



KEY INFORMANT INTERVIEW HANDBOOK

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CONDUCTING KEY INFORMANT INTERVIEWS

What are Key Informant Interviews?

- In depth interview of 15-35 people focusing on a list of issues regarding a topic with which interviewees have first-hand knowledge.
- Primary goal is to obtain qualitative description of perceptions or experiences, rather than measuring aspects of the experience.

Key Informant Interviews Can Provide:

- Qualitative, descriptive information for decision-making.
- Understanding of motivation, behavior, and perspectives of participants.
- Examples of successes and shortcomings of the activity or program.
- Recommendations or future directions.
- Information to support interpretation of quantitative data collected through other methods.
- Preliminary information needed to design a comprehensive quantitative study.

Advantages:

- Provide information from knowledgeable people
- Opportunity to explore unanticipated ideas
- Inexpensive and easy

Disadvantages:

- Not appropriate for collecting quantitative data
- Vulnerable to informant or interviewer bias
- Difficult to ensure and prove validity of findings

Sources:

Mountain States Group, Inc. Conducting Key Informant and Focus Group Interviews. 1999.
<http://deltarhpi.ruralhealth.hrsa.gov/documents/ConductingKeyInformantFocusGroupInterviews.pdf>

USAID Center for Development Information and Evaluation. Conducting Key Informant Interviews. 1996.
http://pdf.dec.org/pdf_docs/PNABS541.pdf



KEY POINTS FOR CONDUCTING INTERVIEWS

Use Interview Template to Standardize Administration

To protect validity and comparability of answers:

- Questions and prompts should be presented to all respondents in the same way.
- While you want to maintain an engaging tone, remain neutral and avoid substantive conversations with respondents prior to or during the interview. Avoid giving the impression of having a strong view on the topic to avoid bias.
- Effects that the interviewer has on how the participant responds can occur as a result of any cue, including tone of voice, body language, or interviewer characteristics. These cues may cause respondents to answer questions in ways that reflect attitudes toward the interviewer rather than simply answers to the questions.

Active Listening

- Allow sufficient time for interviewee to respond to each question and to elaborate on answers.
- Listen for perceptions, ideas and themes.
- Balance taking accurate notes with the need to focus on listening.
- Show interest: Nodding, “I see”, “yes”, “That is helpful to know.”

Clarify Meanings of Responses and Request Detail

Use proper probing techniques to encourage informants to include detail in their responses without leading their responses.

- Repeat part of the question.
- Paraphrase answer back to respondent to confirm interpretation.
- Ask neutral questions:
 - “Could you please tell me more about that?”
 - “Can you give an example?” or “Is there an example?”
 - Anything else?
 - Use who, what, why, when, and where when appropriate.

Prepare for Questions from Respondents

- Prior to interviews, take time to review the information that has been provided to interviewees (See Appendix B and C)
- Consider answers to frequently asked questions:
 - How did you get my name?
 - What is the purpose of this survey?
 - How do I know this is confidential?
 - Will you use my name?
 - How will you use my answers?
 - Will I be paid for my participation?
 - What will happen if I don't participate?

Note-taking

- Record responses in as much detail as possible and include any extra comments provided.
- Immediately after the interview, review notes and fill in any missing information.
- After the interview, ensure that all handwriting is legible or type your notes into the electronic template.

Sources:

Mountain States Group, Inc. Conducting Key Informant and Focus Group Interviews. 1999.
<http://deltarhpi.ruralhealth.hrsa.gov/documents/ConductingKeyInformantFocusGroupInterviews.pdf>

Oishi, S. How to Conduct In-Person Interviews for Surveys (Vol. 5) in The Survey Kit, 2nd ed. Thousand Oaks: Sage, 2003.



CONFIDENTIALITY AND HUMAN SUBJECTS CONSIDERATIONS

What are the ethical issues involved in gathering data from human subjects?

In 1974, the National Commission for the Protection of Human Subjects produced a framework with three ethical principles to guide human research (called the Belmont Report). These principles - respect for persons, beneficence, and justice - are also relevant for assessment and evaluation activities that involve gathering data from people through surveys, interviews, or focus groups.

Adapted from: Washington State Department of Health. Human Subjects and Public Health Practice Guidelines for Ethical Data Collection. <http://www.doh.wa.gov/Data/Guidelines/HumanSubjectsguide.htm>

Respect for persons

- Respect people's autonomy, particularly their ability to make independent decisions and act on those decisions.
- Implemented through *informed consent* (i.e., giving people the information they need to make an informed and independent decision about whether to participate in the project/study).

Beneficence

- Projects/studies need to maximize benefits and minimize risks.
- Implemented by a *risk/benefit analysis* that fully considers the physical, psychological, emotional, and other risks to participants and weighs these against the benefits that will accrue to the participants, the population group, and/or society.

Justice

- Select participants for the project/study in such a way that there is fair opportunity for inclusion and vulnerable populations are not exploited.
- Need for studies to include diverse populations (e.g., women, people of color) so that these groups can benefit from the knowledge gained.

Questions to Ask When Using Human Participants in Public Health Assessment and Evaluation

- What is the purpose of the project? Does the purpose justify the use of human subjects?
- What methods will you use to gather data? Are they the right methods for the question(s) you're trying to answer? What sample size and response rate is needed to make good inferences from the data?
- What population group are you seeking for the project? Consider the principle of justice: why are you collecting/using data from this group?
- What are the potential risks and burdens of the project to participants? Do the benefits outweigh the risks to participants?

- How will you handle confidentiality of personal or sensitive information? Who will have access to data and for how long?
- How will you obtain informed consent from people to participate in the project? A consent form should be simply worded (at a reading level appropriate to the audience) and cover the following elements:
 - Purpose of the project and what will occur
 - Person(s) conducting the project
 - Duration of participation
 - Benefits that can be expected from participation including any compensation
 - Risks and burdens that may occur
 - Confidentiality
 - Statement that participation is voluntary, that refusal to participate will not result in a loss of services or benefits, and that participation can be stopped at any point.
 - Information on who to contact about the project

Human Subjects Considerations for this Project

Ensuring that Participants are Fully Informed

- Parents and teachers received letters with information about the purpose of the project, their rights as potential participants, and what they can expect in regards to the interviews and confidentiality.
- The information letter to parents (See Appendix B) was written by Mary Podrabsky and mailed to parents by T.T. Minor school.
- The information letter to teachers was distributed to their school mailboxes.

Obtaining Consent:

- Participation is completely voluntary.
- Parents may opt out of the study by returning the “Refusal to Participate in T.T. Minor Study” form. The template for the phone interview also includes questions that request the parents consent for the interview.
- Consent for the teacher/staff interviews is obtained during the interview scheduling process (see phone scheduling script).
- During the interviews, participants will be reminded that participation is completely voluntary, they do not have to respond to every question, and they may choose to stop the interview at any time.

Protecting Confidentiality:

- A study code will be used in place of the respondent’s name or other identifying information. A list linking names and codes will be secured separately from interview notes and will be destroyed at the conclusion of the project (no later than June 30, 2006).
- Any responses included in the final report will be kept anonymous and will not include any identifying information.



IN-PERSON INTERVIEWS WITH TEACHERS AND STAFF AT T.T. MINOR

Purpose - from Information Letter to Teachers and Staff

This study will help Seattle Public Schools, the University of Washington, and others interested in improving the dietary intake of children and their families learn about effective school-based programs. From your input, we will learn about your experiences with the “Eat Better Feel Better” program at T.T. Minor School, and about your eating habits as they relate to fruits and vegetables.

Who We will Be Interviewing

- Up to 30 teachers, staff, and administrators at T.T. Minor Elementary School.
- See appendix A for additional demographic information.

Interview Procedure Checklist



- Contact interviewee by phone to schedule interview**
See page 9 for *Scheduling Script for Teacher/Staff/Administrator Interviews*. Use home number (recommended by Katie) or classroom number before or after school (before 9:05 and after 3:20).
- Familiarize yourself with questionnaire template and conduct a practice interview with at least one individual.**
See page 10 for a sample of the *Template for Interviews with Teachers and Staff*. Copies of the template will be provided for use during the interviews. An electronic version will be available on the course website for retyping notes after the interview.
- Review the *Information for Teachers/Staff/Administrators (Appendix C)* and *Frequently Asked Questions insert (Back Pocket)* to prepare for any questions interviewees may have about the project.**
- Pick-up vouchers for each interview you are conducting from the voucher administrator.**
You are responsible for obtaining the correct number of vouchers from the administrator to distribute at the end of your interview.
- Conduct interview at scheduled time.**
Bring the *Template for Interviews with Teachers, Staff and Administrators* and the *Key Informant Interview Handbook* to assist in answering any questions the interviewee may have.
- Thank interviewee and present with incentive: \$25.00 Safeway grocery voucher**
See script at bottom of interview template describing delivery of voucher.
- Read through notes immediately following interview to make sure they are legible. If they are not, type notes out to assist the data analysis process.**

Scheduling Script for Teacher/Staff/Administrator Interviews

Hello, _____, this is (student name) from the University of Washington. A letter was sent to you from Mary Podrabsky about participating in a University of Washington research study on the "Eat Better, Feel Better" project at TT Minor school.

Have you had a chance to read the letter?

If yes: *proceed with script.*

If no: *ask "may I tell you more about the project?"*

If yes: *continue with the script.*

If no: *End here by saying "thank you for your time. Have a nice day. Goodbye"*

If you choose to participate in this research study, I would like to schedule a 20-30 minute interview with you at the school, at which time I will ask you about your experiences with the project at TT Minor school, as well as questions about your fruit and vegetable consumption habits. Participation in this study is completely voluntary. Any information you give will be kept confidential. I will assign an identification code to my notes and I will destroy any link between your name and the study information by June 30, 2006.

Do you have any questions about this research study or the information I just provided?

Are you willing to participate in 20-30 minute interview?

If yes: *Continue with script*

If no: *End here by saying "Thank you for your time. Have a nice day. Goodbye."*

I am hoping to schedule a interview with you in the next 2 weeks. Would you be available for the 20-30 minute interview on any of the following days and times?:

1. mm/dd @ hh:mm – hh:mm
2. mm/dd @ hh:mm – hh:mm
3. mm/dd @ hh:mm – hh:mm
4. mm/dd @ hh:mm – hh:mm

If none of these times are acceptable, is there a time when you will be available? Please suggest a time:

mm/dd @ hh:mm – hh:mm

That's good. Then I'll plan to meet with you at the school on mm/dd @ hh:mm – hh:mm. If you need to you can contact me by phone at XXX-XXX-XXXX or by email at XXXX@u.washington.edu.

I look forward to talking with you. Good bye.

Template for Interviews with Teachers/Staff/Administrators (Sample)

Interviewer Name: _____

Respondent Code: _____

I. Introduction

(Introduce yourself. Shake hands with interviewee.)

"Thank you for taking the time to participate in this interview about the 'Eat Better, Feel Better' project. The interview will take about 20 minutes. Participation in this study is voluntary. You do not have to answer every question, and you can stop the interview at any time. In order to keep your responses anonymous, they will be coded and the link between your name and the code will be kept in a separate, secured location."

"I will start by asking you a few questions about school programs, continue with some questions about the eating behavior of the students, and finish by asking about your eating behavior."

"Do you have any questions before we continue?"

II. Interview Questions

1. a. This year, TT Minor incorporated some new programs that emphasized healthful eating including the salad bar, group sessions for staff, family nights, and nutrition education for students. Were these a burden to you?

Yes.....(*Ask b.*)

No.....(*Skip to c.*)

- b. In what way?

(Clarification: In what way were the programs a burden to you?)

- c. Was it worth the extra effort?

Yes

No

2. a. Which of these programs would you like to continue?

b. Which would you like to eliminate?

c. What, if anything, would you like to see changed or improved?

3. Have you noticed a change in the eating behaviors of the students?

Yes.....(*Ask #4*)

No.....(*Skip to #5*)

4. a. What kinds of changes have you noticed?

b. What do you think has caused the changes?

5. Since the beginning of the year, have you tasted any fruit or vegetable that you had not tasted before or that was new to you?

Yes

No

6. Are you eating more fruits and vegetables now than you did last year?

Yes

No

7. Has having a salad bar caused you to eat less; the same amount; or more fruits and vegetables than you would have eaten previously?

8. Has having a nutritionist on staff led you to change your overall eating behavior?

Yes.....(*Ask #9*)

No.....(*Skip to Conclusion*)

9. Can you give examples of changes that you have made?

III. Additional Comments

"That is the last question I have, are there any other comments you would like to add?"

III. Conclusion

"Thank you for participating in this interview today. The results of our research will be available in the school office in the Fall. In appreciation of your time, we have a \$25.00 Safeway grocery voucher for you."

(Hand the Safeway grocery voucher to interviewee.)

"Have a nice day."



PHONE INTERVIEWS WITH PARENTS OR GUARDIANS OF T.T. MINOR 5TH GRADERS

Purpose – from Information Letter to Parents

We are working to see if school programs can help students and parents eat in a more healthful way. Changes in the school may motivate some students to change their diets. The purpose of this evaluation is to see how well these changes cause students to eat in a more healthy way. If the results are positive, continued funding for programs at T.T. Minor will be likely. It is also possible that programs like this could be started in other schools. Changes in student dietary choices could reduce diabetes and other disease risks that students might face.

Who we are Interviewing

- Up to 28 parents of T.T. Minor 5th Graders. Parents can opt out by returning the *Refusal to Participate in T.T. Minor Study* form.
- One family is Spanish-speaking.
- See appendix A for demographic information about T.T. Minor students.



Interview Procedure Checklist

- Familiarize yourself with questionnaire template and conduct a practice interview with at least one individual.**
See page 14 for a sample of the *Template for Interviews with Parents and Guardians*. Hard copies of the template will be provided for use during the interviews. An electronic version will be available on the course website for retyping notes after the interview.
- Review the *Information for Parents and Guardians (Appendix B)* and *Frequently Asked Questions insert (Back Pocket)* to prepare for any questions interviewees may have about the project.**
- Contact interviewee by phone to conduct or schedule interview**
See *Template for Interviews with Parents and Guardians*.
- Conduct interview at scheduled time if interviewee was unavailable during the first call**
See *Template for Interviews with Parents and Guardians*.
- After the interview, thank interviewee and obtain mailing address for delivery of incentive: \$25.00 Safeway grocery voucher**
See script at bottom of interview template describing delivery of voucher.
- Read through notes immediately following interview to make sure they are legible. If they are not, type notes out to assist the data analysis process.**
An electronic copy of the template will be available on the course website.
- Deliver mailing addresses to voucher administrator.**
The administrator will then mail the vouchers to the proper recipients.

Template for Interviews with Parents (Sample)

Respondent Code: _____

Interviewer Name: _____

I. Introduction

A. "Hello, _____, this is (*student name*) from the University of Washington. A letter was sent to you from Mary Podrabsky about participating in a University of Washington research study on the 'Eat Better, Feel Better' project at TT Minor school."

"Have you had a chance to read the letter?"

Yes.....(*Proceed to E.*)

No.....(*Proceed to B.*)

B. (*If answer to A was No:*)

"May I tell you more about the project?"

Yes.....(*Proceed to D.*)

No.....(*Proceed to C.*)

C. (*If answer to B was No:*)

"Thank you for your time. Have a nice day. Goodbye"

D. (*If answer to B was Yes:*)

"This study will help Seattle Public Schools, the University of Washington, and others interested in improving the dietary intake of children and their families learn about effective school-based programs. From your input, we will learn about your children's experiences and eating habits related to the 'Eat Better Feel Better' program at TT Minor." (*Proceed to E.*)

E. "May I ask you a few questions? This will take about 15 minutes."

Yes.....(*Proceed to I.*)

No.....(*Proceed to F.*)

F. (If answer to E was No:)

"Is there a better time for me to call you?"

Yes.....(Fill in **Date** and **Time**. Then proceed to G.) **Date:** _____

Time: _____

No.....(Proceed to G.)

G. (If answer to F was Yes:)

"That's good. Then I'll plan to call you on (**Date:**) _____ at
(**Time:**) _____. If you need to, you can contact me by phone at
_____-_____-_____ or by email at _____@u.washington.edu."
(Proceed to H.)

H. "Thank you for your time. Have a nice day. Goodbye." (Hang up.)

I. "Thank you for taking the time to participate in this interview. Participation is voluntary. You do not have to answer every question, and you can stop the interview at any time. In order to keep your responses anonymous, they will be coded and the link between your name and the code will be kept in a separate, secured location."

"I will start by asking you a few questions about the foods your family eats. Then I will continue by asking you about some of the programs at TT Minor School."

"Do you have any questions before we continue?"

II. Interview Questions

1. What do you think makes a meal healthful?

2. a. What makes it easy to prepare and eat healthful meals?

b. What makes it hard to prepare and eat healthful meals?

3. What types of fruits do you typically buy?

4. What types of vegetables do you typically buy?

5. How many children from your house attend TT Minor School?

6. a. Did you know that there is a new salad bar in the school lunchroom?

Yes.....(*Ask b*)

No.....(*Skip to #9*)

b. Do you think children use it?

Yes

No

7. a. Did you know that fresh fruits and vegetables are available for morning snacks at TT Minor?

Yes.....(*Ask b*)

No.....(*Skip to #10*)

b. Do your children eat them?

Yes

No

8. a. Did you know that there is a nutritionist (Miss Katie) at TT Minor school?

Yes.....(*Ask b*)

No.....(*Skip to #11*)

b. Do you think that this has made a difference in how your children eat?

Yes

No

9. Have your children been talking more about fruits and vegetables during this school year than before?

Yes

No

10. Have they mentioned trying new fruits and vegetables at school?

Yes

No

11. Have your children asked you to buy more fruits and vegetables?
(*Clarification: Have your children asked to buy more fruits and vegetables IN THE LAST YEAR?*)

Yes

No

12. Do you think your children are eating more fruits and vegetables than they did last year?

Yes

No

13. Is your family eating more fruits and vegetables now than you did last year?

Yes

No

III. Additional Comments

"That is the last question I have, are there any other comments you would like to add?"

III. Conclusion

"Thank you for participating in this interview today. The results of our research will be available in the school office in the Fall. In appreciation of your time, we would like to mail you a \$25.00 Safeway grocery voucher. Could you give me your mailing address please?"

Mailing Address:

"Thanks again, and have a nice day/evening."



COMPILING, ANALYZING AND REPORTING RESULTS

Uses and Quality of Quantitative Data

Qualitative survey data is necessary to collect and analyze as it provides the researchers with insight into the trends of thoughts, attitudes, and perceptions people of a particular population hold. The aim is not to discover scientifically significant differences, but rather to explore, on a broader scale, major issues within the cohort of interest. This can then help determine the areas in need of improvement and the areas that are successful in a public health program, thus assisting in the creation of a public health policy.

In the qualitative data analysis of a survey, it is important to note that the data collected will not be in the form of categorical numbers as it would be in quantitative analysis. Rather, this data will most likely be in unstructured thoughts and stream-of-consciousness comments from the various interviewees.

Overview of Qualitative Data Analysis

After having performed the interview and after writing down the comments made by the interviewee, you will need to make sense of the answers given and to provide some sort of structure to the data. To do this, it is important to follow these general steps:

- Read over your notes for each question and highlight key issues (ex: “more aware”, “other options”, “improvement”)
- If there are particularly insightful or remarkable comments, make note of the entire comment (ex: “I never knew about vegetables before we started the salad bar program, now I eat 6 a day”)
- Make a list of the key words/issues raised for each question.
- Number each interviewee in a serial order (1,2,3...) and for each key issue the interviewee raised, put their number next to that issue (see Table 1). This will aid in expediting the analysis of general comments by letting you know how many people share a similar opinion.

Key Issue	Interviewee #
Took away from class time (Question 1)	4,7,10
Created an improvement in kids’ lunches (Question 1)	1,3
Addition of other healthful options besides F/V (Question 2)	2
More aware of fruits and veggies (Question 9)	2,3,9
Integrate fruits and veggies into my curriculum (Question 9)	5,6,9,11

Table 1: Example of matching interviewee to key issues raised on a particular survey question

Reporting Results

Key issues will be reported using key words such as many, several, few, majority, etc. It is important to be consistent with these terms throughout the report. For example, if 5 people thought cost was too high, this number can be referred to as “several.” These responses are relative to the number of interviewees and will be determined after all interviews have been conducted.

Sources:

Access Project. *Getting the Lay of the Land On Health: A Guide for Using Interviews to Gather Information (Key Informant Interviews)*, 1999.

http://www.accessproject.org/getting_the_lay_of_the_land_on_health.pdf

Mountain States Group, Inc. *Conducting Key Informant and Focus Group Interviews*. 1999.

<http://deltarhpi.ruralhealth.hrsa.gov/documents/ConductingKeyInformantFocusGroupInterviews.pdf>

Fink, A. *How to Manage, Analyze, and Interpret Survey Data*. (Vol. 9) in *The Survey Kit*. 2nd ed. Thousand Oaks: Sage, 2003.

APPENDICES

- **Appendix A: Demographic Information for T.T. Minor and M.L. King Students and Staff**
- **Appendix B: Information for Parent about Research Project at T.T. Minor Elementary School.**
- **Appendix C: Information for Teachers and Staff Regarding T.T. Minor “Eat Better, Feel Better” Project Research**
- **Appendix D: Plan for Delivery of Incentives**

APPENDIX A: 2005-2006 DEMOGRAPHICS FOR T.T. MINOR AND M.L. KING STUDENTS AND STAFF

The following information was copied from: Seattle Public Schools. Data Profile: District Summary SISO. December 2005. <http://www.seattleschools.org/area/siso/disprof/2005/DP05indsch.pdf>

2005-2006 Demographics for T.T. Minor Students and Staff

Student Data

Enrollment and Ethnic Distribution on October 1, 2005								Free or Reduced Lunch		Not Living W/ Both Parents		Limited English Proficiency	
N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%	N	%	N	%
180	2.8%	80.0%	7.8%	1.7%	7.8%	51.7%	48.3%	156	86.7	123	68.3	4	2.2%

Student Data

Staff Data

Special Education		Percentage of Returning Students	Assignment Information				Certificated Staff	Classified Staff
N	%		First Choice		Second Choice			
19	10.6%	67.1%	13	35.1%	67	37.2%	FTE	FTE
							21	9

2005-2006 Demographics for M. L. King Students and Staff

Student Data

Enrollment and Ethnic Distribution on October 1, 2005								Free or Reduced Lunch		Not Living W/ Both Parents		Limited English Proficiency	
N	Nat Am	Afr Am	Latino	Asian	White	Female	Male	N	%	N	%	N	%
104	1.0%	79.8%	9.6%	2.9%	6.7%	52.9%	47.1%	63	60.6	81	77.9	0	0.0%

Student Data

Staff Data

Special Education		Percentage of Returning Students	Assignment Information				Certificated Staff	Classified Staff
N	%		First Choice		Second Choice			
13	12.5%	61.7%	2	8.3%	4	3.9%	FTE	FTE
							10	4

Demographic Classification Descriptions

Free or Reduced-Price Lunch

Students are eligible for free or reduced-price lunches on the basis of low family income. The specific income requirements depend upon the size of the family and are adjusted each year. In 2005, a family of four would be eligible for free lunches if they had an annual income below \$25,155. The income limit for reduced-price lunches for a family of four was \$35,798. The free or reduced-price lunch percentage reported here is based on students enrolled on October 1, 2005, and does not reflect students who arrive or leave after that date.

Not Living with Both Parents

These figures show the number and percentage of students not living with both parents using data obtained from students or parents during registration. All living situations other than “Living with both parents” are combined. Students without valid information for living situation are considered “not living with both parents” in these charts.

Limited English Proficiency (LEP)

Each student’s primary and home languages are obtained at registration at our Enrollment Services Center. If a parent indicates that the student is less fluent in English than their primary language, the student is given the Language Assessment Scales (LAS) test to determine English fluency. The result of this assessment determines whether the student is classified as eligible for Bilingual services. In addition to LAS scores, a separate code indicating that the student is of Limited English Proficiency (LEP) is maintained by the Transitional Bilingual Education Office. A student’s continuing eligibility for bilingual services is reassessed annually using scores from standardized tests in reading and language. The data presented here reflects those students eligible for bilingual services as of October 1, 2005.

Special Education

The number of students classified by the Special Education department as eligible for Special Education services on October 1, 2005. This number includes all handicapping conditions and service levels as defined by the Special Education department and the State Office of the Superintendent of Public Instruction (OSPI).

Percentage of Returning Students

The percentage of returning students, also known as a continuation rate, is calculated as the percentage of students enrolled on October 1, 2005 who were also enrolled at the same school on October 1, 2004. An adjustment is made for students expected to rise to the next academic level (grades 5, 8 and 12) in October 1, 2004, and are excluded from the analysis.

Assignment Information

First choice figures show the number of students enrolled on October 1, 2005 for which the school is their first choice. Only entering grades to the schools (kindergarten, grade 6, or grade 9) are reflected in this analysis. Students were included only if they went through the on-time batch process in the Spring of 2005. Students with a continuing assignment to a school (returning to the same school) are not included in the counts for first choice. APP and Spectrum students are not shown in this analysis. Percentages are based upon the total number of students in the entering grade level.

Elementary area resident figures show the number of students from that school who live in the school’s reference area, or for middle schools, the number of students from the middle school who live in the middle school choice region. Comparable data for high schools are not shown since high school students can choose from any high school in the city. Percentages are based upon the total number of students enrolled as of October 1, 2005.

Staff Data

Data are supplied from the Human Resources central database as of October, 2005. Data are reported as head counts of all full-time and part-time positions at each school. Only positions that were filled as of October, 2005 are included. Vacancies temporarily filled by substitutes are not counted. Some school staff positions that are funded by central administration office budgets are also not included.

APPENDIX B

Information for Parents about a Research Project At T.T. Minor Elementary School

Dear Parent or Guardian,

My name is Mary Podrabsky. I am working with the University of Washington to see if school programs can help students and parents eat in a more healthy way. This is important because more people are overweight. This causes more diabetes, heart disease and other diseases.

We are asking you and your child to be in a research study. This letter will give you information that you need to help you decide whether you want to participate or not. Participation in the study is completely voluntary.

What will happen to my student?

University of Washington students will watch the children eat in the lunchroom on three different days. The children will not be identified. The people watching will be very careful not to disturb the students. They will write down an estimate of the amount of different foods that students eat

Your child will also receive a short 7-question anonymous survey that will be distributed by their teacher in the classroom. The survey will ask about fruit and vegetable intake. It is NOT a test and will not be graded. You have a right to see this questionnaire and may request a copy from the T.T. Minor office. You can also view a copy of the questionnaire using the internet at www.uwecor.org.

Your child's name or other identifying information will not be on any forms or notes. A study code will be assigned instead and the link between your child's name and the code will be destroyed by June 30, 2006

Your child also has the right to decide if he or she wants to participate. Your child's teacher will explain the research to the students and answer any questions they may have. Each student choosing to take part will sign a form. You may request to see a copy of this form by calling the T.T. Minor office or you may view it using the internet at www.uwecor.org.

What are the risks of this study?

Some students may not feel comfortable with people watching them in the lunchroom. Some students may also not be comfortable answering questions about what they eat.

What do you want me to do?

If you decide to be involved in this study, we would like to talk to you over the telephone. We will ask you questions about the "Eat Better, Feel Better" project at the school. We will also ask

you about your habits regarding purchasing and eating fruits and vegetables. A sample question might be “What fruits and vegetables do you usually have at home?” Another question might be “Is your family eating more fruits and vegetables now than they did last year?” A student from the University of Washington will interview you. The interview will take about 20 minutes. You do not have to answer every question.

We will take notes during the interview, but will not tape record it. Only the research team will be able to see these notes. They will be kept in a locked file cabinet. Your name or other identifying information will not be on any of these notes; a study code will be assigned instead and the link between your name and the code will be destroyed by June 30, 2006. Your participation in this study is completely voluntary and you may stop the interview at any time.

How does this benefit anyone?

The research may not benefit the students directly. However, the changes in the school may motivate some students to change their diets. The purpose of this evaluation is to see how well these changes cause students to eat in a more healthy way. If the results are positive, continued funding for programs at TT Minor will be likely. It is also possible that programs like this could be started in other schools. Changes in student dietary choices could reduce diabetes and other disease risks that the students might face.

The answers from your interview will help schools and groups who care about the diets of children and their families to learn more.

To thank you for your time, we will send you a \$25.00 Safeway grocery voucher. At the end of the interview, we will ask you for your mailing address in order to send you the voucher. We will not keep your address once the voucher has been mailed.

I or another student will be calling you for an interview. If you have any questions about this study, please contact me by phone or email. My phone number is (206) 221-4528 and my email address is marypod@u.washington.edu. Please note that I cannot guarantee the confidentiality of information sent by email.

If you have any questions about your rights as a research subject, please contact the University of Washington Human Subjects Division: 206-543-0098. You may also call the Research, Evaluation and Assessment Office of Seattle Public Schools at 206-252-0143.

Attached is a form for you to send back to us **ONLY IF YOU DO NOT WANT US TO CALL YOU FOR AN INTERVIEW OR IF YOU DO NOT WANT YOUR CHILD TO PARTICIPATE.** If you agree to both, you do not need to return anything to us.

Thank you in advance for your help!

Mary Podrabsky, RD, CD
Research Assistant
University of Washington

APPENDIX C

UNIVERSITY OF WASHINGTON Information for Teachers and Staff Regarding T.T. Minor “Eat Better, Feel Better” Project Research

Researchers: Mary Podrabsky, RD, CD Research Assistant, UW Exploratory Center for Obesity Research and MPH Candidate, Nutritional Sciences Program; phone (206) 221-4528

Faculty Advisor: Donna Johnson, MS, RD, PhD, Assistant Professor, Health Services, UW SPHCM: phone (206) 685-1068

Researchers’ statement

We are asking you to be in a research study. The purpose of this letter is to give you the information you will need to help you decide whether to be in the study or not. Please read the letter carefully. You may ask questions about the purpose of the research, what we would ask you to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When we have answered all your questions, you can decide if you want to be in the study or not.

PURPOSE OF THE STUDY

This study will help Seattle Public Schools, the University of Washington, and others interested in improving the dietary intake of children and their families learn about effective school-based programs. From your input, we will learn about your experiences with the “Eat Better Feel Better” program at T.T. Minor School, and about your eating habits as they relate to fruits and vegetables.

STUDY PROCEDURES

If you choose to be involved in this study, we would like to interview you about your experiences with the T.T. Minor “Eat Better Feel Better” project and about your habits regarding purchasing and eating fruits and vegetables. For example, the interviewer will ask you ““Has having a nutritionist on staff led you to change your overall eating behavior?” and “Have you noticed a change in the eating behaviors of students?” The interview will be conducted in person at T.T. Minor school by a student from the University of Washington and will take about 20 minutes. You do not have to answer every question.

We will record your answers in writing, but will not audiotape the interview.

RISKS, STRESS, OR DISCOMFORT

The interviewer will do her best to ensure that the questions do not make you feel uncomfortable and that your privacy has not been invaded.

BENEFITS OF THE STUDY

You may not directly benefit from taking part in this study. However, we hope the results of the study will help us better understand how to design school-based nutrition programs that improve the dietary intake of students and their families.

OTHER INFORMATION

Taking part in this study is voluntary. You can stop the interview at any time.

Researchers will keep the study information confidential.

Your responses will be coded and the link between your name and the code will be in a separate, secured location. Any link between your name and the data will be destroyed by June 30, 2006. If the results of the study are published or presented, we will not use your name. To thank you for your time, we will give you a \$25.00 Safeway grocery voucher.

I or another student from the University of Washington will be contacting you by phone or email to schedule an interview time. If you have any questions about this research study, or if you do not want me to contact you, please contact me by phone or email. My phone number is (206) 221-4528 and my email address is marypod@u.washington.edu. Please note that I cannot guarantee the confidentiality of information sent by email.

If you have any questions about your rights as a research subject, please contact the University of Washington Human Subjects Division: (206)-543-0098.

Thank you in advance for your help!

Mary Podrabsky, RD, CD
Research Assistant
University of Washington

APPENDIX D - PLAN FOR DELIVERY OF INCENTIVES

■ One individual will be in charge of the \$25 Safeway vouchers.

→When conducting teacher/staff/administrator interviews, it is your responsibility to obtain the correct number of vouchers from the administrator to distribute at the end of your interview.

→When conducting parent/guardian interviews, it is your responsibility to obtain mailing addresses at the end of each interview and deliver the addresses to the voucher administrator. The administrator will then mail the vouchers to the proper recipients.