

Supplementary Table 1. Childcare Provider Semi structured Interview Protocol

Introduction

Thank you very much for agreeing to participate in this interview. My name is (Blinded), I am a graduate student at the University of (Blinded). Today, I am going to interview you about your views regarding feeding guidelines^a for preschool aged children (2-5 years) attending child-care.

This study is not an assessment of whether your program is meeting certain standards, for example the Head Start or CACFP standards. We expect that most programs have not adopted many of these guidelines. This is because these guidelines are not currently an explicit part of any child-care standards. Through this study we wish to take a collaborative approach with child-care providers and bridge disconnect between policy makers and child-care staff. This interview is a chance for you to describe some of the challenges you are facing to implement these guidelines in your program.

Everything you say will be kept confidential. You will not be quoted by name. Our report on the interviews will describe the range of views expressed by staff across programs, but specific comments will not be attributed to specific individuals or programs. I also ask that you not repeat any of our discussion after you leave today.

I would like to record our interview discussion using this digital recorder so I can listen to it later, when I write up my notes. No one outside of our research team will listen to the recordings. After my notes are finalized, I will erase/destroy the recordings. If you want to say anything that you don't want recorded, please let me know and I will be glad to pause the digital recorder. Do you have any objections to my recording our discussion?

The discussion will last about an hour, and we will not take any formal breaks. But please feel free to get up at any time to stretch or use the restroom.

Once again, thank you for coming today. Do you have any questions before we get started?

Interview Sequence

Part 1. Sorting the cards

Here is a stack of cards that list guidelines for feeding children (2-5 years) in child care.

Could you put these cards into 3 piles:

1. One pile for guidelines that your center uses,
2. One for guidelines that the center doesn't use, and
3. One for guidelines that you haven't heard about or are unsure about*

Now, could you sort the cards your center uses into another 3 piles:

1. Those that are easy to do,
2. Those that you sometimes find hard to do, and
3. One pile for really hard to do.

Part 2. Follow-up to explore provider perspectives regarding the benchmarks.

Let's begin with guidelines that your center uses:

- a. Interviewer moves through each card in the stack of guidelines that are "easy to do."
 - i. What are the main reasons for doing (this)?/ What do you think are the most important reasons for following (this guideline)
 - ii. Why is (this) easy to do?
 - iii. What advice would you give to providers who say that they are not able to follow (this guideline)?
- b. Interviewer moves through each card in the stack that are "sometimes hard to do" and then "really hard to do."
 - i. Why is this hard to do? / What prevents you from meeting (this guideline)?

- ii. What are the main reasons for doing (this)?/ What do you think are the most important reasons for following (this guideline)
 - iii. If you could change one thing to make (this guideline) easy to do, what would it be?/ What would make it easier to meet (this guideline)?
- c. Let's look at this stack here. (Interviewer points to stack that aren't used.)
- i. Why do you think the center doesn't use these?/ What are the main reasons for the center not doing (this)? / What prevents the center from doing (this)?

Part 3. Conclusion

We are about done. Is there anything else you would like to add?

Do you have any questions?

*Note, no providers identified a benchmark that they had not heard about or were unsure of.

^a The guidelines constituted 18 benchmarks (listed on 18 different cards) including two cards for nutrition education a) providers work with families to ensure foods and beverages, if brought in, meet nutritional guidelines (high in nutrients and low in fats and sugar); b) providers talk with families about nutrition education that takes place in the childcare program, outlined in the Position paper by the Academy of Nutrition and Dietetics benchmarks for Nutrition in Child Care

^b Actual guideline listed on the card was read during the interview instead of the words in the parenthesis.