

Garden To Café Harvest Event Report – PSABCD 10/14/2015 Results from the Garden To Café Harvest Event Survey

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Summary

The table below summarizes the taste response results from the 10/14/2015 Garden To Café event at PS ABCD. The students were all special education students in high school. Eight one people completed the survey, of whom 5 were adults and 76 were students. The response rate among students was 56%. The response rate among adults was 8%.

(Please note that this is one of several possible summary formats. The goal is to experiment with summary formats useful to a variety of audiences. Any and all feedback on both the summary and the report is welcome.)

| Taste rating for dishes | Delicious | Okay | Nasty |
|--|-----------|------|-------|
| Salad, Students (kale and swiss chard salad with beets, carrots, cabbage and a basil /thyme vinaigrette) | 60% | 24% | 16% |
| Salad, Adults (kale and swiss chard salad with beets, carrots, cabbage and a basil /thyme vinaigrette) | 100% | 0% | 0% |
| Stew, Students (sweet/savory ratatouille stew served over white rice) | 75% | 13% | 13% |
| Stew, Adults (sweet/savory ratatouille stew served over white rice) | 100% | 0% | 0% |

How are these results helpful?

These results inform the Garden To Café program staff about how students and adults responded to the dishes served. The Garden To Café program has two objectives: 1) to serve dishes made with fresh fruits and vegetables, locally sourced as much as possible, that people like, and 2) to challenge people with fruits and vegetables, and preparations using such, that may be new to them. These two objectives suggest different ideal results (using the current measure): the ideal results for the first objective are high percentages of respondents who think the dishes are delicious, while the ideal results for the second objective are middle percentages of people who think the dishes are delicious (because the program should be getting people to try preparations that push them out of their comfort zone). For the student results, GTC achieved a mix of high and middle delicious taste ratings, which, from this perspective, is ideal. In addition, in the case of this event, the dishes were prepared with the assistance of students, so the results can be interpreted as an indicator of success for these students in particular, and for the idea of involving students in GTC food preparation in general.

Scope

The scope of this report covers one Garden To Café event held in October 2015, and provides direct feedback from students and adults at the school. There have been four Garden To Café events so far where harvest event surveys have been collected and reports have been written, inclusive of this report. The results from the four reports fit similar patterns, so it is tentatively reasonable to presume that the results from this report generalize to a wider population of NYC DOE schools, students and staff.

Deliverables

This report is a deliverable to USDA in fulfillment of the grant. The report demonstrates that Garden To Café did fulfill the tasting event part of the grant, and that we have learned more about students' responses to new preparations of fresh fruits and vegetables than we knew before.

The GTC USDA grant included the following goals:

“The New York City Student Farmer's Program involves increasing the knowledge, understanding and enthusiasm about fresh produce and other foods for school age children in New York City public schools. We plan to accomplish this by: training students in gardening, farming, aquaponics, the culinary arts, and providing education on healthy eating; developing relationships between farmers and students and developing partnerships between farmers and schools; supporting schools, educators and children in how to make healthy food choices; and increasing the percentage of local and regional food products available to New York City public school students.”

This report, and the three others like it, demonstrate that students do have enthusiasm for fresh produce. We don't know directly that students' enthusiasm for fresh produce necessarily *increased* compared to before participation in GTC, but since many of these dishes were new to students, and many students had never experienced a GTC event before, an increase of enthusiasm for fresh produce is likely.

In order for students to make healthy food choices, they need to be exposed to and try a variety of healthy food options. This report demonstrates that this objective was met.

How would this help me?

These results help to categorize Garden To Café dishes into “crowd pleasing dishes” and “challenging dishes”. The results also help the Garden To Café program coordinator understand why a dish might fall into one category or the other.

The reports have prompted discussions among GTC staff about how dishes could be varied to increase delicious responses. The survey data and the chef's observations work together to find promising ways to vary recipes to better meet the objectives of the program.

What does this tell us about what we should be doing?

According to this data, ratatouille stew served over white rice is a crowd pleasing dish. Ratatouille is not a dish that students might be expected to like, in the way one might expect students to like pizza. The

GTC Coordinator was surprised and very encouraged by this result. He would have been very happy with a 60% delicious result for ratatouille, so 75% delicious counts as a major accomplishment. It would be worth repeating the dish at other schools to see if a similar result is obtained.

Unlike the other recent dishes, it was not immediately obvious at the event what the ingredients of this ratatouille were. While knowing the ingredients is not necessary to enjoying a dish, it is important for the objective of increasing knowledge about fresh produce. The main ingredients of the ratatouille were confirmed by the GTC event chef after the event: tomatoes, leeks, bell peppers (red and green), butternut squash, zucchini, honey, cinnamon, and raisins. Ratatouille is often made with eggplant as well, but this version contained very little or no eggplant. This ratatouille contained about 1/3 of the vegetables available in the PS ABCD garden, which made it a good showcase for the garden.

If additional curricular explorations are desired, especially in a school like PS ABCD where students learn to cook, GTC and the school might want to consider the movie "Ratatouille". Possibilities include reverse engineering the ratatouille recipe shown at the end of the movie, both as a way of discussing how one can gain insight into culinary arts by working backwards from the finished product, comparisons of common and advanced versions of the same dish, and reflections on the nature and role of criticism, both in general and specifically how it relates to the business of food.

The GTC Coordinator felt the results were higher than expected overall as well, and provided confirmation of his inclusion of a salad as one of the dishes at all or most events.

How do we move forward?

From a research methodology perspective, we need more data so that we could reliably differentiate responses from sub-groups of students, such as boys vs. girls. Since surveys by their very nature tend to elicit only a limited amount of qualitative data, and especially in this case because of some special education students' difficulties with writing, it would also be helpful to conduct some interviews or focus groups to gain a more in-depth understanding of the why of taste responses.

Understanding the full food chain

GTC food is one small part of the students' eating environment. Other parts include regular school breakfast and lunch, eating at home and eating outside of home and school. These eating sub-environments constitute a food chain in the sense that they are chained together: experiences in one sub-environment influence responses in the others. We now have a better understanding of how students respond in the GTC sub-environment. We could use the same or similar methodology to learn how students respond in the other sub-environments and how those relate to each other for the students.

In terms of a food production food chain, with components such as growing crops on the farm, to preparing food in the kitchen, to eating dishes in the cafeteria, these results give us insight into the last step. Some GTC schools, mostly special education schools at the moment, also have students who help prepare the food. These students could be surveyed about their food preparation experiences in GTC.

There is a recent movement among some restaurant owners to eliminate tipping as a way to improve perceived inequities in the pay of kitchen workers who do not interact directly with customers. Since some special education students are receiving training in culinary arts, some hopefully will eventually be employed in restaurants. Special education students can be a vulnerable population. Back of the house restaurant work can be a vulnerable job. This could be a productive topic for special education schools and teachers to address in the curricular program with GTC's and SchoolFood's support. In addition, since prominent restaurateurs are trying to address these concerns, there could be potential to obtain their support for curricular input, guest speakers, job placement and fundraising (both from the restaurateurs themselves and their customers and friends).

The Student Farmer Program (SFP) variant of GTC involves supplemental activities which introduce students to more stages of the food production food chain. It is our plan to collect data about these supplemental activities in the upcoming school year.

Recommended actions

- 1) **GTC Champions:** Using this event as an example, at least 60% of the students thought at least one of the dishes served was delicious. Now that students have been motivated for eating fresh fruits and vegetables, how can they take this the next step? How can they eat fresh fruits and vegetables more often (if they don't already)? How can they spread the message that fresh fruits and vegetables are worth trying? If we can give students ways to become more involved, such as in a GTC Champions program (discussed in detail in a previous report), it will help students articulate and implement their healthy eating goals, and help the GTC program.
- 2) **Expanded Special Education Research Focus:** There is great potential for expanding research into special education students' views about and behavior regarding fresh fruits and vegetables. This could be valuable for GTC and SchoolFood, and could also help support the self-expression of students from a population of students who often have difficulties expressing their voice. There are likely foundations and other sources of support for whom a proposal targeted to special education would have high appeal.

Summary Two

Question:

Will students eat healthy preparations of fruit and vegetables?

Answer:

Yes. When we ask students to rate the taste of Garden To Café dishes, there are multiple dishes which a super-majority of students think are delicious.

In this case of the 10/14/2015 Harvest Event, 60% of students thought the salad (kale and swiss chard salad with beets, carrots, cabbage and a basil /thyme vinaigrette) was delicious, and 75% of students thought the stew (sweet/savory ratatouille stew served over white rice) was delicious.

Note: This summary format is intended to be a way to provide evidence of the success of Garden To Café, and by extension SchoolFood, to people who are highly skeptical that current school food programs, in NYC and elsewhere, are successfully feeding students healthy food.

Introduction

At a Garden To Café (GTC) Harvest Event in the Fall at PSABCD in Brooklyn, the GTC Harvest Event survey was used for the second time with special education students, and the first time with high school special education students. The GTC Harvest Event survey is designed to elicit feedback from students and school staff about the GTC dishes served at each event. A copy of the survey for the 10/14/2015 event can be found in Appendix C.

This GTC event was one educational station within a whole school health and science fair. The GTC food tasting was one of 6 stations. The others covered science of digestion, sustainable art, na na zumba/ pulse check, bike riding/ garden help, and an obstacle course.

The purpose of this report is to summarize the main findings from the PSABCD event, and to discuss the methodology of the GTC Harvest Event Survey, especially as it relates to continuing development of response rate strategies.

PSABCD has participated in the regular GTC program since the Spring of 2015, which means about two tasting events per year are held at the school. PSABCD will join the New York City Student Farmer Program variant of the GTC program in January 2016, which means there will be approximately one event per month, plus supplemental educational activities.

While PSABCD is relatively new to the GTC program, the GTC Coordinator feels that the students there are more involved, overall, in the school's gardening and the GTC programs than students at a typical GTC site. This may account for some of the results from this tasting event, and would be worth measuring in more detail.

The students in the lunch room for the Garden To Café event were all special education students in grades 9 to 12, and ranged in age from 13 to 21 years old. PS ABCD is an alternate assessment school. This means the school's students do not get a diploma (the IEP diploma no longer exists). It also means that students do not participate with most state testing. They participate in assessment (SANDI - Student Annual Needs Determination Inventory) and they take the NYSAA, New York State Alternate Assessment, and the school's ESL students take the NYSESLAT (New York State English as a Second Language Achievement Test) which is what all ESL students take to "test out" of ESL services.

The event coordinator reported that 180 students attended the event, and 70 staff attended the event with 30 of those staff working at the event. The GTC event chef reported that 75% of students tried at least one sample, and 95% of adults tried at least one sample. This means that about 135 students tried at least one sample, and 67 adults tried at least one sample. Seventy six students completed a survey, so the student response rate was 56%. Five adults completed a survey, so the adult response rate was 8%. There were also three students who did not try the GTC food, but completed a survey anyway, and two students who marked the survey that they tried one dish but not the other. All of the survey answers where students are known not to have tried the dish are excluded from this analysis.

Main findings from the PSABCD 10/14/2015 event

Previous participation in GTC

PSABCD is relatively new to GTC, so one might expect some but not all students to have participated in a GTC event before.

Participants were asked “Have you participated in a Garden To Café Harvest Event before?” Of the 56 people who responded to this question, 39% (22 people) had participated before and 61% (34 people) had not participated.

When the previous participation question is broken out by student versus adult, 40% of students (21 students) had participated before, compared to 33% of adults (1 adult). Therefore, at this event, there were about half again as many new student customers than those who had participated before, but enough in each group that GTC ought to think about whether each group should be approached differently, and if so, how. Adult staff who have not been to a GTC event before might benefit from some pre-event preparation so they can best assist students during the event, and such pre-event preparation could be useful to help create more buzz about the event at the school, but it is also true that the teachers are expert at helping their students with new experiences, so extra preparation for staff may not be necessary.

| Category | Previously Participated in GTC |
|------------------------|--------------------------------|
| All survey respondents | 39% |
| Students | 40% |
| Adults | 33% |

Table 1: Percentage of attendees who previously participated in GTC.

Gender

Respondents were 49% male compared to 51% who were female (N = 69). Student respondents were 52% male and adult respondents were 20% male.

Grade Level

The table below shows the number and percent of respondents by grade level and type of adult. The students who marked grades K and 5 are errors since PSABCD is a high school. Students were almost evenly distributed across grades 9 to 12, with a few more in grades 9 and 10.

| Grade | Frequency | Percent | Valid Percent | Percent of students | Percent of students, assuming missing are students |
|-------------|-----------|---------|---------------|---------------------|--|
| K | 1 | 1.2% | 1.5% | 1.6% | 1.3% |
| 5 | 1 | 1.2% | 1.5% | 1.6% | 1.3% |
| 9 | 17 | 21.0% | 25.8% | 27.9% | 22.4% |
| 10 | 17 | 21.0% | 25.8% | 27.9% | 22.4% |
| 11 | 12 | 14.8% | 18.2% | 19.7% | 15.8% |
| 12 | 13 | 16.0% | 19.7% | 21.3% | 17.1% |
| Teacher | 3 | 3.7% | 4.5% | | |
| Other Staff | 2 | 2.5% | 3.0% | | |
| Total | 66 | 81.5% | 100.0% | | |
| Missing | 15 | 18.5% | | | 19.7% |
| Total | 81 | 100.0% | | | |

Table 2: Grade levels of respondents.

Taste tests

Respondents were asked to rate the taste of the two GTC dishes on a three point scale consisting of Delicious, Okay and Nasty. The last option is a little colloquial, but students are known to use the term Nasty to describe food they don't like, and the survey is written in a way that is intended to be accessible, and intelligible to students from elementary to high school. They were also asked to explain why they rated the dish the way they did, and to tell if they would eat it again (Yes, Maybe, No). Each dish was described by a one word shorthand for the dish, and a sign was placed on the survey table with the full dish name with main ingredients. For previous administrations of the GTC Harvest Event survey, photos were included on the survey so that they could easily remember the dish as they were answering each question. Photos were not possible this time, so sample cups with each dish were placed next to the sign with the full dish names. They were also asked a small number of demographic questions: gender, grade level and if they had participated in a GTC harvest event before. **The dishes served at this event were salad (kale and swiss chard salad with beets, carrots, cabbage and a basil /thyme vinaigrette); and a stew (sweet/savory ratatouille stew served over white rice).** A class of PSABCD students played a major role in the preparation of the dishes, with guidance from the GTC event chef. The dishes were created using vegetables and herbs available in the PSABCD garden.

Salad with beets, carrots and cabbage

Sixty four percent of respondents thought the salad was delicious (22% thought it was okay and 14% thought it was nasty) (63 people responded to this question). The salad included kale and swiss chard, beets, carrots and cabbage. Because this was an unusual event in some respects and there was the possibility of multiple dishes decided at the last minute, the dish names were left blank on the pre-printed survey and "Salad" and "Stew" were written in by hand at the start of the event. There was a

sign on the survey table that showed the full dish names and ingredients, and sample cups of the dishes were kept on the survey table to make it clear which dish went with which line on the survey. There was no indication that students had any confusion about the dishes being asked about on the survey. Breaking out students from adults, 60% of students thought the salad was delicious (N = 58), and 100% of adults thought the salad was delicious (N = 5). Similar percentages of respondents said they would eat the salad again. (In general, if someone said a dish was delicious, they almost always said they would eat it again. Similarly, if someone said a dish tasted okay, they answered “Maybe” regarding if they would eat it again, and if they thought a dish tasted nasty, they said they would not eat it again. However, from eyeballing the data during data entry, it seemed as if there was somewhat more variation between the two questions at this event compared to previous events.)

| Category | Delicious | Okay | Nasty |
|-----------------|-----------|------|-------|
| All respondents | 64% | 22% | 14% |
| Students | 60% | 24% | 16% |
| Adults | 100% | 0% | 0% |

Table 3: Taste test responses for salad.

Stew with white rice

The stew was a sweet/savory ratatouille served over white rice. The main ingredients in the ratatouille were tomatoes, leeks, bell peppers (red and green), butternut squash, zucchini, honey, cinnamon, and raisins. Seventy seven percent of respondents thought the stew was delicious, 12% thought it was okay and 12% thought it was nasty (68 people responded to this question). Among students, 75% thought the stew was delicious (N = 64). Among adults, 100% thought the stew was delicious (N = 4). Again, those who thought the stew was delicious would eat it again.

| Category | Delicious | Okay | Nasty |
|-----------------|-----------|------|-------|
| All respondents | 77% | 12% | 12% |
| Students | 75% | 13% | 13% |
| Adults | 100% | 0% | 0% |

Table 4: Taste test responses for stew with white rice.

Respondents’ open ended explanation of their taste test ratings

Attendees were asked “WHY did you rate this dish’s taste this way?” This is a summary of responses by positive vs. negative and by dish. Comments are sometimes paraphrased, and are broken into their separate parts.

There were relatively few open ended comments, possibly because, in part, at least some students had difficulties with writing. Even so, the comments follow some of the same patterns as seen at other events: a preference for healthy food, and preferences for or against certain taste characteristics or specific foods. It could be very interesting to give the students more time to express their views on the food. A process, such as a writing assignment or focus groups, that fits with the instructional needs of the school could prove valuable for GTC, the school and the students themselves.

| Dish | Positive comments | Negative comments |
|----------------------|--|--|
| Salad | <p>Because the salad taste so good It is delicious it's delicious It tastes so good taste good I like the food I liked it.</p> <p>the home made salad dressing Dressing I enjoyed the dressing</p> <p>Effective. healthy and delicious good to eat helthy</p> <p>I like sweet It got the sweetness</p> <p>I like the taste</p> <p>Fresh</p> <p>Okay</p> <p>I like it because I ate it.</p> | <p>Dont like it Don't like it.</p> <p>it was too spicy</p> |
| Stew with white rice | <p>Awesome because it was good good It was good taste good I liked it.</p> <p>Healthy It healthy and it good for you</p> <p>I like it because make Spanish food. I like rice I like the rice I liked the texture. the stew was good the eggplant reduced down.</p> <p>It was spicy (sp?). it was sweet sweet spicy</p> <p>Because it's fresh Fresh (2, one of which was underlined twice)</p> | <p>Dont like it Don't like it.</p> <p>It was okay because I didn't eat it too much.</p> <p>I felt like it was not fully cooked. Sorry.</p> |

Table 5: Student comments

| Dish | Positive comments | Negative comments |
|----------------------|--|-------------------|
| Salad | It was delicious It was great nice flavors Very health & good Very tasty. Needed walnuts and cranberries | |
| Stew with white rice | Very good Very tasteful Very health & good had a little kick to it | |

Table 6: Staff comments

Methodology

Response rate

Eight one people responded to the survey, of whom 5 were adults and 76 were students in high school (two students reported other grades, which were likely errors). There were also three students who did not try the GTC food, but completed a survey anyway, and two students who marked the survey that they tried one dish but not the others. All of the survey answers where students are known not to have tried the dish are excluded from this analysis.

In order to properly interpret the results, it is critical to calculate the response rate. The higher the response rate, the more representative the results are of the population, which in this case is students and school staff at PSABCD. To calculate the response rate, one needs to know how many people could have taken the survey.

In the case of the 10/14/2015 event at PSABCD, the event coordinator reported that 180 students attended the event, and 70 staff attended the event with 30 of those staff working at the event. The GTC event chef reported that 75% of students tried at least one sample, and 95% of adults tried at least one sample. This means that about 135 students tried at least one sample, and 67 adults tried at least one sample. Seventy six students completed a survey, so the student response rate was 56%. Five adults completed a survey, so the adult response rate was 8%. The student response rate was very good. The adult response rate was not good, but since we are primarily interested in the student response, it would be good to improve the adult response rate, but a low adult response rate is not fatal either.

The PSABCD cafeteria space and response rate strategies

The PSABCD cafeteria consists of a single open room. The GTC sampling and survey tables were two of several stations at the fair, and were easily accessible. About 12 clipboards with low profile clasps were

available to make taking the survey easier. Anticipating the students' special needs, school staff assisted some students with survey completion, and were generally helpful in encouraging students to complete the survey.

Adapting the GTC Harvest Event Survey to the dishes of the day

It was expected that there would be multiple dishes served, and that these dishes might be developed after the survey needed to be printed. To accommodate this, the survey was printed as a fill in the blank version. In the event, there were two main dishes that were known with enough notice to print up a sign. The short dish names were written in to the surveys at the event, and sample cups with the two dishes were placed next to the dish name sign. This approach seemed to work just as well as the previous versions where dish photos were included in the survey itself.

Appendix A: Taste tests vs. gender and other factors

Crosstabs were run comparing taste test results by gender, previous participation in a GTC harvest event and lunch period (roughly), and also separating students from adults. The sub-group Ns were too small in the crosstabs to say anything about the differences between sub-groups with confidence. Student girls were more likely than student boys to think the salad was delicious, and the same was true for the stew. Students who had participated in a Garden To Café event before were more likely than those who had not participated previously to think the salad was delicious, and the same was true for the stew (but with a much smaller difference). These are enough of a result to make a hypothesis for future studies, but nothing more than that.

Appendix B: Additional thoughts and updates

Special Education

Surveys have now been conducted at two special education schools: one lower grades school and one high school. These experiences suggest there is a lot of potential to explore special education students' views of fresh fruit and vegetables in greater depth, and that this exploration could potentially benefit both GTC as well as the curricular programs of these schools and schools like them.

As part of this possible exploration, a PSABCD specific version of the vegetable neophobia survey was developed for discussion with PSABCD staff. See Appendix D below.

Appendix C: Garden To Café Harvest Event Survey (version 1/9/2015 with design modification), with dishes served on 10/14/2015 at PSABCD filled in.

| Tell us your opinion of today's Garden To Café dishes. There are no wrong answers. We want to know what you really think. | | <i>Complete this statement:</i> I think this dish TASTES ... | | | WHY did you rate this dish's taste this way? | Would you eat it again? |
|---|--|---|---|---|--|-------------------------|
| | | Delicious | Okay | Nasty | | |
| Dish Name | | | | | | |
| Salad | |  |  |  | | Yes Maybe No |
| Stew | |  |  |  | | Yes Maybe No |
| | |  |  |  | | Yes Maybe No |
| | |  |  |  | | Yes Maybe No |
|     Are you a boy or a girl? Boy Girl | | | | | | |
|     What grade are you in? K 1 2 3 4 5 6 7 8 9 10 11 12 Teacher <i>Other:</i> Staff Adult | | | | | | |
|     Have you participated in a Garden To Café Harvest Event before? Yes No <i>(A Harvest Event is an event similar to today's event.)</i> | | | | | | |

Photo of the survey table with dish samples, full name of dishes, & fill-in-the-dish-name surveys – most of the dish names, ‘Salad’ & ‘Stew’, were filled in by staff.



Today's
Garden To Café

Dishes

| Full Dish Name | Short Dish Name (Write this on the survey) |
|---|---|
| Kale and Swiss Chard Salad with Beets, Carrots, Cabbage and a Basil & Thyme Vinaigrette | Kale Salad |
| Sweet & Savory Ratatouille Stew served over Rice | Stew over Rice |

(Dish name sign.)

Appendix D: GTC Vegetable Neophobia Survey Version H, prepared for the vegetables available in the PS ABCD garden in October 2015

Robert Abrams, Ph.D. - 2/3/2015, 10/13/2015

This survey is designed to detect change in vegetable preferences, consumption and neo-phobia. The survey investigates issues of taste, neo-phobia and phobia, so covers the main ways in which we hope to see change. This version incorporates suggestions on child friendly language suggested by Alicia Donofrio, an elementary school teacher, and has a modified part 2.

Students may react differently to Winter vegetables compared to Spring vegetables, so the original version incorporates both into one survey. Availability of vegetables in NY State was determined using "Pride from Apples to Zucchini" from PrideOfNY.com. George Edwards categorized the vegetables as likely to be liked by students or unlikely to be liked by students. We plan to use anonymous matching for pre-post analysis, and thus do not need to collect identifiable information, such as student ID.

This version represents a slight modification of the vegetables chosen: it incorporates all of the vegetables available in the PS ABCD garden during October 2015, the time of the Harvest Event. This version of the survey could still be used as a pre-post, but could also be used as a one time survey, and in this form is a way of assessing student response to vegetables directly available to them very locally.

This version was prepared for discussion with PS ABCD staff about possible use at PS ABCD at a later date (it was not used with students during the Harvest Event).

The photos in this version are free and royalty free. Some photos were taken by Robert Abrams, while others are from:

http://www.freedigitalphotos.net/images/Vegetables_g63.html and http://all-free-download.com/free-photos/celery_vegetables_healthy_237887_download.html

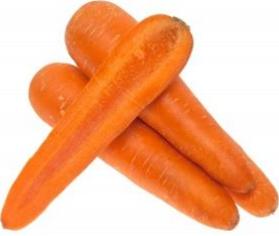
DESIGN NOTE: The first column is for sorting purposes. It should be deleted from the final design.

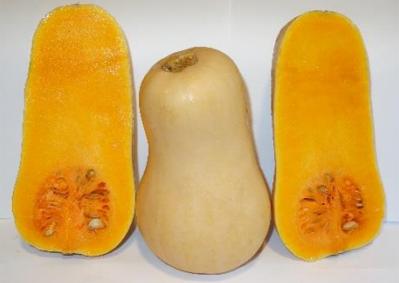
Survey instructions to provide to or read to the respondents:

“We would like to know what you think of several kinds of vegetables.

There are no wrong answers. We want to know what you really think.”

| <p>Note S. This column will be removed before use.</p> | <p>Tell us about your vegetables. There are no wrong answers. We want to know what you really think.</p> | | <p>Have you ever eaten this vegetable?</p> | <p>Is there a healthy way to make this vegetable TASTE delicious?</p> | <p>Would you TRY this vegetable cooked in a new way?</p> | <p>Are you AFRAID to try this vegetable?</p> |
|---|---|--|--|---|--|--|
| | <p>Kale</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>0 GE ? fall Not ny feb unlik ely</p> | <p>Leeks</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>5 GE ?toY es fall Ny feb May /Jun likely</p> | <p>Cabbage</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |

| <p>Note S. This column will be removed before use.</p> | <p>Tell us about your vegetables. There are no wrong answers. We want to know what you really think.</p> | | <p>Have you ever eaten this vegetable?</p> | <p>Is there a healthy way to make this vegetable TASTE delicious?</p> | <p>Would you TRY this vegetable cooked in a new way?</p> | <p>Are you AFRAID to try this vegetable?</p> |
|--|---|---|--|---|--|--|
| <p>10 GE fall Ny feb May/jun unlikely</p> | <p>Beets</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>3 GE fall ny feb likely</p> | <p>Carrots</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>2 GE fall Ny feb unlikely</p> | <p>Okra</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>0 GE ? fall 0 Not ny feb may jun likely</p> | <p>Eggplant</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |

| <p>Note S. This column will be removed before use.</p> | <p>Tell us about your vegetables. There are no wrong answers. We want to know what you really think.</p> | | <p>Have you ever eaten this vegetable?</p> | <p>Is there a healthy way to make this vegetable TASTE delicious?</p> | <p>Would you TRY this vegetable cooked in a new way?</p> | <p>Are you AFRAID to try this vegetable?</p> |
|---|---|--|--|---|--|--|
| | <p>Butternut Squash</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| | <p>Spicy Peppers</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>0 GE fall Not ny feb Ny may jun likely</p> | <p>Chard</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |

| <p>Note S. This column will be removed before use.</p> | <p>Tell us about your vegetables. There are no wrong answers. We want to know what you really think.</p> | | <p>Have you ever eaten this vegetable?</p> | <p>Is there a healthy way to make this vegetable TASTE delicious?</p> | <p>Would you TRY this vegetable cooked in a new way?</p> | <p>Are you AFRAID to try this vegetable?</p> |
|---|---|--|--|---|--|--|
| <p>9 Not fall Not ny feb Ny jun likely</p> | <p>Tomatoes</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>0 GE fall Not ny feb Ny may/jun unlikely</p> | <p>Radishes</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |
| <p>0 GE ? fall Not ny feb Not ny may/jun likely</p> | <p>Peppers</p> |  | <p>Yes No</p> | <p>No Maybe Yes, 1 way Yes, 2 or more ways</p> | <p>Yes Maybe No</p> | <p>Yes No</p> |

| | | | |
|--|-----------|-----------|------------|
| How much do you... | | | |
| <i>like</i> vegetables? | A lot | A little | Not at all |
| <i>like</i> tasting new vegetables? | A lot | A little | Not at all |
| <i>fear</i> tasting new vegetables? | A lot | A little | Not at all |
| What are your favorite vegetables? (List as few or as many as you really like.) | | | |
| How do you like your vegetables cooked? | | | |
| How often do you eat vegetables? | Most days | Some days | Never |
| Are you going to eat more, the same or less vegetables in the future? | More | Same | Less |
| Do you work in your school's garden? | Yes | No | |
| How much do you know about your school's garden? | A lot | A little | Nothing |
| Are you a boy or a girl? | Boy | Girl | |
| What is your birthday? | Month: | Day: | |
| What does "healthy food" mean to you? | | | |
| What does "unhealthy food" mean to you? | | | |
| What does "healthy vegetables" mean to you? | | | |
| What does "unhealthy vegetables" mean to you? | | | |
| Is there anything else you want to tell us about vegetables? Tell us here. | | | |