

Evaluation of the SevaTruck Foundation's After-School Healthy Meals Program

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EXECUTIVE SUMMARY

- Teachers, staff, and students at both Braddock Elementary School and Sleepy Hollow Elementary strongly supported the SevaTruck program and perceived that their schools and communities benefitted from the program.
- Program participation and meal service records
 - From 2022-2023, SevaTruck served 22,787 meals, held 80 after school food truck/feeding sessions, and conducted 101 community events.
 - SevaTruck operated at Sleepy Hollow Elementary School twice per week and Braddock Elementary School once per week.
- Teacher and staff online survey
 - Most teachers and staff reported that it was extremely easy (76.2%) or somewhat easy (14.9%) for students to access meals from SevaTruck.
 - Additionally, most participants (84.3%) did not find SevaTruck services to be disruptive to their school day.
 - Most teachers (80.6%) perceived that there was no stigma associated with the SevaTruck program.
 - Nearly all participants (94.4%) believed that SevaTruck improved opportunities for education equity.
 - Participants perceived that SevaTruck improved their students' academic outcomes. About one-third of teachers (35.4%) believed that the program improved school attendance. Additionally, 30.9% of teachers perceived that SevaTruck improved students' attention in class. About one in four teachers (24.0%) expressed that the program improved student achievement, and 17.5% of teachers felt that the program improved students' test scores.
- Teacher and staff focus groups
 - The SevaTruck meals were delicious and kid friendly. Participants appreciated that the meals were vegetarian as they accommodate many dietary restrictions and cultural preferences.
 - The program increased students' exposure to fruits and vegetables.
 - Participants emphasized the need for SevaTruck services as many of their students struggle with hunger and food insecurity at home.
 - SevaTruck plays a vital role in the community. Participants felt that SevaTruck knew the community they served well and felt that the program was invested in their well-being.
 - The program timing, afterschool, is generally good for students.
 - To meet demand during high volume times, participants suggested that SevaTruck add additional lines, trucks, or volunteers.
- Student food satisfaction "ticket" feedback
 - Most students (82.9%) liked the SevaTruck food a lot.

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Introduction

SevaTruck is a registered 501c3 non-profit organization dedicated to reducing hunger in communities by serving free, nutritious, warm meals to children attending Title I Schools, as well as surrounding community events in the DC Metro area. SevaTruck, which was founded in 2015, partners with schools, community centers, foodbanks, and other organizations to distribute tens of thousands of hot and healthy meals throughout Fairfax County each year. SevaTruck aims to create opportunities for health equity by improving diet, reducing food insecurity, and improving sense of well-being; supporting the school environment and conditions that promote healthy eating; improving opportunities for education equity; and strengthening community connections and opportunities for social engagement.

A recent video provides an overview of the program, linked here:

<https://www.byutv.org/99a2a955-c45d-45f4-bfaf-b8a7279b6c56/making-good-sevatruck-foundation>



Through funding from the Inova Health Equity Grant for the 2022-2023 period, SevaTruck was able to increase its services at an existing school, Braddock Elementary School. Additionally, SevaTruck was able to expand its reach to an additional DC Metro Area school, Sleepy Hollow Elementary School.

This funding effort afforded SevaTruck a new opportunity to examine the impact of their work. The goals and objectives of this expansion were to:

1) Create opportunities for health equity through improved diet, reduced food insecurity and improved sense of well-being

Objective 1a: Improve access to consistent, high quality, healthy, and culturally relevant warm meals for Sleepy Hollow Elementary School in Fairfax County as well as other Title I schools – (500 weekly meals or 25,000 annual meals)

Objective 1b: Increase availability of nutritious meals at low-income schools by serving students immediately after school through the use of a food truck.

2) Support the school environment and conditions that promote healthy eating

Objective 2a: Provide an alternative to unhealthy snacks and fast foods in under-resourced schools, 2-3 times per week

Objective 2b: Improve consumption of healthy meals after school

3) Improve opportunities for education equity

Objective 3a: Combine after-school tutoring and homework sessions with SevaTruck events

4) Strengthen community connections and opportunities for social engagement

Objective 4a: Increase social connection and engagement, including creating mechanisms for students and school staff to interact through sharing meals together and enjoying the “fun factor” of a food truck

These goals and objectives form the basis of this program evaluation. SevaTruck has partnered with the Center for Research in Education and Social Policy (CRESP) to analyze program data. CRESP is an independent research center that is committed to conducting rigorous research, program evaluation, and policy analysis on education, health, and community issues. In this brief, CRESP details the analysis of the 2022-2023 SevaTruck after-school healthy meals program.

Evaluation Approach

To capture meal service data, as well as student, teacher, and staff perspectives on the impact of SevaTruck, several mechanisms of data collection were employed. Data collection efforts described in this report include:

- 1) Program participation and meal service records (ongoing Fall 2022 – Spring 2023)
- 2) Teacher and staff online survey (collected Fall 2022 - Spring 2023)
- 3) Teacher and staff focus groups (collected Spring 2023)
- 4) Student food satisfaction feedback (collected Fall 2022 - Spring 2023)

The report is organized by data collection method. Each section includes a reflection on progress toward program goals as well as methods and findings.

Program Participation and Meal Service Records

Methods

Program participation and meals served were documented by SevaTruck staff in weekly meal and activity logs. Data were then provided to the University of Delaware for reporting purposes.

Findings

The data presented in this section serve as indicators of progress toward program objectives 1a, 1b, 2a, 2b, 3a, and to a lesser extent 4a.

In total, SevaTruck served 22,787 meals between 2022-2023, nearly reaching their objective of 25,000 annual meals. SevaTruck also met their objective of providing students at low-income schools with access to nutritious meals by holding 80 after school “food truck/feeding sessions”. SevaTruck operated at Sleepy Hollow Elementary School twice per week and Braddock Elementary School once per week.

In addition, SevaTruck held a total of 101 community events between 2022-2023. At Braddock Elementary School, community events took place every Wednesday after school at approximately 3:30 pm. Most of these students walk to and from school, so they formed a line to receive their meals directly from the food truck once they were dismissed. Students enrolled in the after-school program were given priority to receive their meals. They collected their food bowls from the rear side of the food truck and returned to their classrooms to participate in the after-school programs after finishing their meals.

At Sleepy Hollow Elementary School, SevaTruck served meals on Tuesdays and Thursdays. Since most students at Sleepy Hollow Elementary School use school buses for transportation, SevaTruck adjusted the delivery model to accommodate their needs and schedules. The meals delivered to Sleepy Hollow Elementary School were either prepared in the truck or at SevaTruck's kitchen and served inside the school cafeteria. This arrangement allowed all students to eat together before resuming their after-school programs.

Teacher and Staff Online Survey

Methods

Sample and Procedure: In total, 118 teachers or staff completed some or all of the survey. All teachers and staff from Braddock and Sleepy Hollow Elementary Schools were invited to participate in an online survey, which was conducted between November 2022 and May 2023. A QR code link to the survey was provided on table tents during

professional development sessions, as well as near the food truck or cafeteria during food distribution. The survey contained 24 questions related to students' ease of food access, whether there is any stigma or disruption associated with the program, impacts of the program on educational outcomes (attendance, achievement, participation in afterschool programs), influences on student dietary quality, and overall sense of community and the school environment. The survey took approximately three minutes to complete.

Analysis: Survey responses from 118 teachers and staff were analyzed for this section of the report. Summary and descriptive statistics were used to describe the survey data. In addition, open-ended survey responses are tallied and reported.

A copy of the survey is provided in Appendix A, and a complete summary of descriptive results is provided in Appendix B.

Findings

The data presented in this section serve as indicators of progress toward program objectives 1b, 2a, 2b, 3a, 4b, and to a lesser extent 1a.

Program Familiarity

Survey participants were predominantly teachers (73.3%) and staff (12.4%) who were very (40.6%) or extremely familiar (25.5%) with the SevaTruck program.

SevaTruck Access, Disruption, and Stigma

A majority of participants reported that it was extremely easy (76.2%) or somewhat easy (14.9%) for students to access meals from SevaTruck.

The vast majority of participants (84.3%) believed that SevaTruck did not disrupt the school day in any way. However, of those that did feel the program was disruptive (n=5), a few respondents offered a comment to explain their response. For example, one respondent shared *"Students try to get out of class early at the end of the day and are late to chorus because of the truck. Students will run out of the building to try to get first in line."* Similarly, another respondent stated, *"Students are too excited to do any learning once meals have been provided. We skip our writing block at the end of the day so that students can grab their food and then eat it in the classroom. It's great that they get a second lunch, but it does take up their learning time."*

Most teachers (80.6%) perceived that there was no stigma associated with the SevaTruck program.

Student, Parent and Faculty Perceptions of SevaTruck:

In general, teachers and staff reported that parents, students, and faculty from their school all strongly liked the SevaTruck program.

% Responses, Student, Parent and Faculty Perceptions of SevaTruck (n=118)

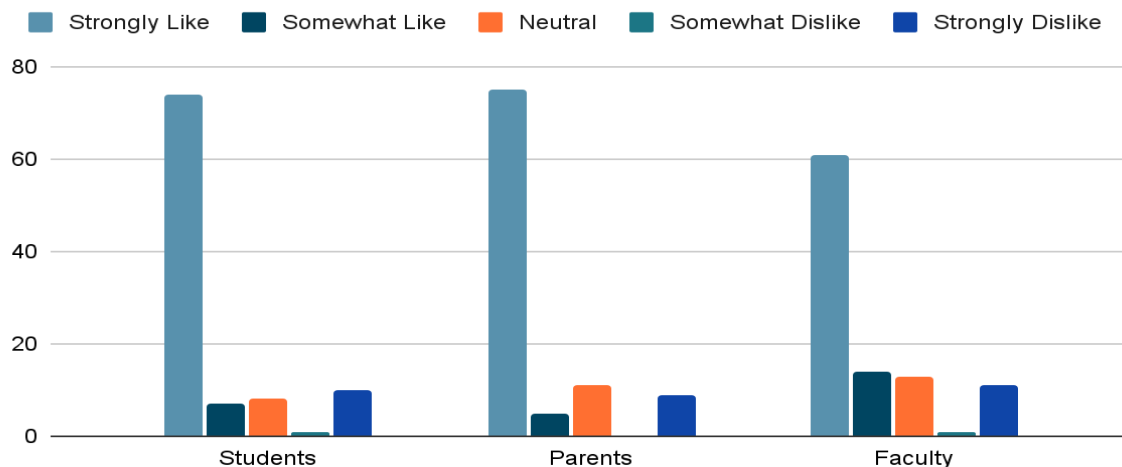


Figure 1: Program perception ratings from the 2022-2023 Teacher and Staff Survey.

Academic Impacts

Nearly all teachers and staff (94.4%) believed that SevaTruck improved opportunities for education equity.

Teachers and staff were asked to indicate if they observed any positive changes in attendance, attention in class, achievement, and/or test scores that could be attributed to the SevaTruck program (Table 1). The results demonstrate that about one-third of teachers (35.4%) believed that the program improved school attendance. Additionally, 30.9% of teachers perceived that SevaTruck improved students' attention in class. Further, about one in four teachers (24.0%) expressed that the program improved student achievement, and 17.5% of teachers felt that the program improved students' test scores.

Table 1: Improvements in Academic Outcomes as a Result of SevaTruck, Teacher/Staff Responses (N=97)

Category of Academic Impact attributable all or in part to SevaTruck	% Teachers or Staff reporting change
Improved Attendance	35.4
Improved Attention in Class	30.9
Improved Achievement	24.0
Improved Test Scores	17.5

Impacts on Dietary Quality

Every teacher surveyed (100%, n=92) believed that SevaTruck created opportunities for health equity through improved diet, reduced food insecurity, and improved sense of well-being. Further, all respondents (100%, n=94) reported that SevaTruck promoted healthy eating and supported the school environment.

Most teachers (75.3%) noticed that students had access to more, or a greater variety of, food as a result of SevaTruck’s after school program.

Over half of participants believed that their students consumed more fruits and vegetables (60.8%) and consumed healthier snacks (54.2%) after SevaTruck program implementation (Table 2). Additionally, 42.7% of participants perceived that the students consumed less fast food and 40.2% of participants perceived that the students consumed less processed food.

Table 2: Improvements in Dietary Intake as a Result of SevaTruck, Teacher/Staff Responses (N=97)

Category of Dietary Impact attributable all or in part to SevaTruck	% Teachers or Staff reporting change
Consuming more fruits and vegetables	60.8
Consuming healthier snacks	54.2
Consuming less fast food	42.7
Consuming less processed food	40.2

Community Impacts

Community impacts were assessed using both closed- and open-ended questions on the teacher and staff online survey. Results from the closed-ended questions

demonstrate that SevaTruck is a recognized community partner to many, and 97% of teachers and staff agreed that the program serves to strengthen community connections and social engagement of the schools. Further, the teachers and staff strongly believed that the program successfully serves to promote cross-cultural acceptance (97.8%).

These positive program perceptions were reiterated in the open-ended responses. For example, one teacher stated, *“SevaTruck has truly been an AMAZING [c]ommunity partner! The SEVA Team makes such a major impact in meeting the needs of a low-income, high needs community. Supporting the Robotics, Science, GEMS, Coding, Readers As Leaders after school clubs with a healthy snack makes a major difference for students, enabling them to FULLY participate in activities. SEVA [has] done an outstanding job supporting our PTA and School Admin with family and community events which increases participation tremendously!”* Similarly, another teacher expressed their thanks for the program by stating, *“You already help us with our After School programs! Thank you.”*

Another teacher reflected on the important role that Seva Truck plays in alleviating student hunger. Specifically, they said, *“The SevaTruck draws students and provides them with a healthy meal when they are hungry. We have been very fortunate to have the SevaTruck partner with us for afterschool events such as family picnics and school programs. It would be an excellent partner for any of our afterschool programs. It makes a difference!”*

Additionally, another teacher reflected on SevaTruck’s influence on attendance at school events by stating, *“When SevaTruck provides meals during an after-school event, I definitely notice greater attendance and family engagement.”*

Teachers and staff also suggested a variety of other school-based programs that might benefit from future SevaTruck partnerships. Responses included:

- *“Afterschool programs, classes such as Robotics, GEMS, Technology Club, Ambassadors, tutoring sessions, sports, interventions”*
- *“Back to School Open House, Back to School Grade-Level Night, Math and Science Night”*
- *“School gardens ‘Gardening would be a great way for students to connect to what they eat.’”*
- *“Mentoring!!!!!!!!”*
- *“Ms. Jackie Lake Afterschool Children's Program, Braddock STEM-Gardening Program, Annandale Community Center and the Mission Center”*
- *“Reading Club”*
- *“Spring concert SevaTruck food”*
- *“Summer programs”*

Teacher and Staff Focus Groups

Methods

Faculty and staff at Sleepy Hollow Elementary School and Braddock Elementary School were invited to participate in focus group sessions held in Spring 2023. In total, 35 staff participated in the focus groups. The initial group, held at Braddock Elementary School, had 23 participants. The second group, held at Sleepy Hollow, had 12 participants. This lower participation rate was intentionally to enable teachers and staff to be able to elaborate on their experiences.

Focus group data was professionally transcribed and qualitatively coded using open coding to identify themes. Data from both groups was analyzed together.

Findings

The data presented in this section serve as indicators of progress toward program goals one and two. Specifically, they indicate progress toward program objectives 1b, 2a, 2b, 3a, 4b, and to a lesser extent 1a.

A complete table of illustrative quotes is provided in Appendix C.

Taste, Food Quality, & Cultural Appropriateness:

Many respondents described the food served by SevaTruck as “delicious”. One staff member noted, *“Even the teachers line up. They're out there like this, “Can I have some?” So, we're all there. I had some yesterday, and it was delicious.”*

The meals change every week, but notable menu items include burritos, salads, and quesadillas. Focus group participants loved that the meals are cheesy, vegetarian, and hot. Because the foods were recognizable (i.e., quesadillas, burritos, salads), the students still ate the meals even if they were unsure of the ingredients. As one teacher explained, *“It's very kid-friendly and just very recognizable. Even if there are some components that might be new, the kids are willing to try something because it's recognizable and their friends are going to get it.”*

Teachers also highlighted the benefits of SevaTruck’s vegetarian food options as they accommodate many dietary restrictions. For example, one teacher mentioned, *“Well, I think it has to do a lot with those children who are halal or kosher, because there's so many things that they can't have. And so, by having vegetarian [options], those kids who are aware of halal and kosher are more able to be like, ‘Oh yeah, this is something I can eat.’ [...] [Additionally] the kids who are [...] vegetarians or they're vegan, they are aware and they're like, ‘Oh, this is something I can have.’* Therefore, because SevaTruck serves food that is halal and kosher, more of the community is able to

participate. Additionally, another individual reported that SevaTruck makes it a point to serve meals that are common among many cultures to reduce unfamiliarity among students. For instance, they stated, *“It feels like what they serve is something that just about every culture has. If you’re Indian, you have a roti, which would be similar to a burrito. So, it’s nothing that’s completely unfamiliar.”*

In addition to catering to many cultures, SevaTruck meals are prepared with a variety of vegetables and fruits, which increases students’ exposure to different foods and food combinations. As one teacher noted, *“They’re actually trying a lot of the things that we try to get them to try during the school day. So, it’s really an opportunity for them to expand their pallet unknowingly. And I think that’s key to one of the things that the SevaTruck brings to our community because they may not actually have some of those vegetables or fruits outside of this opportunity.”*

Addressing Hunger and Food Insecurity:

Teachers and staff emphasized the need for SevaTruck services as many of their students struggle with hunger and food insecurity at home. For example, one teacher stated that although students received free meals during the school day, they struggle with hunger in the evenings, *“A hundred percent of our students are free and reduced, so, they all get our free lunch meals. I would say any one of our students benefit from the truck because, when they go home, they’re not sure what their meal could potentially look like, whether it’s hot or if it’s a bowl of cereal. So, our families look forward to Wednesdays. Even when I have my club on Tuesday, my kids, even if they’re not in my club, they look forward to me having extra so they can take home to a sibling. So, I want to say that it doesn’t matter which child, every single child benefits and family because they all are hungry.”*

Several teachers mentioned the severity of hunger in their communities. For example, one teacher stated, *“And the thing is that there was an enormous amount of need, but we can’t service everyone. So that just tells you the level [of poverty], the severity [of hunger], the fact that what this truck is doing for some of these parents, for some of the children not to be hungry and wait until the next day to get breakfast here. Because there isn’t food. I’ve heard children come up and tell me, “There is no food at my house.”*

Similarly, another teacher said, *“The kids will miss the bus to stand in that line to get food. That’s how serious [their hunger] is.”*

Teachers reported that they worry about student hunger both before and after school. For example, one teacher noted that many of their students do not eat breakfast in the morning, which inhibits their ability to concentrate and learn. Specifically, they said, *“I think it’s something we talk about a lot, because we’re always checking, did our kids have breakfast in the morning? We would encourage them to have breakfast, if they haven’t. You notice when kids are hungry, and they can’t focus. And a lot of teachers*

keep snacks in their rooms for that reason. So I do think it's something that we're all thinking about and aware of."

Another teacher mentioned that many of their students are hungry after school as they have to wait for a parent to arrive to cook them a meal, *"The [students] don't have enough [food], until actually mom comes home at night to be able to cook for them."* Thus, these findings demonstrate that hunger and food insecurity are significant problems in the communities SevaTruck serves, and the program plays an imperative role in alleviating these issues for children and families.

Community Engagement:

SevaTruck plays a vital role in the community. Participants felt that SevaTruck knew the community they served well and felt that the program was invested in their well-being. As one teacher stated, *"I think part of what makes it work for the SevaTruck is the fact that they are part of our community, so they know the community that we serve. Because they're so much more invested in the community, they have a better, or a keener, eye as to who needs what or what the community will be more interested in or would be closer to what they are used to, so to speak."*

SevaTruck's program reach also extends beyond the immediate student population into the surrounding neighborhood. While SevaTruck serves the students and faculty at the two schools that hosted the focus groups, they also serve the surrounding community. One teacher noted that, *"The line includes not just our kids, but our parents and their siblings, high school. And that's what I'm saying, it encompasses everybody that lives in our community. So, they're not just servicing our elementary school kids. Everyone who lives in the community, they come to have something to eat, [...] even if they don't have a student at the elementary school."*

Other than the routine weekday truck services at each school, SevaTruck makes appearances at school and community events. Two examples provided by focus group participants include kindergarten roundup and the opening of a community center. As one staff member mentioned, *"When we have Kindergarten Roundup, they'll come out in the evening and do dinner so that then the families can show up and not have to worry about making dinner for their family before coming to things like Kindergarten Roundup or information nights we have, picnics, stuff like that. So, they come out and support that too."* Similarly, a participant noted that, *"The demand is there for them to provide more opportunities out in the neighborhood in the community. But they're so limited with the one truck and the volunteers that are actually trained to drive the truck and the food handlers and that type of stuff. So, it's just a matter of getting the word out to the community and seeing who's actually, who wants to be involved down to that level."*

Academic Outcomes:

Teachers and administrators reported that SevaTruck is an important motivator for students to attend after school programs. Attendance at these after school programs is important, as they can help to remediate academic skills, improve mental health, and ensure kids are productive as opposed to being at home with limited activities. One staff member noted, *“More students are participating in those clubs [robotics, choir, state testing preparation, Student Leaders Academy, and basketball], which are so beneficial for them [...].”*

Improved focus during the school day is another way SevaTruck supports academic outcomes. Because students know they will be getting a meal after school, they focus more intently during the school day. One participant noted that, *“They know they're going to get things at school that they need. They don't have to worry about it, so they can focus on what they need to focus on.”*

A few teachers also noted that there were connections between SevaTruck's nutritious, vegetarian meals and their instruction provided in school regarding healthy diets. *“They talk about that the food is healthy. They don't know it's vegetarian, but they know it's healthy. Then they say the ingredients that they see on it, and they say that food is healthy. That has been the conversation when I do the class.”*

Flexibility, Timing, & High-Quality Management

All participants, including teachers, staff and administrators are very clear that one of the best parts of the program is working with Carol and program leadership. As one participant said, *“Carol is fantastic.”* Another went on to comment that, *“She [Carol] is a person that understands service, and the need to give back. And she knows the mission too. She's still working and she's doing it and not getting anything, I mean, not getting financial in return. This is her heart. She's someone, and all of them, Sonny, I mean a former physician who's like, okay, how do we serve these people and give them something, help their need, they're hungry.”*

When issues arise, workarounds are always considered, and the schools find the program to be open to re-configurations. One participant noted, *“And whenever we call, it's never, ‘no’. It's like, ‘let me see what I can do’. And when she leaves here, she hops back in that truck, and she's going to another site.”*

The program timing, afterschool, is generally very good for students, although for schools where children do not walk home, and bussing is the “norm” the program has had to accommodate. Faculty have made arrangements with SevaTruck to set aside food for the bus and after school groups, so they do not have to stand in the line to delay their departure on the bus. The program has also found a workaround for days when it rains and children can't stand outside. When it rains, SevaTruck will bring

between 100-150 meals to the cafeteria for the after-school groups and serve them in containers there.

During the focus group discussion, some brainstorming also occurred and some individuals began to discuss ways that more children could be served during high volume times. Suggestions included adding additional lines, or even trucks, to meet demand. However, to do so, more volunteers would be needed. In one school teachers suggested there be more reminders about the need for volunteers and highlighted the need for a volunteer coordinator of some kind to support coordination. A weekly reminder to sign up for meal distribution sessions was generally supported. Additionally, teachers felt that with more volunteers, SevaTruck may be able to consider coming to the school one more time a week.

Student Food Satisfaction Feedback

Methods

Smiley-face student food rating tickets (Figure 1) were provided to SevaTruck and distributed afterschool at both Braddock and Sleepy Hollow Elementary Schools in the Fall 2022 and Spring 2023. These were small slips of paper with a smiley-face, a neutral face, and a frowning face. Each ticket asks, "How much did you like the food?" Students were asked to circle one of the responses associated with a face: I liked it a lot, I liked it a little, I did not like it.

Findings

The data presented in this section serve as indicators of progress toward program goals one and two. Specifically, they indicate progress toward program objectives 1a, 2b, and 4a.

Exemplar Smiley-Face tick surveys are presented in Figure 2.

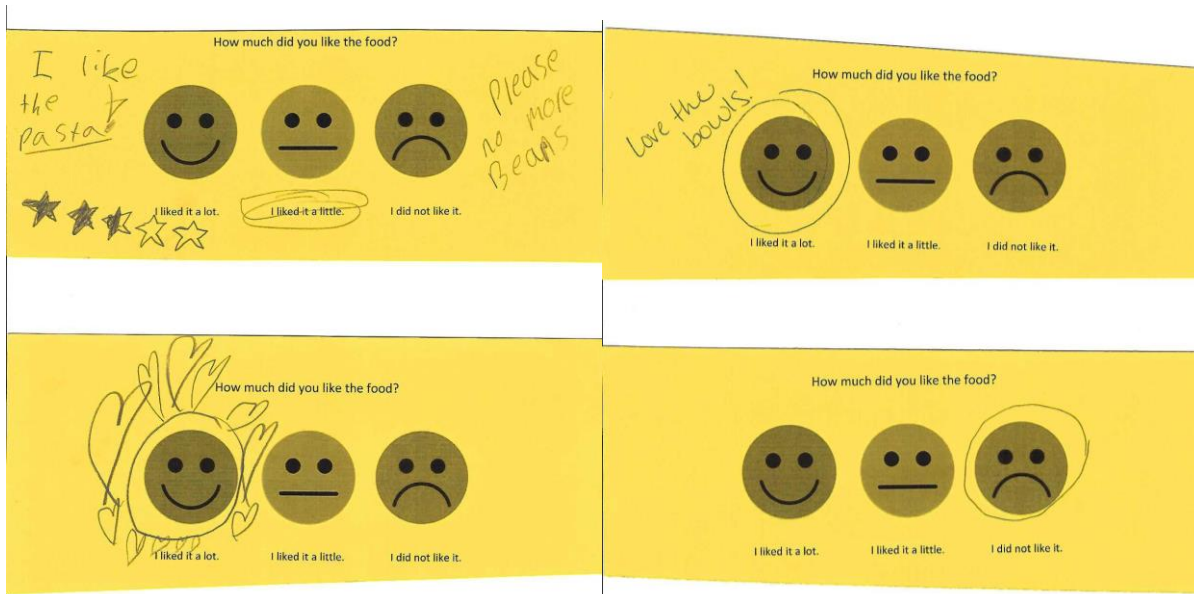


Figure 2. 2022-2023 Sleepy Hollow and Braddock Elementary Student Feedback and Sample Smiley Face Student Food Rating Ticket Images

Survey results suggest that most students liked the SevaTruck food a lot (n = 247, 82.9%) (Table 3 and Figure 3). Only 9 students (3%) did not like the food served by SevaTruck.

Table 3: Smiley-Face Student Food Rating Ticket Results

How much did you like the food?	Braddock Elementary School	Sleepy Hollow Elementary School	Total
I liked it a lot.	169	78	247
I liked it a little.	18	24	42
I did not like it.	1	8	9
Total	188	110	298

Smiley-Face Student Food Rating Ticket Results

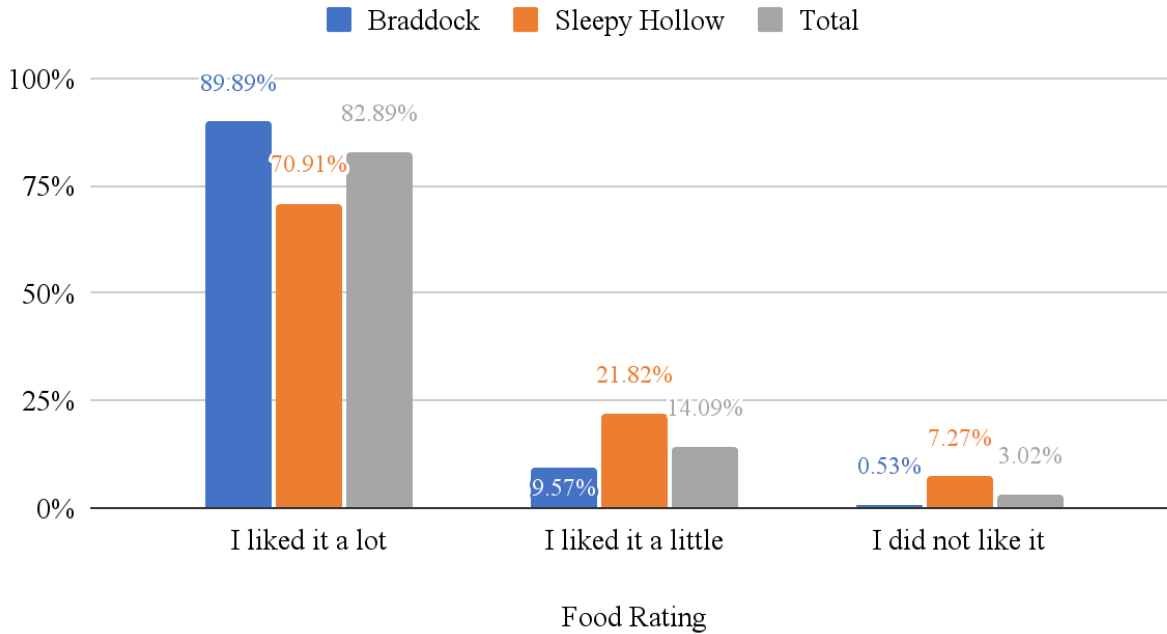


Figure 3. Smiley-Face Student Food Rating Ticket results.

Conclusion

Overall, teachers, staff, and students at both Braddock Elementary School and Sleepy Hollow Elementary strongly supported the SevaTruck program and perceived that their schools and communities benefitted from the program.

From 2022-2023, SevaTruck served 22,787 meals, held 80 after school food truck/feeding sessions, and conducted 101 community events. SevaTruck operated at Sleepy Hollow Elementary School twice per week and Braddock Elementary School once per week.

Results from the teacher and staff online survey suggest that most participants believed it was extremely easy (76.2%) or somewhat easy (14.9%) for students to access meals from SevaTruck. Additionally, most participants (84.3%) did not find SevaTruck services to be disruptive to their school day, and the vast majority (80.6%) perceived that there was no stigma associated with the program.

Nearly all participants (94.4%) believed that SevaTruck improved opportunities for education equity. About one-third of teachers (35.4%) believed that the program improved school attendance. Additionally, 30.9% of teachers perceived that SevaTruck improved students' attention in class. About one in four teachers (24.0%) expressed

that the program improved student achievement, and 17.5% of teachers felt that the program improved students' test scores.

Results from teacher and staff focus groups suggest that the SevaTruck meals were delicious and kid friendly. Participants appreciated that the meals were vegetarian as they accommodate many dietary restrictions and cultural preferences. The program increased students' exposure to fruits and vegetables.

Participants emphasized the need for SevaTruck services as many of their students struggle with hunger and food insecurity at home. SevaTruck plays a vital role in the community. Specifically, participants felt that SevaTruck knew the community they served well and felt that the program was invested in their well-being.

The program timing, afterschool, is generally good for students. To meet demand during high volume times, participants suggested that SevaTruck add additional lines, trucks, or volunteers.

According to "ticket" feedback from students, most (82.9%) were satisfied with the SevaTruck food and liked it a lot.

Together, these results suggest that the SevaTruck program met its intended goals and objectives.

Appendix A. Teacher/Staff/Administrator Survey

Teacher/Staff/Administrator Survey

Title of Study: Evaluation of the SevaTruck Foundation's After School Healthy Meals Program

Principal Investigator(s): Dr. Allison Karpyn, PhD

Introduction:

Thank you for agreeing to participate in this survey. There are no right or wrong answers to any of the questions. We are interested in your own experiences and opinions. The survey should take approximately ten to fifteen minutes depending on how much information you would like to share. All responses will be kept confidential, that is, we will not be collecting your name in association with your responses. There is no penalty for not participating and you may stop at any time. If you have questions after reviewing the consent documentation that the team shared with you, or any questions at all, please reach out to karpyn@udel.edu.

Background:

1. Which of these roles best describes your position?
 - a. Teacher
 - b. Staff
 - c. Administrator
 - d. Other _____

2. How familiar are you with SevaTruck, the meals program that distributes food to students?
 - a. Extremely familiar
 - b. Moderately familiar
 - c. Somewhat familiar
 - d. Slightly familiar
 - e. Not at all familiar

Feasibility:

3. How easy is it for students to access meals from SevaTruck?
 - a. Extremely easy
 - b. Moderately easy
 - c. Somewhat easy
 - d. Slightly easy
 - e. Not at all easy

4. Is SevaTruck's distribution of meals disruptive in any way?
 - a. Yes
 - b. No
 - c. Unsure

If yes, please use the space below to explain.

5. Would you say that there is, or is not, a stigma associated with getting food from SevaTruck?
 - a. Yes, there is stigma associated with getting food from the truck.
 - b. No, there is no stigma associated with getting food from the truck
 - c. Unsure

If yes, please use the space below to explain.

Reception:

6. How would you say the following groups feel about SevaTruck's After School Healthy Meals Program? Please circle one option (i through v) of each of the three groups (students, parents, faculty):
 - a. Students:
 - i. Strongly Like
 - ii. Somewhat Like
 - iii. Neutral
 - iv. Somewhat Dislike
 - v. Strongly Dislike
 - b. Parents:
 - i. Strongly Like
 - ii. Somewhat Like
 - iii. Neutral
 - iv. Somewhat Dislike
 - v. Strongly Dislike
 - c. Faculty
 - i. Strongly Like
 - ii. Somewhat Like
 - iii. Neutral
 - iv. Somewhat Dislike
 - v. Strongly Dislike

Impacts:

Education

7. Have you noticed a positive difference in attendance, attention in class, achievement, and/or test scores that may be attributable in part to SevaTruck's After School Healthy Meals Program? Please circle one option (i through iii) for each of the following categories:
 - a. Improved attendance
 - i. Yes
 - ii. No
 - iii. Unsure
 - b. Improved attention in class
 - i. Yes
 - ii. No
 - iii. Unsur
e
 - c. Improved achievement

- i. Yes
 - ii. No
 - iii. Unsure
- d. Improved test scores
- i. Yes
 - ii. No
 - iii. Unsure

Food Security

8. Have you noticed that students have access to more or a greater variety of food as a result of SevaTruck's After School Healthy Meals Program?
- a. Yes
 - b. No
 - c. Unsure
9. Are the children eating more (or new/unfamiliar) vegetables and fruits with SevaTruck meals?

Health

10. Have you noticed a positive difference in the diet of students? For example, are students *consuming* more fruits and vegetables, healthier snacks, less processed food, and/or less fast-food? Please circle one option (i through iii) for each of the following categories:
- a. Consuming more fruits and vegetables
 - i. Yes
 - ii. No
 - iii. Unsure
 - b. Consuming healthier snacks
 - i. Yes
 - ii. No
 - iii. Unsure
 - c. Consuming less fast food
 - i. Yes
 - ii. No
 - iii. Unsure
 - d. Consuming less processed food
 - i. Yes
 - ii. No
 - iii. Unsure

Goals:

Please respond yes or no to the following prompts.

1. Does SevaTruck create opportunities for health equity through improved diet, reduced food insecurity and improved sense of well-being?
 - a. Yes
 - b. No
2. Does SevaTruck support the school environment and conditions that promote healthy eating?
 - a. Yes
 - b. No
3. Does SevaTruck improve opportunities for education equity?

- a. Yes
- b. No

4. Does SevaTruck strengthen community connections and opportunities for social engagement?

- a. Yes
- b. No

5. Does SevaTruck promote cross-cultural acceptance?

- a. Yes
- b. No

Opportunities for collaboration:

6. Can you think of any programs at your school (such as gardens, tutoring, homework sessions, etc.) that may be able to partner with SevaTruck to support students and/or the community?

- a. Yes
- b. No

If yes, please use the space below to explain.

Thank you very much for your time and the information you shared today. We so appreciate you being a part of this research.

Appendix B. Teacher and Staff Survey Results, Braddock and Sleepy Hollow Elementary Schools, 2022-2023

Which of these roles best describes your position?	Frequency	Percent
Teacher	77	73.3
Staff	13	12.4
Administrator	6	5.7
Other	9	8.6
Total	105	100.0

How familiar are you with SevaTruck, the meals program that distributes food to students?	Frequency	Percent
Extremely familiar	27	25.5
Very familiar	43	40.6
Moderately familiar	19	17.9
Slightly familiar	14	13.2
Not familiar at all	3	2.8
Total	106	100.0

How easy is it for	Frequency	Percent
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students to access meals from SevaTruck?		
Extremely easy	77	76.2
Somewhat easy	15	14.9
Neither easy nor difficult	8	7.9
Somewhat difficult	1	1.0
Total	101	100.0

Is SevaTruck's distribution of meals disruptive in any way?	Frequency	Percent
Yes	5	4.9
No	86	84.3
Unsure	11	10.8
Total	102	100.0

If yes, please use the space below to explain.

Interrupts instruction

Students are too excited to do any learning once meals have been provided. We skip our writing block at the end of the day so that students can grab their food and then eat it in the classroom. It's great that they get a second lunch but it does take up their learning time.

Students try to get out of class early at the end of the day and are late to chorus because of the truck. Students will run out of the building to try to get first in line.

Would you say that there is, or is not, a stigma associated with getting food from SevaTruck?	Frequency	Percent
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Yes, there is stigma associated with getting food from the truck	5	4.9
No, there is no stigma associated with getting food from the truck	83	80.6
Unsure	15	14.6
Total	103	100.0
If yes, please use the space below to explain.		
Food trucks are deemed as unsanitary and greasy.		

How would you say the following groups feel about SevaTruck's After School Healthy Meals Program? Please select one option (I through V) of each of the three groups (students, parents, faculty): - <u>Students</u>	Frequency	Percent
Strongly like	75	74.3
Somewhat like	7	6.9
Neutral	8	7.9
Somewhat dislike	1	1.0
Strongly dislike	10	9.9
Total	101	100.0

How would you say the following groups feel about SevaTruck's After	Frequency	Percent
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School Healthy Meals Program? Please select one option (I through V) of each of the three groups (students, parents, faculty): - <u>Parents</u>		
Strongly like	73	74.5
Somewhat like	5	5.1
Neutral	11	11.2
Somewhat dislike	0	0
Strongly dislike	9	9.2
Total	98	100.0

How would you say the following groups feel about SevaTruck's After School Healthy Meals Program? Please select one option (I through V) of each of the three groups (students, parents, faculty): - <u>Faculty</u>	Frequency	Percent
Strongly like	61	61.0
Somewhat like	14	14.0
Neutral	13	13.0
Somewhat dislike	1	1.0
Strongly dislike	11	11.0
Total	100	100.0

Appendix C. Key Themes and Example Quotes from Focus Groups with Teachers and Staff from Braddock and Sleepy Hollow Elementary Schools, 2022-2023

Theme	Exemplar Quote
<p>Feedback About Taste/Food Quality/Cultural Appropriateness</p>	<p>“It’s different vegetables sometimes too. It’s not all just standard stuff. So, it’s exposure to different foods. There was zucchini and mushrooms in a quesadilla. And I’ve had them both before, but I’ve never had them in a quesadilla before. And when I was with the kids, together in the quesadilla. When I was with the kids, they were like, “What is this?” So it’s just, it’s exposure to different things.” (BR3)</p> <p>“It’s very kid-friendly and just very recognizable. Even if there are some components that might be new, the kids are willing to try something because it’s recognizable and their friends are going to get it.” (BR8)</p> <p>“Even when we do the afternoon snack, kids are so much more reluctant to try a new vegetable and try a new fruit because it’s hidden, so to speak, in the quesadilla. They’re actually trying a lot of the things that we try to get them to try during the school day. And so it’s really an opportunity for them to expand their pallet unknowingly. And I think that’s key to one of the things that the SevaTruck brings to our community because they may not actually have some of those vegetables or fruits outside of this opportunity.” (BR11)</p> <p>“Sometimes they can be a burrito. Sometimes it’s like a salad quesadilla. Sometimes it’s like a salad, so to speak, where they actually put, they have the rice and they put the veggies on top. So it’s just a variety. And they always have something that is kid-friendly like some chips or chocolate or a cookie, like</p>

something that's for dessert." (BR3)

"It feels like what they serve is something that just about every culture has. If you're Indian, you have a roti, which would be similar to a burrito. So it's nothing that's completely unfamiliar." (BR8)

"Well, I think it has to do a lot with those children who are halal or kosher, because there's so many things that they can't have. And so, by having to be that vegetarian, so those kids who are aware of halal and kosher are more able to be like, "Oh yeah, this is something I can eat." Whereas the other kids are just, the kids who aren't those, that they can just eat anything, they're omnivores. They don't care. They're just like, "Oh, yummy food." But the kids who are like, oh, who have food as something like they're vegetarians or they're vegan, they are aware. And so they're like, "Oh, this is something I can have." (BR2)

"It's all vegetarian, but it's really all encompassing as far as when it comes to a vegetarian food group because, although it has cultural components from, let's say, the Latin culture where you're talking about beans and rice, they're able to incorporate those vegetables that they wouldn't normally eat on a regular basis like peas. That's not in the Latin culture. I mean, it is in some aspect, but not really. But let's say peas and stuff, something like that. But most Latinos are familiar with beans. Okay. But when you're looking at it from a cultural perspective, a lot of people, they're aware with quesadillas and burritos and stuff like that. It isn't like, oh, it has beans, cheese, rice, that type of stuff. So it appeals to the kids 'cause they're like, "Oh, it's just the burrito." But I don't think they're conscious about what goes into the burrito." (BR10)

	<p>“Yeah, it [the food] was very tasty.” (SH3)</p> <p>“That's interesting though, because the kindergarten class, the first time we did the burritos, they didn't want them. They hardly ate them. And then the next time when we did have the pasta, that was something that a lot of us did eat was the pasta. Yeah.” (SH3).</p> <p>“I think they see the vegetables, and that's when they don't want try it.” (SH2).</p> <p>“When she first started with the rice bowls, it's bland. It was not, it doesn't have meats, it doesn't have this. It's just bland. So they had a conversation, they were very vocal with Carol, and they were like, "If you put a little bit more of seasoning, and then when you're making it, we're going to eat it." And they do.” (SH5).</p>
<p>Addressing Hunger and Food Insecurity</p>	<p>“A hundred percent of our students are free and reduced. So they all get our free lunch meals. And so I would say any one of our students benefit from the truck because, when they go home, they're not sure what their meal could potentially look like, whether it's hot or if it's a bowl of cereal. So our families look forward to Wednesdays. Even when I have my club on Tuesday, my kids, even if they're not in my club, they look forward to me having extra so they can take home to a sibling. So I want to say that it doesn't matter which child, every single child benefits and family because they all are hungry.” (BR6).</p> <p>“They don't have enough [food], until actually mom comes home at night to be able to cook for them.” (SH5)</p>

	<p>“I think it's something we talk about a lot, because we're always checking, did our kids have breakfast in the morning? We would encourage them to have breakfast, if they haven't. You notice when kids are hungry, and they can't focus. And a lot of teachers keep snacks in their rooms for that reason. So I do think it's something that we're all thinking about and aware of.” (SH2)</p> <p>“And the thing is that there was an enormous amount of need, but we can't service everyone. So that just tells you the level [of poverty], the severity [of hunger], the fact that what this truck is doing for some of these parents, for some of the children not to be hungry and wait until the next day to get breakfast here. Because there isn't food. I've heard children come up and tell me, "There is no food at my house." (BR3)</p>
<p>Feedback About Community Engagement</p>	<p>“I think part of what makes it work for the SevaTruck is the fact that they are part of our community, so they know the community that we serve. So because they're so much more invested in the community, they have a better, or a keener, eye as to who needs what or what the community will be more interested or would be closer to what they are used to, so to speak.” (BR6)</p> <p>“The line includes not just our kids, but our parents and their siblings, high school. And that's what I'm saying, it encompasses everybody that lives in our community. So they're not just servicing our elementary school kids. They're like everyone who lives in that community right back there, they come to have something to eat. I want to say, even if they don't have a student at the elementary school, they still come over because I see, 'cause it might be a high</p>

	<p>school sibling or a parent or something.” (BR3)</p> <p>“It’s not just our students that are benefiting from this. Their siblings are, their parents are.” (BR6)</p> <p>“When we have Kindergarten Roundup, well they’ll come out in the evening and do dinner so that then the families can show up and not have to worry about making dinner for their family before coming to things like Kindergarten Roundup or information nights we have, picnics, stuff like that. So they come out and support that too.” (BR5)</p> <p>“They were also instrumental during COVID when our parents, our families couldn’t get food. SevaTruck was providing for us.” (BR9)</p> <p>“The kids will miss the bus to stand in that line to get food. That’s how serious it is.” (BR5)</p>
<p>Feedback About Academic Outcomes</p>	<p>“They know they’re going to get something on Wednesday. Just like they know they’re going to get things at school that they need. They don’t have to worry about it so they can focus on what they need to focus on.” (BR10).</p> <p>“Because it’s at the end of the day, you don’t see that impact as much. But if I have it for after school club, I had a group that I had Monday, Tuesday, Wednesdays, and we knew we were getting food truck on Wednesdays. That was a motivation for them to come. They’re like, “Oh, it’s not food truck today, that’s tomorrow, right?” And so I do think it impacted that a little bit.” (BR8).</p> <p>“It’s great to see an academic time because more clubs are meeting on</p>

	<p>Wednesday and I think more students are participating in those clubs which are so beneficial for them to be in. But they have that, "I'm going to get a meal and then participate." (BR5)</p>
<p>Feedback About Flexibility/Timing/High Quality Management</p>	<p>"It's unique around the country. There's not really any other one that I'm aware of that does a food truck model like this." (BR1).</p> <p>"Yeah [there are downsides]. They [SevaTruck] only come once a week." (BR8)</p> <p>"Yeah [there are downsides]. It [SevaTruck] doesn't come when it rains." (BR8)</p> <p>"There's a population that don't get a chance [to get a meal], too. [Because they have to get on a bus and they can't linger.]" (BR12/BR1)</p> <p>"But something to note that we have been able to make arrangements with them for the afterschool groups. So my group or some of the other ones, they will have their food set aside. So once they get out there, they don't have to... The clubs, they don't have to stand in the long line." (BR3)</p> <p>"If there are extras [meals], he'll [child] take three or four and say he is giving them to his dad to take to work." (SH2).</p> <p>"Carol and the organization they're just talking. If they could serve it, if they had it, and they can do it, I know that they would want to. And they're always very open, and a lot of times they support our staff as well for our workshops and things. And they ask, "What do you want?" I wasn't there the day, but I think you did what, salads or...?" (SH3)</p>