**Attachment 39** PYFP Evaluation Question and Instrument (PYFP School Instruments) Crosswalk

| **Evaluation Questions** | **PE Teacher FG** | **Student FG** | **Parent FG** | **PE Teacher Surveys** | **Student Survey** | **Administrator Surveys** | **FitnessGram®** | **Accelerometry** | **Cost/Time Use Data** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Outcomes** |  | | | | | |  | | |
| 1. To what extent does implementation of the PYFP lead to improved PE and PA policies and practices? | 1, 7, 15 |  |  | 4.1, 5, 5.1, 6, 6.1, 7a, 7b 12, 14, 39 |  | 7, 8, 9, 9.1 |  |  |  |
| 1. To what extent does implementation of the PYFP lead to improved PE/PA environment? | 13, 14 |  |  | 8 & 8.1, 9, 9.1, 10, 10.1, 11, 11.1, 12, 13, 14, 30, 30.1, 39 |  | 4, 5, 6, 10 |  |  |  |
| 1. How does the implementation of the PYFP in schools affect student behavior? | 10 |  | 8 | 26 |  | 15 |  |  |  |
| **Teacher Outcomes** |  | | | | | |  | | |
| 1. Has implementation of the PYFP led to integration of fitness education in PE? | 6 | 3 |  | 6, 6.1, 17, 18, 19 | 6, 15, 16, 17, 18, 19 |  |  |  |  |
| 1. Has implementation of the PYFP led to increased time devoted to fitness education during PE? |  |  |  | 6, 6.1 |  |  |  |  |  |
| 1. Has implementation of the PYFP led to increased use of fitness assessment tools? | 8 | 4, 5, 6, 7 |  | 12, 20, 20.1, 20.2, 39 | 11, 20 |  | x |  |  |
| 1. Has implementation of the PYFP led to improved practices for fitness testing? | 8 | 5 |  | 17 | 13, 14, 15, 16, 17, 18, 19 |  |  |  |  |
| 1. Has implementation of the PYFP led to increased quality of PE? | 13 |  |  | 14, 45.1, 45.2, 45.3, 45.4, 45.5 |  | 16 |  | x |  |
| **Student Outcomes** |  | | | | | |  | | |
| 1. How does the PYFP impact student fitness and health knowledge? |  | 3, 6, 7 | 4, 7 |  | 6, 7, 8 |  |  |  |  |
| 1. How does the PYFP impact student attitudes toward physical activity? |  | 12 |  |  | 9, 26 |  |  |  |  |
| 1. How does the PYFP impact student motivation to be physically active? | 10 | 5, 7, 12 | 8 |  | 23, 25, |  |  |  |  |
| 1. How does the PYFP impact student physical activity? | 10 | 12 |  | 26 | 27, 28, 29 | 15 |  | x |  |
| 1. How does the PYFP impact student fitness? | 10 |  |  |  | 25 |  | x |  |  |
| 1. How does the PYFP impact student behavior? |  | 10, 12 | 8 | 26 | 27 |  |  |  |  |
| **Home/Parent Outcomes** |  | | | | | |  | | |
| 1. To what extent does the PYFP lead to improved home rules/ practices in sedentary/screen time? |  | 10 | 9, 10 |  |  |  |  |  |  |
| 1. To what extent does the PYFP lead to improved home rules/ practices in physical activity? |  | 10 | 9, 10 |  |  |  |  |  |  |
| 1. To what extent does PYFP lead to increases in parent PE/PA awareness? |  | 10 | 4, 5, 6, 7 |  |  |  |  |  |  |
| **School Implementation** | **Item #’s from instruments for PYFP Schools** | | | | | |  | | |
| 1. What are the barriers and facilitators to PYFP implementation? | 17, 18 |  |  | 20.2, 27, 27.1, 43, 44 |  | 14 |  |  |  |
| 1. What strategies do schools use to implement the PYFP? | 3, 8, 9, 11, 12 | 11 |  | 22, 22.1, 23, 24, 25, 42 | 24 | 23 |  |  |  |
| 1. What strategies do schools use to increase support for PYFP? | 4 |  |  |  |  | 20 |  |  |  |
| 1. What are best practices to integrate fitness education into the PE curriculum? | 6 |  |  |  |  |  |  |  |  |
| 1. What are the costs associated with implementation of the PYFP? |  |  |  | 32, 33 |  | 17, 19 |  |  | x |
| 1. What strategies do schools use to communicate about the PYFP and fitness results? | 11, 12 |  |  | 21, 22,  22.1, 23, 24 |  | 20, 21, 22 |  |  |  |
| 1. Are there any adverse events related to fitness testing/assessments? |  |  |  |  | 21, 22 |  |  |  |  |
| **Other key questions** | **Item #’s from instruments for PYFP Schools** | | | | | |  | | |
| 1. What supports are present in the school for physical activity and physical education programing (e.g., funding, grants, PTA support)? | 18 | 8, 9 |  | 15, 15.1, 16 & 16.1 | 3, 4, 5 | 11, 12, 13 |  |  |  |
| 1. What do parents want to see in their child’s PE program (what do they hope for or expect to see happening)? |  |  | 2 |  |  |  |  |  |  |
| 1. What do parents know about fitness assessments and how do they feel about them? |  |  | 5, 6, 7 |  |  |  |  |  |  |
| 1. What items were provided to students when they were recognized for their fitness achievements? | 9 | 11 |  |  |  |  |  |  |  |
| 1. What are PE teachers continued professional development needs? | 2 |  |  | 36 |  |  |  |  |  |
| 1. What is the general value of the PYFP program to staff and students? |  |  |  | 14 |  | 16 |  |  |  |
| 1. What is the impact of recognizing students’ fitness achievements and what is the impact of recognition awards? | 10 | 7, 11, 12 |  | 26, 28 | 23, 25 |  |  |  |  |
| 1. What value do PE teachers place on student recognition? | 9 |  |  | 28 |  |  |  |  |  |
| 1. What PYFP resources did PE teachers receive and how were they used by teachers? | 16 |  |  | 31 |  |  |  |  |  |
| 1. Does PYFP provide additional benefit over a traditional PE program? | 5, 7 |  |  | 41, 45 |  |  | x | x | x |