

DECEMBER 2018

Co-learning about the initial delivery and effects of Stronger Austin –
a community-based initiative aimed at increasing access to
health and wellness programming in Austin, Texas:
Evaluation Findings for Year 1 (2017-18)

Submitted to:
It's Time Texas

Prepared by:
Andrew Springer, DrPH
Principal Investigator

Elena Herrera, BS
Project Coordinator

Michael & Susan Dell Center for Healthy Living,
University of Texas Health Science Center at Houston
School of Public Health in Austin

Acknowledgements

We express our sincere thanks to the many community partners who have contributed to the development, implementation and evaluation of Stronger Austin for the Austin community for this first year of operation (Fall 2017 - Fall 2018), including Stronger Austin health and fitness instructors and out-of-school time educators, the community organizations who host and support Stronger Austin programming- including Southeast Health and Wellness Center and City of Austin Housing Authority, and Stronger Austin founding partner organizations Austin Public Health, Austin Parks and Recreation, Bloom Communications, Central Texas Food Bank, HEB, My Brother's Keeper, and our lead and backbone organization, It's Time Texas. From It's Time Texas, we would like to specifically thank Vanessa Castro, Stronger Austin Program Manager, for her overarching support and collaboration with Stronger Austin Year 1 evaluation efforts; Hilary Kotrla, Youth Programs Manager, for her key input and support with the evaluation of afterschool programming; Megan Guilbeaux, former Evaluation Coordinator, and Shelby McGhee, current Evaluation Coordinator, for their key input and support with the evaluation; Latrice Sales, past Director of After School Programming, for her oversight and support of after school programming; and Baker Harrell, Executive Director, and Amy McGeady, Chief Strategy Officer, for their visionary leadership and partnership with the Stronger Austin initiative. We also gratefully recognize Karla Martinez, MPH, who served as the initial evaluation coordinator from the UTHealth School of Public Health team from November 2017- June 2018. Lastly, we express our gratitude to several key individuals who supported various facets of the evaluation related to data collection and data analysis, including: Juan Sanabria, psychologist from Javeriana Universidad, Cali, Colombia; Yolanda Guzman, Dell Health Undergraduate Scholar for the Center for Healthy Living; Maisie Sajbel, undergraduate student at the University of Texas at Austin, and Madison Wisdom, Felisa Ruiz, Kenna Harris, and Elena Luna, graduate students from the UTHealth School of Public Health-Austin. Funding for this first year of evaluation was provided by It's Time Texas, with funding for Stronger Austin provided by the Aetna Foundation, City of Austin, and Texas Department of State Health Services SNAP-ED.

Executive Summary

Background: Stronger Austin is a community-based and community partner-driven initiative that aims to increase access to and availability of quality physical activity and healthy eating programming as well as other healthcare and wrap-around social services for children, adults and seniors from across Austin and central Texas, with a focus on economically underserved populations. In contributing to ongoing learning among community partners about how to best deliver Stronger Austin programming, an initial process and effect evaluation for the first year of operation (Fall 2017-Fall 2018) was conducted by researchers at the Michael & Susan Dell Center for Healthy Living in collaboration with Stronger Austin partners. This report presents the evaluation aims, methods and findings of the first year of evaluation of the Stronger Austin initiative, conducted between November 2017 and October 2018.

Methods: This process and effect evaluation was rooted in a mixed methods approach (quantitative and qualitative methods) aimed at generating insights about both the delivery and short-term impact of Stronger Austin (SA) programming. Data collection and assessment methods included: analysis of attendance data, focus group interviews with program participants, adult participant self-administered questionnaires, participatory inquiry with Stronger Austin partners, and SOFIT direct observation assessment of physical activity engagement during Stronger Austin fitness sessions.

Findings: Several key achievements were documented during the spring and summer 2018 implementation of Stronger Austin, including:

- The establishment of health and fitness programs that include out-of-school-time physical activity and nutrition education for elementary school children; and Zumba, yoga, bootcamp, senior fitness, and healthy cooking classes for adults in partnership with key community partners. Programs were located in 15 zip codes and various sites across Austin that include parks, recreation centers, and apartment complexes.
- An impressive reach of programming efforts, with a total of 1,224 children and 1,118 adults participating in Stronger Austin programming during spring and summer 2018.
- Several positive outcomes that include high levels of physical activity engagement among program participants (e.g., average of 46.9% and 81.4% of SA class time in moderate-and-vigorous physical activity for child and adult programming, respectively), and high reported levels of class cohesion and high program satisfaction.
- Identification of specific facets of program delivery that can continue to be enhanced, as noted by program participants and described herein.

Conclusions: A common theme that emerged during this first year of evaluation was participants' appreciation for the mission of Stronger Austin in increasing access to quality health and fitness programming, as expressed by one of the Zumba class participants: "I would love to be part of all these gyms that are around, but oh my Lord, I can't afford them. I'm so happy you guys are doing this...Thank you and thank you for caring." Our findings from this first year of evaluation indicate that Stronger Austin is addressing a specific need among Austin residents in providing free health and fitness programming- especially for the economically underserved. We look forward to continue to co-learn with Stronger Austin partners about how to best deliver quality programming in a coordinated approach that builds from and embraces community identify, interests and needs.

Table of Contents

Background.....	5
Evaluation Aims.....	5
Evaluation Timeline and Phases.....	6
Description of Stronger Austin Programming.....	7
Evaluation Methods.....	11
Findings.....	13
Stronger Austin Kids.....	13
Stronger Austin Adult Health & Fitness Programming.....	21
Discussion & Recommendations.....	33
Conclusion.....	38
References.....	39
Appendices (separate document)	
Appendix A: Evaluation of Stronger Austin: Stronger Austin Semi-Structured Interview Guide to Assess Adult Fitness Classes.....	i
Appendix B: Evaluation of Stronger Austin: Stronger Austin Semi-Structured Interview Guide to Assess Stronger Austin Kids (Class Facilitators/Instructors).....	v
Appendix C: Stronger Austin Evaluation - Adult Questionnaire.....	x
Appendix D: Stronger Austin Student Questionnaire.....	xvi
Appendix E: Summary Themes of Stronger Austin Kids Instructor Interviews -Summer Program 2018.....	xxvii
Appendix F: Stronger Austin Adult Health & Fitness Classes: Findings from Self-Administered Questionnaire.....	xxxiv

BACKGROUND

Stronger Austin is a community-based and community partner-driven initiative that aims to increase access to and availability of quality physical activity, healthy eating promotion, and other health and social service opportunities for children, adults and seniors from across Austin and central Texas, with a focus on economically underserved populations. Building from a multi-organizational partnership¹ and other key strategic “place” partners, Stronger Austin aims to provide a vehicle for *partnership & place-based* health and wellness programming for Austin residents. In contributing to ongoing learning among community partners about how to best deliver Stronger Austin programming, researchers at the Michael & Susan Dell Center for Healthy Living collaborated with Stronger Austin to conduct an initial process and effectiveness evaluation for the first year of operation (Fall 2017-Fall 2018). *This report presents the evaluation aims, methods and findings of the first year of evaluation of the Stronger Austin initiative, conducted between November 2017 and October 2018.*

EVALUATION AIMS

The **overarching aim** of the Stronger Austin (SA) evaluation is to create a space for *co-learning among program and community stakeholders* about how to best develop and deliver effective community-driven health and wellness programming for underserved communities in central Texas. In pursuing this aim, the evaluation has been guided by principles of participatory learning & action¹, design thinking², improvement science^{3,4} and evaluation best practices⁵ that include:

- ✓ Involvement of diverse stakeholders in the evaluation
- ✓ A process-oriented approach in which we expect challenges from the beginning- and aim to use evaluation findings to adjust and enhance our programming approach to improve the delivery and impact of Stronger Austin; and
- ✓ Use of shorter-time frames in which we are intentional about gathering data throughout program delivery that can enhance our process and outcomes.

The **specific aims** of the evaluation of the first two years of Stronger Austin are to:

- 1) Assess initial efficacy of Stronger Austin programming on physical activity, healthy eating, related psycho-social outcomes, and program satisfaction among Stronger Austin participants in order to gauge areas of success and needs for enhancement;
- 2) Identify opportunities for enhancing the process and delivery of Stronger Austin programs (*e.g., Stronger Austin Kids, SA Fitness Classes*) based on input from Stronger Austin participants and staff.

¹ Founding partners include: It's Time Texas (ITT), Austin Parks and Recreation Department (PARC), Austin Public Health, Bloom Communications, Central Texas Food Bank, HEB, the Michael & Susan Dell Center for Healthy Living at the UTHealth School of Public Health, My Brother's Keeper/University of Texas at Austin

EVALUATION TIMELINE & PHASES

The evaluation plan for the first two years of the Stronger Austin initiative consists of three primary phases (Figure 1):

- *Phase I (November 2017-January 2018)- Planning phase:* Preparation of evaluation protocols and our overall approach and establish and seek input from a community evaluation advisory committee;
- *Phase II (February – October 2018)- Pilot evaluation phase:* Initial evaluation of program process and outcomes for the first year of implementation of Stronger Austin with a focus on identifying areas for improvement to guide recommendations for fine-tuning program approach; and
- *Phase III (November 2018-October 2019)- Refinement and evaluation of enhanced Stronger Austin:* Enhancement of program approaches based on Year 1 recommendations and implementation of a second process and outcome evaluation of the enhanced program.

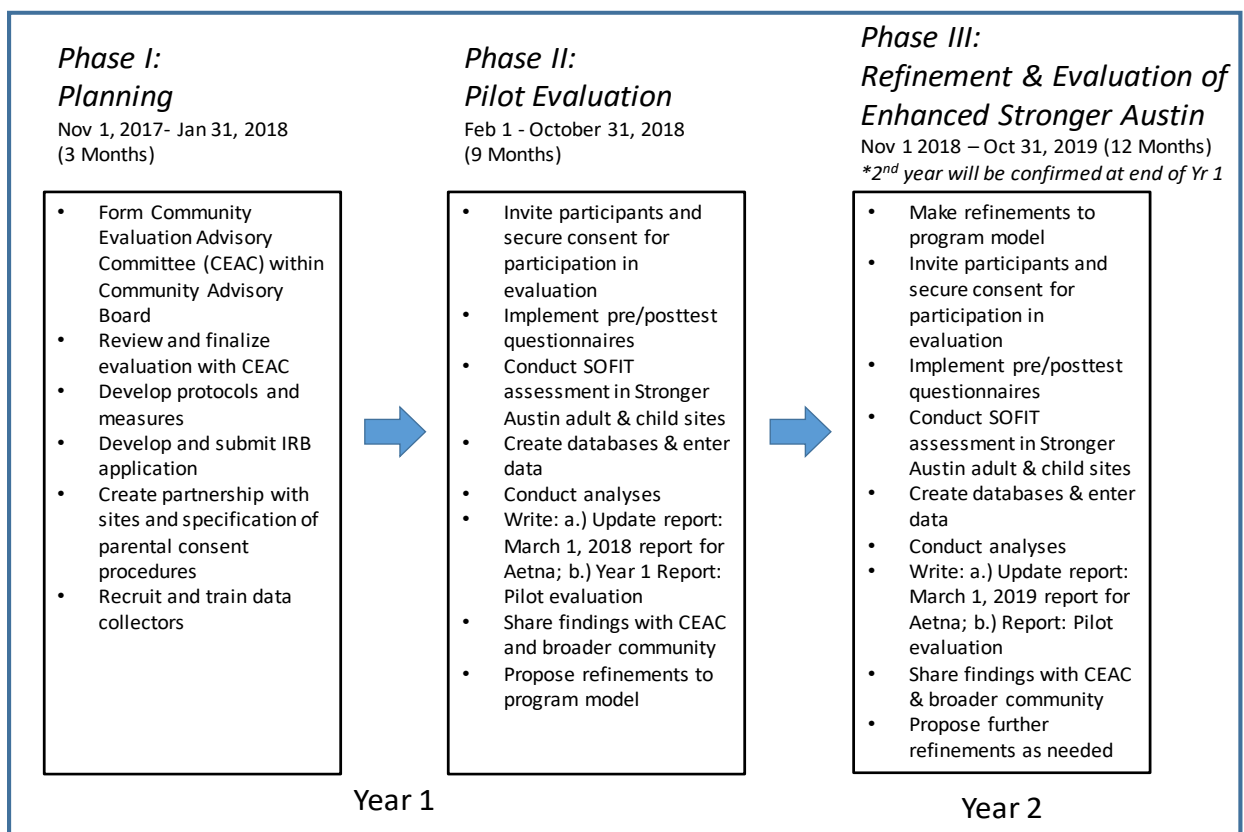


Figure 1. Evaluation Phases and Flow of Evaluation Activities, *Initial Evaluation of Stronger Austin - November 1, 2017 – October 31, 2018 (Year 1); November 1, 2018 – October 31, 2019 (Year 2)*

DESCRIPTION OF STRONGER AUSTIN PROGRAMMING

As a first step for evaluation efforts of Stronger Austin, we aimed to understand and describe the overall Stronger Austin model, which includes the *Stronger Austin Kids* out-of-school-time (OST) program for children (formally known as “Teach Healthier Afterschool” [THAS]) and *Stronger Austin* adult-related health and fitness classes (e.g., Zumba and yoga classes, senior adult fitness classes, and healthy cooking classes). Figure 2 presents the initial logic model of Stronger Austin, with a summary description provided here, followed by an overview of the child and adult SA programs.

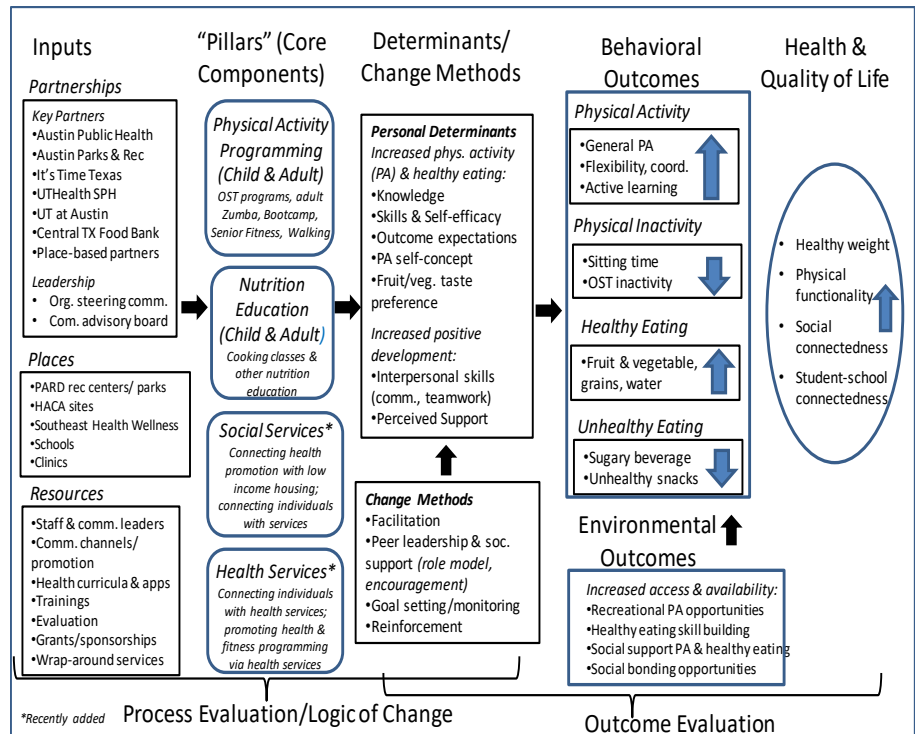


Figure 2. Stronger Austin Initial Logic Model (Fall 2018 – Fall 2019)

- ✓ **Inputs (Partnerships, Places & Resources):** Key inputs begin with community partnerships, led by a SA organizational steering committee. A second key input are ‘places’, with the aim of further interweaving health and wellness programming into existing organizational settings within underserved geographic areas within Austin. Key resources include staffing, communication channels to promote programming, health curricula and apps such as the ITT SA Kids App, trainings, evaluation, grants/sponsorships, and wrap-around social and health services* (**recently added*).
- ✓ **Core components (Stronger Austin Programmatic “Pillars”):** Stronger Austin is organized by the following four core components, or programmatic ‘pillars’: *physical activity, nutrition education, social services, and health services*. In addition, Stronger Austin includes health and fitness programming for children (K-5) (“Stronger Austin Kids”), and adults (“Stronger Austin”).
- ✓ **Determinants, Behavioral Outcomes, and Environmental Outcomes:** These inputs and components aim to influence a range of personal determinants (e.g., knowledge, skills, self-efficacy for physical activity and healthy eating), behavioral & outcomes (e.g., physical activity and healthy eating engagement); and environmental outcomes that include access and availability to programming and social support for physical activity and healthy eating.
- ✓ **Health & Quality of Life:** Importantly, these efforts aim to enhance overall health of Austin residents, including healthy weight, physical functionality, and healthy social and school connectedness.

Stronger Austin Kids: Out-of-School-Time Programming

Under the Stronger Austin initiative, It's Time Texas in collaboration with community partners expanded their previous Teach Healthier After School program based in Austin ISD and Del Valle ISD schools to additional Austin Parks and Recreation Department (PARD) sites via the newly branded *Stronger Austin (SA) Kids*. The SA Kids program currently provides OST programming in central Texas with a focus on areas where at least 50% of persons are at or below 185% of the Federal Poverty Level, or schools where at least 50% of children receive free and reduced price meals. For Spring & Summer 2018, SA Kids focused primarily on elementary school children. **Box A** presents SA Kids program objectives.

Approach

Figure 3 (below) presents the logic model for Stronger Austin Kids OST program, which was developed with input from SA Kids team. Stronger Austin Kids was designed to both provide direct support for children's physical activity (PA) as well as increase knowledge and skills associated with PA and healthy eating for students and families, with key educational messages that include information about fruits and vegetables, whole grains, fat-free or low-fat milk, portion control, sugar-sweetened beverages, sodium, and physical activity as part of a healthy lifestyle. ITT instructors deliver lessons from the SA Kids App (formerly THAS App) in after school and summer programs. The SA Kids App provides educators and instructors developmentally appropriate, evidence-based, nutrition and PA lessons for Pre-K and K-12 students. Key activities of SA Kids include:

- ✓ Warm up & cool down activities
- ✓ Active games, generally consisting of a tag game, nutrition game, and a relay race or team game
- ✓ Nutrition lesson & recap as well as a daily health promotion challenge
- ✓ Student-led approach via leadership roles: Captain, Trainer, Equipment Manager, Scout, and All-Star

Box A: Stronger Austin Kids (Teach Healthier Afterschool) OST Program Objectives

1. To help children meet their 60 minutes of moderate-and-vigorous physical activity time, with a goal of delivering ~30 minutes of moderate-and-vigorous physical activity (MVPA) during ITT out-of-school-time programming. *(Goal: 75% meet PA recommendations)*
2. To promote children's healthy eating and snacking (fruit and vegetable (FV) consumption) and limiting foods of minimal nutritional value) and drinking (increase water and milk; reduce sugar-sweetened beverage (SSB)). *(Goal: 75% meet FV guidelines; ≤50% consume SSB).*
3. To increase psychosocial related outcomes for physical activity and healthy eating via SA Kids programming and active-learning activities, including:
 - ✓ Knowledge of daily physical activity recommendations
 - ✓ Athletic identify self-concept
 - ✓ Knowledge of daily fruit and vegetable recommendations
 - ✓ Self-efficacy to engage in PA and consume FV
 - ✓ Positive outcome expectations for consuming FV & engaging in PA
 - ✓ Perceived risk for consuming sugar-sweetened beverage
4. To build strong interpersonal and teamwork skills and contribute to overall social & emotional learning.
5. To foster engagement of children with OST programming in order to increase impact on health-related outcomes. *(Goal: 75% of children maintain attendance throughout year)*

Stronger Austin Kids Goal: Recruit 500 children to participate, of whom 75% will maintain attendance throughout the program year.

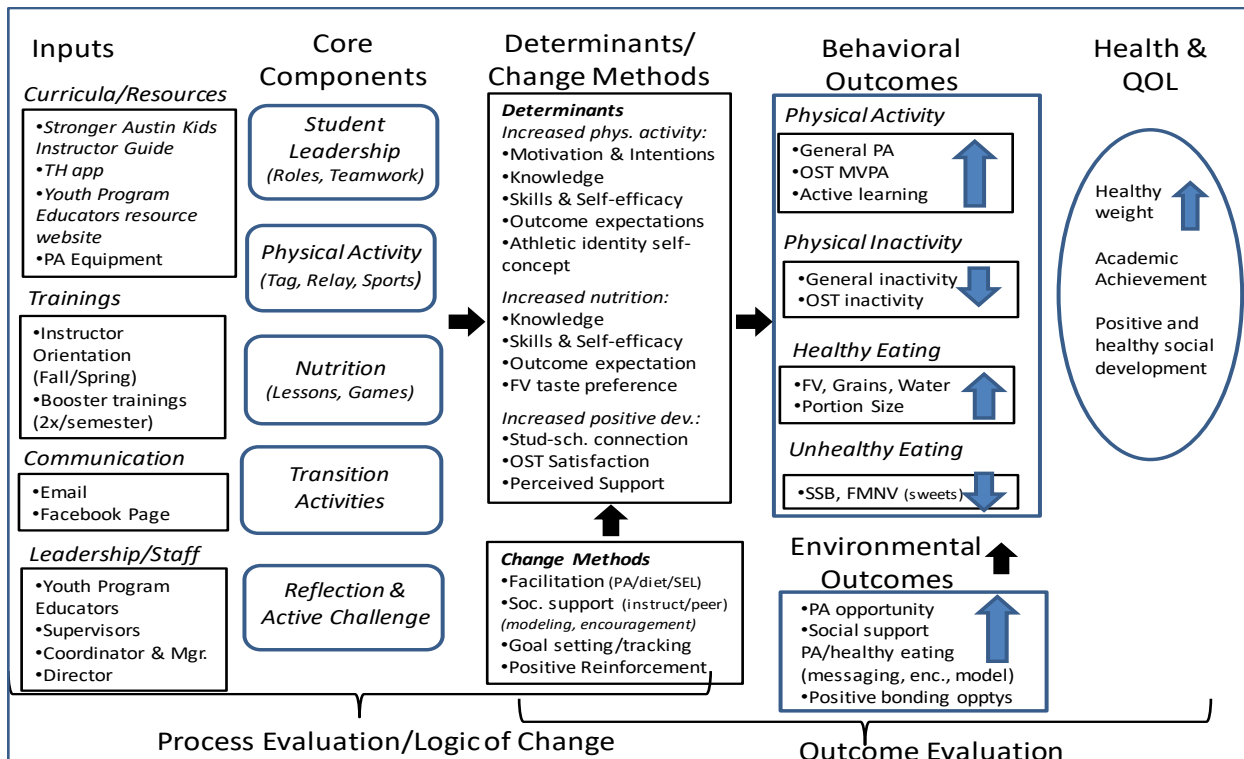


Figure 3. Stronger Austin Kids Out-of-School-Time Program Logic Model

Stronger Austin Kids Program Locations

Box B presents the sites where Stronger Austin Kids OST programming took place with Austin PARD between spring and summer 2018. These sites are based in the following districts and zip codes of Austin: District 1 (78724/23), District 2 (78744) District 4 (78752/53/58), District 3 (78741/ 02/04), District 7 (78756), District 8 (78749), and District 10 (78759).

Stronger Austin Kids Materials & Staffing

Materials: Stronger Austin OST programming is guided and supported by the following resources and materials:

- ✓ SA Kids app and overview of activity flow document;
- ✓ Leadership Roles for Students document;
- ✓ Behavior Issue Guidelines, physical activity equipment list, & Austin Parks and Rec Youth Programs guidelines.

Staffing: Youth Program instructors must meet eligibility requirements as outlined in the job announcement- including background checks, and must participate in a 3-day training. A performance evaluation checklist has been implemented in the past by St. Edward’s University students; ITT is currently exploring the incorporation of this observation-based checklist into their protocols.

Box B. Stronger Austin Kids Program Locations (Spring & Summer 2018)

Spring 2018

- Dove Springs Recreation Center
- Gus Garcia Recreation Center
- Montopolis Recreation Center
- Turner-Roberts Recreation Center
- Virginia L. Brown Recreation Center

Summer 2018

- Davis White Park
- Franklin Park
- Oak View Park
- Quail Creek Park
- Zilker Park
- Bartholomew Park
- Chestnut Park
- Dick Nichols Park
- Garrison Park
- Ramsey Park
- Walnut Creek Park

Stronger Austin Adult Health & Fitness Programming

In addition to increasing availability and accessibility to physical activity and healthy eating promotion programming for elementary school children, Stronger Austin aims to enhance opportunities for health and fitness programming for adults living in underserved communities. To date, this programming has ranged from fitness classes such as Zumba and bootcamp-type classes to healthy cooking classes, with participants ranging in age from early to late adulthood. Table 1 below presents programming provided as part of Stronger Austin Fitness in the Park for spring and summer 2018, which was managed by It's Time Texas with both direct programming as well as programming delivered via partnerships such as Aging is Cool.

Table 1. Stronger Austin Programming for Spring & Summer 2018

	Zip code	Type of Program	Schedule	
			<i>Spring '18</i>	<i>Summer '18</i>
Dittmar	78745	Zumba	6pm Mon	6pm Mon
Dove Springs	78744	Yoga	930am Fri	9:30am Fri
Gus Garcia	78753	Mixed Fit	6pm Mon & Weds	6pm Mon & Weds
Givens	78721	Senior Fitness	10am Weds	10am Weds
		Chair Yoga	10am Weds	
Meadowbrooks Apartments	78704	Zumba		5:30pm Th
Montopolis	78741	Yoga	6:30pm Tues	6:30pm Tues
Pan Am	78702	Bootcamp	6:30pm TR	6:30pm MR
People's Community Clinic North	78722	Zumba		5:30pm tue
SARC (South Austin Rec Center)	78704	Zumba	6pm Tues	6pm Tues
Southeast Health & Wellness	78741	Zumba	6:30pm Mon	M, W, Sat 6:30pm; 10 am Sat
Turner Roberts	78724	Bootcamp	7pm Weds	
		Senior Fitness		10am Tues
Virginia L Brown	78752	Senior Fit	10 am Thurs	

An exciting addition to Stronger Austin during this first year of operation was the establishment of a partnership with Central Texas Food Bank. While our ultimate goal is to develop an evaluation framework inclusive of all Stronger Austin partner and program activities, our evaluation efforts for this first year of programming focused on programming either led or managed by It's Time Texas. As Central Texas Food Bank currently has evaluation built into their programming and evaluation efforts were under way at the time the partnership was established, they were not included in our Year 1 evaluation efforts. In exploring evaluation with Central Texas Food Bank partners, we met three times during this past year, which included seeking their input on measures and learning about their evaluation framework. We will explore further plans for sharing evaluation findings and lessons learned as well as inclusion of common measures for all Stronger Austin program sites for our evaluation efforts for Year 2.

EVALUATION METHODS (Year 1)

Overview

Evaluation efforts for Year 1 of Stronger Austin (November 2017- October 2018) focused on evaluating both the process and initial short-term effects of child and adult Stronger Austin programming on physical activity, healthy eating, and related psychosocial determinants (e.g., knowledge and self-efficacy). Below, we describe our methods for conducting process and effect evaluation of Stronger Austin Year 1 efforts. Study aims, protocols, and consent procedures were reviewed and approved by the UTHealth School of Public Health Committee for the Protection of Human Subjects, with additional review and approval provided by Austin Parks and Recreation Department.

Process Evaluation: A primary focus of Year 1 evaluation efforts for Stronger Austin was on the delivery of Stronger Austin programming with the aim of identifying program highlights, lessons learned and recommendations for improvement. Process evaluation methods and procedures are described below:

- *Focus group interviews* with Stronger Austin adult fitness class participants: The focus group guide was developed specifically for Stronger Austin to explore the themes cited above (see Appendix A for Semi-Structured Interview Guide). Focus groups were held in English and Spanish with four groups at two Stronger Austin sites during late spring 2018 (n=24 participants).
- *Personal interviews* with Stronger Austin instructors: A semi-structured interview guide was developed to elicit input from Stronger Austin instructors (both OST and adult fitness class instructors) regarding highlights, lessons learned and recommendations for improvement (see Appendix B). We conducted n=4 interviews with OST instructors in July and August of 2018. Due to logistical challenges with scheduling interviews, interviews with adult fitness class instructors were rescheduled for December 2018.
- *Posttest surveys* with adults that included open-ended questions about highlights and areas for improvement (Appendix C) (see description below of adult questionnaire).
- *Assessment of attendance rates* for the adult fitness classes based on data collected by It's Time Texas.
- *Stronger Austin Community Partner participatory inquiry* to provide insights into highlights, lessons learned, and recommendations for ongoing improvement (scheduled for December 2018 Stronger Austin Partner retreat)

Effect Evaluation: As cited above, we also aimed to assess initial effects of Stronger Austin programming on physical activity, healthy eating, and related psychosocial determinants among child and adult participants. Data collection methods and procedures included:

- *SOFIT (Structured Observation of Fitness Instruction Time):* Participant engagement in moderate and vigorous physical activity during Stronger Austin programming was

assessed using SOFIT (Structured Observation of Fitness Instruction Time), a direct observation method with strong evidence of reliability and validity for measuring MVPA and lesson context in PE class⁶⁻¹¹ and recess time.¹²⁻¹⁴ We assessed MVPA at both child (n=15 SOFIT observations at n=5 OST sites in spring 2018; n=10 observations at n=6 sites in summer 2018); and adult class sites (n=8 observations at n=5 sites).

- *Stronger Austin Child Questionnaire*: The child questionnaire comprised primarily closed-ended measures adapted from previous surveys with evidence of validity or reliability with children (Appendix D). The initial 27-item questionnaire includes measures of child physical activity and dietary behaviors adapted from the SPAN study,¹⁵⁻¹⁷ knowledge related to MyPlate¹⁸⁻¹⁹; Aetna Foundation knowledge and intentions questions related to physical activity and healthy eating²⁰; physical activity self-efficacy¹⁵; physical activity enjoyment²¹⁻²³; athletic identity self-concept²⁴; and student-OST program connectedness²⁵. A single group pretest/posttest design was employed in which children in grades 3rd-5th attending n=5 sites were administered the questionnaire at the beginning and end of spring semester 2018. Due to challenges described below, only n=15 children participated in spring 2018.
- *Stronger Austin Adult Questionnaire*: The adult questionnaire included closed-ended questions adapted from previous surveys that assess physical activity, healthy eating, and related psychosocial constructs, as well as open-ended questions that explored process-related factors (see above) (Appendix C). Dietary items included fruit and vegetable consumption and sugar-sweetened beverage and water consumption, adapted from NCI's Food Attitudes and Behavior Survey, which have been found to have moderate to good validity²⁶; physical activity items were adapted from the SPAN survey- a past 7-day recall measure with evidence of reproducibility¹⁵; psychosocial measures with evidence of validity or reliability include physical activity self-efficacy^{27,28}; physical activity enjoyment²⁸; and additional measures from Aetna Foundation that assess fruit and vegetable consumption, PA, and related knowledge and intentions.²⁰ A single group, pretest/posttest design was employed in which adult participants at selected Stronger Austin sites were invited to fill out a questionnaire upon enrolling in a given class and at the end of the spring or summer 2018 semester.

Analysis

Data were analyzed using both quantitative and qualitative analytic methods. Quantitative analysis for the online surveys included descriptive statistics (frequencies, percentages) using IBM SPSS version 25 (Chicago, IL) and Stata (College Station, TX). It should be noted that analyses of questionnaire data are based on data collected among all participants who were present at a given measurement session, thus building from a serial cross-sectional design approach. Interviews were transcribed and then analyzed using content analysis in which key themes were coded based on both a deductive (driven by the interview schedule) and inductive (allowing emergence of new themes) approach.

FINDINGS

Stronger Austin Kids

Below, we share key findings on physical activity-related outcomes and delivery of Stronger Austin Kids out-of-school-time programming for spring and summer 2018.

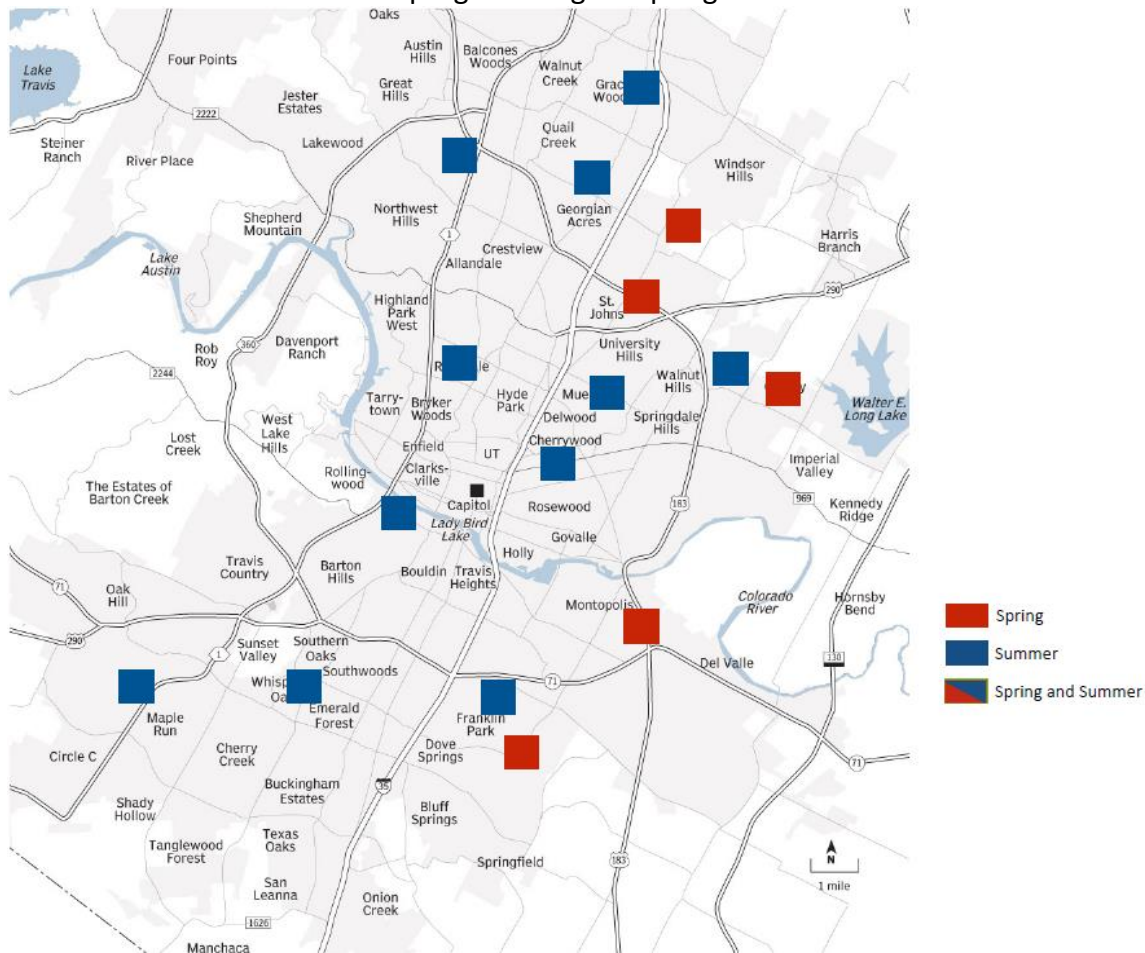


Figure 4. Stronger Austin Kids program locations via partnership with Austin Parks and Recreation (n=16 sites), Spring & Summer 2018 (note: does not include Central Texas Food Bank sites).

Reach of Stronger Austin Kids

The Stronger Austin (SA) Kids program reached a total of 1,224 children during the spring and summer of 2018 (n=897 children served in spring at 30 sites and n=327 children served at 13 sites in summer) across programming sites that included schools in Austin ISD and Del Valle ISD as well as Austin Parks and Recreation (PAR) sites. For PAR sites specifically, Stronger Austin Kids was implemented at n=5 PAR sites in spring (n=167 students served), and n=11 PAR sites in summer (n=284 children served) (see Figure 4 for geographic representation of SA Kids sites). Based on evaluation of the PAR sites, the average Stronger Austin Kids session was 72 minutes for spring classes (afterschool), and 105 minutes in length per session for summer 2018.

Physical Activity Engagement during Stronger Austin Kids (*SOFIT*)

In assessing children's physical activity during Stronger Austin Kids sessions, results were encouraging and showed improvement between spring and summer. A total of n=15 *SOFIT* observations with n=60 students were conducted at n=5 Austin Parks and Recreation (PAR) sites during spring 2018; in summer 2018, we conducted n=10 observations and observed n=40 students at n=6 PAR sites. In spring 2018, students engaged in 39% of their Stronger Austin Kids class time in moderate and vigorous physical activity (MVPA) (Figure 4), which is comparable to levels observed in elementary school children during standard PE classes.²⁹ Sites ranged from 29% to 48% MVPA. Given goals of 50% time MVPA for PE class,³⁰ we noted opportunity during this initial spring 2018 implementation for increasing the time students engage in MVPA during Stronger Austin Kids programming. During summer 2018, we observed encouraging increases in MVPA, with an average of 46% of class time spent in MVPA (site range: 25%- 65.5%).

Findings on lesson context may provide further insights into differences in MVPA engagement by site and between spring and summer. We found sites with more time spent in "management" lesson context spent less time in MVPA; conversely, sites that spent more time in "games" and "fitness" time spent more time in MVPA (see Figure 5 for example of lesson context from spring 2018).

Implications of findings include:

- Stronger Austin is contributing important minutes of MVPA (~40 minutes in spring 2018 and 50 minutes in summer 2018) to children's 60-minute recommendation of daily PA.
- There is opportunity to increase overall percent time in MVPA and vigorous activity as well as reduce differences in MVPA delivered between sites (as some sites provide higher levels than other sites (e.g., 25%-65.5% in summer 2018)). Patterning of PA by lesson context suggest opportunity to explore strategies to decrease management time, which includes time organizing children, and increase active play time.
- Increases in MVPA during summer 2018 are encouraging and indicate the feasibility of enhancing MVPA, which may have resulted from experienced SA Kids instructors, the monthly check-in meetings with SA Kids instructors, and site visits- all noted as helpful by SA Kids instructors in our qualitative findings from summer 2018 cited below.

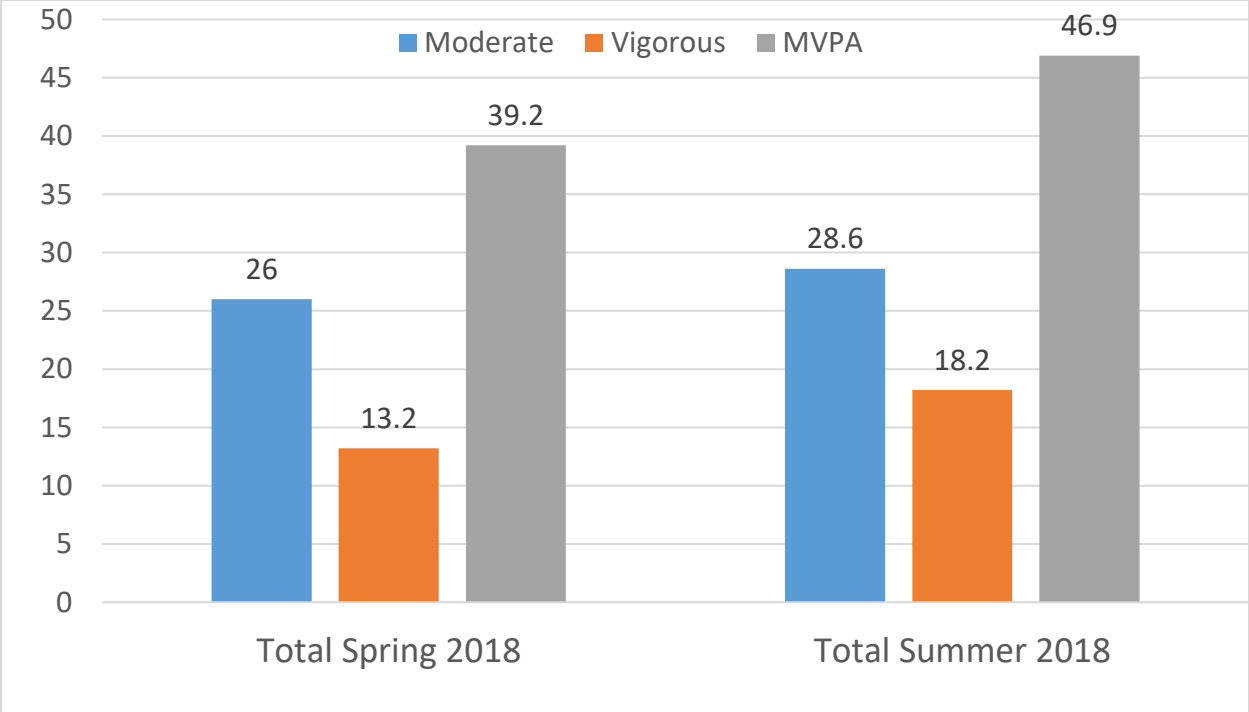


Figure 5. Percentage of time elementary school-aged children engaged in moderate and vigorous physical activity (MVPA) in activity sessions during *Stronger Austin Kids Program- Austin, Texas*, Spring (n=5 sites, 15 observations, n=60 students observed) and Summer 2018 (n=10 sites, 10 observations, n=40 students observed) (average class time: 1 hour).

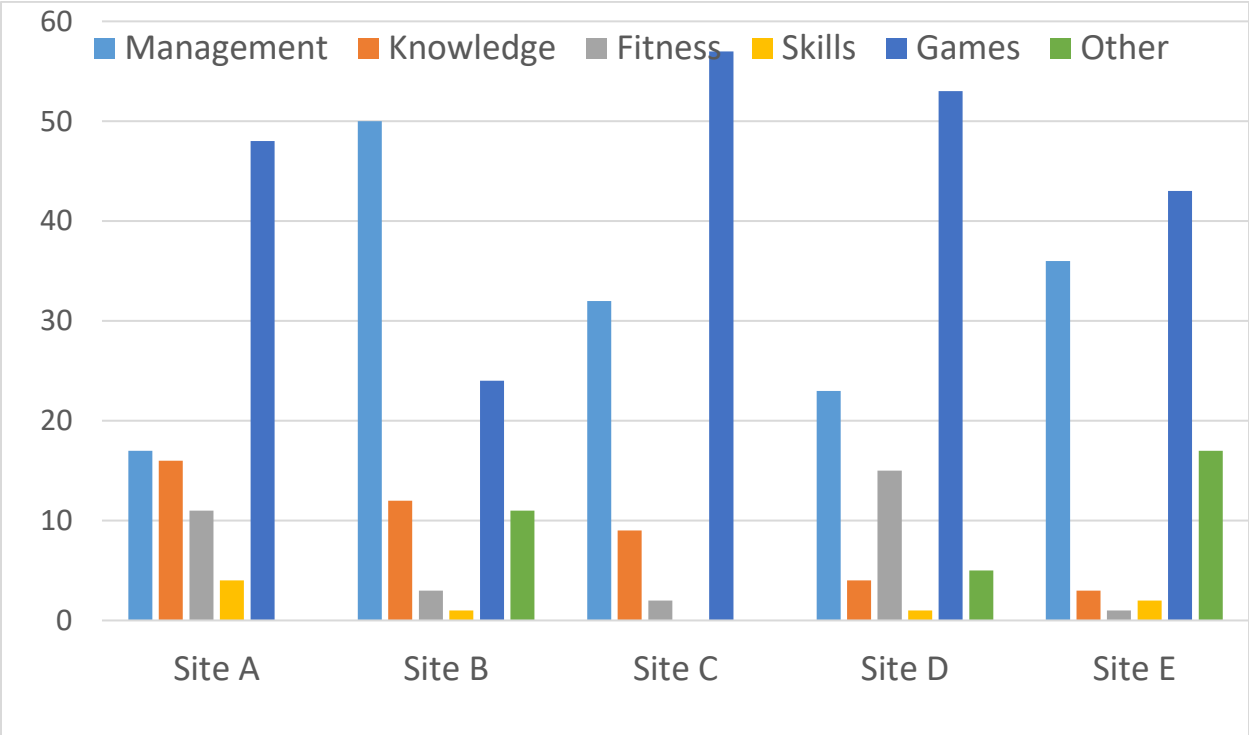


Figure 6. Percentage of time students spent in different lesson contexts, *Stronger Austin Kids Program- Austin, Texas*, Spring 2018 (n=5 sites, n=15 observations).

Student Healthy Eating & Physical Activity (*Student Questionnaire*)

Despite our efforts to assess the effects of Stronger Austin Kids programming on children's physical activity and healthy eating behavior and related constructs (e.g., knowledge), we encountered challenges with administration of the questionnaire during spring and summer 2018. In spring 2018, we were only able to recruit 15 children aged 3rd grade or higher, the target age group for the questionnaire, from across the five program sites. We encountered similar challenges with recruitment for summer 2018, which were compounded by the difficulty of incorporating a sit-down survey while children are outside for their physical activity programming. Our challenges with recruitment included:

- ✓ Lower number of children aged 3rd grade or higher (the target age for being able to fill out a questionnaire).
- ✓ Logistical challenges with the process of getting parental consent during the sign-up for children for the afterschool program as this process.
- ✓ Challenges with administering a questionnaire during children's play time.

In exploring possible next steps for evaluation of SA Kid's programming, we met this fall (October 26, 2018) with another Aetna grantee from Richmond, Virginia, *Greater Richmond Fit 4 Kids*, to discuss the challenges of current measures for assessing changes in children's self-reported physical activity and healthy eating and to explore ideas for how to best evaluate children's programming. This meeting was facilitated by Dr. Denise Stevens from Aetna Foundation and was very fruitful in terms of acknowledging limitations with current survey approaches as well as exploring how best to evaluate similar physical activity and healthy eating promotion programs. Key themes generated from this meeting included:

- ✓ Assess specific outcomes related to physical activity and healthy eating using observational measures (e.g., SOFIT for physical activity; other healthy eating observation methods for snack consumption).
- ✓ Assess more knowledge and attitude-related outcomes that pertain to healthy eating.
- ✓ Assess more process-related outcomes that relate to delivery of healthy eating and physical activity programming.

Stronger Austin Kids Program Insights (*Instructor Interviews*)

We conducted interviews with n=4 Stronger Austin Kids Summer 2018 instructors out of a total of five instructors between July 31, 2018 and August 3, 2018. Participating instructors had all received training from ITT in delivering the Stronger Austin Kids program, and all were leading programming for summer 2018. Appendix E presents the complete report of quotes organized by key themes. In Box C, we share a summary of key themes, and provide quotes below organized by program highlights, challenges and lessons learned, and recommendations for improvement.

Highlights

Getting kids up and moving and engaging them in activity.

- ✓ “I mean, I think that the kids are the best part of it.”
- ✓ “I think one of the best things I’ve experienced is just the fact that like, I’m getting kids out there... getting them up and going. For example, today we were playing with a jump rope and I had a couple kids that didn’t even know how to use one and I was like, wow, like, it’s crazy how people just don’t even go play outside anymore.”

Support and inspiration from ITT Staff.

- ✓ “[name removed] was my [ITT] supervisor and he was super helpful with hours. He would work with me 100% all of the time.”
- ✓ “[P]eople that have actually been in charge at the sites... I guess the site coordinators... have all been really helpful and decently organized.”
- ✓ “And when I first met Hilary, she talked with me about the program and I love that they really are focused on health. And I love just how they combine health and being active with the children... playing games and implementing what they learned in the nutrition lesson.”
- ✓ “I kinda doubted myself but the team is really supportive and every time we have our monthly meetings I felt like we were all in the same boat it wasn’t just me going through one thing. We were all just trying to talk about solutions and how we can make it better, like more improvements and I really like that, too.”
- ✓ “I think THAS [SA Kids] is really good about... you know, our supervisors come in and make sure that we’re doing okay and that the kids are okay and that the site coordinators that are there are okay.”

Box C. Stronger Austin Kids Program Highlights, Challenges, & Recommendations (Summer 2018)

Highlights

- ✓ Getting kids up and moving and active
- ✓ Support and inspiration from ITT staff
- ✓ Training and orientation for Stronger Kids Program from ITT
- ✓ Working with PARD staff
- ✓ Sufficient materials and equipment
- ✓ Great overall experience (working with kids, mission of Stronger Austin)

Challenges & Lessons Learned

- ✓ Request for more communication from ITT and PARD
- ✓ Keeping PARD staff engaged
- ✓ Behavior issues with some kids
- ✓ Differences between afterschool program and summer program (which is less structured or more fluid)
- ✓ Being out in the heat during summer

Recommendations

- ✓ Participation/Visits from ITT staff are very helpful
- ✓ More water-related activities
- ✓ Having an inside place to go due to heat
- ✓ More training on different scenarios and problems that arise and training during program implementation
- ✓ More feedback on how teachers are teaching
- ✓ Further involvement of PARD staff as well as PARD/ITT joint training
- ✓ Further clarity/communication of Stronger Austin objectives
- ✓ Focus more on getting to know kids

Training for Stronger Austin Kids is very helpful.

- ✓ “I like that they implemented actual hands on learning during the training. Like they let us do a nutrition lesson by ourselves and I think that the meetings...”

*Working with PARD staff (*note: some instructors also noted opportunity for further engagement of PARD staff; see notes below)*

- ✓ “Yeah, they’re really, really helpful. Every single game I play they wanna join in and play with them. And I feel like it really gets the kids more competitive and gets them going. So, they’re pretty cool. They have like, four of them that I’m at the site with usually. And all of them are super awesome and engaged.”

Great overall experience.

- ✓ “The experience has been great. And I actually... with this job it made me more aware of how I want to work with kids. I guess especially elementary. It confirmed that for me. Yeah, like, I realized I do have the patience for that. It was great.
- ✓ “I really like this company in general... this organization... and what they’re doing. I’m happy to be a part of it...”
- ✓ “The best thing about the program? You know, of course, just the general answer. It’s always cool just to work with kids and meet them... It’s pretty rewarding whenever like, you help kids throw the ball the right way or teach some kids the rules of a game or something like that...”

Challenges & Lessons Learned

Request for more communication from ITT/PARD

- ✓ “I think maybe I would want a little bit more [communication]...Cause there was one day, maybe two, that I wasn’t informed there was a closing and I drove 45 minutes one way anyways. So that was kinda frustrating. So I would say that I feel like ITT and PARD should be in better communication that way ITT employees can be in better communication.”

Keeping PARD staff engaged

- ✓ “I would say keeping some of the staff engaged... I think sometimes the staff can kind of just kind of sit there and not be approaching or helpful. Some of them are, but some of them aren’t. It would just be helpful if some of them were rounding the kids up or keeping them organized or participating in the games or kind of helping out I guess a little more in general.”
- ✓ “Like, they (PARD employees) do have some structure for them [the children]. They’ll play board games and arts and crafts and stuff. I definitely see them do a lot of that stuff. But, I definitely know that like, with my training, I can tell what Stronger Austin/It’s Time Texas is going for with the whole, like, activity and nutrition thing. The activity and nutrition is definitely more emphasized in Stronger Austin as opposed to PARD.”

Behavior Issues with Some Kids

- ✓ “...The kid’s behavior definitely stands out to me. It just kinda seems like they have a lack of discipline at home. And that’s pretty much across the board. You know, I notice it more at some parks than others. I wouldn’t say I have a favorite or anything. I mean, you, each of them has their ups and downs.”

Differences with Afterschool Program vs. Summer Program

- ✓ “Yeah, just through the training and stuff that I got at It’s Time Texas. Um, yeah, I was trained to handle on a smaller scale. But it’s different cause what I was training for was the afterschool program, you know what I mean? And with the Summer Camp it’s a little different cause... I don’t wanna say it’s less structured but... it’s less structured. You don’t have the same kids everyday... it’s just different. I would say I was pretty, for the most part, ready to deal with the behavior. But it’s different disciplining kids in the afterschool program as opposed to the Summer camp.”

Being Outside in the Heat

- ✓ “I mean... honestly it’s gonna be hot anywhere, you know what I mean. There were several days where I don’t think anybody should have been outside. They had me outside in like, 109 degrees. And I just don’t think that’s safe. I mean, ultimately, of course, that’s the city and Parks and Rec. But yeah, it was hot and I know the kids were hot...”

Recommendations

Participation/Visits from ITT Supervisors are Helpful

- ✓ “...Sometimes I feel like the kids have a little more of a sense to listen to my supervisor instead of me and I feel like every so often they have to come in and talk to the kids. I feel like that really does help... just them knowing that there’s someone else that can get them in more trouble.”

Programming Recommendations:

- ✓ *Water-related activities* “Okay, like, this is just kinda silly just because I see that the PARD people do it, but I feel like maybe we should like, do a little water balloon day or water day especially because of how hot it’s been. I feel like that encourages kids a lot more to get out there and run. I feel like everyone wants to get out there when it comes to water balloons. Or just a watery activity... The kids get really excited for them.”
- ✓ *Having an Inside Place to Go for Summer Programming (due to heat)* “I guess it would be a lot easier if there was an inside place to go in but I understand that it’s just kind of a tough situation. If it were up to me, I wouldn’t have them out there in 100 degrees. But that’s not the company, it’s the city, I guess. I mean, no, as far as the company goes it’s the city’s rule. Stronger Austin didn’t call that. If we just had a place inside to chill instead of under a tree. It’s just hot.”

More Training for Different Scenarios & “In between Training” to deal with specific issues

- ✓ “Well, they did have veteran instructors that came to talk about their experience. But I think that I need a little bit more of that. Just cause it’s different like, during the training, it’s just different from when you actually do it. It’s just a matter of knowing the kids. They did really well in actually telling us there’s gonna be varieties in how many children you have today and that you have to be prepared for either two children or ten children cause it just varies. I think maybe giving us more preparation in like, maybe if you have four children what can you do with them and then compared to ten...”
- ✓ “And our orientation stuff is pretty good, but I think some of the training in between could be a bit more specific to what we’re doing...”

More Feedback on How Teachers are Teaching

- ✓ “Yeah, I think so. Yeah, that would be really helpful just to know my own progress. I kinda know my own progress but it would be nice to see someone else’s point of view and just see what else I can do.”

Joint Training between PARD & ITT

- ✓ “I just feel like... for anything to improve there, they’d have to have like, a joint training for anything to actually improve. Because I can go through five weeks of training all day with Stronger Austin and same with PARD. But, we’re training in different guidelines, different rules. So like, if it were to improve there would have to be joint training. That would be better.”

Further Involvement of PARD Staff

- ✓ “I mean, I think the first one would just be participating. So, I think if you’re gonna provide that supportive role you can either help with behavioral issues... so not just screaming at a kid to do something but just kind of like, pulling them aside and giving them that 1:1 that they actually need. If you have extra people that would be probably best. So either helping with behavioral issues or just participating, cause the kids really love it when the staff members are playing in a game or something, so that helps keep the kids excited and engaged, too. I’d say those are the two bigger things in terms of helping out.”

Further Clarity/Communication with Objectives of Stronger Austin

- ✓ “Yeah, I believe so. Cause on the app whenever I would do my nutrition lessons that would be helpful cause it would give you the age group to which you were giving the lesson to. So it would be helpful to know which lesson to choose from. And then there were themes and all this stuff. And during the training they basically tell you what Stronger Austin is and you’re able to give that information along to the kids and the parents and all that stuff.”
- ✓ “I think we do a really good job overall. I think we could work on kind of... being able to... I don’t know how to word it. I guess communicating what we are trying to get across to kids who, you know... Cause we do deal with kids who are in kind of underprivileged situations and so the first thing on their minds isn’t, you know, how am I eating healthier or why aren’t I exercising... it’s more of like, I need to make sure that I’m eating period and that I have a ball to play with and... so I think sometimes there’s... we could do better of like, how can I bring it down so that they’re gonna understand and appreciate this? ..I think we’re doing a good job overall and I think that’s just a tough thing to do and we’re trying and it’s something we can definitely improve upon.”

Focusing more on Getting to Know the Kids

- ✓ “For me, I think maybe focusing a little bit more on knowing the kids before... this would be my advice to someone, I guess. Knowing what the kids like, trying it out. If it doesn’t work out the first time it usually won’t work out the second time. Yeah, I guess focusing more on knowing the kids. I think it works more smoothly when you know the kids and their likes and dislikes right off the bat just cause yeah... just giving that effort of knowing what they like and dislike. It would be better..”

Distribution of Questionnaires: We received mixed input: some instructors suggested administering before class; others after class; one suggested to wait until later in the program; and one suggested that sites are so different that it’s hard to make one recommendation.

STRONGER AUSTIN ADULT HEALTH & FITNESS PROGRAMMING

Below, we share findings on the implementation, process and initial effects of Stronger Austin adult health and fitness programming from spring and summer 2018.

Stronger Austin Adult Health & Fitness Programming Sites (*Attendance Logs*)

Stronger Austin adult health and fitness programming, as led and managed by ITT, took place at a total of 12 sites for this reporting period (n=10 sites for spring 2018 and n=11 sites during summer 2018) (Figure 7). Program sites were located in the following zip codes: 78702, 04, 21, 22, 24, 41, 45, 46, 52 and 53. Programming included MixedFit, bootcamp, yoga, senior fitness and Zumba classes, and sessions were generally one hour in length.

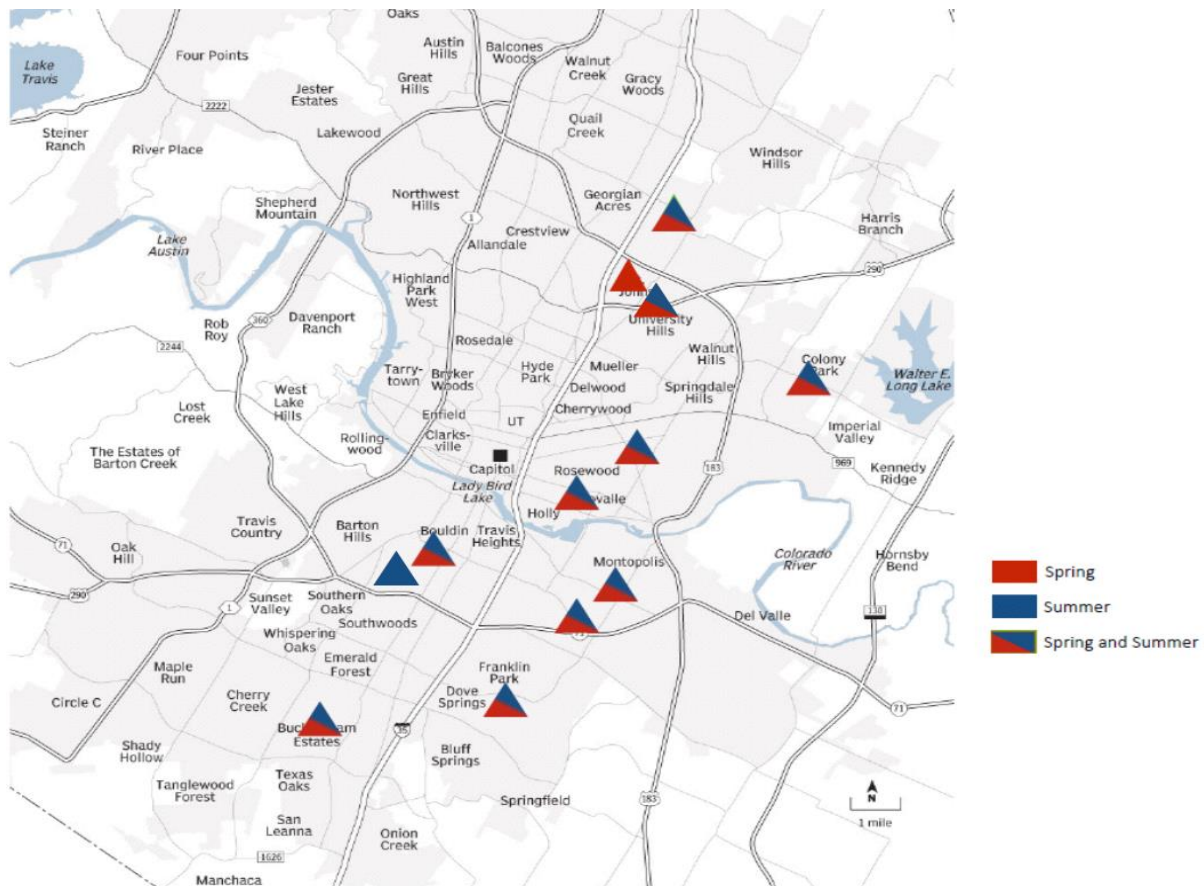


Figure 7. Stronger Austin (Adults) Health and Fitness program locations, Spring & Summer 2018. (Note: does not include walking program or Central Texas Food Bank program sites).

Stronger Austin Adult Health & Fitness Programming Reach (Attendance Logs)

Based on analysis of attendance data for the health and fitness classes (not including Central Texas Food Bank), Stronger Austin programming reached a total of n=638 adults in spring 2018 and n=480 in summer 2018. Figure 8 presents the range of participants attending a given site between spring and summer (Figure 8) **(Note that numbers in figure differ slightly from final total numbers due to some repeat participants between spring and summer)*.*

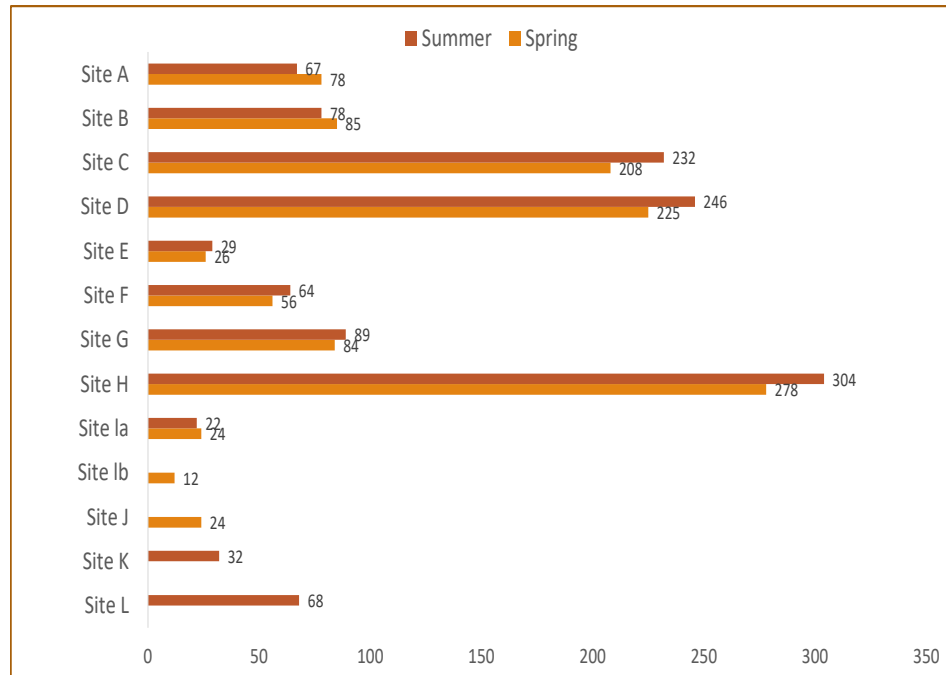


Figure 8. Number of individuals participating in Stronger Austin health & fitness programming by program site, Spring & Summer 2018.

We also explored the retention rate for Stronger Austin programs as calculated by the percentage of participants who began at the beginning of the semester (January or June) and continued to attend class at the end of a given semester (May or July). Retention rates ranged from 22% to 86% per site (Figure 9).

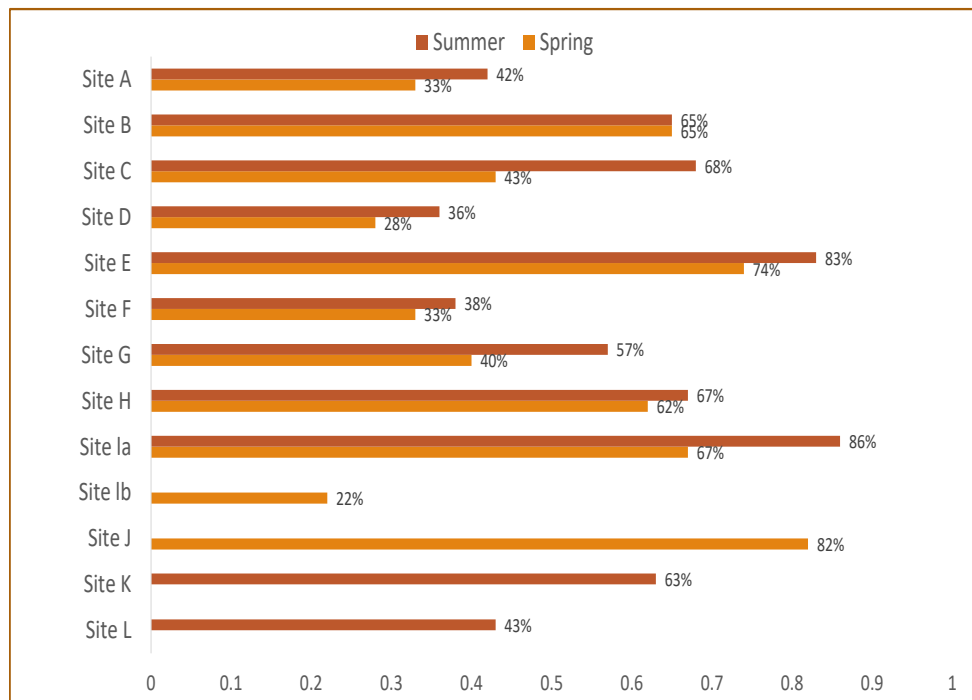


Figure 9. Retention rate by Stronger Austin program site, Spring & Summer 2018.

Demographic Characteristics of Adults Participants in Stronger Austin Class (*Attendance Logs*)

In spring 2018, participants attending Stronger Austin health and fitness classes were primarily Hispanic (46%), African American (28.4%), and female (92.5%), with a mean age of 37.8 years. In summer 2018, participants were also primarily Hispanic (43.3%), African American (29.9%), and female (86%) with a mean age of 43.2 years (see Figure 10 for ethnic composition). The top zip codes represented by participants based on pretests were: 78723, 78660, 78758, 78745, and 78753. (*Note: gender and zip code information derived from participant questionnaires).

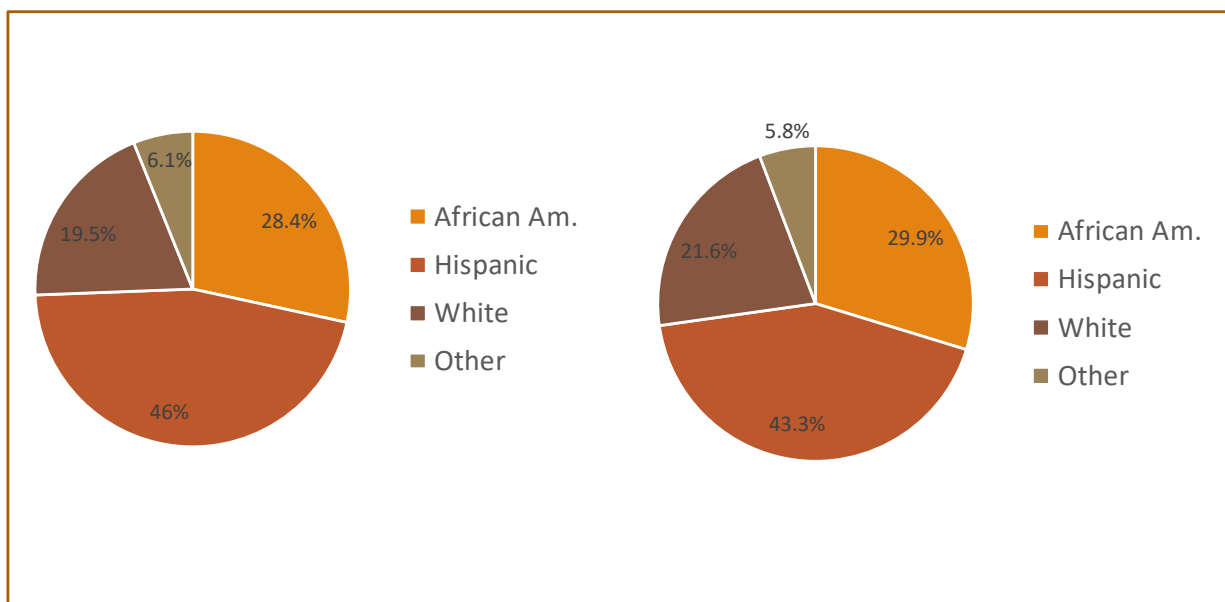


Figure 10. Ethnic composition of Stronger Austin Health & Fitness class participants, Spring & Summer 2018.

Adult Participant Physical Activity during Stronger Austin Fitness Classes (*SOFIT*)

After piloting our SOFIT observations with Stronger Austin Kids in the spring, we added SOFIT observations to assess the amount and intensity level of physical activity delivered to Stronger Austin participants in adult health and fitness classes. Our pilot sample of classes for the SOFIT assessment included 5 program sites that delivered the following programming: Mixxed Fit, Zumba, and boot camp. We conducted a total of 8 observations in five program sites. As indicated in Figure 11, participants engaged in high levels of physical activity during their 1-hour program sessions, with participants engaging in an average of 81.4% of session time in moderate and vigorous physical activity.

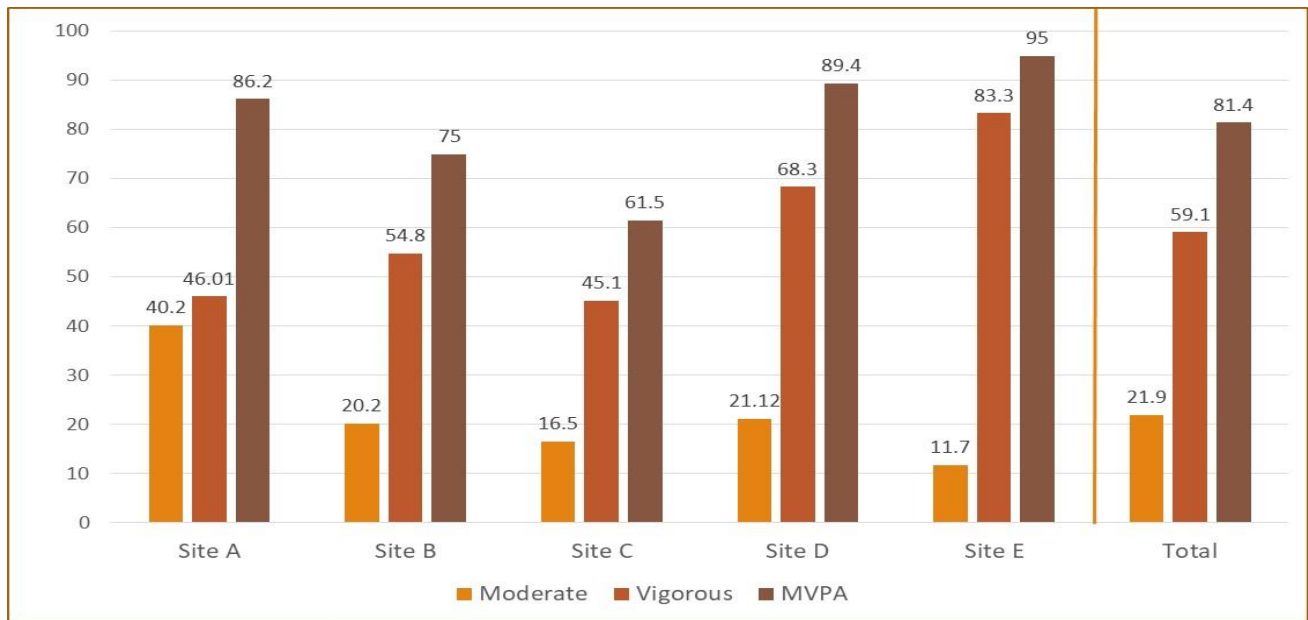


Figure 11. Percentage of time adult participants engaged in moderate, vigorous physical activity and moderate and vigorous physical activity (MVPA) by class site and across class sites (total), Stronger Austin (Adults) Health and Fitness Programs- Austin, Texas, Summer 2018 (n=5 sites, 8 observations, n=32 participants observed. Class session time: 1 hour.

Implications

- Stronger Austin adult health and fitness classes, based on findings from our summer pilot assessment, are providing high levels of MVPA during class sessions (81.4% of class time in MVPA). These findings suggest that SA sessions deliver, on average, 49 minutes of daily MVPA. Given physical activity recommendations of 150 minutes of moderate physical activity or 75 minutes of vigorous physical activity per week³¹, participants who attend three SA session per week should meet or surpass physical activity guidelines.
- Physical activity levels are relatively stable across SA program sites and surpass a 50% MVPA target that has been used for assessing physical activity for PE classes.³⁰
- Stronger Austin is delivering a greater proportion of vigorous activity compared to moderate activity, which aligns with the type of class being offered (e.g., high aerobic and cross-fit type classes).

Adult Participant Healthy Eating and Physical Activity (*Adult Questionnaire*)

In exploring the logistics of surveying participants and initial impact of Stronger Austin health and fitness classes on physical activity, healthy eating, and related factors (e.g., knowledge, self-efficacy and other psychosocial factors) in a pilot sample of participants, individuals attending Stronger Austin adult classes were invited to fill out a pretest and posttest survey at the beginning and end of each of the spring and summer 2018 semesters.

Findings

Participants: Across the combined spring and summer time periods, a total of n=83 participants filled out the pretest questionnaire, and a total of n=85 participants filled out the posttest

questionnaire. At baseline for each period, participants who filled out the questionnaire were primarily female (89.7% in spring 2018; 86.0% in summer 2018) and African American (80.8% in spring; 46.5% in summer) followed by Hispanic (19.2% in spring; 32.6% in summer), with a mean age of 46 years and 39 years for spring and summer, respectively. Participants self-rated their family income as economically well-off/living comfortably (64.9% in spring; 50% in summer) just getting by/neither well off or just getting by (35.1% in spring; 50% in summer). Participants represented 28 zip codes in spring 2018 (top zip codes: 78660, 78723, 78745, 78753, 78758), and 27 zip codes in summer 2018 (top zip codes: 78660, 78704, 78741, 78753) (see Figure 12 and Appendix F, Tables 1a-2b for further detail on demographics of survey participants).

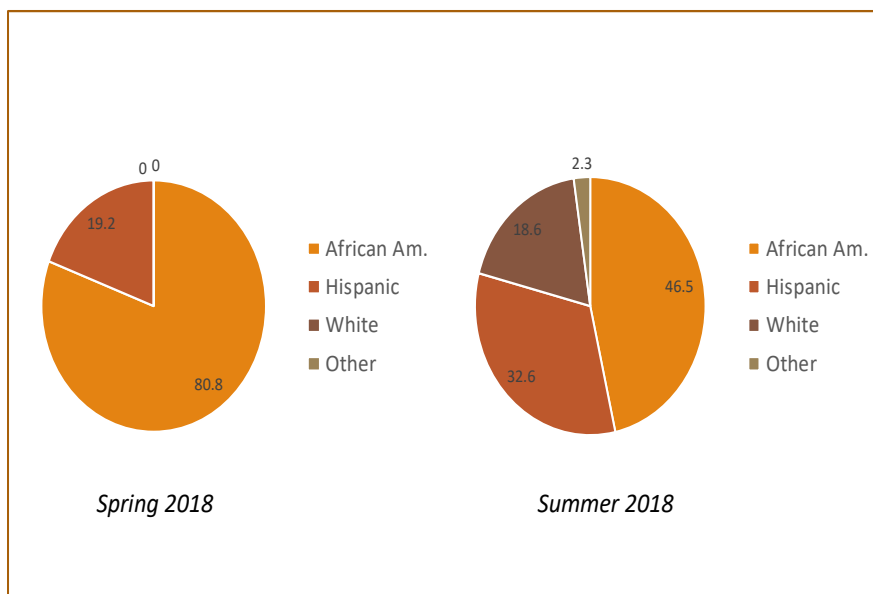


Figure 12. Ethnic composition of baseline sample for Stronger Austin Adult Questionnaire, *Stronger Austin Evaluation, Spring & Summer 2018.*

Dietary Behaviors: While promotion of healthy eating was not a primary focus of the Stronger Austin health and fitness classes participating in the initial pilot evaluation, we included dietary measures given their importance for overall health as well as our interest in working toward a common set of measures for all Stronger Austin classes. Tables 3, 4, 8 and 10 in Appendix F present dietary-related findings. In spring 2018, we observed no statistically significant differences between our pretest and posttest measures related to fruit and vegetable consumption, water consumption, and sugar-sweetened beverage consumption. While summer 2018 findings were generally stable between pretest and posttest, we observed encouraging decreases in the reporting of sugar-sweetened beverage consumption (e.g., 55% of participants surveyed at pretest reported consuming 1 or more SSB per day compared to 50% at posttest. See Table 4, Appendix F). Of note, we also found the majority of participants

surveyed at posttest in summer 2018 reported that their class had helped them eat more fruits and vegetables and that they had intentions to eat more fruits and vegetables upon completion of the class as compared to findings from spring 2018 in which less than half of participants reported these outcomes (Figure 13).

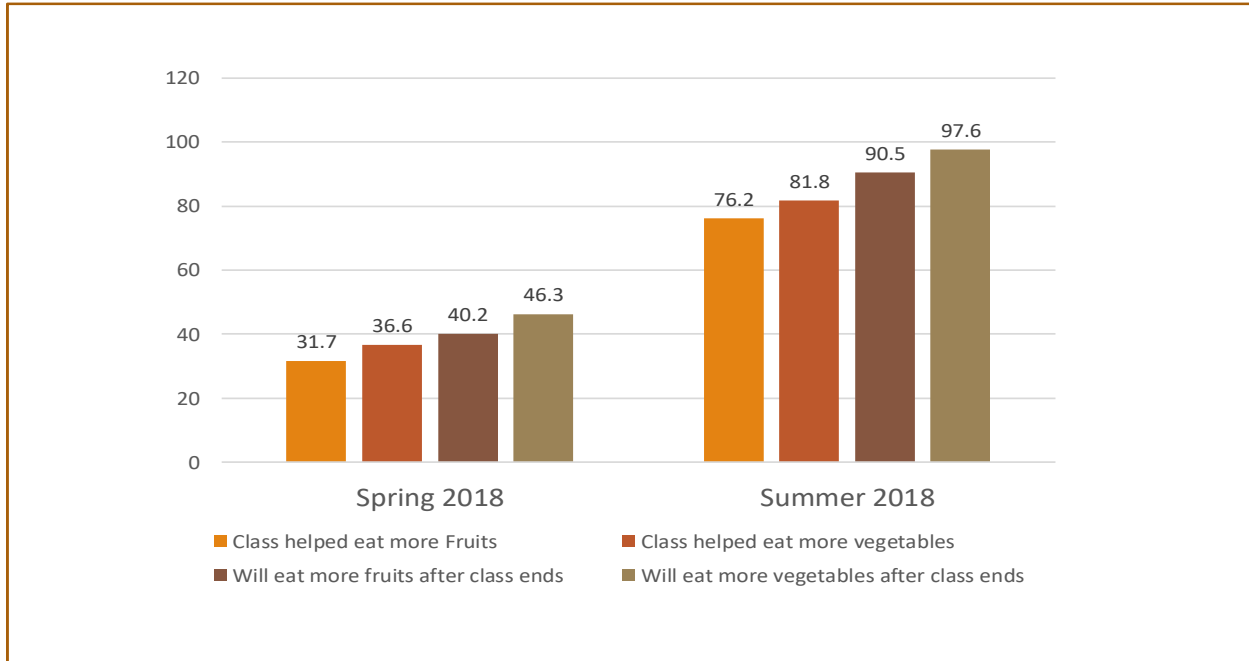


Figure 13. Fruit & vegetable consumption among adult participants in Stronger Austin health & fitness classes, Stronger Austin Adult Questionnaire, *Stronger Austin Evaluation, Spring & Summer 2018*

Physical Activity Behaviors: For both spring (n=43 participants) and summer 2018 (n=42 participants), participants at posttest reported increases in engagement in past week physical activity (see Tables 5 & 6, Appendix F). While increases were small and statistically non-significant- which may have been due to the small sample size, these increases are nonetheless encouraging and hold practical significance. For example, in summer 2018, the percentage of participants reporting engagement in physical activity 3 or more times in the previous week increased from 69.8% of participants at pretest to 81.0% of participants at posttest (Table 6, Appendix F).

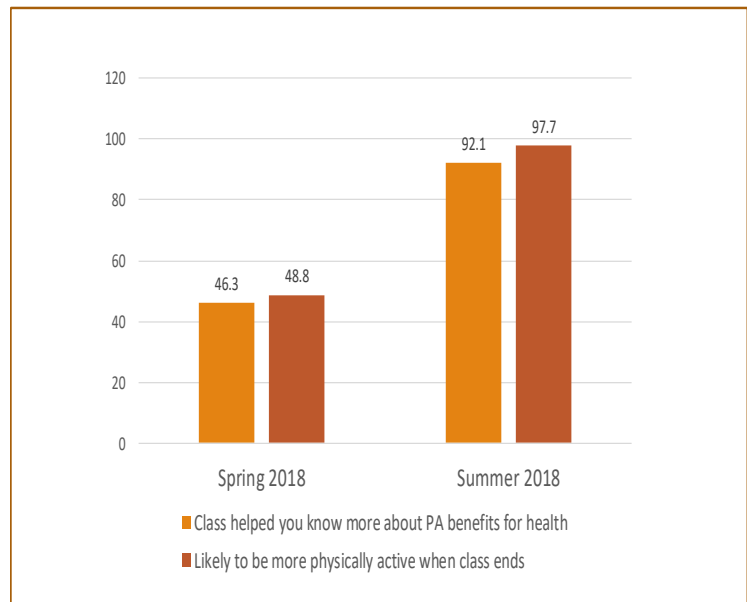


Figure 14. Percentage of respondents reporting increases in physical activity knowledge and intentions as a result of participation in Stronger Austin classes- Stronger Austin Adult Questionnaire, *Stronger Austin Evaluation, Spring & Summer 2018.*

We also noted encouraging increases in the percentage of Stronger Austin participants who reported increases in knowledge (46.3% in spring vs. 92.1% in summer 2018) and intentions to be physically active when their Stronger Austin classes end (48.8% in spring vs. 97.7% in summer 2018) (Figure 14).

Psychosocial-Related Outcomes (Knowledge, Attitudes, Perceptions for Healthy Eating and Physical Activity): We also explored effects of class participation on several psychosocial factors related to physical activity, healthy eating, and overall health (see Tables 7 & 8, Appendix F). Participants reported high perceived class social cohesion (mean score of 22.9 for spring and 23.0 for summer, with 25=highest cohesion) as well as high class satisfaction (mean score of 23.7 for spring and 24.31 for summer 2018) (Figure 15). Participants who reported good/very good/excellent health, based on a common measure of overall health, was fairly stable between pretest and posttest (78.9% vs. 74.4%, for pretest and posttest respectively, in spring and 75% vs. 74% in summer 2018). No changes were found for knowledge related to classification of My Plate foods (as expected given classes did not focus on healthy eating) (Tables 7 & 8, Appendix F). While no statistically significant changes were found for perceived physical activity enjoyment over the course of the spring semester, we noted a 1-point increase on the 5-point physical activity enjoyment scale between our baseline participants in January/February 2018 (mean score =3.15) and our posttest participants in July/August of 2018 (mean score=4.69, with 5 being the highest enjoyment).

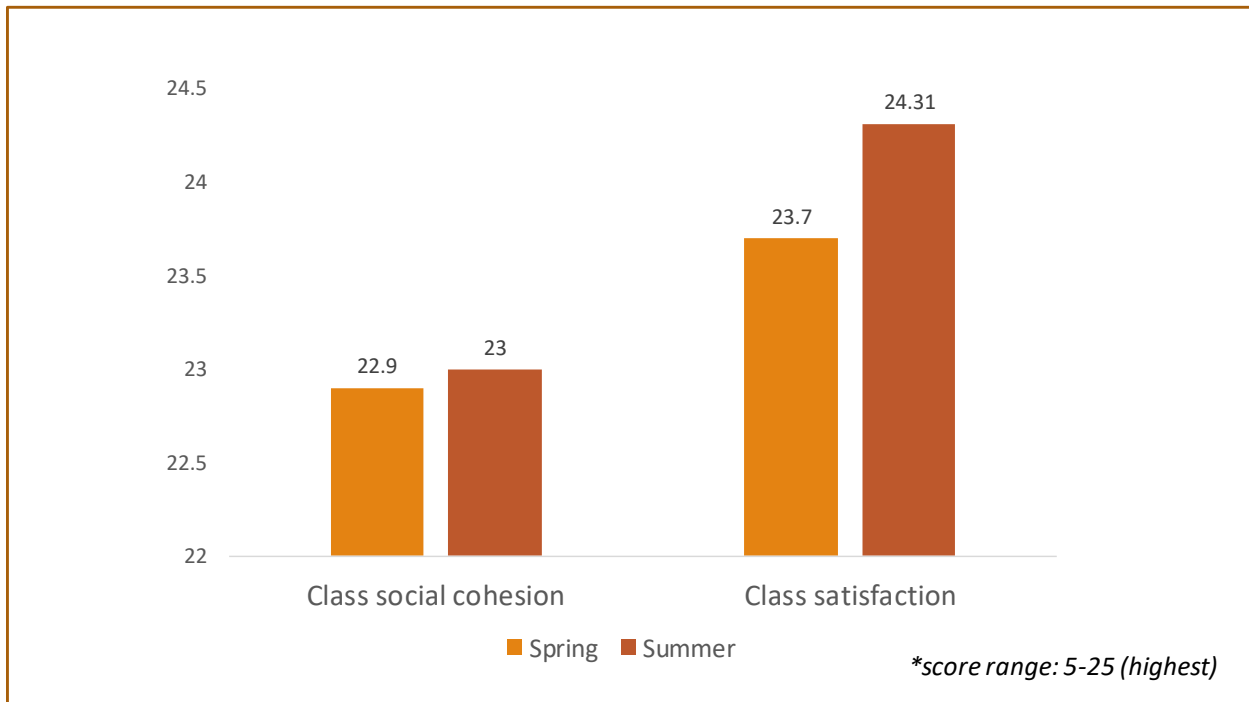


Figure 15. Perceived class social cohesion and class satisfaction among adult participants in Stronger Austin health & fitness classes, Stronger Austin Adult Questionnaire, Stronger Austin Evaluation, Spring & Summer 2018.

Stronger Austin Adult Participant Program Input (*Focus Groups & Adult Questionnaire*)

Lastly, we explored highlights, lessons learned and recommendations for enhancing specific facets of Stronger Austin programming with SA adult program participants. In doing so, we conducted focus groups with participants at two of the program sites in spring 2018 as well as elicited input from program participants via open-ended questions included in the Stronger Austin Questionnaire for adults, administered in spring and summer 2018.

Focus Group Interviews: We conducted focus groups at two sites at the end of the spring semester, 2018. At both sites, we conducted two focus groups each, one with English speakers and one with Spanish speakers, with n=16 participants at site A, and n=8 participants at site B for a total of 32 participants. Each focus group lasted between 25 and 30 minutes. [Below, we share key](#) themes that emerged via our focus group discussions, which are organized by the following categories: *how participants learned about Stronger Austin, class highlights, and recommendations for enhancing Stronger Austin.*

How participants learned about Stronger Austin & Ideas for promoting Stronger Austin

The primary communication vehicles for learning about Stronger Austin classes included:

- Word of mouth/friends
- Family members
- Facebook
- MeetUp
- Austin Parks and Recreation Department website

Participants also shared ideas for how Stronger Austin can further promote and communicate class offerings to prospective participants. Ideas included:

- Flyers/pamphlets/posters. Participants suggested providing these promotional materials at corner storers, libraries, washaterias, and even donut shops.
- Yelp
- MeetUp
- Newspaper
- Radio
- Videos with testimonials to promote class.

Highlights of Stronger Austin classes

Participants identified a range of highlights of their experience with their Stronger Austin health and fitness classes, which included:

- *Instructors:* Specific facets they liked about their instructor included: incorporation of music and the type of music, that instructors know everyone's name, that the instructors are positive and encouraging.

- *Time and places* that classes are offered. Several participants also mentioned that they attended SA classes at different sites. A select few also shared that they came from outside Austin (Hays County) to attend SA classes.
- *Free*: That classes were offered for free was a common theme, and many expressed appreciation for Stronger Austin in providing these classes at no cost given their economic situation and the high expense of private gyms.

“I would love to be part of all these gyms that are around, but oh my Lord, I can’t afford them. I’m so happy that you guys are doing this. It’s so awesome. Thank you and thank you for caring.” –Stronger Austin Focus Group Participant, Spring 2018

- *Program Delivery*: Participants specifically cited that they liked the mixed gender approach, that classes were open to and supportive of Spanish and English participants.
- *Text messaging reminders* for the classes. Several expressed appreciation for the text message reminders about the class.

Recommendations for Enhancement

Participants also offered helpful recommendations for how we can continue to enhance the overall program and program delivery. These recommendations included:

- *Class offerings*: Participants expressed interest in increasing availability of classes during the week, as well as providing more variety of classes. Specific types of classes included:
 - ✓ Aerobic
 - ✓ Biking
 - ✓ Dance
 - ✓ Kayak
 - ✓ Step
 - ✓ Strengthening
 - ✓ Walking groups
- *Location*. Participants specifically expressed interest in having classes in Del Valle and North Austin.
- *Cycles*: Participants expressed interest in having specific cycles of classes (e.g., beginning and end dates for classes), which they thought could be helpful for new members.

- *Progressions and intensity levels of classes.* Some participants also suggested that there should be different types of progressions of classes related to the intensity level (e.g., beginning vs. advanced). Specifically, some participants expressed interest in having higher levels of intensity for their workouts.
- *Child care for mothers and child classes:* Several participants expressed interest in offering child care in order to better support parents, as well as child physical activity classes that could take place at the same time as the adult classes.
- *Classes for pregnant women:* Some participants cited the need to consider specific types of physical activity classes that are appropriate for pregnant women.
- *Incentives for attendance & engagement:* Participants also explored different ways to motivate participants to continue to come to class and engage in fitness, including:
 - ✓ Goal setting approaches
 - ✓ Rewards for coming to classes (e.g., ‘gold stars’ as mentioned by one participant)
 - ✓ “Gear” with Stronger Austin logo
- *Gender of instructors:* One participant suggested that it would be helpful to have more male instructors in order to attract more male participants.
- *Communication and branding of Stronger Austin.* Lastly, participants cited that it was confusing at times to understand the overall structure of Stronger Austin. Specific themes that emerged from the discussion related to communication included:
 - ✓ More information about Stronger Austin & programming (in general)
 - ✓ Consistent branding (logo) (not clear what Stronger Austin is or who is leading the effort)
 - ✓ Newsletter & spotlight of participants within newsletters/website
 - ✓ More representation from the Stronger Austin staff/board at classes (participants cited that board from WeViva would sometimes visit or participate with classes)
 - ✓ Texting for reminders (*not only when class is cancelled*)

“I guess at one point in most workouts there’s a plateau effect where the same workout just doesn’t cut it. There may be like a basic endurance entry-level workout where it then challenges the people that do want to stick with it.” –Stronger Austin Focus Group Participant, Spring 2018

“I hadn’t heard anything about this, you know, just friends that invited us. And that’s when we showed up. But I didn’t know that [this class] was part of a bigger project.” –Stronger Austin Adult Class Participant, Summer 2018

Stronger Austin Adult Questionnaire Open-Ended Input: In addition to focus group discussions, we elicited input from Stronger Austin adult participants via the end of semester posttest questionnaires in order to elicit similar themes explored in the focus groups as relate to highlights, lessons learned, and recommendations for enhancement. Below, we share key themes identified from these open-ended questions based on a sample of n=39 participants in spring 2018 and n=42 participants in summer 2018).

Highlights of Stronger Austin Programming

- *Supportive Community.* A key highlight cited by participants in their open-ended responses was the important role of Stronger Austin in providing a sense of community for participants as well as social support and motivation for physical activity within their class communities. Participants shared:
 - ✓ “I like the community of people and friends I have made and how the class makes me healthier and want to continue working out.”
 - ✓ “The instructor is awesome and the friends and friendships that I have discovered. And my overall attitude changes. Not so shy anymore.”
 - ✓ “We all work hard together to become more successful.”
- *Quality physical activity & motivation.* A second common theme that emerged from participant open-ended responses related to the quality of the physical activity and health programming they are receiving. Participants noted:
 - ✓ “Good physical activity & motivation!”
 - ✓ “It is a quality, results-producing workout class for free.”
 - ✓ “Other than it’s free, it’s very encouraging. Makes me feel committed, like I HAVE to come. I really appreciate it.”
- *Free programming (!):* Lastly, a common highlight that was cited as the opportunity to attend free fitness classes.

“La instructora es una excelente persona. Siempre nos motiva – muy buena; el local me parece muy bueno; me encanta la clase. Muchas gracias. [The instructor is an excellent person. She always motivates us- very good; the locale appears great to me; I love the class. Thanks a lot ” –Stronger Austin Adult Class Participant, Summer 2018

“Me gusta participar en la clase de Zumba porque me siento bien físicamente. [I like to participate in the Zumba class because it makes me feel good physically” –Stronger Austin Adult Class Participant, Summer 2018

“I like the way you’re giving the opportunity to exercise in a free program to stay healthy.” –Stronger Austin Adult Class Participant, Summer 2018

“It’s a great program for people who need affordable ways to get fit.” –Stronger Austin Adult Class Participant, Summer 2018.

Recommendations for Enhancement

Stronger Austin adult class participants also offered recommendations for enhancing program delivery. In addition to recommendations, several noted “nothing”, that they “loved” their instructor, that they are very satisfied, and “que sigan con el programa – muy bueno y cerca de donde vivo. No gasto dinero porque es gratis.” [*“that we should continue with the program – it’s very good and close to where I live. I don’t spend money because it’s free.”*]. Key recommendations included:

- *Class offerings & scheduling:*

- ✓ Offer more classes during the week.
- ✓ Offer more classes during the weekend.
- ✓ Not scheduling other activities at the same time and location as the class. “...would prefer that the rec center stagger the class it offers.”
- ✓ Provide classes in Kyle/Buda.
- ✓ Provide a larger location as there are many participants.
- ✓ Provide classes ‘closer to my house because traffic is very bad.”

“En Zumba el salón ya es pequeño para las 30 y pico mujeres que vamos – [necesitamos] un salón más amplio...”

[In Zumba the classroom is very small for the 30 plus women that attend – [we need] a classroom that is more spacious.” –Stronger Austin Adult Class Participant, Summer 2018

- *Provide daycare for children, and explore a specific space to provide childcare.*
- *Provide Stronger Austin T-Shirts.* One respondent commented: “Not so much an improvement as a request. I would totally rock a Stronger Austin dri-fit t-shirt or something like that. I would pay if helped raise funds. I know it would help spread the word.”

DISCUSSION & RECOMMENDATIONS

In this first year of evaluation of the Stronger Austin initiative, we documented several promising findings regarding the delivery and initial impact of Stronger Austin, along with constructive recommendations identified by participants for strengthening Stronger Austin programming. Below, we share a summary of key highlights and accomplishments of Stronger Austin for this first year of operation, followed by recommendations for ongoing enhancement of our collective efforts.

Highlights & Accomplishments

1. *Activation of program sites and reach of Stronger Austin programming:* An important success and accomplishment for this first year of operation was the activation and wide reach of SA health and fitness programming at multiple sites throughout Austin (see Figures 4 and 7 above). Sites activated included primarily recreation centers and parks managed by Austin Parks and Recreation located in 15 zip codes in Austin (78702, 04, 21, 22, 24, 41, 44, 45, 49, 52, 53, 56, 58, 59). Based on attendance and survey data for programs directly overseen by It's Time Texas, participants were ethnically diverse, with the majority of participants identifying as coming from African American and Hispanic racial/ethnic background. Key highlights include:

- ✓ *Stronger Austin Kids:* Delivery of health & fitness programming to 1,224 children (n=30 sites during spring 2018 and n=13 sites during summer 2018).
- ✓ *Stronger Austin (Adults):* Delivery of health & Fitness programming to n=1,118 adults (n=10 sites during spring 2018 and n=11 sites during summer 2018).

Although we were not able to include Central Texas Food Bank in this first year of evaluation, their efforts are integral to the mission of Stronger Austin and represent a great enhancement to our collective work. For Year 2 of our efforts with Stronger Austin evaluation, we will be exploring how to develop an evaluation framework that allows for sharing of evaluation findings from across partners. For this first year of operation (spring & summer 2018), it is important to highlight that Central Texas Food Bank expanded opportunities for building healthy eating and healthy cooking skills to an additional n=211 children and n=953 adults at 24 sites.

2. *Delivery of quality physical activity programming:* A second key highlight and accomplishment of this first year of operation was the delivery of meaningful levels of physical activity to Stronger Austin participants. Specifically, we found:
 - ✓ Stronger Austin Kids contributed approximately 40 minutes in spring 2018 and 50 minutes in summer 2018 to children's 60-minute recommendation of daily PA based on objective SOFIT assessments. The increases in engagement in MVPA between spring and summer reflect important efforts by the ITT staff in training and preparing instructors.

- ✓ Stronger Austin adult programming provided high levels of MVPA during class sessions (81.4% of class time in MVPA), indicating that, on average, SA sessions deliver 49 minutes of daily MVPA. Of note, SA is delivering a greater proportion of vigorous activity compared to moderate activity, based on the classes assessed. Given physical activity recommendations of 150 minutes of moderate physical activity or 75 minutes of vigorous physical activity per week³¹, participants who attend three SA session per week should meet or surpass physical activity guidelines.
 - ✓ Physical activity levels are relatively stable across SA adult program sites and surpass a 50% MVPA target that has been used for assessing physical activity for PE classes.³⁰
 - ✓ Stronger Austin adult participants report intentions to participate in physical activity as a result of their SA class, which increased from 48% in spring 2018 to 97% in summer 2018.
3. *Stronger Austin Class Satisfaction, Social Cohesion, and other participant highlights:* Based on focus group input, findings based on Likert-type scales, and open-ended questions on Stronger Austin surveys with adult participants, participants reported high levels of satisfaction with Stronger Austin programming as well as other positive outcomes that include high levels of class social cohesion and support. Specific highlights of Stronger Austin classes reported by participants included:
- ✓ *Quality and supportive instructors, with specific highlights including:* instructors know everyone's name, that the instructors are positive and encouraging.
 - ✓ *Time and places* that classes are offered. Participants expressed gratitude with the multiple locations and times that SA classes are being offered.
 - ✓ *Free:* The opportunity to participate in Stronger Austin classes at no cost to participants was a key theme that surfaced across focus groups and open-ended feedback from participant surveys. Several also noted that the high costs of gyms were prohibitive for them, and thus their appreciation for Stronger Austin.
 - ✓ *Program Delivery:* Participants specifically cited that they liked the mixed gender approach, that classes were open to and supportive of Spanish and English participants. Several participants also expressed appreciation for the text message reminders about the class. Among Stronger Austin Kids instructors, key highlights cited for program delivery included: training provided by ITT, monthly meetings as well as check-in visits and inspiration and encouragement provided by ITT supervisors, the opportunity to work with Austin Parks and Recreation staff, and the overall mission of Stronger Austin Kids and opportunity to work with children to engage them in physical activity.

Recommendations

1. **Explore further opportunities and strategies to enhance attendance and maintenance for some Stronger Austin classes:** Given this first year of operation, the number of SA sites established as well as number of children and adults reached is notable and merits recognition. This strength of the first year of operation notwithstanding, we noted that some sites are excelling with their attendance, while room for improvement exists for other sites. Using a 'positive deviance' approach, we recommend further intentional learning from the sites that are excelling with the aim of identifying approaches that can be applied to sites with lower attendance. Theory and evidence-based strategies for increasing attendance, such as goal setting and positive reinforcement (e.g., rewarding/recognizing participants attending a certain number of sessions), may also merit exploration.
2. **Establish a structure and tracking system for ongoing program fine-tuning and strengthening.** Stronger Austin program participants and Stronger Austin Kids instructors noted specific facets of the program and program delivery that may benefit from further enhancement, several of which have already begun to be explored by the Stronger Austin program manager, Vanessa Castro. These include:
 - ✓ **Class offerings & scheduling:** Participants recommended offering more classes during the week and weekend, as well as morning classes and classes scheduled at different times (i.e., not having all evening classes scheduled at the same time). Some participants also recommended a larger venue for their class.
 - ✓ **Program Location:** Participants specifically expressed interest to have classes in Del Valle and North Austin.
 - ✓ **Program Cycles:** Participants expressed interest in having specific beginning and end dates for cycles, which they suggested may help for recruitment of new members.
 - ✓ **Incentives for Attendance and Class Engagement:** Participants noted some strategies that may be helpful to increase class attendance, including the provision of incentives (e.g., water bottles, etc.) for students who attend a certain number of classes, as well as goal setting approaches and rewards for reaching goals.
 - ✓ **Childcare:** Several participants also noted the need for providing childcare for parents, as well as a specific space for children's activity.
 - ✓ **Classes for Pregnant Women:** Some participants shared their interest in health and fitness class for pregnant women.

- ✓ *Progressions and Intensity Levels*: Some participants expressed interest in having different types of progressions of classes (e.g., beginning vs. advanced) as well as intensity levels for more demanding workouts.
 - ✓ *Gender of Instructor*: One person suggested hiring more male instructors to encourage more male participation.
 - ✓ *Communication & Branding*: Participants expressed confusion at times in understanding the overall structure of Stronger Austin. Specific themes that emerged from the discussion related to communication included:
 - More information about Stronger Austin & programming (in general)
 - Consistent branding (logo) (not clear what Stronger Austin is or who leads SA)
 - Newsletter & spotlight of participants within newsletters/website
 - More representation from the Stronger Austin staff/board at classes
 - Texting for reminders (*not only when class is cancelled*)
 - Some participants recommended providing t-shirts and other promotional items as both incentives and ways to get the word out about Stronger Austin.
 - ✓ *Stronger Austin Kids Recommendations*: Lastly, SA Kids program instructors provided the following recommendations for program enhancement (for summer programs):
 - Participation/Visits from ITT staff are very helpful
 - More water-related activities
 - Having an inside place to go due to heat
 - More training on different scenarios and problems that arise and training during program implementation
 - More feedback on how teachers are teaching
 - Further involvement of PARD staff as well as PARD/ITT joint training
 - Further clarity/communication of Stronger Austin objectives
 - Focus more on getting to know kids
3. [Continue to explore ways to enhance the delivery of physical activity across Stronger Austin sites.](#) While a key strength of both the Stronger Austin adult and child programming was the delivery of quality physical activity based on the proportion of time adults and children engaged in physical activity, we noted some opportunity to increase consistency across sites. While adult sites generally provided over 50% of program time in MVPA, we noted some variation in MVPA across Stronger Austin Kids sites. The notable increases in MVPA between spring and summer SA Kids programming underscore the excellent work of ITT with training and supporting instructors. Further exploration for strategies to increase consistency across sites may be worth exploring.
4. [Continue to identify ways to enhance and seamlessly incorporate evaluation into the delivery of Stronger Austin programs.](#) As expected, we gleaned several key lessons learned for our evaluation efforts with this first year of evaluation and recognize

opportunity for ongoing enhancement with our own evaluation efforts. Among our key challenges, we were not successful in administering questionnaires with elementary school children. Identifying measures appropriate for young children to assess changes in physical activity and healthy eating is also an ongoing challenge for the field. We also see opportunity for increasing participation in the self-administered pretests and posttests among SA adult participants. In collaboration with Vanessa Castro, Stronger Austin manager, we have already begun to identify ways to enhance our efforts. Specific recommendations include:

- ✓ Incorporate informed consent for evaluation into the registration process.
- ✓ Reduce the length of adult questionnaires.
- ✓ Establish both program cycles (for beginning and completion of a given class) through which the evaluation could be anchored, as well as a calendar for when evaluation activities will take place.
- ✓ Enlist support from SA instructors and class monitors to announce/remind students when evaluation activities will take place.
- ✓ Provide incentives for participants to fill out evaluation surveys and participate in focus groups.
- ✓ Focus Stronger Austin Kids evaluation more on process evaluation (e.g., to ensure healthy snacks/physical activity are being delivered and education on these topics incorporated) and possibly more specific focus on knowledge and attitude-related measures, as per discussions with other Aetna grantees.

5. **Continue to explore and prioritize “measures of success” for the Stronger Austin Initiative.** We end our recommendations by sharing helpful insights from our lead Stronger Austin community partners regarding the facets of Stronger Austin that should be evaluated. These findings stem from a participatory inquiry session held at the May 17, 2018 planning retreat. Box D presents recommendations for “measures of success” that should be considered for our evaluation efforts, as identified by SA partners.

Box D. Recommendations for Measures of Success for Stronger Austin from Stronger Austin Partners (May 2018)

Process-related

- ✓ Participant retention/attendance
- ✓ Personal recommendations/referrals
- ✓ Self-reported barrier reduction (e.g., how many participated due to child care)
- ✓ Increased your access to healthy foods
- ✓ Participant donations

Participant Reach/Intrapersonal Factors

- ✓ Socioeconomic data (are we serving our target audience?)
- ✓ Self-reported benefits increase (e.g., increased exercise outside of class)
- ✓ Knowledge of health & increased activity
- ✓ Enjoyment of programs
- ✓ Feel more in control of your health? (*PA self efficacy*)

Participant Behavior/Health Outcomes

- ✓ Child and adult PA/health
- ✓ Preventative health (Do they go to the doctor more often?)
- ✓ Do you feel better?
- ✓ Kids opting to go outside more
- ✓ Biometrics

Environmental Level

- ✓ Access to four SA pillars
- ✓ More likely to think about self-care?
- ✓ Socioeconomic data (?) (Are we serving our target audience?)
- ✓ Biometrics
- ✓ Participant donations

Strengths & Limitations

A key strength of this first year of evaluation was the incorporation of a mixed methods approach based on qualitative and quantitative evaluation methods, which allowed for both the documentation of initial effects of program delivery on participant physical activity as well as the identification of key highlights, lessons learned and recommendations from both program participants and instructors. Another key strength of the evaluation was the excellent collaboration we received from It's Time Texas as well as our Stronger Austin program partners. As with all studies, we also note here specific limitations of the evaluation. In addition to our challenges with the child survey as noted above, an important limitation of our survey efforts with participants was the serial cross-sectional design in which participants who filled out the survey at baseline were not always the same participants who completed the survey at posttest. We should also note that while this first year of evaluation was intentionally crafted as a pilot evaluation stage, our evaluation efforts were not inclusive of all program sites, which limits generalizability of findings. A key direction for the second year of evaluation will be exploring a framework for evaluation across all partners and sites.

CONCLUSION

This first year of evaluation of Stronger Austin documented several key achievements, including the establishment of SA sites in partnership with key community partners, an impressive reach of programming efforts with children and adults, and several positive outcomes that include high levels of physical activity engagement among program participants and high program satisfaction. We also identified specific facets of program delivery that can continue to be enhanced, many of which were noted specifically by program participants. Of important note, our findings underscore that Stronger Austin is addressing a specific need among Austin residents in providing free health and fitness programming- especially for those who are economically underserved. We look forward to continue to co-learn with Stronger Austin partners about how to best deliver quality programming in a coordinated approach that builds from and embraces community identify, interests and needs.

REFERENCES

1. de Brún T, O'Reilly-de Brún M, O'Donnell CA, MacFarlane A. Learning from doing: the case for combining normalisation process theory and participatory learning and action research methodology for primary healthcare implementation research. *BMC Health Serv Res* 2016; 16: 346. DOI 10.1186/s12913-016-1587-z.
2. Lister C, Payne H, Hanson CL, Barnes MD, Davis SF, Manwaring T. The Public Health Innovation Model: Merging Private Sector Processes with Public Health Strengths. *Frontiers in Public Health* 2017; 5: 1-9.
3. Hawe P. Lessons from Complex Interventions to Improve Health. *Annu Rev Public Health* 2015; 36:307–23. doi: 10.1146/annurev-publhealth-031912-114421
4. May CR, Johnson M, Finch T. Implementation, context and complexity. *Implement Sci* (2016) 11:141. doi: 10.1186/s13012-016-0506-3
5. Centers for Disease Control and Prevention (CDC). Program Performance and Evaluation Office (PPEO): Program Evaluation. Accessed on October 30, 2015 at <http://www.cdc.gov/eval/framework/index.htm>.
6. Keating XD, Kulinna PH, Silverman S. Measuring teaching behaviors, lesson context, and physical activity in school physical education programs: Comparing the SOFIT and the C-SOFIT instruments. *Measurement in Physical Education and Exercise Science* 1999;3(4):207-220.
7. McKenzie TL, Sallis JF, Nader PR. SOFIT: System for observing fitness instruction time. *J Teach Phys Educ*. 1991;11:195–205.
8. McKenzie TL, Crespo NC, Baquero B, Elder JP. Leisure-time physical activity in elementary school students: analysis of contextual conditions. *Journal of School Health* 2010; 80(10): 470-477.
9. Pope RP, Coleman KJ, Gonzalez, Barron F, Health EM. Validating SOFIT during physical education in a predominantly Hispanic community. *Med Sci Sport Exer*. 2000;32(5):S328.
10. Rowe P, Mars H, Schuldheisz J, Fox S. Measuring students' physical activity levels: Validating SOFIT for use with high-school students. *J Teach Phys Educ*. 2004;23(3):235-251.
11. Scruggs PW, Beveridge SK, Eisenman PA, Watson DL, Shultz BB, Ransdell LB. Quantifying physical activity via pedometry in elementary physical education. *Med Sci Sport Exer*. 2003;35(6):1065-1071.
12. Sit CHP, McManus A, McKenzie TL, Lian J. Physical activity levels of children in special schools. *Prev Med* 2007; 45(6): 424-431.
13. Ernst M. Examination of physical activity during a physical activity intervention and recess. *Res Q Exerc Sport*. 2003;74(1)(Suppl S):A-43
14. Springer AE, Tanguturi Y, Ranjit N, Skala K, Kelder SH. Physical activity during recess and structured activity break time in 3rd grade students in central Texas. *American Journal of Health Behavior* 2013; 37(3): 318-324.
15. Hoelscher DM, Day RS, Lee ES, et al. Measuring the Prevalence of Overweight in Texas Schoolchildren. *Am J Public Health*. 2004; 94(6): 1002-1008.
16. Penkilo M, George GC, Hoelscher DM. Reproducibility of the School-based Nutrition Monitoring Questionnaire among Fourth-grade Students in Texas. *J Nutr Educ Behav*. 2008; 40(1): 20-27.
17. Thiagarajah K, Fly AD, Hoelscher DM, et al. Validating the Food Behavior Questions from the Elementary School SPAN Questionnaire. *J Nutr Educ Behav*. 2008; 40: 305-310.
18. Brill MF, Shaykus F. Urban afterschool partnership teaches cooking and My Plate Nutrition. *Journal of Youth Development: Bridging Research and Practice* 2015; 10(1).
19. Metzler B Yen AC, Haroldson AR Frieson CA. An Evaluation of Discover MyPlate: An InquiryBased Nutrition Education Curriculum for Kindergarten Students. *Journal of Nutritional Health and Food Science* 2017.
20. Aetna Foundation. *2017 Cultivating Healthy Communities: Required Survey Items*.

21. Brustad RJ. Who will go out and play? Parental and psychological influences on children's attraction to physical activity. *Pediatr Exerc Sci* 1993; 5: 210-223.
22. Dishman RK, Hales DP, Sallis JF, Saunders R, Dunn AL, Bedimo-Rung AL, Ring KB. Validity of social-cognitive measures for physical activity in middle-school girls. *J Pediatr Psychol.* 2009, 1-17.
23. Moore et al., Measuring Enjoyment of Physical Activity in Children: Validation of the Physical Activity Enjoyment Scale. *J Applied Sports Psychology* 2009; S116-S129.
24. Anderson CB, Coleman KJ. Adaptation and validation of the athletic identity questionnaire-adolescent for use with children. *J Phys Act Health* 2008; 5(4): 539-558.
25. Springer AE, McQueen A, Quintanilla G, Arrivillaga M, Ross M. Reliability and validity of the Student Perceptions of School Cohesion Scale in a sample of Salvadoran secondary school students. *BMC International Health and Human Rights* 2009; 9:30.
26. Yaroch AL, Tooze J, Thompson FE, et al (2012). Evaluation of three short dietary instruments to assess fruit and vegetable intake: The National Cancer Institute's Food Attitudes and Behaviors (FAB) Survey. *Journal of the Academy of Nutrition and Dietetics*; 112(10):1570-77.
27. Sallis, J.F., Pinski, R.B., Grossman, R.M., Patterson, T.L., and Nader, P.R. The development of self-efficacy scales for health-related diet and exercise behaviors. *Health Education Research* 1988; 3, 283-29
28. Carlson JA, Sallis JF, Wagner N, Calfas KJ, Patrick K, Groesz LM, Norman GL. Brief Physical Activity-Related Psychosocial Measures: Reliability and Construct Validity. *J Phys Act Health* 2012; 9: 1178-86.
29. Skala K, Springer AE, Sharma S, Hoelscher DM, Kelder SH. Environmental characteristics and student physical activity in PE class: findings from two large urban areas of Texas. *Journal of Physical Activity and Health* 2012; 9(4):481-491. (PMID: 21934165, PMCID: PMC3245768).
30. SHAPE America. Physical Education Program Checklist. Access on December 10, 2018 at: <https://www.shapeamerica.org//standards/guidelines/upload/Physical-Education-Program-Checklist.pdf>
31. CDC. Physical Activity Basics. How much physical activity do you need? Accessed on November 30, 2018 at: . https://www.cdc.gov/physicalactivity/basics/index.htm?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fncancer%2Fdcpc%2Fprevention%2Fpolicies_practices%2Fphysical_activity%2Fguidelines.htm

-Appendices-

APPENDIX A

Evaluation of Stronger Austin: Stronger Austin Semi-Structured Interview Guide To Assess Adult Fitness Classes -Adult Participants- *Description & Protocol*

What & Why	<i>The Stronger Austin Semi-Structured Interview Guide</i> aims to identify highlights, lessons learned, and recommendations for enhancing the process and outcomes of the Stronger Austin Adult Fitness Classes, based on participant experiences with the Spring 2018 classes. The interview will be administered via focus group discussions.
Who	The <i>Stronger Austin Semi-Structured Interview Guide</i> is to be administered by a trained UTSPH research staff member with Stronger Austin Participants.
When	The interview will be conducted at one time point between April & June 2018.
How	<p>The interview will be conducted by a trained UTSPH research staff. The following steps will be taken in implementing the interview:</p> <ol style="list-style-type: none">1) Identify Stronger Austin adult participants to participate in the focus group via a task force formed to guide the evaluation of the Stronger Austin.2) Invite Stronger Austin adult participants to participate in a focus group discussion via email, phone, and word of mouth.3) Record date and background information on Stronger Austin Semi-Structured Interview Form (see attached).4) Introduce yourself, describe purpose of session as stated above and read informed consent [see following page].5) Inform participants that the discussion will be recorded. Emphasize the confidential nature of interview and that no one outside of UTSPH will hear these interviews, and that no names will be used in any reports associated with the evaluation.6) For focus group sessions: ask participants to introduce themselves to set positive tone and build trust for session.7) Read each question and record response on form. Probe responses as needed. Record interview. Take notes during session if possible and record observations of interview in "Interviewer Observations" section.8) Thank respondent for time and input.9) Place Stronger Austin Semi-Structured Interview Form in envelope with date of session, place of session, and number of participants.
Materials	Stronger Austin Semi-Structured Interview form; clipboard and pen; digital recorder.

Evaluation of the Stronger Austin: Stronger Austin Semi-Structured Interview Guide to Assess Adult Fitness Classes

-Adult Participants-

Informed Consent Statement & Background: (Read confidentiality statement):

[Good morning/afternoon]. My name is _____, and I work at the University of Texas School of Public Health. We have been contracted IT'S TIME TEXAS and Stronger Austin to conduct an evaluation to learn more about the process and outcomes of the Stronger Austin Adult Fitness Classes, which began in 2017. We are specifically interested in learning more about the highlights and lessons learned of these initial fitness classes process as well as your recommendations for enhancing the next phases of Stronger Austin.

Participation in this semi-structured interview is completely voluntary, and you may choose whether or not to respond to specific questions. There are no right or wrong answers; we just ask that you answer as honestly as you can. There are no risks to participating in the interview, and we will not use your name nor the name of your school in any publications or reports related to this project. Everything you share with us today will be kept confidential, and no one will know your responses. While I will be jotting notes down during our discussion, I would also like to use a tape recorder to make sure I do not miss anything. The interview will take approximately 30 to 45 minutes. If you have any additional questions or concerns about the interview or the project, I will be happy to provide you with the contact information of the principal investigator, Dr. Andrew Springer (512-391-2523), faculty of the University of Texas Health Science Center at Houston (UTHealth) School of Public Health- Austin Regional Campus, as well as the University of Texas Health Science Center Committee for the Protection of Human Subjects (713-500-3985). Do you have any questions before we begin?

(Interviewer: Fill In Following Information)

Date of Interview: ___/___/___

Interviewer Initials _____

Record Number of Participants in Focus Group: _____

Location of Focus Group: _____

Total Time Focus Group took place: _____

Role of Participant(s) with Stronger Austin

1. Thank you (all) for being here today and for sharing your insights on the Stronger Austin initiative. To start, could you please fill out the brief survey in front of you to tell us about your role(s) with the Stronger Austin program?

Survey:

1. Gender:
 - Female
 - Male

2. Please indicate which classes you were involved in:
 - Yoga
 - Mixxed Fit
 - Boot Camp
 - Zumba
 - Senior Fitness
 - Other. Please describe: _____

3. When did you start participating in Stronger Austin fitness classes?
 - Please write month and year: _____

4. How often do you attend Stronger Austin fitness classes?
Please specify: _____

5. How did you hear about the Stronger Austin fitness classes?
 - Please describe: _____

Highlights & Lessons Learned from Stronger Austin Fitness Classes

1. In kicking off our discussion, I would like to begin by asking you to share some of the highlights of your experience participating with the Stronger Austin fitness classes.
 - Can you share any thoughts about the key achievements with the process of the fitness classes or the outcomes?
2. Now we would like to explore further the aspects of Stronger Austin that could be improved.
 - Can you share insights about aspects that need fine tuning/lessons learned? (Consider the place, time, outreach of the classes. Also please take into consideration the variety of classes.)
 - Do you have any thoughts about communication with participants and instructors throughout the program?
 - Do you have any thoughts on outreach or getting the word out about the Stronger Austin fitness classes?
 - What do you think helps members stay and continue coming to classes? (Examples are the fitness instructor, having a friend to come with, the cycle or programming, the structure of the class).
3. [Time Permitting]: Now I would like to ask you some more specific questions about the implementation of the Stronger Austin fitness classes. Please share your thoughts about the following:
 - a) *Fidelity*: Did the Stronger Austin classes happen when they were supposed to (beginning of the year, class cancelations)?
 - b) *Reach*: Did a lot of members from the community attend the classes? Do you think more would have?

Recommendations for Enhancing Stronger Austin Fitness Classes

4. We are always exploring ways to improve the Stronger Austin classes. Please share any recommendations/ideas for enhancing the overall planning and delivery of the Stronger Austin fitness classes.

Final Thoughts

5. Before we end the session, are there any additional thoughts you would like to share that were not previously mentioned?

Thank you for taking the time to talk with us today. Your input will help us to better assess our efforts with the Stronger Austin program and to continue to strengthen our efforts as we move forward!

APPENDIX B

Evaluation of Stronger Austin: Stronger Austin Semi-Structured Interview Guide to Assess Stronger Austin Kids -Class Facilitators- *Description & Protocol*

What & Why	<p>The <i>Stronger Austin Semi-Structured Interview Guide</i> aims to identify highlights, lessons learned, and recommendations for enhancing the process and outcomes of the Stronger Austin Kids (formerly known as Teach Healthier Afterschool (THAS)) classes, based on class facilitator experiences with Stronger Austin in the Spring of 2018. The SA Kids Interview will be administered via a focus group discussion or one-on-one.</p>
Who	<p>The <i>Stronger Austin Interview Guide</i> is to be administered by a trained UTSPH research staff member with Stronger Austin Kids instructors.</p>
When	<p>The interview will be conducted at one time point between April and June of 2018.</p>
How	<p>The interview will be conducted by a trained UTSPH research staff. The following steps will be taken in implementing the interview:</p> <ol style="list-style-type: none">10) Identify class facilitators to participate in the interview via a task force formed to guide the evaluation of the Stronger Austin program.11) Invite THAS class facilitators to participate in a focus group discussion via email, phone, and word of mouth.12) Record date and background information on Stronger Austin Semi-Structured Interview Form (see attached).13) Introduce yourself, describe purpose of session as stated above and read informed consent [see following page].14) Inform participants that the discussion will be recorded. Emphasize the confidential nature of interview and that no one outside of UTSPH will hear these interviews, and that no names will be used in any reports associated with the evaluation.15) Ask participants to introduce themselves to set positive tone and build trust for session.16) Read each question and record response on form. Probe responses as needed. Record interview. Take notes during session if possible and record observations of interview in "Interviewer Observations" section.17) Thank respondent for time and input.18) Place Stronger Austin Semi-Structured Interview Form in envelope with date of session, place of session, and number of participants.
Materials	<p>Stronger Austin Semi-Structured Interview form; clipboard and pen; digital recorder.</p>

Evaluation of Stronger Austin: Stronger Austin Semi-Structured Interview Guide to Assess Stronger Austin Kids

-Class Facilitators-

Informed Consent Statement & Background: (Read confidentiality statement):

[Good morning/afternoon]. My name is _____, and I work at the University of Texas School of Public Health. We have been contracted by IT'S TIME TEXAS and Stronger Austin to conduct an evaluation to learn more about the process and outcomes of the Stronger Austin Teach Healthier After School program. We are specifically interested in learning more about the highlights and lessons learned of process as well as your recommendations for enhancing the next phases of Stronger Austin.

Participation in this semi-structured interview is completely voluntary, and you may choose whether or not to respond to specific questions. There are no right or wrong answers; we just ask that you answer as honestly as you can. There are no risks to participating in the interview, and we will not use your name nor the name of your school in any publications or reports related to this project. Everything you share with us today will be kept confidential, and no one will know your responses. While I will be jotting notes down during our discussion, I would also like to use a tape recorder to make sure I do not miss anything. The interview will take approximately 30 to 45 minutes. If you have any additional questions or concerns about the interview or the project, I will be happy to provide you with the contact information of the principal investigator, Dr. Andrew Springer (512-391-2523), faculty of the University of Texas Health Science Center at Houston (UTHealth) School of Public Health- Austin Regional Campus, as well as the University of Texas Health Science Center Committee for the Protection of Human Subjects (713-500-3985). Do you have any questions before we begin?

(Interviewer: Fill In Following Information)

Date of Interview: ___/___/___

Interviewer Initials _____

Number of Participants in Focus Group: _____

Location of Focus Group: _____

Total Time Focus Group took place: _____

Role of Participant(s) with Stronger Austin Kids (**formerly known as “Teach Healthier After School”*)

6. Thank you (all) for being here today and for sharing your insights on Stronger Austin Teach Healthier After School. To start, could you please fill out the brief survey in front of you to tell us about your role(s) with Stronger Austin Teach Healthier After School?

Survey:

6. Gender:

- Female
 Male

7. When did you begin instructing Teach Healthier classes for Stronger Austin?

Please write month and year: _____

8. How often do you instruct Teach Healthier classes for Stronger Austin?

Please specify: _____

9. When did you receive Teach Healthier training?

Please specify: _____

10. Have you had any follow up or booster training since your initial training?

Please specify: _____

Highlights & Lessons Learned from Stronger Austin Kids

7. In kicking off our discussion, I would like to begin by asking you to share some of the highlights of your experience working with Teach Healthier After School.
 - Can you share any thoughts about the key achievements with the process of the classes or the outcomes?
8. Now we would like to explore further the aspects of Teach Healthier After School that merit further enhancement.
 - Can you share insights about aspects that need fine tuning/lessons learned? (Consider the place, time, outreach of the classes. Have you heard or seen any difference in the instruction of THAS vs their regular PARD instruction?).
 - Do you have any thoughts about communication with PARD and staff throughout the program?
 - Do you have any thoughts about communication with the staff and students throughout the program?
9. Given your experience as a THAS instructor, can you share any thoughts about what has worked well with your planning process so far and what you might recommend enhancing?
 - Think both about the roles of the instructors in relation to the staff. This might include communication with Stronger Austin and Austin Parks & Recreation Department, process for and frequency of meetings and training.
10. [Time Permitting]: Now I would like to ask you some more specific questions about the implementation of the THAS classes. Please share your thoughts about the following:
 - c) *Fidelity*: How well did the THAS program follow the original plan of action?
 - d) *Implementation*: What were the aspects of the THAS approach and process of implementation that worked well? [Go through each of the following probing questions]:
 - *THAS overall implementation*: Was there a plan for implementing? (e.g., guidelines for classes, communications, recruitment, etc.)
 - *Organizational Structure*: What is working well with current partnerships between Stronger Austin (composition, leadership, frequency, and organization of meetings)? What can be improved?
 - *Resources for Implementing THAS*: Is the initiative adequately funded for creation of THAS/process? Is the initiative adequately funded for implementation? Where are more resources needed? Do you have suggestions?
 - *THAS Implementation*: was there any framework for tracking progress?
 - *THAS Communication & Identity*: How were the objectives, actions, and accomplishments of Stronger Austin communicated to partners? Did Stronger Austin present a recognizable name and identity within the community?

- e) *Reach*: Was there any group of people you think was missing from this the classes? Who were the key populations reached by THAS (e.g., by geography, ethnicity, SES, gender, and age)?
- f) *Evaluation*: This was our first semester conducting student questionnaires with THAS. Do you have any thoughts on when the best time to conduct these questionnaires is?

Recommendations for Enhancing Teach Healthier After School

- 11. We are always exploring ways to improve THAS classes. Please share any recommendations/ideas for enhancing the overall planning and delivery of the THAS.

Final Thoughts

- 12. Before we end the session, are there any additional thoughts you would like to share that were not previously mentioned?

Thank you for taking the time to talk with us today. Your input will help us to better assess our efforts with the THAS program and to continue to strengthen our efforts as we move forward!

APPENDIX C

Stronger Austin Evaluation *Adult Questionnaire*

-Letter of Invitation-

Spring 2018

Greetings from the Michael & Susan Dell Center for Health Living at the UTHealth School of Public Health in Austin! We are working in partnership with IT'S TIME TEXAS, a 501(c)(3) nonprofit organization, to learn more about how to provide quality community-based programming to support people's physical activity and healthy eating.

We would like to extend an invitation to you to participate in an evaluation study of the Stronger Austin initiative, which consists of filling out a questionnaire on physical activity and eating habits at two times points during a given semester (at the beginning of your Stronger Austin class, and upon completion of the class period or end of semester). Your name will not be used and will not be linked to your answers. Attached, we provide details about participation in this evaluation.

Thank you in advance for considering participation in this evaluation study. Findings from this study will help us improve our efforts at providing community-based physical activity and healthy eating programming. If you have any questions about participation in this study, please do not hesitate to contact me.

Sincerely,

Andrew Springer, DrPH
Principal Investigator, *Stronger Austin Evaluation*
Associate Professor of Health Promotion and Behavioral Sciences
University of Texas School of Public Health-Austin
Andrew.e.springer@uth.tmc.edu
(512)391-2523

Stronger Austin Evaluation Adult Questionnaire

-Project Description & Informed Consent-

YOUR NAME: _____

PROGRAM SITE: _____

DATE: _____

- Purpose: The *Stronger Austin Evaluation* research project (HSC-SPH-17-0870) aims to learn about how the Stronger Austin initiative, led by IT'S TIME TEXAS, supports people's physical activity and healthy diet.
- Description: Participation in this evaluation study involves filling out a questionnaire at two time points: at the beginning of your Stronger Austin program, and at the end of the class (at end of semester). The questionnaire asks questions about your physical activity participation, dietary behaviors, and recommendations for improving Stronger Austin.
- Participation: Your participation in this study is completely voluntary. You may refuse to take part or choose to stop taking part at any time. A decision not to allow to take part or to stop being a part of the study will not change the services available to you.
- Time Commitment: The time for participating in this evaluation study is approximately 20-30 minutes at two time points during the semester.
- Risks and benefits to the study: There is minimum risk for being in this evaluation study. The results of this project will contribute to a better understanding of ways to enhance the delivery of community health promotion programming. There is no cost to participate.
- Confidentiality: You will not be personally identified in any reports or publications that may result from this study. This page with your name will be detached from your questionnaire and destroyed. A special number will be used to identify you in the study and only the investigator will know his/her name. No personal names or names of the location will be used in any report related to this research.
- Contact Information: If you would like to meet a project staff member or if you have any questions or concerns, please contact Dr. Andrew Springer, Principal Investigator of the Stronger Austin Evaluation study, at Andrew.E.Springer@uth.tmc.edu, ph: 512-391-2523.
- By filling out the questionnaire, you provide your consent to participate in this study.

This study [HSC-SPH-17-0870] has been reviewed by the Committee for the Protection of Human Subjects (CPHS) at the University of Texas Health Science Center at Houston and by the City of Austin Parks and Recreation Department. If you have questions about your son's/daughter's rights as a research subject, call the CPHS at the University of Texas Health Science Center at Houston at (713) 500-7943.

Food and Drink: The questions below are about the foods you ate and the beverages you usually drink. *Mark the box next to your answer.*

	I don't usually eat this	1 time a day	2 times a day	3 times a day	4 or more times a day
8. How many times do you eat fruit each day? Do not count juice. (Count fresh, frozen, or canned fruit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How many times do you eat vegetables each day? Do not count juice. (Count fresh, frozen or canned vegetables.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now we are interested in learning about what you drank in the **past day or week**. Please mark the number of times per day OR week you consume the drinks below.

	1 time a day	2 times a day	3 times a day	4 or more times a day	1 time per week	2-3 times per week	4-6 times per week	Never
10. Regular soda or pop that contains sugar? Do not include diet soda or diet pop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sugar-sweetened fruit drinks (such as Kool-Aid and lemonade), sweet tea, and sports or energy drinks? Do not include 100% fruit juice, diet drinks, or artificially sweetened drinks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. An 8 ounce glass of water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What food groups make up MyPlate?

- Fruit, Vegetables, Meat, Dairy
- Fruit & Vegetables, Meat, Dairy, Sugar, Salt
- Fruit, Vegetables, Protein, Dairy, Grains
- I don't know

General health

15. In general, how is your health?

- Excellent
- Just okay
- Very Good
- Bad
- Good
- I don't know/ I'm not sure

Physical activity (exercise): The questions below are about physical activity, such as Zumba/dance, yoga and other fitness activities. *Mark the box next to your answer.*

Physical Activity

16. During the last 7 days, how many times did you do any physical activities or exercises for 30 minutes or more, like running, yoga, Zumba/dance, gardening, or walking for exercise? (Add up all the time you spent in physical activity that increased your heart rate and made you breathe hard some of the time).

- 0 times
- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- 6 times
- 7 or more times

8. How sure are you that you can do these things?

(Mark a number between 1 to 5 for each sentence below, with 1= "I know I cannot", and 5= "I know I can").

	I know I cannot	1	2	3	4	5	Maybe I can	1	2	3	4	5	I know I can
A. Do physical activity even when the weather is bad.		1	2	3	4	5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Stick to my exercise program after a long, tiring day.		1	2	3	4	5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Stick to my exercise program even when I feel I don't have time.		1	2	3	4	5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Set aside time for physical activity (like walking) for at least 30 minutes a day		1	2	3	4	5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for filling out this questionnaire!
Your valuable input will help us better understand how to enhance
Stronger Austin programming.

APPENDIX D

Stronger Austin Evaluation Student Assent

YOUR NAME: _____

SCHOOL: _____

GRADE: _____

DATE: _____

- This survey asks questions about what you eat and drink, the physical activity (exercise) that you do, and what you feel about your afterschool program.
- Your answers will help us to learn about children’s health behaviors.
- No one at school or at home will see your answers.
- Taking part in this project is up to you. Your choice to take part will not affect your grades in school or your ability to take part in any afterschool activities.
- If you do not want to answer a question, you can skip it.
- After you complete the questionnaire, the page with your name on it (Student Assent Form) will be removed. Your name will never be used after that.
- The University of Texas School of Public Health in Austin, Texas created this questionnaire. . (Principal Investigator: Dr. Andrew Springer, HSC-SPH-17-0870).
- By filling out the survey, you agree to take part in this project.

Stronger Austin Evaluation

-Student Questionnaire-
(Post-Survey)

Instructions: The questions below are about what students your age eat and drink, the physical activity (exercise) that they do, and what they feel about their afterschool program.

Read each question carefully and pick the answer that is true for you. Mark that answer on your questionnaire. *This is not a test, and there are no right or wrong answers. Remember, your answers will be kept private.*

Student Information

1. What grade will you be for this fall 2018? 3rd 4th 5th 6th

2. How old are you? Please fill in: _____ years

3. How do you describe yourself? Boy Girl
 Prefer to self-describe: _____

4. How do you describe yourself? *You can mark more than one choice.*

- Black or African American Asian
 Mexican American, Latino or Hispanic American Indian or Alaska Native
 White, Caucasian, Anglo Native Hawaiian, Pacific Islander
 Other _____ (write in)

5. What language do you use with your parents/guardians **most** of the time?

- English Other: _____ (please write in)
 Spanish

Food and Drink: The questions below are about the foods you ate and the beverages you usually drink. *Mark the box next to your answer.*

9. How many times do you eat **fruit** each day? *Do not count juice.* Count fresh, frozen or canned fruit.

- I don't usually eat fruit.
- I eat fruit **1 time** a day
- I eat fruit **2 times** a day
- I eat fruit **3 or more times** a day

10. How many times do you eat **vegetables** each day? *Do not count juice.* Count fresh, frozen or canned vegetables.

- I don't usually eat vegetables.
- I eat vegetables **1 time** a day
- I eat vegetables **2 times** a day
- I eat vegetables **3 or more times** a day

11. How many times do you drink milk each day? (Count chocolate or other flavored milk, milk on cereal, or drinks made with milk.)

- I don't usually drink milk.
- I drink milk **1 time** a day
- I drink milk **2 times** a day
- I drink milk **3 or more times** a day

12. How many times do you drink water each day? (Count the times you drank a bottle or glass of water, or a similar amount from the drinking fountain.)

- I don't usually drink water.
- I drink water **1 time** a day
- I drink water **2 times** a day
- I drink water **3 or more times** a day

13. How many times do you drink punch, Kool-Aid, sports drinks or other fruit-flavored drinks each day? *Do not count 100% fruit juice.*

- I don't usually drink fruit-flavored drinks.
- I drink these drinks **1 time** a day
- I drink these drinks **2 times** a day
- I drink these drinks **3 or more times** a day

14. How many times do you drink regular sodas (not diet) or soft drinks each day?

- I don't usually drink sodas or soft drinks.
- I drink these drinks **1 time** a day
- I drink these drinks **2 times** a day
- I drink these drinks **3 or more times** a day

15. What food groups make up MyPlate?

- Fruit, Vegetables, Meat, Dairy
- Fruit & Vegetables, Meat, Dairy, Sugar, Salt
- Fruit, Vegetables, Protein, Dairy, Grains
- I don't know

16. How sure are you that you can eat 3 or more servings of fruit and vegetables each day?

- Not sure at all
- A little sure
- Somewhat sure
- Very sure

17. Which of these would be the best way to add a fruit or vegetable to your meal at a fast food restaurant?

- Add a tomato slice to your hamburger
- Order apple pie for dessert
- Order a large serving of French fries
- Order a side salad

18. Which is the healthier drink?

- Coke
- Gatorade
- Diet Coke
- Water

19. How much do you like eating fruit?

- Not at all
- Not very much
- A little
- A lot

20. How much do you like eating vegetables?

- Not at all
- Not very much
- A little
- A lot

Physical activity (exercise): The questions below are about physical activity, such as sports, biking, or dance. *Mark the box next to your answer.*

21. Last week, on which days did you exercise or take part in physical activity that made your heart beat fast and made you breathe hard for at least 30 minutes?

(For example: basketball, soccer, running or jogging, fast dancing, tag games, swimming laps, tennis, fast bicycling, or similar activities)

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> Not on any days. | <input type="checkbox"/> Thursday |
| <input checked="" type="checkbox"/> Monday | <input type="checkbox"/> Friday |
| <input type="checkbox"/> Tuesday | <input type="checkbox"/> Saturday |
| <input type="checkbox"/> Wednesday | <input type="checkbox"/> Sunday |

22. Last week, on which days did you play outdoors for 30 minutes or more?
Do not count outdoor play during school hours.

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> I didn't play outdoors last week | <input type="checkbox"/> Thursday |
| <input type="checkbox"/> Monday | <input type="checkbox"/> Friday |
| <input type="checkbox"/> Tuesday | <input type="checkbox"/> Saturday |
| <input type="checkbox"/> Wednesday | <input type="checkbox"/> Sunday |

23. On most school days, how many hours per day do you watch TV, DVDs, or movies away from school?

- I don't watch TV, DVDs or movies
- Less than 1 hour
- 1-2 hours
- 3-4 hours
- 5 or more hours

24. How many minutes should children your age be physically active each day?

- At least 10 minutes
- At least 30 minutes
- At least 60 minutes
- At least 90 minutes
- I don't know

25. How sure are you that you can be physically active for 60 minutes each day?

- Not very sure
- A little sure
- Sure
- Very sure

26. How much do you like doing physical activity? (For example, walking, running, playing sports, playing outdoors).

- Not very much. I would rather do something else.
- I like doing physical activity a little bit.
- I like doing physical activity a lot.

27. How important is physical activity for you?

Physical activity is not very important to me.

Physical activity is **a little important to me.**

Physical activity is **very important to me.**

Your afterschool program. The questions below are about how you feel about the IT'S TIME TEXAS afterschool program and the people in your program. There are no right or wrong answers. Thanks for sharing your thoughts!

How do you feel about your IT'S TIME TEXAS summer program?

Mark one box under your answer for each sentence.

28	Students support each other in my afterschool program.	Yes A lot	Yes A little	In between	Not that much	Not at all
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29	I feel close to people in my afterschool program.	Yes A lot	Yes A little	In between	Not that much	Not at all
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. How do you feel about your IT'S TIME TEXAS summer program?

Mark one box under your answer for each sentence.

A	I enjoy the activities that we do in this summer program.	Yes A lot <input type="checkbox"/>	Yes A little <input type="checkbox"/>	In between <input type="checkbox"/>	Not that much <input type="checkbox"/>	Not at all <input type="checkbox"/>
<hr/>						
B	I would like to be in this summer program next year.	Yes A lot <input type="checkbox"/>	Yes A little <input type="checkbox"/>	In between <input type="checkbox"/>	Not that much <input type="checkbox"/>	Not at all <input type="checkbox"/>
<hr/>						
C	I like my IT'S TIME TEXAS instructor	Yes A lot <input type="checkbox"/>	Yes A little <input type="checkbox"/>	In between <input type="checkbox"/>	Not that much <input type="checkbox"/>	Not at all <input type="checkbox"/>

34. Do you know more about healthy eating because of this summer program?

- Yes, a lot
- Yes, a little
- No
- I don't know

35. Are you likely to use the skills and information from this summer program in your everyday life, such as how to eat better?

- Yes, a lot
- Yes, a little
- No
- I don't know

36. Has this afterschool program helped you eat more fruit every day?

Yes, a lot

Yes, a little

No

I don't know

37. Has this afterschool program helped you eat more vegetables every day?

Yes, a lot

Yes, a little

No

I don't know

38. Will you keep eating more **fruit** after your afterschool program ends?

Yes

No

I don't know

39. Will you keep eating more **vegetables** after this summer program ends?

Yes, a lot

Yes, a little

No

I don't know

40. Did this summer program help you know more about how physical activity affects your health? (AETNA) (PA Knowledge)

Yes, a lot

Yes, a little

No

I don't know

41. Are you likely to be more physically active when this summer program ends?

- Yes, very likely
- Yes, somewhat likely
- No, not very likely
- I don't know

42. Do you believe your health is improving because of this summer program?

- Yes, a lot
- Yes, somewhat
- No, it's the same
- I don't know/ Not sure

43. What do you like most about the IT'S TIME TEXAS summer program?

44. How could we improve the IT'S TIME TEXAS summer program?

Thank you for your help!

Your responses will help us create better programs for children your age!

APPENDIX E

Summary Themes of Stronger Austin Kids (THAS) Instructor Interviews

-Summer Program 2018-

N=4 instructors interviewed between end of July and early August 2018; Analyst: AS

**Initials of interviewees changed for protection of human subjects.*

Highlights

Getting kids up and moving

A: "I think one of the best things I've experienced is just the fact that like, I'm getting kids out there... getting them up and going. For example, today we were playing with a jump rope and I had a couple kids that didn't even know how to use one and I was like, wow, like, it's crazy how people just don't even go play outside anymore. It's kind of fun how like, I give them some encouragement and make them go play out and have fun and literally be outside and off their Gameboys."

Working with PARD Staff

EI: Cool. When you're going through the program, have you been happy with the communication with PARD and with the Stronger Austin staff?

A: Yeah, they're really, really helpful. Every single game I play they wanna join in and play with them. And I feel like it really gets the kids more competitive and gets them going. So, they're pretty cool. They have like, four of them that I'm at the site with usually. And all of them are super awesome and engaged.

A: There might have just been like... for example I don't know if there's a main supervisor on their part or how their numbers... but in that sense I don't even know who their supervisor is... I mean that was introduced. But other than that, everyone is pretty well communicated. For example, it didn't affect me, but they cut off the program cause it got too hot outside last week, I think. And they were like, sending out information and stuff and letting the parents know and letting me know also just in case they needed to cut it out earlier than that. But yeah, they're pretty good.

Support from ITT Staff

A: So we have a monthly meeting, but if there's anything that our supervisors need to talk to us about, they're like, either shoot us an email or a text and address us that way. If not, we have personal meetings where they just call us into the office.

EI: Do you find it pretty easy to schedule those meetings if you need them?

A: Yeah, David was my supervisor and he was super helpful with hours. He would work with me 100% all of the time.

C: I mean, I think that the kids are the best part of it. But I think that the overall... people that have actually been in charge at the sites... I guess the site coordinators... have all been really helpful and decently organized. I'd say once it goes down a little for a bit it gets a little less organized. But, I think that the flexibility is really nice. They allow you to do what you want to

do and where you want to do it and stuff like that, so that's really nice. I don't know...yeah, I'd say those are the bigger things.

B: Yeah, I first started in the last semester. And when I first met Hilary, she talked with me about the program and I love that they really are focused on health. And I love just how they combine health and being active with the children... playing games and implementing what they learned in the nutrition lesson. It was a really good point that drove me to learning more about it. And it was exactly... well, not exactly what I expected. It was more than I expected. It was really great. I kinda doubted myself but the team is really supportive and every time we have our monthly meetings I felt like we were all in the same boat it wasn't just me going through one thing. We were all just trying to talk about solutions and how we can make it better, like more improvements and I really like that, too.

C: I think we do a really good job. I think THAS is really good about... you know, our supervisors come in and make sure that we're doing okay and that the kids are okay and that the site coordinators are there are okay. And they are really good at communicating. And then in terms of the PARD, I think it's good, yeah. At least for me I just make sure to check in with the site coordinator every time I go and make sure we're all on the same page and stuff. Yeah, I'd say communication is good overall.

C: Yeah, I definitely think so. There is that and our supervisors do check in when we have the check-ins... that's like a good time to kind of go over stuff that they might need to work on or something. There's always a constant feedback. Or there should always be a constant feedback. But that's kind of nice... overall, just how we're doing and what we need to work on and stuff.

Training Helpful

B: The training was very good. I think it was accurate. I like that they implemented actual hands on learning during the training. Like they let us do a nutrition lesson by ourselves and I think that the meetings... I think it would be better to implement more than just once a month. Just cause sometimes I felt like, out of the loop on some of the events... some of the extra events going on outside of my own placement. So I think maybe just like more meetings. And like, when we had our own evaluation with our supervisors I did mention that maybe them sending a newsletter to us. Cause it seems like we have to find it ourselves. So maybe like, sending that to us. Or us maybe actually going into events with Stronger Austin that we can also experience. That would be cool.

C: I think our orientation is really well put together in terms of behavior management and how to run a class and just... I don't know. Generally having backup plans and being organized. And our orientation stuff is pretty good, but I think some of the training in between could be a bit more specific to what we're doing. Cause I know we had one that was kind of more like, substance abuse with kids and we don't deal with that as much cause we have mostly elementary school aged kids, so you know. I guess maybe some of the in between could be a little more specific to what we're dealing with.

Lack of Orientation/Orientation Helpful

A: Just personally... well, the program helped me. So I came in halfway through the semester, I guess, where they'd already had orientation. And I got like a mini, scrunched up version of it. And I feel like it didn't fully give me an understanding of what dealing with these little kiddos

would actually be like. Cause for example, like the summer program... the summer the kids are awesome, they listen, they pay attention, they're really great. I have a couple that fly off every so often but for the most part we can keep them under control. But during the semester program, like in Spring and Fall, I had a kid that had the worst attitude and I definitely did not know how to even address that or come to it. But I mean, as time went I slowly started to pick up a couple things and after I went through the actual orientation a little bit later, it actually helped out... showed me ways to handle situations and address them. So, I feel like maybe if I would've gone through the full orientation.

Sufficient Materials/Equipment

B: Yeah, for sure. We got a lot of equipment. It was a lot. It was good. I think it was more than enough for the lesson planning and stuff like that. And I know that we could even bring our own equipment but I never really had to just cause I had it all in the equipment that they provided for us. It was good.

C: Yeah, overall I think so. I mean, I think we could use a little more, but we do have a lot of equipment at our headquarters, or whatever, our main office. You can always get more if you need and there's not really restrictions on that, so... I would definitely say so.

Great Overall Experience

B: The experience has been great. And I actually... with this job it made me more aware of how I want to work with kids. I guess especially elementary. It confirmed that for me. Yeah, like, I realized I do have the patience for that. It was great.

C: Not really. I mean, I really like this company in general... this organization... and what they're doing. I'm happy to be a part of it so, I don't know.

D: The best thing about the program? You know, of course, just the general answer. It's always cool just to work with kids and meet them. Most of the Parks and Rec staff are very helpful. It's fun playing games with the kids. It's pretty rewarding whenever like, you help kids throw the ball the right way or teach some kids the rules of a game or something like that. You know what I mean?

Lessons Learned & Challenges

Students engage in PA and healthy eating for fun

A: I feel like, I mean, I feel like I don't make it seem known in a sense. I mean, I always encourage them to eat healthy and give them good nutrition lessons and exercise, but I feel like I don't tell them that we're doing this so they can get active and out there. But they do it for fun and not because we have to tell them to.

Request for more Communication from ITT/PARD

B: I think maybe I would want a little bit more. But maybe it's just me personally wanting to be super invested in it. Maybe that's a part of me, too, that could have reached out, too.

D: There were a couple times that I went to a site and it was closed. I mean, for the most part, yeah. But I don't wanna say that, like, it's really good. Cause there was one day, maybe two,

that I wasn't informed there was a closing and I drove 45 minutes one way anyways. So that was kinda frustrating. So I would say that I feel like ITT and PARD should be in better communication that way ITT employees can be in better communication.

Keeping PARD staff Engaged

C: I would say keeping some of the staff engaged... I think sometimes the staff can kind of just kind of sit there and not be approaching or helpful. Some of them are, but some of them aren't. It would just be helpful if some of them were rounding the kids up or keeping them organized or participating in the games or kind of helping out I guess a little more in general.

D: Like, they do have some structure for them. They'll play board games and arts and crafts and stuff. I definitely see them do a lot of that stuff. But, I definitely know that like, with my training, I can tell what Stronger Austin/It's Time Texas is going for the with the whole, like, activity and nutrition thing. The activity and nutrition is definitely more emphasized in Stronger Austin as opposed to PARD.

Differences with Afterschool Program vs. Summer Program

D: Yeah, just through the training and stuff that I got at It's Time Texas. Um, yeah, I was trained to handle on a smaller scale. But it's different cause what I was training for was the afterschool program, you know what I mean? And with the Summer Camp it's a little different cause... I don't wanna say it's less structured but... it's less structured. You don't have the same kids everyday... it's just different. I would say I was pretty, for the most part, ready to deal with the behavior. But it's different disciplining kids in the afterschool program as opposed to the Summer camp.

Being Outside in the Heat

D: I mean... honestly it's gonna be hot anywhere, you know what I mean. There were several days where I don't think anybody should have been outside. They had me outside in like, 109 degrees. And I just don't think that's safe. I mean, ultimately, of course, that's the city and Parks and Rec. But yeah, it was hot and I know the kids were hot.

Recommendations

Participation/Visits from ITT Supervisors

EI: Do you feel that process helps or is there anything else you'd like to receive in terms of feedback or support?

A: No, I think that process helped me. Sometimes I feel like the kids have a little more of a sense to listen to my supervisor instead of me and I feel like every so often they have to come in and talk to the kids. I feel like that really does help... just them knowing that there's someone else that can get them in more trouble.

Distribution of Questionnaires: Before class

A: Probably before class just because it would be nice to give them something to do, cause it's usually homework time at first and their little afterschool meal. I feel like that would be the best time to address that so they can do that while they're sitting at the table usually. I feel like when they get out there they're usually too distracted. So definitely before.

Distribution of Questionnaires: After Class

I: Maybe at the end of class. Just maybe give them 15 minutes. I think maybe they have some free time.

Waiting a month to distribute questionnaires

C: Well, I think the tough thing when you came was that the class was so new and it was kind of like a pilot class where they can show up but they don't have to, so I know that was in general a little tougher for everyone to kind of figure out, I guess. But, I mean, I'd say maybe after maybe a month or so would be good... or three to four weeks would be good for maybe the initial one. Just like, once the kids and the instructors found a routine and they understand what they're trying to do and the instructor is comfortable with the kids and how to control them and what works for them. So definitely I think it takes a little time for everybody to kind of feel each other out to where you can make sure they're getting enough physical activity and they're listening when you're trying to give instructions and talk about nutrition and stuff. So, yeah, I'd say after a few weeks depending on how many classes there are.

Every Site is So Different: Hard to make a recommendation for questionnaires

D: Let me think... it's so random at every park. Like I said with the summer as opposed to what I was doing during the semester it's so different. Sometimes I'll be out there 30 minutes to an hour and there will only be 2 or 3 kids there. Or sometimes, like, right at 9:00 there will already be 10-15 kids. So it's just totally different every day at every sight. So if I had to give a rough, like, when's the best time... probably like midway through the day when the bulk of the kids are out there. Probably 1:00. That's when a good majority of the kids are there.

Programming Recommendations:

Water-related activities

A: Okay, like, this is just kinda silly just because I see that the PARD people do it, but I feel like maybe we should like, do a little water balloon day or water day especially because of how hot it's been. I feel like that encourages kids a lot more to get out there and run. I feel like everyone wants to get out there when it comes to water balloons. Or just a watery activity like that but, other than that I feel like everything's pretty good. I really like the soccer tournaments. The kids get really excited for them.

Having an Inside Place to Go for Summer Programming (due to heat)

D: I guess it would be a lot easier if there was an inside place to go in but I understand that it's just kind of a tough situation. If it were up to me, I wouldn't have them out there in 100 degrees. But that's not the company, it's the city, I guess. I mean, no, as far as the company goes it's the city's rule. Stronger Austin didn't call that. If we just had a place inside to chill instead of under a tree. It's just hot.

More Training for Different Scenarios & "In between Training" to deal with specific issues

B: Well, they did have veteran instructors that came to talk about their experience. But I think that I need a little bit more of that. Just cause it's different like, during the training, it's just different from when you actually do it. It's just a matter of knowing the kids. They did really

well in actually telling us there's gonna be varieties in how many children you have today and that you have to be prepared for either two children or ten children cause it just varies. I think maybe giving us more preparation in like, maybe if you have four children what can you do with them and then compared to ten. I think more of that. Cause when I went into the first week that happened to me and I was kinda all over the place. So maybe just more preparation with that.

C: And our orientation stuff is pretty good, but I think some of the training in between could be a bit more specific to what we're doing. Cause I know we had one that was kind of more like, substance abuse with kids and we don't deal with that as much cause we have mostly elementary school aged kids, so you know. I guess maybe some of the in between could be a little more specific to what we're dealing with.

Joint Training between PARD & ITT

D: I just feel like... for anything to improve there, they'd have to have like, a joint training for anything to actually improve. Because I can go through five weeks of training all day with Stronger Austin and same with PARD. But, we're training in different guidelines, different rules. So like, if it were to improve there would have to be joint training. That would be better.

Further Involvement of PARD Staff

C: I mean, I think the first one would just be participating. So, I think if you're gonna provide that supportive role you can either help with behavioral issues... so not just screaming at a kid to do something but just kind of like, pulling them aside and giving them that 1:1 that they actually need. If you have extra people that would be probably best. So either helping with behavioral issues or just participating, cause the kids really love it when the staff members are playing in a game or something, so that helps keep the kids excited and engaged, too. I'd say those are the two bigger things in terms of helping out.

More Feedback on How Teachers are Teaching

B: Yeah, I think so. Yeah, that would be really helpful just to know my own progress. I kinda know my own progress but it would be nice to see someone else's point of view and just see what else I can do.

Further Clarity with Objectives of Stronger Austin

B: Yeah, I believe so. Cause on the app whenever I would do my nutrition lessons that would be helpful cause it would give you the age group to which you were giving the lesson to. So it would be helpful to know which lesson to choose from. And then there were themes and all this stuff. And during the training they basically tell you what Stronger Austin is and you're able to give that information along to the kids and the parents and all that stuff.

C: Yeah, I definitely think so. I think we do a really good job overall. I think we could work on kind of... being able to... I don't know how to word it. I guess communicating what we are trying to get across to kids who, you know... Cause we do deal with kids who are in kind of underprivileged situations and so the first thing on their minds isn't, you know, how am I eating healthier or why aren't I exercising... it's more of like, I need to make sure that I'm eating period and that I have a ball to play with and... so I think sometimes there's... we could do better of like, how can I bring it down so that they're gonna understand and appreciate this? But I think

that's one of the biggest challenges in general. But... I think we're doing a good job overall and I think that's just a tough thing to do and we're trying and it's something we can definitely improve upon.

Focusing more on Getting to Know the Kids

B: For me, I think maybe focusing a little bit more on knowing the kids before... this would be my advice to someone, I guess. Knowing what the kids like, trying it out. If it doesn't work out the first time it usually won't work out the second time. Yeah, I guess focusing more on knowing the kids. I think it works more smoothly when you know the kids and their likes and dislikes right off the bat just cause yeah... just giving that effort of knowing what they like and dislike. It would be better. The class would go smoother.

APPENDIX F

Stronger Austin Adult Health & Fitness Classes:

Findings from Self-Administered Questionnaire (Spring & Summer 2018)

Table 1a. Descriptive Characteristics of Participants, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Spring 2018. (n=5 sites)*

	Pretest (Jan/Feb 2018) (n=39) %	Posttest (April/May 2018) (n=43) %
Age (mean)	45.9 (18-8 (range: 19 - 69)	48.2 (range: 19-80)
Gender		
Female	89.7	95.3
Male	10.3	4.7
Other		
Ethnicity		
African Am	80.8	65.9
Hispanic/Latino	19.2	22.0
White	0	7.3
Other	0	4.8
Language Used at Home		
English	94.9	86.0
Spanish	2.6	11.6
Other	2.6	2.3
Family Income		
Economically well off	5.4	5.4
Economically comfortable	59.5	43.2
Neither well off or getting by,	13.5	32.4
Just getting by	21.6	18.9
Type of Fitness/Wellness Class		
Yoga	12.8	25.6
Zumba	17.9	11.6
Senior Fitness	12.8	11.6
Bootcamp	2.6	7.0
Mixed Fit	53.8	44.2

Table 1b. Descriptive Characteristics of Participants: Zip Code of Residents, *Stronger Austin Evaluation -Adult Health & Fitness Classes, Austin, Texas, Spring 2018. (n= 5 sites)*

	Pretest	Posttest
	(Jan/Feb 2018)	(April/May 2018)
	(n=39)	(n=43)
	%	%
78604	2.6	0.0
78615	2.6	0.0
78634	2.6	0.0
78652	5.1	0.0
78653	2.6	0.0
78660	7.7	4.9
78665	0	2.4
78702	5.1	4.9
78717	0	2.4
78721	5.1	7.3
78722	2.6	0.0
78723	7.7	4.9
78724	0	2.4
78725	2.6	9.8
78728	2.6	0.0
78729	2.6	2.4
78735	2.6	0.0
78741	2.6	2.4
78744	5.1	4.9
78745	7.7	7.3
78747	5.1	7.3
78748	2.6	9.8
78752	5.1	0.0
78753	7.7	7.3
78754	2.6	12.2
78757	0	2.4
78758	7.7	2.4
78759	0	2.4

Table 2a. Descriptive Characteristics of Participants, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Summer 2018*

	Pretest (June 2018) (n=44) %	Posttest (July 2018) (n=42) %
Age (mean)	38.62 <i>(range: 19 - 73)</i>	43.9 <i>(range: 20-63)</i>
Gender		
Female	86.0	95.2
Male	14.0	4.8
Other		
Ethnicity		
African Am	46.5	7.3
Hispanic/Latino	32.6	92.7
White	18.6	0.0
Other	2.3	0.0
Language Used at Home		
English	86.4	38.1
Spanish	11.4	61.9
Other	2.3	0.0
Family Income		
Economically well off	7.1	5.1
Economically comfortable	42.9	33.3
Neither well off or getting by	16.7	51.3
Just getting by	33.3	10.3
Type of Fitness/Wellness Class		
Yoga	11.4	2.4
Zumba	40.9	85.7
Bootcamp	11.4	7.1
Mixed Fit	36.4	4.8

**Pretest: n=6 sites; Posttest: n=8 sites*

Table 2b. Descriptive Characteristics of Participants: Participant Zip Code- *Stronger Austin Evaluation -Adult Health & Fitness Classes, Austin, Texas, Summer 2018.*

	Pretest (June 2018) (n=44) %	Posttest (July 2018) (n=42) %
78758	0	2.4
78757	2.32	0
78610	2.32	2.4
78617	2.32	2.4
78640	0	2.4
78652	2.32	0
78653	2.32	0
78660	6.98	2.4
78664	2.32	0
78665	2.32	0
78702	2.32	2.4
78703	2.32	0
78704	23.25	0
78705	2.32	0
78719	0	2.4
78725	2.32	2.4
78728	2.32	0
78729	0	2.4
78730	2.32	0
78741	6.98	31.71
78744	4.65	31.71
78745	4.65	12.19
78747	2.32	0
78748	4.65	0
78752	2.32	0
78753	11.63	2.4
78758	2.32	0

*Pretest: n=6 sites; Posttest: n=8 sites

Table 3. Dietary Behaviors, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Spring 2018*

	Pretest (Jan/Feb 2018)		Posttest (April/May 2018)		
	Total (n=39)		Total (n=43)		
	%/mean		%/mean		<i>p-value</i>
Eat fruit each day (mean times) (q8) ^a	1.73		1.63		0.631
% eat 2 or more fruits each day	55.3		51.2		0.824
n who eat 2 or more fruits each day	22		22		
Eat vegetables each day (mean times) (q9)	2.34		2.17		0.645
% eat 3 or more vegetables each day	34.2		35.7		0.888
n who eat 3 or more vegs/day	13		15		
Drink water (mean times last 7 days) (q14)	21.5		20.8		0.852
% 4 or more times a day (q14)	60.5		53.5		0.523
Drink regular soda (mean times/week) (q12) ^b	1.61		2.63		0.262
% drank 1 or more sodas a day (q12)	10.5		20.9		0.203
Drink SSB (mean times last 7 days) (q13) ^b	1.99		2.4		0.37
% drank 1 or more SSBs a day (q13)	10.5		16.7		0.426
Drank Soda & SSB (mean times/week)	3.59		5.1		0.337
% Drank ≥1 Soda & SSB/day (q12+q13)	18.4		31.0		0.196

Abbreviations: SSB, sugar-sweetened beverages. n= 4 Stronger Austin Adult Health & Fitness Sites.

^arange: 0-4 times. ^bRecorded for past 7 days times consumed (if 1 time per day = 7 times per week).

Table 4. Dietary Behaviors, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Summer 2018*

	Pretest (June 2018)		Posttest (July 2018)		
	Total (n=44)		Total (n=42)		
	%/mean		%/mean		<i>p-value*</i>
Eat fruit each day (mean times) (q8) ^a	2.61		3.1		
% eat 2 or more fruits each day	40.9		73.81		
n who eat 2 or more fruits each day	18		31		
Eat vegetables each day (mean times) (q9)	3.05		2.95		
% eat 3 or more vegetables each day	34.1		30.95		
n who eat 3 or more vegs/day	15		13		
Drink water (mean times last 7 days) (q14)	N/A		N/A		
% 4 or more times a day (q14)	54.54		47.62		
n who drink water 4 or more times/day	24		20		
Drink regular soda (mean times/week) (q12) ^b	4.56		3.5		
% drank 1 or more sodas a day (q12)	25.58		26.83		
Drink SSB (mean times last 7 days) (q13) ^b	4.25		1.4		
% drank 1 or more SSBs a day (q13)	30.23		0		
Drank Soda & SSB (mean times/week)	8.97		6.95		
% Drank ≥1 Soda & SSB/day (q12+q13)	55.81		50.0		

*p-value not calculated given different pretest and posttest sites. Abbreviations: SSB, sugar-sweetened beverages.

^arange: 0-4 times. ^bRecorded for past 7 days times consumed (if 1 time per day = 7 times per week).

Table 5. Physical activity participation and related psychosocial factors, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Spring 2018 (n=5 site)*

	Pretest	Posttest	<i>p-value</i>
	(Jan/Feb 2018)	(April/May 2018)	
	Total (n=39)	Total (n=43)	
	%/mean	%/mean	
Mean times past 7 days participated in PA ≥60 min.	3.49	4.17	0.83
% participating in PA ≥1 time last week	92.3	97.6	0.27
% participation in PA ≥3 times last week	61.5	73.8	0.237
Last week organized PA participation (mean days)	2.95	3.38	0.161
% participating in organized PA ≥1 day last week	89.7	92.9	0.618
% participating in organized PA ≥3 days last week	56.4	59.5	0.777
Last week TV watching (M-Th) (mean hours/day)	2.6	2.5	0.911

Table 6. Physical activity participation and related psychosocial factors, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Summer 2018*

	Pretest	Posttest	<i>p-value*</i>
	(June 2018)	(July 2018)	
	Total (n=44)	Total (n=42)	
	%/mean	%/mean	
Mean times past 7 days participated in PA ≥60 min.	4.44	5.02	
% participating in PA ≥1 time last week	88.37	100	
% participation in PA ≥3 times last week	69.77	80.95	

**p-value not calculated given different pretest and posttest sites.*

Table 7. Dietary, Physical Activity-Related, Health and Class Psychosocial Factors, *Stronger Austin Evaluation -Adult Health & Fitness Classes, Austin, Texas, Spring 2018.*

	Pretest	Posttest	<i>p-value</i>
	(Jan/Feb 2018)	(April/May 2018)	
	Total (n=39)	Total (n=43)	
	%/mean	%/mean	
MyPlate-4 Food Group Knowledge (% correct)	63.6	61.5	0.855
Half of my plate should contain F/V (% correct)	91.9	93	0.848
Knowledge: PA recommendations (% correct) (<i>"Adults should participate in 150 mins or more"</i>)	21.2	25.6	0.659
Barriers Self-Efficacy (mean, range: 4-20, with 20=lowe:	16.31	16.26	0.954
Mean Score Enjoy Physical Activity ^b	3.15	3.23	0.553
Class social cohesion (mean, range 5-25) ^c	N/A	22.89	N/A
Class satisfaction (mean, range 5-25) ^c	N/A	23.69	N/A
In general, how is your health?			
Excellent	13.2	11.6	N/A
Very Good	21.1	23.3	
Good	44.7	39.5	
Just Okay	21.1	23.3	
Bad	0	0	
I don't know/ I'm not sure	0	2.3	
% Self-Rated Health Good-Excellent	78.9	74.4	0.631

^aBarriers self-efficacy: How sure are you that you can do these things? Do PA even when weather is bad; Stick to my exercise program after a long, tiring day; Stick to my exercise program even when I feel I don't have time; Set aside time for PA (like walking) for at least 30 mins a day. (range: 4 (high barriers) to 20 (low barriers)

^bPAEnjoyment: 1=don't enjoy PA, 4=totally enjoy PA. ^cPosttest: range: 5-25, with 25=highest

Table 8. Dietary, Physical Activity-Related, Health and Class Psychosocial Factors, *Stronger Austin Evaluation -Adult Health & Fitness Classes, Austin, Texas, Summer 2018.*

	Pretest (June 2018) Total (n=44)	Posttest (July 2018) Total (n=42)	
	%/mean	%/mean	<i>p-value*</i>
MyPlate-4 Food Group Knowledge (% correct)	58.14	55.26	
Barriers Self-Efficacy (mean) (range: 4-20, with 20=lowest barriers) ^a	16.33	17.19	
Mean Score Enjoy Physical Activity ^b	4.33	4.69	
Class social cohesion (mean, range 5-25) ^c	N/A	6.67	
Class satisfaction (mean, range 5-25) ^d	N/A	24.31	
In general, how is your health? (q.15)			
Excellent	6.82	11.9	
Very Good	22.73	21.43	
Good	45.45	40.48	
Just Okay	13.64	21.43	
Bad	4.55	0	
I don't know/ I'm not sure	6.82	4.76	
% Self-Rated Health Good-Excellent	75	73.81	

**p-value not calculated given different pretest and posttest sites.*

^aBarriers self-efficacy: How sure are you that you can do these things? Do PA even when weather is bad; Stick to my exercise program after a long, tiring day; Stick to my exercise program even when I feel I don't have time; Set aside time for PA (like walking) for at least 30 mins a day. (range: 4 (high barriers) to 20 (low barriers)

^bPAEnjoyment: 1=totally enjoy PA, 5=not at all

^cPosttest Only: range: 5-25, with 5=highest social cohesion; ^dPosttest Only: range 5-25, with 25=highest

Table 9. Knowledge, Intentions, and Motivations*, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Spring 2018 (posttest only) (n=5 sites).*

	Posttest			
	Total Sample (n=43)			
	Yes a little (%)	Yes a lot (%)	Total (%)	Total (yes)
Do you know more about healthy eating because of this fitness class? (q32) (% yes)	22.0	11.0	32.0	14.0
Are you likely to use the skills and information from this fitness class in your everyday life, such as how to eat better? (q33) (% yes)	14.6	30.5	45.1	19
Has this fitness class helped you eat more fruit every day? (q34) (% yes)	14.6	17.1	31.7	14
Has this fitness class helped you eat more vegetables every day? (q35) (% yes)	20.7	15.9	36.6	16
Will you keep eating more fruit after your fitness program ends? (q36) (% yes)	7.3	32.9	40.2	17
Will you keep eating more vegetables after your fitness program ends? (q37) (% yes)	8.5	37.8	46.3	20
Did your fitness program help you know more about how physical activity affects your health? (q38)	14.6	31.7	46.3	20
Are you likely to be more physically active when this fitness program ends? (q39) (% yes)	11.0	37.8	48.8	21
Do you believe your health is improving because of this fitness program? (q40) (% yes)	36.6	9.8	46.4	20

*Items adapted from Aetna Foundation evaluation framework.

Table 10. Knowledge, Intentions, and Motivations*, *Stronger Austin Evaluation - Adult Health & Fitness Classes, Austin, Texas, Summer 2018 (posttest only) (n=8 sites).*

			Posttest		Total (%)	Total (yes)
			Total (n=42)			
	Yes a little (%)	n	Yes a lot (%)	n		
Do you know more about healthy eating because of this fitness class? (q32) (% yes)	45.2	19.0	38.1	16.0	83.3	35.0
Are you likely to use the skills and information from this fitness class in your everyday life, such as how to eat better? (q33) (% yes)	23.8	10.0	71.4	30	95.2	40
Has this fitness class helped you eat more fruit every day? (q34) (% yes)	26.2	11.0	50.0	21	76.2	32.0
Has this fitness class helped you eat more vegetables every day? (q35) (% yes)	28.6	12.0	52.4	22	81.0	34.0
Will you keep eating more fruit after your fitness program ends? (q36) (% yes)	28.6	12.0	61.9	26	90.5	38.0
Will you keep eating more vegetables after your fitness program ends? (q37) (% yes)	26.2	11.0	71.4	30	97.6	41.0
Did your fitness program help you know more about how physical activity affects your health? (q38)	26.3	10.0	65.8	25	92.1	35.0
Are you likely to be more physically active when this fitness program ends? (q39) (% yes)	31.0	13.0	66.7	28	97.7	41.0
Do you believe your health is improving because of this fitness program? (q40) (% yes)	11.9	5.0	83.3	35	95.2	40.0

**Items adapted from Aetna Foundation evaluation framework.*