made with turkey	February 3 Cinnamon Swirl French Toast & Syrup Fruit Blend Juice Cereal, Milk	February 4 Bagel & Cream Cheese Fruit Juice Cereal, Milk
Lunch	Baked Chicken & Mashed Potatoes with Gravy Peaches Milk	Chicken & Cheese Quesadilla With Salsa Spanish Rice Fresh Fruit in Season, Milk	Pepperoni Pizza Slice Golden Corn, Pears Milk <i>Reduced fat pork pepperoni</i>	Hamburger Oven Baked French Fries Fresh Fruit in Season Milk	Creamed Chicken With Mashed Potatoes Cherry Apple Juice, Fruit & Grain Bar, Milk
Lunch Express	Cheese Crisp Corn Tortilla Chips & Salsa Peaches Milk	Corn Dog Fresh Fruit in Season Fruit & Grain Bar, Milk Corn dogs are made with turkey	Chicken Patty Sandwich Pears Strawberry Waffle Cookie Milk	Ham & Cheese Wrap Crispy Cheese Crackers Fresh Fruit in Season, Milk Ham is made with turkey	Beef & Bean Burrito Corn Tortilla Chips With Salsa Cherry-Apple Juice Milk

Never stop drinking milk...

Milk Matters...

No Bones About it

Kids Can't Do Without It...

Neither can Adults!

Milk for Strong Bones & Teeth.

How Much Calcium do you need each day?

Age	Calcium (mg)	Dairy Servings
1 - 3	500	3
4 - 8	800	3
9 - 18	1300	4
19 - 50	800	3
51 +	1300	4

One 8 oz glass of milk has about 300 mg of calcium.

So does 1 cup of yogurt or

1-1/2 to 2 ounces of cheese.



Program Benefits & Services are available to all children without regard to race, color, sex, handicap, age, or national origin.

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment in its educational programs or activities. El Distrito Escolar Unificado de Tucson no discrimina a base de raza, color, origen nacional, sexo, orientación sexual, edad, religión, o inhabilidad en admisión o acceso a, o tratamiento de personas o empleo en sus programas educacionales o actividades.

If you'd like to join the TUSD Food Services Team, Please call Food Services Personnel Office at 225-4722. You may request to work at a school in your neighborhood.