



Keeping the Momentum Moving Forward: An Evaluation of the Get Moving Fund

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COMMUNITY ORIENTED PUBLIC HEALTH PRACTICE (COPHP)

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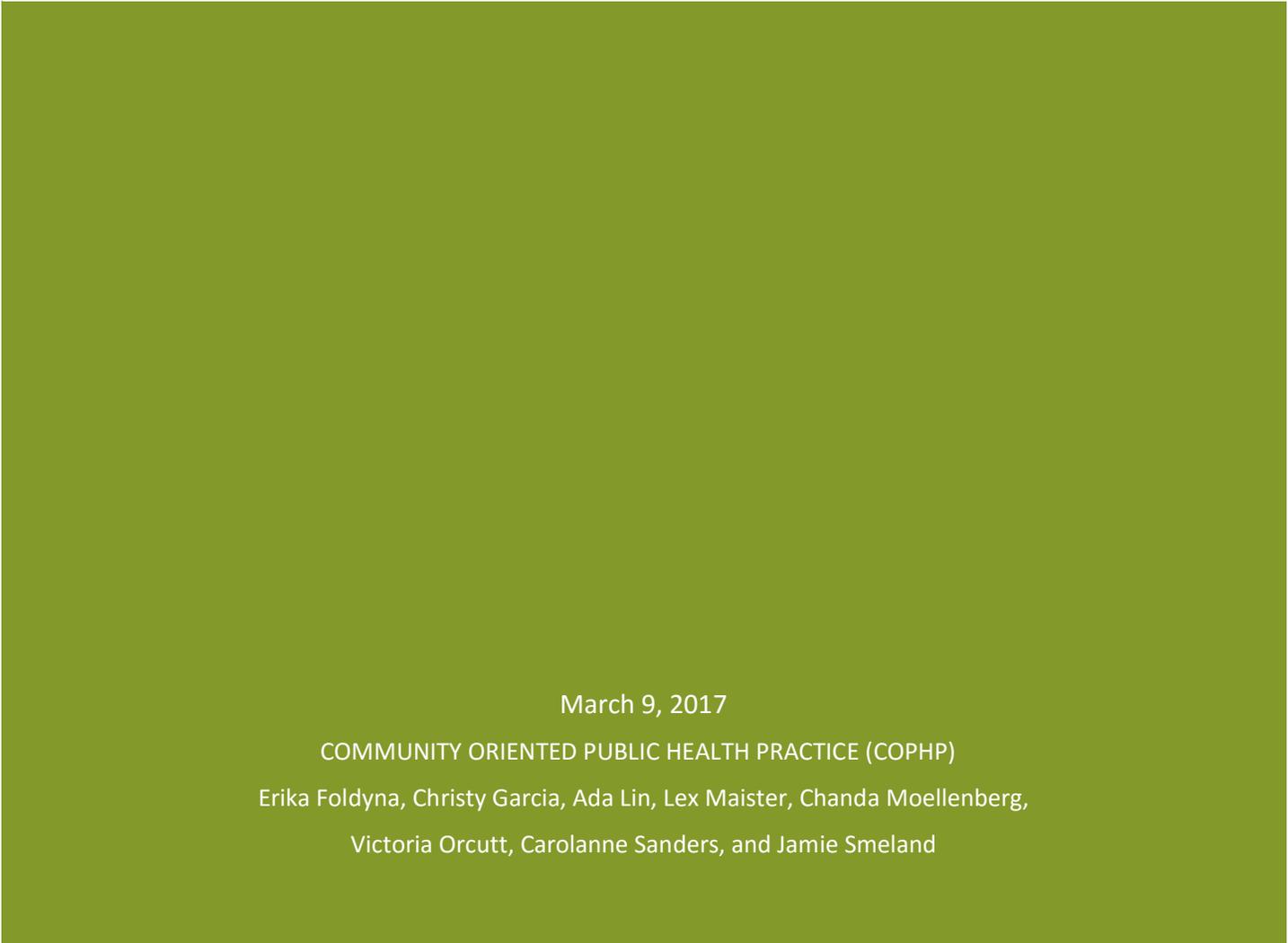


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Report Map: A User's Guide

We hope this document will be a helpful resource that can be **read either in full or referenced for specific information**. The first part of the report is an [Executive Summary](#)¹ that provides a brief all-encompassing view of the project purpose, findings, recommendations and next steps. The body of the report is divided into sections by topic, introduced by a section summary overview of key points. Following the section summary, the content has been laid-out to be as user-friendly as possible, incorporating “call-outs” of key points, quotes, or ideas, to aid you in searching for specific information or answers. At the end of most sections there will be a box with “overall/ take-away/ next steps/ recommendations” information. If you are short on time or unable to read a section from start to finish, we recommend reading the section summary and end of section “take-away” boxes. Following each section, there will be a list of references specific to that section, and section specific appendices where you can find additional documents that are referenced in the text. Happy reading and referencing!

¹ Text that is blue and underlined is hyperlinked in the electronic version of this document. Hyperlinked text contain links to other sections of the report or external sources.

Acknowledgments

We would like to thank Lakema Bell and Seattle Parks and Recreation for generously sharing their time and energy with us during this Program Evaluation project.

We are grateful for all the organizations who welcomed us, including Austin Foundation, Cross Ethnic Exchange (Nailah Harris), Fathers and Sons Together (FAST), Garinagu Houngua, Lao Women's Association, Sea Mar, Vision Loss Connections, and Young Women Empowered (Y-WE)

And to Peter House for his time, energy and unconditional support as we moved through each of our deliverables.

Thank you!

Get Moving Gratitude Haikus

*Community, we
Enter, listen, struggle, rise
We're better for it.*

*What is most helpful?
We continued to ask, but
we had to move on.*

*Mothers and children
Building strong bodies and minds
They move together*

*Take a moment to
Smell the air, feel the breeze ...and
taste life through being*

*Wet, green grass beacons
Soccer season has come – YES!
Friendship, movement, fun!*

*Excited, and scared
Let's build together, heart first
Thoughts of you, daily*

*Through movement and trust
Learning new ways of being
Outside of the box*



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Executive Summary

The Get Moving Fund

The Get Moving fund is a City of Seattle Parks and Recreation Department initiative started in 2016 that seeks to “increase participation and opportunities for physical activities, prioritizing neighborhoods where health disparities are prevalent.”¹ This fund provides grants to community groups who, with the support of the funding, offer physical activity programs for communities historically underserved by parks programs and who experience disproportionate poor health outcomes. Grants are awarded to 15 community groups each year and range from \$2,500 to \$15,000. The Get Moving fund is intended to strengthen neighborhood programs that support community members to¹:

- Increase and sustain their physical activity
- Build relationships with one another and with community groups
- And improve the overall health of communities of color, immigrant communities, people with disabilities, individuals from the LGBTQ community, youth, and seniors.

In addition to awarding grants to community groups, the Get Moving fund employs Community Engagement Ambassadors (CEAs) — individuals from the neighborhoods and communities participating in Get Moving — who support their peers in accessing Get Moving programs and serve as liaisons who bridge cultural gaps between community groups and the Get Moving administrative team.

Our Work Together

Lakema Bell, Director of the Get Moving fund, and her colleagues at the City of Seattle Parks and Recreation Department reached out to us, University of Washington Masters of Public Health students in the Community Oriented Public Health Practice program, to collaborate with them in evaluating the strengths and challenges of the Get Moving fund, as well as the methods and tools used to evaluate the funding program each year.

To complete this evaluation, we:

- Reviewed data from the 2016 evaluation of the Get Moving fund
- Met with community groups receiving grants from Get Moving (“grantees”) to hear their perspectives on the program and the previous evaluation process
- Met with a Get Moving Community Engagement Ambassador (CEA)
- Consulted with experts in community-based evaluations and youth-friendly evaluation tools
- Studied public health research about culturally-responsive and community-led physical activity programs
- Examined other Parks and Recreation Department physical activity programs around the country
- Updated and designed new evaluation tools to collect information about the Get Moving fund
- Piloted a number of these evaluation tools with Get Moving grantees
- And summarized our findings and recommendations for Get Moving to consider as the fund continues its work

The Grantees¹

We collaborated with the following community groups to hear about their experiences with the Get Moving fund and perspectives on how to improve the fund’s evaluation process:

- [Austin Foundation](#), which provides physical fitness activities for youth and adults, including a fitness class for East African women and their children
- [Fathers and Sons Together](#), which offers activities for fathers and sons, especially those from African American communities

- [Garinagu Hounga](#), which organizes dance classes for the Garifuna community
- [Lao Women Association](#), which hosts dance and cultural activities to support the Lao community
- [Nailah Harris \(Cross Ethnic Exchange\)](#), who designs and runs multi-ethnic, culturally-responsive dance classes for youth and adults
- [Sea Mar](#), which coordinates a youth soccer program designed for Latino youth
- [Vision Loss Connections](#), which manages a Goal Ball league for blind and low-vision community members
- [Young Women Empowered](#), which leads African Diaspora dance classes for girls and young women

Our Findings

The first year of the Get Moving fund was very successful. A high percentage (96%) of surveyed participants reported their physical activity increased because of the program. Virtually all (99%) of these participants indicated that they will continue to be physically active after the program and 75% named specific strategies they will use to do so. A high percentage (96%) of participants reported being satisfied or very satisfied with the program.

Public health research supports Get Moving’s success, as public health researchers believe culturally-responsive interventions, especially when developed and led by peers of participants, are successful in improving participants’ levels of physical activity.

Get Moving has a unique funding and program structure. We reviewed scientific research, examined the course catalogs, strategic plans, and websites of 30 Parks and Recreation departments and the National Recreation and Park Association, and spoke with staff from 13 Parks and Recreation departments and the National Recreation and Park Association. While some cities offer programs that are community-led,

culturally-responsive, and include peer-to-peer mentorship, we didn't find anyone else who combines these elements with grants for community groups.

Get Moving grantees and participants are elated to have the financial and institutional support of the Get Moving fund to strengthen and sustain their physical activity programs. They also have a **few suggestions** for how Get Moving can improve. After over a dozen conversations with grantees, we heard:

- The grantees physical activity programs would not be possible without Get Moving, and the funding allows them to do more to serve their communities
- The physical activity programs are about more than just exercise – it is a social time for participants to be together as a community
- This fund allows grantees to run culturally-responsive physical activity programs that help people in their communities feel comfortable exercising because they are surrounded by people from their communities
- The previous Get Moving evaluation process was burdensome; the collection and submission process did not work well for all programs
- The survey was not successful in some communities because it was not translated into the language participants feel most comfortable using
- It would be valuable to have other options to “tell our [the grantees] stories” about the impact of Get Moving, like stories or interviews
- The evaluation process was not “kid friendly” and the grantees did not have a good way to evaluate the experiences of youth
- Grantees want to collaborate with one another

- Grantees would appreciate more feedback and communication from the Get Moving administrative team

Get Moving grantees appreciated the new relational questions in the survey, as well as guides for focus groups and interviews that we piloted at their sites. Focus groups, interviews, and arts-based evaluation tools and video testimonials are research supported options that can be personalized for each grantee to be culturally-responsive and welcoming approaches to evaluation.

Recommendations

Based on our research, conversations, and evaluation tool pilots, we offer Lakema and her colleagues at the City of Seattle Parks and Recreation Department the following recommendations:

1. Grantee organizations want to have a better understanding of how the Get Moving application and award process works.

1.1. Action Step: At contract signing, supply all grantee organizations with directions and information on how to reapply for the grant at the end of the cycle.

1.2. Action Step: Familiarize grantees with Get Moving's governance and funding structure.

2. Grantee organizations need to be able to choose an evaluation tool (or a combination of tools) that supports and reflects their programs/activities and the communities they each serve.

→ 2.1. Action Step: Provide each grantee organization with the full package of evaluation materials (e.g. arts-based, interviews and focus groups, and survey) and let them select the type of evaluation they want to use.

→ 2.2. Action Step: Allow each grantee organization to add 2-3 individualized questions to the survey, interview, or focus group.

3. Grantee organizations and their leadership desire more opportunities to share feedback on how Get Moving can better support their work.

→ 3.1. Action Step: Gather feedback from grantee organizations and their leadership (staff or volunteers), not just feedback from participants.

4. Grantees want to see any data that Get Moving collects about their programs and communities, and many want to use this data to strengthen their organizations.

→ 4.1. Action Step: Deliver a full copy of this report to each grantee organization.

→ 4.2. Action Step: Provide disaggregated (separated out by grantee), easy-to-read data to each grantee organization at the end of each Get Moving evaluation period.

→ 4.3. Action Step: Share disaggregated pilot findings data from this program evaluation project with each of the grantees.

5. Grantee organizations would like more opportunities to share ideas, skills, and best practices with one another on how to improve the health of their communities.

→ 5.1. Action Step: Facilitate 2 meetings per grant cycle, one at the beginning and one at the end, where grantees can share knowledge and lessons learned.

6. The Get Moving administrative team is incredibly invested in the success of the Fund, but is at capacity for providing support to grantees.

→ 6.1. Action Step: Hire additional paid staff to support Get Moving and ensure implementation of these recommendations.

Summary and Future Collaboration

The Get Moving fund is a powerful initiative that connects a city institution, Parks and Recreation, with community groups who understand what their communities want and need to participate in physical activity, build trust and companionship, and improve the population health of their neighborhoods. We

hope our work reinforces the outstanding work of all those involved in Get Moving and encourages continued dialogue and collaboration between the City of Seattle Parks and Recreation Department and neighborhood community groups.

We are honored to have met and worked alongside Lakema Bell, her colleagues at the City of Seattle Parks and Recreation Department, grantees, a Community Engagement Ambassador, and participants of programs supported by the Get Moving fund. We are confident Get Moving will continue to be a model program for eliminating health inequities and improving community health.

For questions about our evaluation or for a more detailed version of our report, please contact Peter House, faculty in the University of Washington Community-Oriented Public Health Practice program: phinney6@uw.edu.

Executive Summary References

1. Seattle Parks and Recreation. Get Moving - Parks | [seattle.gov](https://www.seattle.gov). <https://www.seattle.gov/parks/about-us/special-initiatives-and-programs/get-moving>. Accessed January 16, 2017.

Project Purpose

Section Summary

The Get Moving fund provides grants to community-level physical activity programs to reduce health disparities in under-resourced communities, particularly communities of color. In 2017, Lakema Bell of the Get Moving fund with Seattle Parks and Recreation partnered with us, 2nd year Master's in Public Health (MPH) students, from the University of Washington's Community-Oriented Public Health Practice (COPHP) program to:

- 1) Evaluate Get Moving's ability to meet its program goals
- 2) Provide an overview of similar efforts undertaken by other municipalities across the nation
- 3) Review the standing evaluation instrument and provide an updated tool(s) to assess Get Moving
- 4) Produce the updated tools within a package that includes a step-by-step guide anyone to pick up and with minimal training and utilize to evaluate Get Moving in future years

Over the course of 10 weeks, we designed and implemented a program evaluation following community-based participatory research principles (CBPR). Our findings are scheduled for dissemination on March 8th and 9th, 2017 via presentation and full report.

Faculty from the University of Washington Community Oriented Public Health Practice (COPHP) Program and Lakema Bell from Seattle Parks and Recreation coordinated a program evaluation project for our class of 8 COPHP Master's in Public Health (MPH) students. Our relationship with Lakema and the community organizations funded under the Seattle Parks and Recreation Get Moving grant has evolved over the past 10 weeks – from developing an evaluation plan using a community-based participatory research approach (Phase I: *Design*), through implementing the plan and analyzing our findings (Phase II *Implementation*).

Phase I: Design

In our first meeting in January (2017), Lakema communicated that the purpose of this program evaluation project was three-fold; the evaluation should:

1. Demonstrate to City of Seattle decision-makers and other stakeholders whether Get Moving funds are being utilized effectively to achieve the program’s short-, medium-, and long-term outcome goals;
2. Demonstrate whether the community-led, grant-funded programs and activities supported by Get Moving fit their participants’ cultures, neighborhoods, and budgets; and
3. Demonstrate whether Get Moving’s relational model works effectively as an approach for building trust and relationships across cultures and communities.

During **Phase I** (January 2017), our task was to develop a plan to evaluate Get Moving while holding true to community-based participatory research (CBPR) principles, such as: recognizing the community as a unit of identity, building on strengths and resources within the community, and facilitating collaborative partnerships in all phases of our project. While developing our proposed evaluation, we considered two important factors that would contribute to the legitimacy of our evaluation: 1) validity – *is the evaluation measuring what it is supposed to be measuring?** – and 2) reliability – *can it be used consistently in multiple evaluation cycles?* Phase I culminated on January 30th, 2017, with a presentation to Lakema and the Get Moving team, at which time we received feedback that we integrated into **Phase II, implementation**.

Phase II: Implementation

To meet each of the evaluation requests from **Phase I**, our evaluation was comprised of the following components:

→ An intensive literature review, key informant interviews and program observations

We grounded our work in theory and utilized Get Moving’s logic model to identify how Get Moving is meeting overarching program goals. Through interviews with Get Moving grantees and observations of their programs, we identified ways to tailor the evaluation to the needs of each program to capture the important qualities that range across programming, and identify opportunities to develop overarching recommendations for future evaluation efforts. We aim to connect our recommendations with the Seattle Parks and Recreation pillars of Healthy People, Healthy Environment, Strong Community (“Healthy, Healthy, Strong”).

* *in the scientific sense as well as the relational and community perspective*

→ **Thorough research into the validity of the Get Moving Model**

Lakema asked us to explore the validity of the Get Moving model to determine how unique Get Moving really is, and whether the model can actually help community members be more physically active. Through extensive online research and community outreach, we addressed Lakema's ask by:

- 1) Finding relevant case-studies that exemplify why culturally-responsive, community-led physical activity, and peer-to-peer mentorship models, like Get Moving, are effective at increasing participants' physical activity.
- 2) Determining which of 30 U.S. municipalities' Parks and Recreation departments have program models comparable to Get Moving.

→ **A review and revision of existing evaluation materials, and development of a new evaluation package**

Upon Lakema's initial request, and because of overwhelming feedback from Get Moving grantees, we thoroughly reviewed the 2016 evaluation materials and survey tool. In addition to reviewing the existing materials, we conducted thorough research into relational approaches to program evaluation and measurements to assess the efficacy of Get Moving's relational model. We revised the existing survey, and present additional arts- and relationship- based evaluation tools (interviews and focus groups). We've piloted the new survey, interview guides, and focus group guides, and present Get Moving with a package of evaluation tools grantees can choose between. This evaluation package includes tools, descriptions of the tools, and instructions on how to use them.

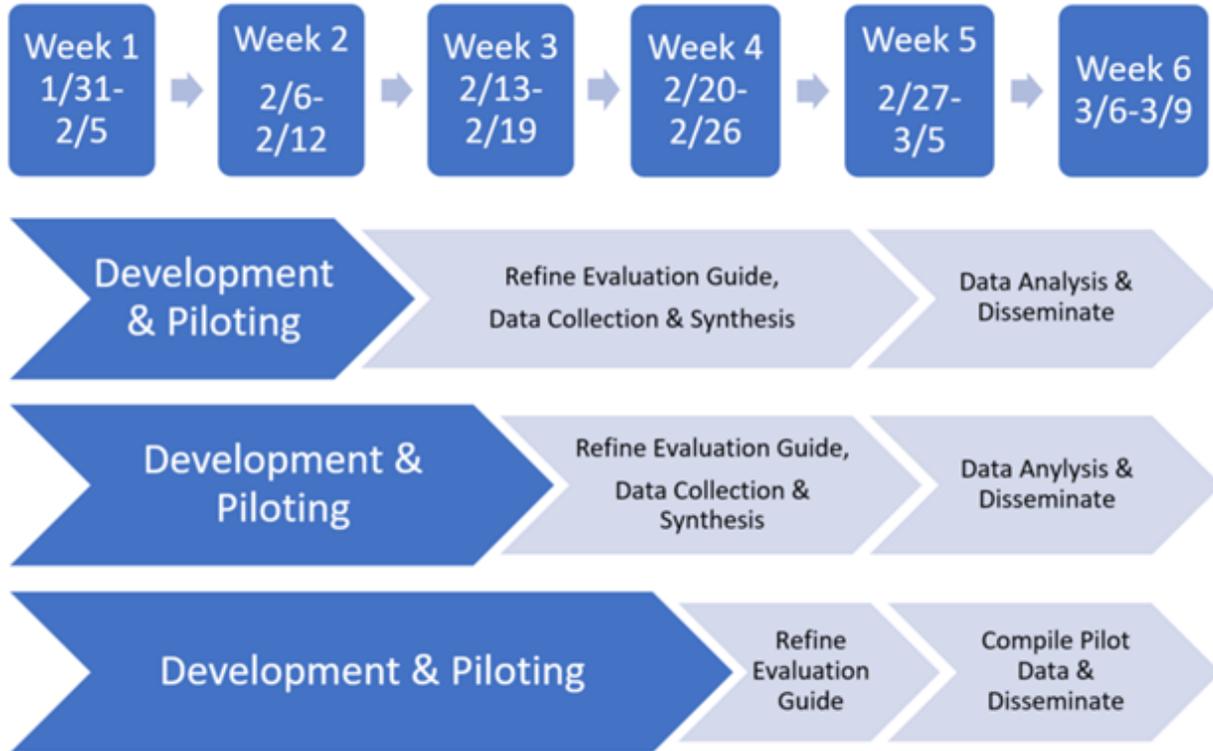
→ **Analysis of findings and development of recommendations**

We thoroughly reviewed everything we've learned from our research, conversations with grantees, piloting of proposed evaluation tools, and analysis of findings to develop a series of recommendations and next steps.

Timeline

Our timeline had a rigid start and end date corresponding to our academic project (quarter-based) calendar, but the intermediary steps in the timeline were modifiable and entirely based on how much our community partner (Lakema) valued and prioritized each phase or deliverable. Figure 1 is an overview showing how our timeline could adjust based on the needs and capacity of our community.

FIGURE 1. PROGRAM EVALUATION TIMELINE FOR PHASE II: IMPLEMENTATION



Background

Section Summary

Get Moving is a reimbursable grant program that awards funds to local groups and organizations that provide community-driven physical activities in communities experiencing disproportionately high rates of obesity and/or physical inactivity. Unique aspects of Get Moving include the relational approach of the fund structure and programming, and the Community Engagement Ambassadors (CEAs), who act as “connectors” between Seattle Parks and Recreation and the grantee organizations. Funding for Get Moving comes from the Park District’s operating budget, which is a component of Seattle Parks and Recreation’s larger operating budget. Get Moving grants range from \$2,500-\$15,000 and are awarded to 15 community groups or community-based organizations (CBOs) each year. To apply and qualify for a grant, community groups and organizations must meet the minimum requirements of being community-driven, incorporating a strong physical activity component, and serving under-resourced communities, or seniors and youth. Get Moving’s goal is to “increase participation and opportunities for physical activities, prioritizing neighborhoods where health disparities are prevalent.”

Seattle Parks & Recreation Background

Funding for Get Moving comes from the Park District’s operating budget, which is a component of Seattle Parks and Rec’s larger operating budget. The Park District’s operating budget divided between four areas: 1) Maintaining Parks and Facilities; 2) Programs for People; 3) Fix It First; and 4) Building for the Future. Programs for the People includes 8 projects, one of which is Get Moving.¹

An important note about the Park District budget, and Get Moving funding, is that according to the inter-local agreement between the City of Seattle and the Seattle Park District, activities for the Park District budget are planned on a six-year cycle. The first is from 2015 - 2020.^{2,3} For the next six-year cycle, the City Council and Mayor will consider the recommendations of the Community Oversight Committee, upon conclusion of a public process, and will recommend the District Board an updated list of Seattle Park District funded projects, programs, and services.²

Seattle Parks & Recreation Background References

1. Seattle Park District Budget. Seattle Park District. <http://park-district-budget.seattle.gov/#!/year/default>. Accessed January 15, 2017.
2. Moorehead M. *Seattle Park District Interlocal Resolution 1*. Seattle, WA; 2014. [https://www.seattle.gov/Documents/Departments/ParkDistrict/About/Park DistrictInterlocal AgreementAdopted.pdf](https://www.seattle.gov/Documents/Departments/ParkDistrict/About/ParkDistrictInterlocalAgreementAdopted.pdf).
3. *Seattle Park District Resolution 13*. Seattle, WA; 2016.

Get Moving: An Overview

Program History

Get Moving was first made possible when Seattle voters passed the Seattle Park District initiative in 2014, creating a sustainable fund that provides more than \$47 million dollars a year for the repair, maintenance, and restoration of Seattle’s public parks.² Since the initiative went into effect, a portion of the fund has been allocated to Seattle Parks and Recreation, which then relays \$260,000 to Get Moving each year. The 2013 Seattle Parks Legacy Plan outlines four outcomes that were echoed by Get Moving’s Program Coordinator, Lakema Bell, in her first conversation with COPHP students: Healthy People, Healthy Environment, Financial Sustainability, and Strong Communities.^{5,4} As reiterated by Lakema, Healthy People, Healthy Environment, and Strong Communities – also known as “Healthy, Healthy, Strong” – are core pillars of Get Moving’s program structure.⁴

Program Structure

Get Moving upholds the pillars of “Healthy, Healthy, Strong” by allocating a significant portion of Seattle Parks and Recreation funds to award grants that support community-driven physical activities in communities with disproportionately high rates of obesity and/or physical inactivity.^{1,4} The grants range from \$2,500 to \$15,000 and are awarded to 15 community groups or community-based organizations (CBOs).¹ In 2016, \$125,000 of Get Moving’s total \$260,000 was directly implemented through grants, with 40% of funds supporting youth-serving organizations, 30% supporting senior-serving organizations, and 30% supporting organizations serving under-resourced populations.¹ The 2016 the grantees, their awards, and the way the fund will be used are as follows⁴:

Father and Sons Together (\$15,000) to support camps and intergenerational fathers-and-sons activities, primarily with African American communities.

Latino Community Fund (\$15,000) to develop community partnerships and trainings for youth to become coaches and referees.

Duwamish Rowing Club (\$15,000) to support rowing programs, with a focus on Latino youth.

Horn of Africa (\$15,000) to support youth soccer programs, with a focus on East African youth.

Austin Foundation (\$10,000) to support intergenerational family fitness activities.

Garinagu Hounga (\$10,000) to support Central American dance activities, with a focus on Afro Latino communities.

Rainier Vista Boys and Girls Club (\$7,500) to support fitness and dance camps for youth.

Lao Women Association (\$7,000) to support cultural dance activities relevant to Asian cultures.

Sea Mar (\$5,000) to support youth soccer programs, with a focus on Latino youth.

World Mind Creation (\$3,000) to support youth-led projects and dance wellness workshops.

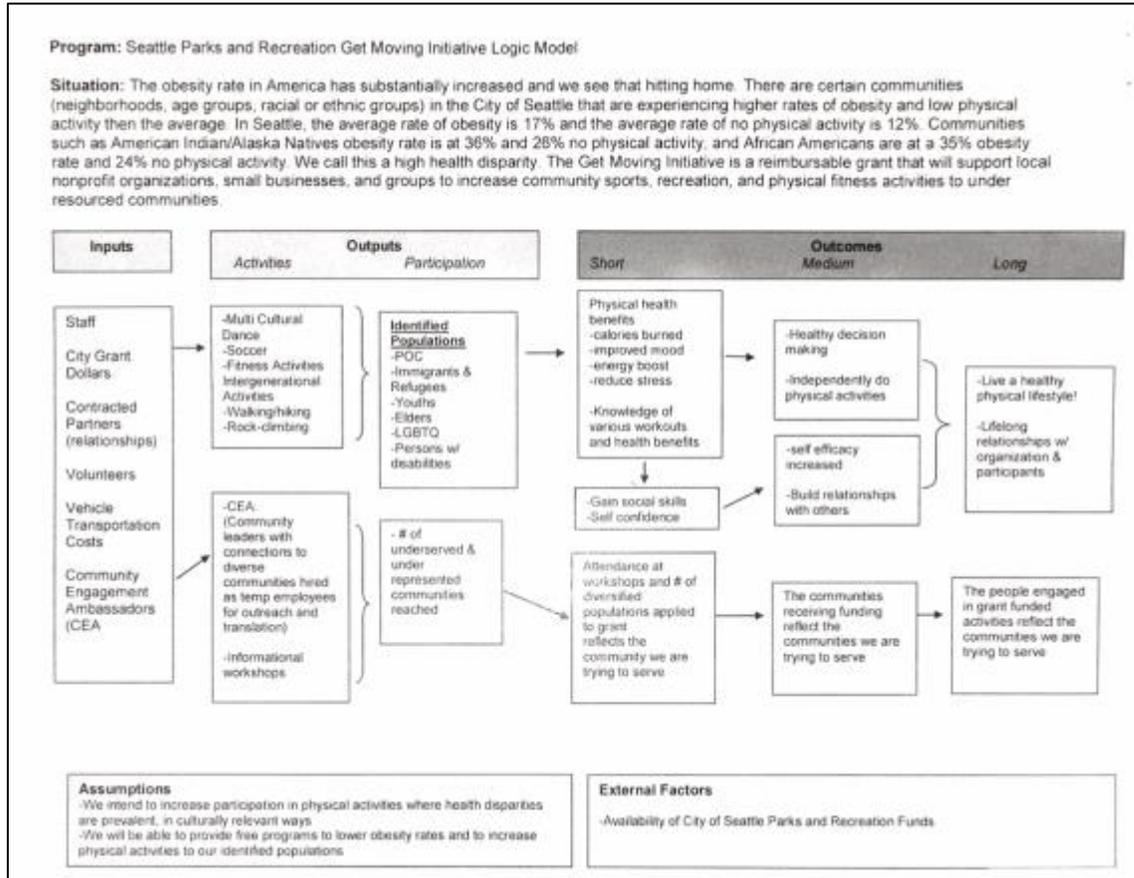
Nailah Harris (\$5,000) to support multi-cultural dance opportunities for youth and adults.

Young Women Empowered (\$2,500) to support African Diaspora dance classes for girls and women.

Deflora Walks Transformation Experience (\$2,500) to support walking and healthy lifestyle activities for low-income communities and immigrant and refugee populations.

The goal of the Get Moving model is to “increase participation and opportunities for physical activities, prioritizing neighborhoods where health disparities are prevalent.” Through its grant-making, Get Moving specifically hopes to reach 1,000 new participants in this next year (2017).^{2,3,4} According to Lakema, the program focuses on “people from communities of color, immigrant communities, people with disabilities and folks from our LGBTQ community, especially youth and seniors, because these are the communities in which people tend to be disproportionately affected by health disparities,” and are consistently under-resourced.^{2,3,4} Get Moving’s goal is particularly timely, as obesity is on the rise in King County – currently 56% of adults and 21% of youth are overweight or obese – and the trends are most dramatic in under-resourced or underserved communities.^{2,3,4} Get Moving operates according to the following Logic Model (Figure 2):

FIGURE 2. LOGIC MODEL OF THE GET MOVING FUND



Grant Process

To apply and qualify for a grant, community groups and organizations must meet the minimum requirements of being community-driven, incorporating a strong physical activity component, and serving under-resourced communities, or seniors and youth. Grants are then awarded to applicants based how they rank according to the following criteria:

- Quality of project
- Community impact
- Feasibility and organizational capacity
- Sustainability

An independent “peer” panel of nonprofit organizations, community members, and Seattle Parks and Recreation representatives review applications and determines which groups will receive grant funding. Members of the Get Moving team, called Community Engagement Ambassadors (CEAs), play an important role in supporting organizations during and after the grant application process. The CEAs are community

experts and leaders who provide ongoing assistance to Seattle Parks and Recreation, CBOs and the community.

Community Engagement Ambassadors (CEAs)

Lakema described CEA's roles as wonderful "connectors" in each community who are vital to the success of each organization's grant-funded programs as well as Get Moving's outreach efforts. CEAs help expand the breadth of cultural understanding and responsiveness offered by Get Moving programs, as CEAs come from the communities served by Get Moving funded programs. At the same time, CEAs often work multiple jobs outside of Get Moving and often function in a part-time, on-call status; because of these factors, the role features a high turnover rate. Nonetheless, CEAs are essential to Get Moving's community engagement model and uphold the program's relational, trust-building philosophy.

Get Moving: An Overview References

1. Guy K, Bell L. Seattle Parks and Recreation Memorandum. *Seattle Park Recreation*. 2015. <https://www.seattle.gov/Documents/Departments/ParksAndRecreation/PDOC/Agendas/GetMovingFundBriefingPaper.pdf>.
2. Bell L. Get Moving. *Seattle.gov*. 215AD.
3. Bell, L. Get Moving Initiative Fund – Annual Report – 2016 - DRAFT. *Seattle Park Rec*. 2016.
4. Bell, L.. "Lakema Bell And COPHP Students' First Meeting". 2017. Conversation.
5. *Parks Legacy Plan: Goals and Strategies*. Seattle, WA; 2014. <https://www.seattle.gov/Documents/Departments/ParksAndRecreation/PoliciesPlanning/PlanningParksLegacyPlan.pdf>.

Section Summary

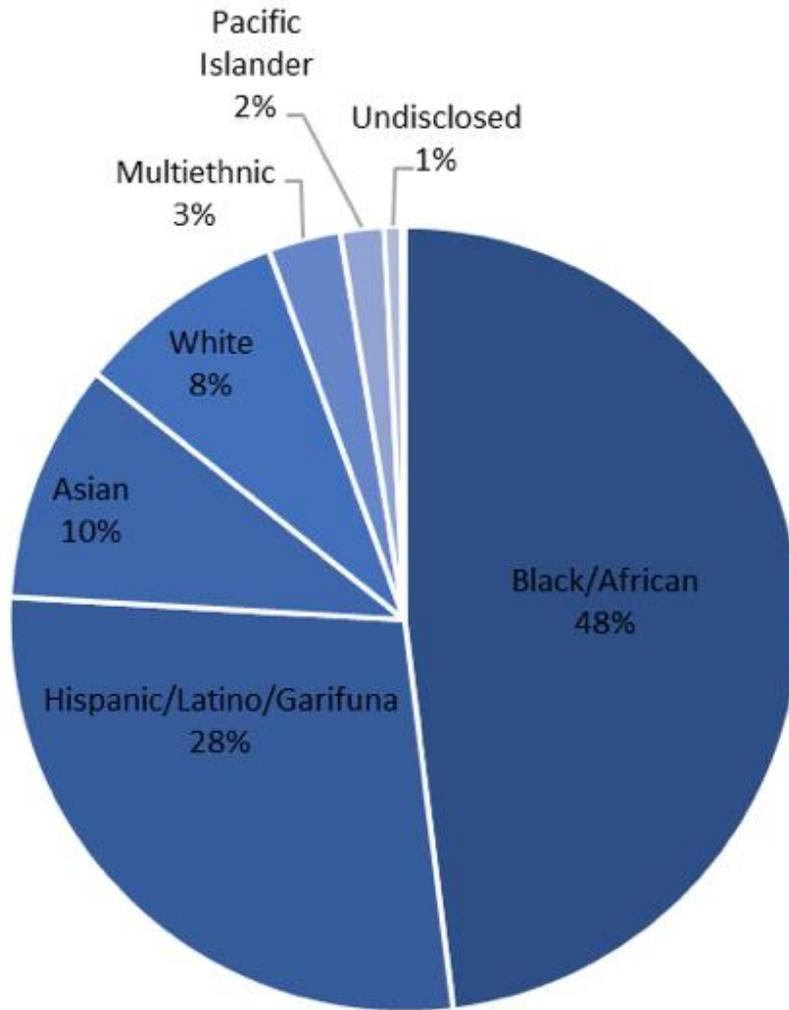
Seattle Parks and Recreation supports healthy people, healthy environments, and strong communities. Part of how they do that is by providing grants to organizations through the Get Moving Initiative. In 2016, these programs offered more than 800 hours of programming and had more than 3,500 participants.¹

Who benefits from Get Moving Programs?

About 1 in 5 middle and high school students and almost 3 in 5 adults are overweight or obese. People experiencing overweight or obesity have an increased risk of disability and premature death. Since Black/African American, American Indian/Alaska Native and Native Hawaiian/Pacific Islander have the highest rates of overweight and obesity,² it was important for Get Moving to fund programs that would benefit these groups. See Figure 3 for the Racial Demographics of Get Moving participants.^{1,2}

It is important for Get Moving to provide programs that are easily accessible to the people Get Moving aims to serve – communities of color and under-resourced communities that experience disproportionately high rates of overweight, obesity and physical inactivity. Figure 4 is a map that shows the distribution of communities of color in Seattle, alongside Figure 5, a map of Get Moving program locations. Viewed together, we can see that Get Moving programs are geographically accessible to the communities Get Moving aims to benefit.

FIGURE 3. RACIAL DEMOGRAPHICS OF GET MOVING PARTICIPANTS



Racial Demographics of Get Moving Participants

FIGURE 4. PERCENTAGE OF THE POPULATION WHO ARE PERSONS OF COLOR

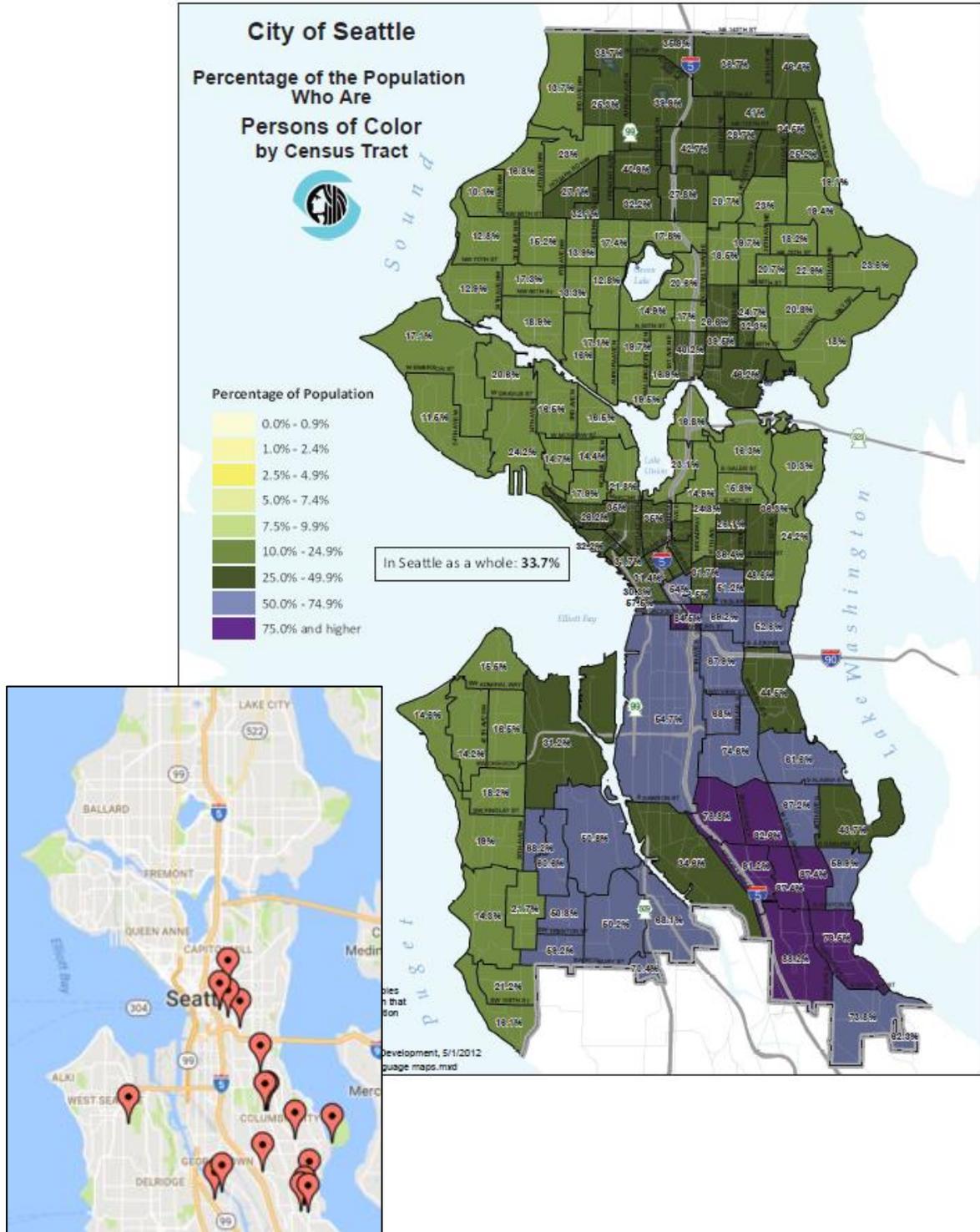


FIGURE 5. MAP OF GET MOVING PROGRAM LOCATIONS

Does this initiative get people moving?

Collectively, in 2016 Get Moving participants burned 3,000,000 calories, enough to lose 850 pounds of fat. A high percentage (96%) of surveyed participants reported their physical activity increased because of the program. Virtually all (99%) of these participants indicated that they will continue to be physically active after the program and 75% named specific strategies they will use to do so. Many of those strategies involve getting more people in their community to join them, like finding an exercise partner, sharing what they do and teaching others, and engaging in play and fun physical activities – not just exercise. These strategies participants plan to use to engage more people in their community to be more physically active help expand the impact of Get Moving beyond participants themselves.¹

Do participants like the programs?

A high percentage (96%) of participants report being satisfied or very satisfied with the program they participated in. The following statements help illuminate the participant perspectives about their experiences in Get Moving programs in 2016.¹

“Wow! I could never afford to go to a class, and I want to keep dancing.”

~ Mid Report, Young Women Empowered

"Some of the challenge courses, wall climb, and the rock climbing challenges were difficult but I didn't give up. I kept going because of the encouragement my father along with all of the other fathers/sons were giving me. I learned that I am never alone." ~ Donald, Fathers

And Sons Together

“Qualitative feedback from parents assures us that this program is effective. Parents have told us that kids are sleeping better, losing weight, and wanting to exercise more often. Kids are sharing with us stories that they enjoy being active, and know that it is good for their

health.” ~ SeaMar Mid Report

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Comparing Get Moving's Model to Other Programs

Section Summary

Lakema asked us to explore the validity of the Get Moving model to determine how unique Get Moving really is, and whether the model can actually help community members be more physically active. Through online research of current literature, we found 5 relevant case-studies that exemplify why culturally-responsive, community-led physical activity, and peer-to-peer mentorship models, like Get Moving, are effective at increasing participants' physical activity. To determine how unique Get Moving's model is, we compared it with programming from 30 Parks and Recreation departments throughout the U.S. by reviewing scientific research, making phone calls, and carefully reviewing the websites of each Parks and Recreation department and the National Recreation and Park Association. From our extensive research we determined that yes, the Get Moving model is unique in providing grants to community groups and organizations to develop community-led and culturally-responsive physical activity programming in combination with peer-to-peer mentorship.

In addition to reviewing 2016 data and developing and implementing an evaluation of Get Moving, Lakema also asked that we explore the validity of the Get Moving model. We approached Lakema's ask through research into the following two questions:

1. Is get moving a valid model to help community members exercise?
2. Is Get Moving Unique?

Is get moving a valid model to help community members exercise?

Does public health research show that programs, like Get Moving, offering community-led, culturally-responsive programs and peer-to-peer mentorship (such as Community Education Ambassadors) help participants exercise more?

→ YES. Public health research supports the structure of Get Moving.

Many public health researchers believe culturally-responsive interventions, especially when developed and led by peers of participants, are successful in improving participants' levels of physical activity. Their findings support the structure of Get Moving, and are explored in the following case study summaries:

Pacific Islander Let's Move Program, CA: In a study of the Pacific Islander Let's Move Program in Southern California, an exercise program that integrates Pacific Islander cultures and languages and hosts classes in community locations where Pacific Islanders gather, researchers found the average number of days participants' exercised increased during their participation in the program. The Pacific Islander Let's Move Program recruited community organizations to implement short movement activities during their programming. While some of these community organizations had not offered any physical activity opportunities for participants before this program, all of the organizations were successful in implementing the program.¹

Niños Sanos, Familia Sana, CA: The Niños Sanos, Familia Sana (Healthy Children, Healthy Family) program in Central California is a culturally-responsive program aimed at preventing obesity in children ages 2-8 years old and specifically works with families who have historic family roots in Mexico. Researchers noticed participants' increased their physical activity at home after participating in classes led by community health workers.²

Project RICE, NY: A diabetes treatment and prevention program created by and for Sikh Asian Community members in New York City, Project RICE (Reaching Immigrants through Community Empowerment) reported a tremendous increase in the number of participants engaging in physical activity once involved with the program, moving from 3.8% of participants at baseline to 88.7% of participants stating they engaged in some physical activity. Participants also reported gains in social relationships in connection with their increased physical activity and expressed their bond with community health workers who facilitated the RICE program. The community health workers leading the program felt it was a success, in part, due to the program's support from a well-respected Sikh organization in the community.³

A multi-city identity-specific health intervention: A multi-city intervention to improve the health of lesbian and bisexual women over 40 years old who identified as overweight found 57% of participants increased their total number of physical activity minutes per week and 38% of participants advanced to a more strenuous level of physical activity than their baseline. Researchers describe the team's success in

designing the intervention to address specific desires, concerns, and barriers to physical wellness for lesbian and bisexual women, including the importance of creating safe spaces where participants can discuss their “sexual-identity related concerns” and maintain a focus on being healthy and fit, rather than being thin.⁴

Wisdom Warriors, WA: In a review of diabetes prevention and treatment strategies for indigenous communities around the globe, researchers advocate that interventions “must be flexible to contextualize Indigenous communities’ local traditions, knowledge, history, language, culture and concepts of health and wellness,” and emphasize that programs must be led by the community to be successful.⁵ The Wisdom Warriors program, a diabetes prevention and treatment program offered in Tulalip, WA, uses a peer-to-peer model to increase participants’ physical activity and work toward other healthy lifestyle actions. Through community support, opportunities for exercise, and incentives to earn a medicine pouch and beads corresponding to their health efforts, Wisdom Warriors uses a culturally-relevant, relationship-based approach to encourage participants’ movement.^{6,7}

These programs are merely a handful of the many examples of successful physical activity interventions in which community health workers and researchers have come together to design, implement, and evaluate culturally-responsive and peer-led programs.

IS GET MOVING UNIQUE?

Are other cities offering programs that are similar to Get Moving, by providing grants for community organizations, focusing on community-led and culturally-responsive programs, and/or including peer-to-peer mentorship?

→ YES, but not in the same holistic way as Get Moving. While some cities offer programs that are community-led, culturally-responsive, and include peer-to-peer mentorship, we didn't find anyone else who combines these elements with grants for community organizations. **Get Moving is indeed unique!**

Our Approach

To compare Seattle Parks and Recreation's Get Moving program with other cities' work throughout the U.S., we reviewed scientific research, spoke with individuals from Parks and Recreation departments around the U.S., and carefully reviewed the websites of the National Recreation and Park Association and 30 Parks and Recreation departments serving cities with more than 500,000 residents but fewer than 1,500,000 residents.⁸

At first, we focused our research on cities that have similar population size, racial and ethnic demographics, immigrant and refugee communities, and histories of development similar to Seattle. We found, however, that only Portland, Oregon and Minneapolis, Minnesota seemed comparable to Seattle in these ways. We then expanded our search to include other cities with a similar population size to Seattle, excluding the U.S.' largest cities – New York, Los Angeles, Houston, and Chicago – from our research.⁸ In addition to our research on city Parks and Recreation Departments, we also spoke with the National Recreation and Park Association.

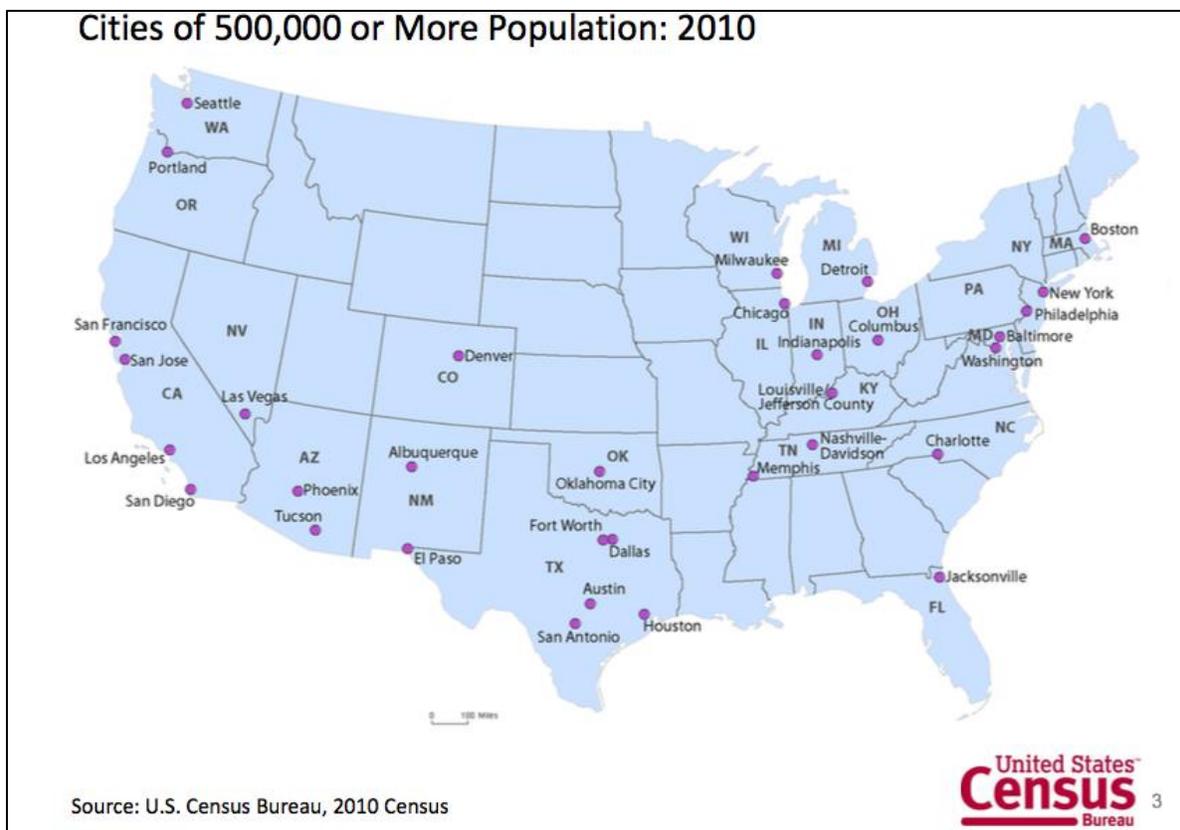
We completed our research with three questions in mind:

1. Does the Parks and Recreation department offer grants to community organizations so they can develop their own physical activity programs?
2. Does the Parks and Recreation department offer community-led, culturally-responsive programs?
3. Does the Parks and Recreation department have a program that includes support from Community Engagement Ambassadors, peer-to-peer health educators, or peer-to-peer mentors?

What We Learned

We believe Get Moving is unique because it offers a combination of grants, community-led and culturally-responsive programs, and peer-to-peer support. Furthermore, we think there is not much organized research or comparison of Parks and Recreation department programs across the U.S. and, as a result, we wonder if Lakema and the Get Moving team may want to lead the way in creating opportunities for Parks and Recreation departments to share knowledge with one another about their programs. We did not find

FIGURE 6. CITIES WE RESEARCHED (EXCLUDING THE FOUR LARGEST CITIES)



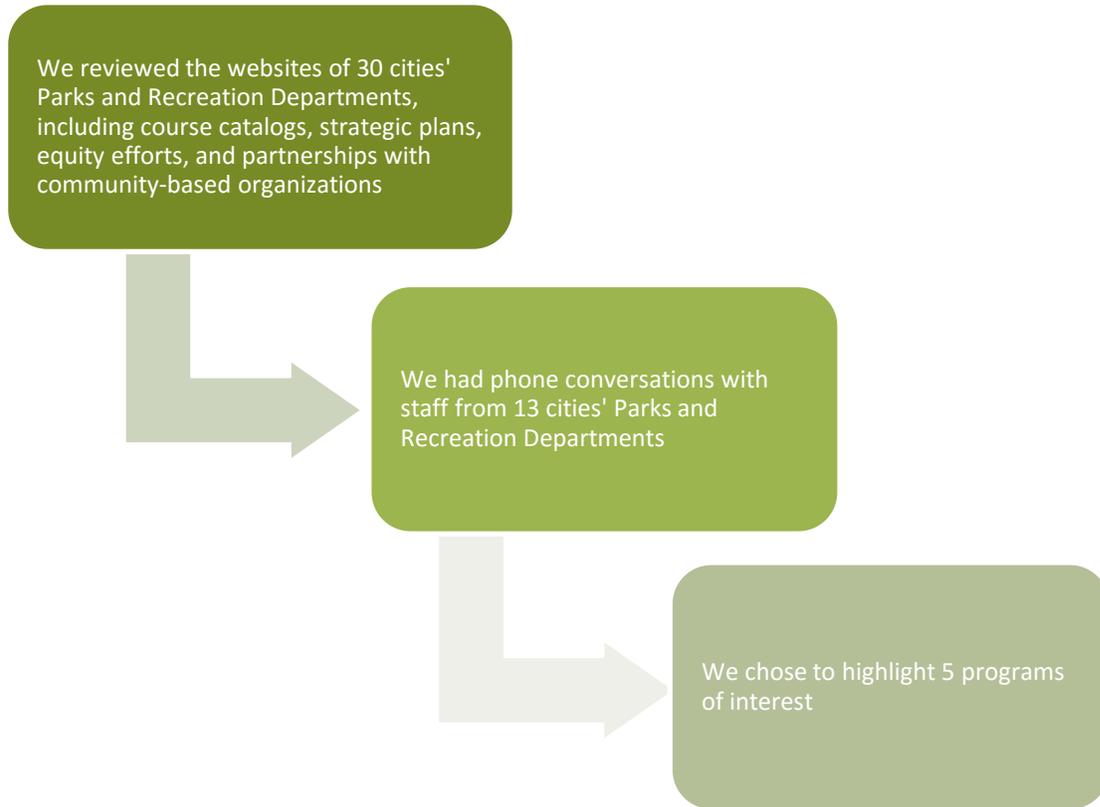
any scientific research that compared or evaluated the structures, successes, and challenges of Parks and Recreation department programs that are created to help community members get moving. In addition, we did not find a review or report from the National Recreation and Park Association that compares different models for Parks and Recreation programs around the country.

Most of the city Parks and Recreation departments we reviewed offer a range of programs through community centers and parks. While these programs do seem to vary based on community interests, city, and neighborhood, we did not find much information about how Parks and Recreation departments across the U.S. choose which programs to offer. Because we found little information about the decision-making processes cities use when creating their seasonal programs, we focused our research on specialized programs that provide grants to community-based organizations, describe explicitly how their programs are community-led and culturally-responsive, and contain a paid or well-supported peer-to-peer mentorship program.

Overall

- We DID NOT find a single program that, like Get Moving, combines community grants, community-led and culturally-responsive programs, and peer-to-peer support.
- We DID find a program that offers grants for community-based organizations.
- We DID find a few programs that offer community-led, culturally-responsive programs.
- We DID find a few programs that engage community leaders in peer-to-peer support.
- We found five programs that may be of interest to Lakema and the Get Moving team.

FIGURE 7. HOW WE DETERMINED PROGRAMS OF INTEREST



Cities

- | | | |
|-------------|----------------|-------------------|
| Albuquerque | Fort Worth | Oklahoma City |
| Austin #^ | Fresno | Philadelphia # |
| Baltimore | Indianapolis | Phoenix |
| Boston #^! | Jacksonville | Portland, OR #^! |
| Charlotte | Las Vegas \$# | San Antonio #^! |
| Columbus ^ | Louisville | San Diego |
| Dallas #^ | Memphis | San Francisco # |
| Denver | Milwaukee | San Jose |
| Detroit | Minneapolis ^! | Tucson ^ |
| El Paso | Nashville # | Washington, DC #^ |

National Recreation and Park Association ^

Key	
\$ Grants	# Community-led, culturally-responsive programs
^ Peer-to-peer mentorship	! Program of interest

Innovative Programs

Portland, Oregon's Parks for New Portlanders Program⁹

Vision: That all New Portlanders have access to Portland Parks and Recreation programs and services. The program supports their healthy and happy integration into the Portland community, self-sufficiency and positive engagement with their new neighbors.

Mission: To provide and increase recreational access and opportunities to all communities by creating culturally specific programs. Through the program, we identify gaps in current city programming and provide culturally specific outreach in order to engage all New Portlanders and their families.

Parks for New Portlanders, was established in 2015 by Portland Parks & Recreation (PP&R), a bureau of the City of Portland, to develop culturally-responsive activities and programs that increase access for underserved immigrant and refugee (New Portlanders) community members in city services. The program also supports the New Portlander community by welcoming them into PP&R facilities. The Parks for New Portlanders program facilitates a healthy and happy integration into the Portland community.

The Parks for New Portlanders program works with the various operating divisions within the Parks Bureau to provide targeted programs and services for example the Community Youth Ambassadors program. This program hires youth from immigrant and refugee communities to work as Community Youth Ambassadors for Portland Parks & Recreation. The youth ambassadors develop activities, and support community members with accessing recreational activities and programs. A key project includes the youth ambassadors designing and hosting the Portland World Cup Soccer program, which attracts immigrant and refugee youth from over 30 countries for a weekend soccer tournament.

The Parks for New Portlanders program has also organized and sponsored various events and services including:

- Engaging New Portlanders during the park planning processes
- New Portlanders Cultural Celebration and Family Day
- New Portlanders Community Gardening Project
- Portlanders Stand with Refugees and Immigrants
- World Refugee Day at the PP&R community centers
- New Portlanders Water Safety Training

- New Portlanders Community Listening Sessions

While the Parks for New Portlanders program does not offer grant funding and has a different structure from Get Moving, we consider this program to have a similar mission to Get Moving because its team aims to create community-led physical activity programming, support and nurture peer-to-peer mentorships, and build relationships with community members of color who have not been represented historically in Parks and Recreation programs.

Parks for New Portlanders is a Portland Parks and Recreation (Portland, Oregon) program that received one-time funding to develop and host culturally-responsive activities to welcome immigrants and refugee community members to participate in Parks and Recreation programs.

Parks for New Portlanders hired 7 youth from immigrant and refugee communities to work as Community Youth Ambassadors, develop activities, and support community members with accessing the activities. One example of an activity designed and hosted by the Community Youth Ambassadors is the Portland World Soccer program, which gathers immigrants and refugees from over 30 countries in a soccer tournament.

Parks for New Portlanders also supports the Committee for New Portlanders, so community members can participate in designing Portland Parks and Recreation's work. Recently, more than 60 youth attended a committee meeting. While the Parks for New Portlanders program does not offer grant funding and has a different structure from Get Moving, we consider this program to have a similar mission to Get Moving because its team aims to create community-led physical activity programming, support and nurture peer-to-peer mentorship, and build relationships with community members of color who have not been represented historically in Parks and Recreation programs.

San Antonio Student Ambassador Program¹⁰

San Antonio Parks & Recreation Department is in partnership with the San Antonio Student Ambassador Program, which is part of the Mayor's Fitness Council. The program works with roughly 50 students each school year from San Antonio's 15 independent school districts, as well as private and charter schools. Launched in 2012 by Program Manager Andrea Bottiglieri, selected student ambassadors participate in the "dream it, map it, do it" framework, through which they learn to conduct a needs assessment "road map" of their school or community, identify a need they want to address, and develop and implement a

health, wellness, or fitness initiative with the support of the Student Ambassador program and campus mentors.

Though the Student Ambassador program is not run through the San Antonio Parks & Recreation Department, their close partnership and nature of the program made us think that it may be of interest to Lakema. Andrea Bottiglieri was kind enough to tell us all about the program, it's funding, and their evaluation methods. She also provided us with a number of documents, including those that describe the program, documents they use as part of the program including the needs assessment "road map" and the pre-/post-survey tool they use as one method of evaluating the program that she said we could share with Lakema (See Appendices A-E).

[Boston Parks and Recreation Department & Boston Center for Youth and Families](#) ^{11,12}

The City of Boston has a unique municipal structure; instead of being run by the Department of Parks and Recreation, its community centers and youth and family-oriented programming are largely overseen by a sister agency called the Boston Centers for Youth and Families (BCYF). BCYF leads an impressive number of innovative, community-based programs and initiatives that Get Moving may find interesting. Among these are Youth Lead the Change, a youth-led participatory budgeting process for the entire department, and SuccessLink, a lottery-based summer jobs program that places youth at non-profits and community-based organizations throughout the city.

Through Youth Lead the Change, any Boston youth between 12-25 years of age can play a role in deciding how \$1,000,000 dollars of municipal funding is spent. Though the structure of this program is very different than Get Moving, the programs serve a key purpose – empowering communities to achieve what they want for themselves by shifting decision-making power and financial support into their hands.

SuccessLink fulfills some of the same functions as Get Moving's Community Engagement Ambassador (CEA) role, but for youth – like providing youth with job skills, helping to develop their professional network, and giving them insight into how community-based organizations function.

[Minneapolis Parks and Recreation Bilingual Information Ambassador Program](#) ^{13,14}

The Minneapolis Parks and Recreation Board offers the Bilingual Information Ambassador program to "engage specific underserved communities" and provide support to community members speaking Spanish and/or Somali.^{13,14} The Board hosts this program as a part of its 2017-2018 Racial Equity Action

Plan and has a specific section of its website dedicated to racial equity. The Racial Equity Action Plan describes internal policy changes, initiatives, and trainings, which will improve community members' experience of Minneapolis Parks and Recreation Board's activities and their access to employment at the organization.¹⁴

National Recreation and Park Association (NRPA) Commit to Health: Youth Ambassadors Program¹⁵

The Youth Ambassador program aims to “engage youth as health and wellness leaders in their communities,” and collect best practices to be applied to the program in years to come.¹⁵ In the Summer of 2016, the NRPA was awarded \$100,000 to support 3 piloting efforts of the Youth Ambassador program in the Chicago Park District, Mesa Parks Recreation and Community Facilities, and Houston Parks and Recreation. The pilot program is so new that there is little information available online. Rachel Banner from NRPA said that in the coming months the Youth Ambassador program will be conducting focus groups and surveys to determine how the program will be evaluated. She is happy to share her knowledge about the program and act as a connector to the Youth Ambassador Program Manager for inquiries about additional information.

Recommendations from a comparison of Get Moving and other programs

Based on our findings, we recommend Lakema ...

→ Meet with Som Subedi in person or over the phone to learn more about Parks for New Portlanders and exchange wisdom about their experiences offering culturally-responsive programs and supporting community ambassadors.

Som Subedi
503-260-2487
som.subedi@portlandoregon.gov
<https://portlandoregon.gov/parks/69257>

→ Review the evaluation materials we received from Andrea Bottiglieri, San Antonio Parks and Recreation and contact her if you have more questions.

Contact:
Andrea Bottiglieri
210-857-5378
andrea.borraglieri@sanantonio.gov

→ Follow up with Rachel Banner at the NRPA to learn more about the Youth Ambassador program in a few months, once the program has had more time to get established.

Contact:
Rachel Banner
703-858-2159
rbanner@nrpa.org

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Comparing Get Moving to Other Programs: Appendices

Appendix A. (Kassandra Pamphlet)

The mission of the Mayor's Fitness Council Student Ambassador Program is to involve the San Antonio youth in Mayor Taylor's initiative to improve the health of San Antonio. The purpose of the Student Ambassador Program is to provide students the opportunity to represent the Mayor's Fitness Council by promoting and encouraging healthy living at their school campus, at home, and in their communities.

Mayor's Fitness Council Student Ambassadors are student leaders representing the MFC at their school campus, district and in their surrounding community. Throughout the academic year student ambassadors, campus mentors and parents are required to participate in two leadership trainings, a panel presentation as well as In-Person meetings. All trainings are designed to empower, educate and equip ambassadors, campus mentors and parents with the necessary tools and resources that they will need to help identify what their area of focus will be to come up with a service project that will focus on better nutrition, physical fitness and overall wellness at their school campus, district or in their community.

Dream It! Training - This training will focus on dreaming up a bold vision for what student ambassadors can do to make a difference at their school campus/ district or in their surrounding community to increase awareness of better nutrition, physical fitness and overall wellness. Ambassadors will be tasked with completing the Student Ambassador Roadmap which is a needs assessment tool to identify areas in which they could best serve and make a real difference and meet a real health, wellness, nutrition or physical fitness need.

Map It! Training - This training will focus on reviewing the Student Ambassador Roadmap, identifying a need at the school campus, district or in the community in regards to better nutrition and increasing physical fitness opportunities that the student ambassador, campus mentor and parents can work on as their service project for the year. Ambassadors, Campus Mentors and Parents will work together as a team to create and fill out an Action Plan and learn about community partners and potential grant funding opportunities for service projects.

Do It! Panel Presentations - This training will focus on ambassadors clearly laying out and explaining their vision for their service project. Ambassadors will present their service project idea before a panel of community members. Ambassadors will have five minutes to present their service project idea and may use power point, poster boards or other visual aids in their presentation. Ambassadors will receive feedback and commentary from the panel about their service project idea.

Ambassadors then work to implement a service project that focuses on health, wellness, better nutrition and physical fitness at their school campus or in their surrounding community by May 2017.

A Quick Reference Guide to Mapping My Idea and Making It a Reality!



Mayor's Fitness Council
City of San Antonio

SA2020

As you continue to get closer to choosing your project idea, it's a great idea to take steps that will help you maximize your success. Here is another great tool to help you do just that! Use this step-by-step guide as a checklist to develop your project idea.

STEP 1. Know the environment and culture within your school and community.

Can your project idea be adapted to your school campus or in your community? When it comes to health and fitness, how can you make your project idea fit in with the environment and culture that exists within your school and community?

STEP 2. Know who you are targeting to get involved with your project.

Is your project idea appealing? When it comes to health and fitness, how can you make your project idea one that people will get excited about and want to get involved with? Remember the old saying - Keep It Short and Simple (KISS). Make sure your project idea is one that is appealing enough for people to want to get involved with.

STEP 3. Make adjustments to your project idea.

Once you've learned how you can make your health and fitness project idea adaptable and appealing to your audience, make changes accordingly. This is where you can be creative and where your project idea will take its final shape!

STEP 4. Develop a plan of how your project will happen.

Once your project idea begins to take its final shape, be sure to look at all resources available to you. Can you partner with leaders in your school or community to come up with ideas to put your project into action? Then, plan it. This is the step where your project idea will turn into your actual project.

STEP 5. Promote your project.

Once your project idea has taken shape and you have a game plan for putting your project into action, let everyone know. Go back to the leaders in your school and community to find out how they can help you spread the word. This includes your peers, friends, parents and family! Videos and photos? Local/school newspaper or website or social media? Be creative!

FINALLY! Do it!

Put your project into action!

Appendix C. Student Ambassador Roadmap

Mayor's Fitness Council Student Ambassador Roadmap

Student Ambassador Name: _____
School Mentor Name: _____
School Campus: _____
Home Neighborhood: _____



Mayor's Fitness Council

City of San Antonio

About the Student Ambassador Program:

- The mission of the Mayor's Fitness Council Student Ambassador Program is to involve the San Antonio youth in Mayor Castro's initiative to improve the health of San Antonio.
- Student ambassadors will represent the Mayor's Fitness Council by promoting and encouraging healthy living at their school campus and in their communities.
- For more information visit: www.fitcitysa.com

Instructions:

- Below is the Mayor's Fitness Council Student Ambassador Roadmap.
- Please answer all the questions.
- The roadmap is to help you discover what healthy things are happening at your school, home, and neighborhood. It will also help you think about ways to create healthy ideas.
- You may choose to fill out this roadmap by yourself or with a group of students or friends (such as a Health or PE class, Student Council, club, or after school program).
- Choose 1 question that is most interesting to you and add information, pictures, facts, or examples that you learned about that question on additional sheets of paper.
- **Bring the completed roadmap with you to Map It! Training on Saturday, October 1st** and turn into Andrea Bottiglieri, Student Ambassador Program Coordinator or turn in by Email: Andrea.Bottiglieri@sanantonio.gov

Disclaimer:

- Please note answers to these questions are based on students' perceptions.
- Answers to these questions will be used to help student ambassadors develop a project to add to healthy eating and physical activity efforts at their school, home, or neighborhood. Responses will not be publicized.

Thank you for taking part in this roadmap!
Have fun!

Mayor's Fitness Council Student Ambassador Roadmap

Section 1: AT SCHOOL

Instructions: Carefully read over each of the following questions and write your answer below.

#	Question	Tips
Getting to School		
1	What are the most popular ways that students get to and from school? (Check boxes that apply). <input type="checkbox"/> Drive <input type="checkbox"/> Walk <input type="checkbox"/> Ride Bike <input type="checkbox"/> Ride Bus <input type="checkbox"/> Other: _____	Ask a few friends and classmates. Get to school early 1 day and observe how students get to school.
2	Ask some students that do not walk or bike to school why they do not. List a few reasons. _____ _____ _____	
Fueling Our Bodies		
3	Pick one sentence that describes what students do for breakfast most often: <input type="checkbox"/> Most students eat breakfast in the school cafeteria every day. <input type="checkbox"/> Most students eat breakfast at home every day. <input type="checkbox"/> Most students skip breakfast. <input type="checkbox"/> Other: _____	Ask friends and classmates about what and where they like to eat and drink at breakfast or lunch.
4	Pick one sentence that best describes what students do for lunch most often: <input type="checkbox"/> Most students eat lunch in the school cafeteria every day. <input type="checkbox"/> Most students bring their lunch from home every day. <input type="checkbox"/> Most students skip lunch. <input type="checkbox"/> Other: _____	
5	What are the most popular foods you observe students eating at lunch or breakfast? _____ _____ _____	Observe a breakfast or lunch period.
6	What do you think makes these foods so popular? (Check boxes that apply). <input type="checkbox"/> Cheap/free <input type="checkbox"/> Taste <input type="checkbox"/> Easy to bring from home <input type="checkbox"/> Easy to get at school <input type="checkbox"/> Because they are healthy <input type="checkbox"/> Advertising <input type="checkbox"/> Other reasons: _____	
7	What are the most popular drinks that students have with their lunch or breakfast? _____	

Mayor's Fitness Council Student Ambassador Roadmap

8 What do you think makes these drinks the most popular? (Check boxes that apply)

- Cheap/free
- Taste
- Easy to bring from home
- Easy to get at school
- Because they are healthy
- Advertising
- Other reasons: _____

9 Are there posters or banners for food or drinks in the cafeteria? If yes, what do they show?

10 Does your school or student club sell food as a fundraiser? If yes, what foods do they sell?

11 Does your school sell food in afterschool sports or special events? (Such as football games, carnivals etc). What kinds of food are sold?

12 If you could promote healthy eating at your school, how would you do that? (This could be creating posters, videos or morning announcements. It could also be activities like a healthy fundraiser, healthier snacks or drinks in the concession stand or school event, develop an after school health club or school garden, etc).

Staying Active

13 Do students get physical activity during the school day? Describe the activities students do and what part of the school day they use to get activity (this could be PE, recess, short breaks in class or other times). What do students like the most?

14 Does your school participate in any programs or initiatives that promote physical activity? (Such as Jump Rope for Heart, Go Kids Challenge, Jammin' Minutes). List a



Look around your cafeteria for posters.

Ask your friends and teachers for ideas on healthier fundraising and healthier concession stand foods.

Ask friends and classmates what physical activity they do during the school day.

Ask your school mentor for ideas.

Mayor's Fitness Council Student Ambassador Roadmap

few programs.

- 15 Are there any physical activity clubs at school? What are they? What activities do they do? What activities do students like the most?

Section 2: AFTER SCHOOL

Instructions: Carefully read over each of the following questions and write your answer below.

#	Question	Tips
1	What are popular places your friends and classmates go to after school? (Such as an after school program, a park, a community center, YMCA, home, a friend's house, or other place).	Ask friends and classmates where they go and what activities they like to do after school.
	<hr/> <hr/> <hr/>	
2	What are popular activities to do afterschool?	
	<hr/> <hr/> <hr/>	
3	What after school physical activities would you tell your friends and classmates to do? (This could be starting a walking group, dance class, jump rope contest, etc).	
	<hr/> <hr/> <hr/>	
4	What do you think makes these activities the most popular? (Check boxes that apply)	Ask friends and classmates what types of snacks they like after school.
	<input type="checkbox"/> Cheap/free <input type="checkbox"/> Fun to do <input type="checkbox"/> Can be with friends <input type="checkbox"/> Close by to school <input type="checkbox"/> Because they are healthy <input type="checkbox"/> Other reasons: _____	
5	What are the most popular snacks students eat after school?	
	<hr/> <hr/> <hr/>	
6	What do you think makes these foods so popular? (Check boxes that apply)	
	<hr/>	

Mayor's Fitness Council Student Ambassador Roadmap

- Cheap/free
 - Taste
 - Easy to bring from home
 - Easy to get at school
 - Because they are healthy
 - Advertising
 - Other reasons: _____
- 7 Where do most students get snacks after school?
- Bring from home
 - Buy at the cafeteria or school store
 - Buy at a store off campus
 - Buy from a food truck off campus
 - Vending machines at school
 - Students do not usually have snacks at school
 - Other sources: _____
- 8 What healthy after school snacks would you tell your friends or classmates to eat?

Section 3: AT HOME

Instructions: Carefully read over each of the following questions and write your answer below.

#	Question	Tips
1	What healthy activities do you like to do with your family? Are the activities at home or someplace else?	Talk with your family members to get their ideas.
	<hr/> <hr/> <hr/> <hr/> <hr/>	
2	What healthy foods do you like to eat with your family?	
	<hr/> <hr/> <hr/> <hr/> <hr/>	
3	What things make it easier to be healthy at home?	
	<hr/> <hr/> <hr/> <hr/> <hr/>	
4	What things make it hard to be healthy at home?	
	<hr/> <hr/> <hr/> <hr/> <hr/>	

Appendix D. Action Planning



Mayor's Fitness Council
City of San Antonio

I. Assessing your Roadmap Findings:

- a. Reflect back on your roadmap findings, in your opinion what were the biggest physical fitness, health or wellness needs that you identified at your school campus, district or in your surrounding community?

- b. Based off of the identified physical fitness, health or wellness needs that you identified at your school campus, district or in your surrounding community, how can you help with those needs through your service project?

II. Determining your Service Project:

- a. What is your main idea for your service project that you would like to implement at your school campus, district or surrounding community by the end of May 2017?

- b. Does the main idea for your service project meet the physical fitness, health or wellness needs that you identified at your school campus, district or surrounding community?
Yes or No



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- c. Is your service project idea something that you feel your school principal will support?
Yes or No
- d. Who is your main audience for your service project? (Check all that apply)
 Peers School Faculty Community Other
- e. Where do you anticipate your service project taking place, (i.e., at school, park, at a faith based location, etc.)?

- f. How do you plan to get your peers, school faculty, and surrounding community involved with participating with your service project?

- g. Think for a moment on who you will need to contact to help you get your service project going as soon as possible?

- h. How do you plan to promote your service project?

- i. How many students, faculty or community members do you estimate your service project will reach? _____



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- j. Think for a moment, how can your service project be sustained at your school campus, district or in the surrounding community after the end of this school year? How will you ensure that it will be a sustained service project?

- k. What materials or resources do you think you will need to be able to accomplish your project? (i.e., fitness equipment, healthy food items, cooking utensils, etc...)

- l. How much funding do you anticipate you will need to apply for in grant funds to help pull off your service project?

- m. List some action steps to help make your service project get off the ground?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____



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City of San Antonio

III. Action Items:

- a. Find out when the next SHAC, PTA, PTO or School Board meeting will be held at your school campus or in your district. Work with your Campus Mentor to see if he/she can get you on the agenda to talk about your service project and what you are doing to make healthier students and a healthier San Antonio.
- b. If your service project has a specific date that it will be taking place on such as a onetime specific event, **please let Andrea Bottiglieri know as soon as possible** so the date can be added to the calendar. **Please note:** The quicker your event date is on the calendar the better your odds of having a community partner come out to your event.
- c. Set up time to discuss with school principal and campus mentor what your service project will be to get full school support.
- d. Remember you are a representative of the Mayor's Fitness Council at your school campus, please make sure that you are promoting the MFC and its partners through healthy bulletin boards or through morning announcements if possible.
- e. If you are serving as an ambassador at a Health Legacy Campus, please remember you need to make sure that you also do the following in addition to your service project:
 - Healthy Campus Pep Rally;
- f.
 - Walk with the Principal opportunity either during the school day or at a time after school for students and surrounding community to participate in;
- g.
 - Or the HLC Campus can suggest a creative strategy that better suits the school campus to help further engage students on campus in health and wellness messaging.

Appendix E. Student Ambassador Pre/Post Survey



Student Ambassador Survey

Name: _____

Date: _____

1. In a typical week, how many days are you physically active for at least 1 hour (60 minutes) per day?

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> 0 days | <input type="checkbox"/> 4 days |
| <input type="checkbox"/> 1 day | <input type="checkbox"/> 5 days |
| <input type="checkbox"/> 2 days | <input type="checkbox"/> 6 days |
| <input type="checkbox"/> 3 days | <input type="checkbox"/> 7 days |

2. In a typical week, what types of activities do you do? Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Bicycling | <input type="checkbox"/> Jogging/Running |
| <input type="checkbox"/> Dancing | <input type="checkbox"/> Playing an organized sport |
| <input type="checkbox"/> Interactive (ex: wii fit) | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Hiking | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Swimming | |

3. Are you involved in any wellness related clubs or groups (not including team sports) in school, after school, or at home (online)?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4. In a typical week, how many days do you eat breakfast?

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> 0 days | <input type="checkbox"/> 4 days |
| <input type="checkbox"/> 1 day | <input type="checkbox"/> 5 days |
| <input type="checkbox"/> 2 days | <input type="checkbox"/> 6 days |
| <input type="checkbox"/> 3 days | <input type="checkbox"/> 7 days |

5. In a typical week, how many times do you drink a can, bottle, or glass of soda or pop, such as Coke, Pepsi, or Sprite?

- | | |
|--|--|
| <input type="checkbox"/> 0 times per day | <input type="checkbox"/> 3 times per day |
| <input type="checkbox"/> 1 time per day | <input type="checkbox"/> 4 or more times per day |
| <input type="checkbox"/> 2 times per day | |



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Student Ambassador Survey

6. In a typical week, how many times do you eat fruit? (Do not count fruit juice.)
- | | |
|--|--|
| <input type="checkbox"/> 0 times per day | <input type="checkbox"/> 3 times per day |
| <input type="checkbox"/> 1 time per day | <input type="checkbox"/> 4 or more times per day |
| <input type="checkbox"/> 2 times per day | |
7. In a typical week, how many times do you eat green salad and/or vegetables (these can include fresh or frozen vegetables)?
- | | |
|--|--|
| <input type="checkbox"/> 0 times per day | <input type="checkbox"/> 3 times per day |
| <input type="checkbox"/> 1 time per day | <input type="checkbox"/> 4 or more times per day |
| <input type="checkbox"/> 2 times per day | |
8. In a typical week when you are in school, how many days do you go to PE classes?
- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> 0 days | <input type="checkbox"/> 3 days |
| <input type="checkbox"/> 1 day | <input type="checkbox"/> 4 days |
| <input type="checkbox"/> 2 days | <input type="checkbox"/> 5 days |
9. During the past year, how many sports teams did you play on?
- | | |
|----------------------------------|--|
| <input type="checkbox"/> 0 teams | <input type="checkbox"/> 2 teams |
| <input type="checkbox"/> 1 team | <input type="checkbox"/> 3 or more teams |
10. How would you describe your weight?
- | | |
|---|--|
| <input type="checkbox"/> Very underweight | <input type="checkbox"/> Slightly overweight |
| <input type="checkbox"/> Slightly underweight | <input type="checkbox"/> Very overweight |
| <input type="checkbox"/> About the right weight | |
11. Which of the following community activities have you participated in this school year?
Check all that apply.
- | | |
|--|---|
| <input type="checkbox"/> Fitness in the Park | <input type="checkbox"/> SAS Go! Kids Challenge |
| <input type="checkbox"/> San Antonio Walks! | <input type="checkbox"/> SAS Fit Family Challenge |
| <input type="checkbox"/> Siclovía | <input type="checkbox"/> Other _____ |

Methods

Tool Descriptions and Rationale

Section Summary

We developed 5 different evaluation tools and tried them out with available grantee organizations. Each tool comes with instructions for how to implement it, and how it might be useful. The tools are listed in the Appendices as indicated below.

The tools are:

- Surveys – we reviewed last year’s survey, cut out things that were redundant, reworded some questions for clarity and accessibility, and added questions that measure relationship building. To view the process and final tools, see Appendices F – H.
- Interview and focus group guide – working off the questions from last year’s survey, we researched best practices and created a way to interview people of different ages. To view the interview and focus group guides, see Appendices I-K.
- Diamond Poem – is a collaborative art activity that can be a fun way for participants of many ages to share information about the program and its impact. To view the Diamond Poem activity, see Appendix L.
- Photo Scavenger Hunt – because we know a lot of grantees have access to cameras, we came up with an arts-based activity that allows participants to share what they think about the programs. To view the Photo Scavenger Hunt activity, see Appendix M.
- Sensitivity Line on a Theme – is a performance-based activity that instructs each participant to reflect on the program and its impact, and share with the group. To view the Sensitivity Line on a Theme activity, see Appendix N.

Tool #1 Modified Surveys

The survey – on paper or online – can provide quantitative information about the participant’s self-reported physical activity, physical health, whether participants feel the program promotes relationship building, and if the activities are culturally relevant. We reviewed the survey used by Get Moving in 2016, and tried to make it as short and sweet as possible (which most grantees felt was important). After our first round of revisions, we took the survey out for a spin to get feedback from participants. The tables in Appendix F outline the steps we took to revise the 2016 pre- and post- surveys (called the First Participant Survey and Final Participant Survey, respectively) to reach the final version we recommend Get Moving use for future evaluations (See Appendices G and H).

Tool #2: Interview and Focus Group Guides

Interviews and focus groups are intentional conversations that allow participants to share answers to open-ended questions. This way, they can share whatever they want about their personal experiences. Findings from interviews and focus groups can be analyzed for main themes, or reviewed to find direct quotes that give examples of participants’ experiences. We heard from grantees, one CEA, and other Get Moving stakeholders that it’s hard to make interviews and focus groups work for younger participants, so we did some research and consulted experts in the field to provide a few modifications to make this format accessible for younger people. To learn more about this research, see the [Child Research Methodology](#) section. To view the interview and focus group guides we developed, see Appendices I-K.

Tool #3: Diamond Poem

This collaborative poem-writing activity (with optional performance addition) allows participants to communicate how they understand ideas around community, strength, health etcetera and self-evaluate the program’s contribution to the idea (i.e., did the program help build strong relationships?) This activity can capture how participants feel about the role the program or Get Moving played in community building, particularly in a culturally competent way. See Appendix L for the Diamond Poem activity description and instructions.

Tool #4: Photo Scavenger Hunt

In this arts-based evaluation activity, participants are asked to take photographs that represent how they see their community, and then discuss the connection between the photographs and the program. If you don't have cameras, or the participants don't like photography, this could easily be modified to be a movement/dance or drawing activity. This activity can capture how the participants feel about Get Moving's role in community building, in a culturally competent way. See Appendix M for the Photo Scavenger Hunt activity description and instructions.

Tool #5: Sensitivity Line on a Theme

This performance-based evaluation activity (which can be modified for personal journaling instead of performance) asks each participant to complete a sentence following a given prompt, such as *"If it weren't for this program, my community might..."*. One by one, participants turn around to face the audience and speak for 30 seconds. Participants can be both the speakers and the audience, which allows them to reflect on program impacts. This activity can capture how the participants feel about Get Moving's role in community building, in a culturally competent way. See Appendix N for the Sensitivity Line on a Theme activity description and instructions.

Section Summary

Conducting research with children and adolescents requires a completely different approach than working with adults. Methods must be tailored to the specific developmental stage of each age group. Children have their own complex ideas and opinions and it is important to value their opinions and contributions. Gathering information and insight into the beliefs of children is possible – if we use the right methods. Surveys and questionnaires are not the best methods for doing research with children. Very young children may have difficulty reading and interpreting even a simple survey without the help of an adult. Children are often unaware of what they know or how they know it, so asking them to identify what they know in a survey may be fruitless.¹ Observations, interviews or creative activities are some of the best ways to do a study with children because such methods draw out children’s true thoughts and experiences in a more organic way. Interviews should be more like conversations, in which a child talks freely and explains their thoughts while the researcher listens and observes. If some quantitative data (i.e., from a survey) is necessary, it should be combined with interviews or focus groups to provide more complex insight into the ways in which children think, believe and behave.

Consent/Assent: Getting Permission for Children to Participate

Legally, a “child” is anyone under the age of 18 years old. For children from 0 to 18 years old, parents or guardians must provide their permission for the child or adolescent to participate in a research study by signing a consent form or offering verbal consent. Since children cannot officially consent (per legal requirements) it is important that they agree to participate in a study by offering their verbal assent or “okay.” This is often an informal process and may be as simple as asking a child if they want to participate in an activity. When asking a child if they agree to participate in a study (or evaluation) it is important to make sure they understand what they are agreeing to by providing an explanation in the simplest terms possible.

When giving their assent, a child must be provided with the same information as an adult including who you (the researcher or evaluator) are, what the study is for, why they are being asked to participate, and what you want them to do.² It is also essential that it is clear to the child that it is okay to ask questions,

that their parents have given permission for them to participate, and that they do not have to participate if they do not want to, or can stop at any point. The assent process and survey tool should be both *age-appropriate* and *culturally-responsive*. While the assent process is not technically required, it is a best practice to have children or adolescents sign a form indicating their willingness to participate, or to obtain a verbal “okay” from children.

Strategies for Including Children in an Evaluation or Study

Interviews

High-quality and meaningful research with children requires the use of variety of methods to gain insight into children’s thoughts, opinions and perceptions. Since children do not typically express themselves best through questionnaires it is important to use methods like interviewing, art-activities (photographs and drawings) and group interviews (as young children tend to be highly social and prefer group activities).¹ Interviews are one of the best ways to gather insights on the experiences of children in a short period of time – if the child is comfortable speaking with an adult they do not know. Interviewing children is very different than interviewing adults; children may not have experience being interviewed and may not know what is expected of them. They may not be aware of what they know, so informal conversations or observation may be the best way to hear about what a child has learned or what they think about a certain activity. It is important to note that five and six-year-olds have very vivid imaginations and the interviewer must be careful to separate their real experience from fiction, without embarrassing the child or dismissing what they are saying.

Think of interviews with children as conversations – that is, listening to the children as opposed to interviewing them, and providing them with the opportunity to be heard.¹

Focus Groups

Many children loved to be involved in group activities and feel more comfortable sharing their thoughts and experiences while surrounded by friends. Focus groups are a great way to get children to participate in a study and feel comfortable sharing their thoughts with an adult. While focus groups are a great way

Remember:
Stay Relaxed, laugh a lot, and be flexible.
Sum up what the kids are saying from time to time by writing on a white board or poster.

Remember to encourage them and thank them for participating!

to hear about children's experiences, it can be difficult to ensure children are sharing what they truly think, rather than repeating their friend's opinions. Children are very influenced by their peers and value being "part of the group," so it is important that you try and get them to share their own thoughts, rather than repeat those of their peers.

Since children are still developing (cognitively, emotionally, socially and physically) they communicate, interact and think differently than adults. Some goals for a child focus group are:

- Make sure the participants understand the questions
- Ensure participants have the opportunity to reflect on their own experiences
- Ensure participants have an opportunity to communicate their thoughts and feelings

Selecting a group of children to participate in a focus group will help make it a more helpful activity and ensure you get quality information. Here are some helpful **Tips & Tricks:**

- **Include 4-6 participants** that are within a two-year age range. For example, do a focus group with a few kids from ages 8 to 10 years old.
- **Use games and "ice-breaker" activities** to help the kids more comfortable. A child who is comfortable will share their thoughts more freely.

→ One idea to help build trust between participants and help them relax: Have each student/child pair up with a partner and learn something about one another. Then have them take turns introducing their partner to the group. Then progress to a more fun activity!

- **Establish clear rules** to help participants understand their role and what is expected of them. Include basic reminders like “be good listeners,” and “do not make fun of someone’s answer.” Explain *why* you are doing the focus group and provide time for them to ask questions.
- **Start with some warm-up questions to get them used to answering in a group.** Start with yes-or-no questions about their feelings toward summer break, ice-cream and recess and then move to more in-depth questions about the program or activity you are evaluating
- **Make it fun with activities** – you can have a discussion where you just ask questions and hear participant’s answers, but there are many other ways to gather information from children on their thoughts and experiences. Some more ideas for fun activities are found in Appendix F.
- **Keep it short!** Make sure the focus group does not last longer than 45 minutes

Surveys/Questionnaires

Surveys and questionnaires can be helpful with older children or teenagers, but are not appropriate strategies to use with children under age 8 years old. Young children may have a hard time reading a simple survey and may not be able to reflect on their own experiences to select an appropriate answer. Consider some of the other methods for doing an evaluation with young children. If you would like to collect data on the participation or experience of young children, consider have the parents fill out a proxy survey. Parents can complete a survey about their observations of their child’s behavior and feelings. The survey can collect information about children through their caregiver’s perspective.

If you are conducting a survey or questionnaire with older children or adolescents, it is important to revise the language in the survey to reflect their reading level and developmental stage. Use simple, informal language. Provide options that reflect their experiences, or allow space for them to write-in their unique thoughts. Children may prefer a survey with pictures or single word answers. It is likely that the same survey will not be appropriate for both children and teenagers, as these groups vary widely in tastes and

preferences. Teenagers can reflect on their own thinking and express more complex thoughts. They may be insulted if they are given a survey with pictures or words aimed at children.

When revising a survey for youth and children it is possible to keep the same questions you would ask adults, but adapt them to the reading level of the selected age-group. For our evaluation of Get Moving we can still aim to measure the same factors as the adult survey (for example: relationships/trust in the Get Moving survey) but we will have to adjust these questions to make sense to children. Since children are highly social and aware of their relationships with others, these questions will be very age-appropriate and important to their stage of development. It is important to consider *how* children think and what drives their behavior when creating a survey for youth.³ Per the research, behavior change in children seems to be driven largely by social norms and the drive to be loved and accepted by family and peers – motivations to consider when developing each survey question.

Some best practices for creating surveys for children⁴:

- Keep questions as short as possible
- Reduce the number of questions (length of the survey)
- Make questions very clear: avoid vague or confusing language
- Questions should be very literal – make the questions about the child directly
- Focus on *feelings* rather than facts: children have a hard time remembering past behavior (example: how much physical activity did you do last week?) Ask them questions like: “what do you like?” “what makes you feel good?”
- If using Likert scales avoid a mid-point (example: on a scale of 1 to 5, how much do you love pizza? If 5 is the most! Children will not know what to do with ‘3’)
- Use vocabulary that is relevant to the age group: 7-year-olds use different language than teenagers
- Use pictures, videos and audio files to make it interesting or keep their attention (works if the survey is done online or on a tablet)

→ Test your survey: have some kids to do the survey and explain their answers to you, so you can see if the questions were clear or if anything was confusing.

Child Research Methodology References

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3. MRS Guidelines for Research with Children and Young People. *MRS Evid Matters*. 2012.
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Piloting the Tools

Background

Recognizing that Get Moving funded programs are quite different from each other given the different communities that they serve, we wanted to tailor tools to each grantee organization while also assuring the tools would be usable for future grantee organizations. Although only a few programs were taking place during the time of our evaluation, we tried to keep each one in mind during our evaluation process.

How we did it

We sat with staff from each grantee group or organization, introduced each of the tools, and had the staff explain to us what they thought would be most suitable for the community they served. We then piloted the tools, with available community members or organization staff.

Although each “tool” or activity is unique, the piloting process for each was similar – we would lead community members through the evaluation method, and then ask them for feedback on the process. We would also take notes on what we thought made administering the tool more or less difficult.

After completing the piloting process, we compiled feedback about each tool and made appropriate adjustments based on what we learned during the piloting. **Our goal** was not only to fine-tune the tools, but to also understand which characteristics of each grantee program were relevant, and which evaluation methods were the most usable for the participants. See Figure 8 for a summary of which tools were piloted and with what community, listed by organization/program. See Figure 9 for information about which organizations/programs piloted each instrument. Through this piloting process, we were also able to gain insight into how the Get Moving funding played out at various sites, which is reported in our Findings section.

FIGURE 8. SUMMARY OF PILOTED TOOLS

Organization/Program	Tools Piloted	Community Piloted With
Vision Loss Connections	Survey and interview guide	Goalball Team: we surveyed 12 people, interviewed 2 people
Lao Women's Association	Focus group	Piloted focus group questions and received feedback about the structure/process with 3 members of LWA leadership team
SeaMar	Focus group and interview guide	Focus group: 2 participants (youth); Interview: 1 participant (adult coach); asked questions about video testimonial
Organizations we were not able to pilot with		
Nailah Harris – Cross Ethnic Exchange Young Women Empowered (Y-WE) Father and Sons Together (FAST) Austin Foundation Garinagu Hounga		

FIGURE 9. SUMMARY OF WHERE EACH TOOL WAS PILOTED

Instrument	Got Feedback From:
Survey	Vision Loss Connections (12)
Participant Interviews	Vision Loss Connections (2), Sea Mar (1)
Focus Group	Sea Mar (1)

Tools Appendices

Appendix F. Survey Modification Table

The tables on the following 6 pages outline the steps we took to revise the 2016 pre- and post- surveys to reach the final versions (See Appendices G. and H.)we recommend Get Moving use for future evaluations. The first column lists the original questions, with one question per row; the second column lists question-specific summaries of the changes that were made (if any) and why; the third column lists the revised questions we piloted with participants; the fourth column lists question-specific summaries of the comments (if any) we got from participants when we piloted the survey; the final column lists the final revised questions that incorporate the feedback from both rounds of revision. This process was challenging for us, especially when we were considering which questions we would suggest revising or removing. We would like to emphasize that these modifications are only suggestions, and subject to your review and approval.

Original 2016 Survey Questions	Summary of 1- review feedback from COPHP students	Revised Questions	Summary of feedback from piloting	Final Revised Questions
Final Participant Survey				
<p>Question 1. After this program, how many days in a given week do you participate in physical activity? <input type="checkbox"/> Rarely Exercise <input type="checkbox"/> Occasionally exercises; once per week <input type="checkbox"/> Moderately active; 2-3 times per week <input type="checkbox"/> Very active 3-4 times per week <input type="checkbox"/> Extensively workout 5-6+ more times a week <input type="checkbox"/> Never</p>	<p>In the answer options, we removed the descriptive words and provided only number options to remove any value judgments and get a more objective assessment of physical activity.</p>	<p>Question 1. After this program, how many days in a given week do you participate in physical activity? <input type="checkbox"/> 5-6+ more times a week <input type="checkbox"/> 3-4 times per week <input type="checkbox"/> 2-3 times per week <input type="checkbox"/> Once per week <input type="checkbox"/> Less than once per week <input type="checkbox"/> Never</p>	<p>Participants asked what qualified as exercise. Our suggestions: 1) Include “walking” in the question. 2) Reverse the order of answer options to go from low to high, like the 2016 survey.</p>	<p>Question 1. How many days in a given week do you participate in physical activity, including walking for 20+ minutes? <input type="checkbox"/> Never <input type="checkbox"/> Less than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per week <input type="checkbox"/> 3-4 times per week <input type="checkbox"/> 5-6+ more times a week</p>
<p>Question 2. After this program, how important is improving your overall health to you? <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>	<p>No changes suggested.</p>	<p>Question 2. After this program, how important is improving your overall health to you? <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>	<p>No changes suggested.</p>	<p>Question 2. After this program, how important is improving your overall health to you? <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>
<p>Question 3. After this program, how would you rate your physical health now? <input type="checkbox"/> Very healthy <input type="checkbox"/> Generally healthy <input type="checkbox"/> Somewhat healthy <input type="checkbox"/> Generally unhealthy <input type="checkbox"/> Very Unhealthy</p>	<p>We changed the answer options to reflect the options used in the Behavioral Risk Factor Surveillance System (BRFSS), a nationwide survey that has demonstrated high reliability and validity.</p>	<p>Question 3. After this program, how would you rate your physical health now? <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very good <input type="checkbox"/> Excellent</p>	<p>Participants did not provide any feedback for this question. Our suggestion: 1) Reverse the order of the answer options to go from high to low, like the 2016 survey.</p>	<p>Question 3. After this program, how would you rate your physical health now? <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor</p>
<p>Question 4. Would you agree you spend enough time participating in physical activity? <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>	<p>We cut this question based on feedback from grantees about reducing redundancy of survey questions and keeping the length of the survey as short as possible.</p>			

Original 2016 Survey Questions	Summary of 1- review feedback from COPHP students	Revised Questions	Summary of feedback from piloting	Final Revised Questions
First Participant Survey				
<p>Question 5: After today's program, has it helped you become aware of your level of health? <input type="checkbox"/> Very aware <input type="checkbox"/> Somewhat aware <input type="checkbox"/> Unsure <input type="checkbox"/> Somewhat unaware <input type="checkbox"/> Very unaware</p>	<p>We cut this question because it didn't seem as closely tied to the goals of Get Moving as the other questions.</p>			
<p>Question 6: After today's program, has it inspired you to continue to remain physically active? <input type="checkbox"/> Very inspirational <input type="checkbox"/> Somewhat inspirational <input type="checkbox"/> Unsure <input type="checkbox"/> Somewhat un-inspirational <input type="checkbox"/> Very un-inspirational</p>	<p>Our aim was to simplify the language in both the question and response choices, using language from the Healthy Youth Survey Questionnaire.</p>	<p>Question 5. Has today's program inspired you to continue to be physically active? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>	<p>No changes suggested.</p>	<p>Question 5. Has today's program inspired you to continue to be physically active? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>
<p>Question 7: After today's program, do you feel that you need to dedicate more time to physical activity? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Question 8: After today's program, do you feel the importance of your physical health has increased? <input type="checkbox"/> Has become very important <input type="checkbox"/> Has become somewhat important <input type="checkbox"/> Unsure <input type="checkbox"/> Has become somewhat unimportant <input type="checkbox"/> Has become very unimportant</p>	<p>We cut questions 7 and 8 because of feedback from grantees about reducing redundancy and length of the survey. In place of these questions, we created a question that directly addresses whether or not Get Moving programs increase physical activity of participants.</p>	<p>Question 6. Did participating in this program increase your level of physical activity? <input type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes") By how many days per week? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>	<p>No changes suggested.</p>	<p>Question 6. Did participating in this program increase your level of physical activity? <input type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes") By how many days per week? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>
<p>Relational Question Addition: We added a new question to measure if participants made new friends during the program.</p>		<p>Question 7. How many people in today's program have you spent time with before today? <input type="checkbox"/> 0 <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7+</p>	<p>We suggest providing an open line for participants to enter the exact number.</p>	<p>Question 7. How many people in today's program have you spent time with before today? ____</p>

Original 2016 Survey Questions	Summary of 1- review feedback from COPHP students	Revised Questions	Summary of feedback from piloting	Final Revised Questions
First Participant Survey				
<p>Relational Question Addition:</p> <p>We added a question to measure relationship-building, one of the main goals of Get Moving.</p>	<p>Question 8. Has your experience in this program created or strengthened relationships with other people in this program? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Question 8. Has your experience in this program created or strengthened relationships with other people in this program? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>No changes suggested.</p>	<p>Question 8. Has your experience in this program created or strengthened relationships with other people in this program? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Relational Question Addition:</p> <p>We added a question to get data about how important it is to participants that the other people in the program are a part of their community.</p>	<p>Question 9. Is it important that other people in this program are in the same community as you? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Question 9. Is it important to you to have a program that is designed by people in your community, for people in your community? <input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Not important</p>	<p>Participants asked what community we meant. Our suggestion: Rephrase to focus on the program, rather than the participants.</p>	<p>Question 9. Is it important to you to have a program that is designed by people in your community, for people in your community? <input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Not important</p>
<p>May employees of Seattle Parks and Recreation Department contact you to follow up and hear the progress you've made? Be assured that your name and anything you say to us is completely confidential. <input type="checkbox"/> Yes <input type="checkbox"/> No if yes, please leave a name and the best way to contact you below. Name: Contact information: (Question is also on Final Participant Survey, but is not listed in Table)</p>	<p>No changes suggested.</p>	<p>May employees of Seattle Parks and Recreation Department contact you to follow up and hear the progress you've made? Be assured that your name and anything you say to us is completely confidential. <input type="checkbox"/> Yes <input type="checkbox"/> No if yes, please leave a name and the best way to contact you below. Name: Contact information:</p>	<p>No changes suggested.</p>	<p>May employees of Seattle Parks and Recreation Department contact you to follow up and hear the progress you've made? Be assured that your name and anything you say to us is completely confidential. <input type="checkbox"/> Yes <input type="checkbox"/> No if yes, please leave a name and the best way to contact you below. Name: Contact information:</p>

Original 2016 Survey Questions	Summary of 1- review feedback from COPHP students	Revised Questions	Summary of feedback from piloting	Final Revised Questions
Final Participant Survey				
<p>Question 1. After this program, how many days in a given week do you participate in physical activity? <input type="checkbox"/> Rarely Exercise <input type="checkbox"/> Occasionally exercises; once per week <input type="checkbox"/> Moderately active; 2-3 times per week <input type="checkbox"/> Very active 3-4 times per week <input type="checkbox"/> Extensively workout 5-6+ more times a week <input type="checkbox"/> Never</p>	<p>In the answer options, we removed the descriptive words and provided only number options to remove any value judgments and get a more objective assessment of physical activity.</p>	<p>Question 1. After this program, how many days in a given week do you participate in physical activity? <input type="checkbox"/> 5-6+ more times a week <input type="checkbox"/> 3-4 times per week <input type="checkbox"/> 2-3 times per week <input type="checkbox"/> Once per week <input type="checkbox"/> Less than once per week <input type="checkbox"/> Never</p>	<p>Participants asked what qualified as exercise. Our suggestions: 1) Include “walking” in the question. 2) Reverse the order of answer options to go from low to high, like the 2016 survey.</p>	<p>Question 1. How many days in a given week do you participate in physical activity, including walking for 20+ minutes? <input type="checkbox"/> Never <input type="checkbox"/> Less than once per week <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per week <input type="checkbox"/> 3-4 times per week <input type="checkbox"/> 5-6+ more times a week</p>
<p>Question 2. After this program, how important is improving your overall health to you? <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>	<p>No changes suggested.</p>	<p>Question 2. After this program, how important is improving your overall health to you? <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>	<p>No changes suggested.</p>	<p>Question 2. After this program, how important is improving your overall health to you? <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>
<p>Question 3. After this program, how would you rate your physical health now? <input type="checkbox"/> Very healthy <input type="checkbox"/> Generally healthy <input type="checkbox"/> Somewhat healthy <input type="checkbox"/> Generally unhealthy <input type="checkbox"/> Very Unhealthy</p>	<p>We changed the answer options to reflect the options used in the Behavioral Risk Factor Surveillance System (BRFSS), a nationwide survey that has demonstrated high reliability and validity.</p>	<p>Question 3. After this program, how would you rate your physical health now? <input type="checkbox"/> Poor <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very good <input type="checkbox"/> Excellent</p>	<p>Participants did not provide any feedback for this question. Our suggestion: 1) Reverse the order of the answer options to go from high to low, like the 2016 survey.</p>	<p>Question 3. After this program, how would you rate your physical health now? <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor</p>
<p>Question 4. Would you agree you spend enough time participating in physical activity? <input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p> <p>We cut this question based on feedback from grantees about reducing redundancy of survey questions and keeping the length of the survey as short as possible.</p>				

Original 2016 Survey Questions	Summary of 1- review feedback from COPHP students	Revised Questions	Summary of feedback from piloting	Final Revised Questions
Final Participant Survey				
<p>Question 5: Do you have access to a gym? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>We added "space to exercise" to get participants thinking about all opportunities for physical activity in their lives. This may show how Get Moving programs expand the places that people think about accessing for physical activity (i.e., local parks, etc.)</p>	<p>Question 4. Do you have access to a gym or space to exercise? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Participants asked if "space to exercise" was referring to outside the program. Our Suggestion: 1) Add "before participating in this program"</p>	<p>Question 4. After participating in this program, do you have access to a gym or space to exercise? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 6. After this program, has it inspired you to continue to remain physically active? <input type="checkbox"/> Very inspirational <input type="checkbox"/> Somewhat inspirational <input type="checkbox"/> Unsure <input type="checkbox"/> Somewhat un-inspirational <input type="checkbox"/> Very un-inspirational</p>	<p>Our aim was to simplify the language in both the question and response choices, using language from the Healthy Youth Survey Questionnaire.</p>	<p>Question 5. Has this program inspired you to continue to be physically active? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>	<p>No changes suggested.</p>	<p>Question 5. Has this program inspired you to continue to be physically active? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>
<p>Question 7. Did participating in this program increase your level of physical activity? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Question 8. If so by how many days? <input type="checkbox"/> Once per week <input type="checkbox"/> 2-3 times per week <input type="checkbox"/> 3-4 times per week <input type="checkbox"/> 4-6 times per week <input type="checkbox"/> Every day</p>	<p>We combined questions 7 and 8 because 8 seems to be a follow-up to 7.</p>	<p>Question 6. Did participating in this program increase your level of physical activity? <input type="checkbox"/> Yes <input type="checkbox"/> No If "Yes" by how many days per week? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>	<p>No changes suggested.</p>	<p>Question 6. Did participating in this program increase your level of physical activity? <input type="checkbox"/> Yes <input type="checkbox"/> No If "Yes" by how many days per week? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7</p>
<p>Question 9. Do you see yourself continuing to remain physically active? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Clarify language, change "remain" to "be," otherwise unchanged.</p>	<p>Question 7. Do you see yourself continuing to be physically active? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>No changes suggested.</p>	<p>Question 7. Do you see yourself continuing to be physically active? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Question 10. How will you use what you learned in this program to continue a physically active lifestyle?</p>	<p>We removed this question based on feedback from grantees about not liking open ended questions.</p>			

Original 2016 Survey Questions	Summary of 1- review feedback from COPHP students	Revised Questions	Summary of feedback from piloting	Final Revised Questions
Final Participant Survey				
<p>Relational Question Addition: We added a question to the "pre" survey to measure if new friends were made.</p>	<p>Question 8. How many people have you met in the program and spent time with outside of the program? <input type="checkbox"/> 0 <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7+</p>	<p>Most participants responded that have spent time with more than 7 people; answers ranged from 10-30+ people. Our suggestion: Reword the question and provide an open line for participants to enter the exact number</p>	<p>Question 8. About how many people in the program do you spend time with outside of the program? ____</p>	
<p>Relational Question Addition: We added a question to measure relationship-building, one of the main goals of Get Moving.</p>	<p>Question 9. Has your experience in this program created or strengthened relationships with other people in this program? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>	<p>No changes suggested.</p>	<p>Question 9. Has your experience in this program created or strengthened relationships with other people in this program? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>	
<p>Relational Question Addition: We added a question to get data about how important it is to participants that the other people in the program are a part of their community.</p>	<p>Question 10. Is it important that other people in this program are in the same minority group as you? <input type="checkbox"/> YES! <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> NO!</p>	<p>Participants asked what community we meant. Our suggestion: Rephrase to focus on the program, rather than the participants.</p>	<p>Question 10. Is it important to you to have a program that is designed by people in your community, for people in your community? <input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Not important</p>	
<p>Question 11. Overall, how satisfied were you with the staff? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat dissatisfied <input type="checkbox"/> Very dissatisfied</p>	<p>No changes suggested.</p>	<p>Question 11. Overall, how satisfied were you with the staff? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat dissatisfied <input type="checkbox"/> Very dissatisfied</p>	<p>No changes suggested.</p>	<p>Question 11. Overall, how satisfied were you with the staff? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat dissatisfied <input type="checkbox"/> Very dissatisfied</p>
<p>Question 12. Overall, how satisfied were you with the organization of the program? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat dissatisfied <input type="checkbox"/> Very dissatisfied</p>	<p>No changes suggested.</p>	<p>Question 12. Overall, how satisfied were you with the program? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat dissatisfied <input type="checkbox"/> Very dissatisfied</p>	<p>No changes suggested.</p>	<p>Question 12. Overall, how satisfied were you with the program? <input type="checkbox"/> Very satisfied <input type="checkbox"/> Somewhat satisfied <input type="checkbox"/> Neutral <input type="checkbox"/> Somewhat dissatisfied <input type="checkbox"/> Very dissatisfied</p>

Appendix G. Tool #1: Proposed Final Draft of First Participant Survey

First Participant Survey

Question 1. How many days in a given week do you participate in physical activity, including walking for 20+ minutes?

- Never Less than once per week Once per week 2-3 times per week
 3-4 times per week 5-6+ more times a week

Question 2. How important is improving your overall health to you?

- Not important Somewhat important Important Very important

Question 3. How would you rate your physical health now?

- Excellent Very good Good Fair Poor

Question 4. Did you have access to a gym or space to exercise before participating in this program? Yes No

Question 5. Has today's program inspired you to continue to be physically active?

- YES! yes no NO!

Question 6. Did participating in this program increase your level of physical activity?

- Yes No

If "Yes" by how many days per week? 1 2 3 4 5 6 7

Question 7. How many people in today's program have you spent time with before today? ____

Question 8. Has your experience in this program created or strengthened relationships with other people in this program? Yes No

Question 9. Is it important to you to have a program that is designed by people in your community, for people in your community?

- Very important Important Somewhat important Not important

May employees of Seattle Parks and Recreation Department contact you to follow up and hear the progress you've made? Be assured that your name and anything you say to us is completely confidential. Yes No

If yes, please leave a name and the best way to contact you below.

Name:

Contact information:

Appendix H. Tool #1: Proposed Final Draft of Final Participant Survey

Final Participant Survey

Question 1. How many days in a given week do you participate in physical activity, including walking for 20+ minutes?

- Never Less than once per week Once per week 2-3 times per week
 3-4 times per week 5-6+ more times a week

Question 2. After this program, how important is improving your overall health to you?

- Not important Somewhat important Important Very important

Question 3. After this program, how would you rate your physical health now?

- Excellent Very good Good Fair Poor

Question 4. After participating in this program, do you have access to a gym or space to exercise? Yes No

Question 5. Has this program inspired you to continue to be physically active?

- YES! yes no NO!

Question 6. Did participating in this program increase your level of physical activity?

- Yes No

If “Yes” by how many days per week? 1 2 3 4 5 6 7

Question 7. Do you see yourself continuing to be physically active? Yes No

Question 8. About how many people in the program do you spend time with outside of the program? ____

Question 9. Has your experience in this program created or strengthened relationships with other people in this program? YES! yes no NO!

Question 10. Is it important to you to have a program that is designed by people in your community, for people in your community?

- Very important Important Somewhat important Not important

Question 11. Overall, how satisfied were you with the staff?

- Very satisfied Somewhat satisfied Neutral
 Somewhat dissatisfied Very dissatisfied

Question 12. Overall, how satisfied were you with the program?

Very satisfied Somewhat satisfied Neutral

Somewhat dissatisfied Very dissatisfied

May employees of Seattle Parks and Recreation Department contact you in 3-6 months to follow up on the progress you've made and offer ongoing support and resources? Be assured that your name and anything you say to us is completely confidential.

Yes No

If yes, please leave a name and the best way to contact you below.

Name:

Contact information:

Appendix I. Tool #2: Youth, Adolescent, and Adult Interview Guide (Ages 11+)

This interview guide will help you learn about individual participants' experiences, perceptions and outcomes as they relate to a grantee organization's program or activity. This interview is not meant to collect information like calories burned or changes in individual exercise habits. This interview is meant to reveal *how the program or activity made participants feel, whether it was culturally relevant, and whether it facilitated trust and a sense of community among participants.*

The interview should:

- Last no more than 30 minutes,
- Take place in a private, comfortable space, and
- Happen at a time and place that is convenient for participants, like before or after an activity they plan to attend.

It is a good idea to conduct interviews with several different participants so that you can gather information about diverse experiences. After the interview, participants' responses should be transcribed, recoded, and analyzed. Direct quotes can also be pulled from these interviews add a powerful, story-telling depth to any presentation of the survey results.

Tips and Tricks for Interviewing

- **Do not “lead” participants by suggesting how they answer a question.** For example, when asking the question “Do you think this program helped build trust and a sense of community among participants,” you would not want to mention something like “Lots of people say they love how the program helped them build relationships.” That’s because revealing what other participants have said might
- **Use open-ended questions.** Open-ended questions are questions that cannot be answered with a simple “yes” or “no.” Use prompts that are open-ended so participants are able to share more in-depth information.
- **Take detailed notes or ask if you can record the interview.** Recording the interview will let you pay closer attention to the participant as they talk, but you must get their consent before you start recording. If the participant is not comfortable with recording, be sure to take detailed notes and collect direct quotes using the participant’s exact words.
- **Ensure the participant knows that their statements will be anonymous.** Additionally, let them know that their relationship with the program will not change based on their responses (either favorable or unfavorable). Emphasize that their responses, no matter what they are, will help the program improve.
- **Ensure the participant understands they can choose not to answer any question.** They can ask questions of the interviewer at any time.

Interview Instructions: Read the following interview questions aloud to the participant and write or record their answers.

Interview Questions:

1. How did this program make you feel – emotionally, physically, or mentally?
2. Did you feel the program was relevant to your culture? If so, how?
3. What influenced your decision to get involved in this program? What was the reason you came to class?
4. In your opinion, did this program help build trust and a sense of community among participants? If so, how?
5. Do you think this program is different than other physical activities or exercise classes you've taken or known about? If so, how?
6. In your opinion, what are some pros and cons of this program?
7. Was this program helpful to you? If so, how did it help you?
8. Did you feel welcomed, comfortable and accepted during the program activities? Please let us know if you did or not not feel each of these things.
9. Would you recommend this program to a friend? Why or why not?
10. Do you do other physical activities or take exercise classes outside of this program? If so, can you describe them?
11. Is there anything else you would like to say about your experience with this program?

Appendix J. Tool #2: Youth, Adolescent, and Adult Focus Group Guide (Ages 11+)

This guide will help you conduct a focus group with multiple participants so you can learn about their experiences, perceptions and outcomes as they relate to a grantee organization's program or activity.

The focus group should:

- Include 6-10 participants
- Last no more than 45 minutes to 1 hour,
- Take place in a private, comfortable space, and
- Happen at a time and place that is convenient for participants, like before or after an activity they plan to attend.

You'll want enough participants to generate a rich discussion but not so many that some people are left out and unheard. It is also important to make sure the participants' time is valued and respected. If participants cannot be reimbursed or compensated, it is a good idea to provide drinks, snacks, and thank participants for their time.

Tips and Tricks for Conducting a Focus Group

- **Gently encourage participants to disclose their thoughts** by asking follow up questions like "Can you tell me more about that?" if their answers are brief.
- **Prompt participation from all members of the focus group** to make sure a variety of opinions are heard and no one is left out of the discussion. You can do this by addressing the participants individually. For example, you could say "Jorge, did you have any thoughts about this question?"
- **Ensure the discussion is free-flowing.** Do not interrupt participants who go off topic. Allow them to discuss say what they think is important and then gently guide them back to the questions. For example, you can say "Thank you. I want to bring us back to the question," and then repeat the question. Also allow for discussion among participants. Some participants' comments may stimulate thoughts and sharing from other participants.
- **Ask participants if you can record the discussion so nothing is missed.** This will require getting active consent from every participant. If any person in the focus group does not want to be recorded, then you cannot record the group. In that case, try to bring another interviewer along with you who can take detailed notes while you are facilitating the group.

Begin the focus group by reading the following 6 statements out loud to the group.

1. Hello and thank you for being here today. The goal of this focus group is to hear about your experiences with [insert program name here] and share that information with the organization that funds [insert program name here] so that the program can improve and continue to receive funding. Before we get started, I want to share a couple of guidelines that will help keep this focus group a safe space for everyone.
2. You can always choose not to answer any of the questions I'll ask today. If you don't want to answer, simply let me know by remaining quiet or saying "Pass."
3. We will not attach your name to any of the information we collect today. What you say here will not impact your relationship with the program in any way.
4. Follow these basic guidelines: be kind, don't interrupt each other, and what's said in this room stays in this room.

5. Remember to share from your own experiences and do not feel pressured to agree with other participants. It's okay if your experience is different than the experience of others.
6. This discussion will last about 45 minutes. Please feel free to help yourself to refreshments or step out to use the bathroom at any point. Thank you again for being here. Let's get started!

Read the following questions aloud to the participants and write or record their answers.

Interview Questions:

1. How did this program make you feel – emotionally, physically, or mentally?
2. Did you feel the program was relevant to your culture? If so, how?
3. What influenced your decision to get involved in this program? What was the reason you came to class?
4. In your opinion, did this program help build trust and a sense of community among participants? If so, how?
5. Do you think this program is different than other physical activities or exercise classes you've taken or known about? If so, how?
6. In your opinion, what are some pros and cons of this program?
7. Was this program helpful to you? If so, how did it help you?
8. Did you feel welcomed, comfortable and accepted during the program activities? Please talk about each of these feelings.
9. Would you recommend this program to a friend? Why or why not?
10. Do you do other physical activities or take exercise classes outside of this program? If so, can you describe them?
11. Is there anything else you would like to say about your experience with this program?

Appendix K. Tool #2: Child Focus Group Guide (Ages 8-10)

This guide will help you conduct a focus group with multiple child participants so you can learn about their experiences, perceptions and outcomes as they relate to a grantee organization’s program or activity.

The focus group should:

- Include 4-6 participants in each group that are within a two-year age range. Large age discrepancies can foster bias as younger children may be influenced by older children.
- Last no more than 30 minutes and include time for breaks and snacks.
- Take place in a private, comfortable space, and
- Happen at a time and place that is convenient for participants and their parents, like before or after an activity they plan to attend.

Tips and Tricks for Conducting a Focus Group with Children:

- **Foster a trusting and relaxed environment.** Research suggests using ice-breaker games and engaging in age-appropriate conversation prior to the start of the focus group. In school settings or more formal environments it may be important that children perceive the moderator in a more informal way that their teachers or coaches to encourage honest sharing.
- **Establish clear rules.** Providing clear rules helps participants understand their role, what is expected of them and what they can expect from the moderator. Tell the children *why* you want to talk to them and assure them that anything they say will not be shared with their name attached so they can be honest. Children should be given the opportunity to ask questions before the activity begins. Basic rules like, “be respectful” and “be good listeners” should be established.
- **Start with a few warm-up questions to get them used to sharing.** You can start by asking about their feelings toward vanilla ice-cream, snow and recess. You could also begin by reading statements and having children respond. This will help you tell if the students are understanding the focus group format and answering questions appropriately.
- **Watch for signs of distress.** Be aware of group dynamics and try and keep things fun. Be aware of tension emerging between participants or if a child is feeling distressed about discussing personal topics. Stay relaxed, laugh a lot, be flexible, consider summing up what the kids are saying from time to time on a flip chart, and provide positive feedback to every child, no matter if their answers are positive or negative.

Arrive a few minutes early to set up the space—consider sitting on the floor or around a table. Wear comfortable, casual clothes. Gather markers, posters, stickers, and art supplies and set them up near the center of the room. Welcome the child participants and chat with them as they arrive – being sure to be friendly, casual and approachable.

Begin the focus group by reading the following script. Information that’s written in brackets [like this] should be replaced with the proper words. Information in parenthesis (like this) is not meant to be read out loud; it is for you to think about. Make sure to write or record their answers to the main questions and activities if necessary.

Script: *Hello everyone! My name is [insert name here], and I am so excited to hang out with you today and*

to hear what you think about [insert program name here]. We will talk about your favorite parts of the program and what you think would make it even more fun! We really want to know what you think of [insert program name here] so that we can make it even better next year. We will listen to what you say and share it with others, but we will not share your name so please be honest and tell us what you really think.

We will have some games, activities and time to talk all together. This will take about 30-40 minutes and then we will have a snack. We have a few simple rules to follow: be kind to each others, be good listeners and talk one at a time, tell your truth, and what is said in this room stays in this room. Other than that let's try to have fun! Any questions before we start?

A few more things. Number one, this is not a test and you won't get a grade for this. There are no right or wrong answers here. Number two, you can choose not to answer a question if you don't want to—just let me know by staying quiet or saying "Pass." Number three, feel free to ask questions any time if you do not understand.

Ice-breaker (5 minutes):

First let's start with a game to get to know each other. Turn to the person sitting next to you - they are your partner for this game. I want you to ask your partner their name, their favorite animal and why it is their favorite. Then we will go around the circle and you will introduce your partner to the group and share their answers.

Warm-up Questions (5 Minutes):

Okay, now we're to get started with some fun questions! I'm going to ask the question out loud to the whole group and I want you to shout out your response whenever you are ready. Try not to share your response at the same time as another person though—remember that we promised to talk one at a time. And, if you don't want to share your answer to the question, just say "Pass" or stay quiet and in your seat. Ready? Let's go!

Question 1: Which is the best pet? Cats, dogs, snakes, or another type of pet?

(Wait for participant responses. You don't need to write them down—just be paying attention to how well the children are paying attention, sharing their answers out loud, staying on topic, and respecting each other.)

Question 2: Which kind of ice-cream is best? Chocolate, vanilla or strawberry, or another type of ice cream?

(Wait for participant responses. You don't need to write them down—just be paying attention to how well the children are paying attention, sharing their answers out loud, staying on topic, and respecting each other.)

Okay, now we're going to try a different kind of activity. I'll read a statement out loud and I want you to respond to it by grabbing a sticker and putting in on the poster underneath the face that shows how you feel about the statement. The faces say "YEAH!," "Kind of," "Not really," and "NO WAY!"

For example, if I said "Reading is lots of fun," and your response was "Kind of," then you would put a sticker under the "Kind of" face just like this. (Walk up to the board and demonstrate this with an actual

sticker).

Does anyone have any questions? Okay, let's go! Here is your statement: Math is my favorite subject in school.



YEAH!



Kind of



Not really



NO WAY!

Main Questions (10 minutes):

Great job everyone! Now we're going to do the exact same thing, but this time I'll be asking you questions about [insert program name here]. The first time you'll be putting stickers on a poster with faces that say "I LOVED IT!", "I liked it," "I didn't like it," or "I REALLY didn't like it." (Show them the new poster). After that, we'll go back to the older poster with the "YEAH!," "Kind of," "Not really," and "NO WAY!" faces. (Facilitator, it is your job to make sure the children put their stickers on the correct posters. Be careful not to get them mixed up.)

Remember that you can always choose not to share your answer by saying "Pass" or staying quiet and in your seat. Does anyone have questions? Okay, let's go!

(Pull out the posters in order of the questions below.)

Question 1: How do you feel about this program?



I LOVED IT!



I liked it



I didn't like it



I REALLY didn't like it

(Wait about 45 seconds – 1 minute) for participants to put their response stickers on the poster. Then, switch to the next poster and read the question below out loud.)



YEAH!



Kind of



Not really



NO WAY!

Question 2: This program helped me make new friends.

(Wait about 45 seconds – 1 minute) for participants to put their response stickers on the poster. Then, switch to the next poster and read the question below out loud.)



YEAH!



Kind of



Not really



NO WAY!

Question 3: I want to do this program again.

(Wait about 45 seconds – 1 minute) for participants to put their response stickers on the poster. Then, switch to the next poster and read the question below out loud.)

Question 4: I had more energy after doing this activity (dance, soccer, etc.)



(Wait about 45 seconds – 1 minute) for participants to put their response stickers on the poster. Then, switch to the next poster and read the question below out loud.)

Question 5: This activity made me feel strong and confident – like I can do anything!



Great job, everyone! Let's take a short snack and stretch break! Now is also a good time to let us know if you need to use the bathroom.

Activity 1 (10 minutes):

Provide two sheets of paper and some markers to each participant. Have them draw their favorite part of the program on one page and their least favorite part on the other page. Remind them not to share answers!

Then discuss. Ask them to describe what they drew. Ask them *why* this was their favorite or least favorite part? Ask them what they think would make the program better? (What would make this more fun? Or relevant?)

Activity 2 (10 minutes):

On another sheet of paper have each participant draw a picture of themselves participating in the program – how did the program make them feel? Are they smiling? Jumping? Moving? Ask questions about the drawings and observe them

Wrap-Up: What other great ideas do you have? What would make this program even more fun? Would you invite a friend to join this class?

Thank you! You all did great and gave us some good ideas about how to make this program even better. We will keep these drawings to share with other people and so that we can remember what great stuff you said. Thank you for participating! Now let's have some snacks.

Appendix L. Tool #3: Diamond Poem

This collaborative poem-writing activity² (with optional performance addition) allows participants to tell us how they understand:

- Ideas around community, strength, health etc
- Self-evaluate the program's contribution to the idea (i.e., did the program help build strong relationships?)

This activity can capture how the participants feel about the role the program or Get Moving played in community building, particularly in a culturally competent way.

Below is a summary. After, there is a template you can print and use to conduct this activity.

Participants: Can be done with a wide age range, and any number of people.

Time: About 20 minutes

Materials: Place for you to draw/write (whiteboard, butcher paper or plain paper), writing utensil.

Instructions: The facilitator should choose one word or phrase to put in the uppermost box ahead of time. Here are some suggestions:

- Healthy People
- Healthy Environment
- Strong Communities
- Trust
- Friendship
- Growth

Then, moving from the top row to the bottom, the facilitator should ask the group each of the questions with the focus being the chosen prompt. The boxes should be filled out by group consensus - although many ideas may be suggested initially, the facilitator should try to get the group to choose words/phrases/concepts that they think most exemplify the program.

****See next page for illustration of Diamond Poem format****

² Switzer, Sarah. "Activity: Diamond Poem *Arts-Based Evaluation*, edited by Lexie Maister, 2016.

Idea 1: Healthy People,
Healthy Environment, and
Strong Communities

Idea 2: Strong Community,
Trust, Friendship, Healthy,
Healthy Community, and
Growth

What does this look like?

*What comes to mind
when you think of
this?*

*Did this happen in the program?
Describe what it looked like, or what
it could look like.*

*How do the two words/phrases
make you feel?*

³ Switzer, Sarah. "Activity: Diamond Poem *Arts-Based Evaluation*, edited by Lexie Maister, 2016.

Appendix M. Tool #4: Photo Scavenger Hunt

In this arts-based evaluation⁴, participants are asked to take photographs that represent how they see their community, and then discuss the connection between the photographs and the program. If you don't have cameras, or the participants don't like photography, this could easily be modified to be a movement/dance or drawing activity. This activity can capture how the participants feel about Get Moving's role in community building, particularly in a culturally competent way.

Participants

Groups of 6 or less participants. Participants can be any age, though modifications should be made if photography is not age-appropriate (for example, younger participants might draw instead).

Time

Participants can be given a set amount of time for photography (such as 20 minutes), or it can be done over the course of a few days (i.e., the last week of a scheduled program).

Materials

Cameras or camera-phones are required. Paper and drawing utensils allow for a suitable drawing alternative.

Instructions

1. Ask participants to take 5 photographs, one to represent each of the following:

- Something you see a lot around you that you don't like (community issue)
- Something you see a lot that you like (community values)
- A way you can make things around you better" (taking action)
- How the program makes you feel (program spirit)
- What making a new friend feels like (relationship building)

Or, instead of "take a photograph", any of the above instructions can be to "do a movement," "make a noise," etc. The prompts are tangible (and hopefully fun) ways to get participants to engage in the discussion questions, and the art medium should be whatever the participants would find engaging.

2. Looking at their photos, in groups of 6 or less, have participants discuss:

- What do you see in the photo?
- What does this photo represent to you?
- How does this photo connect to your community?
- How does this photo connect to the program or Get Moving?

⁴ Switzer, Sarah. "Activity: Photo Scavenger Hunt." *Arts-Based Evaluation*, edited by Lexie Maister, 2016.

Appendix N. Tool #5: Sensitivity Line on a Theme

This performance-based evaluation activity (which might be modified for personal journaling) asks each participant to complete a sentence they are prompted with, such as “If it weren’t for this program, my community might...”. One by one, they turn around to face the audience and speak to a prompt for 30 seconds. Participants can both be the speakers and the audience, which allows them to reflect on program impacts, and it can capture how the participants feel about Get Moving’s role in community building, particularly in a culturally competent way

Participants: Ideally, about 4 participants stand in the line at a time, performing to other participants as an audience.

Time: Each cycle of the activity takes about 3 minutes, and can be repeated several times if you want to do a few different prompts and/or include all participants.

Materials: A timer (or smartphone). Modifications for those who prefer writing over performing would require paper and writing utensils. It may also be helpful or fun to record the activity.

Instructions

1. Have 4 participants stand in a line with their backs to the other participants.
2. Announce one of these prompts to the participants:
 - “If it weren’t for this program, my community might...”
 - “This program helped me build...”
 - “One thing I learned about my community because of this program is...”
 - “When a program is made just for me and my community, I know it because...”
 - “Community feels like...”
 - “If my community was getting stronger, it would look like...”

Note: it might be helpful to be specific, and ask participants to think about particular aspects of the program or name the community you want them to think about.

3. Allow one minute of silence for participants to think about the prompt (or, give them a pen and paper to write down their thoughts).
4. Instruct participants to turn around one-by-one to speak for 30 seconds on the prompt. After 30 seconds, they must turn back around.
5. Once all participants have spoken, those that spoke can turn around again and continue their speech if they have more to share.
6. After, have both the speakers and the audience discuss what they heard.

Facilitator notes:

To break the ice, it may be helpful for folks to do a ‘fun’ round with prompts like, my favorite dance move is..., my favorite food, etc.

Analysis

Analysis of this activity requires some documentation of what was said, whether transcription or video. Once there is a transcript, quotes pertaining to the above four concepts can be highlighted. Once quotes pertaining to all four codes have been collected, themes can be identified, arising from each collection of quotes or across.

Child Research Methodology Appendices

Appendix O. Parent Survey

Another option, is to consider having parents complete a survey or questionnaire recording their observations of their child’s mood or behavior. Children at this age may have difficulty identifying or expressing more complex emotions and their observable behavior may hold valuable clues on their health and well-being. The Survey of Well-being of Young Children asks parents to describe how their child responds to certain situations or indicate whether their child has met certain milestones (Figure 6 below).⁵ This type of questionnaire could be adapted to mood and physical activity (for example: *does your child exhibit signs of improved mood after participating in this activity? As demonstrated by any of the following: laughing, increased interest in socializing, reports of new friendships, etc.*)

FIGURE 10. SURVEY OF WELL-BEING OF YOUNG CHILDREN

		Not at all	Somewhat	Very Much
Does your child...	Seem nervous or afraid?	0	1	2
	Seem sad or unhappy?	0	1	2
	Get upset if things are not done in a certain way? . . .	0	1	2
	Have a hard time with change?	0	1	2
	Have trouble playing with other children?	0	1	2
	Break things on purpose?	0	1	2
	Fight with other children?	0	1	2
	Have trouble paying attention?	0	1	2
	Have a hard time calming down?	0	1	2
	Have trouble staying with one activity?	0	1	2
Is your child...	Aggressive?	0	1	2
	Fidgety or unable to sit still?	0	1	2
	Angry?	0	1	2
Is it hard to...	Take your child out in public?	0	1	2
	Comfort your child?	0	1	2

Findings

The Get Moving Grantees

Section Summary

Over the course of this project our team has had over a dozen conversations with grant recipients to learn about their work, their communities and their experience with Get Moving. Throughout these conversations, we heard many themes regarding the Get Moving fund and its impact on the organizations and communities. Every organization expressed deep gratitude for the Get Moving fund and its role in supporting their work. Get Moving has helped numerous organizations in Seattle provide fun, engaging and culturally-relevant activities, while building strong friendships and communities throughout the process. The organizations are deeply invested in the success and longevity of the Get Moving fund. The following themes are taken directly from our conversations with grant-recipients (aka “grantees”), and while the following does not capture all the wisdom and detail of these conversations, it can provide general insight into the experience of grantees and the community organizations involved with Get Moving.

Feedback from Grantees about the Get Moving Fund

This program would not be possible without Get Moving. It allowed us to do more to serve our community

A recurring theme emerged through our conversations with grantees: these highly valued and widely loved physical activity programs offered by community-based groups and organizations would not be possible without funding from Get Moving. Some organizations had previously been operating successful physical activity programs that were in jeopardy due to volunteer or funding constraints. Other organizations expressed how Get Moving gave them the ability to start new programming and develop culturally-relevant physical activity programs for their communities – something they would not have been able to do otherwise. Regardless of the program’s background, grantees said that they would not be able to provide the physical activity programs for their community without the Get Moving Fund. They

also expressed how valuable and popular these programs were, with many participants asking for programs to be offered year-round.

The program is about more than just exercise – it is a social time for us to be together as a community

Grantees repeatedly expressed that the programs made possible through Get Moving provide much more value beyond “calories burned” and “hours of exercise.” The programs offer community members an opportunity to spend time together and build strong relationships. Many of the programs foster the development of strong friendships that continue outside of the program. Most Get Moving programs are coupled with social events before or after class involving potlucks or parties. One person said *“this program is fun and relaxing! It helps us unwind by exercising and spending time with our community.”* Regarding the additional benefits of the programs, a community partner explained: *“it gives us a sense of accomplishment...I can see that the ladies feel good about themselves. It is great for confidence and self-esteem.”* As another partner explained, *“A group of women from class been going hiking and walking - the class introduced exercise, and the relationships keep it going.”*

This grant allows us to run culturally-responsive exercise programs that help people in our community feel comfortable exercising, surrounded by people from their community

Grantees stressed the importance of providing culturally-relevant physical activity programming that allows them to create activities that felt welcoming and familiar to people from their community. A representative from the Lao Women’s Association of Washington said, *“we use traditional Laotian*

music and dance to get the older generations to dance and move - they feel much more comfortable with the traditional stuff, and we also incorporate some of the Western music and Zumba moves which gets the young people excited. Everyone has something that they enjoy.” Grantees repeatedly expressed how the cultural aspect of programs made them more appealing and engaging for community members. *“Older people or people who are not in “great shape” do not always feel comfortable exercising in front of other people (it’s intimidating!), but dancing – especially cultural dancing – makes people feel comfortable and relaxed.”*

Feedback from Grantees about the Get Moving Evaluation Process

The previous evaluation process was burdensome: The collection and submission process did not work well for all programs

Several grantees expressed that previous surveys were long, burdensome and difficult to submit. They recommended a simpler, shorter survey that “really honed-in on the information Get Moving needs,” rather than a lengthy, confusing evaluation survey. Essentially, the surveys take a long time to fill out and submit, which makes it hard to get them done: *“evaluation procedures are arduous and cumbersome.”* Another partner explained, *“We were told that we had to get a survey from everyone so we were running around trying to get hundreds of kids to fill out surveys,”* a process that is burdensome for staff and limits the ability of the evaluation to capture rich information about participants’ experiences. Many grantees expressed that while they see the merit of a survey (easy to gather quick information), the survey process could be much easier with a shorter survey and simpler submission process. Several organizations also expressed interested in other “alternative evaluation methods” that may be more in-line with the preferences of their communities.

The survey was not successful in some communities because it was not translated into the language participants feel most comfortable using

One of the chief drawbacks of last year's survey is that it was not translated into all of the languages participants speak. Some grantees did not know there was a Spanish version of the survey available, while other grantees struggled with a complete lack of other language options to fit the needs of their participants. Many participants do not feel comfortable speaking or reading in English, and the untranslated surveys provided a significant barrier to hearing about these participant's experiences. Even translating into other languages may not remove all barriers, as some people in the community do not read or write. So, gathering stories and feedback through other methods, like video testimonial, interviews and focus groups or arts-based methods, may be more appropriate and successful ways of gathering information about participant's experiences with Get Moving.

It would be valuable to have other ways to "tell our stories" about the impact of Get Moving. Many strengths of these programs are not captured in the survey, and are better told through other methods (like stories or interviews).

The survey did not lend itself to capturing the participants' rich stories or examples of how Get Moving has impacted their lives. Utilizing other evaluation methods may help the program capture the numerous other benefits the program provides in addition to exercise. The physical activity programs are tailored to each community and are culturally-relevant, so the evaluation process should be as well. As one community partner explained, ***"we would love to do more video testimonial, where you can see people's expressions and hear their tone, to really convey their experience."*** Powerful information is often lost in the evaluation process, so allowing organizations to choose from an evaluation method that is appropriate for their community would be better than the "one size fits all" survey.

The evaluation process was not “kid friendly” and we did not have a good way to evaluate children other than doing a head count or asking parents to fill out a survey.

In our conversations with grantees, we heard that children make up a large portion of participants in Get Moving funded programs, but the survey process was not “kid-friendly” and did not provide helpful information on their experiences. Several grantees recommended that the surveys be revised to reflect the language and interests of children, while others suggested using other methods to evaluate this important group. The logistics of evaluating young people’s experiences poses a challenge, as kids are often very active and energized, which makes it difficult to have them “sit for an evaluation.” Doing more active or engaging evaluation activities might make the process more fun and effective for young Get Moving participants.

Grantee organizations want to collaborate with other organizations involved with Get Moving

Representatives from grant-funded organizations expressed how valuable it was to meet with other grantee organizations, stating: *“the meeting was good – but [we need] a more formal collaborative meeting structure – for coalition building and resource sharing.”* Another partner recalled, *“it was a lovely meeting – a little magic happened in that room...that doesn’t always happen.”* Most grant recipients expressed interest in having a more formal opportunity to hear from other organizations, share knowledge, build coalitions and collaborate. Even having time just to talk with other people doing important work in their communities was an energizing

and encouraging experience for members of the organizations. *“Just talking with people involved in their community...it was something special.”*

Grantee organizations would appreciate more feedback and communication from Get Moving

Several organizations expressed they had never received results from last year’s survey, or disaggregated data that they could use for their own program evaluation. It is difficult and time-consuming to implement multiple evaluations, so it would be helpful to use the mandatory Get Moving evaluation as an opportunity to evaluate their own programming. Receiving a brief report on their own participants’ survey responses would support their evaluation needs and help grantees identify needed changes and improvements.

Other grantees said that the Get Moving grant requirements were unclear, and they were unaware they could re-apply for multiple years – so some basic information on requirements would be helpful. Again, for organizations that received smaller grants this year or did not get re-awarded, they would find it helpful to receive feedback on *why*, so they could improve their application next year. A recurrent theme from grantees is they are always trying to improve their programs and practices, and Get Moving could do more to support them in that goal by providing evaluation data and focused feedback.

CEA Interview

As students spent time observing grantee organizations and learning about participation and programing, we also wanted to learn more about the CEA model. We sat down with one of the CEAs, Nancy, to discuss the inner workings and personal experiences of the Get Moving CEA model. A student-generated interview guide was used as a reference during this unstructured interview. Nancy noted that one particular group really loved interviews, and encouraged us to include an interview guide in our toolkit. Nancy shared that she got involved with Get Moving “naturally” when she was volunteering doing citizenship workshops for the City, and was “poached” to help translate documents for Lakema. She described her it as a “wonderful experience” because she got to work with Lakema and was also able to “put in [her] own knowledge”. Nancy says Get Moving has a “big impact” on her community. Her

son was in a Get Moving funded soccer program, but she didn't even know it. He made new friends and was able to participate in the sport free of charge. She noted that there are probably a lot of soccer programs but they are expensive, and not truly accessible because they require people to live in a certain zip code or have special needs. At the time of our interview with Nancy, she reviewed the Pilot Plan proposed tools that we planned to pilot. Nancy was excited to see that the revised survey was shorter, the interview guide had good instructions, and that there were some arts-based evaluation activities (which she thought might be good for youth).

Pilot Findings

Section Summary

Get Moving grantees appreciated the new relational questions in the survey, as well guides for focus groups and interviews that we piloted at their sites. Focus groups, interviews, and arts-based evaluation tools and video testimonials may be options that can be personalized for each grantee to be culturally-responsive and welcoming approaches to evaluation.

What did we find out about the evaluation tools?

We compiled a variety of evaluation tools ranging from a standard survey, interview and focus group to arts-based evaluation tools. We were unable to pilot any of the arts-based tools, but our findings from piloting the other evaluation tools is discussed in this section, organized by grantee organization.

Lao Women’s Association (LWA)

Summary of feedback about the tools: Focus Group

The Lao community is small, so most participants find out about LWA through family and friends, word of mouth, or going to Temple. Funding from Get Moving helped LWA rent rooms, buy customized t-shirts for the International Dance Festival, and provide food, which helped the LWA have more frequent meetings.

The LWA has no interest in collecting data for their own purposes. Currently, they ask participants for informal feedback about the class. It is against Lao cultural norms for people to criticize a leader, so the leader often speaks for everyone. Women over 30 years old don’t like to speak up, but younger women are more willing to give feedback. Language barriers were an issue with the survey; if surveys are needed, they would prefer if they were translated into Laotian. However, the LWA would prefer to use focus groups to gather feedback about their program, as a focus group would be a more culturally appropriate form of evaluation for them.

“Groups fit better with the norms of Asian society.”

Those who speak English well can translate during the conversation to make sure all ideas are shared. Participants liked the questions we asked in the focus group. They voiced a desire for someone other than LWA leadership to conduct focus groups because that would demonstrate to the participants that other people care about them and are invested in the success of their dance program. Additionally, participants really enjoyed having a cameraman at their last class so they could show off all they've learned and what they could do.

“I can see you want to tell the impact [of this program] physically, emotionally, and mentally.”

Findings from the LWA Focus Group

Participants said that the LWA program gives them energy and helps people get out of their homes and into their communities. Grandmas that would otherwise have to stay at home to babysit can get out in the community and be active with their grandkids. It really helps to get the older, more traditional people to dance and move. They said, “it’s so fun!” This program bonds people together and develops friendships. After the dance class was finished, members themselves coordinated hikes and walking trips, thus expanding the physical benefits beyond the class itself.

The LWA program is unique because “participants have a say in what they do with that time.” Participants commented that the program “helped me get up in the morning” and “set out and do good in the community.” It even brings people into Lao community, for example, “We have a white woman who married a Lao man who brings their daughter to the dance class,” after hearing about the class. The program has become very important to the Lao community.

“People recognize the Lao Women’s Association now because of our program. People know what ‘Lao’ is now.’ This program only runs in the summer now, but “we want more funding so that we can run it longer.”

Sea Mar

Summary of feedback about the tools: Focus Group and Interview

The Sea Mar focus group had 2 participants, ages 9 and 10. The interview team noted at the beginning of the focus group it would be helpful to let participants know that it's ok to say, "I don't know," and to have a different answer than the other participant(s). The team needed to rephrase some of the questions when participants didn't provide answers that were reflective of the questions asked. Participants mentioned feeling worried about the survey, but commented that the survey didn't take very long, with one participant responding, *"I lost a little bit of phone time, but that's okay."* One coach suggested that the survey could be given out during the water break in the middle of practice, and brought up that parents would be interested in providing feedback as well. The coach mentioned that he didn't have the opportunity to provide feedback last year, and would like to be able to provide feedback in some way moving forward. It would be best if coach interviews were offered in English and in Spanish. Participants gave mixed feedback when they were asked if they would like to express their feelings through art, replying they don't like to draw or that *"I would just draw a happy face."* The coach and participants showed interest in using video testimonials as an evaluation tool, in either English or Spanish, depending on each participant's personal preference.

Findings from the Focus Group

Participants recalled they were sad when the season ended last year because they had to go two full months without the program. They commented that they didn't really like the volunteer referees because they don't always call all the fouls, but that they liked the program, had made new friends, and want to continue participating in the future. They said they didn't keep in touch with their new friends when the program wasn't active because of their parents' schedules, but they look forward to meeting up with them when the program starts up again.

Vision Loss Connections (Goalball)

Summary of feedback about the tools: Surveys and Interviews

Participants commented that the survey length was fine, but some asked us to clarify the scope of several questions; for example, if walking a dog is considered exercise. Participants gave feedback that for a few questions the order of the answer options was awkward, prompting us to change the response option order.

The survey question *how many people have you met in the program and spent time with outside of the program?* Received feedback regarding both the question and response options. Many people wanted to

include in their answer participants who they had known before the program, meaning the question should read: *About how many people in the program do you spend time with outside of the program?* The original response options ranged from 0 to 7+, but we found participants responded with far greater numbers – reporting that they met and spent time with around 30 people in the program. Because of this feedback we suggest providing a space for people to write-in their response as opposed to choosing from predetermined numbers.

Findings from the Survey and Interviews

All participants said the program increased their level of physical activity, and 92% said the program inspired them to continue to be physically active. More than 80% of participants felt the program created or strengthened relationships that they had with other participants. No one reported being dissatisfied with the program, while 2/12 participants were “neutral” and the rest reported they were either “satisfied” or “very satisfied” with the program.

We asked 6 additional questions developed specifically for Vision Loss Connections to address the unique experiences of participants with vision loss. Participants responded to each question and were asked to rate the questions based on how important or relevant each was to them. The questions with the highest ratings were:

- 1) *I would exercise more if exercise equipment were accessible.*
- 2) *I would exercise more if other blind people in my area exercised in a group or were available to discuss alternative techniques for physical activity.*
- 3) *I would exercise more if transportation to exercise facilities were more readily available.*
- 4) *I would participate in more group fitness classes if they were descriptive and easy for a blind person to follow.*

Many participants talked about the positive impact that the program has had on them. One participant said, *“It made me feel happy.”* Another participant said, *“I’ve taken some yoga - the yoga I did, I don’t think I was getting anything out of it. I think I’m getting something out of this.”* One participant shared a powerful story about how Goalball improved his health, recalling that that before he started Goalball his doctor told him that his blood glucose was at pre-diabetic level, but since starting to play regularly, his blood glucose has dropped back to normal levels and his doctor recommended that he continue to play Goalball.

Limitations

We had only a short time to pilot these tools, and a handful of programs who had the capacity to provide time and space for us to pilot the survey, focus group and interview guides. We piloted a total of 12 surveys with Vision Loss Connections; for the focus groups, we were able to involve 2 participants each from LWA and Sea Mar; and we conducted a total of 3 interviews, one at Sea Mar and 2 at Vision Loss Connections. Had we had more time or participants our findings could have led to more comprehensive feedback on all our proposed evaluation tools. Despite these limitations, we feel confident recommending this evaluation package for use with future Get Moving evaluations.

Overall,

Participants reported being pleased with the programs they participated in, and with the evaluation tools they helped us pilot. We know Get Moving values physical activities that are culturally appropriate, and based on participant feedback, we believe there is an opportunity to improve the cultural-appropriateness of the tools Get Moving uses for program evaluation; for example, offering focus groups to the Lao Women's Association in place of surveys. The evaluation tools used during piloting have been revised to reflect participant feedback. Our process of revising the original survey, piloting the tools – survey, focus groups, and interview guide – and incorporating participant feedback should help ensure that the next time these tools are used there will be less confusion and fewer issues. However, we understand that other challenges may arise as new grantees and new participants join Get Moving. We suggest that this evaluation process continue to be collaboratively adapted by and for the communities that Get Moving serves.

Moving Forward (Conclusion & Next Steps)

A Final Reflection on Our Findings & What They Mean for the Future

This program evaluation project revealed a wealth of information about the genuine need that Get Moving meets by providing culturally-responsive, community-based physical activity programs in under-

resourced communities across Seattle. We learned valuable information about how Get Moving might improve operations and increase its success. The findings from this project point to important next steps Get Moving can take to *keep moving* by better serving grantee organizations and continually improving its evaluation process.

Below are the 6 main takeaways from our conversations with grantee organizations and their participants, as well the concrete steps we envision Get Moving could take to improve its operation as an innovative, evidence-based and deeply valued initiative of Seattle Parks and Recreation. We are honored to have been able to support the Get Moving fund through this incredible learning experience.

1) What We Heard: Grantee organizations want to have a better understanding of how the Get Moving application and award process works so that they 1) know exactly when and how to reapply, and 2) learn how to improve their application materials so that they receive the maximum amount of funding possible.

→ **1.1) GM Action Step:** *At contract signing, supply all grantee organizations with directions and information on how to reapply for the grant at the end of the cycle.*

→ **1.2) GM Action Step:** *Familiarize grantees with Get Moving's governance and funding structure – where GM's money comes from, how often it is renewed, and who makes these decisions. Sharing this information with grantees would provide clarity, improve trust, and help establish clear expectations.*

2) What We Heard: Grantee organizations need to be able to choose an evaluation tool (or a combination of tools) that supports and reflects their programs/activities and the communities they each serve.

→ **2.1) GM Action Step:** Provide each grantee organization with the full package of evaluation materials (e.g. arts-based, interviews and focus groups, and survey) and let them select the type of evaluation they want to use. Doing this will ensure that the evaluation process is supportive and reflective of each organization, rather than burdensome.

→ **2.2) GM Action Step:** Allow each grantee organization to add 2-3 individualized questions to the survey, interview, or focus group (if they choose to use them) so that they are able to collect data on their own evaluation questions along with the required Get Moving evaluation questions. Doing this will allow grantees to build their own evaluation capacity and increase their own knowledge about the impact of their program or activity.

3) What We Heard: Grantees organizations and their leadership (volunteer or staff) desire more opportunities to share feedback on how Get Moving can better support their work

→ **3.1) GM Action Step:** Gather feedback from grantee organizations and their leadership (staff or volunteers), not just feedback from participants. This can easily be done during the 2 grantees meetings recommended in GM Action Step 5.1 (see below).

4) What We Heard: Grantees want to see any data that Get Moving collects about their programs and communities, and many want to use this data to strengthen their organizations.

→ **4.1) GM Action Step:** *Deliver a full copy of this report to each grantee organization, including the ones we were not able to work with in this program evaluation project.*

→ **4.2) GM Action Step:** *Provide disaggregated (separated out by grantee), easy-to-read data to each grantee organization at the end of each Get Moving evaluation period so that grantees are able to make adjustments to their programs and activities based on the feedback of their participants.*

→ **4.3) GM Action Step:** *Share disaggregated pilot findings data from this program evaluation project with each of the 8 grantees we worked with so they can incorporate that feedback into their future work.*

5) What We Heard: Grantee organizations would like more opportunities to share ideas, skills, and best practices with one another on how to improve the health of their communities. One of the most valuable findings of this evaluation may be the need for a more robust process for knowledge-sharing and community building between the organizations that Get Moving funds.

→ 5.1) GM Action Step: *Facilitate 2 meetings per grant cycle, one at the beginning and one at the end, where grantees can share knowledge and lessons learned. These meetings could cover: opportunities for collaboration, best practices for participant outreach and communication, tips on using the evaluation tools, and more. These meetings will become a platform where grantees can advocate for themselves, find solutions to their own problems, and build stronger capacity for evaluation.*

6) What We Heard: Lakema and the Get Moving team are incredibly invested in the success of Get Moving and the positive impact the funding has on the communities served. However, Lakema and her team are near/at capacity for the support they can continue to provide the Get Moving grantees.

→ 6.1) GM Action Step: *Hire additional paid staff to support the important work the grantees are doing, and ensure that Get Moving has the capacity to implement these recommendations and other quality improvement efforts.*

