

Attachment D- Instrument: District-Level In-Person Interview Guide

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DISTRICT-LEVEL IN-PERSON INTERVIEW GUIDE

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(In-depth Focus on Specific Tools – Each interviewee will be asked about only 1 or 2 resources)

Section 1. Participant Background

Tell us a little bit about yourself.

1. What is your official job title?
2. How long have you been in this position?
3. What are your main job responsibilities in this position?

We are interested in learning about your thoughts and experiences with four specific CDC tools and resources:

- A. School Health Guidelines to Promote Healthy Eating and Physical Activity
- B. Health Education Curriculum Analysis Tool (HECAT)
- C. Comprehensive School Physical Activity Program Guide (CSPAP)
- D. Parents for Healthy Schools

Please note that we are not evaluating you or your work. We know that school districts are working with limited time and resources and may not be working with each tool we describe. Our goal is to evaluate what is and is not working so that CDC can improve their offerings. It is fine if you are not using each tool or resource.

4. Which of these tools or resources, if any, are you involved in using at the district or school level?

Let's talk about the tools or resources you are using.

School Health Guidelines to Promote Healthy Eating and Physical Activity (SHG) (only if using)

5. How often do you visit the website that contains the SHG?
6. How did you use this resource?
7. Which was more useful: the website or printed PDF of the SHG?
8. What are your thoughts about the 9 guidelines highlighted in this document? Which ones have you used?
 1. Use a **coordinated approach** to develop, implement, and evaluate healthy eating and physical activity policies and practices.
 2. Establish **school environments** that support healthy eating and physical activity.
 3. Provide a **quality school meal program** and ensure that students have only appealing, healthy food and beverage choices offered outside of the school meal program.
 4. **Implement a comprehensive physical activity program** with quality physical education as the cornerstone.
 5. Implement **health education** that provides students with the knowledge, attitudes, skills, and experiences needed for lifelong healthy eating and physical activity.

6. Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.
 7. Partner with families and community members in the development and implementation of healthy eating and physical activity policies, practices, and programs.
 8. Provide a school employee wellness program that includes healthy eating and physical activity services for all school staff members.
 9. Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members, as well as staff members who supervise recess, cafeteria time, and out-of-school-time programs.
9. You mentioned (#). Tell us about (# and underlined sections):
10. For the guidelines you have used, is it clear what strategies and actions are recommended for each? (go through each guideline they have used)
11. How have you used any of the ancillary materials for the SHG:
- the School Health Guidelines PowerPoint Presentation
 - School Health Guidelines Executive Summary document
 - Tips for Teachers
12. Did it made sense to combine guidelines for healthy eating and physical activity into this one document?
13. What aspect of this resource was the most useful to your work?
- a. Have the tools helped you in applications for grant funding?
14. What aspects of this resource were most difficult to use?
15. Thinking back during your time in your current role, how has use of the resource changed over time?
16. What advice would you give to your peers/counterparts in another district who may want to use this tool/resource?

**District Level
Tool or Resource Specific Interview Questions**

Health Education Curriculum Analysis Tool (HECAT)

17. For this tool, you were provided modules and forms for analyzing and scoring curricula in the following areas:
- Alcohol and other drugs
 - Healthy Eating
 - Mental and Emotional Health
 - Personal Health and Wellness
 - Physical Activity
 - Safety
 - Sexual Health
 - Tobacco
 - Violence Prevention
 - Comprehensive Health Education (for use if curriculum is comprehensive and not topic specific)
18. Have you used the individual modules or the comprehensive module of HECAT?
19. Which modules, if at all, did you use and for what purpose?
20. Have you created one or more curriculum review teams?
21. What topic areas (modules) did they review?
22. Did they complete the scoring process?
23. How were findings used?
24. Have you or your colleagues used HECAT to guide curriculum purchases or revision of existing curricula? If yes, how has HECAT been used for either purpose?
25. What aspect of this tool was the most useful to your work?
- a. Have the tools helped you in applications for grant funding?
26. What aspects of this tool were most difficult to use?
27. Thinking back during your time in your current role, how has use of the tool changed over time?
28. What advice would you give to your peers/counterparts in another district who may want to use this tool?

**District Level
Tool or Resource Specific Interview Questions**

Comprehensive School PA Program Guide (CSPAP)

This tool describes specific steps in the CSPAP process and provides templates to use in completing the steps.

29. How did you use this tool?
- a. Which was more useful: the website, PDF, or ebook?
30. How has the CSPAP Guide enabled you to train and/or support schools to develop, implement, and evaluate a CSPAP?
31. Did you, or the schools you work with, use the CSPAP Guide to develop a CSPAP (i.e., establish a team/committee and designate a PAL, conduct a needs assessment, create vision, goals, and objectives, identify intended outcomes, and develop your CSPAP plan)?
32. Have you used any of the templates that were provided in the CSPAP Guide? If so, which ones?
33. As we understand it, the district level person would have led schools through the CSPAP Guide steps. Talk us through each of the different steps as you are familiar with them so we have a better understanding of what was completed:
- Step One: Establish a team or committee and designate a Physical Activity Leader
- a. Who were the Leader(s)?
 - b. Who were the Committee members?
- Step Two: Conduct an assessment of existing physical activity opportunities
- a. Tell us about your assessment.
 - b. What tools, if any, did you use to guide the assessment (i.e., School Health Index or Healthier Generation's Healthy Schools Program Inventory or School PA Policy Assessment)
- Step Three: Create a vision statement, goals, and objectives for your CSPAP
- a. What was the vision statement?
 - b. What were the goals and objectives?
- Step Four: Identify the outcomes or specific changes that are direct results of program implementation
- a. What outcomes were identified?
- Step Five: Identify and plan the physical activities for the CSPAP
- a. What was the process for identifying the activities?
- Step Six: Implement the CSPAP

Step Seven: Evaluate the CSPAP

- a. What is the evaluation plan for CSPAP?
 - b. What evaluation, if any, has been completed to date?
34. Overall, what section(s) of the CSPAP Guide do you like best, and why? What section(s) do you like least, and why?
35. What aspect of this tool was the most useful to your work?
- a. Have the tools helped you in applications for grant funding?
36. Thinking back during your time in your current role, how has use of the tool changed over time?
37. What advice would you give to your peers/counterparts in another district who may want to use this tool?

**District Level
Tool or Resource Specific Interview Questions**

Parents for Healthy Schools

38. How often have you visited the Parents for Healthy Schools website?
39. When you visit the website, which sections are you most likely to use? (If feasible, have them log on and show you). This resource included a guide, PowerPoint slides, and ideas for parents. It also had a facilitator's guide for staff development.
40. For each section of the website [that they described in question 2), how did you use the resources on that section of the website?
- a. With whom did you use them (e.g., parents, groups in the school that work with parents (e.g., PTA)?
41. Tell us about your experience with:
- The facilitator's guide for staff development
 - The PowerPoint slides
 - The Ideas for parents documents
 - Promotion kit with sample social media posts, infographics, web page, rollout calendar, template text
42. Did the facilitator's guide help you understand how to use the resources (e.g., PowerPoint slides, Ideas for Parents) with parents?
43. What aspect of this resource was the most useful to your work?
- a. Was there a specific topic you focused on (i.e., nutrition, physical activity, chronic health conditions)?
 - b. Have the tools helped you in applications for grant funding?
44. What aspects of this resource were most difficult to use?
45. How have you used the Promotion Kit to help disseminate this resource?
46. What advice would you give to your peers/counterparts in another district who may want to use this tool or resource?

Closing

47. Are there any additional thoughts or comments about the work you are doing in your district with the tools or resources that you feel are important for us to know at this time?

Thank you for your helpful feedback.