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I. INTRODUCTION

The U.S. Department of Agriculture (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) provide subsidized meals to children in school, and provide these meals free or at a reduced price to children from low-income families. The Food and Nutrition Service (FNS) of USDA sponsored the third School Nutrition Dietary Assessment study (SNDA-III) to provide up-to-date information on the school meal programs, the school environments that affect the food programs, the nutrient content of school meals, and the contributions of school meals to children’s diets. Mathematica Policy Research, Inc. (MPR) conducted the data collection and analysis under contracts with FNS.

Research questions examined in SNDA-III fit into four categories:

1. What are the characteristics of School Food Authorities (SFAs) (school districts or groups of districts that administer the NSLP) and schools participating in the NSLP and SBP? How do they provide school meals, what is the environment in which meals are offered, and to what extent are competitive food sources available?

2. What is the food and nutrient content of USDA meals offered and served to students? How well do these meals meet current FNS nutrition standards introduced in 1995 as part of the School Meals Initiative for Healthy Children (SMI)?

3. What are the levels of school meal program participation and customer satisfaction, the characteristics of participants and nonparticipants, and the factors that affect participation and satisfaction?

4. What is the quality of schoolchildren’s diets and the role of school meals and competitive foods in their diets?

This document describes Version 2 of the public-use data files prepared from the SNDA-III data, which have been revised to add MyPyramid food group servings data to the recall files (described further in Chapter IV) and some constructed variables, as well as to fix some minor
errors or omissions in the original version. \(^1\) Appendix A provides copies of survey instruments that have been annotated with the variable names associated with each question. Detailed contents and layouts for each data file are provided in Excel spreadsheets that accompany this document. Study results are available in a summary report and a three-volume technical report:

Gordon, Anne, and Mary Kay Fox. “School Nutrition Dietary Assessment Study-III: Summary of Findings.”

Gordon, Anne, Mary Kay Crepinsek, Renee Nogales, and Elizabeth Condon. “School Nutrition Dietary Assessment Study-III: Volume I: School Food Service, School Food Environment, and Meals Offered and Served.”

Gordon, Anne, Mary Kay Fox, Melissa Clark, Renee Nogales, Elizabeth Condon, Philip Gleason, and Ankur Sarin. “School Nutrition Dietary Assessment Study-III: Volume II: Student Participation and Dietary Intakes.”


These reports are available on the USDA FNS Office of Analysis, Nutrition, and Evaluation website, at [http://www.fns.usda.gov/oane/menu/Published/CNP/cnp.htm](http://www.fns.usda.gov/oane/menu/Published/CNP/cnp.htm). Additional work using these data is presented in the February 2009 Supplement to the Journal of the American Dietetic Association.

Although the SNDA-III analyses conducted by MPR were extensive, many avenues remain for further research with the SNDA-III data. The rest of this chapter provides an overview of the study design, data collection, and files created. It also covers some technical issues that cut across the various files. Each of the remaining chapters describes one or more files in detail.

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\(^1\) Revisions to the files and documentation were completed with funding from the Robert Wood Johnson Foundation, Healthy Eating Program, and the USDA Economic Research Service, Food Assistance and Nutrition Research Program.
A. SAMPLE DESIGN

SNDA-III was based on a multistage sampling approach, which first sampled SFAs, then schools served by these SFAs, and then children who attended these schools. Children were sampled from lists of all students enrolled at the sampled school. Parents of the sampled children were also interviewed. Substantive data for the study were obtained at each of these levels.

The SFA sample was divided randomly into two parts: (1) SFAs that would participate in SFA-, school-, student-, and parent-level data collection; and (2) SFAs that would participate only in SFA- and school-level data collection; the first group consisted of 94 SFAs, the second group of 36. The latter sample of SFAs (and their schools) was included to increase the precision level of the menu survey and school-level interview data.

For each sampled SFA, the sample design called for selecting three schools, if available: one elementary school, one middle school, and one high school. The definitions of elementary, middle, and high schools are the same as those used in the previous SNDA studies:

- **Elementary schools** are either (1) those with lowest grades between pre-kindergarten and 3rd grade (regardless of the highest grade); or (2) those with the lowest grade either 4 or 5 and the highest grade less than 8. Schools with grade ranges such as K-8 and K-12 are classified as elementary schools so all schools fit into one category or the other.²

- **Middle schools** are schools in either of two situations: (1) the lowest grade is 4 or 5, and the highest grade is 8 or higher; or (2) the lowest grade is 6, 7, 8, or 9, and the highest is less than 10.

- **High schools** are those with either (1) lowest grades of 6, 7, 8, or 9 and highest grades of 10 or above; or (2) lowest grades of 10, 11, or 12.

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² This classification was chosen to be consistent with the SNDA-I and SNDA-II studies. Note that only 11 schools (2 K-12 and 9 K-8) fell into these categories.
The final school sample included 398 schools in 130 SFAs. Among those schools, 397 provided lunch menu survey data (one school provided only breakfast menus) and 331 provided breakfast menus (as not all schools offer the SBP).

Within each school in SFAs selected for student data collection, children were randomly selected as eligible for completing a 24-hour dietary recall interview; both the student and one of his or her parents (or a guardian) were interviewed, if possible. A subsample of students completed another dietary recall interview about a week later, to capture the variability of students’ intakes from day to day.\(^3\) Although the goal was roughly eight student interviews per school, larger numbers were selected to allow for failure to receive consent from parents for the student interview (in districts where active consent was required) and for parent nonresponse to the parent interview.\(^4\)

A final stage in student sampling took place on the day of data collection. Lists of students for whom consent was obtained were randomly ordered, and students were called from their classrooms for the interview. If the student was absent or otherwise unavailable, the next student on the list was contacted, until the desired number of interviews had been completed.

SFAs, schools, and students who declined to participate in the data collection were replaced by randomly chosen substitutes. Student-level data were collected in 288 schools in 94 SFAs. In all, 2,709 students were interviewed in school, and 2,330 of their parents were interviewed. The analysis sample for student-level analyses was defined as all students who completed a dietary

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\(^3\) Students in kindergarten and pre-kindergarten were omitted from the study because of concerns about their ability to provide accurate dietary intake information. For similar reasons, special education students in self-contained classes were also ineligible. Schools that served only these groups were also treated as ineligible.

\(^4\) For elementary school students, parents were asked to complete an in-person interview and help their child complete a 24-hour recall, which often involved a trip to the school. For secondary school students, parents did not help with the 24-hour dietary recall, and the parent interview was conducted by telephone.
recall and whose parent completed the parent interview—2,314 students met those criteria and are thus included in the student-level files. A subsample of nearly 800 students completed a second 24-hour dietary recall, and 666 of these students were included in the analysis sample.

B. DATA COLLECTED

MPR conducted most of the data collection from January through August 2005. Data were collected from SFA directors and their staff (SFA level), school foodservice managers and principals (school level), and parents and students (student level). In addition, field interviewers completed checklists during their visits to the schools sampled for student-level data collection. Table I.1 summarizes the data collection instruments used to create the SNDA-III file. For all instruments for which the raw data are included in the files, Appendix A provides copies of the instruments annotated with the variables names associated with each question. The rest of this section describes each of the data collection activities and associated instruments.

a. SFA-Level Data Collection

At the SFA level, the Initial Contact Survey (Part I) collected data on the characteristics of the three schools in the main sample from SFA staff, and the SFA Director Survey collected data on SFA characteristics and policies. The Initial Contact Survey asked, for each school, about participation in the NSLP and SBP, the type of menu-planning system used, enrollment, and numbers of reimbursable meals served. The data, although collected from the SFA, were later converted to a school-level file. The SFA Director Survey collected data on SFA policies and practices regarding menu planning, food purchases, competitive foods, and other issues, such as nutrition promotion and meal pricing.
### TABLE I.1
HNDA-III INSTRUMENTS

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Respondent(s)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SFA Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Contact Survey Part I</td>
<td>SFA director or designee</td>
<td>Telephone interview prior to visit or data collection (mailed upon request).</td>
</tr>
<tr>
<td>Survey of SFA Directors</td>
<td>SFA director</td>
<td>Telephone interview after visit or data collection (mailed upon request).</td>
</tr>
<tr>
<td><strong>School Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Contact Survey Part II</td>
<td>School staff in visited schools</td>
<td>Telephone interview prior to visit (visited schools only)</td>
</tr>
<tr>
<td>Menu Survey</td>
<td>School foodservice manager</td>
<td>Mail with intensive telephone training, technical assistance, and followup; in-person followup in 287 visited schools; the proportion a la carte form was completed by telephone after remaining menu survey forms were returned.</td>
</tr>
<tr>
<td>1. Daily Meal Counts Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reimbursable Foods Form: Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reimbursable Foods Form: Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Recipe Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Self-Serve/Made-to-Order Bar Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Point-of-Sale Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Foodservice Manager Survey</td>
<td>School foodservice manager</td>
<td>Telephone (mailed upon request) in 111 schools; in-person interview in 287 visited schools</td>
</tr>
<tr>
<td>Principal Survey</td>
<td>Principal</td>
<td>Telephone (mailed upon request) in 108 schools; in-person interview in 287 visited schools</td>
</tr>
<tr>
<td>Alternative Food Source Checklist</td>
<td>n.a.</td>
<td>Completed by interviewer during visit to 287 schools</td>
</tr>
<tr>
<td>A La Carte Checklist</td>
<td>n.a.</td>
<td>Completed by interviewer during visit to 287 schools</td>
</tr>
<tr>
<td>Vending Machine Checklist</td>
<td>n.a.</td>
<td>Completed by interviewer during visit to 287 schools</td>
</tr>
<tr>
<td><strong>Student/Parent Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Dietary Recall and Interview</td>
<td>Student</td>
<td>In-person interview</td>
</tr>
<tr>
<td>Student Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1 Recall (plus parent-assisted recall for elementary school students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2 Recall (plus parent-assisted recall for elementary school students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight and Standing Height Measurement</td>
<td>Student</td>
<td>In-person observation</td>
</tr>
<tr>
<td>Parent Interview</td>
<td>Parent</td>
<td>In-person interview for parent of elementary student/telephone interview for parent of secondary student</td>
</tr>
</tbody>
</table>

n.a. = not applicable.
b. **School-Level Data**

At the school level, data were collected from the school foodservice manager and the principal. School-level data were also collected via checklists that field interviewers completed when they were on-site for the student-level data collection.

**Menu Survey.** School foodservice managers completed the Menu Survey, with help by telephone from MPR technical assistants. The goal of the survey was to collect data on all foods offered in school breakfasts (if available) and school lunches over the course of a typical school week, along with information on the number of servings students selected of each food. The survey included the following forms:

- The Daily Meal Counts Form collected counts of USDA-reimbursable meals (NSLP lunches and SBP breakfasts) for each day of the target week by whether the meals were free, reduced price, or full price; in addition, dollar amounts of a la carte sales for each day were collected.
- The Reimbursable Foods Forms (slightly different versions for breakfast and lunch) included detailed lists of food items, portion sizes, the amounts of each food item available, and the amounts of each left over. Separate forms were completed for each breakfast and lunch on each day of the target week.
- The Recipe Form supplemented the Reimbursable Foods Forms by collecting recipes for all items made by combining two or more foods or ingredients.
- The Self-Serve/Made-to-Order Bar Form described items included in various self-serve and made-to-order bars (for example, salad bars, deli bars).
- The Point-of-Sale (POS) Form recorded all locations within a school where food could be obtained, including an entry for each line in the cafeteria, and the proportions of foods sold as reimbursable meals at each location. On-site observers completed these forms. Although the data were collected from school foodservice staff or by observation, they were not used in the menu analysis but in the coding of dietary recalls and construction of the NSLP and SBP participation measures.

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5 These data were used to help identify the source of the foods that interviewed students ate; they were used in coding the dietary recall foods by source and in developing measures of students’ NSLP and SBP participation. See Appendix A of Volume II for more information on participation measures.
Data collected on the Daily Meal Counts Form and POS Form were data-entered and processed separately from the main Menu Survey data. Data provided on the other menu survey forms were used in conjunction with Survey Net (USDA’s food coding and nutrient analysis software, described further in Chapter III) to create a “menu database” for each school. The menu database included, for each school, separate daily records for lunch and, where offered, for breakfast. Each day-and-meal-specific record (for example, the record for Monday lunch) included the following information for every item offered in the reimbursable meal: food name/description; portion size; number of servings served or sold in reimbursable meals; and nutrient content per serving. Major and minor food group codes were also developed to use in describing the types of foods available; these and other constructed variables are described in Chapter III, Section A.

**School Foodservice Manager Survey and Principal Survey.** These surveys collected information on school policies and practices. School foodservice managers were asked to provide descriptions of kitchen characteristics and practices with regard to vending machines, meal prices, meal counts, and meal periods. In addition, they were asked about accommodations for students with special dietary needs and availability of nutrition education programs. The Principal Survey collected information on mealtime policies and practices (such as whether students were allowed off campus), other activities scheduled during mealtimes, vending machines, school stores and snack bars, after-school programs, and nutrition education and promotion. These surveys were completed in person, if possible, in the schools visited for student data collection and otherwise by telephone (or by mail, upon request).

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6 USDA’s Survey Net database provides values for over 60 nutrients for each food code. A list of the nutrients included is available at [www.ars.usda.gov/SP2UserFiles/Place/12355000/pdf/fndds_doc.pdf#nutrientlist].
Alternative Food Source Checklist, A La Carte Checklist, and Vending Machine Checklist. Field interviewers completed these checklists when they were on-site. The forms are thus only available for schools that were visited for the student data collection. Interviewers used the checklists to collect data on the availability of foods from various sources (school stores, a la carte in the cafeteria, snack bars, food carts, vending machines) that compete with reimbursable school meals, including details about the specific types of food available.

c. Student-Level Data

Data collected from students and their parents included their reports of participation in the NSLP and SBP, reasons for participation or nonparticipation, and satisfaction with school meals. Data were also collected on the student’s dietary intake over a 24-hour period and on the student’s characteristics, such as age, as well as measured height and weight.

Student Interview. The focal point of this interview was a 24-hour dietary recall. The interview also included questions for the student from the Child Survey instrument, on school meal consumption, the student’s perception of availability of and opinions about school meals (including reasons for eating or not eating the meals, when they were available), and the environment in which lunch was eaten (for example, cleanliness, crowding, and other activities during lunch). Also included were items about use of dietary supplements, recreational activities, and exercise; some of these items were asked only of children in middle and high schools.

Parent Interview. This interview collected information about parents’ perceptions of their children’s consumption of school meals, attitudes toward school meals (their own attitudes and perceptions of their children’s attitudes), and their knowledge about the availability of certain foods at school. It also asked whether the student was receiving free or reduced-price meals;
whether the family had applied for such meals; and, if it had not applied, why not. Questions about the student’s activity level, overall health, dietary habits, food allergies, and consumption of certain foods were also included. Finally, the parent interview collected demographic and economic data on the student and the family and food security measures.

**Weight and Height Information Form.** Field staff completed this form as they measured the child’s height and weight, using standardized equipment. This information was used to determine body mass index and estimated energy requirements.

### C. OVERVIEW OF DATAFILES

Data files for data other than the food and nutrient data were produced for each sampling level—so there is an SFA-level file, a school-level file, and a student-level file. The Menu Survey data are available as six files, three for lunch menus and three for breakfast menus. The Dietary Recall data are included in one file, which has records for both Day 1 recalls, and, for the subsample that completed a second dietary recall, Day 2 recalls. Table I.2 gives the file names, samples included (both sample size and how it was defined), and the instruments that provided the data.

### D. CROSS-CUTTING DATA AND ANALYSIS ISSUES

Two important issues cut across all of the SNDA-III data—changes to preserve the confidentiality of the districts, schools, and students in the study, and variables provided to help in using the data so that results are nationally representative and the standard errors of the estimates account for the complex sample design.
### TABLE I.2

**OVERVIEW OF SNDA-III DATAFILES**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
<th>Instruments Included</th>
<th>Level</th>
<th>Number of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public_sfa_v2.sas7bdat</td>
<td>SFA File</td>
<td>CCD, Preliminary, SFA Director</td>
<td>SFA</td>
<td>129</td>
</tr>
<tr>
<td>Public_school_v2.sas7bdat</td>
<td>School Survey File</td>
<td>CCD, Initial Contact Survey, Principal Survey, Food Service Manager Survey, Point-of-Sale Form, Daily Meal Count Form, Vending Machine Checklist, A La Carte Checklist, Alternative Food Sources Checklist</td>
<td>School</td>
<td>398</td>
</tr>
<tr>
<td>Public_childprhw_v2.sas7bdat</td>
<td>Student-Parent File</td>
<td>Student Interview, Parent Interview, Height-Weight Form</td>
<td>Student</td>
<td>2,314</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menu Files</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menu Survey Forms:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public_lunch_food_v2.sas7bdat</td>
<td>Food-Level Lunch</td>
<td>Reimbursable Foods Form, Recipe Form, Self-Serve Foods Form Processed in Survey Net</td>
<td>Food</td>
<td>38,508</td>
</tr>
<tr>
<td>Public_breakfast-food_v2.sas7bdat</td>
<td>Food-Level Breakfast</td>
<td>Reimbursable Foods Form, Recipe Form, Self-Serve Foods Form Processed in Survey Net</td>
<td>Food</td>
<td>19,673</td>
</tr>
<tr>
<td>Public_lunch_menu_v2.sas7bdat</td>
<td>Menu-Level Lunch</td>
<td>Daily Menu</td>
<td>Daily Menu</td>
<td>1,915</td>
</tr>
<tr>
<td>Public_breakfast_menu_v2.sas7bdat</td>
<td>Menu-Level Breakfast</td>
<td>Daily Menu</td>
<td>Daily Menu</td>
<td>1,605</td>
</tr>
<tr>
<td>Public_lunch_school_v2.sas7bdat</td>
<td>School-Level Breakfast</td>
<td>School</td>
<td>School</td>
<td>397</td>
</tr>
<tr>
<td>Public_breakfast_school_v2.sas7bdat</td>
<td>School-Level Breakfast</td>
<td></td>
<td>School</td>
<td>331</td>
</tr>
<tr>
<td>Public_Recall_v2.sas7bdat</td>
<td>Dietary Recall File</td>
<td>Recall data from AMPM and processed in Survey Net</td>
<td>Food</td>
<td>39,201</td>
</tr>
</tbody>
</table>

**Notes:**
- SFA file excludes one SFA with no SFA Director Survey. School-level files include all schools with menu survey data for lunch or breakfast. Student-level files include only students with complete Day 1 Recalls and Parent Interviews.
- SFA=School Food Authority.
1. Data Masking

Continuous variables that might allow deductive disclosure of the identity of a district, school, or student were either grouped or converted to a percentage—such variables are noted in the detailed discussions of the individual files. For example, at the school level, student enrollment is grouped, and the number of students certified for free or reduced-price meals was converted to a percentage of total enrollment. File identifiers and related variables indicating stratum and primary sampling unit (PSU) have been reset so that they cannot be traced back to specific individuals, schools, or SFAs.

2. Accounting for the Complex Sample Design

Sampling weights were created for the SFA, school, and student levels that adjust for the complex design and also for survey nonresponse. At the SFA level, the weight variable WGTPSTRAT is defined for the 129 SFAs that have a completed SFA Director Survey. At the school level, the weight variable FinalPSWGT applies to the 398 schools with complete Menu Surveys for breakfast, lunch, or both meals. *This school sampling weight should not be confused with the “offer” and “serving” weights discussed in Chapter III, which are used to aggregate the nutrients in the various foods on the school menus into the nutrients in the “average” meal offered or served. In analyses of menu data, the school-level sampling weight should be applied only after the menu data have been aggregated to the school level.*

Two weights are defined at the student level: STUFINWT is for all students with a completed Day 1 dietary recall; PARFNLWT is for students with a Day 1 recall and a completed parent interview (the sample in the student-parent survey file) and zero for all others. The latter weight includes an adjustment for parent interview nonresponse. For more information on the sampling weights, see Volume III, Chapter V of the technical report.
Weighting makes the sample nationally representative, but additional adjustments are needed to obtain accurate estimates of the standard errors of the estimates, because of the clustered and stratified sample design. Appendix B describes sample program code for such adjustments using SUDAAN and STATA.
II. SCHOOL FOOD AUTHORITY (SFA)-LEVEL DATA

As described in Chapter I, school food authorities (SFAs) were randomly selected to create a sample that is representative of all public SFAs (school districts or small groups of districts) nationally that participate in the National School Lunch Program. The SFA-level data file includes responses to the SFA Director Survey and selected variables from two parts of the Preliminary Survey (the fax-back survey and the telephone survey), the SFA-level weight, and constructed variables used in the analyses.

The Preliminary Survey was a multi-mode survey of a national sample of 2,150 public SFAs conducted in school year 2003-2004, one year before the SNDA-III data were collected. The survey was designed so it could be used as a sample frame of SFAs from which the SNDA-III sample would be selected. Data were also collected on a range of SFA characteristics that are best studied with a large sample. The Preliminary Survey sample was selected from the 2001-2002 U.S. Department of Education Common Core of Data (CCD) School District Files, merged with U.S. Census 2000 data on district child poverty levels. The SNDA-III SFA File keeps some key CCD data from the preliminary survey files (urbanicity), as well as the Census district child poverty measure (grouped to three levels). However, only the Preliminary Survey data for the 129 SFAs that were part of the SNDA-III sample and completed the SFA Director Survey are included in the file. Furthermore, a substantial number of variables (such as the number of schools in the SFA) were dropped or grouped for confidentiality reasons, or, in certain cases, numbers of schools or students in certain categories were converted to percentages.¹

¹ Some of the preliminary survey constructed variables derive from a version of the Preliminary Survey File created by Abt Associates as a subcontractor to MPR under a previous contract. These variables have “Abt Created” as part of the variable label. For more information on the Preliminary Survey, see Volume III, Appendix A of the technical report, and Logan and Kling (2005).
Two variables on the file were based on the 2000 Census data on district child poverty levels, but they are aggregated. POV indicates that the district poverty level was in one of three categories: less than 20 percent, 20 to less than 30 percent, 30 percent or more, while POV30 is a flag for districts with a poverty level of 30 percent or more, which was used to develop sampling strata.

The SFA file (public_sfa.sas7bdat) includes data for 129 SFAs. One SFA that did not respond to the SFA Director Survey but did provide school-level data is excluded from the file, but its schools are included in the school-level files, and weights were adjusted appropriately. The weight variable for this file is WGTPSTRAT. All variables directly from the SFA Director Survey have a name that starts with a “q” and is linked to the question number (see the annotated instrument in Appendix A). When SFA Director Survey questions were skipped because of skip logic, the value for the skipped variables was set to “.s”, which is the SNDA-III logical skip code. Other missing values throughout these data are simply blank with periods, as is typical in SAS datafiles.
III. SCHOOL-LEVEL FILES

The school-level files include a set of six files with data from the Menu Survey and a large school file combining data from the school-level interviews and checklists. All of these files include the weighting variable FinalPSWGT. This chapter describes each in turn.

A. MENU SURVEY

School food service managers completed the SNDA-III Menu Survey, with extensive technical assistance from specially trained telephone interviewers. They recorded data for a target week, usually consisting of five consecutive school days (some schools reported fewer than five days because of holidays). Menu data collection occurred from January to June of the 2004-2005 school year. School food service managers reported on all foods offered in reimbursable meals, including food name and description, portion size, number of portions served to students, and recipes for mixed dishes. Raw data collected in the school menu surveys were converted into electronic data files that provided nutrient amounts and food group designations for individual food items. This involved coding and entering the data using USDA’s Survey Net food coding and nutrient analysis system. Survey Net is based on the USDA National Nutrient Database for Standard Reference 16-1.

Survey Net was developed for the analysis of dietary intake data and required some manipulation to use it to code school menus. Each menu (a specific day’s lunch or breakfast menu) was entered as a separate record. Using Survey Net to code school menus also required the creative use of some existing fields. For example, data fields such as time of day, eating occasion, and where the food was obtained, were not needed for analysis of school menu data. Therefore, these fields were used for the entry of other information essential to the menu analysis, including daily meal counts and the number of reimbursable portions of each menu.
item served. Coders entered school menu information for breakfast and lunch using procedures and detailed guidelines developed specifically for this study (refer to Volume III of the technical report for more information).

After all of the menu information was entered in Survey Net, supervisors performed quality control reviews to identify potential coding errors. This process included the following types of checks: (1) basic data integrity checks for missing data, duplicate entries, and valid values; (2) out-of-range nutrient values for menu items; (3) review of recipe modifications; (4) manual and automated imputations for missing data on the number of portions served; and (5) manual and automated adjustments for over-reporting of portions served.

Six data files that contain the data from the Menu Survey were created: food-level files, menu-level (day-level) files, and school-level files for both lunch and breakfast. The lunch files contain data from 397 schools (1,915 school menu days), while the breakfast files contain data from 331 schools (1,605 school menu days), since not all study schools offered the SBP. The files are named as follows:

- Public_lunch_food_v2.sas7bdat – Food-level lunch file.
- Public_breakfast_food_v2.sas7bdat - Food-level breakfast file.
- Public_lunch_menu_v2.sas7bdat – Menu-level lunch file.
- Public_breakfast_menu_v2.sas7bdat - Menu-level breakfast file.
- Public_lunch_school_v2.sas7bdat – School-level lunch file.
- Public_breakfast_school_v2.sas7bdat - School-level breakfast file.

To ensure confidentiality, all variables that could potentially be used to identify an individual school or school food authority (SFA) were removed from the data. Each school and SFA was randomly assigned a unique identification number. Each of the files contains the school identification number (SCHOOL_ID) and SFA identification number (SFA_ID).
To account for the complex sampling design, three key variables are included in the data: a weight variable (FinalPSWGT), a stratum variable (NEWSTRAT), and a primary sampling unit variable (NEWPSU). These variables are used in special software, such as SUDAAN or STATA, to estimate standard errors for various statistics that account for the design (see Appendix B for further information).

The following section describes the contents of the data sets and detailed variable specifications for constructed variables. Detailed file layouts and variable labels for each file are included in the attached Excel “contents” files.

1. Food-Level Data

The food-level data file includes the foods offered on school lunch and breakfast menus. Each observation represents a menu item offered on a school menu. Two types of analyses were used to aggregate the nutrients in each food into the nutrients in an “average” school meal. An unweighted (or “simple averaging”) nutrient analysis was used to assess the mean energy and nutrient composition of NSLP and SBP meals offered to students. A weighted analysis takes into account the number and types of foods actually served to students, giving greater weight to the nutrient value of foods that students’ select more frequently. For comparison to previous SNDA studies, both types of analyses were conducted for SNDA-III, using methods described in detail in Volume I, Appendix C of the technical reports.

The following variables from the food-level lunch and breakfast data files include those constructed to conduct the weighted and unweighted nutrient analyses, food group analyses, and analyses of the nutrients provided in the lowest-percent-fat and lowest-percent saturated fat menu options, plus an alternate measure of Vitamin A:
• **Offer weight** (OFFERWEIGHT). The unweighted analysis required the assignment of weighting factors to compute the average nutrient content of a typical serving from each meal component group. All menu items within meal component groups were assigned weights, known as offer weights, in order to compute simple averages for the major meal component groups. These averages were then added together to determine the total nutrient content of the average meal offered to students. Offer weight values range from 1-300.

• **Serving weight** (SERVINGWGT). This variable represents the number of reimbursable portions served. In most cases, the serving weight is equal to the value of the variable, WHATCALO, which is the number of servings provided on the Reimbursable Food Form. However, missing and out-of-range values for the number of reimbursable portions served were imputed or adjusted based on the total number of meals served.

• **Count variables.** Additional “count” variables were constructed, as intermediate variables, to calculate offer weights. These count variables were also used to determine the amount of choice and variety of foods in school menus. Menu items that were “linked” to (served exclusively with) foods within the major meal component groups were excluded from the count variable totals. For example, a roll served only with chicken nuggets was not taken into account in calculating the total number of grain/bread items on that day. Also, at breakfast, all cold cereal choices counted as one grain/bread item regardless of the number of different types of cereals offered on a menu.

**Lunch menu count variables:**

- MENUCNT: Total number of menu items per day per school
- MILKCNT: Total number of milk items per day per school
- TOTFV: Total number of fruit and vegetable items per day per school
- BRDCNT: Total number of (unlinked) bread items per day per school
- ENTRMET: Total number of entrees and meat/meat alternates per day per school
- DESERCNT: Total number of dessert items per day per school
- OTHERCNT: Total number of other items per day per school

**Breakfast menu count variables:**

- MENUCNT: Total number of menu items per day per school
- MILKCNT: Total number of milk items per day per school
- TOTFV: Total number of fruit and vegetable items per day per school
- OTHERCNT: Total number of other items per day per school
- TOTALMG: Total meat grain equivalents per day per school
- ECOUNT: Total entrees per day per school.
- MACOUNT: Total meat alternates per day per school
- GRAINCCOUNT: Total grains per day per school. Multiple cereals on one menu are counted as one grain.
**Meat/Grain Serving Equivalents** (MGEQUIVAL). All items in breakfast menus with meal component codes of B (bread/grain), MA (meat/meat alternate), or E (entree) were assigned serving equivalents to ensure that items were handled appropriately in the unweighted nutrient analysis. This variable, created for all foods with meal components of B, MA, or E, indicates how many of the two meat/grain equivalents required in a food-based reimbursable breakfast (see below) are supplied by the food. All foods have a value of 1 (provides 1 meat/grain equivalent) or 2 (provides 2 or more meat/grain equivalents).

**Major and Minor Food Groups** (major, minor1, minor2, minor3, minor4). A food grouping system, using major and minor food groups, was developed to provide further insight into the various types of foods and beverages offered in reimbursable lunch and breakfast menus. Each menu item was assigned to one of nine major food groups: milk, fruits, vegetables, combination entrees, meat/meat alternates, grains/breads, desserts, accompaniments (condiments, spreads, and toppings), and other menu items, such as snack items and juice drinks (not 100% juice). To further classify foods, the major food groups were expanded into 148 subgroups (minor food groups). These food groups are documented in Appendix D—the variables are all alpha variables with the food group name.

**Lowest-Percent-Fat and Lowest-Percent-Saturated-Fat Codes** (LPF_CODE and LPSF_CODE). An analysis was conducted to assess the relative availability of low-fat lunches, defined as lunches containing no more than 30 percent of energy from total fat when averaged over a week. The methodology used in this analysis is similar to the methodology used in the unweighted nutrient analyses of NSLP lunches (see Volume I, Appendix C). First, the lowest-percent-fat lunch was constructed for each school by determining the lowest-fat menu items offered (based on the percentage of energy from total fat) from each of the main meal components that comprise a reimbursable lunch under food-based menu planning. The LPF_code variable has the following codes:

1 = Lowest-Percent-Fat Milk
2 = Lowest-Percent-Fat Entree/Meat/meat alternate
3 = Lowest-Percent-Fat Unlinked bread/grain
4, 5 = Lowest-Percent-Fat Unlinked fruit/vegetable
0 = All other menu items

The lowest-percent-fat lunch for a given day consisted of the lowest-percent-fat milk option, the lowest-percent-fat entree (meat/bread combination) or meat/meat alternate option, the lowest-percent-fat grain/bread option (if offered), and the two lowest-percent-fat fruit/vegetable options. Linked toppings and condiments were included in the analysis, but desserts and other optional menu items were excluded. Nutrient totals for the daily lowest-percent-fat options were then averaged across the week to determine the mean energy and nutrient content of the lowest-percent-fat lunches offered by each school. The same
method was used to determine the energy and nutrient composition of the lowest-percent-saturated fat lunches, and the foods used are flagged using the LPSF_CODE variable.

- Vitamin A in retinol equivalents (RE) (VITARE). The Survey Net database reports vitamin A in retinol activity equivalents (RAE), which is consistent with the new DRI unit of measure for vitamin A. In order to compare SNDA-III vitamin A values to previous studies and to the 1989 RDA-based standard for vitamin A in school meals, RAE values were converted to retinol equivalents (RE). Retinol equivalents are calculated from the amounts of retinol and carotenoids in foods using the following formula:

\[
\text{ME\_VITARE} = \text{ME\_RETINOL} + (\text{ME\_CAROBETA} ÷ 6) + (\text{ME\_CAROALPH} ÷ 12) + (\text{ME\_CRYPT} ÷ 12)
\]

In other words, retinol equivalents of vitamin A in micrograms are calculated by summing micrograms of retinol plus micrograms of beta-carotene divided by six, plus micrograms of alpha-carotene divided by twelve, plus micrograms of beta-cryptoxanthin divided by twelve.

Other constructed variables have formats provided as part of the data files. These formats define the categories for various values. A copy of the format code is included in Appendix E.

2. Menu-Level Data

The lunch and breakfast menu-level files contain menu-level variables for the daily nutrient totals, as served and as offered. Lunch variables have the prefix MENL_ and breakfast variables have the prefix MENB_. Weighted and unweighted nutrient variables (as served and as offered, respectively) are named with _W and _UW. For example, MENL_UWTOTTFAT is the menu-level variable for unweighted total fat at lunch. The variable for grams of fiber per 1000 calories, Fiber1000, was constructed using the following formula:

\[
\text{Fiber1000} = (\text{DIETFIBER} ÷ \text{ENERGY}) \times 1000.
\]
3. **School-Level Data**

The school-level files include nutrient values averaged over all menu days for each school surveyed. The school-level nutrient variables are named with the prefix `SCHL_` for lunch and `SCHB_` for breakfast. The file contains two sets of nutrients—one weighted (as served) and the other unweighted (as offered). The labels for the weighted variables have a `_W` between the prefix and the nutrient name, while the unweighted variable labels include `_UW`. For example, `SCHB_WENERGY` is the school-level variable for weighted energy at breakfast.

**B. SCHOOL-LEVEL DATA (OTHER THAN MENU DATA)**

The school file (`public_schl_v2.sas7bdat`) contains all school-level datasets except the Menu Survey. The file includes all schools that completed the Menu Survey and thus have nonzero school weights. The data file includes variables from the principal survey, the food service managers survey, the initial contact survey, the vending machine checklist, a la carte foods checklist, alternative food sources checklist, daily meal count form; it also includes school-level weights and the constructed variables that were used in the analyses. Survey questions and responses can be found in the relevant instrument in Appendix A. A prefix of `p` (not `p_`) indicates that a variable is from the principal survey, `fsm_` indicates a variable is from the foodservice manager survey, and `ACF_` or `sch`, respectively, indicates a variable is from the first or second parts of the initial contact survey.

For the sake of confidentiality, data for many continuous variables related to enrollment or participation were masked either by producing categorical variables from the original variables and/or by creating percentages from the original variables. These variables are noted in the annotated instruments and are also described here. Other constructed variables have formats provided in the format file in Appendix E.
An important group of constructed variables requiring additional explanation are participation rates based on the initial contact survey:

- **schl_nslp_free** = "NSLP participation rate for students approved for free meals"
- **schl_nslp_rdc** = "NSLP participation rate for students approved for reduced-price meals"
- **schl_nslp_full** = "NSLP participation rate for students not approved for meal benefits"
- **schl_nslp_all** = "NSLP participation rate for all students"
- **schl_sbp_free** = "SBP participation rate for students approved for free meals"
- **schl_sbp_rdc** = "SBP participation rate for students approved for reduced-price meals"
- **schl_sbp_full** = "SBP participation rate for students not approved for meal benefits"
- **schl_sbp_all** = "SBP participation rate for all students"
- **ada_rate** = "Average Daily Attendance Rate"

Each of the above was calculated similarly, using the following formula:

\[
\text{Participation Rate for meal-price status} = \frac{\text{number of meals claimed per day for that status}}{\text{number approved at that status}} \times \text{average daily attendance rate}
\]

\[
\text{ada_rate} = \frac{\text{average daily attendance divided by enrollment}}{1};
\]

\[
\text{Number of meals (for either breakfast or lunch) claimed per day for each meal-price status} = \frac{\text{Total claims per year for that status}}{\text{Number of meal service days per year}}
\]

Variables used to compute these rates came from the Initial Contact Form responses and cq9a (number of meal service days per year) from the preliminary survey fax-back form. Note that meal claims per year were collected for the 2003-2004 school year, while numbers of students attending, certified, and enrolled were collected as of October 1 of the 2004-2005 school year.

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1 We used the assumption of average daily attendance rate = .927 if the data to construct this variable were missing. This assumption is used by FNS in the data tables published on its website.
year. Not surprisingly, the rates thus calculated are sometimes over 100 percent, because the various data elements used in the calculation cover slightly different time periods, or because of other reporting errors. These rates were not used in the SNDA-III reports, but are provided here because the underlying numbers need to be suppressed to preserve confidentiality.

The data from the Daily Meal Count Form were also converted to rates, which are defined as follows:

weekly_nslp_free = 'Average free lunch participation rate for target week'
weekly_nslp_rpc = 'Average reduced-price lunch participation rate for target week'
weekly_nslp_full = 'Average full-price lunch participation rate for target week'
weekly_nslp_all = 'Average lunch participation rate for target week'
weekly_sbp_free = 'Average free breakfast participation rate for target week'
weekly_sbp_rpc = 'Average reduced-price breakfast participation rate for target week'
weekly_sbp_full = 'Average full-price breakfast participation rate for target week'
weekly_sbp_all = 'Average breakfast participation rate for target week'

The Menu Survey target week generally included five days of menus, but sometimes was three or four days long because of school closings. Each of these variables was calculated similarly, using this general formula:

\[
\text{Weekly Participation Rate} = \frac{\text{number of lunches/breakfasts served for meal-price status during target week/number of menu days in the week}}{\text{number of students approved for meal-price status* average daily attendance rate}}
\]

mon_luf_rate = 'Monday NSLP participation rate for free lunch'
tue_luf_rate = 'Tuesday NSLP participation rate for free lunch'
wed_luf_rate = 'Wednesday NSLP participation rate for free lunch'
 thu_luf_rate = 'Thursday NSLP participation rate for free lunch'
 fri_luf_rate = 'Friday NSLP participation rate for free lunch'
mon_lurp_rate = 'Monday NSLP participation rate for reduced-price lunch'
tue_lurp_rate = 'Tuesday NSLP participation rate for reduced-price lunch'
wed_lurp_rate = 'Wednesday NSLP participation rate for reduced-price lunch'
 thu_lurp_rate = 'Thursday NSLP participation rate for reduced-price lunch'
 fri_lurp_rate = 'Friday NSLP participation rate for reduced-price lunch'
mon_lfp_rate = 'Monday NSLP participation rate for full-price lunch'
tue_lfp_rate = 'Tuesday NSLP participation rate for full-price lunch'
wed_lfp_rate = 'Wednesday NSLP participation rate for full-price lunch'
thu_lfp_rate = 'Thursday NSLP participation rate for full-price lunch'
fri_lfp_rate = 'Friday NSLP participation rate for full-price lunch'
mon_lall_rate = 'Monday NSLP overall participation rate'
tue_lall_rate = 'Tuesday NSLP overall participation rate'
wed_lall_rate = 'Wednesday NSLP overall participation rate'
thu_lall_rate = 'Thursday NSLP overall participation rate'
fri_lall_rate = 'Friday NSLP overall participation rate'
mon_buf_rate = 'Monday SBP participation rate for free breakfast'
tue_buf_rate = 'Tuesday SBP participation rate for free breakfast'
wed_buf_rate = 'Wednesday SBP participation rate for free breakfast'
thu_buf_rate = 'Thursday SBP participation rate for free breakfast'
fri_buf_rate = 'Friday SBP participation rate for free breakfast'
mon_burp_rate = 'Monday SBP participation rate for reduced-price breakfast'
tue_burp_rate = 'Tuesday SBP participation rate for reduced-price breakfast'
wed_burp_rate = 'Wednesday SBP participation rate for reduced-price breakfast'
thu_burp_rate = 'Thursday SBP participation rate for reduced-price breakfast'
fri_burp_rate = 'Friday SBP participation rate for reduced-price breakfast'
mon_bfp_rate = 'Monday SBP participation rate for full-price breakfast'
tue_bfp_rate = 'Tuesday SBP participation rate for full-price breakfast'
wed_bfp_rate = 'Wednesday SBP participation rate for full-price breakfast'
thu_bfp_rate = 'Thursday SBP participation rate for full-price breakfast'
fri_bfp_rate = 'Friday SBP participation rate for full-price breakfast'
mon_ball_rate = 'Monday SBP overall participation rate'
tue_ball_rate = 'Tuesday SBP overall participation rate'
wed_ball_rate = 'Wednesday SBP overall participation rate'
thu_ball_rate = 'Thursday SBP overall participation rate'
fri_ball_rate = 'Friday SBP overall participation rate'

Each of the above were calculated similarly, using the following formula:

\[
\text{Daily (Mon-Fri) Participation Rate} = \frac{\text{number of lunches/breakfasts served on that day for each meal-price status}}{\text{number approved} \times \text{average daily attendance rate}}
\]

All of the data used in calculating these rates were for the 2004-2005 school year, but the enrollment data and the meal counts are likely to be from different sources and different times of the year and thus may not be fully consistent.
C. CONSTRUCTED VARIABLES USED TO ASSESS THE SCHOOL FOOD ENVIRONMENT

Version 2 of the SNDA-III data set includes a number of variables that were used in describing schools’ food environments and policies/practices (SFEPs). These variables, supplemented with variables from the U.S. Department of Education Common Core of Data, were used to construct new variables that describe the general healthfulness of the school food environment for schools and students in the SNDA-III sample. Table III.1 lists the additional variables (and their data sources) that were used in the descriptive analysis of school food environments and policies (Finkelstein et al. 2008); these have been added to the public use file. These variables, in combination with information on the foods offered in school menus and the foods and beverages available à la carte and in vending machines, were used to create 17 binary variables (see Table III.2). These binary variables were then used to create a summary score from ranging from 0 to 17 for the school-level descriptive analysis.

For student-level analyses of the relationships among school food environment and practices and students’ diet and obesity, MPR created subscores to reflect three conceptual domains characterizing the school food environment (nutrition policies and promotion activities, competitive food practices, and school menu characteristics) (see Table III.3). MPR also reviewed the content of the foods and beverages offered à la carte or in vending machines (collected through observer checklists). We classified foods and beverages as low-nutrient, energy-dense (LNED) items if they were low in nutrients but high in energy or caloric density per unit volume or mass (Robert Wood Johnson Foundation 2008) or were defined as foods of minimal nutritional value by USDA school meal regulations (U.S. Congress 2004). This

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2 These variables were created for projects funded by the Robert Wood Johnson Foundation and the USDA Economic Research Service.
### TABLE III.1

**SCHOOL AND DISTRICT (SFA) VARIABLES USED IN THE ANALYSIS OF SCHOOL FOOD ENVIRONMENTS AND POLICIES**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable Name</th>
<th>Data Source</th>
<th>Variable Type and Provisional Groupings for Categorical Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>m_total</td>
<td>CCD 2004-05</td>
<td>Continuous: number of students</td>
</tr>
<tr>
<td>School type</td>
<td>school_type</td>
<td>SNDA-III</td>
<td>Categorical: elementary, middle, high school</td>
</tr>
<tr>
<td>Urbanicity</td>
<td>urba_s</td>
<td>SNDA-III</td>
<td>Categorical: three-category variable from SNDA-III (urban, suburban, rural)</td>
</tr>
<tr>
<td>Urbanicity</td>
<td>urban</td>
<td>CCD 2004-05</td>
<td>Categorical: three-category variable from 2004-05 CCD (urban, suburban, rural)</td>
</tr>
<tr>
<td>Percentage of students certified for free/reduced priced lunch</td>
<td>p_frl</td>
<td>CCD 2004-05</td>
<td>Continuous: percentage of students certified for free/reduced price lunch</td>
</tr>
<tr>
<td>Percentage of students receiving free/reduced priced lunch</td>
<td>pct_free_rpc</td>
<td>SNDA-III</td>
<td>Continuous: percentage of students who received free/reduced price lunch</td>
</tr>
<tr>
<td>Racial/ethnic composition of student population</td>
<td>p_nonwh</td>
<td>CCD 2004-05</td>
<td>Continuous: 4 variables—percentage of school population that is 1) white (non-Hispanic), 2) black non-Hispanic), 3) Hispanic, and 4) “other” (non-Hispanic)</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographic Region (FNS)</td>
<td>region</td>
<td>SNDA-III</td>
<td>7 FNS regions: 1) Northeast, 2) Mid-Atlantic, 3) Southeast 4) Midwest, 5) Southwest, 6) Mountain-Plains, and 7) West</td>
</tr>
</tbody>
</table>

---

*There are two primary data sources for the school-level variables: 1) the National Center for Education Statistics’ (NCES) Common Core of Data (CCD), which has data at the level of the district and the school for the 2004-05 school years, and 2) data collected through the SNDA-III SFA Contact Form.*

*There were n=37 cases in which schools were missing data in the 2004-05 CCD on number of students eligible for free or reduced price lunch. For n=22 schools, these values were imputed based on CCD data for two previous years. For the remaining schools, this information was retrieved from local report cards submitted to the state department of education as a part of No Child Left Behind, or from the SNDA fax-back form.*

*There were n=16 cases in which schools were missing information on race/ethnicity of student population in the 2004-05 CCD. This information was retrieved from the local report cards submitted to the state department of education as a part of No Child Left Behind.*
### TABLE III.2
SNDA-III VARIABLES USED TO ASSESS THE SCHOOL FOOD ENVIRONMENT AND POLICIES (SFEPS) FOR SCHOOL-LEVEL ANALYSIS

<table>
<thead>
<tr>
<th>Items used in Summary Score(^a)</th>
<th>Environment/Policy Description Grouping for School-Level Statistics (Full Sample of Schools, N=395)</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Or Practice Of District Or School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Has a nutrition or health advisory council</td>
<td>hlthcoun</td>
</tr>
<tr>
<td>2</td>
<td>Has a wellness policy addressing student nutrition and physical activity</td>
<td>wellness</td>
</tr>
<tr>
<td>3</td>
<td>Information available on the nutrient content of USDA-reimbursable meals</td>
<td>info2prnt</td>
</tr>
<tr>
<td>4</td>
<td>Has nutrition education in every grade</td>
<td>nutr_ed</td>
</tr>
<tr>
<td>5</td>
<td>No “pouring rights” contract</td>
<td>nopour</td>
</tr>
<tr>
<td>6</td>
<td>No foods offered from a national or regional brand-name or chain restaurants</td>
<td>nochainfd</td>
</tr>
<tr>
<td>7</td>
<td>Uses DOD’s Fresh Fruit and Vegetable Program or state’s Farm to School Program</td>
<td>purchase</td>
</tr>
<tr>
<td>8</td>
<td>Has nutrient requirements as part of its food purchasing specifications</td>
<td>nutreq</td>
</tr>
<tr>
<td><strong>Competitive Food Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>No store or snack bar selling foods or beverages</td>
<td>nobarstore</td>
</tr>
<tr>
<td>10</td>
<td>No fundraising activities selling sweet or salty snacks</td>
<td>nosweetfund</td>
</tr>
<tr>
<td>11</td>
<td>No vending machines in the school</td>
<td>p_novend (principal)</td>
</tr>
<tr>
<td>12</td>
<td>Has vending machines, but not in food service area</td>
<td>vp_notfsa (principal)</td>
</tr>
<tr>
<td><strong>School Lunch Offered</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>High-fat milk (whole or 2%) not offered</td>
<td>lfmilk</td>
</tr>
<tr>
<td>14</td>
<td>Fresh fruit/raw veggies offered daily</td>
<td>freshfv</td>
</tr>
<tr>
<td>15</td>
<td>French fries not offered</td>
<td>nofries</td>
</tr>
<tr>
<td>16</td>
<td>Dessert not offered</td>
<td>nodessert</td>
</tr>
<tr>
<td>17</td>
<td>Average meal contains ≤30% of calories from fat</td>
<td>lowavgfat</td>
</tr>
<tr>
<td></td>
<td>Summary Score (sum of (0,1) binary items 1-17 above)</td>
<td>SUMMARY_SCORE</td>
</tr>
</tbody>
</table>

TABLE III.3
SNDA-III SCHOOL-LEVEL VARIABLES USED IN SFEPS STUDENT-LEVEL ANALYSIS

<table>
<thead>
<tr>
<th>Items In Papers&lt;sup&gt;a,b&lt;/sup&gt;</th>
<th>Groupings For Student-Level Statistics (N=2,314 Students In 287 Schools)</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1</td>
<td>NUTRITION EDUCATION AND PROMOTION POLICIES AND PRACTICES (general policies that may affect student intake in or outside of school)</td>
<td>Domain score can be created by summing items 1+2+3+4 (maximum subscore = 4)</td>
</tr>
<tr>
<td>1</td>
<td>Has a nutrition or health advisory council (note: dropped separate highly correlated variable as to whether parents were included; this is consistent w/ variable used in SNDA-III report and in Finkelstein et al. 2008); 2/3s of councils included parents) (1 point)</td>
<td>hlthcoun</td>
</tr>
<tr>
<td>2</td>
<td>Has a wellness policy addressing student nutrition and physical activity (1 point)</td>
<td>wellness</td>
</tr>
<tr>
<td>3</td>
<td>Information available on the nutrient content of USDA-reimbursable meals (1 point)</td>
<td>info2prnt</td>
</tr>
<tr>
<td>4</td>
<td>Has nutrition education in every grade (1 point)</td>
<td>nutr_ed</td>
</tr>
<tr>
<td>Domain 2</td>
<td>Competitive Foods &amp; Related School District Practices (practices that may affect which foods are available/obtained at school and (mostly) consumed at school)</td>
<td>Domain score can be created by summing items 5+6+7+8 + vending score + a la carte score) (maximum subscore = 8)</td>
</tr>
<tr>
<td>5</td>
<td>No “pouring rights” contract (1 point)</td>
<td>nopour</td>
</tr>
<tr>
<td>6</td>
<td>No foods offered from a national or regional brand-name or chain restaurants (1 point)</td>
<td>nochainfd</td>
</tr>
<tr>
<td>7</td>
<td>No store or snack bar selling foods or beverages (1 point)</td>
<td>nobarstore</td>
</tr>
<tr>
<td>8</td>
<td>No fundraising activities selling sweet or salty snacks (1 point)</td>
<td>nosweetfund</td>
</tr>
<tr>
<td>9</td>
<td>Vending score (0-2 points): No vending machines in the school (2 points)</td>
<td>c_novend (checklist)</td>
</tr>
<tr>
<td></td>
<td>Vending not in FSA and no LNED items (1.5 points)</td>
<td>vc_notfsa (checklist)</td>
</tr>
<tr>
<td></td>
<td>Vending in FSA but no LNED items (1 point)</td>
<td>v_nolned (checklist)</td>
</tr>
<tr>
<td></td>
<td>Vending not in FSA but some LNED items (0.5 points)</td>
<td>Above 3 variables used to create ‘vendscore’</td>
</tr>
<tr>
<td></td>
<td>Vending in FSA w/ LNED items (0 points)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A la carte score (0-2 points): No a la carte (2 points)</td>
<td>a_nolned (checklist)</td>
</tr>
<tr>
<td></td>
<td>No LNED items in a la carte (1 point)</td>
<td>noalc_lfmilk</td>
</tr>
<tr>
<td></td>
<td>A la carte with LNED items (0 points)</td>
<td>Above 2 variables used to create ‘alacarte_score’</td>
</tr>
<tr>
<td>Domain 3</td>
<td>SCHOOL LUNCH CHARACTERISTICS &amp; RELATED SCHOOL MEAL POLICIES (policies that may affect student intake at school)</td>
<td>Domain score can be created by summing items 11+12+13+14+15+16+17 (maximum subscore= 7)</td>
</tr>
<tr>
<td>11</td>
<td>Uses DOD’s Fresh Fruit and Vegetable Program or state’s Farm to School Program (1 point)</td>
<td>purchase</td>
</tr>
<tr>
<td>12</td>
<td>Has nutrient requirements as part of its food purchasing specifications (1 point)</td>
<td>nutreq (at SFA level)</td>
</tr>
<tr>
<td></td>
<td>Q14 on SFA</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>High-fat milk (whole or 2%) not offered (1 point)</td>
<td>lfmilk</td>
</tr>
<tr>
<td>14</td>
<td>Fresh fruit/raw veggies offered daily (1 point)</td>
<td>freshfv</td>
</tr>
<tr>
<td>15</td>
<td>French fries not offered (1 point)</td>
<td>nofries</td>
</tr>
<tr>
<td>16</td>
<td>Dessert not offered (1 point)</td>
<td>nodessert</td>
</tr>
<tr>
<td>17</td>
<td>Average meal contains ≤30% of calories from fat (1 point)</td>
<td>lowfatavg</td>
</tr>
<tr>
<td></td>
<td>No open campus (for High Schools only)</td>
<td>open_campus</td>
</tr>
</tbody>
</table>

Note: LNED = low-nutrient, energy-dense.


coding was used to characterize the availability of a la carte or vended LNED food and beverage items (for constructed variables \textit{vendscore} and \textit{alacarte_score}). Sugar-sweetened beverages (e.g., soft drinks, fruit-flavored drinks, sports drinks) and the following solid food categories were considered to be LNED items: (1) higher-fat baked goods, including muffins and desserts such as cakes, cookies, and brownies; (2) dairy-based desserts (e.g., ice cream); (3) candy (all types) and sweetened gum; (4) french fries and similar potato products; and (5) higher-fat chips and other salty snacks (e.g., potato chips, corn chips). Other researchers may wish to use alternative coding or grouping systems to characterize the foods available in the school food environment.
IV. STUDENT-LEVEL DATA FILES

Two large data files on the student sample are provided. The first includes data from three instruments: the Child Interview, the Parent Interview, and the height-weight measurement form. The second file is a food-level file with foods reported in the 24-hour recalls with USDA’s AMPM software, with appropriate food codes and nutrient data for each food, along with other key variables described below. Each file has the student, school, and SFA identifiers for each student. Each file includes data only for the 2,314 students with a completed dietary recall and a completed interview, and should be weighted using the `parfnlwt` variable.¹

A. CHILD-PARENT DATA FILE

The child-parent data file (public_chldprhw_v2.sas7bdat) includes data from the Child and Parent Interviews and the height and weight measurements, as well as the final sampling weights and constructed variables used in the analyses. In addition, the file includes replicate weights and propensity-score weights used in analyses of usual nutrient intakes conducted with a software package known as PC-SIDE; the meaning of these variables and the code needed to use them are described in Appendix C. Survey questions and responses, and the associated variable names, can be found in the annotated instruments in Appendix A. The naming conventions are that `c_` indicates a variable from the child survey and `p_` indicates a variable from the parent survey. Variables without these prefixes are constructed.

¹ 2,228 students had recall data, parent interviews, and height and weight data available. `Parfnlwt` should also be used for this sample.
1. Basic Constructed Variables

In general, constructed variables have been named and labeled so that their meaning is clear. Some constructed variables have formats, copies of which are included in Appendix E. Some of the constructed variables require additional explanation. These variables are:

**Topreas_lun.** Top reasons cited for eating school lunch.

1 =“Hungry”
2 =“It’s free/prices are good”
3 =“Parents want me to”
4 =“Like the food (general)”
5 =“Like today’s/yesterday’s meal”
6 =“Easy/convenient to get”
7 =“No one at home to make lunch”
8 =“No time to make lunch”
9 =“No other choice”
10 =“Friends eat school lunch”
11 =“Popular kids eat school lunch”
12 =“Other”

**Food Security Variables.** This version of the public use files includes both the household, adult, and child food security scales, as specified in 2008 guidance from the Economic Research Service (USDA ERS 2008). The variables are as follows:

Raw scores:
- n_yes_hh --number of positive responses, household scale—from 0 to 18
- n_yes_ad --number of positive responses, adult scale—from 0 to 10.
- n_yes_ch --number of positive responses, child scale—from 0 to 8.

Fshh—household food security, categorical (corresponding raw scores in parentheses):
- 1 high food security (0)
- 2 marginal food security (1-2)
- 3 low food security (3-7)
- 4 very low food security (8-18)

Fsad—adult food security, categorical
- 1 high food security among adults (0)
- 2 marginal food security among adults (1-2)
- 3 low food security among adults (3-5)
- 4 very low food security among adults (6-10)

Fsch—child food security, categorical
- 1 high/marginal food security among children (0-1)
- 2 low food security among children (2-4)
- 3 very low food security among children
Indicator Variables:
marg_fshh—marginal household food security
marg_fsad—marginal adult food security
low_fshh—low household food security
low_fsad—low adult food security
low_fsch—low child food security
vlow_fshh—very low household food security
vlow_fsad—very low adult food security
vlow_fsch—very low child food security

Comflg. Indicates field observer’s comments regarding height-weight measurement.

1 =Wearing heavy clothing
2 =Self-reported measures
3 =Weight exceeded scale limit of 308
4 =Wearing a cast
5 =Wearing shoes
6 =Pregnant
7 =Hairstyle adding to measured height
8 =Used non-standard equipment
9 =Self-reported measures, equipment malfunction
10 =Self-reported measures, equipment not available

Anth fl. Anthropometric data flag

0 =No indices flagged, measures plausible
1 =Missing weight or height
2 =Missing measure date
3 =Missing birthdate
4 =Missing sex
5 =Height Implausible
6 =Weight Implausible
7 =BMI Implausible

2. Control Variables Used in Multivariate Analyses of Participation and Dietary Intakes

Control variables used in multivariate analyses had missing data imputed. Because of the relatively low level of missing data and project constraints, the study used a fairly crude method of imputation for missing data (see Appendix C of Volume II). We provide the imputed versions of the variables used in the Volume II analyses so other researchers can replicate our results fairly closely. We do not intend this to be a recommendation of our imputation approach. All variables with missing values imputed have _I at the end of the variable name. Flag variables that indicate which observations were imputed have the prefix IMP. Volume II, Appendices C and E, provide information on the definitions of the variables and how they were used in the analysis.
Many of the control variables used in predicting student participation and dietary intakes are school-level variables. These variables are included in the student-level file, not the school-level file, because they were used only in the multivariate analyses and defined only for schools in which student data were collected. Most involve fairly obvious recodes of school-level menu and survey variables.

Variables indicating the availability of competitive foods used in the multivariate analyses are not exactly the same as those on the school-level files. Thus, we define them here, as follows:

I. A la carte variables

1. n_ac_bfast: Count of detailed à la carte items available at breakfast
   This is the count of all different items offered at breakfast from the a la carte checklist.

2. n_ac_lunch: Count of detailed a la carte items available at lunch
   This is the count of all different items offered at lunch from the a la carte checklist.

3. ac_hlthy: Indicator of whether healthy items were available à la carte at breakfast or lunch:
   = 1 if any of the healthy items listed below available at breakfast or lunch, according to à la carte checklist.

II. Other competitive foods variables (Four schools have missing alternative foods checklists, and five have missing vending machine checklist; seven schools are missing one or the other).

1. n_comp1: Number of competitive foods venues in meal area (per student)

This is a count of the number of school stores, snack bars, food carts, and vending machines in or adjacent to food service area. Here are the steps:

- From the “other on-campus food sources checklist”—we created 4 dummies = 1 if venue located in or adjacent to food service area for school store, snack bar, food cart, and other. We summed these to obtain the number of non-vending-machine venues in the meal area (n_alt1) (min= 0, max = 4). Set n_alt1 = 0 if afs_yes = 0 (no alternative foods available).

- From the vending machine checklist—we summed the number of vending machines in or adjacent to food service area (n_vend1). Set n_vend1 = 0 if vm_yes = 0 (no vending machines).

- These two numbers were summed to get the total count of competitive food venues in meal area (n_comp1).
2. **n_comp2**: Number of *competitive foods venues* outside *meal area* (per student)

    Defined analogously to above, but count of venues located “elsewhere in school building” or “outside school building.”

3. **comp_hlthy**: Indicator for whether *healthy items* available in *competitive foods venues* = 1 if any of the healthy items listed below are reported in either the vending machine checklist or the “other food source” checklist.

4. **comp_mealtm**: Indicator for whether competitive foods sold during mealtimes = 1 if vending machines available before school or during lunch (p23b_2=1 or p23b_4=1 or p_23d_2 =1 or p_23d_4 =1 from principal survey) (vend_mealtm) or any of school store, snack bar, food cart, or “other” available during breakfast or during lunch (alt_mealtm) (from “other food sources” checklist).

The italicized words and phrases are defined as follows:

- **Detailed a la carte items** are the detailed categories on the à la carte checklist (eg. “cookies,” “cookies, low-fat,” “pastries (pies, turnovers),” etc.

- **Healthy items** are defined as
  - Water (including spring water, flavored water, mineral water, seltzer water, water with juices, sparkling water with juices)
  - Milk (low fat and fat free)
  - Vegetables (excluding fried potatoes, vegetable soup, and entrée salads)
  - Fruits (including canned, cooked, fresh, fruit salad, and dried) (but not in desserts)

- **Competitive foods venues** include school store, snack bar, snack cart, vending machines, and other. We weight each type of venue equally, but each vending machine is considered a separate venue (e.g., two vending machines plus one school store equals three venues).

*Meal area* means in or adjacent to food service area.

**B. 24-HOUR RECALL DATA FILE**

The student 24-hour dietary recall file (*public_recall_v2.sas7bdat*) contains 24-hour dietary recalls for 2,314 students. This file contains 2,314 Day 1 recalls. Of the 2,314 students with Day 1 recalls, 666 also completed Day 2 recalls, and these are also included in the file (with a flag to distinguish Day 1 from Day 2). Each student is represented by multiple records, each of which
represents a food item consumed by the student. The variables associated with each observation were largely obtained from the AMPM software for 24-hour recall data collection, as coded using Survey Net. However, we added some new values for Survey Net variables and also some constructed variables, which are described in Section 1. Section 2 describes the MyPyramid food group coding, which added, for most foods in the recall data, the number of MyPyramid serving equivalents for 32 food groups and subgroups.

1. Constructed Variables Added to the Recall Data File

Most constructed variables are described by their labels or by the labels and the formats provided in Appendix E. Variables requiring further information are:

**WHROBT.** This variable describes the source of the food. The values are as follows:

1 = HOME
2 = RESTAURANT W/ WAITER/WAITRESS SERVICE
3 = RESTAURANT FAST FOOD/PIZZA
5 = RESTAURANT NO ADDITIONAL INFO
6 = CAFETERIA NOT AT SCHOOL
14 = VENDING MACHINE
21 = PRE-SCHOOL OR AFTERSCHOOL CHILD CARE
30 = SCHOOL VENDING MACHINE, LOCATION NOT SPECIFIED
31 = SCHOOL VENDING MACHINE, IN CAFETERIA
32 = SCHOOL VENDING MACHINE, WITHIN 20 FT OF, BUT NOT IN, CAFETERIA
33 = SCHOOL VENDING MACHINE, OTHER LOCATION
34 = SCHOOL REIMBURSABLE FOOD SOURCE
35 = SCHOOL STORE, NOT REIMBURSABLE
36 = SCHOOL SNACK BAR, NOT REIMBURSABLE
37 = SCHOOL A LA CARTE ONLY, NOT REIMBURSABLE
38 = SCHOOL, OTHER NON-REIMBURSABLE SOURCE (INCLUDING FUNDRAISERS, CLASS PARTIES, REWARDS FROM TEACHERS OR COACHES)
46 = SCHOOL/OTHER
47 = CHURCH
48 = FRIEND/CLASSMATE (NOT ENTIRE CLASS)/NEIGHBOR
49 = RELATIVE
50 = SPORTING EVENT/ACTIVITY
51 = RECREATION (NOT SPORT), DANCE, THEATRE, MOVIE, PARTY (EXCEPT CLASSROOM PARTIES)
52 = ICE CREAM TRUCK
54 = YMCA/BOYS&GIRLS/COMM SITES
60 = STORE
ON MENU. All foods with WHROBT values of 34-45 have a value of 0, 1, 2, or .N for this variable, defined as follows:

1 = The reported food was (a) included in the menu reported for the day of the recall, the day before, or the day after or (b) in situations where recall and menu dates did not overlap, the reported food was offered two or more times in the menus that were reported or there was evidence of a comparable meal (e.g., cold cereals offered every day; waffles with bacon or French toast sticks offered during the week for which menus were available).

2 = The reported food was not included in the reference menus (as above), but something similar was offered. For example, a breakfast sandwich was offered, but the child reported an egg and sausage sandwich and the menu reported an egg and bacon sandwich. Or, for components of multi-component foods, one component of the food was found to be on the menu, but there was no evidence that the reported food was on the menu (e.g., a child reported a bagel with peanut butter; the bagel was found (coded as ‘1’), but the peanut butter was not (coded as ‘2’)).

0 = Neither the reported food nor anything comparable was included in the reference menus. This includes all foods reported in recalls for which no menu data were available.

.N = A match with the reference menus was not attempted for the reported food (applied, for example, to some condiments, toppings, and bottled waters).

Competitive Foods. Eight values for the WHROBT variable were used to identify foods that were definitely from a competitive food source—WHROBT values of 30 to 33 identify competitive foods obtained from vending machines and WHROBT values of 35 to 38 identify competitive foods obtained from other non-reimbursable sources, including school stores, snack bars, points of sale that were a la carte only, and fundraisers (see above list).

In later work, Fox et al. (2009) defined competitive foods more broadly to include also foods that were served in “mixed” a la carte and reimbursable lines, but were considered unlikely to be part of the reimbursable meal. QCOMP is the indicator for this type of “likely” competitive
food. (The paper by Fox et al. (2009) describes the categories of foods so coded.\(^2\)) Fox et al. treated a food as “competitive” if QCOMP=1 or if WHROBT = 30-33 or 35-38.

**DATEFLAG:** This variable provides information on the degree of overlap between the date of the recall and the dates of the available menus.

1 = recall date = menu date +/- 1 day.\(^3\)
2 = recall date ≠ menu date +/- 1 day.
0 = no menus available for this school.

**R_MEALCODE:** (Meal component codes). These codes correspond to the meal component codes used in the unweighted menu analysis. There are 10 different codes, the first five of which correspond to the meal components used in food-based menu planning:

- M = Milk
- MA = Meat/meat alternates
- FV = Fruit, 100% juice, vegetables
- B = Bread/bread alternates
- E = Entree (combination of B and MA)
- D = Dessert (not counted toward defining reimbursable meal, but can be part of reimbursable meal)
- O = Other (extras not counted toward defining reimbursable meal, but can be part of reimbursable meal)
- T = Toppings
- C = Condiments
- S = Salad dressings

**MULTICOMP:** (Multi-component codes). This variable was created for all foods that were coded as entrees (E). These foods may include more than one meal component. The following codes were used to provide more information about the meal components provided in these multi-component foods:

\(^2\) The variable PCT_REIMBUSABLE indicates the observer’s estimate of the proportion of foods from a “mixed” line that are part of a reimbursable food. This variable was used along with the specific foodcode to code QCOMP.

\(^3\) Mondays vs. Fridays were counted as falling within the +/- 1 day window.
MA = Meat/meat alternate
B = Bread/bread alternate
MAB = Meat/meat alternate and bread/bread alternate
MAFV = Meat/meat alternate and fruit/vegetable
MABFV = Meat/meat alternate, bread/bread alternate, and fruit/vegetable
MABQFV = Meat/meat alternate, bread/bread alternate, and possible fruit/vegetable
MAOFV = Meat/meat alternate OR fruit/vegetable

AGGR: This variable provides information on multi-component foods—foods that were reported and coded component-by-component and later linked together to form one item in the database. For example a cheeseburger may have been reported and coded as a hamburger patty, a slice of cheese, and a bun. The nutrients for each of these components were subsequently combined and the food was assigned a new food code and description to represent the aggregated version of the food. New food codes are based on the USDA food coding scheme and may not be complete 8-digit codes.

1 = aggregated food
0 = food not aggregated
. = not a multi-component food; aggregation not attempted

R_MGEQUIVAL: (Meat/grain serving equivalents). This variable, created for all foods with meal components of B, MA, or E, indicates how many of the two meat/grain equivalents required in a food-based reimbursable breakfast (see below) is supplied by the food. All foods have a value of 1 (provides 1 meat/grain equivalent) or 2 (provides 2 or more meat/grain equivalents). Note that these assignments are based on foods as offered, rather than the amount students reportedly consumed. Recall foods that were directly linked to menu foods received the corresponding value for MGEQUIVAL. Foods that were not directly linked were manually coded, following the protocols developed for assigning meat/grain equivalents to menus. For foods that could have received a 1 or a 2 (based on gm weight of item offered, which was not available), equivalents were assigned based on the mode observed in the menu data (e.g., most biscuits provided 2 meat/grain equivalents). [NOTE: This variable should not be confused with the MyPyramid equivalents variables discussed below. It is defined in terms of the breakfast traditional food-based meal pattern.]

R_SIDE: This variable is used in schools with nutrient-based menu planning (NSMP or ANSMP) to flag foods that need to be considered sides (see below):

1 = count as a side
0 = do not count as a side

For additional information on data collection and coding procedures for the dietary recalls, see Volume III of the technical report.
2. MyPyramid Food Group Equivalents

Each food included in the 24-hour dietary recall file was linked to the MyPyramid Equivalents Database, 1.0 for USDA Survey Food Codes (MPED), developed by USDA’s Agricultural Research Service (ARS). The MPED provides data on the number of equivalents (cups, ounces, grams, teaspoons) in a food for 32 MyPyramid food groups and subgroups (Table IV.1). We also linked foods to the CNPP 01-02 Fruit Database. This database includes values for whole fruit and fruit juice for all MPED foods that include any amount of fruit or juice.4

| TABLE IV. 1 |
| MYPYRAMID EQUIVALENTS DATABASE 1.0 MAJOR FOOD GROUPS AND SUBGROUPS |

| Total grain (oz. equivalents) | Meat, poultry, fish (oz. equivalents) |
| Whole grain | Meat (beef, pork, lamb, game) |
| Non-whole grain/refined grain | Organ meat |
| Total vegetables (cup equivalents) | Frankfurters, sausages, luncheon meats |
| Dark-green vegetables | Poultry |
| Orange vegetables | Fish and shellfish high in omega-3 fatty acids |
| White potatoes | Fish and shellfish low in omega-3 fatty acids |
| Other starchy vegetables | Eggs (oz. equivalents) |
| Tomatoes | Cooked dry beans and peas (oz. equivalents) |
| Other vegetables | Soybean products (tofu, meat analogs) (oz. equivalents) |
| Total fruits (cup equivalents) | Nuts and seeds (oz. equivalents) |
| Citrus fruits, melons, and berries | Discretionary oil (grams) |
| Other fruits | Discretionary solid fat (grams) |
| Whole fruit* | Added sugars (teaspoon equivalents) |
| Fruit juicea | Alcohol (drinks) |
| Total milk (cup equivalents) | |
| Milk | |
| Yogurt | |
| Cheese | |

*From CNPP 01-02 Fruit Database.

4 Detailed documentation on these databases is available at:
http://www.ars.usda.gov/Services/docs.htm?docid=17562
Of the 3,021 unique food codes reported in the SNDA-III dietary recall data, 2,086 foods were linked to the MPED and the CNPP Fruit Database through a common USDA food code. The remaining 935 foods included modified recipes; commercially prepared food products that are marketed specifically to school foodservice programs and often modified to be lower in fat, saturated fat, and/or sodium than their traditional counterparts; and multi-component foods, such as sandwiches and salads that were originally reported by students component by component and subsequently aggregated to form one food record. Different processes were used to obtain MPED and whole fruit/juice values for each of these categories of foods, as described below.

**a. Modified Recipes**

Modified recipes are existing database recipes that were modified during coding to reflect actual food preparation practices, such as the type of fat or milk used (see Volume III for additional details on modified recipes). To account for modifications made to ingredients within recipes, ingredient-level recipe files were used to link individual ingredients to the MPED (e.g., sandwiches and salads). For more complex recipes, it was not feasible to use this method for obtaining equivalents, especially for recipes that had raw or dry ingredients not available in the MPED and for recipes with moisture and/or fat changes. These recipes were linked to the closest modified recipe available in the MPED. If the exact recipe modification did not exist in the MPED, equivalent values were ratio adjusted using a comparison of nutrients in the modified recipe and its closest match in the MPED. Because differences in nutrient content can be attributed to more than one ingredient, assumptions were made and not all MPEs were adjusted. Depending on the type of food and the type of modification(s) made to a recipe (i.e., changes to the type and/or amount of an ingredient), MyPyramid equivalent values were adjusted for discretionary oil and discretionary solid fat; total milk, milk, and cheese; total grain, whole grain, and non-whole/refined grain; added sugar; and type of meat (for example, spaghetti sauce made
with ground turkey instead of ground beef). MyPyramid equivalent values for fruits, vegetables, legumes, soybean products, nuts and seeds were not adjusted.

Table IV.2 provides an example of how MyPyramid equivalents were adjusted for a pepperoni pizza recipe that was prepared by a school using all-beef crumbles. The top panel shows the nutrient content of the modified recipe for the pepperoni pizza (6-digit food code) and its closest match in the MPED (8-digit food code). The bottom panel shows the ratio-adjusted MyPyramid equivalent values for the modified recipe (adjusted values shaded) and the actual equivalents for the closest match food. Equivalents for discretionary oil and discretionary solid fat were adjusted as follows:

Discretionary oil:
(modified recipe polyunsaturated + monounsaturated) * [original discretionary oil/ (original polyunsaturated + monounsaturated)]

Discretionary solid fat:
(modified recipe total fat) * (original discretionary solid fat/original total fat)

Equivalents for meat, poultry, and fish; meat; and franks, sausages, luncheon meats were adjusted based on the type of meat in the modified recipe (original recipe included beef, pepperoni and sausage; modified recipe was all-beef crumbles).

b. Commercially Prepared School Food Products

Commercially prepared food products are foods marketed specifically to school foodservice programs. They are often modified to be lower in fat, saturated fat, and/or sodium than their traditional counterparts. Nutrient information for 100 school foods was provided by ARS and also used to impute nutrient values for similar school foods (see Volume III for additional details on school foods). For most school foods, ingredient-level recipes provided by ARS were used to link individual ingredients to the MPED. Moisture and/or fat changes were accounted for, but it was not feasible to use this method for a small number of foods that had raw or dry ingredients not available in the MPED. School foods that could not be linked at the ingredient level were
## TABLE IV.2

### EXAMPLE OF RATIO ADJUSTMENTS MADE TO MYPREYRAMID EQUIVALENTS

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Description</th>
<th>Nutrient Content per 100 Grams</th>
<th>MyPyramid Equivalents per 100 Grams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Energy (kcal)</td>
<td>Total Fat (g)</td>
</tr>
<tr>
<td>Modified recipe (food code: 201354)</td>
<td>Pizza with meat, thick crust, W/ ALL BEEF CRUMBLES</td>
<td>286</td>
<td>10.0</td>
</tr>
<tr>
<td>Closest match in MPED (food code: 58106530)</td>
<td>Pizza with meat, thick crust</td>
<td>307</td>
<td>12.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Code</th>
<th>Description</th>
<th>Discretionary Oil</th>
<th>Discretionary Solid Fat</th>
<th>Total Meat, Poultry, Fish Meat</th>
<th>Franks, Sausages, Luncheon Meats</th>
<th>Total Grain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified recipe (food code: 201354)</td>
<td>Pizza with meat, thick crust, W/ ALL BEEF CRUMBLES</td>
<td>0.534</td>
<td>8.70</td>
<td>0.199</td>
<td>0.199</td>
<td>0.000</td>
</tr>
<tr>
<td>Closest match in MPED (food code: 58106530)</td>
<td>Pizza with meat, thick crust</td>
<td>0.693</td>
<td>11.233</td>
<td>0.199</td>
<td>0.035</td>
<td>0.164</td>
</tr>
</tbody>
</table>
linked to the closest match food in the MPED, and selected MyPyramid equivalents were ratio adjusted to better represent the actual content of the commercially prepared school food, using the method described above.

c. **Multi-component Foods**

A multi-component food is an item that includes several components or ingredients, such as a sandwich or salad, each of which was reported and coded separately (bread, peanut butter, jelly) and linked together. The components were subsequently aggregated to form one food record. In order to obtain MyPyramid equivalents for multi-component foods, the original disaggregated data was used to link each component to the MPED. Components within aggregated foods included items that linked directly to the MPED, as well as modified recipes and commercially prepared school food products that required additional data steps, as described previously.

Work on obtaining MyPyramid Equivalents was funded through grants from the USDA Economic Research Service, Food Assistance and Nutrition Research Program, and from the Robert Wood Johnson Foundation, Healthy Eating Research Program.
REFERENCES


APPENDIX A

ANNOTATED DATA COLLECTION INSTRUMENTS
School Nutrition Dietary Assessment Study

School Food Authority Survey

PLEASE RETURN BY (DATE)

Elementary School: ________________________________
Middle School: ________________________________
High School: ________________________________

Sponsored by:
U.S. Department of Agriculture
Food and Nutrition Service

Time Burden for this collection of information is estimated to average 25 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information.

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to U.S. Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, DC 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.
INSTRUCTIONS

• This survey is divided into two sections, all of which should be completed by the SFA director.

• When completing the survey, please use a black or blue pen, and write only in the spaces provided.

• Please answer all of the questions, except for those that are not applicable, as indicated by the skip patterns.

• Unless questions specifically indicate that more than one answer may be given, please mark only one answer per question.

• If you have any questions regarding the study or completing the SFA survey, please do not hesitate to get in touch with Rhoda Cohen at 1-800-232-8024 or email: rcohen@mathematica-mpr.com

The information you provide will be used only for statistical purposes. In accordance with the Confidential Information Protection and Statistical Efficiency Act of 2002, your responses will not be disclosed in identifiable form without your consent.

Participation is completely voluntary. Choosing not to participate will not affect your employment or your district’s participation in school food programs in any way.

We thank you for your cooperation and participation in this very important study.

FOR ASSISTANCE CALL TOLL FREE: 1-800-232-8024
1. Does your district use a computerized system for . . .

MARK ALL THAT APPLY
1  □ Nutrient analysis of menus ?  Q1_1
2  □ Point Of Sale payment/meal counts ?  Q1_2
3  □ Processing applications for free/reduced price (F/RP) meals  Q1_3
4  □ Food inventory  Q1_4
0  □ None of the above → Go to Q.2  Q1_0

1a. Which software system do you use?  (read list)

MARK ONE RESPONSE FOR EACH FUNCTION

<table>
<thead>
<tr>
<th></th>
<th>Nutrient Analysis</th>
<th>POS</th>
<th>F/RP Applications</th>
<th>Food Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bon Appetit</td>
<td>Q1a_1na</td>
<td>Q1a_1p</td>
<td>Q1a_1fr</td>
<td>Q1a_1fi</td>
</tr>
<tr>
<td>B.O.S.S. (Back Office Software Solutions)</td>
<td>Q1a_2na</td>
<td>Q1a_2p</td>
<td>Q1a_2fr</td>
<td>Q1a_2fi</td>
</tr>
<tr>
<td>CAFS (Computer Assisted Food Service)</td>
<td>Q1a_3na</td>
<td>Q1a_3p</td>
<td>Q1a_3fr</td>
<td>Q1a_3fi</td>
</tr>
<tr>
<td>CAFÉ Terminal</td>
<td>Q1a_4na</td>
<td>Q1a_4p</td>
<td>Q1a_4fr</td>
<td>Q1a_4fi</td>
</tr>
<tr>
<td>Keeping TRAC</td>
<td>Q1a_5na</td>
<td>Q1a_5p</td>
<td>Q1a_5fr</td>
<td>Q1a_5fi</td>
</tr>
<tr>
<td>KYRUS (formerly AccuSERIES)</td>
<td>Q1a_6na</td>
<td>Q1a_6p</td>
<td>Q1a_6fr</td>
<td>Q1a_6fi</td>
</tr>
<tr>
<td>NutriKids</td>
<td>Q1a_7na</td>
<td>Q1a_7p</td>
<td>Q1a_7fr</td>
<td>Q1a_7fi</td>
</tr>
<tr>
<td>PCS Revenue Control Systems</td>
<td>Q1a_8na</td>
<td>Q1a_8p</td>
<td>Q1a_8fr</td>
<td>Q1a_8fi</td>
</tr>
<tr>
<td>NutriMenu 2000</td>
<td>Q1a_9na</td>
<td>Q1a_9p</td>
<td>Q1a_9fr</td>
<td>Q1a_9fi</td>
</tr>
<tr>
<td>Visual B.O.S.S.</td>
<td>Q1a_10na</td>
<td>Q1a_10p</td>
<td>Q1a_10fr</td>
<td>Q1a_10fi</td>
</tr>
<tr>
<td>WinSNAP/WebSMARTT</td>
<td>Q1a_11na</td>
<td>Q1a_11p</td>
<td>Q1a_11fr</td>
<td>Q1a_11fi</td>
</tr>
<tr>
<td>Custom-developed system</td>
<td>Q1a_12na</td>
<td>Q1a_12p</td>
<td>Q1a_12fr</td>
<td>Q1a_12fi</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>Q1a_13na</td>
<td>Q1a_13p</td>
<td>Q1a_13fr</td>
<td>Q1a_13fi</td>
</tr>
<tr>
<td>No software for this function</td>
<td>Q1a_14na</td>
<td>Q1a_14p</td>
<td>Q1a_14fr</td>
<td>Q1a_14fi</td>
</tr>
<tr>
<td>Accu Scan Meal Tracker</td>
<td>Q1a_15na</td>
<td>Q1a_15p</td>
<td>Q1a_15fr</td>
<td>Q1a_15fi</td>
</tr>
<tr>
<td>Other Commercial POS</td>
<td>Q1a_16na</td>
<td>Q1a_16p</td>
<td>Q1a_16fr</td>
<td>Q1a_16fi</td>
</tr>
</tbody>
</table>
1b. When you do a nutrient analysis, is it weighted, unweighted or both? (Weighted analysis takes into account how often the item is served).

1. □ Weighted  
2. □ Unweighted  
3. □ Both  
4. □ Don’t do nutrient analysis ➔ Go to Q.2

1c. Do you complete separate analyses for breakfast and lunch or do you do a combined analysis?

MARK ONLY ONE  

1. □ Separate  
2. □ Combined  
3. □ Only analyze breakfast  
4. □ Only analyze lunch  
5. □ Don’t offer breakfast

2. What qualifications does your district’s menu planner have?

MARK ALL THAT APPLY

Q2_1 1. □ Associates degree in consumer science, hotel/restaurant management, baking/ culinary arts, etc.
Q2_2 2. □ Bachelor’s degree in consumer science, hotel/restaurant management, culinary arts, etc.
Q2_3 3. □ Licensed nutritionist  
Q2_4 4. □ Master’s level nutritionist  
Q2_5 5. □ On the job training  
Q2_6 6. □ Registered dietician  
Q2_7 7. □ School Food Service and Nutrition Specialist (ASFSA certified)  
Q2_8 8. □ State food service certificate  
Q2_9 9. □ None of the above

3. Are all menus planned at the district level?

Q3_1 1. □ Yes ➔ Go to Q.4  
0. □ No

3a. Which types of schools plan their own menus?

MARK ALL THAT APPLY

Q3a_1 1. □ Elementary schools  
Q3a_2 2. □ Middle schools  
Q3a_3 3. □ High schools  
Q3a_4 4. □ Is there another school? (Specify)  
Q3a_4ot  (Specified Other)

4. I’ll read a list of USDA tools, please tell me which ones you use

MARK ALL THAT APPLY

Q4_1 1. □ Assisted NuMenus Guidance: School Lunch and Breakfast Menus  
Q4_2 2. □ Changing the Scene: Improving the School Nutrition Environment  
Q4_4 4. □ Community Nutrition Action Kit  
Q4_5 5. □ Cooking a World of Tastes (videos)  
Q4_6 6. □ Fight Back Managers Self-Inspection Checklist  
Q4_7 7. □ First Choice (second edition)  
Q4_8 8. □ Food Buying Guide for CN Programs  
Q4_9 9. □ Fruits and Vegetables Galore  
Q4_10 10. □ Healthy School Meals Training Program  
Q4_11 11. □ Menu Planner for Healthy School Meals  
Q4_12 12. □ New School Lunch And Breakfast Recipes/Tool Kit for Healthy School Meals  
Q4_13 13. □ Nutrient Analysis Protocols: How to Analyze Menus for USDA’s School Meals Programs  
Q4_14 14. □ Quantity Recipes for School Food Service  
Q4_15 15. □ Serving It Safe: A Tool Kit (second edition)  
Q4_16 16. □ Serving It Safe: A Tool Kit for Managers  
Q4_17 17. □ Serving It Safe Training Video  
Q4_18 18. □ Team Nutrition Guide to Purchasing Food Service Equipment  
Q4_19 19. □ Other (Specify)  
Q4_20  (Specify Other)

Q4_0 0. □ None of the above
4a. Are any food purchasing transactions in your food service area done via PIN numbers or electronic debit cards?

☐ Yes-All

☐ Yes, in part → What % of transactions?

☐ PERCENT OF TRANSACTIONS

☐ No

5. Do any of the schools in your district offer foods from national or regional brand-name or chain restaurants, such as McDonald's, Burger King, Taco Bell, Pizza Hut, Domino's, or Subway?

☐ Yes

☐ No → Go to Q.6

5a. Please list the brand-name or chain restaurant firms that you purchase from and the specific items that you offer. Alternatively, you may fax me a list of vendors and items.

Vendor Name: [List attached]

Items Offered: [List attached]

5b. Are these items eligible for inclusion in reimbursable meals offered?

☐ Yes

☐ No

5c. Which level of schools offer these items?

MARK ALL THAT APPLY

☐ Elementary schools

☐ Middle schools

☐ High schools

☐ Other (Specify)

6. Is your school district or are any schools in your district engaged in a “pouring rights” contract (that is, a long-term contract with a beverage company that establishes the company as a sole source vendor for beverages in the district or in the school)? Count both foodservice and other machines.

MARK ONE ANSWER

☐ Yes, district-wide

☐ Yes, some schools

☐ No → Go to Q.7

6a. Does the beverage contract limit the types or brands of beverages that can be sold in school food service areas?

☐ Yes

☐ No

6b. Where does the income from the contract go?

MARK ALL THAT APPLY

☐ School food service account

☐ Individual school funds

☐ Athletic department

☐ District fund

☐ Other (Specify)

☐ Don’t know
6d. Where were the new machines installed?  
MARK ALL THAT APPLY  

- Q6d_1 No new machines installed  
- Q6d_2 Elementary schools  
- Q6d_3 Middle schools  
- Q6d_4 High schools  
- Q6d_4ot Other (Specify)  

6f. Where were these beverage selling sites added?  
MARK ALL THAT APPLY  

- Q6f_1 Elementary schools  
- Q6f_2 Middle schools  
- Q6f_3 High schools  
- Q6f_4 Other (Specify)  

7. Other than the USDA ban on selling soft drinks during meals, has your school district, or any school in your district, imposed a ban or restriction on the types of soda, soft drinks, or sweetened fruit beverages (less than 100% juice) that may be sold to students in schools or on school grounds (including vending machines)?  

MARK ONE ANSWER  

1. District ban/restriction  
2. School-level ban/restriction  
3. Never offered soda, soft drinks or sweetened fruit beverages  

7a. Other than USDA restrictions, has your school district, or any school in your district, set restrictions on the time of day when students may purchase soda, soft drinks, or sweetened fruit beverages (less than 100% juice) in schools or on school grounds (including vending machines)?  

MARK ONE ANSWER  

1. District-wide/limit on time of day  
2. School level/limit on time of day  
3. No district or school/limit on time of day  

7b. Other than USDA restrictions, has your school district, or any school in your district, restricted the types of food or snack items sold to students in schools or on school grounds (including school stores and vending machines).  

MARK ONE ANSWER  

1. District-wide/restriction  
2. School level/restriction  
3. No district or school/restriction  

8. Does your district participate in a purchasing cooperative?  

MARK ONE ANSWER  

1. Yes  
0. No
8a. Does the use of a purchasing cooperative limit, expand, or have no effect on your ability to purchase the food items you want?

**MARK ONE ANSWER**

1. Limit
2. Expand
3. No effect

8b. How has the use of a purchasing cooperative affected your district’s total food costs?

**MARK ONE ANSWER**

1. Increased total food costs
2. Decreased total food costs
3. No impact on total food costs
4. Don’t know

9. Does your district have guidelines on purchasing locally grown foods?

1. Yes, state guidelines
2. Yes, local guidelines
3. No  → **Go to Q.10a**

9a. Are there written guidelines?

1. Yes
2. No  → **Go to Q.10a**

9b. Please FAX a copy of the guidelines for purchase of locally grown foods (or briefly describe them).

1. Will fax guidelines

9b_1a = “Does not purchase locally grown foods”

10a. Does your district have guidelines about purchasing fresh produce, other than locally grown foods?

1. Yes, state guidelines
2. Yes, local guidelines
0. No  → **Go to Q.11**

10b. Are there written guidelines?

1. Yes
0. No  → **Go to Q.11**

10c. Please FAX the guidelines related to fresh produce (or briefly describe them).

1. Will fax guidelines

11. Does your district purchase foods through the Department of Defense “DoD Fresh” program?

1. Yes
0. No

12. Does your district purchase foods through the “State Farm to School” program?

1. Yes
0. No

13. Does your district include nutrient requirements in purchasing specifications for any foods?

1. Yes
0. No  → **Go to Q.14**
13a. Do the purchasing specifications for ANY foods, include requirements for/restrictions on . . .

**TELL ME YES / NO AS I READ THEM:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portion or serving size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOOD SAFETY AND SANITATION**

14. Does your district require child nutrition (CN) or other nutrient labels on some or all purchased foods?

- **Yes**
- **No**

15. Does your district require CN or other nutrient labels for . . .

**MARK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Choice</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-prepared breakfast food?</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Pre-prepared lunch foods?</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Other foods (Specify)</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

16a. Does your district have any other guidelines that affect the types of food that you purchase?

- **Yes, local guidelines**
- **Yes, state guidelines**
- **No**

16b. Are there written guidelines?

- **Yes**
- **No**

17. Please fax me a copy of these guidelines (or briefly describe them).

- **Faxing Guidelines**

18. Are new employees required to receive training in food safety and sanitation?

- **Yes**
- **No**

18a. Do newly-hired food service managers, cooks, or other food service staff get training in (READ LIST)?

**MARK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Kitchen Managers</th>
<th>Cooks</th>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food safety/sanitation training as part of general training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Serving it Safe HACCP system</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other separate course or class in food safety/sanitation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Test or exam in food safety/sanitation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Certification as food safety manager</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Specify other type(s) of staff:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
18b. How many hours of training in food safety and sanitation are required for new staff?

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q18b_1</td>
</tr>
<tr>
<td>Q18b_2</td>
</tr>
<tr>
<td>Q18b_3</td>
</tr>
</tbody>
</table>

Food service managers................... | n.a. □
Cooks................................... | n.a. □
Other staff.............................. | n.a. □

19. Are current employees required to receive periodic training in food safety and sanitation?

Q19 1 □ Yes
0 □ No → Go to Q.20

19a. What types of training are required for current food service managers, cooks, or other food service staff? (read list)

MARK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Kitchen Managers</th>
<th>Cooks</th>
<th>Other</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q19a_1k</td>
<td>Q19a_1c</td>
<td>Q19a_1o</td>
<td>Q19a_1h</td>
</tr>
<tr>
<td>Q19a_2k</td>
<td>Q19a_2c</td>
<td>Q19a_2o</td>
<td>Q19a_2h</td>
</tr>
<tr>
<td>Q19a_3k</td>
<td>Q19a_3c</td>
<td>Q19a_3o</td>
<td>Q19a_3h</td>
</tr>
<tr>
<td>Q19a_4k</td>
<td>Q19a_4c</td>
<td>Q19a_4o</td>
<td>Q19a_4h</td>
</tr>
<tr>
<td>Q19a_5k</td>
<td>Q19a_5c</td>
<td>Q19a_5o</td>
<td>Q19a_5h</td>
</tr>
<tr>
<td>Q19a_6k</td>
<td>Q19a_6c</td>
<td>Q19a_6o</td>
<td>Q19a_6h</td>
</tr>
<tr>
<td>Q19a_0t (other spec.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19b. Each year, how many hours of training in food safety and sanitation are required for current staff?

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q19b_1</td>
</tr>
<tr>
<td>Q19b_2</td>
</tr>
<tr>
<td>Q19b_3</td>
</tr>
</tbody>
</table>

Food service managers................... | n.a. □
Cooks................................... | n.a. □
Other staff.............................. | n.a. □

20. On average, how often does someone from your district monitor each kitchen for safe food handling practices and sanitary conditions?

MARK ONE ANSWER

Q20 1 □ Once a month or more
2 □ Less than once a month, but at least once every three months
3 □ Less than once every three months, but at least once every six months
4 □ About once a year
5 □ Less than once a year
0 □ Never

20a. Does your district have a health policy for restricting or excluding ill food service employees?

Q20a 1 □ Yes
0 □ No

21. How often does someone from your county, state, or local health department inspect each kitchen for safe food handling practices and sanitary conditions?

MARK ONE ANSWER

Q21 1 □ Once a month or more
2 □ Less than once a month, but at least once every three months
3 □ Less than once every three months, but at least once every six months
4 □ About once a year
5 □ Less than once a year
0 □ Never
21a. Does your district have a HACCP plan (Hazard Analysis and Critical Control Points Plan) in place for the preparation of all school meals?

Q21a □ Yes 0 □ No

22. Considering all of your experience with food safety and sanitation in this school district, what are the most frequent problems or challenges?

MARK ALL THAT APPLY

Q22_1 □ Food storage problems
Q22_2 □ Temperature of food
Q22_3 □ Pests
Q22_4 □ Cleanliness of the cupboards, counters, floors
Q22_5 □ Inconsistent, or lack of use of gloves and/or hair restraints
Q22_7 □ Personal cleanliness
Q22_8 □ Other (Specify)

Q22_0 □ No persistent problems or challenges

23a. Does your district have a wellness policy that addresses student nutrition and physical activity?

Q23a □ Yes, local policy
□ Yes, state policy
□ No ➔ Go to Q.24

23b. Please tell me the 3 most important elements of the policy.

Q23b_1
Q23b_2
Q23b_3

q23b_1A, q23b_2A, q23b_3A = exercise, physical education
q23b_1C, q23b_2C, q23b_3C = health and nutrition education
q23b_1D, q23b_2D = don’t know
q23b_1E, q23b_2E = other
q23b_1F, q23b_2F, q23b_3F = standards concerning foods offered
q23b_1G = physical education and nutrition

24. Does your department routinely make information on the nutrient content of USDA-reimbursable meals available to students and/or parents?

Q24 □ Yes 0 □ No ➔ Go to Q.24b

24a. How do you make nutritional information available to students or parents?

MARK ALL THAT APPLY

Q24a_1 □ Send menus/flyers home
Q24a_2 □ Post information in school (e.g., on bulletin boards)
Q24a_3 □ Post information online
Q24a_4 □ Post information on TV
Q24a_5 □ Post information in newspapers
Q24a_6 □ Other (Specify)

Q24a_7 = other school staff

24b. In the past 12 months, have you or anyone on your staff . . .

Yes No

a. Attended a PTA or other parent group meeting to discuss the school food service program? ........................................ 1 0

b. Provided families with information about the school food service program, other than basic menu information? .................. 1 0

c. Invited family members to consume a school meal? ............... 1 0

d. Participated in a nutrition education activity in a classroom? ........ 1 0

e. Conducted a nutrition education activity in a food service area? .... 1 0
25. Do you use any of the following ways to get feedback from students or parents about USDA reimbursable meals?  

**MARK ALL THAT APPLY**  
- Q25_1: Surveys  
- Q25_2: Suggestion box  
- Q25_3: Bulletin board  
- Q25_4: Web page  
- Q25_5: Advisory council  
- Q25_6: Other (Specify)  
- Q25_0: None of the above

26. Which of the following does your school district consider when setting prices for USDA-full-price reimbursable meals?  

**MARK ALL THAT APPLY**  
- Q26_1: Food cost  
- Q26_2: Production labor cost (wages, benefits, etc.)  
- Q26_3: Other production costs (utilities, equipment, supplies, etc.)  
- Q26_4: Transportation cost  
- Q26_5: Administrative or indirect costs  
- Q26_6: Incentive for student participation  
- Q26_7: Constraints set by school boards  
- Q26_8: Ease of collecting payments  
- Q26_9: Other (Specify)  

26a. Does your district set prices for USDA-reimbursable meals using a percentage of markup on food or other costs?  
- Q26a: Yes  
- Q26a: No → Go to Q.27

26b. What is the percentage markup used for setting prices for full-price reimbursable meals?  

(Enter percentage or check if not applicable)  

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSLP</td>
<td>Q26b_1</td>
<td></td>
</tr>
<tr>
<td>SBP</td>
<td>Q26b_2</td>
<td></td>
</tr>
</tbody>
</table>

27. Which of the following does your school district consider when setting prices for **a la carte** items sold in school food service areas?  

**MARK ALL THAT APPLY**  
- Q27_1: No a la carte items sold in any school cafeteria → Go to Q.28  
- Q27_2: Food cost  
- Q27_3: Production labor cost (wages, benefits, etc.)  
- Q27_4: Other production costs (utilities, equipment, supplies, etc.)  
- Q27_5: Transportation cost  
- Q27_6: Administrative or indirect costs  
- Q27_7: Incentive for student consumption of specific items (milk, etc.)  
- Q27_8: Incentive for student participation in reimbursable meal program  
- Q27_9: Ease of collecting payments  
- Q27_10: Other (Specify)
27a. Does your district set prices for a la carte items using a percentage markup or a fixed dollar markup on food or other costs?

☐ Yes
☐ No  Go to Q.28

27b. What costs are included in the base for calculating a la carte prices? (The base is the amount to which the markup is added.)

MARK ALL THAT APPLY

☐ Food cost
☐ Production labor costs
☐ Other production costs
☐ Transportation cost
☐ Administrative or overhead costs
☐ Other (Specify)

27c. What is the dollar or percentage markup used for setting prices for foods sold a la carte? If you report as a percentage, please use your cost as the base (denominator) when figuring the percentage.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Dollar</th>
<th>No Specified Markup</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Q27c_{1p}$</td>
<td>% or $Q27c_{1d}$</td>
<td>n.a. ☐</td>
</tr>
<tr>
<td>$Q27c_{2p}$</td>
<td>% or $Q27c_{2d}$</td>
<td>n.a. ☐</td>
</tr>
<tr>
<td>$Q27c_{3p}$</td>
<td>% or $Q27c_{3d}$</td>
<td>n.a. ☐</td>
</tr>
</tbody>
</table>

27d. When did your school district last change the prices for a la carte foods?

☐ ☐ ☐ YEAR Q27d_yr
☐ ☐ ☐ MONTH Q27d_mth
☐ ☐ Don’t know  Go to Q.28

If NO change, Go to Q.28
27e. How did the prices for a la carte foods change?

<table>
<thead>
<tr>
<th>Food Type</th>
<th>Increased</th>
<th>Reduced</th>
<th>Not Changed</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other items on the reimbursable menu</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other (a la carte-only) items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

27f. What factors caused the change(s)?

**MARK ALL THAT APPLY**

- Change in food cost
- in labor cost (wages, benefits, etc.)
- in other production cost
- in transportation cost
- in administrative/indirect cost
- Increased charge to food service account for district administrative/indirect cost
- Reduction in state/school district subsidy
- Unspecified cost increase/losing money
- Declining participation in reimbursable meals
- Other (Specify)
- Don’t know
28. How long have you been a school food service director?

YEARS AND/OR MONTHS

29. What’s the highest grade or year of schooling you completed?

MARK ALL THAT APPLY

1. Less than high school
2. High school
3. Some college, no degree
4. Associates degree
5. Bachelor’s degree
6. Graduate degree

29a. Which of the following credentials do you hold?

MARK ALL THAT APPLY

1. Associates degree in consumer science, hotel/restaurant management, baking/culinary arts, etc.
2. Bachelor’s degree in consumer science, hotel/restaurant management, culinary arts, etc.
3. Licensed nutritionist
4. Master’s level nutritionist
5. On the job training
6. Registered Dietician
7. School Food Service and Nutrition Specialist (School Nutrition Association, formerly ASFSA, certified)
8. State food service certificate
0. None of the above
29b. How many hours do you spend each week as Director of the School Food Authority?

[ ] HOURS/WEEK

29c. What are your other district or school level responsibilities?

**MARK ALL THAT APPLY**

- [ ] Full-time school food service manager
- [ ] Part-time school food service manager
- [ ] Business manager (district)
- [ ] Transportation coordinator (district)

- [ ] Other (Specify)
  
  [ ] Other (Specify)

- [ ] No other responsibilities

30a. As we are doing the nutrient coding of the Menu Survey information, we find it useful to have the Production Records for each of the schools (NAME SCHOOLS) we visited in your district during the week of (WEEK OF VISIT). Could you please fax them or email them to me?

30b. What recommendations do you have on how to improve the school lunch and breakfast programs? (Would you like to e-mail me the recommendations?)

[ ]

---

Q29b_1, Q29c_2A = “school administration”
Q29c_1B = “logistics, facilities”
Q29c_1C = “clerical”

Q29c_5, Q29c_5ot

Q29c_6, Q29c_6ot

Q30b_1A, Q30b_1A = “none, pleased with meal programs”
Q30b_1B, Q30b_1B, Q30b_2B = “eliminate reduced category and make all meals free”
Q30b_1C, Q30b_1C, Q30b_2C = “more healthy options”
Q30b_1D, Q30b_2D = “more variety to menu”
Q30b_1E, Q30b_2E = “less required paperwork, better computer system”
Q30b_1F, Q30b_2F = “more time for meals”
Q30b_1G = “better food equipment”
Q30b_1H, Q30b_2H = “more funding”
Q30b_1I, Q30b_2I = “more nutrition education, promotion at national and/or local levels”
Q30b_1J, Q30b_2J = “improve dietary recommendations (e.g., fiber targets)”
Q30b_1K, Q30b_2K = “less regulation on purchasing, setting prices, foods offered”
Q30b_1M, Q30b_2M = “offer breakfast or increase SBP participation”
Q30b_2L, Q30b_3L = “eliminate vending machines, high sugar/fat”
Q30b_1O, Q30b_2O, Q30b_3O, Q30b_5O, Q30b_4O = “other”

---

Thank you very much for taking the time to complete this survey. Your assistance is greatly appreciated.
School Nutrition Dietary Assessment Study

SFA Contact Form
Good (morning/afternoon), this is __________________ from Mathematica Policy Research. I am calling about the School Nutrition Dietary Assessment (SNDA) Study for the U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS). You should have been notified recently by (NAME), your State Child Nutrition Director that your School Food Authority (SFA) has been selected for participation in the study.

I HAVEN'T RECEIVED ANY NOTIFICATION?

I apologize about that. Why don't we complete this conversation and then I will send you some background materials about the study and follow up with your Child Nutrition Director to find out why (he/she) hadn't reached you.

HOW/WHY WAS MY SFA/SCHOOL DISTRICT SELECTED?

Each SFA was randomly selected using precise scientific sampling methods in order for the study sample to be representative of all public school districts nationally that participate in the National School Lunch Program.

(The information collected from your SFA will represent not only your own experiences, but those of similar SFAs around the country. That is why it is so important that all of the selected districts and schools participate.)

IS THIS MANDATORY?

Participation is not mandatory, but everyone from the USDA to your State Director has approved of the study and is strongly encouraging cooperation from all selected SFAs. We have made all reasonable efforts to minimize the time and effort required of all study participants.

(Because scientific sampling procedures were used to select the SFAs, any district that chooses not to participate will have a significant impact on the quality of the data and the value of the research).

At this time, I would like to briefly introduce you to the study and collect some preliminary information. The purpose of this study is to determine the foods included in current National School Lunch and School Breakfast Program meals and their nutrient content, as well as the selection of foods and nutrient consumption by public school children in the context of both their schools and households. Much of the information collected in this study will be available to nutritional experts and policymakers for the first time and will prove extremely useful in planning future technical assistance to schools and any program performance measurement.

As part of the study, we will be contacting 3 or 4 schools in your district. Does your district have any new schools, meaning the school began operating either last school year (2003-2004) or this current school year (2004-2005)?

IF YES: Can you give me the name(s) and zip code(s) of the new school(s)? (If necessary, you can fax me a list at 609-799-0005.) ENTER INFORMATION ON NEXT PAGE.

Does (SCHOOL) participate in the NSLP? IF YES: What grades does the school cover? What is the student enrollment?
<table>
<thead>
<tr>
<th>a. SCHOOL</th>
<th>b. ZIP CODE</th>
<th>c. PARTICIPATE IN NSLP?</th>
<th>d. GRADES</th>
<th>e. ENROLLMENT (AS OF 10/1/04)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YES</td>
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<tr>
<td></td>
<td></td>
<td>NO SKIP TO NEXT SCHOOL</td>
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<td></td>
<td>YES</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>NO SKIP TO NEXT SCHOOL</td>
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<td></td>
<td></td>
<td>YES</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>NO SKIP TO NEXT PAGE</td>
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</tbody>
</table>
We have preliminarily selected the schools we plan to contact in your district, (but they could change based on this new information you have just given me). The first school is (INSERT SCHOOL 1). Please tell me what grades are included in this school?

<table>
<thead>
<tr>
<th>NAMES OF SCHOOLS</th>
<th>SCHOOL 1</th>
<th>SCHOOL 2</th>
<th>SCHOOL 3</th>
<th>SCHOOL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPR ID:</td>
<td>MPR ID:</td>
<td>MPR ID:</td>
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</tbody>
</table>

- **SCHOOL CLOSED**
- **OTHER SPECIAL CASE**
  - (explain):

1. What grades are included in school? CHECK ALL THAT APPLY

   - Pre-K
   - K
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

1a. Is this a charter school?
- Yes
- No
- Don’t know

d

2. As of October 1 of the current school year, what was the total enrollment at SCHOOL?

   - School size*

2a. Does SCHOOL participate in the NSLP?
- Yes
- No

* ACF_q2 was dropped for confidentiality reasons. School size is a categorical version of the variable.
<table>
<thead>
<tr>
<th>NAMES OF SCHOOLS</th>
<th>SCHOOL 1</th>
<th>SCHOOL 2</th>
<th>SCHOOL 3</th>
<th>SCHOOL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPR ID:</td>
<td>MPR ID:</td>
<td>MPR ID:</td>
<td>MPR ID:</td>
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<tr>
<td></td>
<td>LEVEL:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ SCHOOL CLOSED</td>
<td></td>
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<td></td>
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<tr>
<td>□ OTHER SPECIAL CASE (explain):</td>
<td></td>
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</tbody>
</table>

3. Does SCHOOL operate under Provision 2 for the NSLP or SBP?

**NOTE:**
Provisions 2 schools serve meals at no charge to all children as determined by application once every three years.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NSLP</th>
<th>SBP</th>
<th>None of the above</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL 2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL 3</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL 4</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

4. Does SCHOOL operate under Provision 3 for the NSLP or SBP?

**NOTE:**
Provisions 3 schools serve meals at no charge to all children regardless of eligibility status.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NSLP</th>
<th>SBP</th>
<th>None of the above</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL 2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL 3</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL 4</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

5. How many students in SCHOOL are approved for free meals?

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Pct_free*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL 1</td>
<td></td>
</tr>
<tr>
<td>SCHOOL 2</td>
<td></td>
</tr>
<tr>
<td>SCHOOL 3</td>
<td></td>
</tr>
<tr>
<td>SCHOOL 4</td>
<td></td>
</tr>
</tbody>
</table>

6. How many students in SCHOOL are approved for reduced-price meals?

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Pct_rpc*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL 1</td>
<td></td>
</tr>
<tr>
<td>SCHOOL 2</td>
<td></td>
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<td>SCHOOL 3</td>
<td></td>
</tr>
<tr>
<td>SCHOOL 4</td>
<td></td>
</tr>
</tbody>
</table>

* Pct_free and pct_rpc replace ACF_q5 and ACF_q6 for confidentiality reasons.
**NAMES OF SCHOOLS**

<table>
<thead>
<tr>
<th>SCHOOL 1</th>
<th>SCHOOL 2</th>
<th>SCHOOL 3</th>
<th>SCHOOL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

7. (CODE IF KNOWN) Does SCHOOL participate in the School Breakfast Program (SBP) for 2004-2005? [ACF_q7]

<table>
<thead>
<tr>
<th>1</th>
<th>Yes</th>
<th>0</th>
<th>No</th>
<th>Go to Q9</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Does SCHOOL offer universal-free breakfast? [ACF_q8]

<table>
<thead>
<tr>
<th>1</th>
<th>Yes</th>
<th>0</th>
<th>No</th>
<th>NA (no breakfast program)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

8a. Does SCHOOL offer any non-traditional breakfast program such as breakfast in the classroom or grab and go breakfast? [ACF_q8a]

<table>
<thead>
<tr>
<th>1</th>
<th>Yes</th>
<th>0</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

9. Does SCHOOL operate any NSLP or SBP year-round meal programs? [ACF_q9_0, ACF_q9_1, ACF_q9_2, ACF_q9_3, ACF_q9_4, ACF_q9_5, ACF_q10_1, ACF_q10_2, ACF_q10_3, ACF_q10_4, ACF_q10_5, ACF_q10_6, ACF_q10_7, ACF_q10_8, ACF_q10_9]

<table>
<thead>
<tr>
<th>1</th>
<th>NSLP</th>
<th>2</th>
<th>SBP</th>
<th>None of the above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

10. Where are menus for SCHOOL planned? [ACF_q10_0, ACF_q10_1, ACF_q10_2, ACF_q10_3, ACF_q10_4, ACF_q10_5, ACF_q10_6, ACF_q10_7, ACF_q10_8, ACF_q10_9]

<table>
<thead>
<tr>
<th>1</th>
<th>District level</th>
<th>2</th>
<th>SFA level</th>
<th>3</th>
<th>Off-site kitchen</th>
<th>4</th>
<th>This school</th>
<th>5</th>
<th>Shared district and school</th>
<th>6</th>
<th>Food Service management company</th>
<th>7</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

10a. Who is the menu planner? [ACF_q11_0, ACF_q11_1, ACF_q11_2, ACF_q11_3, ACF_q11_4, ACF_q11_5, ACF_q11_6, ACF_q11_7, ACF_q11_8, ACF_q11_9]

<table>
<thead>
<tr>
<th>1</th>
<th>NuMenus</th>
<th>2</th>
<th>Assisted NuMenus</th>
<th>3</th>
<th>Enhanced Food-Based</th>
<th>4</th>
<th>Traditional Food-Based</th>
<th>5</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

11. Which of the following menu planning options is currently used for SCHOOL? [ACF_q11_0, ACF_q11_1, ACF_q11_2, ACF_q11_3, ACF_q11_4, ACF_q11_5, ACF_q11_6, ACF_q11_7, ACF_q11_8, ACF_q11_9]

<table>
<thead>
<tr>
<th>1</th>
<th>NuMenus</th>
<th>2</th>
<th>Assisted NuMenus</th>
<th>3</th>
<th>Enhanced Food-Based</th>
<th>4</th>
<th>Traditional Food-Based</th>
<th>5</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
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<th>School 3</th>
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<tbody>
<tr>
<td>12. Does SCHOOL use a cycle menu?</td>
<td>1 Yes</td>
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<td></td>
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<td>13. What is the length of the cycle in days?</td>
<td>ACF_q13 DAYS</td>
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<td>Go to Q.15</td>
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<tr>
<td>14. Does SCHOOL offer foods from national or regional brand-name or chain restaurants, such as Domino’s, McDonald's, Burger King, Taco Bell, Pizza Hut or Subway?</td>
<td>1 Yes</td>
<td>1 Yes</td>
<td>1 Yes</td>
<td>1 Yes</td>
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<td></td>
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<td>Go to Q.15</td>
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<tr>
<td>14a. Are these foods offered in reimbursable meals?</td>
<td>1 Yes</td>
<td>1 Yes</td>
<td>1 Yes</td>
<td>1 Yes</td>
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<tr>
<td>15. Are meals for SCHOOL partly or fully prepared in an off-site kitchen?</td>
<td>1 Yes</td>
<td>1 Yes</td>
<td>1 Yes</td>
<td>1 Yes</td>
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<tr>
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<tr>
<td>15a. What is the name of the person who completes production records at SCHOOL?</td>
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<td>NAME</td>
<td>NAME</td>
<td>NAME</td>
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<tr>
<td></td>
<td>PHONE #</td>
<td>PHONE #</td>
<td>PHONE #</td>
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<tr>
<td>16. Now thinking about the 2003-2004 school year:</td>
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<td>16a. What was the average daily attendance?</td>
<td>sda_rate*</td>
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<td>16b. How many full price lunches were claimed for 2003-2004?</td>
<td>schl_nslp_full*</td>
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<tr>
<td>16c. How many reduced-price lunches were claimed for 2003-2004?</td>
<td>schl_nslp_rpc*</td>
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<td>16d. And, how many free lunches were claimed for 2003-2004?</td>
<td>schl_nslp_free*</td>
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<tr>
<td>17. Now thinking about school breakfasts for 2003-2004:</td>
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<tr>
<td>17a. How many full price SBP breakfasts were claimed for the year?</td>
<td>schl_sbp_full*</td>
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<td>0 No breakfast program in 2003-2004</td>
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<td>GO TO NEXT SCHOOL</td>
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<td>17b. How many reduced-price SBP breakfasts were claimed for the year?</td>
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<td>17c. And, how many free breakfasts were claimed for 2003-2004?</td>
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</table>

* Were removed for confidentiality reasons.
IF ON-SITE DISTRICT WITH NEW SCHOOLS OR CLOSING OF ANY SAMPLED SCHOOLS:
The next step is for us to get student rosters for the schools included in the study to sample students for the student level data collection, but first I need to check if the new information you have provided me will affect the schools we include from your district. I would like to call you back within a day or two with that decision. In the meantime, please check on how you will be able to send us the rosters. END OF CALL.

IF ON-SITE DISTRICT WITH NO NEW SCHOOLS OR CLOSING OF SAMPLED SCHOOLS:
At this time we need to sample students for the student-level data collection. To prepare for this, I’d like you to send me student rosters for the schools we just discussed. These should include student name (or other identifier such as school ID#), grade, date of birth and school. (I can send you an example of the type of information we are looking for.)

When can we expect the rosters? And how will you be sending them? (If it is an option, we would prefer an electronic file.)

QUESTIONS/CONCERNS ABOUT CONSENT:
We are only using the rosters to select which students to include in the study. Once those students have been selected, we will contact the schools and work with them to meet any consent requirements before including any personal information in the data. All information collected now or at any time throughout the study will be confidential.

IF NO NAMES WITHOUT CONSENT:
Can you provide rosters using only ID numbers? Once we have selected students based on their ID numbers for the study, we would be happy to work with the schools to meet any consent requirements before having the selected students names released to us.

IF OTHER CONSENT PROCEDURES:
We would be happy to comply with whatever your district requires. Who is the best person to discuss this with? Can I have their phone number?

IF ROSTERS PROVIDED BY SOMEONE ELSE:
Can I please have the name and telephone number of whom I need to follow up with?

That is all the information we need at this time. Please let the individual schools know that they have been selected for the study and can expect to hear from us beginning in about January. I will send you some additional information about the study that you can pass along to them. We may also need to contact you for additional information later as we prepare to get in touch with the schools. In the meantime, it would be helpful if you could prepare a very brief letter to us acknowledging your awareness of the study and your support of the district’s participation.

Please email me at: __________________________ or mail it to:

Mathematica Policy Research
PO Box 2393
Princeton, NJ 08543

Thank you for your time. (I look forward to speaking with you again soon.) If you have any questions (before we speak again), please call me directly at: __________________________
### Names of Schools

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<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
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</thead>
<tbody>
<tr>
<td>18. What time do the school doors open for students?</td>
<td>SCH18_hr:</td>
<td>SCH18_min:</td>
<td>SCHOOL18_hr:</td>
</tr>
<tr>
<td>19. When does the first school bus usually arrive at school?</td>
<td>SCH19_hr:</td>
<td>SCH19_min:</td>
<td>SCHOOL19_hr:</td>
</tr>
<tr>
<td>20. When does the last school bus usually arrive at school in the morning?</td>
<td>SCH20_hr:</td>
<td>SCH20_min:</td>
<td>SCHOOL20_hr:</td>
</tr>
<tr>
<td>21. What time do you usually start serving breakfast?</td>
<td>SCH21_hr:</td>
<td>SCH21_min:</td>
<td>SCHOOL21_hr:</td>
</tr>
<tr>
<td>22. What time does the first class of the day usually start?</td>
<td>SCH22_hr:</td>
<td>SCH22_min:</td>
<td>SCHOOL22_hr:</td>
</tr>
<tr>
<td>23. What time does the last class of the day usually end?</td>
<td>SCH23_hr:</td>
<td>SCH23_min:</td>
<td>SCHOOL23_hr:</td>
</tr>
<tr>
<td>24. Does the school have any scheduled days with early release of students?</td>
<td>Yes:</td>
<td>No:</td>
<td>Yes:</td>
</tr>
<tr>
<td>25. On average, how many days per year are students released early?</td>
<td>SCH_q25:</td>
<td>SCHOOL_q25:</td>
<td>SCHOOL_q25:</td>
</tr>
<tr>
<td>26. What meals are offered on early release days?</td>
<td>None:</td>
<td>Breakfast:</td>
<td>No:</td>
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</tbody>
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**CHECK ALL THAT APPLY**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>None:</td>
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<tr>
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<td>Limited lunch:</td>
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<tr>
<td>4</td>
<td>Full lunch:</td>
<td>No:</td>
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</table>
27. What times (are/time is) your lunch period(s)? Which grades have lunch during each period? As of October 1 of this school year, how many students were scheduled to have lunch during each period?

<table>
<thead>
<tr>
<th>Lunch Period</th>
<th>Time Period</th>
<th>Grades</th>
<th>Average Number of Students</th>
<th>Time Period</th>
<th>Grades</th>
<th>Average Number of Students</th>
<th>Time Period</th>
<th>Grades</th>
<th>Average Number of Students</th>
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</table>

SEE ATTACHED SHEET FOR ADDITIONAL CODES
27. What (times are/time is) your lunch period(s)? Which grades have lunch during each period? As of October 1 of this school year, how many students were scheduled to have lunch during each period?

(Continued)

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</tbody>
</table>
23. What (times are/time is) your lunch period(s)? Which grades have lunch during each period? As of October 1 of this school year, how many students were scheduled to have lunch during each period?

<table>
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<tr>
<th>Lunch Period</th>
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</tbody>
</table>
School Nutrition Dietary Assessment Study

Principal Survey

PLEASE RETURN WITHIN ONE WEEK

Sponsored by:

U.S. Department of Agriculture
Food and Nutrition Service

Time Burden for this collection of information is estimated to average 20 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information.

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to U.S. Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, DC 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.
INSTRUCTIONS

- This survey should be completed by the Principal.

- When completing the survey please use a black or blue pen, and write only in the spaces provided.

- Please answer all of the questions, except for those that are not applicable, as indicated by the skip patterns.

- Unless questions specifically indicate that more than one answer may be given, please mark only one answer per question.

- If you have any questions regarding the study or completing the Principal survey, please do not hesitate to get in touch with Rhoda Cohen at 1-800-232-8024 or email: rcohen@mathematica-mpr.com

The information you provide will be used only for statistical purposes. In accordance with the Confidential Information Protection and Statistical Efficiency Act of 2002, your responses will not be disclosed in identifiable form without your consent.

Participation is completely voluntary. Choosing not to participate will not affect your employment or your district’s participation in school food programs in any way.

We thank you for your cooperation and participation in this very important study.

FOR ASSISTANCE CALL TOLL FREE: 1-800-232-8024
1. Are all students scheduled to have a lunch period every day?
   - 1 ☐ Yes → Go to Q.2
   - 0 ☐ No

1a. Why do some students not have a lunch period?
   MARK ALL THAT APPLY
   - P1a_1 ☐ Take extra credit class instead
   - P1a_2 ☐ Take remedial class instead
   - P1a_3 ☐ Take class only available during scheduled lunch
   - P1a_4 ☐ Schedule does not include lunch period
   - P1a_5 ☐ Other (Specify)

2. Are students allowed to visit other tables during meal times?
   - P2 1 ☐ Yes
   - 0 ☐ No
   - 2 ☐ Some are, some aren’t

3. Where may students go during their lunch period?
   MARK ALL THAT APPLY
   - P3_1 ☐ Food service area/ cafeteria or other area where meals are served
   - P3_2 ☐ Classroom but only with teacher permission
   - P3_3 ☐ Classrooms open to students during lunch period
   - P3_4 ☐ Library
   - P3_5 ☐ Gym
   - P3_6 ☐ Outside, on campus
   - P3_7 ☐ Anywhere on campus
   - P3_8 ☐ Off-campus/Home
   - P3_9 ☐ Other (SPECIFY)

3a. What grades are allowed to go off-campus during their lunch period?
   - P3a_0 ☐ None → Go to Q.4
   MARK ALL THAT APPLY
   - P3a_1  ☐ P3a_2  ☐ P3a_3  ☐ P3a_4  ☐ P3a_5  ☐ P3a_6  ☐ P3a_7  ☐ P3a_8  ☐ P3a_9  ☐ P3a_10 ☐ P3a_11 ☐ P3a_12
3b. Which of the following off-campus food sources are close enough for students to walk or drive to during lunch?

- ☐ Fast food restaurants
- ☐ Other restaurants, cafeterias, or diners
- ☐ Supermarkets, convenience stores, or other stores
- ☐ Off-campus lunch wagons or push carts
- ☐ Other food sources (Specify)

4. Are students who do not bring or buy lunch allowed to be in the area where students eat lunch?

- ☐ Yes
- ☐ No
- ☐ Some are, some aren’t

5. Does your school have rules or written policies about when students may buy a la carte foods, that is, foods other than a reimbursable meal or milk?

- ☐ Yes
- ☐ Rules for some students
- ☐ No — Go to Q.6

5a. What are those rules?

MARK ALL THAT APPLY

- ☐ When student takes a reimbursable meal
- ☐ When a student brings lunch from home
- ☐ When student has eaten meal
- ☐ When all students have had the opportunity to take a reimbursable meal
- ☐ Other restriction (Specify)

6. Are students who go to the area where students eat lunch allowed to leave after a certain point during their lunch period, for example, after the first 15 minutes?

- ☐ Yes, all students may leave — Go to Q.7
- ☐ Yes, some students may leave
- ☐ No, all students must stay in the area — Go to Q.7

6a. Which grades are allowed to leave after a set period of time?

MARK ALL THAT APPLY

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
7. Are any students who go to the area where students eat lunch allowed to leave at any time during their lunch period?

1. Yes, all students may leave  \( \rightarrow \) Go to Q.8
2. Yes, some students may leave (either with or without special permission)
0. No, all students must stay in the area  \( \rightarrow \) Go to Q.8

7a. Which grades are allowed to leave at any time?

**MARK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td></td>
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<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Are other school activities, such as pep rallies, club meetings, bake sales, or tutoring sessions ever scheduled during meal times?

1. Yes  \( \rightarrow \) Go to Q.9
0. No  \( \rightarrow \) Go to Q.9

8a. On average, how often are the following types of activities scheduled during the **breakfast** period?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Every day</th>
<th>3-4 x Per Week</th>
<th>1-2 x Per Week</th>
<th>Less Than 1 x Per Week or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pep rallies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Club meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Tutoring sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bake sales</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

8b. On average, how often are the following types of activities scheduled during the **lunch** period?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Every day</th>
<th>3-4 x Per Week</th>
<th>1-2 x Per Week</th>
<th>Less Than 1 x Per Week or Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pep rallies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Club meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Tutoring sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bake sales</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
9. Does your school have recess?
   - Yes
   - No → Go to Q.11

9a. Do any students have recess immediately before lunch?
   - Yes
   - No → Go to Q.10

9b. What percentage of students have recess immediately before lunch?
   - All - 100%

10. Do any students have recess immediately after lunch?
    - Yes
    - No → Go to Q.10b

10a. What percentage of students have recess immediately after lunch?
     - All - 100%

10b. Are students allowed to go out to recess before the official end of their lunch period?
     - Yes
     - No → Go to Q.11

10c. Are there any rules about when students can go out to recess?
     - Yes
     - No → Go to Q.11

10d. Please describe these rules.

EATING LOCATIONS AND ENVIRONMENT

11. Where do students eat school breakfast?
    MARK ALL THAT APPLY
    - No breakfast program → Go to Q.14
    - Food service area
    - School buses
    - Classrooms
    - Outdoors
    - Other (Specify)

12. How many adults usually supervise the students during breakfast in the food service area?

13. Who are these breakfast monitors?
    MARK ALL THAT APPLY
    - Administrators or counselors
    - Teachers
    - Aides (food service area monitors with no other duties)
    - Aides (regular school staff who rotate in the assignment)
    - Other school personnel
    - Parents
    - Community volunteers
    - Other (Specify)

14. Where do students eat school lunches?
    MARK ALL THAT APPLY
    - All students eat in classrooms → Go to Q.21
    - Food service area
    - Classrooms
    - Outdoors
    - Other (Specify)
15. In how many different rooms and outdoor locations are reimbursable lunches **served**?

- [ ] ROOMS AND OUTDOOR LOCATIONS

16. How many different **eating locations** for school lunches does the school have?

- [ ] LUNCH TIME EATING LOCATIONS

17. How often is the noise level at lunch a problem?

**MARK ONE ANSWER**

- [ ] Never → **Go to Q.18**
- [ ] Seldom
- [ ] Sometimes
- [ ] Most of the time
- [ ] Always

17a. What measures do you take to keep noise under control?

**MARK ALL THAT APPLY**

- [ ] Speak to noise-makers
- [ ] Punish noise-makers
- [ ] Remove noise-makers from meal area
- [ ] Ask all children to be quiet
- [ ] Other (Specify)

18. How many adults usually supervise the students during lunch in the food service area?

- [ ] ADULTS

19. Who are these lunch monitors?

**MARK ALL THAT APPLY**

- [ ] Administrators or counselors
- [ ] Teachers
- [ ] Aides (food service area monitors with no other duties)
- [ ] Aides (regular school staff who rotate in the assignment)
- [ ] Other school personnel (such as coaches)
- [ ] Parents
- [ ] Community volunteers
- [ ] Other (Specify)

19. Who are these lunch monitors?

- [ ] Food service staff
- [ ] Security/safety officers
- [ ] Custodians

20. Does your school have enough space to seat all students during each lunch period?

- [ ] Yes
- [ ] No

21. Does your school have enough serving lines or stations to serve all students during the first half of each lunch period?

- [ ] Yes
- [ ] No

22. What improvements, if any, would you like to see in the meal serving area or the space that is available for students to eat meals?

**MARK ALL THAT APPLY**

- [ ] No improvements need to be made
- [ ] More serving lines
- [ ] More time to eat
- [ ] More space for seating
- [ ] Smaller tables
- [ ] More space between tables
- [ ] Renovate space—upgrade seating/lighting
- [ ] Improve color or décor
- [ ] More natural light
- [ ] Other (Specify)
23. Where are vending machines available to students in your school or on the school grounds?  

MARK ALL THAT APPLY  

- Box 0: No vending machines for students  
  Go to Q.25
  
- Box 1: Food service area (indoor area where meals are served/eaten)

- Box 2: Other indoor area(s)

- Box 3: Outside school buildings, on school grounds

23a. Who decided to place the vending machines that are available to students outside of the food service area?  

MARK ALL THAT APPLY  

- Box 0: No vending machines outside of the food service area  
  
- Box 1: School food service director  
  
- Box 2: Kitchen manager  
  
- Box 3: Principal  
  
- Box 4: Athletic director  
  
- Box 5: School district official  
  
- Box 6: Other (Specify)

- Box d: Don’t know

23b. Not counting machines that sell only milk, 100% juice, or water, when can students use the beverage machines outside of the food service area?  

MARK ALL THAT APPLY  

- Box 1: No beverage machines outside of food service area  
  
- Box 2: Before school  
  
- Box 3: During school hours, before lunch  
  
- Box 4: During lunch  
  
- Box 5: After lunch, before end of last regular class  
  
- Box 6: After last regular class  
  
- Box 7: Other (Specify)

- Box d: Don’t know

23c. Are beverage sales in your school covered by a “pouring rights” contract (that is, a long-term contract with a beverage company that establishes the company as a sole source vendor for beverages in the school)? Count both foodservice and other machines.  

- Box 1: Yes  
  
- Box 0: No  
  
- Box d: Don’t know

23d. When can students use the snack machines or other machines containing snacks outside of the food service area?  

MARK ALL THAT APPLY  

- Box 0: No machines with snack foods outside of the food service area  
  
- Box 1: Before school  
  
- Box 2: During school hours, before lunch  
  
- Box 3: During lunch  
  
- Box 4: After lunch, before end of last regular class  
  
- Box 5: After last regular class  
  
- Box 6: Other (Specify)

- Box d: Don’t know

23e. Who receives income from these machines?  

MARK ALL THAT APPLY  

- Box 1: School food service  
  
- Box 2: School  
  
- Box 3: Athletic department  
  
- Box 4: Other school district department or fund  
  
- Box 5: Other (Specify)

- Box d: Don’t know

24. What is the net income to the school or district from vending machines anywhere in the school or on the school grounds (per year, month, or week)? Do not include any income that goes to food service.  

$ 

PER

- Box 1: Year  
  
- Box 2: Month  
  
- Box 3: Week  
  
- Box 4: Other (Specify)

- Box d: Don’t know
### SCHOOL STORE

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Do you have a school store that sells foods or beverages (including snack foods)?</td>
<td>Yes</td>
<td>Go to Q.26</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Go to Q.26</td>
</tr>
<tr>
<td>25a. What days of the week is the school store usually open?</td>
<td>Monday</td>
<td></td>
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<tr>
<td></td>
<td>Tuesday</td>
<td></td>
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<tr>
<td></td>
<td>Wednesday</td>
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<td>Thursday</td>
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<td></td>
<td>Friday</td>
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<td></td>
<td>Various or no set schedule</td>
<td></td>
</tr>
<tr>
<td>25b. When is the store usually open to students?</td>
<td>Before school</td>
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<td></td>
<td>During school hours</td>
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<td></td>
<td>During lunch period</td>
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<td></td>
<td>After school</td>
<td></td>
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<tr>
<td>25c. Who receives income from the school store?</td>
<td>School food service only</td>
<td>Go to Q.26</td>
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<tr>
<td></td>
<td>School food service with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
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<td></td>
<td>School and SFA jointly</td>
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<td></td>
<td>Athletic department</td>
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<td></td>
<td>Other (Specify)</td>
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<tr>
<td></td>
<td>Don't know</td>
<td></td>
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<tr>
<td>25d. Who is responsible for the school store?</td>
<td>School food service</td>
<td></td>
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<td></td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Athletic department</td>
<td></td>
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<tr>
<td></td>
<td>Other school department (Specify)</td>
<td></td>
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<tr>
<td></td>
<td>Don't know</td>
<td></td>
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<tr>
<td>25e. Approximately how much net income does the school receive from the school store in total (per year, month, or week)?</td>
<td>$</td>
<td>PER</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td></td>
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<td>Month</td>
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<td>Week</td>
<td></td>
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<td></td>
<td>Other (Specify)</td>
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<tr>
<td></td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>26. Outside of the food service area, do you have a school snack bar (that is, a place that prepares and serves foods but does not offer reimbursable meals)?</td>
<td>Yes</td>
<td>Go to Q.27</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Go to Q.27</td>
</tr>
<tr>
<td>26a. What days of the week is the snack bar open?</td>
<td>Monday</td>
<td></td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Friday</td>
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<tr>
<td></td>
<td>Various or no set schedule</td>
<td></td>
</tr>
<tr>
<td>26b. When is the snack bar usually open to students?</td>
<td>Before school</td>
<td></td>
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<td></td>
<td>During school hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During lunch period</td>
<td></td>
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<tr>
<td></td>
<td>After school</td>
<td></td>
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</tbody>
</table>
26c. Who receives the income from the snack bar?

MARK ALL THAT APPLY

1  School food service only  \(\rightarrow\) Go to Q.27
2  School food service with others
3  School
4  School and SFA jointly
5  Athletic department
6  Other (Specify)

P26c_1  P26c_2  P26c_3  P26c_4  P26c_5  P26c_6

4  Don’t know

P26c_7 = “student council, clubs”
P26c_8 = “business/marketing class or club”

26d. Approximately how much net income does the school receive from the snack bar in total (per year, month, or week)?

$ \text{ PER} \quad \text{P26d_per}

1  Year
2  Month
3  Week
4  Other (Specify) \(\rightarrow\) P26d_ot

0  No income received from snack bar

d  Don’t know

27. Not counting any sales in the food service area during lunch, how often do school organizations sell sweet or salty snacks as fundraisers?

P27

1  Every day
2  Three to four times a week
3  One to two times a week
4  Less than once per week
0  Never

d  Don’t know

27a. How often do school organizations sell pizza or other main entrée items during lunch?

P27a

1  Every day
2  Three to four times a week
3  One to two times a week
4  Less than once per week
0  Never
6  School district forbids organizations from selling food during lunch periods

d  Don’t know

28. Does your school have an after-school program (a program that is operated at your school)?

P28

1  Yes

0  No  \(\rightarrow\) Go to Q.31

29. Who operates the after-school program at your school?

MARK ALL THAT APPLY

1  School district
2  School
3  YMCA/YWCA
4  Community action agency
5  Parent/teacher organizations
6  Church affiliated organizations
7  Child care agency
8  Community park/recreation department
9  Other (Specify) \(\rightarrow\) P29_ot

30. Does the after-school program serve snacks?

P30

1  Yes  \(\rightarrow\) Go to Q.31

0  No

30a. Why doesn’t the after-school program serve snacks?

MARK ALL THAT APPLY

1  Parents weren’t interested
2  Students weren’t interested
3  Not allowed to serve food in the space used for the program
4  Too difficult to store/transport/serve food
5  No staff to manage snack program
6  Too expensive/reimbursement too low
7  Other (Specify) \(\rightarrow\) P30a_ot

P30a_1  P30a_2  P30a_3  P30a_4  P30a_5  P30a_6  P30a_7

P30a_8  P30a_9

P30a_8 = “not enough time”
P30a_9 = “food not goal of program”
31. Does your school participate in any of the following nutrition education programs? 
MARK ALL THAT APPLY

- 1  □  USDA Team Nutrition
- 2  □  5-A-Day
- 3  □  Nutrition Curriculum
- 4  □  Food Play
- 5  □  American Heart Association
- 6  □  American Cancer Society
- 7  □  Cooperative Extension Service
- 8  □  Other (Specify)  

- 0  □  None of the above
- 4  □  Don't know

32. At what grade levels do your students study nutrition?

- 1  □  Every grade
- 2  □  Some grades
- 0  □  Not at all
- 4  □  Don't know

32a. Is there a specific focus for nutrition education during this academic year?

- 1  □  Yes
- 0  □  No  \(\rightarrow\) Go to Q.33

32b. What is the focus this year?

- 1  □  \(P32b.1\)
- 2  □  \(P32b.2\)
- 3  □  \(P32b.3\)

33. Does your school have a wellness policy that addresses student nutrition and physical activity?

- 1  □  Yes, school policy
- 2  □  Yes, district policy
- 3  □  Yes, state policy
- 0  □  No  \(\rightarrow\) Go to Q.33b

33a. Please list the 3 most important elements of the policy.

- 1  \(\rightarrow\) See attached sheet for constructed variables

33b. Does your school have a nutrition or health advisory council that addresses issues and concerns related to nutritional or physical activity?

- 1  □  Yes
- 0  □  No  \(\rightarrow\) Go to Q.34

33c. Who are the members of this council?

MARK ALL THAT APPLY

- 1  □  Students
- 2  □  Parents
- 3  □  Teachers
- 4  □  Administrators
- 5  □  Food service staff
- 6  □  School health staff
- 7  □  Community organization representatives
- 8  □  Other (Specify)  

34. Whether or not your school offers breakfast, do you agree or disagree with the following statements? 

MARK ONE ANSWER FOR EACH

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offering school breakfast leads to more students having an adequate breakfast</td>
<td>(P34.1)</td>
<td>0</td>
</tr>
<tr>
<td>Offering school breakfast interferes with start of the school day</td>
<td>(P34.2)</td>
<td>0</td>
</tr>
<tr>
<td>Offering school breakfast leads to better student attention levels</td>
<td>(P34.3)</td>
<td>0</td>
</tr>
<tr>
<td>Offering school breakfast helps students to perform better academically</td>
<td>(P34.4)</td>
<td>0</td>
</tr>
<tr>
<td>Offering school breakfast reduces discipline problems</td>
<td>(P34.5)</td>
<td>0</td>
</tr>
<tr>
<td>The school breakfast program serves all students who need it in this school</td>
<td>(P34.6)</td>
<td>0</td>
</tr>
</tbody>
</table>

35. Please use the back of this page to record any recommendations you might have for improving the school lunch and breakfast programs.
Thank you for taking the time to complete this survey. We greatly appreciate your assistance.

Thank you for completing this form. Please keep a copy of the completed form for your records. Please return the completed form in the business reply envelope provided. If you no longer have the envelope, please mail this completed form to:

Mathematica Policy Research, Inc.
Attn: Receipt Control – SNDA III Project 6096
P.O. Box 2393
Princeton, NJ 08543-2393
p33a_1:
   p33a_1a='A: exercise, physical education'
   p33a_1b='B: standards concerning foods offered'
   p33a_1c='D: dont know'
   p33a_1d='E: other'
   p33a_1e='C: health and nutrition education'
   p33a_1f='F: physical education and nutrition'

p33a_2:
   p33a_2a='A: exercise, physical education'
   p33a_2b='B: standards concerning foods offered'
   p33a_2c='D: dont know'
   p33a_2d='E: other'
   p33a_2e='C: health and nutrition education'
   p33a_2f='F: physical education and nutrition'

p33a_3:
   p33a_3a='A: exercise, physical education'
   p33a_3b='B: standards concerning foods offered'
   p33a_3c='D: dont know'
   p33a_3d='E: other'
   p33a_3e='C: health and nutrition education'
   p33a_3f='F: physical education and nutrition';
School Nutrition Dietary Assessment Study

Food Service Manager Survey

Sponsored by:
U.S. Department of Agriculture
Food and Nutrition Service

Time Burden for this collection of information is estimated to average 20 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information.

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to U.S. Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, D.C. 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.
INSTRUCTIONS

• This survey should be completed by the Food Service Manager.

• When completing the survey please use a black or blue pen, and write only in the spaces provided.

• Please answer all of the questions, except for those that are non-applicable, as indicated by the skip patterns.

• Unless questions specifically indicate that more than one answer may be given, please mark only one answer per question.

• If you have any questions regarding the study or completing the Food Service Manager survey, please do not hesitate to get in touch with Rhoda Cohen at 1-800-232-8024 or e-mail: rcohen@mathematica-mpr.com

The information you provide will be used only for statistical purposes. In accordance with the Confidential Information Protection and Statistical Efficiency Act of 2002, your responses will not be disclosed in identifiable form without your consent.

Participation is completely voluntary. Choosing not to participate will not affect your employment or your district’s participation in school food programs in any way.

We thank you for your cooperation and participation in this very important study.

FOR ASSISTANCE CALL TOLL FREE: 1-800-232-8024
### KITCHEN CHARACTERISTICS

1. Which of the following best describes your kitchen?

   - An on-site kitchen where meals are prepared for serving only at the facility in which the kitchen is located
   - A base kitchen where meals are prepared for serving on-site and for shipment to receiving kitchens
   - A receiving or satellite kitchen which obtains partially prepared meals from either base or central kitchens

2a. Do you receive fully plated meals that are prepared off-site?

   - Yes → Go to Q.4
   - No

2b. Do you receive chilled or frozen foods that need to be heated?

   - Yes
   - No

2c. Do you assemble or complete assembly of foods, such as sandwiches or desserts?

   - Yes
   - No

3. What other preparation is done in your kitchen for foods that are prepared off-site?

   - “cook/prepare certain hot items from scratch”
   - “no additional preparation”
   - “bake, reheat, warm items”
   - “boil or fry items”
   - “wash and cut fruits/vegetables, prepare salad bar”

4. Are any vending machines located in your food service area (that is, the indoor area where reimbursable meals are served/eaten)?

   - Yes
   - No → Go to Q.6

4a. Who receives revenue or profit from these machines?

   - School food service department
   - School
   - Athletic department
   - Other school district department or fund
   - Other (Specify)

   - Don’t know

5a. Not counting machines that sell only milk, 100% juice, or water, when can students use beverage machines in the food service area?

   - No soft drink machines in food service area
   - Before school
   - During school hours, before lunch
   - During lunch
   - After lunch, before end of last regular class
   - After last regular class
   - Other (Specify)

5b. When can students use snack machines or other machines containing snack foods in the food service area?

   - No machines with snack foods in food service area
   - Before school
   - During school hours, before lunch
   - During lunch
   - After lunch, before end of last regular class
   - After last regular class
   - Other (Specify)
6. Approximately how much net income does the **school food service department** receive from vending machines anywhere in this school or on the school grounds (per year, month, or week)? Do not include any income that goes to the school or district.

<table>
<thead>
<tr>
<th>Amount</th>
<th>PER</th>
<th>Specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 □ Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 □ Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 □ Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 □ No vending machines in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 □ Other (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 □ No income to school food service from vending machines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d □ Don’t Know</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What is the price of a USDA-reimbursable breakfast for students who are classified as **reduced price**?

<table>
<thead>
<tr>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

7a. What is the price of a USDA-reimbursable breakfast for students who pay the **full price**? Record more than one answer if your school offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket).

<table>
<thead>
<tr>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

8. What is the price of a USDA-reimbursable lunch for students who pay the **reduced price**?

<table>
<thead>
<tr>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

8a. What is the price of a USDA-reimbursable lunch for students who pay the **full price**? Record more than one answer if your school offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket).

<table>
<thead>
<tr>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

9. Do students ever receive a bonus item when they take a reimbursable lunch? This may be a food or beverage item that is not part of the reimbursable meal or a non-food item.

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 □ Never</td>
</tr>
<tr>
<td>2 □ Sometimes</td>
</tr>
<tr>
<td>3 □ Usually</td>
</tr>
</tbody>
</table>

10. What type(s) of bonus items do students receive when they take a reimbursable lunch? **MARK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Non-food item</td>
</tr>
</tbody>
</table>

11. Are you responding for a high school?

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 □ Yes</td>
</tr>
<tr>
<td>0 □ No</td>
</tr>
</tbody>
</table>

12. Do you use the offer-versus-serve option at breakfast?

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 □ Yes, for all students</td>
</tr>
<tr>
<td>2 □ Yes, for some students</td>
</tr>
<tr>
<td>0 □ No</td>
</tr>
<tr>
<td>3 □ Do not offer breakfast</td>
</tr>
</tbody>
</table>

12a. What grades are allowed to use offer-versus-serve at breakfast? **MARK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

13. Do you use the offer-versus-serve option at lunch?

   - Yes, for all students → Go to Q.14
   - Yes, for some students
   - No → Go to Q.14

13a. What grades are allowed to use offer-versus-serve at lunch?

   MARK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

14. Are different portion sizes available to different grade levels?

   - Yes
   - No

15. How are students who are eligible for free or reduced-price meals counted at the cashier?

   MARK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Method</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coded tickets or tokens</td>
<td>1</td>
</tr>
<tr>
<td>Cashier lists</td>
<td>2</td>
</tr>
<tr>
<td>Personal ID numbers (PINs)</td>
<td>3</td>
</tr>
<tr>
<td>Bar code/magnetic strip</td>
<td>4</td>
</tr>
<tr>
<td>Coded identification cards</td>
<td>5</td>
</tr>
<tr>
<td>Verbal identifications</td>
<td>6</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>7</td>
</tr>
</tbody>
</table>

16. How many minutes, on average, would you estimate a student spends in line to get breakfast?

   □ □ MINUTES → FSM_q16

   n.a. □ Don’t offer breakfast

17. How many minutes, on average, would you estimate a student spends in line to get lunch? Do not count waiting for made- or cooked-to-order items.

   □ □ MINUTES → FSM_q17

18. Does your school have enough space to seat all students during each lunch period?

   - Yes
   - No → Go to Q.14

19. Does your school have enough serving lines or stations to serve lunch to students in the first half of each lunch period?

   - Yes
   - No

20. What improvements, if any, would you like to see in the meal serving area or the space that is available for students to eat meals?

   MARK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No improvements need to be made</td>
<td>1</td>
</tr>
<tr>
<td>More serving lines</td>
<td>2</td>
</tr>
<tr>
<td>More space for seating</td>
<td>3</td>
</tr>
<tr>
<td>Smaller tables</td>
<td>4</td>
</tr>
<tr>
<td>More space between tables</td>
<td>5</td>
</tr>
<tr>
<td>Renovate space-upgrade seating/lighting</td>
<td>6</td>
</tr>
<tr>
<td>Improve color or décor</td>
<td>7</td>
</tr>
<tr>
<td>More natural light</td>
<td>8</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>9</td>
</tr>
</tbody>
</table>

SPECIAL DIETARY NEEDS

21. About how many students that you currently serve have allergies or a special food need?

   □ □ □ STUDENTS → FSM_q21

   □ Don’t Know → Go to Q.24

22. What types of allergies or special needs do these students have?

   MARK ALL THAT APPLY

<table>
<thead>
<tr>
<th>Allergy or Special Need</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergy to peanuts</td>
<td>1</td>
</tr>
<tr>
<td>Allergy to other nuts</td>
<td>2</td>
</tr>
<tr>
<td>Lactose intolerance</td>
<td>3</td>
</tr>
<tr>
<td>Allergy to eggs</td>
<td>4</td>
</tr>
<tr>
<td>Allergy to soy</td>
<td>5</td>
</tr>
<tr>
<td>Allergy to wheat</td>
<td>6</td>
</tr>
<tr>
<td>Allergy to fish or shrimp</td>
<td>7</td>
</tr>
<tr>
<td>Diabetes</td>
<td>8</td>
</tr>
<tr>
<td>Vegetarian/vegan</td>
<td>9</td>
</tr>
<tr>
<td>Low Carbohydrate</td>
<td>10</td>
</tr>
<tr>
<td>Reduced Calories</td>
<td>11</td>
</tr>
<tr>
<td>Low Fat</td>
<td>12</td>
</tr>
<tr>
<td>Restrictions because of religious practices</td>
<td>13</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>14</td>
</tr>
</tbody>
</table>

   See attached sheet for additional codes
23. What accommodations do you make for students with food allergies or other documented dietary needs? 

MARK ALL THAT APPLY

- Substitute component of meal
- Substitute whole meal
- Post notices about ingredients
- Provide separate eating area (for example, a “peanut-free” zone)
- Other (Specify) 

24. Does your school routinely make information on the nutrient content of USDA-reimbursable meals available to students or parents?

- Yes
- No ➔ Go to Q.25

24a. How do you make nutritional information available to students or parents?

MARK ALL THAT APPLY

- Send menus/flyers home
- Post information in school (e.g., on bulletin boards)
- Post information online
- Post information on TV
- Post information in newspapers
- Other (Specify) 

25. In the past 12 months, have you or anyone on your staff engaged in the following activities?

a. Attended a PTA or other parent group meeting to discuss the school food service program

b. Provided families with information about the school food service program

c. Invited family members to consume a school meal

d. Participated in a nutrition education activity in the classroom

e. Conducted a nutrition education activity in the food service area

26. Do you use any of the following ways to get feedback from students or parents about USDA reimbursable meals?

MARK ALL THAT APPLY

- Surveys
- Suggestion box
- Bulletin board
- Web page
- Advisory council
- Other (Specify) 

27. How long have you been a school kitchen manager?

YEARS AND MONTHS

28. What’s the highest grade or year of schooling you have completed?

- Less than high school
- High school
- Some college, no degree
- Associates degree
- Bachelor’s degree
- Graduate degree

29. Which of the following credentials do you hold?

MARK ALL THAT APPLY

- Associates degree in consumer science, hotel/restaurant management, baking/culinary arts, etc.
- Bachelor’s degree in consumer science, hotel/restaurant management, culinary arts, etc.
- Licensed nutritionist
- Master’s level nutritionist
- On the job training
- Registered Dietitian
- School Food Service and Nutrition Specialist (ASFSA certified)
- State food service certificate
- None of the above
30. What recommendations do you have on how to improve the school lunch and breakfast programs? *(Please write in space below)*

 FSM_q30_1
 FSM_q30_2
 FSM_q30_3
 FSM_q30_4
 FSM_q30_5

Thank you for taking the time to complete this survey. Your cooperation is very much appreciated.

Thank you for completing this form. Please keep a copy of the completed form for your records. Please return the completed form in the business reply envelope provided. If you no longer have the envelope, please mail this completed form to:

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Attn: Receipt Control – SNDA III Project 6096
P.O. Box 2393
Princeton, NJ 08543-2393

Constructed Data Elements for Food Managers Survey
FSM_q20_9 ="9 : More Food Service Staff"
FSM_q20_10 ="10: More Monitors"
FSM_q20_11 ="11: Improve Checkout Efficiency"
FSM_q20_12 ="12: Additional or upgraded kitchen/serving equipment"
FSM_q20_13 ="13: More meal time, additional meal periods"
FSM_q20_14 ="14: Larger Space Overall"
FSM_q20_15 ="15: Larger Kitchen/Serving Space"
FSM_q20_16 ="16: Other infrastructure improvements"

FSM_q22_A="A: Low Sodium"
FSM_q22_B="B: Allergy to certain fruits, juices"
FSM_q22_C="C: Allergy to corn"
FSM_q22_D="D: Allergy to certain poultry"
FSM_q22_E="E: Allergy to certain meats"
FSM_q22_F="F: Allergy to food coloring"
FSM_q22_G="G: Allergy to chocolate"
FSM_q22_H="H: Food must be pureed or soft"
FSM_q22_I="I: Allergy to tomatoes"
FSM_q22_J="J: Other food allergies or deficiencies"
FSM_q22_K="K: Non-food allergies"

FSM_q23_6="6: Remove food from menu planning"
FSM_q23_7="7: Check-out staff monitor restrictions with lists, computer"
FSM_q23_8="8: Other school staff monitor, educate students"
FSM_q23_9="9: None, students self-select appropriate foods"

FSM_q24a_7="7: Provide upon request"
FSM_q24a_8="8: School Nurse"
FSM_q24a_9="9: Radio, PSAs"
FSM_q24a_10="10: Teachers, in class"
FSM_q24a_11="11: Parent Handbook"
FSM_q26_8 = "8: Telephone"
FSM_q26_9 = "9: Taste Tests"
FSM_q26_10 = "10: Speak with students"
FSM_q26_11 = "11: Parent meetings"
FSM_q26_12 = "12: School newsletter, newspaper, or announcements"

*-------------*
*FSMq30*
*-------------*

fsmq30_A = "A: None, pleased with meal programs"
fsmq30_B = "B: More time for meals"
fsmq30_C = "C: More variety to menu"
fsmq30_D = "D: More healthy options"
fsmq30_E = "E: Additional and/or better qualified staff"
fsmq30_F = "F: More funding"
fsmq30_G = "G: Less regulations on purchasing, paperwork, foods offered"
fsmq30_H = "H: Eliminate vending machines, high sugar/fat a la carte items"
fsmq30_I = "I: More nutrition education, including promoting healthy choices at home"
fsmq30_J = "J: Better food service equipment, more space"
fsmq30_K = "K: Get students' input on menu"
fsmq30_L = "L: Get higher quality, better tasting commodities"
fsmq30_M = "M: Eliminate reduced category and make all meals free"
fsmq30_N = "N: Add or expand breakfast program"
fsmq30_Oth = "Oth: Other";
DAILY MEAL COUNTS FORM

School Name: ___________________ Date: ___________________

Instructions:

1. In the boxes for **Reimbursable Lunches** and **Reimbursable Breakfasts**, please record the number of USDA free, reduced-price, and full-price reimbursable meals served in your school each day of the target week. Do not include meals for which you do not claim reimbursement, for example, second lunches sold to students on an a la carte basis.

2. Check if the number of reimbursable meals was much higher or lower than usual. If so, describe the reasons for this difference in the space provided.

3. At the bottom of the page, please record the total value of your a la carte sales for each day of the target week.

### Number of Reimbursable Lunches Served

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>USDA Free</th>
<th>USDA Reduced-Price</th>
<th>Full-Price</th>
<th>FOR OFFICE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>mon_luf_rate</td>
<td>mon_lurp_rate</td>
<td>mon_lfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Tuesday</td>
<td>tue_luf_rate</td>
<td>tue_lurp_rate</td>
<td>tue_lfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Wednesday</td>
<td>wed_luf_rate</td>
<td>wed_lurp_rate</td>
<td>wed_lfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Thursday</td>
<td>thu_luf_rate</td>
<td>thu_lurp_rate</td>
<td>thu_lfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Friday</td>
<td>fri_luf_rate</td>
<td>fri_lurp_rate</td>
<td>fri_lfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
</tbody>
</table>

### Number of Reimbursable Breakfasts Served

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>USDA Free</th>
<th>USDA Reduced-Price</th>
<th>Full-Price</th>
<th>FOR OFFICE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>mon_buf_rate</td>
<td>mon_burp_rate</td>
<td>mon_bfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Tuesday</td>
<td>tue_buf_rate</td>
<td>tue_burp_rate</td>
<td>tue_bfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Wednesday</td>
<td>wed_buf_rate</td>
<td>wed_burp_rate</td>
<td>wed_bfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Thursday</td>
<td>thu_buf_rate</td>
<td>thu_burp_rate</td>
<td>thu_bfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
<tr>
<td>Friday</td>
<td>fri_buf_rate</td>
<td>fri_burp_rate</td>
<td>fri_bfp_rate</td>
<td>☐ ➔ Reason:_______________________________</td>
</tr>
</tbody>
</table>

### Total Daily A La Carte Sales

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Total Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>$____Tcs_mon_rate</td>
</tr>
<tr>
<td>Tuesday</td>
<td>$____Tcs_tue_rate</td>
</tr>
<tr>
<td>Wednesday</td>
<td>$____Tcs_wed_rate</td>
</tr>
<tr>
<td>Thursday</td>
<td>$____Tcs_thu_rate</td>
</tr>
<tr>
<td>Friday</td>
<td>$____Tcs_fri_rate</td>
</tr>
</tbody>
</table>

All variables were calculated as rates to protect confidentiality.

SCHOOL NUTRITION DIETARY ASSESSMENT STUDY

Other On-Campus Food Sources Checklist

School Name: ___________________________ School MPR ID: ___________________________
Interviewer ID #: ___________________________
Date: ___________________________

Instructions: 1. Please check the location of on-campus food sources available to students. Do not include vending machines.

<table>
<thead>
<tr>
<th>Food Source</th>
<th>Number in school or on school grounds</th>
<th>Location of Alternative Food Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In food service area</td>
</tr>
<tr>
<td>a. School Store</td>
<td></td>
<td>0 □ None</td>
</tr>
<tr>
<td>(NOTE: Sells items but does not prepare food.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Snack Bar Outside Food Service Area</td>
<td></td>
<td>0 □ None</td>
</tr>
<tr>
<td>(NOTE: Include only snack bars that prepare some food to order.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Food Cart Outside Food Service Area</td>
<td></td>
<td>0 □ None</td>
</tr>
<tr>
<td>d. Other (Specify)</td>
<td></td>
<td>0 □ None</td>
</tr>
</tbody>
</table>

Instructions: 2. Please check the hours of operation for each food source available to students. Do not include vending machines.

<table>
<thead>
<tr>
<th>Food Source</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Available to Students</td>
</tr>
<tr>
<td>a. School Store</td>
<td></td>
</tr>
<tr>
<td>(NOTE: Sells items but does not prepare food.)</td>
<td></td>
</tr>
<tr>
<td>b. Snack Bar Outside Food Service Area</td>
<td></td>
</tr>
<tr>
<td>(NOTE: Include only snack bars that prepare some food to order.)</td>
<td></td>
</tr>
<tr>
<td>c. Food Cart Outside Food Service Area</td>
<td></td>
</tr>
<tr>
<td>d. Other (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

(REV—10/1/04)
Instructions: 3. Place a check mark in the box corresponding to each food and/or beverage item sold at each source.

### Availability of Food Item in Other Food Sources

(Please check items available from each source)

<table>
<thead>
<tr>
<th>Food Items</th>
<th>School Store</th>
<th>Snack Bar</th>
<th>Food Cart</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Beverages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbonated Sweetened Soft Drink</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbonated Diet Soft Drink</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juice (100% Juice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juice Drinks (Cranberry Drink, Fruit Blends, Hi-C, Lemonade, Punch)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water (Spring Water, Sparkling Water, Mineral Water, Seltzer Water)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water (Water with Juice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot Chocolate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yogurt Drinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy and Sports Drinks (Gatorade, Powerade, Red Bull)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Beverage (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Dairy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced Fat (2%) White Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Fat (1%) White Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fat-Free Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavored Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yogurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Baked Goods – Dessert</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cake-Type (Brownies, Cupcakes, Twinkies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cake-Type (Low-Fat/Reduced-Fat Brownies, Cupcakes, Twinkies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cookies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cookies (Low-Fat/Reduced-Fat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastries (Pies, Turnovers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Bread or Grain Products</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Bread (Bread, Rolls, Bagels)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Bread (Biscuits, Croissants, Hot Pretzels)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muffins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muffins (Low-Fat/Reduced-Fat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granola Bars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Granola Bars (Low-Fat/Reduced-Fat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretzels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crackers/Cracker Sandwiches: Peanut Butter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crackers/Cracker Sandwiches: Cheese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cereal/Cereal Bars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepared by Mathematica Policy Research, Inc. (REV—10/1/04)
### Food Items

#### E. Frozen Desserts
- Frozen Non-Dairy (Fruit Bars, Jello Pops, Popsicles)
- Ice Cream (Bars, Cups, Fudgesicles, Sundaes)
- Low-Fat Frozen Desserts (Frozen Yogurt, Ice Milk, Sherbet)
- Milkshakes/Smoothies

#### F. Fruit And Vegetables
- Canned, Cooked Fruit
- Fresh Fruit
- Fruit Salad
- Dried Fruit
- Vegetables, Side Salad
- Other Fresh Vegetables

#### G. Snacks
- Chips (Corn, Potato, Puffed Cheese, Tortilla)
- Chips (Lower-Fat/Reduced-Fat Corn, Potato, Puffed Cheese, Tortilla)
- Nuts And Seeds (Almonds, Peanuts, Sunflower Seeds, Trail Mix)
- Fruit Roll-Up
- Popcorn
- Meat Snacks (Jerky, Pork Rinds)
- Candy With Chocolate
- Candy Without Chocolate
- Energy Bars (Balance Bars, Luna Bars, Power Bars)
- Other (Specify)

#### H. Prepared / Pre-Prepared Entrees And Food
- Hot Dogs
- Hamburgers or Cheeseburgers
- Veggie Burgers
- Grilled Sandwiches
- Cold Sandwiches
- Burritos
- Taco
- Meal-Size Salad
- Pizza
- French Fries
- Onion Rings
- Mozzarella Sticks
- Other (Specify)
## Food Items

### I. Other (Specify)

<table>
<thead>
<tr>
<th>Item Code</th>
<th>School Store</th>
<th>Snack Bar</th>
<th>Food Cart</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ss_i71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ss_i72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ss_i73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ss_i74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ss_i75</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ss_i76</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ss_i77</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ss_i78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- (Please check items available from each source.)
- (Specify)
SCHOOL NUTRITION DIETARY ASSESSMENT STUDY

Vending Machine Checklist

School Name: ____________________________ School MPR ID: ____________________________

Interviewer ID #: ________________________

Date: ________________________________

Instructions: 1. Please record the number of each type of vending machine available to students by location of machines.

<table>
<thead>
<tr>
<th>Type of Vending Machine</th>
<th>In food service area</th>
<th>Adjacent to food service area (within 20 feet)</th>
<th>Elsewhere in school building</th>
<th>Outside of school building</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Milk only</td>
<td>A_FSA</td>
<td>A_AFSA</td>
<td>A_ESB</td>
<td>A_OSB</td>
</tr>
<tr>
<td>b. Water only</td>
<td>B_FSA</td>
<td>B_AFSA</td>
<td>B_ESB</td>
<td>B_OSB</td>
</tr>
<tr>
<td>c. Milk with juice/water (no soft drinks)</td>
<td>C_FSA</td>
<td>C_AFSA</td>
<td>C_ESB</td>
<td>C_OSB</td>
</tr>
<tr>
<td>d. Water with juice (no soft drinks)</td>
<td>D_FSA</td>
<td>D_AFSA</td>
<td>D_ESB</td>
<td>D_OSB</td>
</tr>
<tr>
<td>e. Non-carbonated soft drinks with or without water/milk</td>
<td>E_FSA</td>
<td>E_AFSA</td>
<td>E_ESB</td>
<td>E_OSB</td>
</tr>
<tr>
<td>f. Carbonated soft drinks with or without water</td>
<td>F_FSA</td>
<td>F_AFSA</td>
<td>F_ESB</td>
<td>F_OSB</td>
</tr>
<tr>
<td>g. Snacks/candy/cookies</td>
<td>G_FSA</td>
<td>G_AFSA</td>
<td>G_ESB</td>
<td>G_OSB</td>
</tr>
<tr>
<td>h. Entrees, non-refrigerated</td>
<td>H_FSA</td>
<td>H_AFSA</td>
<td>H_ESB</td>
<td>H_OSB</td>
</tr>
<tr>
<td>i. Frozen foods</td>
<td>I_FSA</td>
<td>I_AFSA</td>
<td>I_ESB</td>
<td>I_OSB</td>
</tr>
<tr>
<td>j. Combination (Specify)</td>
<td>J_FSA</td>
<td>J_AFSA</td>
<td>J_ESB</td>
<td>J_OSB</td>
</tr>
<tr>
<td>k. Combination (Specify)</td>
<td>K_FSA</td>
<td>K_AFSA</td>
<td>K_ESB</td>
<td>K_OSB</td>
</tr>
<tr>
<td>l. Combination (Specify)</td>
<td>L_FSA</td>
<td>L_AFSA</td>
<td>L_ESB</td>
<td>L_OSB</td>
</tr>
<tr>
<td>m. Combination (Specify)</td>
<td>M_FSA</td>
<td>M_AFSA</td>
<td>M_ESB</td>
<td>M_OSB</td>
</tr>
<tr>
<td>n. Other (Specify)</td>
<td>N_FSA</td>
<td>N_AFSA</td>
<td>N_ESB</td>
<td>N_OSB</td>
</tr>
<tr>
<td>o. Other (Specify)</td>
<td>O_FSA</td>
<td>O_AFSA</td>
<td>O_ESB</td>
<td>O_OSB</td>
</tr>
<tr>
<td>p. Other (Specify)</td>
<td>P_FSA</td>
<td>P_AFSA</td>
<td>P_ESB</td>
<td>P_OSB</td>
</tr>
</tbody>
</table>

Instructions: 2. Place a check mark in the box corresponding to each food and/or beverage item sold in vending machines by location of machines.

### Availability of Food Item in Vending Machines

(PLEASE CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Food Items</th>
<th>In food service area</th>
<th>Adjacent to food service area (within 20 feet)</th>
<th>Elsewhere in school building</th>
<th>Outside of school building</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Beverages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbonated Sweetened Soft Drink</td>
<td>FS_A1 1</td>
<td></td>
<td>ES_A1 1</td>
<td>OS_A1 1</td>
</tr>
<tr>
<td>Carbonated Diet Soft Drink</td>
<td>FS_A2 2</td>
<td></td>
<td>ES_A2 2</td>
<td>OS_A2 2</td>
</tr>
<tr>
<td>Juice (100% Juice)</td>
<td>FS_A3 3</td>
<td></td>
<td>ES_A3 3</td>
<td>OS_A3 3</td>
</tr>
<tr>
<td>Juice Drinks (Cranberry Drink, Fruit Blends,</td>
<td>FS_A4 4</td>
<td></td>
<td>ES_A4 4</td>
<td>OS_A4 4</td>
</tr>
<tr>
<td>Hi-C, Lemonade, Punch)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water (Spring Water, Flavored Water, Sparkling</td>
<td>FS_A5 5</td>
<td></td>
<td>ES_A5 5</td>
<td>OS_A5 5</td>
</tr>
<tr>
<td>Water, Mineral Water, Seltzer Water)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>FS_A7 7</td>
<td></td>
<td>ES_A7 7</td>
<td>OS_A7 7</td>
</tr>
<tr>
<td>Tea</td>
<td>FS_A8 8</td>
<td></td>
<td>ES_A8 8</td>
<td>OS_A8 8</td>
</tr>
<tr>
<td>Hot Chocolate</td>
<td>FS_A9 9</td>
<td></td>
<td>ES_A9 9</td>
<td>OS_A9 9</td>
</tr>
<tr>
<td>Yogurt Drinks</td>
<td>FS_A10 10</td>
<td></td>
<td>ES_A10 10</td>
<td>OS_A10 10</td>
</tr>
<tr>
<td>Energy and Sports Drinks (Gatorade, Powerade,</td>
<td>FS_A11 11</td>
<td></td>
<td>ES_A11 11</td>
<td>OS_A11 11</td>
</tr>
<tr>
<td>Red Bull)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Beverage (Specify)</td>
<td>FS_A12 12</td>
<td></td>
<td>ES_A12 12</td>
<td>OS_A12 12</td>
</tr>
<tr>
<td><strong>B. Dairy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Milk</td>
<td>FS_B13 19</td>
<td></td>
<td>ES_B13 19</td>
<td>OS_B13 19</td>
</tr>
<tr>
<td>Reduced Fat (2%) White Milk</td>
<td>FS_B14 14</td>
<td></td>
<td>ES_B14 14</td>
<td>OS_B14 14</td>
</tr>
<tr>
<td>Low Fat (1%) White Milk</td>
<td>FS_B15 15</td>
<td></td>
<td>ES_B15 15</td>
<td>OS_B15 15</td>
</tr>
<tr>
<td>Fat-Free Milk</td>
<td>FS_B16 16</td>
<td></td>
<td>ES_B16 16</td>
<td>OS_B16 16</td>
</tr>
<tr>
<td>Flavored Milk</td>
<td>FS_B17 17</td>
<td></td>
<td>ES_B17 17</td>
<td>OS_B17 17</td>
</tr>
<tr>
<td>Yogurt</td>
<td>FS_B18 18</td>
<td></td>
<td>ES_B18 18</td>
<td>OS_B18 18</td>
</tr>
<tr>
<td>Cheese</td>
<td>FS_B19 19</td>
<td></td>
<td>ES_B19 19</td>
<td>OS_B19 19</td>
</tr>
<tr>
<td><strong>C. Baked Goods – Dessert</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cake-Type (Brownies, Cupcakes, Twinkies)</td>
<td>FS_C20 20</td>
<td></td>
<td>ES_C20 20</td>
<td>OS_C20 20</td>
</tr>
<tr>
<td>Cake-Type (Low-Fat/Reduced-Fat Brownies,</td>
<td>FS_C21 21</td>
<td></td>
<td>ES_C21 21</td>
<td>OS_C21 21</td>
</tr>
<tr>
<td>Cupcakes, Twinkies)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cookies</td>
<td>FS_C22 22</td>
<td></td>
<td>ES_C22 22</td>
<td>OS_C22 22</td>
</tr>
<tr>
<td>Cookies (Low-Fat/Reduced-Fat)</td>
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<tr>
<td>Pastries (Pies, Turnovers)</td>
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<tr>
<td><strong>D. Bread Or Grain Products</strong></td>
<td></td>
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</tr>
<tr>
<td>Regular Bread (Bread, Rolls, Bagels)</td>
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<tr>
<td>Other Bread (Biscuits, Croissants, Hot Pretzels)</td>
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<td>Muffins</td>
<td>FS_D28 28</td>
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<td>Muffins (Low-Fat/Reduced-Fat)</td>
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<td>Granola Bars</td>
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<td>Crackers/Cracker Sandwiches: □Peanut Butter</td>
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<td>□Cheese</td>
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### E. Frozen Desserts
- Frozen Non-Dairy (Fruit Bars, Jello Pops, Popsicles)
- Ice Cream (Bars, Cups, Fudgesicles, Sundaes)
- Low-Fat Frozen Desserts (Frozen Yogurt, Ice Milk, Sherbet)
- Milkshakes/Smoothies

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### F. Fruit And Vegetables
- Canned, Cooked Fruit
- Fresh Fruit
- Fruit Salad
- Vegetables, Side Salad
- Other Fresh Vegetables
- Chips (Corn, Potato, Puffed Cheese, Tortilla)
- Chips (Lower-Fat/Reduced-Fat Corn, Potato, Puffed Cheese, Tortilla)
- Nuts And Seeds (Almonds, Peanuts, Sunflower Seeds, Trail Mix)
- Fruit Roll-Up
- Popcorn
- Meat Snacks (Jerky, Pork Rinds)
- Candy With Chocolate
- Candy Without Chocolate
- Energy Bars (Balance Bars, Luna Bars, Power Bars)
- Other (Specify)

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### H. Other (Specify)

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INSTRUCTIONS

1. Complete this form for breakfast and lunch on the day of your initial visit to each school.

2. Place a check in the box next to each food your cafeteria sold on an a la carte basis or given to students at no cost (free)—at breakfast and/or at lunch. If the school sometimes sells a food a la carte, but did not sell it on that day, do not check the box. DO NOT INCLUDE VENDING MACHINES.

3. If the cafeteria offered a la carte food or beverages that are not included in the list; please write in the names of these foods and beverages on the last page of the checklist.
### A. Beverages

<table>
<thead>
<tr>
<th>A1_B</th>
<th>A2_B</th>
<th>A5A_B</th>
<th>A5B_B</th>
<th>A5C_B</th>
<th>A6A_B</th>
<th>A6B_B</th>
<th>A7B_B</th>
<th>A8B_B</th>
<th>A9_B</th>
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</thead>
<tbody>
<tr>
<td>Milk</td>
<td>Carbonated water</td>
<td>Juice (100% juice)</td>
<td>Juice (50% juice)</td>
<td>Juice drinks (less than 50% juice)</td>
<td>Water (Spring water, flavored water, mineral water, seltzer water)</td>
<td>Water (water with juices, sparkling water with juice)</td>
<td>Tea</td>
<td>Yogurt drinks</td>
<td>Energy and sports drinks</td>
</tr>
</tbody>
</table>

#### 26a. Water (Spring water, flavored water, mineral water, seltzer water)

#### 26b. Water (water with juices, sparkling water with juice)

### D. Candy

<table>
<thead>
<tr>
<th>A1_L</th>
<th>A2_L</th>
<th>A4_L</th>
<th>A5A_L</th>
<th>A5B_L</th>
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</thead>
<tbody>
<tr>
<td>With chocolate</td>
<td>Without chocolate</td>
<td>50% juice</td>
<td>50% juice</td>
<td>50% juice</td>
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</table>

#### 1. With chocolate

#### 2. Without chocolate

### E. Frozen Desserts

<table>
<thead>
<tr>
<th>E1_L</th>
<th>E2_L</th>
<th>E3_L</th>
</tr>
</thead>
</table>
| Frozen non-dairy (Frosty, fruit bar, Jello, Popsicle) | Ice cream (Bars, Fudgesicles, Scoop, sundaes) | Low-fat frozen desserts (Frozen yogurt, ice milk, sherbert)

#### 1. Frozen non-dairy (Frosty, fruit bar, Jello, Popsicle)

#### 2. Ice cream (Bars, Fudgesicles, Scoop, sundaes)

#### 3. Low-fat frozen desserts (Frozen yogurt, ice milk, sherbert)

### F. Fruit

<table>
<thead>
<tr>
<th>F1_L</th>
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<th>F3_L</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Canned, cooked fruit</td>
<td>Fresh fruit</td>
<td>Fruit salad</td>
<td>Dried fruit</td>
</tr>
</tbody>
</table>

#### 1. Canned, cooked fruit

#### 2. Fresh fruit

#### 3. Fruit salad

#### 4. Dried fruit

### G. Meet and Meat Alternate/Entrees

#### Beef

<table>
<thead>
<tr>
<th>G1_B</th>
<th>G2_B</th>
<th>G3_B</th>
<th>G4_B</th>
<th>G5_B</th>
<th>G6_B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger or cheeseburger</td>
<td>Chili or burrito</td>
<td>Other beef</td>
<td>Chicken patty (breaded)</td>
<td>Chicken (other)</td>
<td>Turkey</td>
</tr>
</tbody>
</table>

#### Poultry

<table>
<thead>
<tr>
<th>G7_B</th>
<th>G8_B</th>
<th>G9_B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot dog (Corn dog, frank and beans)</td>
<td>Cold cuts (Bologna, salami and similar cuts)</td>
<td>Sausage or pork</td>
</tr>
</tbody>
</table>

#### Other Meat

<table>
<thead>
<tr>
<th>G10_B</th>
<th>G11_B</th>
<th>G12_B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese sandwich</td>
<td>Other cheese</td>
<td>Beans or peas (Chick peas, garbanzo beans, kidney beans, refried beans)</td>
</tr>
</tbody>
</table>

#### Meat Alternate

<table>
<thead>
<tr>
<th>G13_B</th>
<th>G14_B</th>
<th>G15_B</th>
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</thead>
<tbody>
<tr>
<td>Eggs (Hard cooked, egg salad, scrambled, fried)</td>
<td>Fish</td>
<td>Nuts and seeds (Peanuts, peanut butter, sunflower seeds, other nuts)</td>
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</table>

#### 16. “Lower fat” entrées (Specify)

<table>
<thead>
<tr>
<th>G16_B10T</th>
<th>G16_B11T</th>
<th>G16_B20T</th>
<th>G16_B21T</th>
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### B. Baked Goods—Desserts

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<th>B1_A</th>
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<th>B3_A</th>
<th>B4_A</th>
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<tbody>
<tr>
<td>Cake-type (Cupcakes, brownies, Twinkies)</td>
<td>Cookies</td>
<td>Pastries (Pies, turnovers)</td>
<td>Other baked goods—desserts</td>
<td>Other baked goods—desserts—low-fat/reduced fat</td>
</tr>
</tbody>
</table>

#### 1a. Cake-type (Cupcakes, brownies, Twinkies)

#### 1b. Cake-type—low-fat/reduced fat

#### 2a. Cookies

#### 2b. Cookies—lower fat/reduced fat

#### 3. Pastries (Pies, turnovers)

#### 4. Other baked goods—desserts

#### 4b. Other baked goods—desserts—low-fat/reduced fat

### C. Bread or Grain Products

<table>
<thead>
<tr>
<th>C1_B</th>
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</thead>
<tbody>
<tr>
<td>Regular bread (Bread, roll, bagel)</td>
<td>Other bread (Biscuits, croissant, hot pretzels)</td>
<td>Muffins</td>
<td>Tortilla</td>
<td>Other grain products (Crackers, granola, pretzels)</td>
</tr>
</tbody>
</table>

#### 1. Regular bread (Bread, roll, bagel)

#### 2. Other bread (Biscuits, croissant, hot pretzels)

#### 3. Muffins

#### 4. Tortilla

#### 5. Other grain products (Crackers, granola, pretzels)
### A LA CARTE FOODS CHECKLIST (CONTINUED)

#### Mixed Dishes

1. Chef salad
2. Lasagna
3. Macaroni and cheese
   - (No meat) G20A_B
   - (With meat) G20B_B
4. Soup with meat or beans (Bean, chicken, clam chowder, minestrone) G22_B
5. Mexican food (Other) G23_B
6. Chinese food G24_B
7. Other (Specify)
   - G25_B10T
   - G25_B20T
   - G25_B30T
   - G25_B

#### Vegetables

1. Fried potatoes
   - (Including pre-fried, oven baked, french fries, Tater Tots) H_B1
2. Salad
   - (Tossed salad, potato salad, three bean salad, raw vegetables) H_B2
3a. Vegetable (Other cooked) H_B3A
3b. Vegetable (soup) H_B3B

#### Snacks

1. Chips
   - (Corn, potato, puffed tortilla) L_B1
2. Nuts and seeds
   - (Almonds, peanuts, pistachios, sunflower seeds, trail mix) L_B2
3. Popcorn L_B3
4. Fruit snacks (roll-ups, shapes) L_B4
5. Meat snacks (jerky, pork rinds) L_B5
6. Energy bars (Power bar, Balance bar, Luna bar) L_B6
7. Other snacks L_B7

#### Yogurt

1. Yogurt J_B1

### K. Other A la Carte Items (Specify)

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School Nutrition Dietary Assessment Study

Child/Youth Interview

Sponsored by:
U.S. Department of Agriculture
Food and Nutrition Service

Time Burden for this collection of information is estimated to average 40-50 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information.

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DATE OF INTERVIEW: __/__/__


DATE OF BIRTH: __/__/__

SCHOOL BREAKFAST SERVED?

COMPLETE AM/PM FIRST.

Now I’m going to ask you some questions about what you eat and about what you like and dislike about the meals served at school.

1. Let me start by asking what grade you are in?

   |__|__| __RECORD GRADE

   DON’T KNOW ..............................................d
   REFUSED ....................................................r

2. In general, do you usually eat breakfast? That is breakfast anywhere, at home or at school or somewhere else.

   YES ...............................................................1
   NO .................................................................2
   SOMETIMES ..................................................0
   DON’T KNOW ..............................................d
   REFUSED ....................................................r
3. Do you ever eat a school breakfast? By school breakfast we mean a complete breakfast provided by your school, not something from home.

YES ................................................................. 1 \(\rightarrow\) GO TO Q.6

NO ................................................................. 0

DON'T KNOW ................................................... d

REFUSED .......................................................... r

4. Can children get a school breakfast at your school?

YES ................................................................. 1

NO ................................................................. 0 \(\rightarrow\) GO TO Q.13

DON'T KNOW ................................................... d

REFUSED .......................................................... r

5. Why don’t you eat a school breakfast? RECORD VERBATIM RESPONSE.

PROBE FOR ADDITIONAL REASONS. RECORD REASONS IN ORDER.

1. ..............................................................................

2. ..............................................................................

3. ..............................................................................

DON’T KNOW ................................................... d

REFUSED .......................................................... r

GO TO Q.13
6. What is the number one reason you eat school breakfasts?

- PRICES ARE GOOD
- FOOD IS GOOD
- EASY/CONVENIENT TO GET
- TEACHERS ENCOURAGE ME
- CAFETERIA WORKERS ENCOURAGE ME
- PARENTS MAKE ME
- FRIENDS EAT THERE
- POPULAR KIDS EAT THERE
- NO OTHER CHOICE
- I AM HUNGRY
- DON'T KNOW
- REFUSED

GO TO Q.9

7. What do you think about school breakfast? Do you . . . (SHOW HAND CARDS WITH SMILEY FACES FOR CHILDREN IN GRADE 1-3 WHILE READING ANSWER CATEGORIES.)

- like it
- think it is only okay, or
- don't like it?
- DON'T KNOW
- REFUSED

GO TO Q.9
GO TO Q.8
GO TO Q.9

8. Why don't you like school breakfasts? RECORD VERBATIM

- DON'T KNOW
- REFUSED
9. Is there enough time to eat the school breakfast before classes begin?
   YES ................................................................. 1
   NO ................................................................. 0
   DON'T KNOW .................................................. d
   REFUSED ........................................................ r

10. Do you think school breakfast is served too early in the day, too late, or is the time it is served okay?
   TOO EARLY ...................................................... 1
   TOO LATE ........................................................ 2
   OKAY .............................................................. 3
   DON'T KNOW .................................................. d
   REFUSED ........................................................ r

ASK Qs.11a AND 11b IF IN GRADES 1-3; 4TH GRADERS AND OLDER GO TO Q.11c

11a. Do you usually eat a school breakfast three or more times a week?
   YES ................................................................. 1  ➔ GO TO Q.12
   NO ................................................................. 0
   NEVER EAT SCHOOL BREAKFAST ..................... 2
   DON'T KNOW .................................................. d
   REFUSED ........................................................ r

11b. Do you usually eat a school breakfast at least once a week?
   YES ................................................................. 1  ➔ GO TO Q.12
   NO ................................................................. 0
   NEVER EAT SCHOOL BREAKFAST—VOL. ......... 2  ➔ GO TO Q.12a
   DON'T KNOW .................................................. d
   REFUSED ........................................................ r
11c. How many days a week do you usually eat a school breakfast?

None, Don’t Usually Eat School Breakfast..........................0 ➔ GO TO Q.12a
One.................................................................1
Two.................................................................2
Three ............................................................3
Four .............................................................4
Five .............................................................5
Don’t Know ..................................................d
Refused .........................................................r

12. Where do you usually eat school breakfast?

Cafeteria ......................................................1
Classroom ...................................................2 ➔ GO TO Q.13
Gymnasium ..................................................3
Outdoors ......................................................4
Other (Specify) .............................................5
Don’t Know ..................................................d
Refused .........................................................r

ASK Q.12a IF Q.11c = 1, 2, OR 3 OR RESPONDENT = CHILD, OTHERWISE GO TO Q.13.

12a. Would you eat breakfast at school (more often) if it was served in your classroom?

Yes .............................................................1
No ...............................................................0
Already Eat Breakfast Every Day.....2
Don’t Know ..................................................d
Refused .........................................................r
ASK ALL:

13. Now I’d like to ask you about lunch.

What time is your lunch period? **IF RESPONDENT SAYS IT VARIES BY DAY, ASK FOR TODAY/YESTERDAY.**

|   |   | : |   |   | AM  | .............................1
|   |   | : |   |   | PM  | .............................2
DON'T KNOW  .................................................d
REFUSED  .........................................................r

14. **NO QUESTION THIS VERSION**

15. Did you eat the regular school lunch (today/yesterday)? By regular school lunch, I mean a complete meal—such as salad, soup, a sandwich, or a hot meal—not just milk, snacks, cookies, or ice cream, and not a lunch you brought from home.

YES  ...............................................................1 ➔ GO TO Q.19

|   |   |   |   |   |   |   | .............................0
DON'T KNOW  .................................................d
REFUSED  .........................................................r
16. Where did you get the lunch you ate (today/yesterday)—did you bring it from home, did you get it in school, or did you get it from somewhere else?

- Brought lunch from home....................1 ➔ Go to Q.18
- Bought lunch in school........................2 ➔ Go to Q.20
- Lunch from somewhere else...............3
- Didn’t eat lunch..................................4
- Don’t know ........................................d
- Refused .............................................r

17. Did you go home for lunch, go off the school grounds for lunch, or did you do something else?

- Went home ..........................................1
- Off school grounds..............................2
- Other (specify) .................................3
- Don’t know ........................................d
- Refused .............................................r

18. Was any of the food you ate at lunch bought in school?

- Yes ..................................................1 ➔ Go to Q.20
- No ....................................................0
- Don’t know ........................................d
- Refused .............................................r

19. Did you buy any other foods in school to go along with your regular school lunch, such as a drink, ice cream or cookies?

- Yes ..................................................1 ➔ Go to Q.23
- No ....................................................0
- Don’t know ........................................d
- Refused .............................................r
20. Where did you buy that food—from a vending machine, a school store, or did you buy it in the cafeteria, but not as part of the regular school lunch?

**CODE ALL THAT APPLY**

- FROM A VENDING MACHINE ......................... 1
- FROM A SCHOOL STORE ............................... 2
- FROM CAFETERIA (A LA CARTE FOOD) ........... 3
- OTHER (SPECIFY) ......................................... 4
- DON'T KNOW ................................................ d
- REFUSED ..................................................... r

ASK Q.21 OF THOSE THAT DID NOT EAT SCHOOL LUNCH (Q.15 NO, DON'T KNOW, REFUSED). IF GOT SCHOOL LUNCH (Q.15 YES), GO TO Q.23.

21. Why didn't you eat the school lunch (today/yesterday)? **RECORD IN ORDER GIVEN**

**PROBE:** Are there any other reasons?

1. ........................................................................
2. ........................................................................
3. ........................................................................

- DON'T KNOW ................................................ d
- REFUSED ..................................................... r

22. Do you ever eat the regular school lunch?

- YES .................................................................. 1 → GO TO Q.24a
- NO ................................................................... 0 → GO TO Q.25
- DON'T KNOW ................................................. d
- REFUSED ..................................................... r
23. What is the number one reason you decided to eat the school lunch (today/yesterday)?

IF MORE THAN ONE REASON, PROBE FOR MAIN REASON.

CODE ONLY ONE

HUNGRY ........................................................... 1
IT’S FREE/PRICES ARE GOOD ....................... 2
PARENTS WANT ME TO ................................. 3
LIKE THE FOOD (GENERAL) ....................... 4
LIKE TODAY’S/YESTERDAY’S MEAL .......... 5
EASY/CONVENIENT TO GET .................... 6
NO ONE AT HOME TO MAKE LUNCH ......... 7
NO TIME TO MAKE LUNCH ....................... 8
NO OTHER CHOICE ........................................ 9
FRIENDS EAT SCHOOL LUNCH .............. 10
POPULAR KIDS EAT SCHOOL LUNCH ........ 11
OTHER (SPECIFY) ........................................... 12

DON’T KNOW ................................................. d
REFUSED ......................................................... r

ASK Q.24a IF IN GRADES 1-3; 4TH GRADERS AND OLDER GO TO Q.24c

24a. Do you usually eat a regular school lunch three or more times a week?

YES .............................................................. 1 ➔ GO TO Q.25
NO ............................................................... 0
NEVER EAT SCHOOL LUNCH. ................... 2 ➔ GO TO Q.26
DON’T KNOW ................................................. d
REFUSED ......................................................... r

24b. Do you usually eat a regular school lunch at least once a week?

YES .............................................................. 1
NO ............................................................... 0
NEVER EAT SCHOOL LUNCH – VOL. ........... 2
don’t know ................................................. d
REFUSED ......................................................... r

GO TO Q.25
24c. How many days a week do you usually eat a regular school lunch?

NONE-DON’T USUALLY EAT SCHOOL LUNCH.................................0
ONE........................................................................1
TWO........................................................................2
THREE ......................................................................3
FOUR .....................................................................4
FIVE .......................................................................5
DON’T KNOW .....................................................d
REFUSED ............................................................r

25. What do you think about school lunch? Do you . . . (SHOW HAND CARDS WITH SMILEY FACES FOR CHILDREN IN GRADE 1-3 WHILE READING ANSWER CATEGORIES.)

like it, .................................................................1
think it is only okay, or .........................................2
DON’T KNOW ...................................................d
REFUSED ............................................................r

26. Why don’t you (like/eat) school lunches? RECORD VERBATIM

27. And what about the other kids in your school. Do you think most of them like the school lunches, think they’re only okay, or don’t like the school lunches? (SHOW HAND CARDS WITH SMILEY FACES FOR CHILDREN IN GRADES 1-3.)

LIKE IT, ......................................................................1
THINK IT IS ONLY OKAY .........................................2
DON’T LIKE IT .......................................................3
DON’T KNOW .....................................................d
REFUSED ............................................................r
28. Are you required to take certain foods or put certain foods on your tray such as milk, when you get the regular school lunch or can you turn down foods you don’t want?

REQUIRED TO TAKE CERTAIN FOODS ....... 1
CAN TURN DOWN FOODS .......................2
DON’T KNOW ........................................... d
REFUSED ................................................. r

29. Do you think your lunch period is too early in the day, too late, or is your lunch period time about right?

TOO EARLY ............................................. 1
TOO LATE .............................................. 2
ABOUT RIGHT ........................................ 3
DON’T KNOW .......................................... d
REFUSED ................................................. r

I want to ask you some questions about the place where you eat your lunch, like the cafeteria, (gym, classroom) or wherever you eat your lunch.

30. Would you say the place you eat your lunch is usually . . .

too noisy, .................................................. 1
too quiet, or ............................................. 2
about right? ........................................... 3
DON’T KNOW .......................................... d
REFUSED ................................................. r
31. Would you say the tables are . . .

- always clean ...................................................... 1
- usually clean ...................................................... 2
- sometimes clean, or .............................................. 3
- never clean? ...................................................... 2
- DON'T KNOW ................................................... d
- REFUSED .......................................................... r

31a. Would you say the floor is . . .

- always clean ...................................................... 1
- usually clean ...................................................... 2
- sometimes clean, or .............................................. 3
- never clean? ...................................................... 2
- DON'T KNOW ................................................... d
- REFUSED .......................................................... r

32. Would you say . . .

- there are usually plenty of seats and tables, or ...................................................... 1
- not enough seats and tables? ........................... 2
- DON'T KNOW ................................................... d
- REFUSED .......................................................... r

33. Would you say most of the time there are . . .

- long lines, .......................................................... 1
- short lines, or ...................................................... 2
- no lines? ............................................................ 3
- DEPENDS ON WHAT IS SERVED ................... 4
- DON'T KNOW ................................................... d
- REFUSED .......................................................... r
ASK Q. 33a ONLY IF EVER ATE SCHOOL LUNCH (Q.15 = YES OR Q.22 = YES), ALL OTHERS GO TO Q.34.

33a. Do you have enough time to eat your lunch after you have your food and you are seated?

- YES ................................................................. 1
- NO ...................................................................... 0
- SOMETIMES ..................................................... 2
- DON'T KNOW .................................................. d
- REFUSED ......................................................... r

34. Do the food servers and cashiers always, often, sometimes, or never listen to you and other students?

- ALWAYS ........................................................... 1
- OFTEN ............................................................ 2
- SOMETIMES ..................................................... 3
- NEVER ............................................................ 4
- DON'T KNOW .................................................. d
- REFUSED ......................................................... r

34a. Do the food servers and cashiers always, often, sometimes, or never smile and say hello to you when you're getting school breakfast or lunch?

- ALWAYS ........................................................... 1
- OFTEN ............................................................ 2
- SOMETIMES ..................................................... 3
- NEVER ............................................................ 4
- DON'T KNOW .................................................. d
- REFUSED ......................................................... r

35. Do you get to pick where you sit and who you can eat with during your lunch period?

- YES ................................................................... 1
- NO ..................................................................... 0
- DON'T KNOW .................................................. d
- REFUSED ......................................................... r
36. Now I’d like to ask you about the food served at lunch by the school.

<table>
<thead>
<tr>
<th>C_q36_a</th>
<th>Do you always, often, sometimes, or never like the taste of the food?..</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>DON'T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C_q36_b</th>
<th>Do you always, often, sometimes, or never like the smell of the food?...</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>DON'T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C_q36_c</th>
<th>Do you always, often, sometimes, or never like the way the food looks? .............................................</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>DON'T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C_q36_d</th>
<th>Do the vegetables on the serving line always, often, sometimes, or never look good? .........................</th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>DON'T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. Do you think the amount of food they give you is . . .

- too much, ......................................................1
- too little, or ..................................................2

| C_q37 | about right? ................................................................3
|       | DON'T KNOW .......................................................d |
|       | REFUSED ............................................................r |

38. Do you think that the milk served, is . . .

- too warm, .........................................................1
- too cold, or .........................................................2

| C_q38 | about the right temperature? ....................................3
|       | DON'T KNOW .......................................................d |
|       | REFUSED ............................................................r |

39. Does the school menu always, often, sometimes, or never include foods you like?

- ALWAYS, ..........................................................1
- OFTEN ..................................................................2

| C_q39 | SOMETHING .........................................................3
|       | NEVER ..............................................................4
|       | DON'T KNOW .......................................................d |
|       | REFUSED ............................................................r |
40. Does the school lunch always, often, sometimes, or never have enough choices of food?

ALWAYS, ..........................................................1
OFTEN ..............................................................2
SOMETIMES ..........................................................3
NEVER ..............................................................4
DON'T KNOW ...................................................d
REFUSED ..........................................................r

41. Do you always, often, sometimes, or never like the brands of food offered at school lunch?

ALWAYS, ..........................................................1
OFTEN ..............................................................2
SOMETIMES ..........................................................3
NEVER ..............................................................4
DON'T KNOW ...................................................d
REFUSED ..........................................................r

42. What is your favorite school lunch?

IF NEEDED, PROBE: The main course.

NO FAVORITE FOOD .............................................0
DON'T KNOW ...................................................d
REFUSED ..........................................................r

43. What is your least favorite school lunch?

IF NEEDED, PROBE: The main course.

LIKE ALL THE FOODS, NO LEAST FAVORITE FOOD .............................................0
DON'T KNOW ...................................................d
REFUSED ..........................................................r
44. Do all kids that get the regular school lunch pay the same amount for the lunch, or do some kids pay less or get it for free?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pay the same amount</td>
<td>1</td>
</tr>
<tr>
<td>Everyone gets it for free</td>
<td>2</td>
</tr>
<tr>
<td>Some pay less/ some get it free</td>
<td>3</td>
</tr>
<tr>
<td>Don't know</td>
<td>d</td>
</tr>
<tr>
<td>Refused</td>
<td>r</td>
</tr>
</tbody>
</table>

GO TO Q.47

45. Can you tell who is getting the regular school lunches for free or less than the full price?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Don't know</td>
<td>d</td>
</tr>
<tr>
<td>Refused</td>
<td>r</td>
</tr>
</tbody>
</table>

GO TO Q.47

46. How do you know?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>d</td>
</tr>
<tr>
<td>Refused</td>
<td>r</td>
</tr>
</tbody>
</table>

47. Now I'd like to ask you just a few more questions about activities you might do. First . . .

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you taking physical education in school?</td>
<td>1</td>
</tr>
<tr>
<td>Are you on a school sports team?</td>
<td>1</td>
</tr>
<tr>
<td>Do you participate in other physical activities or sports in the community, for example through a community center or Y?</td>
<td>1</td>
</tr>
<tr>
<td>Do you walk or ride a bike to school?</td>
<td>1</td>
</tr>
<tr>
<td>Do you play outside after school?</td>
<td>1</td>
</tr>
</tbody>
</table>

**ASK IF < AGE 12:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you play outside after school?</td>
<td>1</td>
</tr>
</tbody>
</table>

**ASK IF AGE 12 OR OLDER:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside of school, are you physically active, such as walking, running, biking, or working out with exercise equipment?</td>
<td>1</td>
</tr>
</tbody>
</table>

END OF INTERVIEW FOR YOUNGER CHILDREN—GO TO Q.53
YOUTH CONTINUE

48. How many nights a week do you and your family typically sit down together to have dinner as a family?

   - EVERY NIGHT .................................................. 1
   - 5 OR 6 NIGHTS A WEEK .................................. 2
   - 3 OR 4 NIGHTS A WEEK ................................. 3
   - 1 OR 2 NIGHTS A WEEK ................................. 4
   - NEVER ................................................................... 5
   - DON'T KNOW ................................................... d
   - REFUSED ......................................................... r

49. During the past 30 days, did you eat less food, fewer calories, or foods low in fat or carbohydrates to lose weight or to keep from gaining weight?

   - YES ................................................................... 1
   - NO ..................................................................... 0
   - DON'T KNOW ................................................... d
   - REFUSED ......................................................... r

49a. How often do you take any vitamins in pill or liquid form such as multi-vitamins or Vitamin C? Would you say . . .

   - every day or almost every day, ......................... 1
   - every so often, or............................................... 2
   - not at all?........................................................... 3
   - DON'T KNOW ................................................... d
   - REFUSED ......................................................... r

49b. (Other than multi-vitamins with minerals) How often do you take (additional) minerals such as calcium or zinc? Would you say . . .

   - every day or almost every day, ......................... 1
   - every so often, or............................................... 2
   - not at all?........................................................... 3
   - DON'T KNOW ................................................... d
   - REFUSED ......................................................... r
49c. How often do you take any herbal products or sports supplements like Echinacea or alfalfa extract? Would you say . . .

- every day or almost every day, ................1
- every so often, or ..................................2
- not at all? ..........................................3
- DON'T KNOW ......................................d
- REFUSED ..........................................r

50. On an average school day, about how many hours do you spend watching TV or DVDs? IF RANGE GIVEN, TAKE THE MID POINT. ROUND TO NEAREST HALF HOUR.

- [_____] . [____] HOURS
- DON'T KNOW .....................................d
- REFUSED ..........................................r

51. And on an average school day, about how many hours do you use a computer, go online, or play video or computer games? IF RANGE GIVEN, TAKE THE MID POINT. ROUND TO NEAREST HALF HOUR.

- [_____] . [____] HOURS
- DON'T KNOW .....................................d
- REFUSED ..........................................r

52. During the past month, on how many days did you smoke cigarettes?

**PROBE:** Your best estimate is fine.

- [_____] DAYS
- NEVER .............................................0
- DON'T KNOW ....................................d
- REFUSED ..........................................r
53. And finally, we would like to follow-up with your parent or guardian in order to better understand their feelings about the meals served at this school. In order to do this, I will need you to give me some contact information.

First, which adult tends to prepare most of the meals in your home? (INTERVIEWER NOTE: ACCEPT ONLY ONE ANSWER, READ LIST ONLY IF NECESSARY)

MOTHER/FATHER/PARENT ......................... 01
PARENT'S SPOUSE OR PARTNER ............. 02
GRANDPARENT ...................................... 03
OTHER RELATIVE .................................. 04
LEGAL GUARDIAN ................................ 05
OTHER (SPECIFY) .................................. 06

DON'T KNOW ........................................ d
REFUSED ............................................. r

53a. And, what is (HIS/HER)’s first name?

ENTER FIRST NAME ________________________

DON'T KNOW ....................................... d
REFUSED ............................................. r

53b. And, what is (HIS/HER)’s last name?

ENTER LAST NAME ________________________

DON’T KNOW ....................................... d
REFUSED ............................................. r

54a. What is [HIS/HER]’s home phone number?

ENTER PHONE NUMBER

DOESN’T HAVE HOME PHONE NUMBER ...... n
DON’T KNOW ....................................... d
REFUSED ............................................. r
54b. And, what is your [HIS/HER]’s cellular phone number?

\[
\begin{array}{cccccccc}
| \_\_\_\_\_\_\_|-|\_\_\_\_\_\_\_|-|\_\_\_\_\_\_\_| & \text{ENTER PHONE NUMBER} \\
\end{array}
\]

\begin{itemize}
\item DOESN’T HAVE CELLULAR PHONE \ldots n
\item DON’T KNOW \ldots d
\item REFUSED \ldots r
\end{itemize}

54c. And, what is [HIS/HER]’s work phone number?

\[
\begin{array}{cccccccc}
| \_\_\_\_\_\_\_|-|\_\_\_\_\_\_\_|-|\_\_\_\_\_\_\_| & \text{ENTER PHONE NUMBER} \\
\end{array}
\]

\begin{itemize}
\item DOESN’T HAVE WORK PHONE NUMBER \ldots n
\item DON’T KNOW \ldots d
\item REFUSED \ldots r
\end{itemize}

55. What is the best time to reach [HIM/HER]?

\begin{itemize}
\item TIME: \_\_\_\_:\_\_\_ AM\ldots 1
\item \_\_\_\_:\_\_\_ PM\ldots 2
\end{itemize}

\begin{itemize}
\item DAY: \ldots \ldots \ldots \ldots \\
\item DON’T KNOW \ldots d \\
\item REFUSED \ldots r
\end{itemize}

56. If we are unable to reach [HIM/HER] then, what is the next best time to reach [HIM/HER]?

\begin{itemize}
\item TIME: \_\_\_\_:\_\_\_ AM\ldots 1
\item \_\_\_\_:\_\_\_ PM\ldots 2
\end{itemize}

\begin{itemize}
\item DAY: \ldots \ldots \ldots \ldots \\
\item DON’T KNOW \ldots d \\
\item REFUSED \ldots r
\end{itemize}
57. Finally, which of the phone numbers that you gave me should I use to reach your [HIM/HER] when I call?

DON'T KNOW ...................................................d
REFUSED .........................................................r ➔ GO TO Q.58

58. CLOSING

Those are all the questions I have today. You’ve done great. Thanks for all your help.

THANK CHILD AND GIVE GIFT. ASK IF THEY NEED A PASS TO GET BACK INTO CLASS.
School Nutrition Dietary Assessment Study

Parent Interview

Sponsored by:
U.S. Department of Agriculture
Food and Nutrition Service

Time Burden for this collection of information is estimated to average 20 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information.

Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to U.S. Department of Agriculture, Clearance Officer, OIRM, Room 404-W, Washington, DC 20250; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.
INTRODUCTION FOR PARENT OF CHILD:

Okay, now that we completed the dietary recall I’d like to ask you some questions about your household and the meals provided by your child’s school.

INTERVIEWER: IF PARENT MENTIONED DURING DIETARY RECALL THAT CHILD HAD SCHOOL BREAKFAST, CODE “1” IN QUESTION 1 WITHOUT ASKING.

INTRO FOR PARENT OF YOUTHS:

Hello, my name is ____________ and I’m part of the study team that interviewed your child (yesterday/DAY) at school about the school meals program. I’m calling now to see if we can do the parent interview. As you may recall from the letter and consent form sent home earlier, this study is being conducted by the U.S. Department of Agriculture to better understand how children and parents feel about the meals provided by schools, why they choose to participate or not participate in school meals, and how these decisions are related to children’s overall diets. The interview will take about 20 minutes, and your cooperation is completely voluntary. All answers you give will be confidential and no individual results will be presented. As a thank you for your time, we will be sending you $10.

INTERVIEWER: AFTER DETERMINING IF THE PARENT OR ADULT WHO KNOWS THE MOST ABOUT WHAT CHILD EATS IS ON THE PHONE, CONTINUE.
ASK ALL:

First, I am going to ask you about (CHILD)'s eating habits and the food served at (his/her) school.

1. Some schools offer meals each day to children for free or at a set, fixed price. Does (CHILD)'s school have a school breakfast program?

   YES ...................................................................1
   NO .....................................................................0
   DON'T KNOW ...................................................d
   REFUSED .........................................................r

2. Do you agree or disagree with the following statement: “School breakfasts should be available for all school children.” Do you . . .

   strongly agree, ...................................................1
   somewhat agree, ...............................................2
   somewhat disagree, or ............................................3
   strongly disagree with that statement?..............4
   DON'T KNOW ...................................................d
   REFUSED .........................................................r

3. Does (CHILD) usually eat breakfast, that is any breakfast, not just a school breakfast?

   YES ....................................................................1
   NO .....................................................................0
   DON'T KNOW ...................................................d
   REFUSED .........................................................r
4. How important do you think eating a healthy breakfast is for children to do well in school?

   Very important...................................................1
   Somewhat important, or ........................................2
   Not important.....................................................3
   DON’T KNOW ....................................................d
   REFUSED ..........................................................r

   **IF NO SCHOOL BREAKFAST (Q.1 = 0), GO TO Q.13**

5. Does (CHILD) ever eat a school breakfast, that is a complete breakfast provided by the school?

   YES .................................................................1
   NO ....................................................................0
   DON’T KNOW ...................................................d
   REFUSED ..........................................................r

   **GO TO Q.7**

6. How many days a week does (CHILD) usually eat a school breakfast?

   NONE .............................................................0
   ONE...............................................................1
   TWO .............................................................2
   THREE .........................................................3
   FOUR ...........................................................4
   FIVE ............................................................5
   DON’T KNOW ................................................d
   REFUSED .......................................................r

   **ASK Q.7 IF Q.6 = 0, 1, OR 2. OTHERS GO TO Q.8.**
7. Which of the following reasons describe why (CHILD) does not eat school breakfast (more frequently) at school? *(READ LIST)*

**PROBE:** Is that a reason?

<table>
<thead>
<tr>
<th>CODE</th>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>P_q7_a</td>
<td>Your child does not like to eat breakfast? ..........</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_b</td>
<td>Your child does not like the food served at school? .............................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_c</td>
<td>Your child prefers to eat at home? .................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_d</td>
<td>You thought your child couldn’t participate in the School Breakfast Program? .................................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_e</td>
<td>There isn’t enough time to eat breakfast at school, for example due to the bus arrival time?.........................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_f</td>
<td>You don’t want others to think you can’t provide breakfast for your child? .......................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_g</td>
<td>Your child doesn’t eat school breakfast because (his/her) friends don’t? .........................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_h</td>
<td>Your child thinks only needy kids eat school breakfast and (he/she) doesn’t want to be thought of that way?.........................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P_q7_i</td>
<td>Is there any other reason?  (SPECIFY).................................</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
8. Now I’d like to ask you your opinions about the school breakfast served at (CHILD)’s school. After I read each statement, please tell me if you strongly agree, agree somewhat, disagree somewhat, or strongly disagree. **SKIP ITEMS ‘a’ AND ‘c’ IF CHILD NEVER EATS SCHOOL BREAKFAST (Q.5 = 0)**

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>AGREE SOMEWHAT</th>
<th>DISAGREE SOMEWHAT</th>
<th>STRONGLY DISAGREE</th>
<th>DON’T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pₚq₈ₐ</td>
<td>Children like the school breakfasts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>Pₚq₈ₐ</td>
<td>I receive enough information about the School Breakfast Program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>Pₚq₈₉</td>
<td>School breakfasts are served at a convenient time and place</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>Pₚq₈₈</td>
<td>School breakfast gives all children an opportunity to eat breakfast</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>Pₚq₈₉</td>
<td>Only children from needy families participate in the school breakfast program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>d</td>
</tr>
</tbody>
</table>

**ASK Q5 9-12 IF CHILD EVER EATS SCHOOL BREAKFAST (Q.5 = 1). ALL OTHERS GO TO Q.13**

9. How often do the breakfasts served at your child’s school include fresh fruit? Would you say . . .

- always, ..............................................................1
- sometimes, or....................................................2
- never? ...............................................................3
- DON’T KNOW ...................................................d
- REFUSED .........................................................r

10. And how often do school breakfasts include a hot entrée, such as pancakes, breakfast burritos, or egg sandwiches? Would you say . . .

- always, ..............................................................1
- sometimes, or....................................................2
- never? ...............................................................3
- DON’T KNOW ...................................................d
- REFUSED .........................................................r
11. Would you say the breakfasts served at school are . . .

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>very healthy</td>
<td>1</td>
</tr>
<tr>
<td>somewhat healthy, or</td>
<td>2</td>
</tr>
<tr>
<td>not healthy?</td>
<td>3</td>
</tr>
<tr>
<td>IT DEPENDS (VOLUNTEERED)</td>
<td>4</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>d</td>
</tr>
<tr>
<td>REFUSED</td>
<td>r</td>
</tr>
</tbody>
</table>

12. Overall, how satisfied are you with the school breakfast provided at your child’s school. Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

<table>
<thead>
<tr>
<th>Response</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY SATISFIED</td>
<td>1</td>
</tr>
<tr>
<td>SOMEWHAT SATISFIED</td>
<td>2</td>
</tr>
<tr>
<td>SOMEWHAT DISSATISFIED</td>
<td>3</td>
</tr>
<tr>
<td>VERY DISSATISFIED</td>
<td>4</td>
</tr>
<tr>
<td>DON'T KNOW/CAN'T RATE</td>
<td>d</td>
</tr>
<tr>
<td>REFUSED</td>
<td>r</td>
</tr>
</tbody>
</table>

13. How many days a week does (CHILD) usually eat a school lunch? By school lunch I mean a complete meal such as a fruit or vegetable, sandwich and milk, or a hot meal and milk for free or at a set, fixed price.

<table>
<thead>
<tr>
<th>Days</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>0</td>
</tr>
<tr>
<td>ONE</td>
<td>1</td>
</tr>
<tr>
<td>TWO</td>
<td>2</td>
</tr>
<tr>
<td>THREE</td>
<td>3</td>
</tr>
<tr>
<td>FOUR</td>
<td>4</td>
</tr>
<tr>
<td>FIVE</td>
<td>5</td>
</tr>
<tr>
<td>DON'T KNOW</td>
<td>d</td>
</tr>
<tr>
<td>REFUSED</td>
<td>r</td>
</tr>
</tbody>
</table>
14. Which of the following reasons describe why (CHILD) does not eat school lunch (more frequently) at school?  (READ LIST)

**PROBE:** Is that a reason (CHILD) doesn’t eat (more) school lunches?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>YES</th>
<th>NO</th>
<th>DON’T KNOW</th>
<th>REFUSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>P_q14_a</td>
<td>Your child does not like the food served at school?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_b</td>
<td>Your child prefers to eat a lunch brought from home?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_c</td>
<td>Your child doesn’t have enough time to get and eat lunch in school?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_d</td>
<td>Your child doesn’t like waiting in lines for lunch?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_e</td>
<td>Your child thinks only needy kids eat school lunches and (he/she) doesn’t want to be thought of that way?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_f</td>
<td>You prefer your child to eat foods sent from home?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_g</td>
<td>Your child doesn’t eat school lunches because (his/her) friends don’t?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_h</td>
<td>You thought your child couldn’t participate in the school lunch program?</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q14_i</td>
<td>Is there any other reason? (SPECIFY)</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ALL THOSE ANSWERING Q.14, GO TO Q.16**
15. What is the main reason (CHILD) gets school lunches?

- CHILD LIKES THE FOOD ........................................ 1
- LIKES TO EAT WITH FRIENDS/ FRIENDS GET IT ........... 2
- EASY FOR PARENT ........................................... 3
- INEXPENSIVE/FREE/GOOD VALUE .......................... 4
- GOOD/HEALTHY MEALS ....................................... 5
- HUNGER/WOULDN'T EAT LUNCH OTHERWISE ............ 6
- OTHER (SPECIFY) ............................................. 7
- DON'T KNOW ................................................. d
- REFUSED ....................................................... r

16. Some schools have vending machines where children can purchase snacks, such as chips and cookies, fruit juices and sodas. In many cases, the school receives money from the companies for allowing the machines to be placed in schools. In general, do you think it is a good idea or a bad idea to have vending machines available to students in schools such as the one your child attends?

- GOOD IDEA .................................................. 1
- BAD IDEA ..................................................... 2
- IT DEPENDS .................................................. 3
- DON'T KNOW/NO OPINION ............................... d
- REFUSED .................................................... r

17. Are there any vending machines available to children in (CHILD)’s school?

- YES ............................................................. 1
- NO ............................................................... 0
- DON'T KNOW ................................................ d
- REFUSED .................................................... r

GO TO Q.19
18. And, what kinds of foods are in the vending machines?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MILK</td>
</tr>
<tr>
<td>2</td>
<td>JUICE</td>
</tr>
<tr>
<td>3</td>
<td>SODA</td>
</tr>
<tr>
<td>4</td>
<td>OTHER DRINKS</td>
</tr>
<tr>
<td>5</td>
<td>SNACK FOODS (CHIPS, POPCORN, ETC)</td>
</tr>
<tr>
<td>6</td>
<td>DESSERT/BAKED GOODS (COOKIES, CUPCAKES, GRANOLA BARS, ETC)</td>
</tr>
<tr>
<td>7</td>
<td>CANDY/GUM</td>
</tr>
<tr>
<td>8</td>
<td>SANDWICHES</td>
</tr>
<tr>
<td>9</td>
<td>FROZEN FOODS/ICE CREAM</td>
</tr>
<tr>
<td>10</td>
<td>OTHER (SPECIFY)</td>
</tr>
<tr>
<td>d</td>
<td>DON'T KNOW</td>
</tr>
<tr>
<td>r</td>
<td>REFUSED</td>
</tr>
</tbody>
</table>

19. Does your child’s school cafeteria sell foods that children can buy for lunch other than the regular school lunch meal? These might be foods like, hamburgers, French fries, pizza, or ice cream, for example.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YES</td>
</tr>
<tr>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>d</td>
<td>DON'T KNOW</td>
</tr>
<tr>
<td>r</td>
<td>REFUSED</td>
</tr>
</tbody>
</table>

20. And does (his/her) school have a school store or snack bar, outside of the cafeteria, where children can buy foods or drinks?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YES</td>
</tr>
<tr>
<td>0</td>
<td>NO</td>
</tr>
<tr>
<td>d</td>
<td>DON'T KNOW</td>
</tr>
<tr>
<td>r</td>
<td>REFUSED</td>
</tr>
</tbody>
</table>
21. Some schools have contracts with national companies such as McDonald’s, Pizza Hut, and Taco Bell, to provide foods for student meals. Do you think it is a good idea or a bad idea to have brand name foods available to students in schools such as the one your child attends?

GOOD IDEA ...................................................... 1
BAD IDEA ...................................................... 2
IT DEPENDS ..................................................... 3
DON’T KNOW/NO OPINION ................................. d
REFUSED ......................................................... r

22. Now I would like to ask you your opinions about the school lunches served at (CHILD)’s school. After I read each statement, please tell me if you strongly agree, agree somewhat, disagree somewhat, or strongly disagree.

SKIP ITEMS “a” AND “c” IF CHILD NEVER EATS SCHOOL LUNCH (Q.13 = 0).

<table>
<thead>
<tr>
<th>CODE ONE ON EACH LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
</tr>
<tr>
<td>a. Children like the school lunches ......................... 1</td>
</tr>
<tr>
<td>b. I receive enough information about the School Lunch Program ............................................. 1</td>
</tr>
<tr>
<td>c. School lunches are served at a convenient time and place ....... 1</td>
</tr>
<tr>
<td>d. School lunch gives all children an opportunity to eat lunch ....... 1</td>
</tr>
<tr>
<td>e. Only children from needy families participate in the School Lunch Program .................. 1</td>
</tr>
</tbody>
</table>

23. Would you say the lunches served at (CHILD)’s school are . . .

very healthy, ...................................................... 1
somewhat healthy, or .......................................... 2
not healthy? ..................................................... 3
IT DEPENDS ..................................................... 4
DON’T KNOW/NO OPINION .................................. d
REFUSED ......................................................... r
24. Thinking about the cost of school lunches and the quality of the meals provided, do you think the school lunches are a . . .

- very good value .................................................1
- a pretty good value, or ...........................................2
- not a good value? ...............................................3
- GET LUNCH FREE ...........................................4
- DON’T KNOW/NO OPINION .................................d
- REFUSED .........................................................r

25. Overall, how satisfied are you with the school lunches provided at your child’s school. Would you say you are . . .

- very satisfied, ....................................................1
- somewhat satisfied, ...........................................2
- somewhat dissatisfied, or ..................................3
- very dissatisfied? ...............................................4
- DON’T KNOW/CAN’T RATE .............................d
- REFUSED .........................................................r

26. Why are you dissatisfied with the school lunches provided by the school?

**CODE ALL THAT APPLY**

- NOT HEALTHY .................................................1
- NOT GOOD VALUE/COST ...............................2
- POOR QUALITY/TASTE ..................................3
- CHILD WON’T EAT IT ....................................4
- POOR PRESENTATION (TEMPERATURE) .... 5
- NOT ENOUGH CHOICE ..................................6
- STIGMA/CHILD GETS TEASED ..................7
- OTHER (SPECIFY) ...........................................8

- DON’T KNOW ...................................................d
- REFUSED .........................................................r

- not enough food
- not enough time
27. Did you apply for free or reduced price school meals during the current school year?

YES .................................................................1
NO .................................................................0 \(\rightarrow\) GO TO Q.28

P_q27
NOT ELIGIBLE – VOLUNTEERED ...................3 \(\rightarrow\) GO TO Q.30
DON’T KNOW ...................................................d
REFUSED ............................................................r \(\rightarrow\) GO TO Q.30

27a. During the past 30 days, did (CHILD) receive free or reduced price lunches at school?

YES .................................................................1
NO .................................................................0

P_q27a
DON’T KNOW ...................................................d
REFUSED ............................................................r

ASK Q.27b ONLY IF SCHOOL HAS A BREAKFAST PROGRAM (Q.1 = 1).

27b. During the past 30 days, did (CHILD) receive free or reduced price breakfasts at school?

YES .................................................................1
NO .................................................................0

P_q27b
DON’T KNOW ...................................................d
REFUSED ............................................................r
28. Why did you not apply for free or reduced price school meals for your children? **RECORD IN FIRST COLUMN BELOW.**

29. **IF MORE THAN ONE REASON GIVEN PROBE:** Of these reasons, which was the most important?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P_q29_1</td>
<td>a. DID NOT THINK WE WERE ELIGIBLE.......</td>
<td>1</td>
<td>1</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_2</td>
<td>b. CHILD PREFERS MEALS PREPARED AT HOME</td>
<td>2</td>
<td>2</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_3</td>
<td>c. CHILD DOESN'T LIKE SCHOOL FOOD .....</td>
<td>3</td>
<td>3</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_4</td>
<td>d. PREFER MY CHILD TO EAT FOOD FROM HOME ..........................................................</td>
<td>4</td>
<td>4</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_5</td>
<td>e. NEVER RECEIVED APPLICATION..........</td>
<td>5</td>
<td>5</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_6</td>
<td>f. NOT AWARE OF FREE OR REDUCED PRICE MEAL PROGRAM........................</td>
<td>6</td>
<td>6</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_7</td>
<td>g. DID NOT WANT TO GIVE INCOME INFORMATION TO THE SCHOOL............</td>
<td>7</td>
<td>7</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_8</td>
<td>h. PREFERRED TO PAY FULL PRICE ...........</td>
<td>8</td>
<td>8</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_9</td>
<td>i. APPLICATION FORM WAS DIFFICULT TO UNDERSTAND ......................................</td>
<td>9</td>
<td>9</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_10</td>
<td>j. CHILD AUTOMATICALLY ELIGIBLE (FOOD STAMPS, TANF) DIRECT CERTIFICATION.........................</td>
<td>10</td>
<td>10</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P_q29_11</td>
<td>k. OTHER (SPECIFY).................................</td>
<td>11</td>
<td>11</td>
<td>d</td>
<td>r</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Now I’d like to ask you some questions about (CHILD).

30. In general, would you say (CHILD)’s health is . . .

   excellent, .........................................................1
   very good, .................................................2
   good, ..........................................................3

   fair, or ................................................................4
   poor? ...........................................................5
   DON’T KNOW ..................................................d
   REFUSED ..........................................................r

31. Do you consider (him/her) to be . . .

   a very picky eater, .............................................1
   a somewhat picky eater, or ...............................2

   not a picky eater? ..............................................3
   DON’T KNOW ..................................................d
   REFUSED .........................................................r

32. Compared to other (boys/girls) the same age, would you say (CHILD) usually eats a larger amount of food, about the same amount of food, or a smaller amount of food?

   LARGER AMOUNT ...........................................1
   SAME AMOUNT................................................2

   SMALLER AMOUNT .........................................3
   DON’T KNOW ..................................................d
   REFUSED ..........................................................r

33a. How often does (CHILD) take any vitamins, in pill or liquid form, such as multivitamins or vitamin C? Would you say . . .

   every day or almost every day, .........................1
   every so often, or.................................2

   not at all? ..................................................3
   DON’T KNOW ..................................................d
   REFUSED ..........................................................r
33b. Other than multivitamins with minerals, how often does (CHILD) take (additional) minerals such as calcium or zinc? Would you say . . .

- every day or almost every day, ......................1
- every so often, or.........................................2
- not at all? ................................................3
- DON'T KNOW ...........................................d
- REFUSED ..................................................r

33c. How often does (CHILD) take any sports supplements or herbal products like echinacea or alfalfa extract? Would you say . . .

- every day or almost every day, ......................1
- every so often, or.........................................2
- not at all? ................................................3
- DON'T KNOW ...........................................d
- REFUSED ..................................................r

34. Does (CHILD) have any food allergies or special dietary needs that affect what (he/she) eats?

- YES ............................................................1
- NO .............................................................0
- DON'T KNOW ............................................d
- REFUSED ..................................................r
35. What are the food allergies or special dietary needs?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P_q35_1</td>
<td>ALLERGY TO PEANUTS.................................1</td>
</tr>
<tr>
<td>P_q35_2</td>
<td>ALLERGY TO OTHER NUTS .............................2</td>
</tr>
<tr>
<td>P_q35_3</td>
<td>LACTOSE INTOLERANCE ................................3</td>
</tr>
<tr>
<td>P_q35_4</td>
<td>ALLERGY TO EGGS ......................................4</td>
</tr>
<tr>
<td>P_q35_5</td>
<td>ALLERGY TO SOY .......................................5</td>
</tr>
<tr>
<td>P_q35_6</td>
<td>ALLERGY TO WHEAT ....................................6</td>
</tr>
<tr>
<td>P_q35_7</td>
<td>ALLERGY TO FISH OR SHRIMP ........................7</td>
</tr>
<tr>
<td>P_q35_8</td>
<td>DIABETES................................................8</td>
</tr>
<tr>
<td>P_q35_9</td>
<td>VEGETARIAN/VEGAN.......................................9</td>
</tr>
<tr>
<td>P_q35_10</td>
<td>LOW CARBOHYDRATE ...................................10</td>
</tr>
<tr>
<td>P_q35_11</td>
<td>REDUCED CALORIES ...................................11</td>
</tr>
<tr>
<td>P_q35_12</td>
<td>LOW FAT ..................................................12</td>
</tr>
<tr>
<td>P_q35_13</td>
<td>RESTRICTIONS BECAUSE OF ..........................13</td>
</tr>
<tr>
<td>P_q35_14</td>
<td>RELIGIOUS PRACTICES ................................13</td>
</tr>
<tr>
<td>P_q35_SPECIAL_DIET</td>
<td>OTHER (SPECIFY) ..............................14</td>
</tr>
</tbody>
</table>

36. Does someone such as an older child, yourself or another adult usually fix or supervise breakfast for (CHILD) at home?

- YES ..........................................................1
- NO ............................................................0
- DON'T KNOW ...............................................d
- REFUSED ....................................................r
37. Thinking now about the foods you serve your family, how often would you say you serve (CHILD) skim milk or 1% low-fat milk?

- Always or almost always, .................................. 1
- Sometimes, ....................................................... 2
- Rarely, or........................................................... 3
- Never? ............................................................... 4

CHILD DOESN'T DRINK MILK—
VOLUNTEERED ............................................... 5
DON'T KNOW ................................................... d
REFUSED ......................................................... r

38. When (CHILD) eats chicken, how often is it fried?

- Always or almost always, .................................. 1
- Sometimes, ....................................................... 2
- Rarely, or........................................................... 3
- Never? ............................................................... 4

CHILD DOESN'T EAT CHICKEN—
VOLUNTEERED ............................................... 5
DON'T KNOW ................................................... d
REFUSED ......................................................... r

39. And when (CHILD) eats baked or mashed potatoes, how often do you or your child add butter, margarine, or sour cream? Would you say . . .

- Always or almost always, .................................. 1
- Sometimes, ....................................................... 2
- Rarely, or........................................................... 3
- Never? ............................................................... 4

CHILD DOESN'T EAT THIS—
VOLUNTEERED ............................................... 5
DON'T KNOW ................................................... d
REFUSED ......................................................... r
40. How would you describe the amount of butter, cream cheese, or margarine usually spread on (his/her) breads and muffins . . .

none, .................................................................1
light,.................................................................2
moderate, or.......................................................3
generous? .........................................................4
DOESN’T EAT THIS-VOLUNTEERED ..............n
DON'T KNOW ...................................................d
REFUSED .........................................................r

Thinking now about how your child spends (his/her) free time . . .

41. On an average school day, about how many hours does (CHILD) spend watching TV or DVDs? IF RANGE GIVEN, TAKE THE MID POINT. ROUND TO NEAREST HALF HOUR.

| | | | | HOURS

DON'T KNOW ...................................................d
REFUSED .........................................................r

42. On an average school day, outside of school, about how many hours does (CHILD) use a computer, go online, or play video or computer games? IF RANGE GIVEN, TAKE THE MID POINT. ROUND TO NEAREST HALF HOUR.

| | | | | HOURS

DON'T KNOW ...................................................d
REFUSED .........................................................r

43. Now I'd like to ask a question about exercise or other physical activities. Compared to other (boys/girls) the same age, would you say (CHILD) is . . .

less active,.......................................................1
about as active, .............................................2
more active, or..............................................3
much more active? ........................................4
DON'T KNOW ...................................................d
REFUSED .........................................................r
44. How old was (CHILD) on (his/her) last birthday?

|______| AGE IN YEARS

P_q44

DON'T KNOW ...................................................d
REFUSED .........................................................r

45. Do you consider (CHILD) to be of Hispanic or Latino origin, such as Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin?

YES/HISPANIC OR LATINO.........................1

P_q45

NO/NOT HISPANIC OR LATINO .......................0
DON'T KNOW ...................................................d
REFUSED .........................................................r

46. What race do you consider (CHILD) to be?

PROBE IF RESPONDS “HISPANIC” OR “LATINO”: Would that be White Hispanic/Latino, African-American Hispanic/Latino, or something else?

CODE ALL THAT APPLY

P_q46_1

ASIAN...............................................................1

P_q46_2

AMERICAN INDIAN OR ALASKA NATIVE ......2

P_q46_3

BLACK OR AFRICAN AMERICAN ..............3

P_q46_4

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER .............................................4

P_q46_5

WHITE...............................................................5

P_q46_6

OTHER (SPECIFY)...............................................6

P_q46_SPECIFY

DON'T KNOW ...................................................d
REFUSED .........................................................r
47. What is the primary language spoken at home with (CHILD)?

- ENGLISH...........................................................1
- SPANISH...........................................................2
- OTHER (SPECIFY)...........................................3
- DON'T KNOW ...................................................d
- REFUSED ..........................................................r

Now I’d like to ask you some questions about you and your household.

48. Including you, how many people live in your household?

<table>
<thead>
<tr>
<th>PEOPLE IN HOUSEHOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>DON'T KNOW ...........d</td>
</tr>
<tr>
<td>REFUSED ................r</td>
</tr>
</tbody>
</table>

49. Of these, how many are under the age of 18?

<table>
<thead>
<tr>
<th>CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DON'T KNOW ..................d</td>
</tr>
<tr>
<td>REFUSED .........................................................r</td>
</tr>
</tbody>
</table>

50. What is your relationship to (CHILD)? (READ LIST ONLY IF NECESSARY)

- MOTHER/FATHER/PARENT .........................1
- PARENT’S SPOUSE OR PARTNER ..................2
- GRANDPARENT .............................................3
- OTHER RELATIVE .................................4
- LEGAL GUARDIAN .................................5
- OTHER (SPECIFY) .................................6

| DON'T KNOW ...................................................d |
| REFUSED ..........................................................r |
51. Are you currently living with a partner or spouse?

YES .................................................................1
NO .....................................................................0
DON'T KNOW ...................................................d
REFUSED ..........................................................r

52. About how many hours a week do you usually spend outside of your home at a paid job, school or job training program?

|___|___| HOURS PER WEEK
NONE .................................................................0
DON'T KNOW ...................................................d
REFUSED ..........................................................r

53. What is the last grade or highest level of education you completed? Is it . . .

8th grade or less, .................................................1
Some high school, ..............................................2
High school graduate or GED, .........................3
Some college or technical school, .................4
Associates or 2 year degree, .........................5
College graduate or 4 year degree, or ..........6
Graduate school? ..............................................7
DON'T KNOW ...................................................d
REFUSED ..........................................................r

IF Q.51 = 1, ASK QS. 54-55, OTHERS GO TO Q.56:

54. About how many hours a week does your partner or spouse usually spend outside of the home at a paid job, school or job training program?

|___|___| HOURS PER WEEK
NONE .................................................................0
DON'T KNOW ...................................................d
REFUSED ..........................................................r
55. What is the last grade or highest level of education your partner or spouse completed? Is it . . .

- 8th grade or less, ............................................... 01
- Some high school, ............................................... 02
- High school graduate or GED, .......................... 03
- Some college or technical school, ..................... 04
- Associates or 2 year degree, ............................ 05
- College graduate or 4 year degree, or .......... 06
- Graduate school? ............................................... 07
- DON'T KNOW ................................................... d
- REFUSED ......................................................... r

56. We would like your best estimate of your total annual household income before taxes in the year 2004. Please include all forms of income, including wages, salaries, interest, dividends, and other forms of income such as Social Security, SSI or TANF for all household members.

- $ |__|__|, |__|__| RECORD AMOUNT ➔ GO TO Q.59
- DON'T KNOW ................................................... d
- REFUSED ......................................................... r

57. Is your total household income less than $50,000?

- YES ................................................................. 1 ➔ GO TO Q.58a
- NO ..................................................................... 0 ➔ GO TO Q.58b
- DON'T KNOW ................................................... d ➔ GO TO Q.59
- REFUSED ......................................................... r ➔ GO TO Q.59
IF LESS THAN $50,000, SHOW CARD #1: (Different version for phone)

58a. Here is a list of income categories, in increasing amounts. Tell me the letter that represents your household’s income. **PHONE VERSION:** I’m going to read you some income categories. Please tell me when I read the range that represents your household’s income.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>LESS THAN $5,000</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>$5,000 TO LESS THAN $10,000</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>$10,000 TO LESS THAN $15,000</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>$15,000 TO LESS THAN $20,000</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>$20,000 TO LESS THAN $25,000</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>$25,000 TO LESS THAN $30,000</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>$30,000 TO LESS THAN $40,000</td>
<td>7</td>
</tr>
<tr>
<td>H</td>
<td>$40,000 TO LESS THAN $50,000</td>
<td>8</td>
</tr>
<tr>
<td>d</td>
<td>DON’T KNOW</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>REFUSED</td>
<td></td>
</tr>
</tbody>
</table>

GO TO Q.59

IF GREATER THAN $50,000, SHOW CARD #2: (Different version for phone)

58b. Here is a list of income categories, in increasing amounts. Tell me the letter that represents your household’s income. **PHONE VERSION:** I’m going to read you some income categories. Please tell me when I read the range that represents your household’s income.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$50,000 TO LESS THAN $60,000</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>$60,000 TO LESS THAN $70,000</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>$70,000 TO LESS THAN $80,000</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>$80,000 TO LESS THAN $90,000</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>$90,000 TO LESS THAN $100,000</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>$100,000 OR MORE</td>
<td>6</td>
</tr>
<tr>
<td>d</td>
<td>DON’T KNOW</td>
<td></td>
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<tr>
<td>r</td>
<td>REFUSED</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM MUST CALCULATE IF HOUSEHOLD INCOME IS GREATER THAN 200% OF POVERTY, GO TO Q. 63.

Please look at this card and tell me if anyone living in your household currently receives income or benefits from any of these sources. PHONE VERSION: Next I’d like to know if anyone living in your household currently receives income or benefits from a number of different sources.

59. Does your household receive food stamp benefits (type A on the card) or participate in the Food Distribution Program on Indian Reservations?

<table>
<thead>
<tr>
<th>SHOW CARD #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ...................1</td>
</tr>
<tr>
<td>NO ..................0</td>
</tr>
<tr>
<td>DON'T KNOW ..........d</td>
</tr>
<tr>
<td>REFUSED ................r</td>
</tr>
</tbody>
</table>

60. Does your household receive assistance from TANF, Public Assistance, TAFDC, EAEDC, or Welfare (type B on the card)?

<table>
<thead>
<tr>
<th>SHOW CARD #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ...................1</td>
</tr>
<tr>
<td>NO ..................0</td>
</tr>
<tr>
<td>DON'T KNOW ..........d</td>
</tr>
<tr>
<td>REFUSED ................r</td>
</tr>
</tbody>
</table>

61. Does your household participate in Medicaid, STATE HEALTH, or SCHIP (type C on the card)?

<table>
<thead>
<tr>
<th>SHOW CARD #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ...................1</td>
</tr>
<tr>
<td>NO ..................0</td>
</tr>
<tr>
<td>DON'T KNOW ..........d</td>
</tr>
<tr>
<td>REFUSED ................r</td>
</tr>
</tbody>
</table>

62. Does anyone in your household receive benefits under the WIC Program—Women, Infants and Children Program (type D on the card)?

<table>
<thead>
<tr>
<th>SHOW CARD #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ...................1</td>
</tr>
<tr>
<td>NO ..................0</td>
</tr>
<tr>
<td>DON'T KNOW ..........d</td>
</tr>
<tr>
<td>REFUSED ................r</td>
</tr>
</tbody>
</table>
63. Which of these statements best describes the food eaten in your household in the last 30 days: we have enough of the kinds of food we want to eat; enough, but not always the **kinds** of food we want; sometimes **not enough** to eat; or **often** not enough to eat?

- **ENOUGH OF THE KINDS OF FOOD WE WANT TO EAT** ........................................... 1
- **ENOUGH BUT NOT ALWAYS THE KINDS OF FOOD WE WANT** ................................. 2
- **SOMETIMES NOT ENOUGH TO EAT** ............. 3
- **OFTEN NOT ENOUGH** ..................................... 4
- **DON’T KNOW** ................................................... d
- **REFUSED** ......................................................... r

**IF Q.63 = 1 AND HOUSEHOLD INCOME IS ABOVE TWICE THE POVERTY THRESHOLD (SEE GRID BELOW), SKIP TO Q.83.**

**IF Q.63 = 1 AND HOUSEHOLD INCOME IS BELOW TWICE THE POVERTY THRESHOLD (SEE GRID BELOW), OR INCOME IS DON’T KNOW OR REFUSED (Q.57 OR Q.58a OR Q.58b), ASK Q.64.**

<table>
<thead>
<tr>
<th>Poverty Threshold Measure: ASK Q.64 IF . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>If household size is . . .</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
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<td>7</td>
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<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
Now I’m going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months, that is, since last [NAME OF CURRENT MONTH].

64. The first statement is, (I/we) worried whether (my/our) food would run out before (I/we) got money to buy more. Was that often true, sometimes true, or never true for (you/your household) in the last 12 months?

   | OFTEN TRUE ...................................................1
   | SOMETIMES TRUE ..................................................2
   | NEVER TRUE .......................................................3
   | DON’T KNOW ...........................................................d
   | REFUSED ...............................................................r

65. “The food that (I/we) bought just didn’t last, and (I/we) didn’t have money to get more.” Was that often, sometimes, or never true for (you/your household) in the last 12 months?

   | OFTEN TRUE ...................................................1
   | SOMETIMES TRUE ..................................................2
   | NEVER TRUE .......................................................3
   | DON’T KNOW ...........................................................d
   | REFUSED ...............................................................r

66. “(I/we) couldn’t afford to eat balanced meals.” Was that often, sometimes, or never true for (you/your household) in the last 12 months?

   | OFTEN TRUE ...................................................1
   | SOMETIMES TRUE ..................................................2
   | NEVER TRUE .......................................................3
   | DON’T KNOW ...........................................................d
   | REFUSED ...............................................................r
IF CHILDREN UNDER 18 IN HOUSEHOLD, ASK Q.67 AND Q.68; OTHERWISE SKIP TO FIRST LEVEL SCREEN.

67. “(I/we) relied on only a few kinds of low-cost food to feed (my/our) (child/the children) because (I was/we were) running out of money to buy food.” Was that often, sometimes, or never true for (you/your household) in the last 12 months?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFTEN TRUE</td>
<td>1</td>
</tr>
<tr>
<td>SOMETIMES TRUE</td>
<td>2</td>
</tr>
<tr>
<td>NEVER TRUE</td>
<td>3</td>
</tr>
<tr>
<td>DON’T KNOW</td>
<td>d</td>
</tr>
<tr>
<td>REFUSED</td>
<td>r</td>
</tr>
</tbody>
</table>

68. “(I/we) couldn’t feed (my/our) (child/the children) a balanced meal because (I/we) couldn’t afford that.” Was that often, sometimes, or never true for (you/your household) in the last 12 months?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFTEN TRUE</td>
<td>1</td>
</tr>
<tr>
<td>SOMETIMES TRUE</td>
<td>2</td>
</tr>
<tr>
<td>NEVER TRUE</td>
<td>3</td>
</tr>
<tr>
<td>DON’T KNOW</td>
<td>d</td>
</tr>
<tr>
<td>REFUSED</td>
<td>r</td>
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</tbody>
</table>

FIRST LEVEL SCREEN (Screener for Stage 2): IF AFFIRMATIVE RESPONSE TO ANY ONE OF QUESTIONS 64-68, (i.e., “often true” or “sometimes true”), OR RESPONSE “3” OR “4” TO QUESTION 63 (if administered), THEN CONTINUE TO STAGE 2; OTHERWISE SKIP TO Q.80.

STAGE 2 QUESTIONS 69-73: ASK HOUSEHOLDS PASSING THE FIRST LEVEL SCREEN (estimated 40 percent of households < Poverty; 5.5 percent of households > Poverty; 19 percent of all households).

IF CHILDREN UNDER 18 IN HOUSEHOLD, ASK Q.69; OTHERWISE SKIP TO Q.70.

69. “(My/our child was/the children were) not eating enough because (I/we) just couldn’t afford enough food.” Was that often, sometimes, or never true for (you/your household) in the last 12 months?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFTEN TRUE</td>
<td>1</td>
</tr>
<tr>
<td>SOMETIMES TRUE</td>
<td>2</td>
</tr>
<tr>
<td>NEVER TRUE</td>
<td>3</td>
</tr>
<tr>
<td>DON’T KNOW</td>
<td>d</td>
</tr>
<tr>
<td>REFUSED</td>
<td>r</td>
</tr>
</tbody>
</table>
70. In the last 12 months, since last [NAME OF CURRENT MONTH], did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn’t enough money for food?

YES ................................................................. 1
NO ...................................................................... 0
DON’T KNOW ................................................... d
REFUSED ............................................................. r

70a. IF YES ABOVE, ASK: How often did this happen-almost every month, some months but not every month, or in only one or two months?

ALMOST EVERY MONTH ............................. 1
SOME MONTHS, BUT NOT EVERY MONTH ... 2
ONLY ONE OR TWO MONTHS ................. 3
DON’T KNOW ................................................... d
REFUSED ............................................................. r

71. In the last 12 months, did you ever eat less than you felt you should because there wasn’t enough money to buy food?

YES ................................................................. 1
NO ...................................................................... 0
DON’T KNOW ................................................... d
REFUSED ............................................................. r

72. In the last 12 months, were you ever hungry but didn’t eat because you couldn’t afford enough food?

YES ................................................................. 1
NO ...................................................................... 0
DON’T KNOW ................................................... d
REFUSED ............................................................. r

73. In the last 12 months, did you lose weight because you didn’t have enough money for food?

YES ................................................................. 1
NO ...................................................................... 0
DON’T KNOW ................................................... d
REFUSED ............................................................. r
SECOND LEVEL SCREEN (Screener for Stage 3): IF AFFIRMATIVE RESPONSE TO ANY ONE OF QUESTIONS 69 THROUGH 73, THEN CONTINUE TO STAGE 3; OTHERWISE SKIP TO Q.80.

STAGE 3 QUESTIONS 74 THROUGH 79: ASK HOUSEHOLDS PASSING THE SECOND LEVEL SCREEN (estimated 7-8 percent of households < 185 percent poverty; 1-1.5 percent of households > 185 percent poverty; 3-4 percent of all households).

74. In the last 12 months, did (you/other adults in your household) ever not eat for a whole day because there wasn’t enough money for food?

   YES .................................................................1
   NO .................................................................0
   DON’T KNOW ...................................................d
   REFUSED ..........................................................r

   GO TO Q.76

75. IF YES ABOVE, ASK: How often did this happen-almost every month, some months but not every month, or in only one or two months?

   ALMOST EVERY MONTH .................................1
   SOME MONTHS, BUT NOT EVERY MONTH .......2
   ONLY ONE OR TWO MONTHS ..................3
   DON’T KNOW ...................................................d
   REFUSED ..........................................................r

76. The next questions are about children living in the household who are under 18 years old. In the last 12 months, since [CURRENT MONTH] of last year, did you ever cut the size of (your child’s/any of the children’s) meals because there wasn’t enough money for food?

   YES .................................................................1
   NO .................................................................0
   DON’T KNOW ...................................................d
   REFUSED ..........................................................r

   GO TO Q.76

IF CHILDREN UNDER 18 IN HOUSEHOLD, ASK 76 THROUGH 79; OTHERWISE SKIP TO Q.80.
77. In the last 12 months, did (CHILD’S NAME/any of the children) ever skip meals because there wasn’t enough money for food?

YES .................................................................1
NO .................................................................0

DON’T KNOW ..................................................d
REFUSED .........................................................r

77a. IF YES ABOVE, ASK: How often did this happen—almost every month, some months but not every month, or in only one or two months?

ALMOST EVERY MONTH .................................1
SOME MONTHS, BUT NOT EVERY MONTH .. 2
ONLY ONE OR TWO MONTHS ....................3
DON’T KNOW ..................................................d
REFUSED .........................................................r

78. In the last 12 months, (was your child/were the children) ever hungry but you just couldn’t afford more food?

YES .................................................................1
NO .................................................................0

DON’T KNOW ..................................................d
REFUSED .........................................................r

79. In the last 12 months, did (your child/any of the children) ever not eat for a whole day because there wasn’t enough money for food?

YES .................................................................1
NO .................................................................0

DON’T KNOW ..................................................d
REFUSED .........................................................r

80. Did you or another member of your household receive groceries from a food pantry in the last 30 days? Include groceries delivered to your household by the food pantry.

YES .................................................................1
NO .................................................................0

DON’T KNOW ..................................................d
REFUSED .........................................................r
81. Did you or another member of your household receive one or more meals from a soup kitchen, mobile van, or food wagon in the last 30 days?

YES ...............................................................1
NO .................................................................0

P_q81  DON’T KNOW ...........................................d
REFUSED .........................................................r

82. Did you or another member of your household spend one or more nights in the past 30 days in a shelter?

YES ...............................................................1
NO .................................................................0

P_q82  DON’T KNOW ...........................................d
REFUSED .........................................................r

ASK ALL:
83. I just have one last question, thinking back again to the school meals program in (CHILD)’s school, is there anything you would like to see changed regarding the school meals? IF YES: What would that be. RECORD RESPONSE VERBATIM. PROBE FOR ANYTHING ELSE.

P_q83

NO CHANGES NEEDED .........................................0

P_q83_SPECIFY  DON’T KNOW .....................................d
REFUSED ...........................................................r

84. IF RESPONDENT MENTIONS ANYTHING IN Q.83, ASK: Have you talked with anyone at the school or school district about this issue?

YES ...............................................................1
NO .................................................................0

P_q84  DON’T KNOW ...........................................d
REFUSED .........................................................r
CLOSING

Those are all of the questions I have for you. Thank you for your time.

GIVE CHECK TO PARENT OF YOUNG CHILDREN.

FOR YOUTHS’ PARENTS: GET/CONFIRM ADDRESS TO MAIL THANK YOU CHECK.

NAME:__________________________________________________________

ADDRESS:_____________________________________________________  

______________________________________________________________  

______________________________________________________________  

______________________________________________________________
Weight and Standing Height Measurement Form

1. ASK STUDENTS TO REMOVE SHOES, HATS, EXTRA CLOTHES

2. Weight
   2a. 1st measurement
   2b. 2nd measurement
   2c. 3rd measurement

3. Clothing worn by subject during weight measurement:
   - lightweight, no multiple layers
   - heavy, bulky, or multiple layers
   - would not remove shoes/boots

4. Standing Height
   4a. 1st measurement
   4b. 2nd measurement
   4c. 3rd measurement

5. Concerns about height measurement:
   MARK ALL THAT APPLY
   - no concerns
   - height-interfering hair
   - height/not being able to place sliding headpiece on top of head
   - would not remove shoes/boots
   - Other (Describe):

Comments:

APPENDIX B

SAMPLE ANALYSIS CODE TO ADJUST FOR THE COMPLEX SAMPLE DESIGN AT THE SCHOOL AND STUDENT LEVELS
VARIABLES AND CODES TO USE TO ESTIMATE STANDARD ERRORS APPROPRIATE FOR THE COMPLEX SAMPLE DESIGN

All analyses of the SNDA-III data need to use the appropriate sampling weights to provide nationally representative estimates. Because the sampling at the school and student levels is within larger clusters (SFAs and schools) and because of sample stratification, estimated standard errors produced by standard statistical software will be biased. Several statistical software packages include options for adjusting for complex sample designs; those used by SNDA-III research programmers are Stata and SUDAAN (which is now available as part of SAS). These programs require three variables to estimate standard errors for complex sample designs—the sampling weight, a PSU indicator, and a stratum indicator. The PSU indicator in the SNDA-III files is NEWPSU, and the stratum indicator is NEWSTRAT. For more information on the SNDA-III sample design, refer to Volume III of the technical report.

Here is the code used to specify design in Stata for student-level analysis:

```stata
svyset newpsu [pweight=parfnlwt], strata(newstrat)
```

Or a generic version, with placeholders for PSU, weight, and strata variables italicized:

```stata
svyset psuvar [pweight=weightvar], strata(stratavar)
```

Here is the SUDAAN code used for the student-level analyses:

```sas
PROC DESCRIPT DATA = data DESIGN = WR;

nest newstrat newpsu;

weight parfnlwt;
```

Note: the DESIGN=WR statement is optional, as this is the default.
Here is the code for the school-level analyses (same as for the student level except for the weight variable):

    PROC DESCRIPT DATA = data DESIGN = WR;
    NEST newstrat newpsu;
    WEIGHT finalpswgt;

And here is a generic form:

    nest stratavar psuvar;
    weight weightvar;
APPENDIX C

SPECIAL VARIABLES RELATED TO PC-SIDE ANALYSES
APPENDIX C: SPECIAL ANALYSIS WEIGHTS

To estimate the distribution of usual dietary intakes for a population group (such as NSLP participants), we used a software package known as PC-SIDE, available from Iowa State University. The statistical procedure estimates the distribution of usual intakes, but does not estimate the usual dietary intake of any given person. Thus, comparisons of dietary intakes across groups require special methods. This appendix describes two types of analysis weights that were used to address some of the analytical challenges of working with usual intake distributions.

A. JACKKNIFE REPLICATE WEIGHTS

To account for SNDA-III’s complex sampling design in the PC-SIDE estimation of nutrient adequacy and excess, PC-SIDE’s jackknife replicate weighting procedure was used, as described in Appendix H of Volume II of this report. This approach draws repeated subsets of the sample defined by a set of “replicate weights” provided by the researcher, calculates the usual intake distribution for each subset, and then estimates the variance based on how much the estimates vary over repeated subsamples (Carrington et al. 2000).

A set of 56 jackknife replicate weights (jkrepwt1 – jkrepwt56 in the child-parent file) was created for this procedure by dividing the sample into “pseudo-strata” with two to three primary sampling units (PSUs) per pseudo-stratum. The initial SNDA-III sample was selected using Chromy’s (1978) selection procedure, which created “implicit strata,” or zones, based on geography, poverty level, and other characteristics of the school food programs. The resulting zones were used to sort the sample into pseudo-strata for the purposes of developing the replicate weights, by pairing PSUs in adjacent zones.
The replicate weighting procedure was implemented in PC-SIDE following the procedure described by Nusser et al. (1996). Specifically, the following code was included in the PC-SIDE configuration file:

```plaintext
repw jkweights J weightvar jkrepwt1 jkrepwt2 jkrepwt3 jkrepwt4 jkrepwt5 jkrepwt6 jkrepwt7 jkrepwt8 jkrepwt9 jkrepwt10 jkrepwt11 jkrepwt12 jkrepwt13 jkrepwt14 jkrepwt15 jkrepwt16 jkrepwt17 jkrepwt18 jkrepwt19 jkrepwt20 jkrepwt21 jkrepwt22 jkrepwt23 jkrepwt24 jkrepwt25 jkrepwt26 jkrepwt27 jkrepwt28 jkrepwt29 jkrepwt30 jkrepwt31 jkrepwt32 jkrepwt33 jkrepwt34 jkrepwt35 jkrepwt36 jkrepwt37 jkrepwt38 jkrepwt39 jkrepwt40 jkrepwt41 jkrepwt42 jkrepwt43 jkrepwt44 jkrepwt45 jkrepwt46 jkrepwt47 jkrepwt48 jkrepwt49 jkrepwt50 jkrepwt51 jkrepwt52 jkrepwt53 jkrepwt54 jkrepwt55 jkrepwt56;
```

where `repw` indicates that replicate weights are to be used for the PC-SIDE run, `jkweights` is the name assigned to the replicate weight set, `J` specifies the type of weight (jackknife), `weightvar` indicates the reference sample weight (for instance, `parfnlwt`), and `jkrepwt1` – `jkrepwt56` are the 56 replicate weights.

Replicate weights can also be used in software packages such as Stata and SUDAAN as an alternative to the linearization procedures more commonly used with these packages to estimate standard errors with a complex sampling design. Although linearization-based variance estimation procedures were used for the main SNDA-III analyses (other than those conducted in PC-SIDE), estimates that instead used the jackknife replicate weights yielded very similar standard error estimates.

**B. PROPENSITY SCORE MATCHING WEIGHTS**

A propensity score matching procedure was used to adjust for observable differences between school meal participants and nonparticipants in the PC-SIDE analysis of nutrient adequacy and excess, as described in Chapter V and Appendix I of Volume II of this report. To generate the propensity score matching estimates, the data analysis used a set of “propensity score matching weights” in place of the standard sampling weights. The weight for the
propensity score matching analysis of NSLP participants and nonparticipants is \textit{matchwt\textsubscript{nslp}}; the comparable weight for the analysis of SBP participants and nonparticipants is \textit{matchwt\textsubscript{sbp}}. Both are included in the child-parent file.

To create the propensity score matching weights, logistic regression models of school meal program (NSLP or SBP) participation were estimated separately for each meal and for elementary, middle, and high school students, using Stata statistical software, as described in Volume II, Appendix I, of the technical report. The results of these models were used to predict a propensity score for each student. Each student in the program group (NSLP or SBP participants) was then matched to a student in the comparison group (nonparticipants in the relevant program) using the nearest neighbor matching method with replacement and with a single nearest neighbor.

The results of this matching were used to construct the propensity score matching weights. Propensity score matching weights for matched participants were simply their initial sampling weight (\textit{parfnlwt}), which accounted for selection probabilities and nonresponse. The propensity score matching weight for each matched nonparticipant was the sampling weight of the participant to whom he or she was matched, if he or she was matched to only one participant. If a nonparticipant was matched to more than one participant, his or her propensity score matching weight was the sum of the sampling weights of the participants to whom he or she was matched.

To estimate the propensity score matching models of nutrient inadequacy and excess, the relevant propensity score matching weight (\textit{matchwt\textsubscript{nslp}} or \textit{matchwt\textsubscript{sbp}}) was specified as the reference sampling weight in the PC-SIDE software, as described by Nusser et al. (1996) and in Section A of this appendix.

Although, for the main SNDA-III analyses, the propensity score matching weights were primarily used with the PC-SIDE software to estimate nutrient inadequacy and excess, they
could also be used in other student-level analyses as an alternative, or in addition, to the regression adjustment used in the report. To conduct other analyses on the matched samples of participants and nonparticipants, the relevant propensity score matching weight could simply be specified in place of the standard sampling weight \((\textit{parfnlwt})\). As shown in Appendix I of Volume II, propensity score matching estimates of differences in mean dietary intakes of participants and nonparticipants are similar to those derived from the regression adjustment procedure.

REFERENCES


APPENDIX D

MAJOR AND MINOR FOOD GROUPS
<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>Whole, unflavored</td>
<td>Whole milk with no added flavoring</td>
</tr>
<tr>
<td></td>
<td>Whole, flavored</td>
<td>Whole chocolate or strawberry milk</td>
</tr>
<tr>
<td></td>
<td>2%, unflavored</td>
<td>2% milk with no added flavoring</td>
</tr>
<tr>
<td></td>
<td>2%, flavored</td>
<td>2% chocolate or strawberry milk</td>
</tr>
<tr>
<td></td>
<td>1%, unflavored</td>
<td>1% milk with no added flavoring</td>
</tr>
<tr>
<td></td>
<td>1%, flavored</td>
<td>1% chocolate or strawberry milk</td>
</tr>
<tr>
<td></td>
<td>Skim, unflavored</td>
<td>Skim milk with no added flavoring</td>
</tr>
<tr>
<td></td>
<td>Skim, flavored</td>
<td>Nonfat chocolate or strawberry milk</td>
</tr>
<tr>
<td></td>
<td>Other milk beverages</td>
<td>Milkshakes, cocoa made with milk, powdered breakfast drink made with milk</td>
</tr>
<tr>
<td>Fruits</td>
<td>Fresh</td>
<td>Any fresh fruit including apples, oranges, bananas, strawberries, and self-serve fruit bars</td>
</tr>
<tr>
<td></td>
<td>Canned, sweetened</td>
<td>Any canned fruit in light, medium or heavy syrup, or juice-packed, including peaches, pears, fruit cocktail</td>
</tr>
<tr>
<td></td>
<td>Canned, unsweetened</td>
<td>Any canned fruit water-packed or drained, including peaches, pears, fruit cocktail</td>
</tr>
<tr>
<td></td>
<td>Frozen</td>
<td>Any frozen fruit, including strawberries, blueberries, peaches, cherries</td>
</tr>
<tr>
<td></td>
<td>Dried</td>
<td>Any dried fruit, including raisins, cranberries</td>
</tr>
<tr>
<td></td>
<td>Citrus fruit juice, 100%</td>
<td>Orange juice, grapefruit juice, orange-blend juice, including calcium fortified juice</td>
</tr>
<tr>
<td></td>
<td>Non-citrus fruit juice, 100%</td>
<td>Apple juice, grape juice, juice blends, including vitamin C fortified juice</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Cooked, starchy</td>
<td>Potatoes, French fries, tater tots, corn, green peas</td>
</tr>
<tr>
<td></td>
<td>Cooked, dark green</td>
<td>Cooked broccoli, spinach, collards, kale</td>
</tr>
<tr>
<td></td>
<td>Cooked, deep yellow</td>
<td>Cooked carrots, sweet potatoes</td>
</tr>
<tr>
<td></td>
<td>Cooked, other</td>
<td>String beans, cauliflower, asparagus, mixed vegetables, vegetable soups</td>
</tr>
<tr>
<td></td>
<td>Vegetable soups and vegetable casseroles</td>
<td>Tomato soup, broccoli cheese soup, vegetable noodle soup</td>
</tr>
<tr>
<td>Minor</td>
<td>Major</td>
<td>Examples</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Legumes</td>
<td>Pinto beans, kidney beans, black beans, lentils, bean soups</td>
<td></td>
</tr>
<tr>
<td>Raw, dark green</td>
<td>Raw spinach, romaine, broccoli</td>
<td></td>
</tr>
<tr>
<td>Raw, deep yellow</td>
<td>Raw carrots</td>
<td></td>
</tr>
<tr>
<td>Raw, other</td>
<td>Raw green or red peppers, iceberg lettuce, cabbage</td>
<td></td>
</tr>
<tr>
<td>Combination Entrees</td>
<td>Entree food bars</td>
<td>Self-serve salad bars, sandwich or deli bars, nacho or taco bars, pasta bars, potato bars</td>
</tr>
<tr>
<td></td>
<td>Bag lunches/pre-plated meals</td>
<td>Pre-packaged meals, including Lunchables</td>
</tr>
<tr>
<td></td>
<td>Hamburger, similar beef/pork sandwiches</td>
<td>Hamburgers, sloppy joes, beef steak sandwiches, and riblet sandwiches</td>
</tr>
<tr>
<td></td>
<td>Cheeseburger, similar beef/pork sandwiches</td>
<td>Cheeseburgers, sloppy joes with cheese, beef steak and cheese sandwiches, meatball and cheese subs</td>
</tr>
<tr>
<td></td>
<td>Hot dog, corn dog, similar sausage sandwiches</td>
<td>Hot dog on bun, corn dogs, and pancake-on-a-stick</td>
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<tr>
<td></td>
<td>Sandwiches with breaded/fried meat, poultry, or fish</td>
<td>Chicken patty, chicken-fried steak, breaded beef or pork patty, and breaded fish patty sandwiches</td>
</tr>
<tr>
<td></td>
<td>Sandwiches with plain meat, poultry, or fish</td>
<td>Turkey, ham, turkey ham, grilled chicken, roast beef, and salami sandwiches</td>
</tr>
<tr>
<td></td>
<td>Sandwiches with mayonnaise-based poultry, egg, or tuna salads</td>
<td>Chicken, egg, and tuna salad sandwiches</td>
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<tr>
<td></td>
<td>Sandwiches with only cheese</td>
<td>Grilled cheese, cheese sandwiches, Uncrustables</td>
</tr>
<tr>
<td></td>
<td>Peanut butter sandwiches</td>
<td>Peanut butter and jelly sandwiches, Uncrustables</td>
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<tr>
<td></td>
<td>Breakfast sandwiches</td>
<td>Sausage, egg, and cheese on bagel; chicken patty on a biscuit; croissant with ham and cheese</td>
</tr>
<tr>
<td></td>
<td>Pizza with meat</td>
<td>Sausage, pepperoni, and breakfast pizzas</td>
</tr>
<tr>
<td></td>
<td>Pizza without meat</td>
<td>Cheese pizzas and vegetable pizzas</td>
</tr>
<tr>
<td></td>
<td>Pizza-type product with meat</td>
<td>Calzones with pepperoni and cheese</td>
</tr>
<tr>
<td></td>
<td>Pizza-type product without meat</td>
<td>Pizza dippers, pizza sticks, pizza rolls, mozzarella sticks</td>
</tr>
<tr>
<td></td>
<td>Mixtures with pasta or noodle base</td>
<td>Spaghetti with sauce, lasagna, macaroni and cheese, ravioli</td>
</tr>
<tr>
<td></td>
<td>Other mixtures with meat, grain, and/or vegetables</td>
<td>Chili, beef or chicken stir-fry, egg rolls, frozen meals, chili cheese fries, baked potato with cheese and meat</td>
</tr>
<tr>
<td></td>
<td>Mexican-style entrees</td>
<td>Burritos, tacos, nachos, quesadillas, fajitas, enchiladas, taquitos, tamales</td>
</tr>
<tr>
<td></td>
<td>Entree salads</td>
<td>Chef salads, chicken caesar salad, taco salad, salads with tuna or chicken salad</td>
</tr>
<tr>
<td>Major/Meat Alternates</td>
<td>Minor/Meat</td>
<td>Examples</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Meat and turkey, breaded/fried</td>
<td>Chicken and turkey</td>
<td>Chicken nuggets, patties, fillets, tenders, poppers, and fried chicken</td>
</tr>
<tr>
<td>Chicken and turkey, plain (not breaded/fried)</td>
<td>Chicken or turkey salad, grilled chicken, chicken fajita strips, and roasted chicken breast</td>
<td></td>
</tr>
<tr>
<td>Fish and shellfish, breaded/fried</td>
<td>Fish sticks, nuggets or patties, and shrimp poppers</td>
<td></td>
</tr>
<tr>
<td>Fish and shellfish, plain (not breaded/fried)</td>
<td>Tuna salad, salmon, cod, shrimp</td>
<td></td>
</tr>
<tr>
<td>Meat, breaded/fried</td>
<td>Chicken fried steak, breaded beef patty</td>
<td></td>
</tr>
<tr>
<td>Meat, plain (not breaded/fried)</td>
<td>Ground beef, pork chops, meatloaf, meatballs</td>
<td></td>
</tr>
<tr>
<td>Sausage, frankfurters and cold cuts</td>
<td>Sausage patties/links, hot dogs, bologna, salami</td>
<td></td>
</tr>
<tr>
<td>Other protein (cheese, eggs, beans, or meat substitutes)</td>
<td>Cheese slices, omelets, hard boiled eggs, cheese sauce</td>
<td></td>
</tr>
<tr>
<td>Nuts, nut butters, seeds, trail mixes</td>
<td>Peanut butter, sunflower seeds, trail mixes, mixed nuts</td>
<td></td>
</tr>
<tr>
<td>Yogurt</td>
<td>Fruited or plain yogurt, including nonfat and lowfat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grains/Breads</th>
<th>Minor/Grains/Breads</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>White breads, rolls, bagels, and other plain breads</td>
<td>White bread, pita bread, bagels, English muffins, toast, dinner rolls</td>
<td></td>
</tr>
<tr>
<td>Whole grain breads, rolls, bagels, and other plain breads</td>
<td>Wheat, whole wheat, oatmeal, and rye bread or rolls</td>
<td></td>
</tr>
<tr>
<td>Cold cereal, sweetened</td>
<td>Any type of sweetened cold cereal: Honey Nut Cheerios, Fruit Loops, Lucky Charms, Frosted flakes</td>
<td></td>
</tr>
<tr>
<td>Cold cereal, unsweetened</td>
<td>Any type of unsweetened cold cereal: Rice Krispies, Corn Flakes, Wheaties, Chex</td>
<td></td>
</tr>
<tr>
<td>Hot cereal</td>
<td>Any type of cooked hot cereal, including oatmeal, grits, cream of wheat</td>
<td></td>
</tr>
<tr>
<td>Crackers and pretzels (hard)</td>
<td>Saltines, oyster crackers, cheese-filled crackers, hard pretzels</td>
<td></td>
</tr>
<tr>
<td>Biscuits, croissants, seasoned breadsticks, cornbread, and stuffing</td>
<td>Biscuits, croissants, cornbread, hush puppies, stuffing, dumplings, flavored bread sticks</td>
<td></td>
</tr>
<tr>
<td>Corn/tortilla chips</td>
<td>Corn chips, tortilla chips, taco shells</td>
<td></td>
</tr>
<tr>
<td>Bread or bread alternates with added fat</td>
<td>Buttered toast, bagel with cream cheese, garlic bread</td>
<td></td>
</tr>
<tr>
<td>Muffins (excluding English muffins), sweet/quick breads</td>
<td>Blueberry muffins, chocolate chip muffins, banana or pumpkin bread</td>
<td></td>
</tr>
<tr>
<td>Pancakes, waffles, French toast</td>
<td>Pancakes, waffles, French toast or French toast sticks</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Examples</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Rice</td>
<td></td>
<td>White, yellow or brown rice, rice pilaf, rice with vegetables, flavored rice not included in a combination entree</td>
</tr>
<tr>
<td>Pasta</td>
<td></td>
<td>Noodles, macaroni, and spaghetti not included in a combination entree; pasta salad without meat; macaroni and cheese as a side dish</td>
</tr>
<tr>
<td>Pastries&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td>Pop-Tarts, cinnamon or sweet rolls, coffee cake, danishes, doughnuts</td>
</tr>
<tr>
<td>Granola bars, fruit and grain bars&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td>Cereal bars with fruit filling, granola bars, Power Bars</td>
</tr>
<tr>
<td>Desserts</td>
<td>Baked (grain-based) desserts</td>
<td>Cookies, cakes, brownies, pies</td>
</tr>
<tr>
<td></td>
<td>Granola bars, fruit and grain bars</td>
<td>Granola bars, breakfast bars, Rice Krispies treats</td>
</tr>
<tr>
<td></td>
<td>Desserts containing fruit item or fruit juice</td>
<td>Fruit juice bars, gelatin with fruit, fruit sorbet</td>
</tr>
<tr>
<td></td>
<td>Dairy based desserts</td>
<td>Pudding, ice cream, ice cream bars, frozen yogurt, yogurt</td>
</tr>
<tr>
<td></td>
<td>Other (non-fruitied gelatin)</td>
<td>Gelatin without fruit, ice pops</td>
</tr>
<tr>
<td>Other</td>
<td>Candy</td>
<td>Chocolate bars, licorice, gum, fruit roll-ups, hard candies</td>
</tr>
<tr>
<td></td>
<td>Juice drinks (not 100% juice)</td>
<td>Lemonade, grape juice, fruit punch, orange drinks</td>
</tr>
<tr>
<td></td>
<td>Carbonated soda with caloric sweetener</td>
<td>Regular sodas, fruit-flavored sodas, cream sodas, root beer, ginger ale, tonic water</td>
</tr>
<tr>
<td></td>
<td>Carbonated soda with non-caloric sweetener</td>
<td>Diet sodas, diet fruit-flavored sodas, and club soda</td>
</tr>
<tr>
<td></td>
<td>Tea and coffee</td>
<td>Caffeinated/decaffeinated tea and coffee, including sweetened</td>
</tr>
<tr>
<td></td>
<td>Bottled water, non-carbonated, unsweetened</td>
<td>Plain spring or mineral water</td>
</tr>
<tr>
<td></td>
<td>Bottled water, non-carbonated, sweetened</td>
<td>Sugar-sweetened spring or mineral water, including flavored water</td>
</tr>
<tr>
<td></td>
<td>Bottled water, non-carbonated, vitamin-fortified</td>
<td>Spring or mineral water, including sweetened and/or flavored, fortified with vitamins (Propel, Vitamin Water)</td>
</tr>
<tr>
<td></td>
<td>Bottled water, non-carbonated, sugar-free</td>
<td>Spring or mineral water sweetened with diet sweetener, including flavored water</td>
</tr>
<tr>
<td>Accompaniments</td>
<td>Fat-free/low-fat condiments and toppings</td>
<td>Ketchup, barbecue sauce, mustard, syrup, jelly, salsa, pickles, vegetable items used as toppings</td>
</tr>
<tr>
<td>Major</td>
<td>Minor</td>
<td>Examples</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Higher fat condiments and toppings</td>
<td>Mayonnaise, tartar sauce, butter, margarine, cheese sauce, chili, gravy, cream cheese, sour cream</td>
<td></td>
</tr>
<tr>
<td>Fat-free/low-fat salad dressings</td>
<td>Fat-free, low-fat, reduced-calorie, or low-calorie ranch, Italian, and French dressing</td>
<td></td>
</tr>
<tr>
<td>Regular salad dressings</td>
<td>Ranch, Italian, honey mustard, French, and caesar dressing</td>
<td></td>
</tr>
<tr>
<td>Condiment or fixins bar</td>
<td>Self-serve condiment, toppings, or ‘fixins’ bars</td>
<td></td>
</tr>
</tbody>
</table>

*A cereal was classified as sweetened if it contained 21.3 grams of sugar or more per 100 gram serving—the current criterion for cereals allowed under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).*

*bSweet rolls, doughnuts, toaster pastries, coffee cake, grain fruit bars, and granola bars included as a grain/bread at breakfast.*
APPENDIX E

FORMAT STATEMENTS
PROC FORMAT;
*------------------------------------------------------------------------School/SFA Files------------------------------------------------------------------------
*--urban status;
value urbanf
  1='1: Primarily serves a central city of a MSA'
  2='2: Serves a MSA but not primarily its central city'
  3='3: Does not serve a MSA';

*--poverty 'pov';
value povf
  1='1: <20% poverty'
  2='2: >=20% - <30% poverty'
  3='3: >=30% poverty';

*--SFA Enrollment Size 'sfa_size';
value sfaenf
  1='1: <=1500 students'
  2='2: >1500<=3500 students'
  3='3: >3500<=5000 students'
  4='4: >5000<=10000 students'
  5='5: >10000 students';

*--School Enrollment Size 'school_size';
value schenf
  1='1: <400 students'
  2='2: >=400<=500 students'
  3='3: >=500<=725 students'
  4='4: >=725<=1000 students'
  5='5: >=1000 students';

*--School Type 'school_type';
value typef
  1='1: Elementary school'
  2='2: Middle School'
  3='3: High School';

*--Menu Planning Method ('SFA_MPLAN',);
value SCH_Mf
  1= '1: nutrient-based'
  2= '2: assisted nutrient-based'
  3= '3: enhanced food-based'
  4= '4: traditional food-based';

*------------------------------------------------------------------------Recall File------------------------------------------------------------------------

VALUE WHATCAL 1 = "BREAKFAST"
  2 = "LUNCH"
  3 = "DINNER"
  4 = "SUPPER"
  6 = "SNACK"
7 = "DRINK"
9 = "EXTENDED CONSUMPTION"

VALUE COMBCDR 0 = "UNLINKED"
  1 = "BEVERAGE"
  2 = "CEREAL"
  3 = "BREAD/GRAIN"
  4 = "SALAD"
  5 = "SANDWICH"
  6 = "SOUP"
  7 = "FROZEN MEAL"
  8 = "ICE CREAM/FROZEN YOGURT"
  9 = "VEGETABLES"
 10 = "FRUIT"
 11 = "MEXICAN ITEMS"
 12 = "MEAT, POULTRY, FISH"
 13 = "LUNCHABLES"
 99 = "OTHER MIXTURES"

VALUE FOODEATH  1 = "YES"
         2 = "NO"

VALUE INTAKE     0 = "NO"
                 1 = "YES"

VALUE FOOD       0 = "NO"
                 1 = "YES"

VALUE MPLAN  1 = "NUTRIENT-BASED"
             3 = "ENHANCED FOOD-BASED"
             4 = "TRADITIONAL FOOD-BASED"

VALUE $MEALCD  'B'  = "BREAD/GRAIN"
              'C'  = "CONDIMENTS"
              'D'  = "DESSERT"
              'E'  = "COMBINATION ENTREE (MA+B/FV)"
              'FV' = "FRUIT/VEGETABLE"
              'M'  = "MILK"
              'MA' = "MEAT/MEAT ALTERNATE"
              'O'  = "OTHER"
              'S'  = "SALAD DRESSINGS"
              'T'  = "TOPPINGS OR SPREADS"
VALUE ONMENU 0 = "NOT ON MENU"
  1 = "ON MENU"
  2 = "SIMILAR ON MENU ITEM"
 .N = "MATCH NOT ATTEMPTED"

VALUE SCHOOL 1 = "ELEMENTARY SCHOOL"
  2 = "MIDDLE SCHOOL"
  3 = "HIGH SCHOOL"

VALUE SIDE 0 = "DO NOT COUNT AS SIDE"
  1 = "COUNT AS SIDE"
 .B = "NOT APPLICABLE"

VALUE REPLACE 0 = "NUTRIENTS NOT REPLACED"
  1 = "NUTRIENTS REPLACED"
  2 = "NUTRIENTS REPLACED"
  3 = "NUTRIENTS REPLACED"
 . = "NUTRIENTS NOT REPLACED"

VALUE DATEFLAG 0 = "NO MENUS AVAILABLE"
  1 = "RECALL DATE EQUALS MENU DATE +/- 1 DAY"
  2 = "RECALL DATE DOES NOT EQUAL MENU DATE +/- 1 DAY"

VALUE $WHATCAL '1'= "BREAKFAST"
  '2'= "LUNCH"
  '3'= "DINNER"
  '4'= "SUPPER"
  '6'= "SNACK"
  '7'= "DRINK"
  '9'= "EXTENDED CONSUMPTION"

VALUE WHROBT 1 = "HOME"
  2 = "RESTAURANT W/ WAITER/WAITRESS SERVICE"
  3 = "RESTAURANT FAST FOOD/PIZZA"
  5 = "RESTAURANT NO ADDITIONAL INFO"
  6 = "CAFETERIA NOT AT SCHOOL"
  14 = "VENDING MACHINE"
  21 = "PRE-SCHOOL OR AFTERSCHOOL CHILD CARE"
  30 = "SCHOOL VENDING MACHINE, LOCATION NOT SPECIFIED"
  31 = "SCHOOL VENDING MACHINE, IN CAFETERIA"
  32 = "SCHOOL VENDING MACHINE, WITHIN 20 FT OF, BUT NOT IN, CAFETERIA"
  33 = "SCHOOL VENDING MACHINE, OTHER LOCATION"
34 = "SCHOOL REIMBURSABLE FOOD SOURCE (INCLUDING FUNDRAISERS, CLASS PARTIES, REWARDS FROM TEACHERS OR COACHES)"
35 = "SCHOOL STORE, NOT REIMBURSABLE"
36 = "SCHOOL SNACK BAR, NOT REIMBURSABLE"
37 = "SCHOOL A LA CARTE ONLY, NOT REIMBURSABLE"
38 = "SCHOOL, OTHER NON-REIMBURSABLE SOURCE"
46 = "SCHOOL/OTHER"
47 = "CHURCH"
48 = "FRIEND/CLASSMATE (NOT ENTIRE CLASS)/NEIGHBOR"
49 = "RELATIVE"
50 = "SPORTING EVENT/ACTIVITY"
51 = "RECREATION (NOT SPORT), DANCE, THEATRE, MOVIE, PARTY (EXCEPT CLASSROOM PARTIES)"
52 = "ICE CREAM TRUCK"
54 = 'YMCA/BOYS&GIRLS/COMM SITES'
60 = "STORE"
91 = "OTHER"
99 = "DON'T KNOW"

VALUE pctrimbu . = "NOT FROM SCHOOL REIMBURSABLE FOOD SOURCE (WHEOB NOT 34)"

1 = "ALL OR MOST OF THE FOODS SERVED WERE REIMBURSABLE"
2 = "ABOUT HALF OR A SMALL AMOUNT OF THE FOODS SERVED WERE REIMBURSABLE"

*-------------------------------------------------------------------------Menu Files-------------------------------------------------------------------------*

value SCHOOL 1 = "Elementary School"
2 = "Middle School"
3 = "High School"

value LPF 0 = "ALL OTHER MENU ITEMS"
1 = "MILK"
2 = "ENTREE/MEAT/MEAT ALTERNATE"
3 = "UNLINKED BREAD/GRAIN"
4 = "UNLINKED FRUIT/VEGETABLE"

value $MEALCOD 'B' = "BREAD/GRAIN"
'C' = "CONDIMENTS"
'D' = "DESSERT"
'E' = "COMBINATION ENTREE"
'FV' = "FRUIT/VEGETABLE"
'M' = "MILK"
'MA' = "MEAT/MEAT ALTERNATE"
'O' = "OTHER"
'S' = "SALAD DRESSINGS"
'T' = "TOPPINGS OR SPREADS"

E.6
value MENUDAY 1 = "MONDAY"
  2 = "TUESDAY"
  3 = "WEDNESDAY"
  4 = "THURSDAY"
  5 = "FRIDAY"

value $MEALTYP '01' = "BREAKFAST"
      '02' = "LUNCH"

value COMBCD 0 = "UNLINKED"
            3 = "BREAD/GRAIN WITH T/C OR OTHER NON-ENTREE ITEM"
            4 = "SALADS AND SALAD DRESSINGS"
            7 = "PREPLATED MEALS AND BAGGED LUNCHES"
            9 = "VEGETABLES WITH T/C"
           10 = "FRUIT MIXTURES OR WITH T/C"
           12 = "ENTREES WITH ANY OTHER FOOD OR T/C (EXLCUDES ENTREE SALADS)"
            99 = "OTHER MIXTURES"

value MPLAN 1 = "NUTRIENT-BASED"
             3 = "ENHANCED FOOD-BASED"
             4 = "TRADITIONAL FOOD-BASED"

value IMPSERV 1 = "LINKED C/T"
              2 = "UNLINKED C/T"
              3 = "OTHER ITEMS"

value NUTSOURC 0 = "NUTRIENTS NOT REPLACED"
             1 = "ARS"
             2 = "SURVEY NET"
             3 = "IMPUTED"
         4-high = "BAR OR MULTICOMPONENT FOOD WITH COMPONENTS FROM MULTIPLE SOURCES"

*-----------------------------------------------------------------Child Files-------------------------
----------------------------------------------------------------*-;

VALUE ny 0 = "NO"
      1 = "YES"

VALUE race_eth 1 = "HISPANIC"
       2 = "WHITE NON-HISPANIC"
       3 = "BLACK NON-HISPANIC"
4 = "OTHER"
;
VALUE p_emp
1 = "Two parents present & both employed full-time"
2 = "Two parents present & one employed"
3 = "Two parents present & neither employed"
4 = "Single parents present & employed"
5 = "0 or 1 parent present & not employed"
;
VALUE dowfive
1 = "Monday"
2 = "Tuesday"
3 = "Wednesday"
4 = "Thursday"
5 = "Friday"
;
RUN;