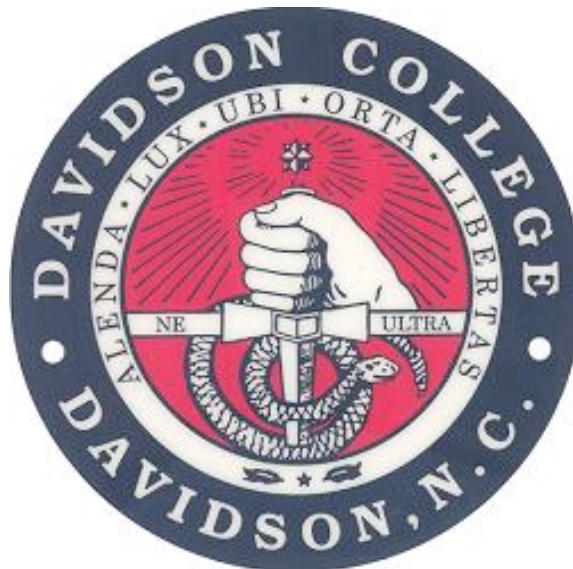


The 'Food For Thought' (FFT) Program: Feasibility Study

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Project Funded by:



Overview

1. What is a feasibility study?
2. What is the FFT program?
3. How did we collect data?
4. What did we find?
5. What does this mean?

1. What is a feasibility study?

- Examines whether an intervention can be implemented on a larger scale or to a specific population
- 3 criteria:
 - **Recruitment rate**: % of families recruited out of the total eligible families
 - **Engagement rate**: % of participants attending at least 1 meeting
 - **Retention rate**: average attendance for participants who attended at least 1 meeting

1. What is a feasibility study?

- Feasibility:
 - **Barriers** to recruitment, engagement, retention
 - Factors **facilitating** recruitment, engagement, retention
- No control group; no **causal** claims
- Not a pilot study
 - implementation procedures in a smaller context

1. What is a feasibility study?

- What are the expected rates?
 - Recruitment rate: 20-30% of families would sign the consent form of the total eligible families
 - Engagement rate: 60% of participants with consent form would attend at least 1 meeting
 - Retention rate: 80%; equivalent to an average attendance of 3.2 out of 4 meetings – for participants coming to at least 1 meeting

[Henrichs et al., 2005; Justice et al., 2005]

2. What is the Food For Thought (FFT) program?

- Parents learn how to utilize **everyday food practices** (e.g., grocery shopping, cooking) to foster their children's language and literacy skills
- **Evidence-based** program: based on correlational studies with low-income and ethnically diverse families

[Leyva et al., 2012; Leyva et al., 2016]

[Aram & Levin, 2004; Bindman et al., 2014; Skibbe et al., 2013]

2. What is the Food For Thought (FFT) program?

- 4 family meetings taking place in schools
- One family meeting per week
- Each family meeting lasts 1 and ½ hour
- Parents are introduced to strategies, watch video examples and practice with their children while receiving feedback
- Text messages every week reminding them to implement strategies at home
- \$50 gift card for supermarket + \$5 in groceries per meeting attended
- Focused on low-income Latino parents and their kindergarten children

Family Meetings



LONGHORN
MENU

- POLLO/QUE SO. \$3
- COSTILLA ^P/_{overa} \$5
- PAN \$1
- CAMARONES \$4
- PAPAS \$2

PAN
~~SAL~~ egg
TORTILLA
Rica Beef
LIMONS
MOND
y OIL



3. How did we collect data?

- Target: 60 families from 3 public schools in the Charlotte area (NC)
- 3 data collection points:
 - **Pre-test**: before FFT
 - **Half-way**: after second FFT meeting
 - **Post-test**: after fourth FFT meeting
- Pre- and post-test:
 - Parent demographic and home literacy questionnaire (n=60 families)
 - Parent interviews about FFT (n=6 families)
 - Child language and literacy skills using the Woodcock-Muñoz subtests (n=60); vocabulary, decoding and emergent writing
 - Child math skills using researcher-designed tasks [Lipton & Spelke, 2003; Munn, 1998]
 - School principal and teacher interviews
- Halfway:
 - Parent questionnaire about FFT

4. What did we find?

*Total number of families with consent form = 68

Percentage of families attending FFT meetings

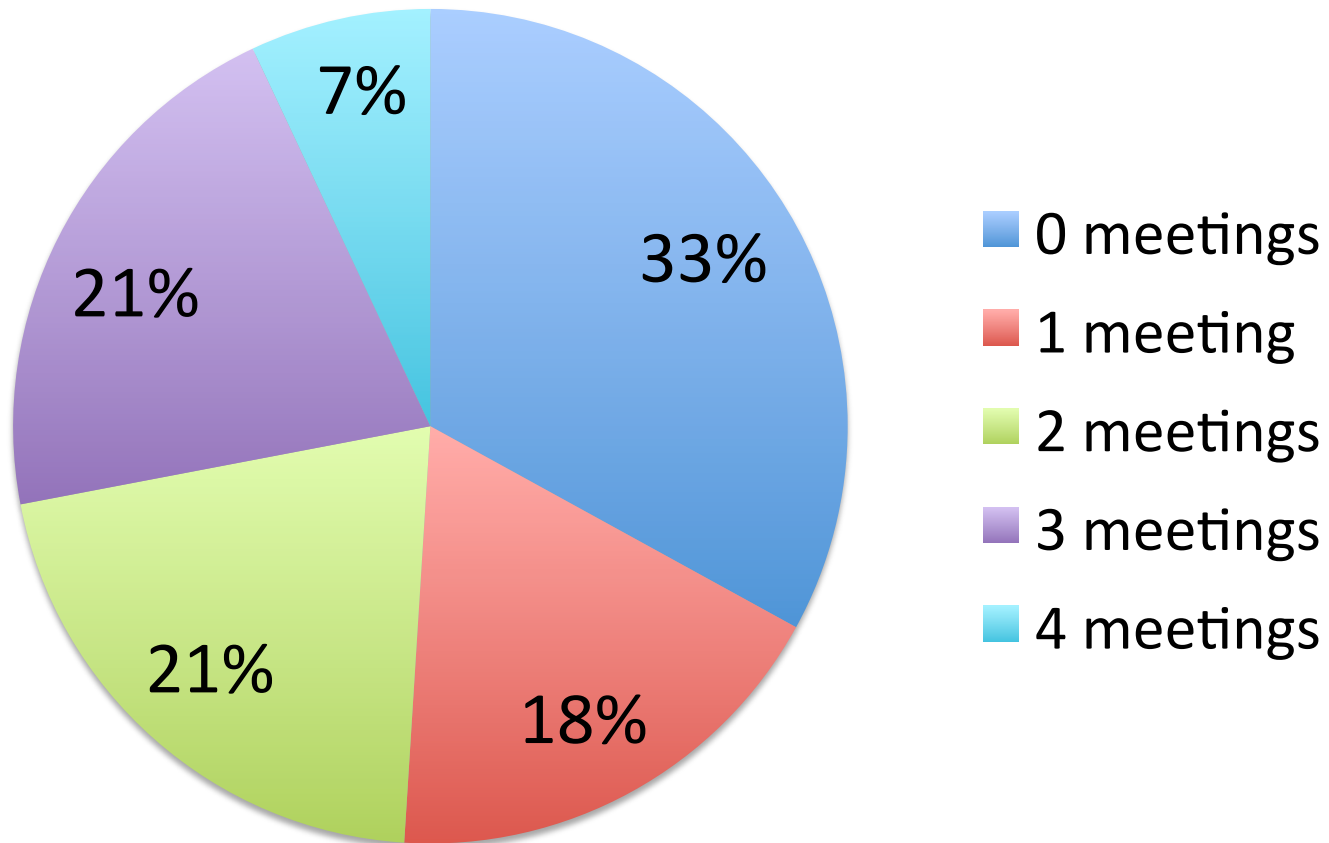


Table 2

Paired samples t-tests for Woodcock-Muñoz (WM) Scores Pre- and Post-intervention

	Time of Assessment				<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre-Intervention		Post-Intervention					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Vocabulary	21.77	5.06	24.08	4.87	3.22	60	.002	.41
Decoding	14.89	4.03	17.10	3.59	5.87	60	< .001	.75
Emergent writing	9.75	2.25	11.32	2.95	5.21	59	< .001	.67

Table 3

Correlations for Attendance Scores (Predictor), Covariates, and Woodcock-Muñoz Subtest Scores (Outcomes)

Variable	n	M	SD	1	2	3	4	5	6	7
1. Change in vocabulary (WM)	61	2.31	5.61	-						
2. Change in decoding (WM)	61	2.21	2.94	.35*	-					
3. Change in emergent writing (WM)	60	1.57	2.33	-.07	.22	-				
4. Attendance score	61	1.39	1.38	.30*	.06	-.17	-			
5. Maternal education	35	1.86	.88	.08	.14	-.14	.08	-		
6. Home monthly salary	35	2.00	.77	.16	.05	-.06	.19	.09	-	
7. Home literacy practices	30	4.32	1.5	.33*	.10	-.08	.22	.05	.17	-

Note. * $p < .05$.

Table 4

Program Attendance Predicting Growth in Children’s Vocabulary Skills (n = 61)

	<u>Unstandardized coefficients</u>		β	t	p
	b	SE			
Attendance score	1.16	.51	.29	2.26	.03
Maternal education	.32	1.07	.04	.30	.76
Monthly salary	.78	1.23	.08	.63	.53

Table 5.

Program Attendance Predicting Growth in Children's Decoding and Emergent Writing

Skills (n = 61, 60)

		<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Decoding	Attendance score	.11	.28	.05	.38	.71
	Maternal education	.48	.59	.11	.81	.42
	Monthly salary	.13	.68	.02	.19	.85
Emergent writing	Attendance score	-.26	.22	-.16	-1.19	.24
	Maternal education	-.10	.46	-.03	-.21	.84
	Monthly salary	-.31	.55	-.08	-.57	.57

Program Attendance Predicting Growth in Children's Math Skills (n= 40)

Table 2.				
Linear Regression of] Attendance on Numeracy Improvements				
	<i>B</i>	Std. Error	<i>p</i>	
Attend_0	-19.74	8.69	0.029*	
Attend_25	-20.92	9.06	0.027*	
Attend_50	-19.58	9.88	0.06	
Attend_75	-22.02	9.82	0.031*	
Edu	5.93	3.73	0.12	
Salary	2.34	2.34	0.56	
Parent Inv.	-0.40	-0.40	0.19	

5. What does this mean?

- FFT program **is feasible** to implement
 - Met or exceeded expected recruitment and engagement but not retention rates
- Barriers to **recruitment**:
 - Buy-in from school administration and staff [teachers]
 - Reliable school liaison [experimenters]
 - Space restrictions [teachers]
- Barriers to **engagement and retention**:
 - Work schedule [parents & teachers]
 - Transportation [parents & teachers]
 - Weather [parents]
- **Factors facilitating** recruitment, engagement and retention:
 - Sense of community [parents & teachers]
 - Culturally relevant strategies [teachers]
 - Low-maintenance from the school's perspective [teachers]
 - Child care for younger sibling while attending FFT [parents]
 - Program satisfaction and perceived utility of the program [parents & teachers]

5. What does this mean?

- FFT program attendance predicted growth in children's vocabulary and math skills even after controlling for covariates
- Why vocabulary and not decoding or emergent writing?
 - Sleeper effects
 - Language is the foundation for literacy
 - 2 out of 4 meetings involve parent-child narratives
- Why math skills?
 - Easier to change? Low baseline skills?
- We cannot make causal claims

Research Team

- Lauren Skorb
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Thank You!