

BEST PRACTICES FOR COVID-19 VACCINATION AND TESTING

OMB CONTROL NUMBER 0990-0421, EXPIRES 2/28/2027

INSTRUMENTS

A.1: Interview Guide: Public Health Leaders

A.2: Interview Guide: Program and Partner Staff

A.3: Interview Guide: Community Representatives

A.1: INTERVIEW GUIDE: PUBLIC HEALTH LEADER(S)

Interview guide: Public health leader(s)

Instructions to interviewers

Before the interview

- Review information available about the respondent.
- Replace [text that looks like this] with text relevant to the respondent.

During the interview

- Collect detailed information on each topic. Use the questions and probes under each topic to help respondents generate details and information relevant to our project's research questions.
- You do not need to ask all questions of each respondent. Instead, aim to cover all the interview topics across all the public health leader respondents from one the state/tribal organization.
- You do not need to read the content in parentheses; use that content as needed to help respondents if they ask for clarification. You do not need to read the questions verbatim but should prioritize stating questions in a way that feels natural to you and uses the respondent's language.

Introducing the interview (5 minutes)

Thank you for taking the time to meet with me today. My name is [name], and my pronouns are [pronouns]. I am a [title] at Mathematica. I will be leading this interview today.

Setting context

We are interviewing you for a study that Mathematica is conducting in partnership with the U.S. Department of Health and Human Services (specifically the Office of the Assistant Secretary for Planning and Evaluation and the Office of the Assistant Secretary of Health). As one part of this study, we are interviewing public health leaders to learn from your knowledge, experience, and expertise related to COVID-19 testing and vaccination efforts in [state/tribal organization]. We are especially interested in learning about efforts focused on people who are medically or socially at disproportionate risk of COVID-19 or related adverse outcomes. We will also be interviewing people with experience and expertise running specific COVID-19 testing and vaccination programs in their local communities, as well as representatives from communities these programs intend to serve.

We will be covering many topics today related to COVID-19 testing and vaccination efforts in [state/tribal organization]. I may abruptly change the subject at times to make sure we cover all the topics that we want to hear about from you. It's OK and expected that you won't have the answer to some of our questions, and there are no wrong answers. I have you scheduled for an hour. Are you available to talk for the next 60 minutes?

Securing verbal consent

Speaking with us is voluntary. You can choose not to answer any question you do not feel comfortable answering or do not have the answer to. You can also choose to end the interview at any time.

While we will never connect your name to the information you give us in any reports, we may connect the information you give us to [state and organization/tribal organization] in our reports. If you do not want us to report any information you share with us, please let us know and we will mark those comments as off the record.

There are no risks to participating in this study. In terms of benefits, sharing your experiences can help shape future efforts to deliver vaccine and testing efforts. Do you consent to participate in an interview today?

Offering the opportunity to ask questions

Before we start, what questions do you have for me?

If you have any questions later, you can email me using the address in this appointment.

Securing consent to record

Finally, we would like to record our conversation so that we have accurate notes. We will store the recording in a secured drive and delete it when we finish the study. Only the Mathematica research team will have access to the recording. Although we may share notes or transcripts from this conversation with the study team at the Department of Health and Human Services, such information will not include your name. Do I have your permission to record today?

Approaches to increasing COVID-19 testing and vaccination (25 minutes)

I'd like to start with some general questions about COVID-19 testing and vaccination in [state/tribal organization]. That could include work on outreach or education that does not directly involve service delivery. We'd like you to think about your perspective on the [state/tribal organization] rather than talk in detail about specific programs or strategies you worked on.

1. What was your role related to COVID-19 testing and vaccination in [state/tribal organization] during the pandemic? How long have you been in that role?
2. In your opinion, what have been the most effective efforts [state/tribal organization] has conducted to improve COVID-19 testing and vaccination for people who are at disproportionate risk? (We are interested both in efforts that states/tribal organizations *provided or implemented themselves* and efforts that *they funded or engaged others to implement*).
 - a. [If unanswered, and for each effort] Was this effort focused primarily on COVID-19 testing, vaccination, or both?
 - b. [If unanswered, and for each effort] When did this effort take place? (early in the pandemic before vaccines were available, after adult vaccines became available, after child vaccines became available, later)
 - i. [If unanswered, and for each effort that is current or ongoing] What resources are needed to continue the effort?

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- c. [If unanswered, and for each effort] Was [state/tribal organization] directly involved in doing this work or did the [state/tribal organization] fund or engage others to do the work?
 3. How did you decide which populations or areas of [state/tribal organization] to focus those efforts on? For example, did you use quantitative data, like the social vulnerability index, or qualitative data, like community input?
 - a. Are there particular data sources and metrics that you use to identify these populations?
 - b. Which data sources and metrics have been most helpful?
 4. How did you design those efforts to meet the needs of [populations mentioned]? (For example, making it culturally relevant, or designing it to address specific barriers such as communication preferences and transportation availability.)

Now, I am switching gears to talk about policy.

5. What *policies* have supported improvements in COVID-19 vaccination and testing for people at disproportionate risk? By policy, we mean a law, regulation, procedure, administrative action, incentive, or voluntary practice of government and other institutions. Policy is frequently reflected in resource allocation.
 - a. [If unanswered] What *federal or national* policies, regulations, or funding have supported improvements in COVID-19 testing and vaccination for people at disproportionate risk? [Ask for names of policies or examples of policies in action so we can dig up specifics in analysis if needed]
 - b. [If unanswered] What *state or local* policies, regulations, or funding have supported improvements in COVID-19 testing and vaccination for people at disproportionate risk? [Ask for names of policies or examples of policies in action so we can dig up specifics in analysis if needed]
 - c. Did any policies present challenges? Why? [Ask for names of policies or examples of policies in action so we can dig up specifics in analysis if needed]

Now I want to talk about partners [site] may have worked with. By partners, we mean organizations that contributed to the success of [site] programs that work to improve COVID-19 testing and vaccinations, such as by helping design, plan, implement, or contribute resources.

6. Who were your most important or effective partners during the COVID-19 pandemic, and why? vaccination?
 - a. [If unanswered] What were their roles?
 - b. What made the partnership(s) work well?
 - c. [If unanswered] Were those partners you funded, or worked together with?
 - d. Which of these were new partnerships for your COVID-19 testing/vaccination work? Why were new partnerships needed?

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7. What has been challenging about partnering? [Ask for specific examples – Who? Why?]
 - a. What lessons did you learn about how to overcome the challenges?
 - b. What would you recommend to other trying to build successful partnerships?
 8. What else has been challenging about improving COVID-19 testing and vaccination in [state/tribal organization]? (We are interested in examples of challenges or factors that hindered either implementation or success.)
 - a. What lessons did you learn about how to address these challenges?
 9. What else has helped improve COVID-19 testing and vaccination in [state/tribal organization]? (We are interested in factors that facilitated or made it easier to successfully provide these services. Examples could include strategies, processes, prior experience, time, access to knowledge, and community champions.)

Routine vaccination questions (10 minutes)

Next, I want to check if questions I have about routine vaccinations are applicable to you.

10. Has [site] provided or funded [state/tribal organization-wide] COVID-19 vaccination efforts that coordinate with routine vaccination programs, such as programs encouraging flu vaccination?
 - a. [If yes] About when did these efforts start/take place (early in the pandemic before vaccines were available, after adult vaccines became available, after child vaccines became available, later)?
 - b. [If yes] How do these efforts promote COVID-19 vaccination together with other types of vaccination?
11. How have efforts to ensure that children and adults are up to date for routinely recommended vaccines changed during the pandemic in [state/tribal organization]?
12. What did you learn from rolling out COVID-19 vaccinations that could be (or has already been) applied to routine vaccination programs?

Program inputs (10 minutes)

I'm switching topics again, this time to ask you about the resources that [state/tribal organization] used to improve COVID-19 testing and vaccination. Examples of resources include funding; in-kind supplies like vaccines, tests, and other supplies; or even information about what strategies work well.

13. Let's start with funding. What have been the sources of funding for the COVID-19 testing activities led by [state/tribal organization]? What about COVID-19 vaccination activities?
 - a. Have you combined resources from different funding sources for these activities? If so, how did that go? What has helped you to successfully combine these resources? What challenges have you experienced when combining resources from multiple sources to fund these activities?

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14. Outside of funding, what other resources have you received that support activities to improve COVID-19 testing in [state/tribal organization]? What about COVID-19 vaccination? (Examples include test supplies, technical assistance, data to drive program, vaccines)
 - a. Who provided these resources?
 - b. What resources have been most important to reach people at disproportionate risk in [state/tribal organization]? How did they help?
 15. How did [state/tribal organization] get information about how to design or improve COVID-19 testing and vaccination efforts for specific communities?
 - a. Did you get any input directly from the communities you intended to serve? If so, how?

I am also curious about resources that [state/tribal organization] distributed to other organizations for COVID-19 testing and vaccination.

16. What types of resources has [state/tribal organization] provided to [other organizations]? (For example, funding, supplies including vaccine and tests, or evidence-based interventions)
 - a. What types of resources have been most valuable to [other organizations] for improving testing or vaccination for people at disproportionate risk?
17. What challenges have you faced when providing direct funding or other resources to [grantees/programs/organizations you fund]?

Measuring outcomes and success (10 minutes)

Another topic I'd like to learn more about is how you approach assessing or evaluating the effectiveness of your efforts to improve COVID-19 testing and vaccination.

18. What were your [state's/tribal organization's] specific goals related to COVID-19 testing? What were your goals related to COVID-19 vaccination? [Interviewers: probe to understand if programs intended to improve awareness, confidence, access, or use of testing/vaccines in general]
 - a. Did you meet those goals for testing? For vaccination?
 - b. How do you know you met those goals for testing? For vaccination?
 - i. What program metrics or outcomes did you track for testing? For vaccination? (By outcomes, we mean the indicators of success or effectiveness. They could be quantitative or qualitative indicators.)
 - ii. [if unanswered] Did the data allow you to assess the success of any specific initiatives?
19. What has [state/tribal organization] learned about community views on whether COVID-19 testing and vaccination efforts worked well?
 - a. How did you learn about their views? (Examples include survey, community advisory board, partnering with community leaders)

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- b. What actions have you taken based on ideas from the communities you intended to serve, if any?
20. Did [state/tribal organization] collect or monitor data on the costs of operating efforts to improve the uptake of COVID-19 testing and vaccination during the pandemic?
- a. [If yes] Tell me how and for which efforts.
 - b. What cost data are monitored?
 - c. What conclusions have been drawn about the cost of these efforts relative to its value?
21. In our last 5 minutes, I would like to ask for your help in identifying additional people I should interview to understand how COVID-19 testing and vaccination worked in [state/tribal organization] as well as help identifying promising or innovative programs or organizations we may want to include in our study.
- a. [If not already identified during the planning call] Is there another person I should speak to who is knowledgeable about how COVID-19 testing vaccination was implemented in [state/tribal organization]? [For each person identified, ask why they are recommending the person and what the person's role was related to COVID-19 during the pandemic.]
 - b. We hope to include [up to 7 promising programs in our study of [state] activities/up to three promising programs in our study of [tribal organization] activities. Are there any COVID-19 testing or vaccination programs, strategies, or efforts that you think we should consider including in our study? They should be promising, meaning you perceive them to be successful or innovative. They should also serve populations at disproportionate risk for COVID-19 and its adverse outcomes. These programs, strategies, or efforts can be statewide, county-level, or local. [For each program identified, ask respondent why they are recommending that program and if they program focused primarily on COVID-19 testing or vaccination.]
 - c. I will follow up by email for contact information.

Those are all the questions I have for you today. Thank you for sharing your time and knowledge with us. We appreciate the chance to learn about your work and we will be happy to share a copy of any published reports from the study.

A.2: INTERVIEW GUIDE: PROGRAM AND PARTNER STAFF

Interview guide: Program and partner staff

Instructions to interviewers

Before the interview

- Review information available about the respondent and program you will interview them about.
- Replace [text that looks like this] with text relevant to the respondent.

During the interview

- Collect detailed information on each topic. Use the questions and probes under each topic to help respondents generate details and information that are relevant to our project’s research questions.
- . You do not need to ask all questions of each respondent. Instead, aim to cover all the interview topics across all the respondents from one program.
- You do not need to read the content in parentheses; use that content as needed to help respondents if they ask for clarification. Content in brackets is to help guide the interviewer.
- You do not need to read the questions verbatim but should prioritize stating questions in a way that feels natural to you and uses the respondent’s language. For example, respondents may not think of the testing/vaccination efforts they were involved in as “a program” and might use words like “campaign” “grant” “project” or another term. Please substitute their word.

Introducing the interview (5 minutes)

Thank you for taking the time to meet with me today. My name is [name], and my pronouns are [pronouns]. I am a [title] at Mathematica. I will be leading this interview today.

Setting context

We are interviewing you for a study that Mathematica is conducting in partnership with the U.S. Department of Health and Human Services (specifically the Office of the Assistant Secretary for Planning and Evaluation and the Office of the Assistant Secretary of Health). As one part of this study, we are interviewing people like you who have on-the-ground experience and expertise running COVID-19 testing and/or vaccination programs in your local communities. We are especially interested in learning about how your work affects people who are medically or socially at disproportionate risk of COVID-19 or related adverse outcomes. We would also like to interview a member of such a community that your [program]intends to reach.

We will be covering many topics today related to [program]. I may abruptly change the subject at times to make sure we cover all the topics that we want to hear about from you. It’s OK and expected that you won’t have the answer to some of our questions. There are no wrong answers—we just want to capture your insights.

I have you scheduled to talk with me for 60 minutes. Our research team is grateful to you for making the time to talk today. As a thank-you for your time, we will email you a \$100 digital gift card from a vendor of your choice, such as Visa, Amazon, or Target. Are you still available to talk for the next 60 minutes?

Securing verbal consent

Speaking with us is voluntary. You can choose not to answer any question you do not feel comfortable answering or do not have the answer to. You can also choose to end the interview at any time.

While we will not report your or your organization's names in any of our reports, descriptions of your work in our reports may make you or your organization identifiable. If you do not want us to report any information you share with us, please let us know and we will mark those comments as off the record.

There are no risks to participating in this study. In terms of benefits, sharing your experiences can help shape future efforts to deliver vaccine and testing efforts. Do you consent to participate in an interview today?

Offering the opportunity to ask questions

Before we start, what questions do you have for us?

If you have any questions later, you can email me using the address in this appointment.

Obtaining consent to record

Finally, we would like to record our conversation so that we have accurate notes. We will store the recording in a secured drive and delete it when we finish the study. Only the Mathematica research team will have access to the recording. Although we may share notes or transcripts from this conversation with the study team at the Department of Health and Human Services, such information will not include your name. Do I have your permission to record today?

Background about program [10 minutes]

I'll start by asking you some questions about [program].

1. I'd like to focus our discussion on [program's] efforts related to [COVID-19 testing/vaccination.] What was your role in relation to COVID-19 [testing or vaccination] at [program] during the pandemic? How long have you had that role?
2. Can you describe [program] and how it was designed to improve COVID-19 [testing and/or vaccination]?
 - a. What aspects of the program do you think were most helpful for improving [testing or vaccination]?
 - b. [If not already answered] What populations or geographic areas did/does [program] focus on?
 - c. [If unanswered] When did those efforts take place? (early in the pandemic before vaccines were available, as adult vaccines became initially available, after adult vaccines became widely available, after child vaccines became available, later)

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- d. Did the [program] change significantly over time? [If yes]
 3. How did you decide which populations or areas to focus on for [program]?
 - a. Did you use any data sources or metrics to identify them?
 4. How did you design [program] to meet the needs of [populations of focus]? For example, making [program] culturally relevant, designing it to address specific barriers such as communication preferences and transportation availability. This could also include adapting services to meet the needs of specific groups, such as extending hours, co-locating with other social services, offering translation, etc.
 - a. What information did [program] use to decide how to design or improve COVID-19 testing and vaccination efforts for specific communities?

Assessing program impact and success [10 minutes]

5. In your opinion, was [program] successful?
 - a. What does success mean to you? That is, what were your goals? [Interviewers: probe to understand if programs intended to improve awareness, confidence, access, or use of testing/vaccines in general]
 - b. How do you know you were successful/met those goals?
 - i. What program metrics or outcomes did you track? (By outcomes, we mean the indicators of success or effectiveness. They could be quantitative or qualitative indicators.)
 - ii. Where did the data come from?
6. Are there any resources you wish you had to help measure program success or any challenges with data that you wish you could have overcome?
7. What are the views of the people or communities the [program] intended to serve on how well [program] works?
 - a. How did you learn about their views? (Examples include survey, community advisory board, partnering with community leaders)
 - b. What actions have you taken based on ideas from the people or communities [program] intended to serve, if any?

Implementation experience and strategies [20 minutes]

Next, I would like to ask some questions about what it has been like running [program].

8. What challenged the program's ability to operate successfully? We are interested in examples of challenges or factors that hindered either implementation or success.
 - a. What were effective ways to address these challenges?
9. What helped [program] be successful? We are interested in factors that facilitated, helped, or made it easier to operate the program successfully. Examples include planning processes,

strategies used, communication processes, prior experience, time, access to knowledge, community champions.

- a. [If relevant] How were you able to integrate COVID-19 [testing/vaccination] services into existing activities and physical infrastructure?
10. What resources were needed to operate [program]? Examples of resources include funding, service site, staff, technology, cold storage, community members or leaders
- a. How has [program] obtained the resources needed to support the program, including staffing?
 - b. [If relevant] How did you identify bilingual staff or employ other language translation services?
 - c. What was challenging about [those resources]? What lessons did you learn about how to address the challenge(s)?
 - d. What was helpful or easy about those resources?
11. I'm also curious about the cost of [program]. What were/are the biggest expenses for [program]?
- a. How many full-time employees were/are needed to run [program]?
 - b. What conclusions have been drawn about the cost of these efforts relative to its value? That is, did/do the costs seem reasonable given [program]'s results? Why or why not?
12. [If unanswered] How did partnerships contribute to [program]'s success? By partnerships, we are asking about other organizations that helped the program succeed, including by helping with planning, resources, or running the program. [Interviewers should make a note of partnerships mentioned by program leaders and consider whether you should ask to interview those partners at the end of the interview].
- a. Who were [the program's] most important or effective partners, and why?
 - b. [If unanswered] What were their roles?
 - c. Which of these partnerships were new? Why did you need these new partners?
 - d. What made the partnership(s) work well? [Ask for specific examples – Who? Why?]
 - e. What has been challenging about partnering? [Ask for specific examples – Who? Why?]
 - i. [If unanswered] What lessons did you learn about how to overcome the challenges?
 - f. What would you recommend to other organizations trying to build successful partnerships?
 - i. [If unanswered] Are there specific resources or supports that need to be in place to foster strong partnerships?

Now, I am stitching gears to talk about policy. By policy, we mean a law, regulation, procedure, administrative action, incentive, or voluntary practice of government and other institutions. Policy is frequently reflected in resource allocation.

13. What policies - local, state, or federal - have supported the success of [program]? How so? [Probe for the names of policies and/or examples of policies in action so we can investigate specifics during analysis if needed]
 - a. Did any policies present challenges? How so? [Probe for the names of policies and/or examples of policies in action so we can investigate specifics during analysis if needed]

Routine vaccinations [7 minutes]

Next, I wanted to check if the questions I have about routine vaccinations are applicable to you. By routine vaccinations, I mean vaccines that doctors recommend for adults and children, such as flu, measles, mumps, chicken pox, or hepatitis A and B.

14. Did [program] focus on improving routine vaccinations during the pandemic? How was this done?
 - a. Probe to understand if and how [program] bundled COVID-19 and routine vaccines.
 - b. [If relevant based on Q16a] Did you adapt organizational processes for administering routine vaccinations to support COVID-19 vaccinations, or vice versa? If so, how?
 - c. Did [program]'s strategies to improve routine vaccinations during the pandemic change over time?
15. [If relevant based on Q16] Was [program] successful in improving routine vaccination during the pandemic? If so, how?
 - a. In which communities/populations has [program] successfully improved routine vaccination uptake?

Wrap-up questions [8 minutes]

I know we have [X] minutes left, so I will turn to the final question(s) I have for you today.

16. Do you plan to continue offering the COVID-19 [services] that [program] provides in the future?
 - a. [If yes to Q18] What resources will you need to continue? [Probe to understand barriers and facilitators to continuing [program] in the long term.]
17. [For program leaders only, if program leader mentioned a data source in response to Q5b] We are interested in looking at any analyses or assessments you might have conducted to understand how well [program] worked. Previously, you mentioned [describe data from Q5b]. Would you be willing to share any results or analyses to inform part of our study, if those are available in the form of reports or presentations?
18. [For program leader only] In our last 5 minutes, I would like to ask for your help in identifying additional people I should interview to understand how [program] worked.

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- a. Is there another staff person I could speak to who is knowledgeable about how [program] was implemented, and perhaps helped manage or deliver program services? [Probe as to why they recommend each person and what their role in the program was.]
 - b. I would like to interview up to two partners of this program (in other words, staff from two other organizations that helped the [program] succeed. Who are the two key partners I should interview to better understand [program]'s planning, resources, or operations? [Probe as to why they recommend each person and how the partnership supported the program.]
 - c. Finally, I would also like to do a shorter 30-minute interview with one person who represents a community or group of people that [program] intended to serve. This could be a leader from that community or anyone who can speak to the broader views of the community. We will offer this person a \$50 gift card in appreciation of their time. Who comes to mind that we could interview for that community perspective? [Probe as to why they recommend each person and which community or group of people they think the person can represent.]
 - d. I will follow up by email for their contact information.
19. To wrap up, I'd like you to think back on our conversation and your experience with the pandemic. What do you think is most important for me to get on the record to help other programs meet the needs of people who are medically or socially at disproportionate risk of adverse outcomes, should another pandemic arise?
 20. [Read for all program respondents] Finally, would you be willing for [this program/organization] to be identified in a vignette or short profile about your efforts in our reports? If not, that's completely OK.

Those are all the questions I have for you today. Thank you for sharing your time and knowledge with us. We appreciate the chance to learn about your work and we will be happy to share a copy of any published reports from the study. In the next week or sooner, I will email you with a link you can use to choose a \$100 gift card from a vendor of your choice.

A.3: INTERVIEW GUIDE: COMMUNITY REPRESENTATIVES

Interview guide: Community representatives

Instructions to interviewers

Before the interview

- During outreach with the respondent, confirm with the respondent that they are familiar with the program(s) you are interviewing them about and confirm that they are comfortable speaking on behalf of the community or group of people the program leader recommended them for.
- Review information available about the respondent and the program(s) you will interview them about.
- Replace [text that looks like this] with text relevant to the respondent.

During the interview

- Collect detailed information on each topic. Use the questions and probes under each topic to help respondents generate information that are relevant to our project's research questions.
- You do not need to read the content in parentheses; use that content as needed to help respondents if they ask for clarification. You do not need to read the questions verbatim but should prioritize stating questions in a way that feels natural to you and uses the respondent's language. For example, respondents may not think of the testing/vaccination efforts they were involved in as "a program" and might use words like "campaign", "grant", "project", "effort", or another term. Please substitute their word.

Introducing the interview (5 minutes)

Thank you for taking the time to meet with me today. My name is [name], and my pronouns are [pronouns]. I am a [title] at Mathematica. I will be leading this interview today.

Setting context

Mathematica was hired by the federal government to learn about the best ways to test and vaccinate people during the COVID-19 pandemic. Our goals are to find out the best practices for testing and vaccinating people and write a report for people who work on COVID-19 testing and vaccination. We are interviewing public health leaders and people who ran COVID-19 testing and vaccination programs in [state/tribal organization]. We are also interviewing people like you who were identified by program leaders as likely being able to speak about the needs and experiences of people and communities that these programs tried to reach. You should not feel like you are a spokesperson for an entire community; we simply hope to hear what you saw in your community during the COVID-19 pandemic. Do you have any questions about why we are talking to you today?

I have you scheduled to talk with me for the next 30 minutes. Our research team is grateful to you for making the time to talk to us today. As a thank-you for your time, we will email you a \$50 digital gift

card from a vendor of your choice, such as Visa, Amazon, or Target. Are you still able to talk to me for the next 30 minutes?

Securing verbal consent

Speaking with us is voluntary. You can choose not to answer any question you do not feel comfortable answering or do not have the answer to. You can also choose to end the interview at any time.

Your privacy is important to us, and we will not use your name in any of our reports. If you do not want us to report any information you share with us, please let us know and we will mark those comments as off the record.

There are no risks to participating in this study. In terms of benefits, sharing your experiences can help shape future efforts to deliver vaccine and testing efforts. Do you consent to participate in an interview today?

Offering the opportunity to ask questions

Before we start, what questions do you have for me?

If you have any questions later, you can email me using the address in this appointment.

We would like to record our conversation so that we have accurate notes. We will store the recording in a secured drive and delete it when we finish the study. Only the Mathematica research team will have access to the recording. Although we may share notes or transcripts from this conversation with the study team at ASPE and OASH, such information will not include your name. Do I have your permission to record today?

Background (5 minutes)

21. I'll start by asking you about yourself. How would you describe your connection to the [program] and the [community/communities] that it intended to serve?
 - a. How would you define that community – or the group of people the program intended to serve – that you'd like to focus our conversation on today? I'd like you to try to keep this community and group of people in mind when answering my questions today.
22. Thinking back over the three years of the pandemic, what have been the challenges getting people in [community identified in Q1] [tested for/vaccinated against] COVID-19 from your perspective?

Program-specific questions (15 minutes)

As you know, we are studying an effort to improve COVID-19 [testing/vaccination] in [community]. [Describe program]. My next questions will be about [this effort/program] specifically.

23. Do you think [program] was successful in improving COVID-19 [testing/vaccination] in [community identified in Q1]?
 - a. How did [program] improve COVID-19 [testing/vaccination] in [community identified in Q1]?

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- b. Was [program] successful early in the pandemic before vaccine were available, as adult vaccines became initially available, after adult vaccines became widely available, after child vaccines became available, later?
 - c. How did [program] address [challenges already mentioned in Q2]?
 - d. Did [program] change the minds of people in [community identified in Q1] about the importance of [testing/being] vaccinated? How?
 - e. Did [program] make it easier for [community identified in Q1] to get [tested/vaccinated]? How?
 - f. Did [program] change how many people in [community identified in Q] got vaccinated? How?
24. Can you recall any aspects of [program] that worked especially well for [community identified in Q1], for example because they met specific needs or were culturally relevant?
25. Can you recall any aspects of [program] that didn't work that well for [community identified in Q1], and that you think could have been, or could be, improved to better meet the needs of the community?
26. Are you aware of if [program] asked members of [community identified in Q1] for ideas on how to design the program or make it better?
- a. [If yes] How did they do that? (Probe on town halls, surveys, community advisory boards, or similar entities)

Routine vaccinations (5 minutes)

I'd like to switch the topic to routine vaccinations, such as the flu vaccine or childhood vaccines.

27. Were people in [community identified in Q1] able to get their COVID-19 vaccine during the same time (for example, at the same appointment) as other routine vaccinations, like the flu vaccine or childhood vaccines? (We are curious about both getting routine vaccinations at a COVID-19 vaccination appointment, or the other way around).
- a. How was this done?
 - b. When did those efforts take place or start?
 - c. How well did that work for [community identified in Q1]?
 - d. Why do you think that worked, or why not?
28. What could have been done to better meet the needs of the community when it comes to routine vaccinations during the COVID-19 pandemic?

Wrap-up question [3 minutes]

I know we have a few minutes left, so I will turn to the final question I have for you today.

29. Thinking broadly, if there were to be another pandemic, what are the key things to consider about getting [community identified in Q1] tested/vaccinated?

Thank you very much for your time and sharing your insights with us. This will be helpful for our research and we will be happy to share a copy of any published reports from the study. In the next week or sooner, I will email you with a link you can use to choose a \$50 gift card from a vendor of your choice.