

NOURISHING OREGON'S KIDS



**SUMMER
MEALS**

**EVALUATION
& PARTICIPANT
ENGAGEMENT TOOLKIT**



Developed with support from
Providence Health & Services - Oregon

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INTRODUCTION

Welcome to the Summer Meals Program Evaluation and Participant Engagement Toolkit!

This toolkit is designed to help summer Food Service Programs and other child nutrition programs evaluate their efforts so that they learn from their successes, identify current challenges, and plan future efforts. This toolkit is a practical, hands-on guide that provides instructions on the evaluation process and data collection tools and templates to help you determine how your program is achieving results.

Every summer meals program is different! This toolkit should be seen as a flexible resource that can be adapted to your individual program's needs. The tools presented are resources to get started with evaluating your program's strengths and challenges and engaging kids and families. For assistance implementing these tools or to share your evaluation experience, please contact Partners for a Hunger-Free Oregon by visiting Oregonhunger.org.

WHY IT'S IMPORTANT TO EVALUATE YOUR PROGRAM & ENGAGE KIDS & FAMILIES

Evaluation helps assess the efficiency and effectiveness of your program and determine if it is meeting its goals. Evaluation can help measure the effects of a program against the goals it set out to accomplish, inform decision making, and improve future programming. In other words, evaluation is a way to:

- Learn from your successes
- Identify challenges
- Plan future improvement efforts

Evaluation is also a way to connect with kids, families, and stakeholders that utilize your program. If your goals center on supporting families living in poverty, it is critical to involve them in your program in order to ensure the program accomplishes that goal. Garnering community input and feedback can be an empowering experience for those included, and can help make your program welcoming, appropriate, and effective for the people it draws in.

Evaluation can also demonstrate your program's impact to funders and other stakeholders who might want to know how funds are being used and what outcomes were produced. Evaluation results can be used to demonstrate success and garner more funding to expand, to show the great work you do in the community, and even to demonstrate additional need for services. Evaluation can indicate to your supporters that you are committed to building a strong program, and being good stewards of their investment, whether that is time, money, or partnerships.

HOW TO USE THIS TOOLKIT

This toolkit is designed to introduce you to evaluation and offers resources to help plan for and implement evaluation activities of your summer meals program.

Chapter 1: Set or formalize your program goals, decide on evaluation questions, and select tools for answering those questions.

Chapter 2: Learn about four different evaluation tools and how, when and why to use them.

Chapter 3: Share your findings in a report.

Appendix: Find templates and more resources to start evaluating your program! Use our sample evaluation tools and data tracking templates to get started.

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CHAPTER 1: EVALUATION DESIGN

1.1 PROGRAM GOALS

Evaluation is a way to determine if your program is meeting its stated goals in an efficient and participant-focused way. You likely have an idea about what you want your summer meals program to accomplish, but it is helpful to formalize these goals, so that you can track performance against them. Using SMART³ goals is a good way to begin moving your ideas into action, meaning that each goal should be:

- **Specific:** Concrete, detailed, and well-defined goals yield clear strategies for meeting them
- **Measureable:** Numbers and quantities lend themselves easily to measurement and comparison
- **Achievable:** Feasible and easy to put into action
- **Realistic:** Considers constraints such as resources, personnel, cost, and time
- **Time-Bound:** A time frame helps to set boundaries around the goal or objective

For example, a goal for your summer meals program might be “To serve 10% more kids than last year.” The table below reviews some questions to ask yourself to make your goals SMART goals⁴.

Table 1. SMART Goals: Example “Serve 10% more kids than last year.”

	Questions to Ask Yourself	Improvements to Goal
Specific	Would someone not included in the program know what this means? Does it state who and what is being measured?	Serve summer meals at the middle school site to 10% more children than last year
Measureable	Do you know the number of children you served last year and are you collecting that same information, in the same way this year? If you are comparing across years, make sure you have access to data you need from previous years.	500 children were served last year so 10% more would be 550 children.
Achievable	Is a 10% increase achievable? Did you do more outreach and are expecting more children this year?	Talk to program managers and staff to make sure that a 10% increase is achievable and realistic.
Realistic	Are you adding more sites, providing more transportation, or making other changes that will make an increase of that amount reasonable and realistic?	
Time-Bound	Does your goal have a time associated with it? Is it clear when you are collecting information?	SMART Goal: Serve summer meals to 10% more children at the middle school location in the first month of service compared to the same time period last year.

You will likely have more than one goal for your program. You might decide to set SMART goals around meal quality, providing activities, or reaching a specific area or population better, such as teens, people who speak other languages, or geographic areas that are more isolated. Other goals could center around improving the experience of kids or families that attend your program. You will find examples of evaluation questions that can help measure these items later on in the toolkit. Once you have set your program goals, they can help you structure your evaluation and determine if you were successful in achieving them.

1.2 EVALUATION CHECKLIST

To complete your evaluation, you will walk through series of steps. The follow checklist outlines the steps for planning and conducting a successful evaluation, to help provide structure for getting started.

3 Doran, G. T. (1981). “There’s a S.M.A.R.T. way to write management’s goals and objectives”. *Management Review*. AMA FORUM. 70 (11): 35–36.

4 http://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html

CHAPTER 1: EVALUATION DESIGN

1.2 EVALUATION CHECKLIST cont.

1. Identify your evaluation question(s): First, decide what you want to evaluate, or what questions you will answer. These questions will be related to the goals you have set for your program. For simplicity, we suggest thinking about the evaluation questions in terms of 3 different areas of your program:
- **Implementation:** Determine if program logistics went as planned, and if the program is running smoothly and efficiently. Many of these questions will likely be answered by collecting information from program staff and volunteers.
 - **Service delivery:** Learn about who your program is helping, and if children and families are satisfied with the services they are receiving. Many of these questions will be answered with information collected from children and parents as well as from information collected by your program data tracking forms.
 - **Outcomes:** Measure if you met your program goals and if your program is helping to reduce hunger in your community.
2. Pick your tool: after identifying your evaluation questions, determine what tool or tools you will use to answer each question. The tools included further on in this toolkit describe why and when to use each. Depending on the number and type of evaluation questions you want answered, you will likely need to choose more than one tool. Once you have chosen your questions and the tools, it is time to plan and prepare your evaluation.

Table 2 below will help you complete number 1 and 2 in the checklist.

3. Prepare and collect data: Once you have identified evaluation questions and what tools/methods you will use, it is time to prepare to and then collect the data. Each tool in the toolkit describes how to prepare for, and collect the information needed, as well as how to report what you find.
4. Make sense of your data: Once the data has been collected, it is time to examine or analyze what you found. This might involve numeric analysis or grouping verbal or written results in categories.
5. Use your findings: Now that you have collected all the information, you can combine and present the results in a way that is sharable and easy to communicate to others. A report or presentation should show the success of your summer meals program and any improvements or changes that you identified as a result of the evaluation. You could also use this report to advocate for future funding.

The last three items in the checklist are outlined for each tool individually in the Evaluation Tools section following.

1.3 EVALUATION QUESTIONS

Table 2 can help you decide on your evaluation questions, select the best tool to answer those questions, and begin to lay out your evaluation plan. Notice that the questions are divided into the three different sections described above in checklist item #1: implementation, service delivery, and outcomes. This is not an all-inclusive list, there are many other questions you could come up with to evaluate your summer meals program.

Table 2. Sample Evaluation Questions

What to Ask	Evaluation Tool	Who to Ask
Implementation Questions		
How are families finding out about the program?	Survey, Interviews, Focus groups	Parents
Is meal service time appealing, convenient and accessible?	Survey, Interviews, Focus groups	Parents
Is the program reaching more children than last year?	Data tracking tool	Staff
Is the program reaching the children and/or families you intend to serve?	Survey, Interviews, Focus groups	Parents, Kids

CHAPTER 1: EVALUATION DESIGN

Table 2. Sample Evaluation Questions cont.

What to Ask	Evaluation Tool	Who to Ask
Service Delivery Questions		
How many kids are you serving?	Data tracking tool	Staff
How often are children attending?	Survey	Parents, Children
Do kids like the meals that you serve?	Survey	Parents, Children
Are kids and families that you are serving satisfied with the program?	Survey, Focus groups, Interviews	Parents, Children
Is it easy for families to get to your site/s?	Survey, Focus groups, Interviews	Parents, Children
Do kids and families feel welcome and respected at your program?	Survey, Focus groups, Interviews	Parents, Children
Does anything about your materials or service delivery make kids and families feel stigmatized or embarrassed to use your program?	Survey, Focus groups, Interviews	Parents, Children
Do kids and families think the staff is friendly?	Survey, Focus groups, Interviews	Parents, Children
Outcome Questions		
Who is participating in your summer meals program (what are the demographics of participants)?	Survey, Focus groups, Interviews	Parents, Children
Is your summer meals program helping to reduce food insecurity for families?	Survey, Interviews, Photo voice	Parents
Is your summer meals program helping to prevent hunger in your community?	Interviews, Focus groups	Parents
What strategies are working to boost program participation?	Survey, Focus groups, Interviews	Parents
Does your program prevent kids or families from skipping meals?	Survey, Focus groups, Interviews	Parents, Children
Do kids and families you serve need help connecting to other, non-food resources (rent or utility assistance, etc.)?	Survey, Focus groups, Interviews	Parents

1.3 EVALUATION PLANNING

Now that you have a good idea of program goals and evaluation questions, it is time to formalize your evaluation plan. Your evaluation plan will be informed by the resources you have available including staff time and expertise. If you have completed steps 1 and 2 of the evaluation checklist, the first three columns in the evaluation planning table on the next page are easy to fill in. You may want to spend a bit more time thinking about who to ask before deciding on the number of participants. You may choose specific subgroups of your community, such as teens, depending on what your participation challenges are.

The last three columns in the table are dependent on the resources you have available. The number of participants is partially determined by the evaluation tool or tools you chose. You would not try to do focus groups with hundreds of participants because they take significant time to host and recruit attendees. Nor would you choose to do focus groups if you did not have a staff member who could serve as the moderator.

CHAPTER 1: EVALUATION DESIGN

The timing of when and how often you conduct your evaluation activities should be considered in advance. If you want to find opportunities for improvement and make changes during the current program cycle, you will need to gather information with enough time leftover to take what you learned, determine what changes could be made, implement those changes, and assess the success of those changes. If your goal is to make changes for the next year, you may only need to conduct your evaluation activities once toward the end of the program. Lastly, you will need to determine who is going to be responsible for doing the evaluation work. These staff members and volunteers will hopefully have been involved in determining the program goals and evaluation questions. If they have not been involved, they will need to be informed of the evaluation goals and trained to conduct the evaluation activities.

Table 3. Evaluation Planning Template

Evaluation question	Tool/s	Who to ask?	Number of participants?	When?	Who is responsible?
Example: How are families finding out about the program?	Survey	Families and kids	50 family members, 40 kids	3rd week of program	Site coordinator
	Data tracking tool, survey, interviews, or focus groups	Families, kids or staff			
	Data tracking tool, survey, interviews, or focus groups	Families, kids or staff			

In the next chapter, we present four evaluation tools that you can use for your own internal evaluation of your summer meals program. They include: INTERVIEWS, FOCUS GROUPS, PHOTOVOICE FOCUS GROUPS, and PROGRAM EXPERIENCE SURVEYS. We have formatted each overview to make it easy to follow and implement, by describing:

Why **When** Why you would use the tool and when is an appropriate time to use the tool.

Prep **Collect** **Review** How to prepare to use the tool, how to collect the data as well as how to review and analyze the data that you've collected.

Report Lastly, we provide guidance on how to report or use the findings.

A template for each tool is located in the appendix. In addition, an example DATA TRACKING TEMPLATE is provided to help you think about what program data you will need to track over the course of the summer. This template can be helpful even if you decide not to take on evaluation activities.

These tools and templates are just a guide to get you started. You can, and should, modify and edit as much as needed and is appropriate for your individual summer meals program.

CHAPTER 2: EVALUATION TOOLS - INTERVIEWS

Why

Interviews are a way to understand something from the participant's point of view and to uncover the meaning of their experiences. Interviews allow individuals to convey to others a situation from their own perspective and in their own words.

When

Interviews should be used as an evaluation tool when you want to understand a situation from the perspective of the participant. Because everyone will experience the program differently, interviews should NOT be used when you need to make generalizations about the population as a whole. A survey is the best way to make these kinds of generalizations, but interviews can be used to supplement these generalizations or tell the story of a client's success with your program.

Prep

In order to conduct interviews, you will need to decide who will conduct the interviews, how many participants you will interview, and which participants you want to include. Who you interview may be based on previously known characteristics like number of times a child attended your summer meals program. You might want to know the reasons why a child attends infrequently (barriers), or what makes it possible for a child to come to the program every day (successes). You may want to speak to children, or their parents, or both, but the questions you ask should be designed with the participants in mind.

Once you have made these decisions, you will want to discuss what questions you will ask, and come up with an interview guide (see interview guide template in the appendix). The questions you ask should be open-ended, meaning that they can't be answered with a simple yes or no. The interview guide should include an introduction section that informs the participant about the purpose of the interview, that what they tell you will remain confidential, that they don't have to answer any questions that make them uncomfortable and that you will be making notes about what they say. The interviewer should practice with the guide prior to conducting any interviews. Find a space to conduct the interviews and schedule the dates and times. Interviews should be conducted in a quiet area without distractions, when possible.

Collect

The interviewer should go over the introduction section of the interview guide to ensure the participant is aware of how the interview will go. The interviewer should have the interview guide handy with space on the page to take notes about what the participant says. Sometimes it's helpful to audio record the interviews, but this is not required. Many times during an interview, the participant will answer a question that the interviewer hasn't asked yet, it's ok if this happens, interviews are supposed to be free flowing and flexible. During the interview, the participant should do the majority of the talking; the interviewer is there to listen and gently probe for more in-depth information.

Review

Once you have completed the interviews, the interviewer should review the notes taken and write up a summary of what was heard. This should be done as soon as possible after an interview, while the information is still fresh in the interviewer's mind. If multiple interviews were completed, the summaries should be reviewed together to determine similarities or themes across interviews. It is also helpful to note where there are differences to illustrate the different experiences participants are having.

Report

Now that the interviews have been collected and similarities and differences reviewed, it's time to report what was found. The findings of the interviews can be reported differently depending on need. A simple summary of the top five similarities that came out of the interviews is a good overview of the findings. Alternatively, it may be interesting to write up individual participant stories (success stories) as a way to illustrate the benefits of program participation. It is also recommended to use interview quotes in a comprehensive report as a way to visualize the story or enhance any quantitative data collected.

Note: for interviews, focus groups, and surveys, it is common to provide small incentives to participants for their time. For short surveys, each respondent could be entered into a drawing for one incentive. For interviews and focus groups, a \$10-\$20 gift card might be appropriate depending on time required.

CHAPTER 2: EVALUATION TOOLS - FOCUS GROUPS

Why

Focus groups are an excellent means of collecting in-depth qualitative information about your program. Focus groups can help learn about participants' attitudes and values that can be used to identify solutions to barriers. Focus groups can clarify how people experience the program and are particularly good at capturing responses that illustrate people's feelings, thoughts, perceptions, actions, behaviors and motivations. The group interaction nature of a focus group can help stimulate participant ideas that might not have been available on an individual basis.

When

Focus groups can be conducted when you don't have the capacity to do individual interviews, but want to hear a variety of different viewpoints about your program. Focus groups are not always well suited to discuss sensitive topics (e.g. food insecurity or economic circumstances), for which an interview might be a better method to get more honest responses. Focus groups should not be a sole method of making major decisions about your program and should be combined with other methods for the best results.

Prep

Preparing for focus groups is very similar to preparing for interviews. You will need to decide how many focus groups you will conduct and who will be the moderator. Decide how many participants will be included, and what demographics you want reflected (for example, income, primary language, age). It is advised to have a 'note taker' attend, so the moderator can focus on guiding the group discussion. Record the focus group if possible, so that you can more easily transcribe it later, but you will need to notify and get consent from participants in advance. You should plan where and when you will conduct the focus groups, and come up with the questions you will ask (see focus group template in the appendix). The focus group discussion guide should be created with the participants in mind.

When selecting participants for focus groups, it is best to choose people that are similar to one another to help establish trust and encourage openness among participants. You should consider gender (will both men and women feel comfortable discussing the topic in a mixed gender group?), age (will it be intimidating to have a young person included in a group of older adults, or vice versa?), power (will a teacher be likely to make candid remarks in a group where his/her principal is also a participant?), and cliques (how hard could it be to manage side conversations among people who know each other). In focus groups, an effective moderator leading the group is the key to getting the most helpful information possible (appendix sidebar).

Collect

The first few moments in a focus group are critical. In this brief time, the moderator must give enough information so people feel comfortable with the topic, create a permissive atmosphere, provide the ground rules, and set the tone of the discussion. Much of the success of a focus group can be attributed to this three- to five-minute introduction. The first question in a focus group is designed to get all participants to say something early in the conversation. It breaks the ice. After the participant has said something, it is more likely that they will speak again. In addition, the first question underscores the common characteristics of the participants and that they all have some basis for sharing information.

Review

After the focus group, the moderator and note taker should take time to debrief how the focus group went, and then what was learned. This is the first step in the analysis process. If the focus group was recorded, take time to listen to it again, especially to parts relevant to your evaluation questions. As with interviews, take note of ideas that arise multiple times and anything that surprised you, as well as times when participants disagreed with each other.

Report

Now that you have collected and reviewed the focus group(s), it's time to report what you found. As with interviews, a focus group report can be organized in multiple ways. A simple summary of the top five similarities is a good way to show in quick glance an overview of your findings. It is useful to state characteristics of the focus group participants: gender, age, race breakdown. It is also recommended to use interview quotes in a comprehensive report as a way to visualize the story or enhance any quantitative data collected through surveys.

CHAPTER 2: EVALUATION TOOLS - PHOTOVOICE

Why

Photovoice is an evaluation method that allows participants tell their stories through photographs. It uses some traditional focus group methods, but discussions are based around the photographs that participants take. The strength of the Photovoice method is that it is grounded in popular education and adult learning theory: it allows diverse participants to talk about what they think is important and to tell their stories in their own voice in a safe environment.

When

The Photovoice method can be used to give a voice to community members that traditionally do not have a voice in identifying programming issues, solving community problems, and implementing solutions. Photovoice enables participants to record and reflect their community's strengths and concerns and can be a powerful tool used to reach decision makers. The intended outcomes of Photovoice are to empower participants, assess community needs and assets, and take action in the community.^{3,4}

Prep

Photovoice requires multiple focus group sessions (at least two), and therefore, extended time commitments for both the moderators and the participants. This should be taken into account when recruiting participants. Focus group sessions are as follows:

1. Introduction Session: This session is all about setting the stage: Explain why everyone is there, introduce Photovoice, and define roles and responsibilities. The main focus of the first session should be on deciding on a topic that participants will take photos of: participants need to come up with a specific topic themselves and mutually agree on the topic. After the topic is decided on, end the session with specific tasks for the participants. Ask everyone to come back with at least one photo related to that topic. Prepare a date and location for the second session and make sure that everyone has a camera or smartphone they can use. If they don't, you may need to consider buying loaner cameras for participants
2. Analysis Session(s): The moderator will need to decide on the number of analysis session to have. Each session will discuss photos based on the topic agreed upon in the session before it. The moderator should lead this session around the five SHOWeD questions (see photovoice template in the appendix). It may be helpful to envision how participants may answer these questions and rephrase these questions slightly in case participants get stuck. Repeat the analysis sessions as many times as necessary; sometimes this is twice, sometimes it is eight. For each session, remember to reserve time at the end to have the participants pick a topic for the next session.

Collect

It is advised that a note taker be present at all sessions, and if possible, audio record the sessions.

Review

As with focus groups, the moderator and note taker should plan to debrief immediately after each session. A discussion of how the focus group went, and what was learned should be facilitated. This is the first step in the analysis process. If the sessions were recorded, take time to listen to them again, especially to parts relevant to your evaluation questions. As with interviews, take note of ideas that arise multiple times and anything that surprised you, as well as when participants disagreed with each other.

Report

As with interviews, a focus group report can be organized in multiple ways. A simple summary of the top five similarities, along with illustrative photos is a good way to show in quick glance an overview of your findings.

³ Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health education & behavior, 24*(3), 369-387.

⁴ Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of community practice, 14*(1-2), 147-161.

CHAPTER 2: EVALUATION TOOLS - SURVEYS

Why

A program experience survey can be used to gather information from program participants or their parents, to evaluate and show the effectiveness of your summer meals program. Survey results can be used to describe program participants and their program experience and satisfaction, illuminate areas where your program is succeeding or areas for improvement.

When

Surveys are often used to gather data from a large number of participants. If the response rate is high enough, results of the survey can be generalized to the population as a whole. For instance, if you survey 200 kids at three different sites and find 75% of survey respondents don't find staff welcoming, you may decide to invest in additional training for all of your site staff. Surveys are generally not used to explore in depth specific individual experiences or to document the context of events. Survey results allow for the evaluator to assess trends within the population and magnitude of responses.

Prep

First, you will need to decide who to survey. This should be individuals who are representative of the population you serve. Do you want to hear from the perspective of the kids attending the program, their parents, or both? Who would best be able to answer the survey questions you have? For example, children likely are not aware of their parent's economic situation, so you would not ask questions related to that. You will also need to decide on the mode you will collect surveys with (e.g. paper surveys, electronic, other). We recommend handing out surveys to participants as they are receiving services, assuming your program will have staff available to hand out and explain the survey to participants. You could also enter the survey questions into an electronic application such as SurveyMonkey (see Chapter 4) and conduct the survey via an iPad or from a laptop.

Collect

Next, decide how many surveys you will collect and when. The number of surveys will depend on the resources you have and the number of children attending. You may decide to try and survey half of program participants to get a good sense of their program experience. You may decide on one day in each month of service during high attendance days. You might also want to understand how children experience changes over the course of the program. You may survey at the beginning to make changes in the current program year or at the end to make changes for next year. You might do both to determine how a program change impacted program participants.

Plan and schedule the day or days when you will collect surveys. Have staff prepped and available to hand out surveys to participants and be ready and available to answer any questions that come up. Offer privacy for participants so they are more likely to answer freely and honestly.

Review

If you collect information from both parents and children, it is recommended that you review or analyze the responses separately. If you are collecting surveys on multiple days throughout the summer, it is recommended to review the responses as soon as possible to ensure the quality of your responses. It is also recommended that you determine the response rate (the number of surveys completed divided by the number of surveys handed out) so you and the audience can determine the generalizability of findings. For comparison, you might want to divide the responses into categories, for example participants that had high attendance versus those who didn't attend as often.

Report

The report should clearly display the data that addresses the evaluation questions, for example, in tables that show percentage frequencies of responses. The most important objective when reporting findings is to present the data in a format that is accessible and clear for the intended audience. Visuals are very helpful, showing results as a graph is sometimes easier to understand than interpreting a table.

CHAPTER 3: REPORTING THE EVALUATION FINDINGS

Each evaluation tool described above briefly reviews how to report for that tool, however you may have used multiple tools during your evaluation. This section gives you some tips for combining all your findings into one report. The Summer Meals Highlights Report is a good template that could be easily replicated for your individual program. The first page briefly summarizes what was accomplished and includes quantitative (numeric) data about the number of children reached and the number of meals served. The second page includes qualitative results, i.e. stories and quotes that describe the impact of the program from different Summer Meals Support Fund grantees. The report has simple and easy to understand graphics and pictures.

2016 SUMMER MEALS SUCCESS Partners for a Hunger-Free Oregon
Ending Hunger Begins at Home.

Partners for a Hunger-Free Oregon joined forces with urban and rural communities throughout Oregon to provide kids with nourishing meals and safe places to gather, learn, and play.

"With the support of Partners for a Hunger-Free Oregon's Summer Meals Support Fund grant, we expanded our summer meal program to four new properties and invited families that receive Section 8 services to participate in this amazing resource, regardless of where they lived."

Wakon Allenes, Home Forward, Multnomah County

Summer Meals Support Fund
Since 2008, PHFO has awarded \$624,000 in grants to more than 122 organizations. In 2016, we continued to leverage the support of generous donors to strengthen communities and fuel kids across Oregon.

	Awarded	55K in small grants
	Funded	17 unique organizations
	Assisted	109 summer meal sites
	Served	209K total meals served
	Nourished	4,847 kids each day, on average
	Supported	47 staff/volunteer positions
	Opened	15 new summer meal sites

Grant Communities
Bandon School District · Coquille School District · Ecumenical Ministries of Oregon · Home Forward · Humon Solutions
Estacada School District · Lebanon Community School District
Neighbors for Kids · Phoenix School · Portland Parks and Recreation · Powers Church of God · REACH Community Development · Reynolds School District · Roseburg School District · Salvation Army, Moore Street · Stanfield Public Library
Winston Area Community Partnership

SUMMER MEALS SUCCESS
Summer meal programs provide more than meals.

Safe places to gather
Sunnyslope Elementary in Roseburg School District provided free summer camp for local kids at school. Children who might have been home alone could play, learn, create, eat, and socialize in a supervised, safe environment.

The Kids Zone is another free or low-cost camp that offers all-day learning, activities, and meals throughout the summer in Depoe Bay, Oregon.

"During the first week of camp we met a new family in town with two young boys who were homeless. We asked the boys if they were hungry and if they wanted to catch a ride to get lunch. They both said "yes, please!" and jumped on the bus. They received a full scholarship to camp and ate healthy meals every day. They also made a lot of new friends and had a lot of fun that summer."

Toby Winn, Kids Zone - Neighbors for Kids, Depoe Bay

Strong community ties
This year, our grant helped Stanfield Public Library start the first summer meal program in town. The program brought together library staff, youth service-providers, martial arts instructors, the fire department, city officials, and of course, kids and families from the community.

We supported several affordable housing communities that provide resident services, a model that nurtures intergenerational community by providing stipends to adult residents to work with the summer meal program.

"The greatest value in our lunch program is the structure and sense of community it provides to the children and families we serve. The lack of activities and basic food during the summer is a real challenge for many families. We see how appreciative families are to have food and structured activities for youth who might slip through the cracks during the summer."

Wakon Allenes, Home Forward, Portland

Opportunities for enrichment
Kids need food and engaging activities to keep their minds & bodies growing. We connect enrichment programs to summer meal sites and encourage new partnerships. This summer, many grantees partnered with local library summer reading programs and other youth-service organizations.

Winston Teen Center worked with young people to eat well and grow food.

"The Teen Center Learning Garden allows us to incorporate science and nutritional education into our summer meal program. Vegetables and herbs that kids grew were used in daily meals, providing youth a one-on-one connection with the food they eat."

Paulene Roberts, Winston Teen Center, Winston

Thank You Donors!
Anonymous · David Spire · Janice Simons · Gerding Edlen Development Company · Grace Memorial Episcopal Church
The Greenbrier Companies · Kaiser Permanente · Legacy Health
Maybelle Clark Macdonald Fund · The Maria Lamfrom Charitable Foundation · Oregon Business Association
Providence Partners in Health · The Walmart Foundation

Partners for a Hunger-Free Oregon
Ending Hunger Begins at Home.

Before writing the report, consider your audience. Are you sending the report to funders, or using it as marketing to advertise your program for the next year? The content and format of your report should change depending on the audience. Remember, the report is your chance to brag about all the good work you have accomplished!

We suggest the following sections that you might choose to include in your comprehensive report:

- Short overview of your summer meals program
- A high-level summary of the goals you set out to achieve and if you were able to meet those goals
- How many children you served, with a comparison to last year (if applicable)
- The demographics of the population served
- The number of meals served
- The number and type of activities offered (if applicable) and the level of participation
- What evaluation activities were completed and the results of each: depending on your audience you may include lessons learned, or changes that you plan to implement next year.

Think about using visuals, graphics, and pictures to show results. Chapter 4 includes some data visualization resources. LucidPress and Piktochart are two free, online report designing resources. Lastly, you should make sure that any findings you report are de-identified, meaning that the audience is not able to attribute a specific number or finding to a specific participant.

CHAPTER 4: ADDITIONAL RESOURCES

Below are some additional resources to help with your evaluation needs.

SMART Goals

- Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". *Management Review*. AMA FORUM. 70 (11): 35–36. http://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html

Program Evaluation

- Weiss CH. 1972. *Methods for assessing program effectiveness*. Englewood Cliffs.
- Wholey JS, Hatry HP, Newcomer KE (Editors). 2010. *Handbook of Practical Program Evaluation*, 3rd Edition.
- WISEWOMAN Program Evaluation Toolkit: http://www.cdc.gov/wisewoman/evaluation_toolkit.htm
- Better Evaluation: <http://betterevaluation.org/>
- The Program Manager's Guide to Evaluation – Administration for Children and Families: http://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf

Qualitative Interviewing

- Strategies for Qualitative Interviews: http://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf
- Duke Initiative on Survey Methodology: Tipsheet – Qualitative Interviewing: <http://www.dism.ssri.duke.edu/pdfs/Tipsheet%20-%20Qualitative%20Interviews.pdf>
- Robert Wood Johnson Foundation: Qualitative Research Guidelines Project: Interviewing: <http://www.qualres.org/HomeInte-3595.html>

Focus Groups

- Ten top tips for great focus groups: http://www.theexperiencebusiness.co.uk/downloads/content-docs/top_ten_tips.pdf
- Guide to moderating focus groups: <http://www.lib.washington.edu/usability/resources/guides/focus-groups>
- Moderate a Focus Group Discussion or Depth Interview: <http://www.focusgrouptips.com/focus-group-discussion.html>

Photovoice

- <https://photovoice.org/>
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health education & behavior*, 24(3), 369-387.
- Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of community practice*, 14(1-2), 147-161.
- Photovoice – STEPS Centre: <http://steps-centre.org/methods/pathways-methods/vignettes/photovoice/>
- Photovoice – Design Research techniques: <http://designresearchtechniques.com/casestudies/photovoice/>

Surveys

- Developing a Survey Instrument: Program Evaluation Resources: <http://njaes.rutgers.edu/evaluation/resources/survey-instrument.asp>
- Survey monkey: <https://www.surveymonkey.com/>

Data visualization

- Data Visualization Approaches for Program Evaluation (and Beyond): <https://www.k4health.org/blog/post/data-visualization-approaches-program-evaluation-and-beyond>
- Data Visualization & Reporting TIG: <http://comm.eval.org/datavisualizationandreporting/home>
- Visualise Data- Better Evaluation: http://betterevaluation.org/en/plan/describe/visualise_data
- RAW: A data visualization tool built for designers: <http://www.scribblelive.com/blog/2013/10/07/raw-a-data-visualization-tool-built-for-designers/>

APPENDIX: INTERVIEW GUIDE TEMPLATE

INTERVIEW GUIDE INSTRUCTIONS AND SAMPLE QUESTIONS

Introduction

I want to talk to you today about your experience with the Summer Meals Program at [site]. I have a list of questions to ask you, there is no right or wrong answer to the questions; the important thing is for you to share your experiences and opinions. However, please only share personal information you feel comfortable discussing. You may choose not to answer any question and you may leave the interview at any time. The information that you and other participants provide will tell us how the Summer Meals Program is doing and what might be needed to improve it. Any information that can be linked to your identity will be kept confidential, your name will not be included in any written reports. I will be making notes about what you tell me.

Example probes to use to elicit more information: “would you explain further”, “Tell us more”, “would you give an example of what you mean?”, “Is there anything else?”

Example Questions for Kids

How often do you attend the Summer Meals Program?

How do you get to [site]?

What’s good about the food that is served? What’s bad about the food that is served? Are there foods you would like to eat that aren’t currently being served?

Do you participate in any activities before or after the meals? What do you think about the activities?

Do your friends also attend the Summer Meals Program? Have you made new friends here?

What do you think about the staff?

Example Questions for Parents

How did you find out about the Summer Meals Program?

How often does your child/children attend?

How does your child/children get to [site]?

How do you feel about the healthiness of the meals served?

How does the Summer Meals Program impact your food or economic situation at home?

Do you feel less stressed about providing for your family because of the Summer Meals Program?

What would you do without the Summer Meals Program?

Example Questions for Staff

Overall, how do you feel the Summer Meals Program is doing?

What do you feel like is the most successful aspect of the program?

What barriers do you face to making the program successful?

What do you need to overcome these barriers or challenges?

What is the least effective aspect of the program?

How is the Summer Meals Program helping children and families?

Do the children seem happy and engaged?

What do you see are the strengths of the program, or the most effective aspect of the program?

What have been your biggest wins, or high points?

Do you have a story about a child or family that you’d be willing to share?

APPENDIX: FOCUS GROUP TEMPLATE

FOCUS GROUP TEMPLATE

Introduction

We invited you all here today to talk about your experience with the Summer Meals Program at [site]. The information that you provide today will tell us how the Summer Meals Program is doing and what might be needed to improve it. Any information that can be linked to your identity will be kept confidential. Your name will not be included in any written reports. Your input will be combined with others and presented in as a whole to inform decisions we make about our program.

[Moderator and note taker introduce yourself and your roles in the focus group.]

Ground Rules

[Decide whether you will brainstorm and set ground rules as a group, or use the suggestions below.]

There is no right or wrong answer, do not talk over one another, respectful disagreement, role of the moderator – may cut off the discussion or call on you to speak your opinion. It's important that we hear from the entire group because of your different experiences. What is said here stays here.

If you want to follow-up on something that someone has said, you want to agree, or disagree, or give an example, feel free to do that. Don't feel like you have to respond to me all the time. Feel free to have a conversation with one another about these questions. I am here to ask questions, listen, and make sure everyone has a chance to share. We're interested in hearing from each of you. So if you're talking a lot, I may ask you to give others a chance. If you aren't saying much, I may call on you. We just want to make sure we hear from all of you.

Participant Introductions

Example Questions for Children

- What is the best thing about the summer meals program?
- What are some things that you would change to make it better?
- What do you think about the food that is served?
- Are there foods you would like to eat that aren't currently being served?
- Tell me about the activities that are offered during the program.
- Tell me about the staff that works at the summer meals program.
- Do you feel welcome at the summer meals program?

Example Questions for Parents

- How did you find out about the summer meals program?
- How often do your child/children attend?
- How do your child/children get to [site]?
- How do you feel when you attend the summer meals program?
- Do you feel welcome at the summer meals program?
- How do you feel about the healthiness of the meals served?
- What would you do without the summer meals program?

MODERATOR TIPS

A good moderator should be someone who:

- Knows about the people in the group
- Knows about the summer meals program
- Is an active listener
- Is comfortable sitting with silence
- Is empathetic
- Is neutral
- Respectful of and connected to the group
- An effective manager of group dynamics.

APPENDIX: PHOTOVOICE FOCUS GROUP TEMPLATE

PHOTOVOICE FOCUS GROUP TEMPLATE

SESSION 1: INTRODUCTION

Introductions (20 mins)

Introduce Moderator, Note taker and Participants.

This project will focus on the summer meals program and access to food in the community.

Ground Rules (5 mins)

With photovoice focus groups, it's particularly helpful to establish ground rules as a team. Ask the group "what's important for a successful and honest group conversation?" Some suggestions are included below:

Confidentiality – what is said here stays here • Respect • No disruptive side-bar chatting • One person talking at a time • Use respectful language • Listen respectfully to other's opinions • Be respectful of differences in opinion • Cell phones on silence! (Use only if it's an emergency.) • No texting • No stupid questions • Disputes can be worked out. • Ask questions or repeat back someone's thoughts when you are trying to understand something they've shared.

Introduction to the Project (25 mins)

What is Photovoice? Photovoice is a research method that is based around community participation where individuals can identify, represent, and enhance their community through photography. Photovoice gives the power and voice back to the community to represent the community's strengths and needs as they see it. Photovoice has three goals:

- 1) Enable people to record and reflect their community's strengths and needs.
- 2) Engage people in a critical dialogue/focused discussion about important issues, such as food access.
- 3) Reach policymakers that can help protect or improve programs.

How does it work and what role do participants play? Today, as a group, we will pick a theme for the photos. You will have a couple weeks to take photos and send them in. We will meet again in a few weeks to discuss the photos.

Stress that reading or writing are optional, not required. Facilitators will take notes in order to capture all ideas. Share a little about what you trying to learn: How does the summer meals program help families? What are the experiences of families that have limited access to food or are living poverty?

Select Initial Theme (10 mins)

Brainstorm photo-taking questions. Keeping in mind we want to learn about the summer meals program, are there any suggestions for the first topic?

Possible topics: What is it like to participate in the summer meals program? What in my life or community helped my child attend? What limited or slowed down attendance? What would I want to share with others about the summer meals program? How is my life/my child's life different after participating in the summer meals program? What are my hopes for the future and how could the summer meals program impact those hopes?

Closing & Thank You (10 mins)

Instructions for sending in photos

- Take as many photos as you want, but only send/bring in your top 5. Choose your favorites!
- If using a smart phone: send a text to the moderator with your photo, or an email.
- If using one of the provided cameras, bring it to the next session and we'll connect it to the computer.

Notes about Photography

Power and ethics related to photography: We must sure not to violate any person's privacy, disclose embarrassing facts about people or show risky or illegal behavior. Please avoid taking photos of people's faces – if you can recognize the person in the photo, take another one.

APPENDIX: PHOTOVOICE FOCUS GROUP TEMPLATE

PHOTOVOICE FOCUS GROUP TEMPLATE

SESSION 2: ANALYSIS SESSION/S

Introductions (10 min)

Review names and roles

Review ground rules from last session

Reminder about what we are trying to learn:

How does the summer meals program help families? What are the experiences of families that have limited access to food or are living poverty?

Select Photos (7 min)

Upload all photos onto computer and project photos one by one.

We'll need to select 2-4 photos to analyze more in depth for the next hour. How should we choose these photos?

Volunteer? Hand-vote? Make it anonymous.

Mention that – As all photos are meaningful, we only have time to discuss a handful. Let's hand-vote to select 3 to focus on. There will be time at the end to provide a caption for photos that are not discussed.

Remind participants of discussion ground rules and include that the participants can claim photos or not.

Critical Dialogue (20 mins per photo, max of 60 mins)

SHOWeD Questions:

1. What do you see here?
2. What's really happening here? (What is the unseen story behind this photo? What does the heart see?)
3. How does this relate to the summer meals program? How does this relate to our community? (What does this photo tell us about life your community and about the program)
4. Why are things this way?/Why is this a problem or a strength of the summer meals program? Of the community? (refer to answers from question 3) – on a flipchart, do a "helps" and "hinders" table to help people walk through this question.
5. What can we learn from this?/How can we encourage this?/Where else can it be applied? What can we do right now that addresses the problems or furthers the strengths?

The order of these questions is essential: you first lay the foundation of common understanding before asking any interpretation or decisional based questions. It may be helpful to envision how participants may answer these questions and rephrase these questions slightly in case participants get stuck. Repeat the analysis session as many times as you think is necessary; sometimes this is twice, sometimes it is eight. For each additional session, remember to reserve time at the end to have the participants pick a topic for the next session.

Other Questions (that could be posed):

Who could [summer meals program site] partner with? What changes would you make to the summer meals program? How did you feel when you took that picture? What was the most challenging part? What would you say about this photo to someone who is not from your community?

Identifying Key Strengths and Challenges

Now that we've seen all the photos and looked at XX photos closely, what are the key takeaways? What are the things that people would be proud of from these photos and conversations? Things that people would want to improve? How did it go taking the photos? Any challenges? Decide if a 3rd session is needed and agree on a theme.

APPENDIX: PROGRAM EXPERIENCE SURVEY

PROGRAM EXPERIENCE SURVEY - PARENTS

INSTRUCTIONS: For each question, please mark the circle that best represents your answer. Your answers are completely private and will help us build a better program.

General

1. How did you find out about the summer meals program?

Friend or family Flyer or advertisement My child's school

Other, please tell us: _____

2. How often does your child/children attend the summer meals program?

Very frequently (4-5 days/week)	Frequently (2-3 days/week)	Occasionally (1 day/week)	Rarely (2-3 times/month)	Very rarely (less than once/month)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please tell us how satisfied you and your child/children are with the following program components:

	Very Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Ease of access (transportation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrichment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendliness of Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal quality and taste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of summer meals program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please tell us how satisfied you are with the way [organization] is providing meals for my child/children:

Very Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process and Service Delivery

5. Please tell us how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The site location is appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The site location is convenient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The site location is accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The site location feels safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal service times are convenient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal service times are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals are healthy and nutritious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX: PROGRAM EXPERIENCE SURVEY

PROGRAM EXPERIENCE SURVEY - PARENTS cont.

Impact on Kids and Families

6. In the last 3 months...

	Never	Sometimes	Often	I don't know
...how often did you worry whether your family's food would run out before you got money to buy more?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...how often did you actually run out of food before you got money to buy more?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please tell us how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The Summer Meals program prevents my child/children from skipping meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Summer Meals program helps my family have enough money for food in the summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Summer Meals program helps me feel less stressed about feeding my child/children in the summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you and your family need...

	Yes	No	I don't know
...help connecting to other food resources? (food stamps, WIC, food pantries)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...help connecting to other, non-food resources (rent or utility assistance, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. In general, how sure are you that you can meet...

	Very Sure	Sure	Unsure	Very Unsure
The general health needs of you and your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The food and nutrition needs of you and your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other basic needs (such as housing and transportation) for you and your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About you and your child/children

11. How many children do you have? _____

12. What year were you born? _____

13. Which categories below describe your race and/or ethnicity?

- Asian
 Black or African American
 White
 Hispanic, Latino, or Spanish Origin
 Native Hawaiian or Pacific Islander
 Other

APPENDIX: PROGRAM EXPERIENCE SURVEY

PROGRAM EXPERIENCE SURVEY - CHILDREN

INSTRUCTIONS: For each question, please mark the circle that best represents your answer. Your answers are completely private and will help us build a better program.

1. How often do you go to the Summer Meals Program?

Very frequently (4-5 days/week)	Frequently (2-3 days/week)	Occasionally (1 day/week)	Rarely (2-3 times/month)	Very rarely (less than once/month)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please tell us how much you like or dislike the following parts of the summer meals program:

	I like it a lot	I like it a little	I feel neutral about it	I don't like it that much	I don't like it at all
Learning and physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals/Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendliness of Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please tell us how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The food at the Summer Meals program is like the food I eat at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On days when I don't attend the Summer Meals program, I feel hungry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am embarrassed to tell my friends that I get food at the Summer Meals program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How old are you? _____

NOTE: If you decide to add survey questions that are more specific to your individual program, make sure to think about who will be answering the questions so they are worded for understanding – clear and understandable. You could ask staff members to review for clarity. Open-ended survey questions are more difficult to analyze and require participants to be able to think of responses on their own; try to stick to numerical answers and scales for ease of completion and analysis (participants don't have to think as hard about their answers, making it easier for them to answer). Be sure to ask about specific aspects of your individual Summer Meals program. If you have the time and budget, you could test the survey with a focus group prior to giving it to a larger group of participants. This is useful in identifying what experiences should be included in the survey and how to word it for understanding.

APPENDIX: PROGRAM DATA TRACKING TEMPLATE

WEEKLY PROGRAM DATA TRACKING TEMPLATE

		Mon.	Tues.	Wed.	Thurs.	Fri.
MEALS	Attendance number:					
	Meals offered: (B=breakfast, AS=am snack, L=lunch, PS=pm snack, S=supper)					
	Did kids seem to enjoy the meals? 1=no, 2=somewhat, 3=yes)					
	Other notes about meals:					

		Mon.	Tues.	Wed.	Thurs.	Fri.
ACTIVITIES	Activities offered:					
	Did kids enjoy/interact with the activity? (1=no, 2=somewhat, 3=yes)					
	Other notes about activities:					

	Mon.	Tues.	Wed.	Thurs.	Fri.
Did you experience any other issues or problems? Please note:					