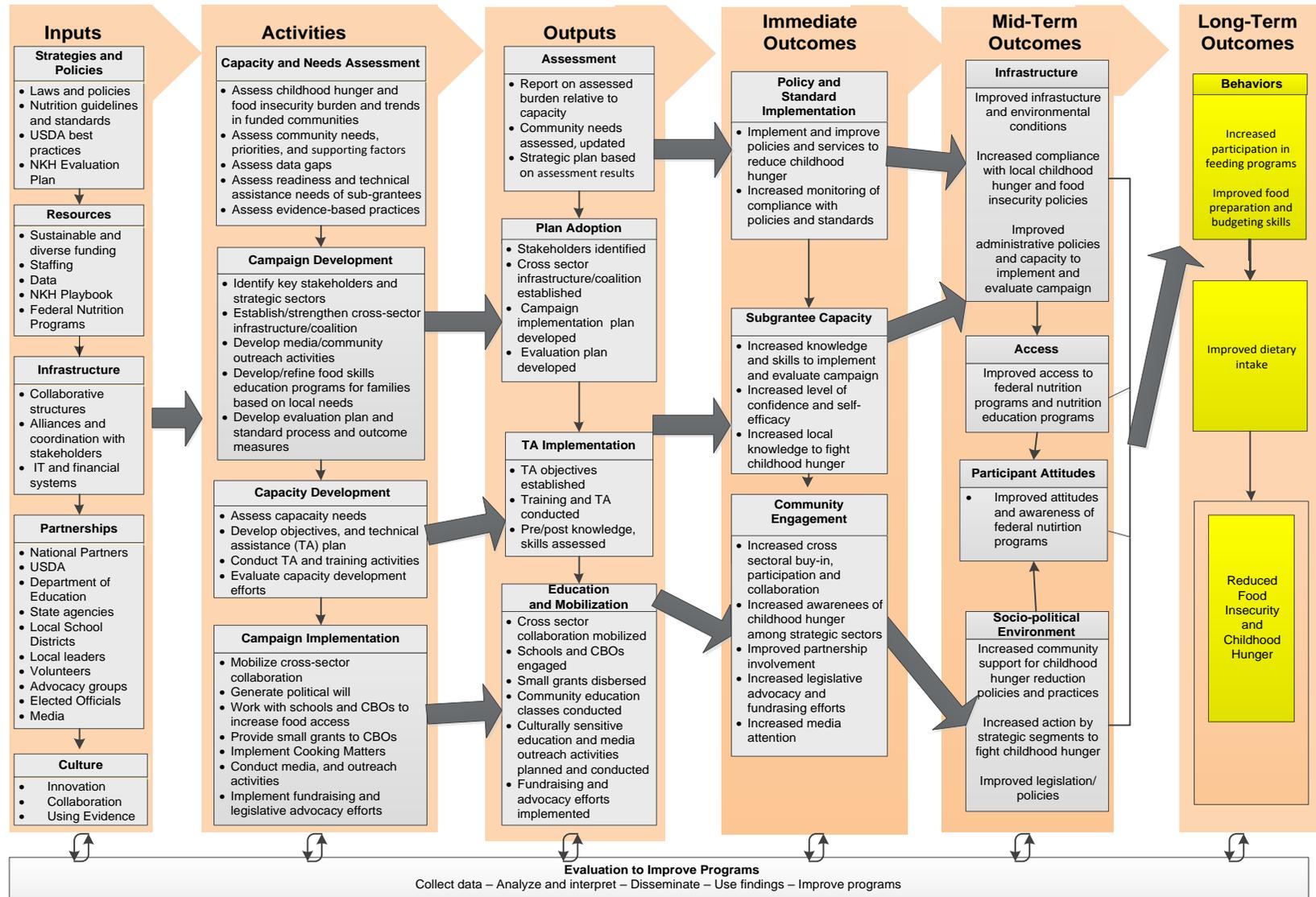The **NO KID HUNGRY**
Social Innovation Fund Campaign

Corporation for National and Community Service
Final Report: Appendices

October 31, 2019

RTI
INTERNATIONAL

APPENDIX A. PRIOR NKH THEORY OF CHANGE FROM SUBGRANTEE EVALUATION PLAN

Inputs

Strategies and Policies
- Laws and policies
- Nutrition guidelines and standards
- USDA best practices
- NKH Evaluation Plan

Resources
- Sustainable and diverse funding
- Staffing
- Data
- NKH Playbook
- Federal Nutrition Programs

Infrastructure
- Collaborative structures
- Alliances and coordination with stakeholders
- IT and financial systems

Partnerships
- National Partners
- USDA
- Department of Education
- State agencies
- Local School Districts
- Local leaders
- Volunteers
- Advocacy groups
- Elected Officials
- Media

Culture
- Innovation
- Collaboration
- Using Evidence

Activities

Capacity and Needs Assessment
- Assess childhood hunger and food insecurity burden and trends in funded communities
- Assess community needs, priorities, and supporting factors
- Assess data gaps
- Assess readiness and technical assistance needs of sub-grantees
- Assess evidence-based practices

Campaign Development
- Identify key stakeholders and strategic sectors
- Establish/strengthen cross-sector infrastructure/coalition
- Develop media/community outreach activities
- Develop/refine food skills education programs for families based on local needs
- Develop evaluation plan and standard process and outcome measures

Capacity Development
- Assess capacity needs
- Develop objectives, and technical assistance (TA) plan
- Conduct TA and training activities
- Evaluate capacity development efforts

Campaign Implementation
- Mobilize cross-sector collaboration
- Generate political will
- Work with schools and CBOs to increase food access
- Provide small grants to CBOs
- Implement Cooking Matters
- Conduct media, and outreach activities
- Implement fundraising and legislative advocacy efforts

Outputs

Assessment
- Report on assessed burden relative to capacity
- Community needs assessed, updated
- Strategic plan based on assessment results

Plan Adoption
- Stakeholders identified
- Cross sector infrastructure/coalition established
- Campaign implementation plan developed
- Evaluation plan developed

TA Implementation
- TA objectives established
- Training and TA conducted
- Pre/post knowledge, skills assessed

Education and Mobilization
- Cross sector collaboration mobilized
- Schools and CBOs engaged
- Small grants disbersed
- Community education classes conducted
- Culturally sensitive education and media outreach activities planned and conducted
- Fundraising and advocacy efforts implemented

Immediate Outcomes

Policy and Standard Implementation
- Implement and improve policies and services to reduce childhood hunger
- Increased monitoring of compliance with policies and standards

Subgrantee Capacity
- Increased knowledge and skills to implement and evaluate campaign
- Increased level of confidence and self-efficacy
- Increased local knowledge to fight childhood hunger

Community Engagement
- Increased cross sectoral buy-in, participation and collaboration
- Increased awarenees of childhood hunger among strategic sectors
- Improved partnership involvement
- Increased legislative advocacy and fundrasing efforts
- Increased media attention

Mid-Term Outcomes

Infrastructure
- Improved infrastucture and environmental conditions
- Increased compliance with local childhood hunger and food insecurity policies
- Improved administrative policies and capacity to implement and evaluate campaign

Access
- Improved access to federal nutrition programs and nutrition education programs

Participant Attitudes
- Improved attitudes and awareness of federal nutrition programs

Socio-political Environment
- Increased community support for childhood hunger reduction policies and practices
- Increased action by strategic segments to fight childhood hunger
- Improved legislation/policies

Long-Term Outcomes

Behaviors

Increased participation in feeding programs

Improved food preparation and budgeting skills

Improved dietary intake

Reduced Food Insecurity and Childhood Hunger

Evaluation to Improve Programs
Collect data – Analyze and interpret – Disseminate – Use findings – Improve programs

APPENDIX B. SUBGRANTEE PROGRAM DOCUMENT ABSTRACTION FORM

Type of Data	Instructions	Data
Name of subgrantee:	Enter the name of the subgrantee	
Intervention strategies (Data sources)	Please provide a bulleted list of key NKH SIF campaign strategies and provide other details related to the strategies (e.g., if a subgrantee plans to add an activity in Years 2-3, notate that in the form).	
Locations/regions/settings served: *Year 1 (Data sources)*	Please list the "target" areas for the NKH SIF campaign activities in Year 1 or potential areas for future years. Please identify the region (e.g., the city or county) and setting (e.g., church, school).	
Potential to add in Years 2-3		
Intended populations: *Year 1 (Data sources)*	Please list the intended population for each of the NKH SIF campaign activities in Year or potential populations to be expanded in future years. Specify if particular activities focus on certain populations (e.g., parents with children 0-5 only for a particular activity), # of individuals in the intended population (e.g., 150 parents with children under 5), and indicate timing (Year 1, Year, 2, Year 3, all years, unclear). *EXAMPLE: Enroll 150 pregnant women and parents of young children under 5 in WIC in Year 1	
Potential to add in Years 2-3		
History (Data sources)	Please describe any previous work the subgrantee has done pertaining to ending child hunger and nutrition or improving nutritional intake.	
Staffing (Data sources): *# of dedicated staff working on NKH*	Enter # of staff working on the NKH SIF Campaign	
Total # of new staff hired specifically for NKH SIF campaign	Enter # of new staff hired specifically for NKH SIF Campaign	
Program oversight, leadership, and commitments	Please describe who oversees the program, the program leaders and the commitments have they made for the NKH SIF Campaign activities.	
Organization of core staff	Please describe how the core staff are organized for the NKH SIF Campaign.	

Type of Data	Instructions	Data
Core staff experience (Name and Experience)	Please list core staff member and their experience in working on child hunger/nutrition interventions.	
Funding experience	Please describe the previous and current grant funding from state, federal, or private grant programs the subgrantee has received to do this type of work. (e.g., 2001, RWJF provided $100,000 to develop a nutrition education program)	
Partners Name of partner/role in NKH SIF Campaign/level of commitment/ length of partnership	Please list each partner, their roles in implementing NKH SIF Campaign activities, their level of commitment (e.g., formalized statement of commitment, MOU, etc. vs. verbal agreement), and the length of the partnership	
Evaluation capacity (Data sources) Systems in place for data collection	Please describe the systems in place for data collection (e.g., subgrantee has participant intake form that they enter into Excel database)	
Measures collected/ Data source(s) for measure	Please identify what measures the subgrantee plans to collect and what the data source for the measure will be.	
Experience conducting process and outcome program evaluation	Please summarize subgrantee experience with process and outcome evaluation.	
Ability to collect primary data and access secondary data sources	Please summarize the subgrantee ability to collect data.	
Ability to report primary and secondary data (e.g., software or other)	Please summarize the subgrantee report to collect data.	
Staff time devoted to evaluation (or contractor/partner time)	Please enter the staff time (FTE) devoted to evaluation; if a contractor/partner will be involved with the evaluation, please indicate that here.	
Stakeholder support for evaluation	Please enter any information about the stakeholder support for the evaluation.	

Type of Data	Instructions	Data
Community resources and infrastructure (exogenous factors)	Please enter any community resources and infrastructure factors that may help or hinder implementation. Definition: The extent to which [participant] needs, as well as barriers and facilitators to meet those needs (outside the organization), are accurately known and prioritized by the organization. The extent to which the innovation characteristics are 'matched' to the readiness to change of participants. This includes built environment, geographic characteristics, and institutional attributes.	
Policy and political environment (exogenous factors)	Please enter any policy and political factors that may help or hinder implementation. Definition: External policies or regulations (governmental or other central entity), external mandates, clinical recommendations and guidelines, and public or benchmark reporting. (e.g., county, city or state decision makers who are opposed to receipt of Federal funds/do not actively support facilitating arrangements for summer feeding sites or school meal programs/locations or reimbursements)	
Socioeconomic environment (exogenous factors)	Please enter any socioeconomic environment factors that may help or hinder implementation. Definition: Social conditions in which people live their daily lives. Interactions with families, friends, co-workers and others that shape everyday experiences in neighborhoods, communities, and institutions (such as schools, the workplace, places of worship, government agencies, etc.). This means that individual and community socioeconomic factors; social norms, social support and community connectedness; employment and working conditions; living conditions; and culture, religion, and ethnicity shape health. The social and economic environment of a community is created by the individual and combined actions of its members and is unique because of social norms and cultural customs. (e.g., be lack of transportation in rural community, hindering reaching summer feeding sites).	
Stakeholders involved in planning the NKH SIF campaign activities	Please list the stakeholders involved in planning and their roles.	
Rationale/factors considered when selecting the NKH SIF campaign activities	Please describe how the subgrantee selected NKH SIF Campaign strategies (e.g., subgrantee plans to expand existing activities, subgrantee used formal assessment process to identify areas of high need)	
Comments or other notes	Any other information.	

APPENDIX C. SITE VISIT INTERVIEW GUIDES

Contents

No table of figures entries found.

Baseline SUBGRANTEE Interview Guide
for NKH SIF Campaign
Estimated Time: 1 hour

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Oral Informed Consent

Thank you for taking the time to speak with us today as a part of the evaluation conducted by RTI International for Share Our Strength. The purpose of this study is to learn more about how your organization is implementing the NKH SIF campaign strategies. We are talking with NKH SIF campaign staff and partners who have been engaged in implementing the NKH SIF campaign to learn more about how the campaign is being implemented, what is being learned, and the successes and challenges to date. During these initial visits, we are talking with up to 15 program staff, partners, and other stakeholders from each NKH SIF campaign partner and hope to gain insight into these types of efforts to document and improve what is known about reducing childhood hunger and enhancing participation in federal nutrition programs.

Our discussion should last approximately 1 hour. There are no right or wrong answers—we just want to know about your organization's experiences with the NKH SIF campaigns. You can refuse to answer any questions you do not want to answer. Your participation in this study is voluntary, and you may stop at any time. There will be no negative consequences if you choose to stop or if you choose not to participate at all.

All interview data will be treated in a secure manner and will not be disclosed, unless otherwise compelled by law. All data collected will be logged for analysis. A linking file will be created to help track the data collected. This file will contain your organization's name and role, community/state name, and the date of the interview. It will also contain a unique code assigned to your interview. Neither your name nor your contact information will be included in the file to ensure that your responses are kept confidential. The linking file will only be available to RTI project management and will not be provided to SOS or SIF staff. All analyses will be conducted using the de-identified data file. Additionally, all RTI team members have signed a non-disclosure agreement ensuring that they will not discuss any data collected outside of the project team.

The benefit of participating in this study is that your organization's experiences will help SOS and the Corporation for National & Community Service/Social Innovation Fund understand and make recommendations on reducing childhood hunger and improving children's participation in federal nutrition programs. There are no risks to those who participate. Your responses will be reported in aggregate in a case summary that is specific to your community/state as well as in an overall cross-site analysis summary, which will examine the data collected across all case study sites.

Before we begin, we would like to have your permission to audio-record our discussion so that we can ensure our notes are accurate and complete. The audio-recordings will be deleted once the project is complete.

This study will include two additional sets of early- and late-implementation interviews to be conducted about spring 2017 and spring 2018, respectively. If you give your permission, we will maintain your name and contact information in the event that this team needs to contact you for additional feedback for the additional phases of data collection. If you do not wish to be contacted, we will delete your name and contact information from our records.

Would it be okay to contact you for the second phase of data collection if it is appropriate?

▭ Yes

▭ No

If you have any questions about your rights as a study participant, you can call Dr. Andrea Anater toll-free at [redacted], then extension [redacted], or you can call RTI's Office of Research Protection at [redacted] in Research Triangle Park, NC, or [redacted] (a toll-free number).

Do you have any questions?

Do you consent to participate in this study?

▭ Yes

▭ No

BACKGROUND

Much of our discussion today will focus on improving our understanding of your NKH SIF campaign. This includes a wide variety of characteristics including:

- the strategies you are implementing,

- your capacity, experience, and partners,

- your planning process,

- your staffing structure, and

- lessons learned thus far.

1) Can you please start by telling us a little bit about your organization and your role in your organization?
   - **Probe**: What type of community organization is it?
   - **Probe**: What is your role in the organization?

2) What was/is your role in implementing the NKH SIF campaign?

3) How long have you been involved with the NKH SIF campaign efforts?

HISTORY

4) Prior to obtaining NKH SIF funding, what was your organization doing to address child hunger?
   - **Probe**: How were these efforts funded?
     - How long had they been in place?
5) How does the NKH SIF campaign differ from your previous work on child hunger?
   - **Probe**: Will the campaign strategies replace or complement a current program? If so, how?
   - **Probe**: How will the campaign be integrated into your existing programs? Are there potential issues or complications that could arise?

After reading the NKH SIF campaign plan, I understand your NKH SIF campaign involves [SUMMARIZE CAMPAIGN STRATEGIES BY BREAKFAST, AFTER-SCHOOL, SUMMER, ETC.]. I'd like to discuss each one to make sure I have a thorough understanding. **I'll start with the strategies for school breakfast.**

6) How would you describe each of the campaign strategies? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

- **Probe**: What tactics will you use for this strategy?

- **Probe**: Who selected this strategy?

- **Probe**: How did you select this strategy (e.g., use of evidence, published literature)?

7) How did you select the communities/schools/districts (e.g., previous work with a community or district, GIS mapping identifying areas of greatest need)?

- **Probe**: What kind of information or evidence guided you in selecting campaign strategies for the communities selected?

8) How difficult is it to implement each strategy? e.g., scope, the number of steps involved and amount of time to implement, and whether the strategy is a clear departure from previous practices) [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

9) What are some anticipated barriers to implementing each strategy (e.g., geography, seasonal concerns)?

10) What are potential facilitators? How will those facilitators help?

Now, I'd like to discuss the same series of question for your afterschool strategies.

11) How would you describe each of the campaign strategies? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DEVLVE INTO TACTICS FOR EACH STRATEGY.]

- **Probe**: What tactics will you use for this strategy?

- **Probe**: Who selected this strategy?

- **Probe**: How did you select this strategy (e.g., use of evidence, published literature)?

12) How did you select the communities/schools/districts (e.g., previous work with a community or district, GIS mapping identifying areas of greatest need)?

- **Probe**: What kind of information or evidence guided you in selecting campaign strategies for the communities selected?

13) How difficult is it to implement each strategy? (e.g. scope, the number of steps involved and amount of time to implement, and whether the strategy is a clear departure from previous practices) [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DEVLVE INTO TACTICS FOR EACH STRATEGY.]

14) What are some anticipated barriers to implementing each strategy (e.g., geography, seasonal concerns)?

15) What are potential facilitators? How will those facilitators help?

Now, I'd like to talk about your summer meals programs strategies.

16) How would you describe each of the campaign strategies? [Interviewer: Be sure to discuss for each strategy and delve into TACTICS for each strategy.]

- **Probe**: What tactics will you use for this strategy?

- **Probe**: Who selected this strategy?

- **Probe**: How did you select this strategy (e.g., use of evidence, published literature)?

17) How did you select the communities/schools/districts (e.g., previous work with a community or district, GIS mapping identifying areas of greatest need)?

- **Probe**: What kind of information or evidence guided you in selecting campaign strategies for the communities selected?

18) How difficult is it to implement each strategy? [Interviewer: Be sure to discuss each strategy (e.g. scope, the number of steps involved and amount of time to implement and whether the strategy is a clear departure from previous practices)]

19) What are some anticipated barriers to implementing each strategy (e.g., geography, seasonal concerns)?

20) What are potential facilitators? How will those facilitators help?

21) Looking across these strategies, which one(s) do you think will be most effective? Why? (Probe for what they mean by effective, i.e., enrolling the most children, expanding into entirely new regions)

ORGANIZATIONAL CAPACITY

22) From your plan, you indicate [LIST PERSONS] make up your **internal** NKH SIF campaign implementation team.

- **Probe**: What role will each staff person play? What strengths does each bring to the table (e.g., who has relationships with schools, policy makers)?

23) Can you describe how your team works together (e.g., communicates about activities, divides up workload)?

24) How will the make-up of your team affect the implementation of the NKH SIF campaign?

- **Probe**: How will the team make-up affect implementation of the intervention?

- **Probe**: How will you work around challenges?

- **Probe**: Do you anticipate increasing staff working on the NKH SIF project? How will you accomplish that (e.g., hiring new staff or increasing existing staff's time on the project)?

- **Probe**: What role does geography play in how you developed your staffing model?

25) How will the capacity of your organization (e.g., resources, policies and procedures, communicate structure) affect the implementation of the NKH SIF campaign?

- **Probe**: How will your current capacity affect implementation of the intervention?

- **Probe**: How will you work around those challenges?

26) In the final report for Community Wealth Partners, you identified several strengths of your organization to deliver the campaign: [LIST STRENGTHS]. Could you tell me how these strengths might support implementation?

27) In the final report for Community Wealth Partners, you indicated several gaps in your capacity to implement: [LIST GAPS]. Could you tell me how each one could affect your ability to implement the NKH SIF campaign?

- **Probe**: Are there any other gaps or needs in terms of your organization's ability to address child hunger?

- **Probe**: How does the NKH SIF campaign funding enable you to effectively address these gaps or needs?

28) What kinds of organizational changes will be needed to successfully implement the NKH SIF campaign?

- **Probe**: Why?

- **Probe:** How will these changes be made? Can you describe the process?

29) Share Our Strength will be providing a range of technical assistance (TA) to support implementation of the NKH SIF campaigns. What types of TA would be most useful?

- **Probe**: What topics would you like to have covered?

- **Probe**: What delivery format would work best for you?

- **Probe**: How quickly do you need TA on each topic you mentioned?

30) Have you used the Playbook? If so, how? If not, why not?

- **Probe**: Was the Playbook helpful? Why or why not?

- **Probe**: How could the Playbook be improved?

31) In what ways can Share Our Strength help to strengthen the relationships among SIF partners?

- **Probe**: During the planning process? During the implementation process?

- **Probe**: What kinds of peer-to-peer learning opportunities would be useful? How so

- **Probe**: How can they make connections among SIF partners (e.g., via conferences, informal communication)?

- **Probe**: What strategies to strengthen the relationships between SIF partners would be most helpful to your organization? Why?

32) What suggestions do you have for improving how SOS works to strengthen relationships among the subgrantee and its partners during the implementation process?

33) Do you think you have adequate financial resources to cover the cost of running the campaign? Why or why not?

COLLABORATING TABLE PARTNERS

[INTERVIEWER: Prior to interview develop a list of partners to share with the key informant. Post-interview, you should be able to list the partner organization, identify their status (e.g., contractor, volunteer), summarize their role, and list the area in which the partner works.]

34) In your plan, you note that you are working with [NAME ORGANIZATIONS]. Who are the additional community or state partners, either individuals or organizations, involved in your NKH SIF campaign?

- **Probe** for roles of partners. Among these organizations, who are your contractors? AmeriCorps members? Volunteers? Other?

35) What roles will each partner play in implementing the NKH SIF campaigns?

- **Probe**: What locations will the partner work in?
- **Probe**: How will these partners help achieve the campaign goals, for instance, to enhance children's participation in federal nutrition programs?
- **Probe**: What roles will partners play in monitoring progress and goals?

36) To what extent, do you and your partners have a common understanding of the problem of child hunger?

- **Probe**: Can you give me an example of that?
- **Probe**: To what extent do you have a common vision for solving the problem through mutually agreed upon activities? Can you give me an example of that?

37) What history and experience do you have working with these partners?

38) How will you structure your collaboration/working with partners moving forward?

- **Probe**: Are you building off an existing collaboration/structure?
- **Probe**: Is this a new collaborating table?

39) Can you describe your working relationship with these partners?

- **Probe**: How will you coordinate activities and efforts with the partners?
- **Probe**: How will you share new information (e.g., accomplishments, issues, new staff, staff departures) with partners?
- **Probe**: Do you already or will you hold meetings regularly? Who typically attends? How often are the meetings held? How helpful are these meetings? Is there or will there be a formal governing structure?

40) Will you have a Leadership Team or Steering Committee with these partners?

- **Probe**: Could you describe that for me?
- **Probe**: What role will the Leadership Team or Steering Committee play?

41) When you need to get something done or solve a problem, who are your "go-to" people at the partnering organizations?

- **Probe**: Can you describe a recent example?

42) In the Community Wealth Partners final report, you identified several strengths of your organization's ability to build partnerships and engage stakeholders: [LIST STRENGTHS]. Could you tell me how these strengths might support implementation?

43) In the Community Wealth Partners final report, you indicated several gaps in your ability to build partnerships and engage stakeholders: [LIST GAPS]. Could you tell me how each one could affect your ability to implement the NKH SIF campaign?

44) What kinds of partnership changes will be needed to successfully implement the NKH SIF campaign?

- **Probe**: Why?
- **Probe:** How will these changes be made? Can you describe the process?
- **Probe:** What additional stakeholders or organizations will you need to get on board? Why?

- **Probe**: How will you accomplish this?

- **Probe**: How will they influence the success of the implementation?

PLANNING

45) Can you describe the plan for implementing the campaign?

- **Probe**: How detailed is the plan? Who knows about it? (probe for complexity, feasibility)?

- **Probe**: What is your role in the planning process?

- **Probe**: Who else (e.g., partners, other staff) is involved in the planning process? What are their roles?

- **Probe**: Are the appropriate people involved in the planning process? How engaged are they? Who's missing from the planning process?

- **Probe**: Do you plan to track the progress of implementation based on your plan? How?

- **Probe**: What if you have to modify or revise your plan due to barriers, errors, or mistakes?

46) Will any of the NKH strategies/tactics be piloted prior to rolling out to other program areas/schools?

- **Probe**: [If Yes] Can you describe what your plans are for piloting strategies?

- **Probe**: [If Yes] What will the pilot look like? Probe for media, community outreach efforts, tactics.

INTERNAL LEADERSHIP ENGAGEMENT

47) What level of <u>endorsement</u> or support have you seen or heard from leaders in your organization for the campaign? How about from leaders in partner organizations?

- **Probe**: Could you give me an example of that?

- **Probe**: Who are these leaders and how has their support affected things so far? Going forward?

48) What level of <u>involvement</u> have leaders had so far with the NKH SIF campaign?

- **Probe**: What kind of support have they given you so far? Can you provide specific examples?

49) What kind of support or actions can you <u>expect</u> from leaders in your organization to help make implementation successful?

- **Probe**: Can you provide specific examples?

- **Probe**: Are there leaders that are less supportive? Why? What types of barriers might they create?

EXOGENOUS FACTORS

50) In the communities/districts/schools your campaigns will serve, what are the barriers to children's access to and participation in breakfast? Summer meals? Afterschool meals?

- **Probe**: How will the campaign work to address these barriers?

51) What enables children to participate in school breakfast? Summer meals? Afterschool meals? How will the campaign enhance these efforts?

[NOTE TO INTERVIEWER: Barriers and facilitators captured here will most likely focus on organizational barriers and facilitators (e.g., supportive school leaders); barriers and facilitators discussed in Question 52 should capture broader contextual barriers or facilitators. Respondents may discuss contextual barriers or facilitators here; if that is the case, skip Question 55]

52) How does the policy environment—local, state, or national—affect children's ability to participate in school breakfast? Summer meals? Afterschool meals?

- **Probe**: [If a barrier] How will you manage these challenges?

53) Are there any community/environmental barriers that impact your ability to implement your NKH SIF campaign (e.g., local, state, or national policies or regulations)? If so, could you describe them?

- **Probe**: What characteristics of the selected communities/districts/schools will make it easier to implement your campaign? More difficult? Why?

- **Probe**: Are there other initiatives occurring in the area that may enhance (or detract from) the NKH SIF campaign outcomes?

54) Are there any community/environmental factors that will enhance your ability to implement your NKH SIF campaign (e.g., local, state, or national policies or regulations)? How?

55) How do regional differences (e.g., urban/rural) affect implementation of the NKH SIF campaign?

WRAP-UP

56) Is there anything else about your work on the NKH SIF campaign, with regard to start-up, that you think would be important for us to know at this time? If so, please describe.

Thank you for your time and your thoughtful responses today. If you have any other questions or concerns, feel free to contact me or Andrea Anater (REDACTED).

OPTIONAL MODULE FOR PROGRAM STAFF AND PARTNERS WORKING IN SCHOOLS PARTICIPATING IN SURVEY (OR THAT MAY HAVE KNOWLEDGE OF COMPARISON SCHOOLS)

*In some subgrantees, the PI/PD may have this information; we will determine the best informants for this information during the planning calls.

I'd like to spend some time talking about specific campaign activities implemented in [SCHOOLS SELECTED FOR THE EVALUATION AND THE COMPARISON SCHOOLS]. I'd like to start with the schools selected for the evaluation. The SOS performance monitoring data indicates that you have done [LIST ACTIVITIES FOR FIRST SCHOOL.] Does that sound correct? [NOTE TO INTERVIEWER: REPEAT QUESTIONS FOR EACH SCHOOL.]

1) Are there activities that are missing? Could you describe them for me?
- **Probe**: How did you decide to include those activities?

2) Are there activities listed that you [or your school] did not do? What prevented you from doing them?
   - **Probe**: Will you do [activity] going forward? Why or why not?

Now, I'd like to talk about each of these activities individually.

3) How would you describe [activity]? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]
   - **Probe**: What tactics will you use for this strategy?
   - **Probe**: Who selected this strategy?
   - **Probe**: How did you select this strategy for this school? [Or, for partner, how did you decide that this activity would fit into your school?]

4) How have you and [school partner/subgrantee] worked together on this activity?
   - Probe: What has worked well? Why?
   - Probe: What has not gone as planned? How so? What will you do differently with this activity?

5) What are some anticipated barriers to implementing this in [school] (e.g., geography, seasonal concerns)?

6) What are potential facilitators? How will those facilitators help?

7) For [SCHOOL] have there been any policy or other changes that have affected implementation? If so, could you describe them?
   - Probe: How about any changes that may have affected children's participation in breakfast, summer, or afterschool meals?
   - Probe: How about any changes that may have affected participation in federal nutrition programs?

Now, I'd like to talk about each of the comparison schools. I'll start with [FIRST SCHOOL].

8) Are you familiar with this school? [INTERVIEWER: IF NO, ASK WHO IS AND ASK IF YOU CAN FOLLOW UP WITH HIM OR HER. THEN, SKIP THE FOLLOWING QUESTIONS]

9) For [SCHOOL] have there been any policy or other changes that may have affected children's participation in breakfast, summer, or afterschool meals?
   - Probe, How about changes that have affected participation in federal nutrition programs? If so, could you describe them?

Early- and Late-Implementation SUBGRANTEE Interview Guide for NKH SIF Campaign

(to be adapted to key informant role)

Estimated Time: 1 hour

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Our discussion should last approximately 1 hour. There are no right or wrong answers—we just want to know about your organization's experiences with the NKH SIF campaigns. You can refuse to answer any questions you do not want to answer. Your participation in this study is voluntary, and you may stop at any time. There will be no negative consequences if you choose to stop or if you choose not to participate at all.

All interview data will be treated in a secure manner and will not be disclosed, unless otherwise compelled by law. All data collected will be logged for analysis. A linking file will be created to help track the data collected. This file will contain your organization's name and role, community/state name, and the date of the interview. It will also contain a unique code assigned to your interview. Neither your name nor your contact information will be included in the file to ensure that your responses are kept confidential. The linking file will only be available to RTI project management and will not be provided to Share Our Strength or SIF staff. All analyses will be conducted using the de-identified data file. Additionally, all RTI team members have signed a non-disclosure agreement ensuring that they will not discuss any data collected outside of the project team.

The benefit of participating in this study is that your organization's experiences will help Share Our Strength and the Corporation for National & Community Service/Social Innovation Fund understand and make recommendations on reducing child hunger and improving children's participation in federal nutrition programs. There are no risks to those who participate. Your responses will be reported in aggregate in a case summary that is specific to your community/state as well as in an overall cross-site analysis summary, which will examine the data collected across all case study sites.

[TO INCLUDE FOR EARLY IMPLEMENATION SITE VISIT]: This study will include an additional set of late-implementation interviews to be conducted about spring 2018. If you give your permission, we will maintain your name and contact information in the event that this team needs to contact you for additional feedback for the additional phases of data collection. If you do not wish to be contacted, we will delete your name and contact information from our records.

Would it be okay to contact you for the second phase of data collection if it is appropriate?

▭ Yes

▭ No

Before we begin, we would like to have your permission to audio-record our discussion so that we can ensure our notes are accurate and complete. The audio-recordings will be deleted once the project is complete.

If you have any questions about your rights as a study participant, you can call Dr. Andrea Anater toll-free at 1-866-RTI-1958 then extension [REDACTED] or you can call RTI's Office of Research Protection at 919-316-3358 in Research Triangle Park, NC, or 1-866-214-2043 (a toll-free number).

Do you have any questions?

Do you consent to participate in this study?

▭ Yes

▭ No

BACKGROUND

Much of our discussion today will focus on improving our understanding of your NKH SIF campaign. This includes a wide variety of characteristics including:

- the context and environment within which the campaign is being implemented,

- your staffing structure on the program work,

- the resources and partners you have used or engaged with in the implementation of your campaign,

- the strategies you are implementing, and

- lessons learned thus far.

1) [INTERVIEWER: USE IF KI WAS NOT INTERVIEWED IN PREVIOUS SITE VISIT]

Can you please start by telling us a little bit about your organization and your role in your organization?

- **Probe**: What type of community organization is it?

- **Probe**: What is your role in the organization?

20) What has been your role in implementing the NKH SIF campaign so far?

[INTERVIEWER: USE IF KI WAS NOT INTERVIEWED IN PREVIOUS SITE VISIT] How long have you been involved with the NKH SIF campaign efforts?

21) Last time we spoke, you were involved in implementation [SUMMARIZE STRATEGIES KI IS INVOLVED IN]. I'd like to talk about how each strategy and its associated tactics unfolded step by step. [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]

I'll start with the strategies for school breakfast.

22) How have you implemented your school breakfast strategies? Could you take me through step by step? [INTERVIEWER: ASK ABOUT EACH STRATEGY]
   - **Probe**: Have you implemented your NKH SIF campaign breakfast strategies as planned?

     o [If Yes] In what ways?
     o [If No] What strategies or tactics have you needed to change? How did you change them? What brought on this change (e.g., lessons learned from implementation)?
   - **Probe**: Have you used your implementation plan? If so, how? If not, why not?

   - **Probe**: What have been the barriers to implementing this strategy? How did you overcome the barriers?

   - **Probe**: What have been the facilitators to implementing this strategy?

23) How has each strategy enhanced children's participation in school breakfast? [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]
   - **Probe**: How does success vary across communities/districts/schools?

Now, I'd like to discuss the same series of question for your afterschool strategies.

24) How have you implemented your afterschool strategies? Could you take me through step by step? [INTERVIEWER: ASK ABOUT EACH STRATEGY.]
   - **Probe**: Have you implemented your NKH SIF campaign afterschool strategies as planned?

     o [If Yes] In what ways?
     o [If No] What strategies or tactics have you needed to change? How did you change them? What brought on this change (e.g., lessons learned from implementation)?
   - **Probe**: Have you used your implementation plan? If so, how? If not, why not?

   - **Probe**: What have been the barriers to implementing this strategy? How did you overcome the barriers?

   - **Probe**: What have been the facilitators to implementing this strategy?

25) How has each strategy enhanced children's participation in the afterschool program? [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]
   - **Probe**: How does success vary across communities/districts/schools?

Now, I'd like to talk about your summer meals programs strategies.

26) How have you implemented your summer meals strategies? Could you take me through step by step? [INTERVIEWER: ASK ABOUT EACH STRATEGY.]
   - **Probe**: Have you implemented your NKH SIF campaign summer meals strategies as planned?

- o [If Yes] In what ways?
- o [If No] What strategies or tactics have you needed to change? How did you change them? What brought on this change (e.g., lessons learned from implementation)?

- **Probe**: Have you used your implementation plan? If so, how? If not, why not?

- **Probe**: What have been the barriers to implementing this strategy? How did you overcome the barriers?

- **Probe**: What have been the facilitators to implementing this strategy?

27) How has each strategy enhanced children's participation in the summer meals programs? [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]
- **Probe**: How does success vary across communities/districts/schools?

28) Looking across these strategies, which one(s) do you think has been the most effective? Why? (Probe for what they mean by effective, i.e., enrolling the most children, expanding into entirely new regions)

ORGANIZATIONAL CAPACITY

29) At the last visit, your internal team included [SHOW TABLE DEVELOPED AFTER PREVIOUS SITE]. Has that changed? If so, how?
- **Probe** for changes in each aspect of the table (e.g., change in roles, status/designation).

- **Probe**: [If turnover occurred] How did you manage that individual leaving?

- **Probe**: What impact did that have on your ability to implement campaign strategies (e.g. increased workload of team members)?

- **Probe**: [If hired new staff], how did you decide to bring [NEW PERSON(S)] aboard? What do [NEW PERSON(s)] bring to the table (i.e., skills, expertise, connections to the community)?

30) In the previous visit, you identified several gaps or weaknesses in capacity: [LIST GAPS]. Can you tell me how you've dealt with those gaps?
- **Probe**: What kinds of changes did your organization make?

- **Probe**: What role has training and technical assistance from Share Our Strength played in increasing capacity? What about the technical assistance you received from Community Wealth Partners or another organization?

- **Probe**: Are there continuing concerns about those gaps? What are they? How are you dealing with that?

31) Share Our Strength has provided a range of technical assistance (TA) to support implementation of the NKH SIF campaigns. Were there any TA activities, trainings, materials, or other supports that you received that were particularly helpful to your organization? Why were these activities so helpful?

> **INTERVIEWER: Probe for specific activity types.**
> - SOS NKH program support
>   - o Webinars
>   - o In-person training by SOS (planning at HQ)
>   - o Monthly SOS calls

- **Probe**: Who provided the TA? In what formats was TA provided?

- **Probe**: How satisfied were you with the timeliness of the TA you received? Why?

- **Probe**: How satisfied were you with the quality of the TA you received? Why?

32) Have you used the Playbook? If so, how? If no, why not?
   - **Probe**: Was the Playbook helpful? Why or why not?

   - **Probe**: How could the Playbook be improved?

33) What are the ongoing TA needs of your organization to support implementation of the NKH SIF campaign?

34) What suggestions do you have for improving TA so that it will better enable you to carry out NKH SIF campaign strategies?

35) In what ways did Share Our Strength work to strengthen the relationships among SIF partners during the implementation process?
   - **Probe**: During the planning process? During the implementation process?

   - **Probe**: What kinds of peer-to-peer learning opportunities did they provide?

   - **Probe**: What kinds of peer-to-peer learning opportunities did they provide regarding how to address hunger and food insecurity?

   - **Probe**: How did they make connections among SIF partners (e.g., via conferences, informal communication)?

   - **Probe**: What strategies to strengthen the relationships between SIF partners were most helpful to your organization? Why?

36) What suggestions do you have for improving how Share Our Strength works to strengthen relationships among SIF partners during the implementation process?

37) Do you think you have adequate financial resources to cover the cost of running the campaign? Why or why not?

COLLABORATING TABLE PARTNERS

38) During our last site visit, you noted that you are working with [NAME ORGANIZATIONS]. Are there any <u>new</u> community partners, either individuals or organizations, involved in your NKH SIF campaign?
- **Probe**: What role does that partner play?

- **Probe**: How did you decide to add that partner?

- **Probe**: Are there additional partners you hope to bring on board? Who are they? How will they help you going forward?

39) Can you describe your working relationship with your partners to date?
- **Probe**: Are meetings held regularly? Who typically attends? How often are the meetings held? How helpful are these meetings?

- **Probe**: How have you coordinated activities and efforts with the partners?

- **Probe**: How have you typically shared new information (e.g., accomplishments, issues, new staff, staff departures) with partners?

40) Among your ongoing partners, what role has each partner played in implementing the NKH SIF campaigns? In monitoring progress and goals? [INTERVIEWER: IF THE LIST OF PARTNERS IS EXTENSIVE, ASK THESE QUESTIONS ABOUT THE TWO OR THREE MOST IMPORTANT PARTNERS.]
- **Probe**: How are these partners enhancing children's participation in federal nutrition programs?

41) In the previous visit, you described your [Leadership Team or Steering Committee] with these partners. Could you describe the work of that body to date?
- **Probe**: What has the group achieved?

- **Probe**: What is working well? Not so well?

42) How have you and your partners developed a common understanding of the problem of child hunger?
- **Probe**: Can you give me an example of that?

- **Probe**: To what extent do you have a common vision for solving the problem through mutually agreed upon activities? Can you give me an example of that?

MEASURES OF IMPLEMENTATION AND MONITORING

43) [INTERVIEWER: ONLY ASK IF ADDITIONAL INFORMATION IS NEEDED. REVIEW CWP REPORT FIRST] How would you describe your organization's capacity to collect data?
- **Probe**: What are the barriers to data collection? Facilitators?

- **Probe**: How has your ability to collect data changed since implementing your NKH SIF campaign?

44) What kind of information do you collect as you implement your NKH SIF campaign strategies independent of what you are required to report for your grant?
- **Probe**: Which measures have you tracked? How have you tracked them?

- **Probe**: How will this information be used?

45) How are you assessing progress toward implementation or your NKH SIF campaign goals? How does this differ from your reporting for SIF?
- **Probe**: What adaptations to your plan have you made (if any)?
- **Probe**: What made the changes necessary?

INTERNAL LEADERSHIP ENGAGEMENT

46) In your baseline interview, you anticipated receiving [LIST TYPES OF SUPPORT] from leaders in your organization to help make implementation successful. Have you received that support? Why or why not?
   - **Probe**: Can you provide specific examples?

   - **Probe**: Who are these leaders? How do attitudes of different leaders vary?

   - **Probe**: [If there are leaders that are less supportive] What types of barriers might they create?

47) In your baseline interview, you anticipated receiving [LIST TYPES OF SUPPORT] from leaders in [PARTNER ORGANIZATION] to help make implementation successful. Have you received that support? Why or why not?
   - **Probe**: Can you provide specific examples?

   - **Probe**: Who are these leaders? How do attitudes of different leaders vary?

   - **Probe**: [If there are leaders that are less supportive] What types of barriers might they create?

EXOGENOUS FACTORS

48) During the previous site visit, you identified several barriers to children's access to and participation in breakfast? Summer meals? Afterschool meals? [INTERVIEWER: LIST BARRIERS FOR EACH CATEGORY]. I'd like to talk about each one.
   - **Probe**: How have you dealt with those barriers?

   - **Probe**: Are there any new barriers? How are you managing those?

[NOTE TO INTERVIEWER: Barriers and facilitators captured here in Questions 28 and 29 will most likely focus on organizational barriers and facilitators (e.g., supportive school leaders); barriers and facilitators discussed in the Question 32 should capture broader contextual barriers or facilitators. Respondents may discuss contextual barriers or facilitators here; if that is the case, skip Question 34]

49) In the previous site visit, you identified several facilitators to children's access to and participation in school breakfast? Summer meals? Afterschool meals? [INTERVIEWER: LIST FACILITATORS FOR EACH CATEGORY]. I'd like to talk about each one.
   - **Probe**: Are these still supporting your work? How?

   - **Probe**: Are there any new facilitators? What are they? How do they help?

50) How does the policy environment—local, state, or national—affect children's ability to participate in school breakfast? Summer meals? Afterschool meals?
   - **Probe**: [If a barrier] How will you manage these challenges?

51) Are there any community/environmental barriers that impact your ability to implement your NKH SIF campaign (e.g., local, state, or national policies or regulations)? If so, could you describe them?
   - **Probe**: What characteristics of the selected communities/districts/schools will make it easier to implement your campaign? More difficult? Why?

- **Probe**: Are there other initiatives occurring in the area that may enhance (or detract from) the NKH SIF campaign outcomes?

52) Are there any community/environmental factors that will enhance your ability to implement your NKH SIF campaign (e.g., local, state, or national policies or regulations)? How?

53) How do regional differences (e.g., urban/rural) affect implementation of the NKH SIF campaign?

SUSTAINABILITY (To be asked in final implementation interviews)

54) How are you planning to sustain your efforts beyond NKH SIF campaign funding?
- **Probe**: Which strategies will be sustained? How?

- **Probe**: [if only some strategies will continue] Why would these be sustained and not others?

55) Which partners are key for long-term sustainability?
- **Probe**: What role will they play?

56) Are there certain roles or organizational arrangements that are necessary to maintain your activities?
- **Probe**: What are they? How will they help?

OUTCOMES

57) What have been the most successful aspects of your implementation to date?
- **Probe**: Could you give me an example of that?

- **Probe**: How would you define "success"?

58) What have been your least successful aspects of your implementation to date?
- **Probe**: Could you give me an example of that?

- **Probe**: How would you define being "less successful"?

59) Have there been any unexpected benefits from your implementation of your NKH SIF campaign strategies? What were they?
- **Probe**: Is your organization better prepared to increase children's participation in federal nutrition programs as a result of your work on the NKH SIF campaign? How so? [Probe for specific operationalizable or measurable changes in capacity]

60) Have there been any unintended consequences from implementing your NKH SIF campaign strategies? What were they?
- **Probe**: How did you deal with that?

WRAP-UP

61) Is there anything else about your work on the NKH SIF campaign that you think would be important for us to know at this time? If so, please describe.

Thank you for your time and your thoughtful responses today. If you have any other questions or concerns, feel free to contact me or Andrea Anater ([REDACTED]).

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OPTIONAL MODULE FOR PROGRAM STAFF AND PARTNERS WORKING IN SCHOOLS PARTICIPATING IN SURVEY (OR THAT MAY HAVE KNOWLEDGE OF COMPARISON SCHOOLS)

*In some subgrantees, the PI/PD may have this information; we will determine the best informants for this information during the planning calls.

</div>

I'd like to spend some time talking about specific campaign activities implemented in [SCHOOLS SELECTED FOR THE EVALUATION AND THE COMPARISON SCHOOLS]. I'd like to start with the schools selected for the evaluation. The SOS performance monitoring data indicates that you have done [LIST ACTIVITIES FOR FIRST SCHOOL.] Does that sound correct? [NOTE TO INTERVIEWER: REPEAT QUESTIONS FOR EACH SCHOOL.]

1) Are there activities that are missing? Could you describe them for me?

- **Probe**: How did you decide to include those activities?

2) Are there activities listed that you [or your school] did not do? What prevented you from doing them?

- **Probe**: Will you do [activity] going forward? Why or why not?

Now, I'd like to talk about each of these activities individually.

3) How would you describe [activity]? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

- **Probe**: What tactics will you use for this strategy?

- **Probe**: Who selected this strategy?

- **Probe**: How did you select this strategy for this school? [Or, for partner, how did you decide that this activity would fit into your school?]

4) How have you and [school partner/subgrantee] worked together on this activity?

- Probe: What has worked well? Why?

- Probe: What has not gone as planned? How so? What will you do differently with this activity?

5) What were the barriers to implementing this in [school] (e.g., geography, seasonal concerns)? How did you deal with them?

6) What were facilitators? How did those facilitators help?

7) For [SCHOOL] have there been any policy or other changes that have affected implementation? If so, could you describe them?

- Probe: How about any changes that may have affected children's participation in breakfast, summer, or afterschool meals?

- Probe: How about any changes that may have affected participation in federal nutrition programs??

Now, I'd like to talk about each of the comparison schools. I'll start with [FIRST SCHOOL].

8) Are you familiar with this school? [INTERVIEWER: IF NO, ASK WHO IS AND ASK IF YOU CAN FOLLOW UP WITH HIM OR HER. THEN, SKIP THE FOLLOWING QUESTIONS]

9) For [SCHOOL] have there been any policy or other changes that may have affected children's participation in breakfast, summer, or afterschool meals?

- Probe, How about changes that have affected participation in federal nutrition programs? If so, could you describe them?

Baseline PARTNER Interview Guide for NKH SIF Campaign

Estimated Time: 1 hour

> This is a generic protocol that will be adapted to the particular respondent role and to the subgrantee. Also, this is an extensive list of questions, which is **not feasible** to ask each respondent, so we will identify questions that may be more appropriate for particular informants.

Oral Informed Consent

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Our discussion should last approximately 1 hour. There are no right or wrong answers—we just want to know about your organization's experiences with the NKH SIF campaigns. You can refuse to answer any questions you do not want to answer. Your participation in this study is voluntary, and you may stop at any time. There will be no negative consequences if you choose to stop or if you choose not to participate at all.

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Before we begin, we would like to have your permission to audio-record our discussion so that we can ensure our notes are accurate and complete. The audio-recordings will be deleted once the project is complete.

This study will include two additional sets of early- and late-implementation interviews to be conducted about April/May 2017 and April/May 2018, respectively. If you give your permission, we will maintain your name and contact information in the event that this team needs to contact you for additional feedback for the additional phases of data collection. If you do not wish to be contacted, we will delete your name and contact information from our records.

Would it be okay to contact you for the second phase of data collection if it is appropriate?

▭ Yes

▭ No

If you have any questions about your rights as a study participant, you can call Dr. Andrea Anater toll-free at 1-866-RTI-1958, then extension [REDACTED] or you can call RTI's Office of Research Protection at 919-316-3358 in Research Triangle Park, NC, or 1-866-214-2043 (a toll-free number).

Do you have any questions?

Do you consent to participate in this study?

▭ Yes

▭ No

BACKGROUND

Much of our discussion today will focus on improving our understanding of the NKH campaign and your involvement with it. This includes a wide variety of characteristics including:

– the strategies you are implementing,

– your experience and partners,

– your planning process, and

– lessons learned thus far.

1) Can you please start by telling us a little bit about your organization and your role in your organization?

- **Probe**: What type of community organization is it?

- **Probe**: What is your role in the organization?

2) What was/is your role in implementing the NKH campaign?

3) How long have you been involved with the NKH campaign efforts?

HISTORY

4) Prior to your involvement with the NKH campaign, what was your organization doing to address child hunger?

- **Probe**: How were these efforts funded?

  o How long had they been in place?

5) How does the NKH campaign differ from your previous work on child hunger?

- **Probe**: Will the campaign strategies replace or complement a current program? If so, how?

- **Probe**: How will the campaign be integrated into your existing programs? Are there potential issues or complications that could arise?

[FOR PARTNERS THAT HAVE BEEN INVOLVED WITH THE NKH CAMPAIGN PRIOR TO SIF]: This evaluation is focused on the impact of the NKH campaign work that is being funded through the Social Innovation Fund grant that [SUBGRANTEE] received in
April 2015. Even though you have been involved with the NKH campaign prior to that date, we would like your responses to focus on the campaign work that has occurred since April.

I understand that the NKH campaign involves [SUMMARIZE CAMPAIGN STRATEGIES BY BREAKFAST, AFTER-SCHOOL, SUMMER, ETC.].

6) Which of these is your organization involved in?

- **Probe**: How did your organization get involved?

- **Probe**: Who at your organization is involved?

- **Probe**: What do [name individuals] do for the NKH campaign?

I'd like to discuss each activity you are involved in to make sure I have a thorough understanding. **I'll start with the strategies for [INTERVIEWER: START WITH WHATEVER STRATEGY INFORMANT IDENTIFIES].**

7) How would you describe each of the campaign strategies? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DEVLVE INTO TACTICS FOR EACH STRATEGY.]

- **Probe**: What will your involvement be with this strategy?

- **Probe**: Who selected this strategy? Were you involved in the selection? Why or why not?

8) How difficult is it to implement this strategy?(e.g. scope, the number of steps involved and amount of time to implement, and whether the strategy is a clear departure from previous practices) [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

9) What are some anticipated barriers to implementing each strategy (e.g., geography, seasonal concerns)?

10) What are potential facilitators? How will those facilitators help?

Now, I'd like to discuss the same series of questions for your [OTHER STRATEGIES NAMED].

11) How would you describe each of the campaign strategies? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DEVLVE INTO TACTICS FOR EACH STRATEGY.]

- **Probe**: What will your involvement be with this strategy?

- **Probe**: Who selected this strategy? Were you involved in the selection? Why or why not?

12) How difficult is it to implement this strategy?(e.g. scope, the number of steps involved and amount of time to implement, and whether the strategy is a clear departure from previous practices) [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

13) What are some anticipated barriers to implementing this strategy (e.g., geography, seasonal concerns)?

14) What are potential facilitators? How will those facilitators help?

[INTERVIEWER: REPEAT QUESTIONS AND PROBES FOR EACH STRATEGY ORGANIZATION IS INVOLVED IN]

15) Looking across these strategies, which one(s) do you think will be most effective? Why? (Probe for what they mean by effective, i.e., enrolling the most children, expanding into entirely new regions)

ORGANIZATIONAL INVOLVEMENT AND CONTRIBUTIONS

16) What will your organization contribute to the NKH campaign? (probe for in-kind support)

- **Probe**: Can you provide specific examples?

FOR COMMUNITY ORGANIZATION PARTNERS:

17) Do you think the NKH campaign will increase your organization's attention to the issue of childhood hunger? If so, how? (If not, why not?)

18) Do you think the NKH will increase your organization's capacity to address this issue?

- **Probe**: Will it increase the collective capacity of the organizations involved with the NKH campaign? If so, how? (If not, why not?)

19) Do you think the NKH campaign will increase the political will for the issue of childhood hunger in your state? Funding? If so, how? (If not, why not?)

FOR STATE AGENCY PARTNERS [ONLY]:

20) How do you think your involvement in the NKH campaign will impact the way that your agency administers the federal child nutrition programs (e.g., school breakfast, afterschool meals, summer meals)? If so, how? (If not, why not?)

21) Do you think the NKH campaign will increase your agency's attention to issues of access in the federal child nutrition programs (school breakfast, afterschool meals, summer meals)? If so, how? (If not, why not?)

22) Do you think the NKH will increase your agency's capacity to improve program access? In what way(s)? If so, how? (If not, why not?)

COLLABORATING WITH SUBGRANTEE

[INTERVIEWER: Prior to interview develop a list of partners to share with the key informant. Post-interview, you should be able to list the partner organization, identify their status (e.g., contractor, volunteer), summarize their role, and list the area in which the partner works.]

23) To what extent, do you and [SUBGRANTEE] have a common understanding of the problem of child hunger?

- **Probe**: Can you give me an example of that?

- **Probe**: To what extent do you have a common vision for solving the problem through mutually agreed upon activities? Can you give me an example of that?

24) What history and experience do you have working with [SUBGRANTEE]? Has this changed since SIF?

25) Can you describe your working relationship with [SUBGRANTEE]? Has this changed since SIF?

- **Probe**: How will you coordinate activities and efforts with [SUBGRANTEE]?

- **Probe**: How will you share new information (e.g., accomplishments, issues, new staff, staff departures) with [SUBGRANTEE]?

- **Probe**: Do you already or will you hold meetings regularly? Who typically attends? How often are the meetings held? How helpful are these meetings? Is there or will there be a formal governing structure?

26) When you need to get something done or solve a problem, who are your "go-to" people at the [SUBGRANTEE]?

- **Probe**: Can you describe a recent example?

PLANNING

27) Can you describe the plan for implementing the campaign?

- **Probe**: How detailed is the plan? Who knows about it? (probe for complexity, feasibility)?

- **Probe**: What is your role in the planning process? If not involved in the planning process, why not?

- **Probe**: Are the appropriate people involved in the planning process? How engaged are they? Who's missing from the planning process?

- **Probe**: What if you have to modify or revise your plan due to barriers, errors, or mistakes?

28) Will any of the NKH strategies/tactics be piloted prior to rolling out to other program areas/schools?

- **Probe**: [If Yes] Can you describe what your plans are for piloting strategies?

- **Probe**: [If Yes] What will the pilot look like? Probe for media, community outreach efforts, tactics.

EXOGENOUS FACTORS

29) In the communities/districts/schools the campaigns will serve, what are the barriers to children's access to and participation in breakfast? Summer meals? Afterschool meals?

- **Probe**: How will the campaign work to address these barriers?

30) What enables children to participate in school breakfast? Summer meals? Afterschool meals? How will the campaign enhance these efforts?

[NOTE TO INTERVIEWER: Barriers and facilitators captured here will most likely focus on organizational barriers and facilitators (e.g., supportive school leaders); barriers and facilitators discussed below should capture broader contextual barriers or facilitators. Respondents may discuss contextual barriers or facilitators here; if that is the case, skip Question 35.]

31) How does the policy environment—local, state, or national—affect children's ability to participate in school breakfast? Summer meals? Afterschool meals?

- **Probe**: [If a barrier] How will you manage these challenges?

32) Are there any community/environmental barriers that impact campaign strategies (e.g., local, state, or national policies or regulations)? If so, could you describe them?

- **Probe**: What characteristics of the selected communities/districts/schools will make it easier to implement the campaign? More difficult? Why?

- **Probe**: Are there other initiatives occurring in the area that may enhance (or detract from) the NKH campaign outcomes?

33) Are there any community/environmental factors that will enhance campaign strategies (e.g., local, state, or national policies or regulations)? How?

34) How do regional differences (e.g., urban/rural) affect campaign strategies?

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WRAP-UP

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35) Is there anything else about your work on the NKH campaign, with regard to start-up, that you think would be important for us to know at this time? If so, please describe.

Thank you for your time and your thoughtful responses today. If you have any other questions or concerns, feel free to contact me or Andrea Anater ([REDACTED]).

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OPTIONAL MODULE FOR PROGRAM STAFF AND PARTNERS WORKING IN SCHOOLS PARTICIPATING IN SURVEY (OR THAT MAY HAVE KNOWLEDGE OF COMPARISON SCHOOLS)

*In some subgrantees, the PI/PD may have this information; we will determine the best informants for this information during the planning calls.

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I'd like to spend some time talking about specific campaign activities implemented in [SCHOOLS SELECTED FOR THE EVALUATION AND THE COMPARISON SCHOOLS]. I'd like to start with the schools selected for the evaluation. The SOS performance monitoring data indicates that you have done [LIST ACTIVITIES FOR FIRST SCHOOL.] Does that sound correct? [NOTE TO INTERVIEWER: REPEAT QUESTIONS FOR EACH SCHOOL.]

1) Are there activities that are missing? Could you describe them for me?

- **Probe**: How did you decide to include those activities?

2) Are there activities listed that you [or your school] did not do? What prevented you from doing them?

- **Probe**: Will you do [activity] going forward? Why or why not?

Now, I'd like to talk about each of these activities individually.

3) How would you describe [activity]? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

- **Probe**: What tactics will you use for this strategy?

- **Probe**: Who selected this strategy?

- **Probe**: How did you select this strategy for this school? [Or, for partner, how did you decide that this activity would fit into your school?]

4) How have you and [school partner/subgrantee] worked together on this activity?

- **Probe:** What has worked well? Why?

- **Probe:** What has not gone as planned? How so? What will you do differently with this activity?

5) What are some anticipated barriers to implementing this in [school] (e.g., geography, seasonal concerns)?

6) What are potential facilitators? How will those facilitators help?

7) For [SCHOOL] have there been any policy or other changes that have affected implementation? If so, could you describe them?

- **Probe:** How about any changes that may have affected children's participation in breakfast, summer, or afterschool meals?

- **Probe:** How about any changes that may have affected participation in federal nutrition programs??

Now, I'd like to talk about each of the comparison schools. I'll start with [FIRST SCHOOL].

8) Are you familiar with this school? [INTERVIEWER: IF NO, ASK WHO IS AND ASK IF YOU CAN FOLLOW UP WITH HIM OR HER. THEN, SKIP THE FOLLOWING QUESTIONS]

9) For [SCHOOL] have there been any policy or other changes that may have affected children's participation in breakfast, summer, or afterschool meals?

- **Probe:** How about changes that have affected participation in federal nutrition programs? If so, could you describe them?

Early- and Late-Implementation PARTNER Interview Guide for NKH SIF Campaign

(to be adapted to key informant role)

Estimated Time: 1 hour

> This is a generic protocol that will be adapted to the particular respondent role and to the subgrantee. Also, this is an extensive list of questions, which is **not feasible** to ask each respondent, so we will identify questions that may be more appropriate for particular informants.

Oral Informed Consent

Thank you for taking the time to speak with us today as a part of the evaluation conducted by RTI International for Share Our Strength. The purpose of this study is to learn more about how your organization is implementing the NKH SIF campaign strategies. We are talking with NKH SIF campaign staff and partners who have been engaged in implementing the campaign to learn more about how this effort is being implemented, what is being learned, and the successes and challenges to date. During these visits, we are talking with up to 15 program staff, partners, or other key stakeholders from each SIF NKH campaign subgrantee and hope to gain insight into these types of efforts to improve what is known about reducing child hunger and enhancing participation in federal nutrition programs.

Our discussion should last approximately 1 hour. There are no right or wrong answers—we just want to know about your organization's experiences with the NKH SIF campaigns. You can refuse to answer any questions you do not want to answer. Your participation in this study is voluntary, and you may stop at any time. There will be no negative consequences if you choose to stop or if you choose not to participate at all.

All interview data will be treated in a secure manner and will not be disclosed, unless otherwise compelled by law. All data collected will be logged for analysis. A linking file will be created to help track the data collected. This file will contain your organization's name and role, community/state name, and the date of the interview. It will also contain a unique code assigned to your interview. Neither your name nor your contact information will be included in the file to ensure that your responses are kept confidential. The linking file will only be available to RTI project management and will not be provided to Share Our Strength or SIF staff. All analyses will be conducted using the de-identified data file. Additionally, all RTI team members have signed a non-disclosure agreement ensuring that they will not discuss any data collected outside of the project team.

The benefit of participating in this study is that your organization's experiences will help Share Our Strength and the Corporation for National & Community Service/Social Innovation Fund understand and make recommendations on reducing child hunger and improving children's participation in federal nutrition programs. There are no risks to those who participate. Your responses will be reported in aggregate in a case summary that is specific to your community/state as well as in an overall cross-site analysis summary, which will examine the data collected across all case study sites.

[TO INCLUDE FOR EARLY IMPLEMENATION SITE VISIT]: This study will include an additional set of late-implementation interviews to be conducted about April/May 2018. If you give your permission, we will maintain your name and contact information in the event that this team needs to contact you for additional feedback for the additional phases of data collection. If you do not wish to be contacted, we will delete your name and contact information from our records.

Would it be okay to contact you for the second phase of data collection if it is appropriate?

___ Yes

___ No

Before we begin, we would like to have your permission to audio-record our discussion so that we can ensure our notes are accurate and complete. The audio-recordings will be deleted once the project is complete.

If you have any questions about your rights as a study participant, you can call Dr. Andrea Anater toll-free at 1-866-RTI-1958 then extension [REDACTED] or you can call RTI's Office of Research Protection at 919-316-3358 in Research Triangle Park, NC, or 1-866-214-2043 (a toll-free number).

Do you have any questions?

Do you consent to participate in this study?

___ Yes

___ No

BACKGROUND

Much of our discussion today will focus on improving our understanding of your NKH SIF campaign. This includes a wide variety of characteristics including:

- the context and environment within which the campaign is being implemented,

- your staffing structure on the program work,

- the resources and partners you have used or engaged with in the implementation of your campaign,

- the strategies you are implementing, and

- lessons learned thus far.

1) [INTERVIEWER: USE IF KI WAS NOT INTERVIEWED IN PREVIOUS SITE VISIT] Can you please start by telling us a little bit about your organization and your role in your organization?

   a. **Probe**: What type of community organization [state agency] is it?

   b. **Probe**: What is your role in the organization?

2) What has been your role in implementing the NKH campaign so far?

   [INTERVIEWER: USE IF KI WAS NOT INTERVIEWED IN PREVIOUS SITE VISIT] How long have you been involved with the NKH campaign efforts?

IMPLEMENTATION OF NKH SIF CAMPAIGN

3) Last time we spoke, you were involved in implementation [SUMMARIZE STRATEGIES KI ORGANIZATION IS INVOLVED IN]. I'd like to talk about how each strategy and its associated tactics unfolded step by step. [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]

I'll start with the strategies for [YOUR FIRST ACTIVITY].

4) How have you implemented your school breakfast strategies? Could you take me through step by step? [INTERVIEWER: ASK ABOUT EACH STRATEGY]

   a. **Probe**: Have you implemented your NKH SIF campaign breakfast strategies as planned?

      o [If Yes] In what ways?
      o [If No] What strategies or tactics have you needed to change? How did you change them? What brought on this change (e.g., lessons learned from implementation)?

   b. **Probe**: Have you used your implementation plan? If so, how? If not, why not?

   c. **Probe**: What have been the barriers to implementing this strategy? How did you overcome the barriers?

   d. **Probe**: What have been the facilitators to implementing this strategy?

5) How has each strategy enhanced children's participation in school breakfast? [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]

   a. **Probe**: How does success vary across communities/districts/schools?

[INTERVIEWER: REPEAT THESE QUESTIONS FOR IMPLEMENTATION OF EACH STRATEGY]
6) [ASK IF KI ORGANIZATION IS INVOLVED WITH MORE THAN 1 STRATEGY] Looking across these strategies, which one(s) do you think has been the most effective? Why? (Probe for what they mean by effective, i.e., enrolling the most children, expanding into entirely new regions)

ORGANIZATIONAL INVOLVEMENT AND CONTRIBUTIONS

7) What has your organization contribute to the NKH campaign? (probe for in-kind support)

   a. **Probe**: Can you provide specific examples?

FOR COMMUNITY ORGANIZATION PARTNERS:
8) Has the NKH campaign increased your organization's attention to the issue of childhood hunger? If so, how? (If not, why not?)

9) Has the NKH increased your organization's capacity to address this issue?

   a. **Probe**: Has it increased the collective capacity of the organizations involved with the NKH campaign? If so, how? (If not, why not?)

10) Has the NKH campaign increased the political will for the issue of childhood hunger in your state? Funding? If so, how? (If not, why not?)

FOR STATE AGENCY PARTNERS [ONLY]:

11) How has you involvement in the NKH campaign affected the way that your agency administers the federal child nutrition programs (e.g., school breakfast, afterschool meals, summer meals)? If so, how? (If not, why not?)

12) Has the NKH campaign increased your agency's attention to issues of access in the federal child nutrition programs (school breakfast, afterschool meals, summer meals)? If so, how? (If not, why not?)

13) Has the NKH campaign increased your agency's capacity to improve program access? In what way(s)?

COLLABORATING TABLE PARTNERS

14) Can you describe your working relationship with [SUBGRANTEE] to date?

   a. **Probe**: Are meetings held regularly? Who typically attends? How often are the meetings held? How helpful are these meetings?

   b. **Probe**: How have you coordinated activities and efforts with [SUBGRANTEE]?

   c. **Probe**: How have you typically shared new information (e.g., accomplishments, issues, new staff, staff departures) with [SUBGRANTEE]?

15) Do you work with [SUBGRANTEE'S] other partners on any campaign activities? If so, how?

16) Among your ongoing partners, what role have you played in implementing the NKH campaign? In monitoring progress and goals?

   a. **Probe**: How is your organization enhancing children's participation in federal nutrition programs?

17) [INTERVIEWER: ASK ONLY IF THE KI IS ON LEADERSHIP TEAM OR STEERING COMMITTEE]. Could you describe the work of the Leadership Team/Steering Committee?

   a. **Probe**: What has the group achieved?

   b. **Probe**: What is working well? Not so well?

18) How have you and [SUBGRANTEE] developed a common understanding of the problem of child hunger?

   a. **Probe**: Can you give me an example of that?

   b. **Probe**: To what extent do you have a common vision for solving the problem through mutually agreed upon activities? Can you give me an example of that?

MEASURES OF IMPLEMENTATION AND MONITORING

19) How are you assessing progress toward implementation or your NKH campaign goals?

EXOGENOUS FACTORS

20) During the previous site visit, you identified several barriers to children's access to and participation in breakfast? Summer meals? Afterschool meals? [INTERVIEWER: LIST BARRIERS FOR EACH CATEGORY]. I'd like to talk about each one.

a. **Probe**: How have you dealt with those barriers?

b. **Probe**: Are there any new barriers? How are you managing those?

[NOTE TO INTERVIEWER: Barriers and facilitators captured here will most likely focus on organizational barriers and facilitators (e.g., supportive school leaders); barriers and facilitators discussed in the Question 23 should capture broader contextual barriers or facilitators. Respondents may discuss contextual barriers or facilitators here; if that is the case, skip Question 23.]

21) In the previous site visit, you identified several facilitators to children's access to and participation in school breakfast? Summer meals? Afterschool meals? [INTERVIEWER: LIST FACILITATORS FOR EACH CATEGORY]. I'd like to talk about each one.

   a. **Probe**: Are these still supporting your work? How?

   b. **Probe**: Are there any new facilitators? What are they? How do they help?

22) How does the policy environment—local, state, or national—affect children's ability to participate in school breakfast? Summer meals? Afterschool meals?

   a. **Probe**: [If a barrier] How will you manage these challenges?

23) Are there any community/environmental barriers that impact campaign strategies (e.g., local, state, or national policies or regulations)? If so, could you describe them?

   a. **Probe**: What characteristics of the selected communities/districts/schools will make it easier to implement campaign strategies? More difficult? Why?

   b. **Probe**: Are there other initiatives occurring in the area that may enhance (or detract from) the NKH campaign outcomes?

24) Are there any community/environmental factors that will enhance your ability to implement the NKH campaign (e.g., local, state, or national policies or regulations)? How?

25) How do regional differences (e.g., urban/rural) affect implementation of the NKH campaign?

SUSTAINABILITY (To be asked in final implementation interviews)

26) How are you and [SUBGRANTEE] planning to sustain your efforts beyond NKH SIF campaign funding?

   a. **Probe**: Which strategies will be sustained? How?

   b. **Probe**: [if only some strategies will continue] Why would these be sustained and not others?

27) What role will you play in sustaining the campaign?

28) Are there certain roles or organizational arrangements that are necessary to maintain your activities?

   a. **Probe**: What are they? How will they help?

OUTCOMES

29) What have been the most successful aspects of your implementation to date?

   a. **Probe**: Could you give me an example of that?

     b. **Probe**: How would you define "success"?

30) What have been your least successful aspects of your implementation to date?

     a. **Probe**: Could you give me an example of that?

     b. **Probe**: How would you define being "less successful"?

31) Have there been any unexpected benefits from your implementation of your NKH campaign strategies? What were they?

     a. **Probe**: Is your organization better prepared to increase children's participation in federal nutrition programs as a result of your work on the NKH campaign? How so? [Probe for specific operationalizable or measurable changes in capacity]

32) Have there been any unintended consequences from implementing the NKH campaign strategies? What were they?

     a. **Probe**: How did you deal with that?

WRAP-UP

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33) Is there anything else about your work on the NKH campaign that you think would be important for us to know at this time? If so, please describe.

Thank you for your time and your thoughtful responses today. If you have any other questions or concerns, feel free to contact me or Andrea Anater ([REDACTED]).

OPTIONAL MODULE FOR PROGRAM STAFF AND PARTNERS WORKING IN SCHOOLS PARTICIPATING IN SURVEY (OR THAT MAY HAVE KNOWLEDGE OF COMPARISON SCHOOLS)

*In some subgrantees, the PI/PD may have this information; we will determine the best informants for this information during the planning calls.

I'd like to spend some time talking about specific campaign activities implemented in [SCHOOLS SELECTED FOR THE EVALUATION AND THE COMPARISON SCHOOLS]. I'd like to start with the schools selected for the evaluation. The SOS performance monitoring data indicates that you have done [LIST ACTIVITIES FOR FIRST SCHOOL.] Does that sound correct? [NOTE TO INTERVIEWER: REPEAT QUESTIONS FOR EACH SCHOOL.]

1) Are there activities that are missing? Could you describe them for me?

     • **Probe**: How did you decide to include those activities?

2) Are there activities listed that you [or your school] did not do? What prevented you from doing them?

     a. **Probe**: Will you do [activity] going forward? Why or why not?

Now, I'd like to talk about each of these activities individually.

3) How would you describe [activity]? [INTERVIEWER: BE SURE TO DISCUSS FOR EACH STRATEGY AND DELVE INTO TACTICS FOR EACH STRATEGY.]

     a. **Probe**: What tactics will you use for this strategy?

     b. **Probe**: Who selected this strategy?

     c. **Probe**: How did you select this strategy for this school? [Or, for partner, how did you decide that this activity would fit into your school?]

4) How have you and [school partner/subgrantee] worked together on this activity?

   a. Probe: What has worked well? Why?

   b. Probe: What has not gone as planned? How so? What will you do differently with this activity?

5) What were the barriers to implementing this in [school] (e.g., geography, seasonal concerns)? How did you deal with them?

6) What were facilitators? How did those facilitators help?

7) For [SCHOOL] have there been any policy or other changes that have affected implementation? If so, could you describe them?

   - Probe: How about any changes that may have affected children's participation in breakfast, summer, or afterschool meals?

   - Probe: How about any changes that may have affected participation in federal nutrition programs??

Now, I'd like to talk about each of the comparison schools. I'll start with [FIRST SCHOOL].

8) Are you familiar with this school? [INTERVIEWER: IF NO, ASK WHO IS AND ASK IF YOU CAN FOLLOW UP WITH HIM OR HER. THEN, SKIP THE FOLLOWING QUESTIONS]

9) For [SCHOOL] have there been any policy or other changes that may have affected children's participation in breakfast, summer, or afterschool meals?

   - Probe, How about changes that have affected participation in federal nutrition programs? If so, could you describe them?

Early- and Late-Implementation SCHOOL STAFF Interview Guide for NKH SIF Campaign

(to be adapted to staff role and subgrantee)

Estimated Time: 1 hour

> This is a generic protocol that will be adapted to the particular staff role and to the subgrantee. Also, this is an extensive list of questions, which is **not feasible** to ask each respondent, so we will identify questions that may be more appropriate for particular informants. School staff would be included as stakeholders for early- and late-implementation site visits only, as subgrantees will have begun in-depth work with them post-baseline.

Oral Informed Consent

Thank you for taking the time to speak with us today as a part of the evaluation conducted by RTI International for Share Our Strength. The purpose of this study is to learn more about how your organization is implementing the NKH SIF campaign strategies. We are talking with NKH SIF campaign staff and partners who have been engaged in implementing the campaign to learn more about how this effort is being implemented, what is being learned, and the successes and challenges to date. During these visits, we are talking with up to 15 program staff, partners, or other key stakeholders from each SIF NKH campaign subgrantee and hope to gain insight into these types of efforts to improve what is known about reducing child hunger and enhancing participation in federal nutrition programs.

Our discussion should last approximately 1 hour. There are no right or wrong answers—we just want to know about your organization's experiences with the NKH SIF campaigns. You can refuse to answer any questions you do not want to answer. Your participation in this study is voluntary, and you may stop at any time. There will be no negative consequences if you choose to stop or if you choose not to participate at all.

All interview data will be treated in a secure manner and will not be disclosed, unless otherwise compelled by law. All data collected will be logged for analysis. A linking file will be created to help track the data collected. This file will contain your organization's name and role, community/state name, and the date of the interview. It will also contain a unique code assigned to your interview. Neither your name nor your contact information will be included in the file to ensure that your responses are kept confidential. The linking file will only be available to RTI project management and will not be provided to Share Our Strength or SIF staff. All analyses will be conducted using the de-identified data file. Additionally, all RTI team members have signed a non-disclosure agreement ensuring that they will not discuss any data collected outside of the project team.

The benefit of participating in this study is that your organization's experiences will help Share Our Strength and the Corporation for National & Community Service/Social Innovation Fund understand and make recommendations on reducing child hunger and improving children's participation in federal nutrition programs. There are no risks to those who participate. Your responses will be reported in aggregate in a case summary that is specific to your community/state as well as in an overall cross-site analysis summary, which will examine the data collected across all case study sites.

[TO INCLUDE FOR EARLY IMPLEMENATION SITE VISIT]: This study will include an additional set of late-implementation interviews to be conducted about April/May 2018. If you give your permission, we will maintain your name and contact information in the event that this team needs to contact you for additional feedback for the additional phases of data collection. If you do not wish to be contacted, we will delete your name and contact information from our records.

Would it be okay to contact you for the second phase of data collection if it is appropriate?

▭ Yes

▭ No

Before we begin, we would like to have your permission to audio-record our discussion so that we can ensure our notes are accurate and complete. The audio-recordings will be deleted once the project is complete.

If you have any questions about your rights as a study participant, you can call Dr. Andrea Anater toll-free at 1-866-RTI-1958 then extension [REDACTED] or you can call RTI's Office of Research Protection at 919-316-3358 in Research Triangle Park, NC, or 1-866-214-2043 (a toll-free number).

Do you have any questions?

Do you consent to participate in this study?

▭ Yes

▭ No

BACKGROUND

Much of our discussion today will focus on improving our understanding of your NKH SIF campaign. This includes a wide variety of characteristics including:

- How you have worked with [SUBGRANTEE] on [STRATEGIES]

- What has worked well and not well

- What benefits and unintended consequences you have noticed as a result of this program

- What recommendations you may have for improving this program

1) Can you please start by telling us a little bit about your school and your role in your organization?

2) What has been your role in implementing the NKH campaign so far?

    a. **Probe**: How long have you been involved with the NKH campaign efforts?

    b. **Probe**: How did you get involved with [SUBGRANTEE'S] NKH campaign?

IMPLEMENTATION OF NKH SIF CAMPAIGN

It is my understanding that you have been working with [SUBGRANTEE] on [STRATEGY (OR STRATEGIES)]. I'd like to talk about how each strategy and its associated tactics unfolded step by step. [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY (I.E., SCHOOL BREAKFAST, SUMMER MEALS, AFTER SCHOOL MEALS OR SNACKS)]

I'll start with the strategies for [YOUR FIRST ACTIVITY].

3) How have you implemented your [STRATEGY]? Could you take me through step by step? [INTERVIEWER: ASK ABOUT EACH STRATEGY]
   a. **Probe**: What role did [SUBGRANTEE] play?

   b. **Probe**: Was [SUBGRANTEE] helpful? Why or why not?

   c. **Probe**: What has gone well with implementing this [STRATEGY]? How so?

   d. **Probe**: What hasn't gone so well? How so?

4) How, if at all, has each strategy enhanced children's participation in [SCHOOL BREAKFAST, SUMMER MEALS, AFTER SCHOOL MEALS OR SNACKS]? [INTERVIEWER: BE SURE TO DISCUSS IMPLEMENTATION OF EACH STRATEGY]
   a. **Probe**: Could you give me an example of that?

5) What might [SUBGRANTEE] have done differently to help you implement [STRATEGY]?

[INTERVIEWER: REPEAT THESE QUESTIONS FOR IMPLEMENTATION OF EACH STRATEGY]

6) [ASK IF KI ORGANIZATION IS INVOLVED WITH MORE THAN 1 STRATEGY] Looking across these strategies, which one(s) do you think has been the most effective? Why? (Probe for what they mean by effective, i.e., enrolling the most children, expanding into entirely new regions)

7) Has the NKH campaign increased your agency's attention to issues of access in the federal child nutrition programs (school breakfast, afterschool meals, summer meals)? If so, how? (If not, why not?)

8) Has the NKH campaign increased your school's capacity to improve program access to nutrition programs? In what way(s)?

WORKING RELATIONSHIP

[INTERVIEWER: THIS MAY BE CAPTURED WHEN KEY INFORMANT DESCRIBES ROLE OF SUBGRANTEE IN IMPLEMENTATION (ABOVE)]

9) Can you describe your working relationship with [SUBGRANTEE] to date?
   • **Probe**: Are meetings held regularly? Who typically attends? How often are the meetings held? How helpful are these meetings?

   • **Probe**: How have you typically shared new information (e.g., accomplishments, issues, new staff, staff departures) with [SUBGRANTEE]?

MEASURES OF IMPLEMENTATION AND MONITORING

10) How are you assessing progress toward implementation or your NKH campaign goals?

ENDOGENOUS FACTORS

[INTERVIEWER: ASK ONLY IF NOT CAPTURED ABOVE WHEN KEY INFORMANT DESCRIBES BARRIERS AND FACILITATORS. ALSO ASK ABOUT EACH STRATEGY.]

11) What characteristics of your school make it easy to implement [STRATEGY]?
   • **Probe**: What characteristics make it hard to implement [STRATEGY]?

12) What are the characteristics of your district or community that are barriers to children's access to and participation in breakfast? Summer meals? Afterschool meals? I'd like to talk about each one.

   - **Probe**: How have you dealt with those barriers?

   - **Probe**: Are there any new barriers? How are you managing those?

[NOTE TO INTERVIEWER: Barriers and facilitators captured here will most likely focus on organizational barriers and facilitators (e.g., supportive school leaders); barriers and facilitators discussed in the Question 23 should capture broader contextual barriers or facilitators. Respondents may discuss contextual barriers or facilitators here; if that is the case, skip Question 23.]

13) What are the characteristics of your district or community that support or facilitate children's access to and participation in school breakfast? Summer meals? Afterschool meals? [INTERVIEWER: LIST FACILITATORS FOR EACH CATEGORY]. I'd like to talk about each one.

   - **Probe**: Are these still supporting your work? How?

   - **Probe**: Are there any new facilitators? What are they? How do they help?

14) How does the policy environment—district/community, state, or national—affect children's ability to participate in school breakfast? Summer meals? Afterschool meals?
   - **Probe**: [If a barrier] How have you managed these challenges?

15) Are there any community/environmental barriers that impact campaign strategies (e.g., local, state, or national policies or regulations)? If so, could you describe them?
   - **Probe**: Are there other initiatives occurring in your school district that may enhance (or detract from) the NKH campaign outcomes?

SUSTAINABILITY (To be asked in final implementation interviews)

16) Will your school be able to continue [STRATEGY/STRATEGIES]? If so, how? If not, why not?
   - **Probe**: Which strategies will be sustained? How?

   - **Probe**: [if only some strategies will continue] Why would these be sustained and not others?

17) What role will you play in sustaining the campaign?

OUTCOMES

18) What have been the most successful aspects of your [STRATEGY] to date?
   - **Probe**: Could you give me an example of that?

   - **Probe**: How would you define "success"?

19) What have been your least successful aspects of your [STRATEGY] to date?
   - **Probe**: Could you give me an example of that?

   - **Probe**: How would you define being "less successful"?

20) Have there been any unexpected benefits from your implementation of your NKH campaign strategies? What were they?
  - **Probe**: Is your school better prepared to increase children's participation in federal nutrition programs as a result of your work on the NKH campaign? How so? [Probe for specific operationalizable or measurable changes in capacity]

21) Have there been any unintended consequences from implementing the NKH campaign strategies? What were they?
  - **Probe**: How did you deal with that?

WRAP-UP

22) Is there anything else about your work on the NKH campaign, that you think would be important for us to know at this time? If so, please describe.

Thank you for your time and your thoughtful responses today. If you have any other questions or concerns, feel free to contact me or Andrea Anater ([REDACTED]).

APPENDIX D. BASELINE CASE STUDY REPORTS

Appendix D is provided as a zip file. The following provides the file names and a description of each.

Appendix	Subgrantee	File Name
D-1	Florida Impact	Appendix_D-1_Baseline_Case_Study_Report_Florida_Impact.pdf
D-2	Hunger Task Force	Appendix_D-2_Baseline_Case_Study_Report_HTF.pdf
D-3	Texas Hunger Initiative	Appendix_D-3_Baseline_Case_Study_Report_THI.pdf
D-4	Three Square	Appendix_D-4_Baseline_Case_Study_Report_Three_Square.pdf
D-5	United Way of King County	Appendix_D-5_Baseline_Case_Study_Report_UWKC.pdf
D-6	United Way for Southeast Michigan	Appendix_D-6_Baseline_Case_Study_Report_UWSEM.pdf

APPENDIX E. FOLLOW-UP CASE STUDY REPORTS

Appendix E is provided as a zip file. The following provides the file names and a description of each.

Appendix	Subgrantee	File Name
E-1	Florida Impact	Appendix_E-1_Followup_Case_Study_Report_Florida_Impact.pdf
E-2	Hunger Task Force	Appendix_E-2_Followup_Case_Study_Report_HTF.pdf
E-3	Texas Hunger Initiative	Appendix_E-3_Followup_Case_Study_Report_THI.pdf
E-4	Three Square	Appendix_E-4_Followup_Case_Study_Report_Three_Square.pdf
E-5	United Way of King County	Appendix_E-5_Followup_Case_Study_Report_UWKC.pdf
E-6	United Way for Southeast Michigan	Appendix_E-6_Followup_Case_Study_Report_UWSEM.pdf

APPENDIX F. ACTIVITY TRACKER SUMMARIES

Appendix F is provided as a zip file. The following provides the file names and a description of each.

Appendix	Subgrantee	File Name
F-1	Florida Impact	Appendix_F-1_Year_3_Activity_Tracker_Summary_ Florida_Impact.pdf
F-2	Hunger Task Force	Appendix_F-2_Year_3_Activity_Tracker_Summary_HTF.pdf
F-3	Texas Hunger Initiative	Appendix_F-3_Year_3_Activity_Tracker_Summary_THI.pdf
F-4	Three Square	Appendix_F-4_Year_3_Activity_Tracker_Summary_Three_Square.pdf
F-5	United Way of King County	Appendix_F-5_Year_3_Activity_Tracker_Summary_UWKC.pdf
F-6	United Way for Southeast Michigan	Appendix_F-6_Year_3_Activity_Tracker_Summary_UWSEM.pdf

APPENDIX G. ADMINISTRATIVE DATA TABLES, 2014-2015 VS. 2017-2018 SCHOOL YEARS

Appendix G is provided as a zip file.

File name: Appendix_G_Final_Administrative_Data_Tables.xlsx

Each table is a separate tab or sheet in the Excel file.

The following provides the table numbers and titles.

Table	Title
Overarching Question 1: To what extent have campaigns strategies increased participation in breakfast, summer and afterschool meals?	
1. Is there an overall increase in participation reached through key federal nutrition programs (breakfast, lunch, summer, afterschool, and all programs combined) in the NKH SIF campaign partner target areas?	
Table 1	Total Number of Meals Served in SIF Campaign Areas
Table 2	Total Number of Meals Served in SIF Campaign Areas, by Target Area
Table 3	Total Number of Meals Served in SIF Campaign Areas Compared to the Rest of the State
Table 4	Total Number of Meals Served in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Table 5	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas
Table 6	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas, by Target Area
Table 7	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas Compared to the Rest of the State
Table 8	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Table 9	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas
Table 10	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas, by Target Area
Table 11	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to the Rest of the State
Table 12	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Table 13	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas
Table 14	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas, by Target Area
Table 15	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to the Rest of the State
Table 16	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
2. Does an increase in participation in one program correlate to an increase in participation in other programs in the NKH SIF campaign target areas?	
Table 17	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Florida SIF Campaign Areas
Table 18	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Wisconsin SIF Campaign Areas
Table 19	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Texas SIF Campaign Areas
Table 20	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Nevada SIF Campaign Areas
Table 21	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Washington SIF Campaign Areas
Table 22	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Michigan SIF Campaign Areas
3. How much does universal free meals (provision 2 and CEP) implementation affect participation in breakfast and lunch and what are the changes over time?	
Table 23	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Universal Free Schools
Table 24	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Non-Universal Free Schools
Table 25	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Universal Free Schools
Table 26	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Non-Universal Free Schools
Table 27	Participation Rate (Lunch) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Universal Free Schools

Table	Title
Table 28	Participation Rate (Lunch) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Non-Universal Free Schools
4. Among CACFP and NSLP afterschool sites, what is the distribution of snack to supper participation and what are the changes over time?	
Table 29	Distribution of Afterschool Meals Served in SIF Campaign Areas, NSLP and CACFP Programs Combined
Table 30	Distribution of Afterschool Meals Served in SIF Campaign Areas, CACFP Program
5. Within campaign target areas, how has participation changed across all programs at the district/sponsor level?	
Table 31	Participation Rate (Lunch) for Breakfast in SIF Campaign Areas, Texas Hunger Initiative, By Target Area and District
Table 32	Participation Rate (Lunch) for Breakfast in SIF Campaign Areas, United Way of King County (Washington), By District
Table 33	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Florida Impact, By Target Area and Sponsor
Table 34	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Hunger Task Force (Wisconsin), By Target Area and Sponsor
Table 35	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Texas Hunger Initiative, By Target Area and Sponsor
Table 36	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Three Square Food Bank (Nevada), By Target Area and Sponsor
Table 37	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, United Way of King County (Washington), By Target Area and Sponsor
Table 38	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, United Way for Southeastern Michigan, By Target Area and Sponsor
Overarching Question 2: What campaign characteristics (e.g., geography) affect increased participation in breakfast, summer, and afterschool meals in intervention schools when compared with nonintervention schools?	
1. Do urban, suburban, and rural areas within the NKH SIF campaign target areas see the same rates of program participation increases across all programs (breakfast, lunch, summer, afterschool, and all programs combined)?	
Table 39	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By Urbanicity
Table 40	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By Urbanicity
Table 41	Total Number of Afterschool and Summer Meals Served in SIF Campaign Areas, By Urbanicity
Table 42	Participation Rate (Enrolled) for Afterschool and Summer Programs in SIF Campaign Areas, By Urbanicity
2. What is the rate of increase in participation in key federal nutrition programs in urban/suburban/ and rural areas in NKH SIF campaign target areas as COMPARED to similar urban/suburban/rural non-SIF campaign areas?	
Table 43	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 44	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 45	Participation Rate (Lunch) for Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 46	Total Number of Afterschool and Summer Meals Served in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 47	Participation Rate (Enrolled) for Afterschool and Summer Programs in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 48	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas Compared to Rest of State, By Urbanicity
3. Do elementary, middle, high schools within the NKH SIF campaign target areas see the same rates of program participation increases across all programs (breakfast, and lunch)?	
Table 49	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Type
Table 50	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Type
4. What is the rate of increase in participation in all programs (breakfast and lunch) among elementary/middle/high schools in the NKH SIF campaign target areas as COMPARED to similar elementary/middle/high schools in the non-SIF campaign areas?	
Table 51	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By School Type
Table 52	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Compared to Rest of State, By School Type
Table 53	Participation Rate (Lunch) for Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By School Type

Table	Title
5. Do low, middle and high need schools within the NKH SIF campaign target areas see the same rates of program participation increases across all programs (breakfast and lunch)?	
Table 54	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Need Level
Table 55	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Need Level
6. What is the rate of increase in participation in all programs (breakfast and lunch) among low/middle/high need schools in the NKH SIF campaign target areas as COMPARED to similar low/middle/high need schools in the non-SIF campaign areas?	
Table 56	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By School Need Level
Table 57	Participation Rate (Enrolled) in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By School Need Level
Table 58	Participation Rate (Lunch) in Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By School Need Level
7. Do schools with high immigrant populations see similar rates of participation in breakfast and lunch as schools with low immigrant populations?	
Table 59	Average Daily Participation in SIF Campaign Areas by Immigrant Population Level
Table 60	Participation Rate (Enrolled) in SIF Campaign Areas by Immigrant Population Level
Table 61	Participation Rate (Lunch) in SIF Campaign Areas by Immigrant Population Level
8. Do schools with high Hispanic/Latino populations see similar rates of participation as schools with low Hispanic/Latino populations?	
Table 62	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
Table 63	Participation Rate (Enrolled) in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
Table 64	Participation Rate (Lunch) in Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
9. How have changes in enrollment within the SIF campaign areas impacted participation across all programs?	
Table 65	October Free and Reduced Price Enrollment in SIF Campaign Areas
Table 66	October Free and Reduced Price Enrollment in SIF Campaign Areas, by Target Area
Table 67	October Free and Reduced Price Enrollment in SIF Campaign Areas Compared to the Rest of the State
Table 68	October Free and Reduced Price Enrollment in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Additional Requests	
Table 69	*SAMPLE SIZES FOR REPORT TABLE 17* Participation Rate (Enrolled) for Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 70	*SAMPLE SIZES FOR REPORT TABLE 18* Participation Rate (Enrolled) for Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Compared to Rest of State, By School Type
Table 71	*SAMPLE SIZES FOR REPORT TABLE 20* Participation Rate (Enrolled) in Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
Table 72	*SAMPLE SIZES FOR REPORT TABLE 21* Participation Rate (Enrolled) in Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By School Need Level
Table 73	Total Number of Free and Reduced-Price Breakfast Meals Served in Survey Schools
Table 74	Average Daily Participation in Free and Reduced-Price Breakfast in Survey Schools
Table 75	Participation Rate (Enrolled) for Free and Reduced-Price Breakfast in Survey Schools
Table 76	Participation Rate (Lunch) for Free and Reduced-Price Breakfast in Survey Schools
Table 77	Total Number of Free and Reduced-Price Afterschool Meals Served in Survey Schools
Table 78	Average Daily Participation in Free and Reduced-Price Afterschool Meals in Survey Schools
Table 79	Participation Rate (Enrolled) for Free and Reduced-Price Afterschool Meals in Survey Schools
Table 80	Participation Rate (Lunch) for Free and Reduced-Price Afterschool Meals in Survey Schools

APPENDIX H. ADMINISTRATIVE DATA TABLES, FALL 2014 VS. FALL 2018 SCHOOL SEMESTERS

Appendix H is provided as a zip file.

File name: Appendix_H_Final_Administrative_Data_Tables_Fall14vFall18.xlsx

Each table is a separate tab or sheet in the Excel file.

The following provides the table numbers and titles.

Table	Title
Overarching Question 1: To what extent have campaigns strategies increased participation in breakfast, summer and afterschool meals?	
1. Is there an overall increase in participation reached through key federal nutrition programs (breakfast, lunch, summer, afterschool, and all programs combined) in the NKH SIF campaign partner target areas?	
Table 1	Total Number of Meals Served in SIF Campaign Areas
Table 2	Total Number of Meals Served in SIF Campaign Areas, by Target Area
Table 3	Total Number of Meals Served in SIF Campaign Areas Compared to the Rest of the State
Table 4	Total Number of Meals Served in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Table 5	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas
Table 6	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas, by Target Area
Table 7	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas Compared to the Rest of the State
Table 8	Average Daily Participation in Free and Reduced Price Meals in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Table 9	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas
Table 10	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas, by Target Area
Table 11	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to the Rest of the State
Table 12	Participation Rate (Enrolled) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
Table 13	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas
Table 14	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas, by Target Area
Table 15	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to the Rest of the State
Table 16	Participation Rate (Lunch) for Free and Reduced Price Meal Program in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas
2. Does an increase in participation in one program correlate to an increase in participation in other programs in the NKH SIF campaign target areas?	
Table 17	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Florida SIF Campaign Areas
Table 18	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Wisconsin SIF Campaign Areas
Table 19	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Texas SIF Campaign Areas
Table 20	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Nevada SIF Campaign Areas
Table 21	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Washington SIF Campaign Areas
Table 22	Correlations among Change in Participation Rate (Enrolled) in Nutrition Programs in Michigan SIF Campaign Areas
3. How much does universal free meals (provision 2 and CEP) implementation affect participation in breakfast and lunch and what are the changes over time?	
Table 23	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Universal Free Schools
Table 24	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Non-Universal Free Schools
Table 25	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Universal Free Schools
Table 26	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Non-Universal Free Schools
Table 27	Participation Rate (Lunch) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Universal Free Schools

Table	Title
Table 28	Participation Rate (Lunch) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to the Rest of the State, Non-Universal Free Schools
4. Among CACFP and NSLP afterschool sites, what is the distribution of snack to supper participation and what are the changes over time?	
Table 29	Distribution of Afterschool Meals Served in SIF Campaign Areas, NSLP and CACFP Programs Combined
Table 30	Distribution of Afterschool Meals Served in SIF Campaign Areas, CACFP Program
5. Within campaign target areas, how has participation changed across all programs at the district/sponsor level?	
Table 31	Participation Rate (Lunch) for Breakfast in SIF Campaign Areas, Texas Hunger Initiative, By Target Area and District
Table 32	Participation Rate (Lunch) for Breakfast in SIF Campaign Areas, United Way of King County (Washington), By District
Table 33	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Florida Impact, By Target Area and Sponsor
Table 34	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Hunger Task Force (Wisconsin), By Target Area and Sponsor
Table 35	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Texas Hunger Initiative, By Target Area and Sponsor
Table 36	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, Three Square Food Bank (Nevada), By Target Area and Sponsor
Table 37	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, United Way of King County (Washington), By Target Area and Sponsor
Table 38	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas, United Way for Southeastern Michigan, By Target Area and Sponsor
Overarching Question 2: What campaign characteristics (e.g., geography) affect increased participation in breakfast, summer, and afterschool meals in intervention schools when compared with nonintervention schools?	
1. Do urban, suburban, and rural areas within the NKH SIF campaign target areas see the same rates of program participation increases across all programs (breakfast, lunch, summer, afterschool, and all programs combined)?	
Table 39	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By Urbanicity
Table 40	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By Urbanicity
Table 41	Total Number of Afterschool and Summer Meals Served in SIF Campaign Areas, By Urbanicity
Table 42	Participation Rate (Enrolled) for Afterschool and Summer Programs in SIF Campaign Areas, By Urbanicity
2. What is the rate of increase in participation in key federal nutrition programs in urban/suburban/ and rural areas in NKH SIF campaign target areas as COMPARED to similar urban/suburban/rural non-SIF campaign areas?	
Table 43	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 44	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 45	Participation Rate (Lunch) for Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 46	Total Number of Afterschool and Summer Meals Served in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 47	Participation Rate (Enrolled) for Afterschool and Summer Programs in SIF Campaign Areas Compared to Rest of State, By Urbanicity
Table 48	Participation Rate (Lunch) for Afterschool and Summer Programs in SIF Campaign Areas Compared to Rest of State, By Urbanicity
3. Do elementary, middle, high schools within the NKH SIF campaign target areas see the same rates of program participation increases across all programs (breakfast, and lunch)?	
Table 49	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Type
Table 50	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Type
4. What is the rate of increase in participation in all programs (breakfast and lunch) among elementary/middle/high schools in the NKH SIF campaign target areas as COMPARED to similar elementary/middle/high schools in the non-SIF campaign areas?	
Table 51	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By School Type
Table 52	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Compared to Rest of State, By School Type
Table 53	Participation Rate (Lunch) for Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By School Type

Table	Title
5. Do low, middle and high need schools within the NKH SIF campaign target areas see the same rates of program participation increases across all programs (breakfast and lunch)?	
Table 54	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Need Level
Table 55	Participation Rate (Enrolled) for Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas, By School Need Level
6. What is the rate of increase in participation in all programs (breakfast and lunch) among low/middle/high need schools in the NKH SIF campaign target areas as COMPARED to similar low/middle/high need schools in the non-SIF campaign areas?	
Table 56	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By School Need Level
Table 57	Participation Rate (Enrolled) in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By School Need Level
Table 58	Participation Rate (Lunch) in Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By School Need Level
7. Do schools with high immigrant populations see similar rates of participation in breakfast and lunch as schools with low immigrant populations?	
Table 59	Average Daily Participation in SIF Campaign States By Immigrant Population Level
Table 60	Participation Rate (Enrolled) in SIF Campaign States By Immigrant Population Level
Table 61	Participation Rate (Lunch) in SIF Campaign States By Immigrant Population Level
8. Do schools with high Hispanic/Latino populations see similar rates of participation as schools with low Hispanic/Latino populations?	
Table 62	Average Daily Participation in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
Table 63	Participation Rate (Enrolled) in Free and Reduced Price Breakfast and Lunch in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
Table 64	Participation Rate (Lunch) in Free and Reduced Price Breakfast in SIF Campaign Areas Compared to Rest of State, By Hispanic/Latino Population Level
9. How have changes in enrollment within the SIF campaign areas impacted participation across all programs?	
Table 65	October Free and Reduced Price Enrollment in SIF Campaign Areas
Table 66	October Free and Reduced Price Enrollment in SIF Campaign Areas, by Target Area
Table 67	October Free and Reduced Price Enrollment in SIF Campaign Areas Compared to the Rest of the State
Table 68	October Free and Reduced Price Enrollment in SIF Campaign Areas Compared to Matched Non-SIF Campaign Areas

APPENDIX I. SURVEY DATA TABLES

Appendix I is provided as a zip file.

File name: Appendix_I_Final_Survey_Data_Tables.xlsx

Each table is a separate tab or sheet in the Excel file.

The following provides the table numbers and titles.

Table	Title
Overarching Question 1: Is the NKH SIF campaign leading to increased participation in key federal nutrition programs?	
a. To what extent have campaign strategies increased participation in breakfast, summer and afterschool meals in intervention schools when compared with nonintervention schools?	
Table 1	Average Number of Days Child Eats Breakfast at School, by School and Intervention
Table 2	Average Number of Days Child Gets Lunch at the School Cafeteria's Main Lunch Line, by School and Intervention
Table 3	Average Number of Days Per Week Child Eats After School Snack or Meal Provided at School or Another After School Site, by School and Intervention
Table 4	Average Number of Days Per Week Child Eats a Summer Meal at School or a Summer Program Site, by School and Intervention
Table 5	Number of Children that Eat Breakfast at School, by School and Intervention
Table 6	Number of Children get Lunch at the School Cafeteria's Main or A La Carte Lunch Line, by School and Intervention
Table 7	Number of Children that Eat After School Snack or Meal Provided at School or Another After School Site, by School and Intervention
Table 8	Number of Children that Eat a Summer Meal at School or a Summer Program Site, by School and Intervention
b. What participant characteristics affect increased participation in breakfast, summer, and afterschool meals in intervention schools when compared with nonintervention schools?	
Table 9	Average Number of Days Child Eats Breakfast at School, Main Study: Intervention vs. Main Study: Control
Table 10	Average Number of Days Child Gets Lunch at the School Cafeteria's Main Lunch Line, Main Study: Intervention vs. Main Study: Control
Table 11	Average Number of Days Per Week Child Gets Lunch at the School Cafeteria's a La Carte or Snack Bar Lines, Main Study: Intervention vs. Main Study: Control
Table 12	Average Number of Days Per Week Child Eats After School Snack or Meal Provided at School or Another After School Site, Main Study: Intervention vs. Main Study: Control
Table 13	Average Number of Days Per Week Child Eats a Summer Meal at School or a Summer Program Site, Main Study: Intervention vs. Main Study: Control
c. What school characteristics (e.g., geography) affect increased participation in breakfast, summer, and afterschool meals in intervention schools when compared with nonintervention schools?	
Table 14	School Demographic, by baseline and follow-up
d. Compared with nonintervention schools, to what extent does participation in one federal nutrition program support participation in other federal nutrition programs in intervention schools?	
Table 15	Distribution of Respondents by Number of Federal Child Nutrition Programs Participating In
Table 16	Distribution of Students participating enrolled in Federal Nutrition Programs among Students who participated in at Least Two Programs
Overarching Question 2: Is the NKH SIF campaign leading to decreases in child hunger?	
a. To what extent have the campaign strategies reduced childhood hunger among participants in intervention schools when compared with participants in nonintervention schools?	
Table 17	Average Number of Affirmative Responses in Child Food Security Questions among Respondents who Selected at least 1 Affirmative Response, by School and Intervention
Table 18	Average Number of Affirmative Responses in Adult Food Security Questions among Respondents who Selected at least 1 Affirmative Response, by School and Intervention
Table 19	Average Number of Affirmative Responses in Household Food Security Questions among Respondents who Selected at least 1 Affirmative Response, by School and Intervention
b. Comparisons between Main Study and Ancillary for specific Food Security Score Levels	
Table 20	Percentage of Children with Very Low or Low Food Security Score, by School and Intervention
Table 21	Percentage of Children with Marginal Food Security Score, by School and Intervention
Table 22	Percentage of Children with High Food Security Score, by School and Intervention
Table 23	Percentage of Adults with Very Low or Low Food Security Score, by School and Intervention
Table 24	Percentage of Adults with Marginal Food Security Score, by School and Intervention
Table 25	Percentage of Adults with High Food Security Score, by School and Intervention
Table 26	Percentage of Households with Very Low or Low Food Security Score, by School and Intervention
Table 27	Percentage of Households with Marginal Food Security Score, by School and Intervention
Table 28	Percentage of Households with High Food Security Score, by School and Intervention

Table	Title
Comparisons of Affirmative Responses between Main Study and Ancillary for Specific Food Security Questions	
Table 29	Percent of Respondents Who Worried About Running Out of Food, Past 30 Days
Table 30	Percent of Respondents Who Indicated That Their Food Did Not Last, Past 30 Days
Table 31	Percent of Respondents Who Indicated That They Could Not Afford Balanced Meals, Past 30 Days
Table 32	Percent of Respondents Who Relied On Low-Cost Food, Past 30 Days
Table 33	Percent of Respondents Who Indicated That They Could Not Afford Balanced Meals for Their Child, Past 30 Days
Table 34	Percent of Respondents Who Indicated That They Had To Spend More Money to Buy Enough Food.
Table 35	Percent of Respondents Who Indicated at least one of the following in the past 30 days: Child was not eating enough, they cut their child's meals, or because there was not enough money for food the child skipped at least 3 meals or child did not eat when they were hungry or child who did not eat for a whole day.
c. Do participants in intervention schools influenced by campaign strategies consume more meals and/or snacks than participants attending nonintervention schools?	
Table 36	Average Number of Missed Meals (from Survey), by School and Intervention
Table 37	Average Number of Missed Breakfast Meals (from Survey), by School and Intervention
Table 38	Average Number of Missed Meals (from Diet Recall), by School and Intervention
Table 39	Average Number of Missed Breakfast (from Diet Recall), by School and Intervention
d. Do participants in intervention schools influenced by campaign strategies consume healthier foods than participants attending nonintervention schools?	
Table 40	Average Number of Times Child Drank 100% Fruit Juices in Past 7 Days, by School and Intervention
Table 41	Average Number of Times Child Ate Fruit, not including Fruit Juice in Past Week, by School Type and Intervention
Table 42	Average Number of Times Child Ate Green Salad in Past Week, by School and Intervention
Table 43	Average Number of Times Child Ate Potatoes (not including French fries, fried potatoes, or potato chips) in Past 7 Days, by School and Intervention
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