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## **Part B: Collections of Information Employing Statistical Methods**

### **B.1 Respondent Universe and Sampling Methods**

The universe for the study will consist of public, coed middle schools with a sixth grade located in the United States and the District of Columbia. Research has shown physical activity levels decrease as children get older, with a notable decrease among middle school aged youth (12-15-year-olds) when compared with younger children (6-11-year-olds).<sup>1,2,3</sup> By assessing outcomes of the Presidential Youth Fitness Program (PYFP) in middle schools as well as the barriers and facilitators to implementing the PYFP, there is an opportunity to improve the PYFP, help students maintain activity levels from elementary school to middle and high school and support students in leading an active lifestyle.

The sampling frame for Presidential Youth Fitness Program (PYFP) schools will be 130 public middle schools with a sixth grade receiving Round 2 (2014-2017) or Round 3 funding (2015-2018). See **Attachment 3a** for the timeline of PYFP funding by Round.

The sampling frame for comparison schools has been identified from Market Data Retrieval (MDR), Inc. The MDR data provide a comprehensive directory of private and public schools merged with the National Center for Education Statistics (NCES)'s Common Core of Data. MDR school-level files detail updated enrollment information, including grade and race/ethnicity enrollments. For more than 40 years, MDR has provided information on K-12, higher education, library, early childhood and related education organizations. The commercial sampling frame provided by MDR is nationally recognized as the most complete, current and accurate education databases available in the industry.

To the extent possible, ICF will identify non-PYFP schools that match selected PYFP schools on the basis of school type (middle school with a sixth grade), school size and percentage of students eligible for free or reduced lunch. We will use the full list of schools that have been accepted into the PYFP to exclude schools from the comparison sampling frame. We will do this to ensure that comparison schools have not been enrolled in the PYFP at any point in time. For both PYFP and non-PYFP school selection, we will exclude charter schools. Charter schools will be excluded because their calendar year and curriculum are likely to vary from those of

traditional public schools. Exhibit B.1 summarizes inclusion, exclusion and matching school selection criteria.

**Exhibit B.1 School Selection Criteria: Inclusion, Exclusion and Matching PYFP and Non-PYFP Schools**

School Selection Criteria	PYFP Schools	Non-PYFP Schools
<b><i>Inclusion Criteria</i></b>		
Round 2 and Round 3 PYFP funded schools	•	
Schools with a sixth grade	•	•
Percentage of students with free or reduced lunch eligibility (50% or higher)	•	•
High PYFP implementation (course completion, fitness assessment, student recognition and communication with parents and administrators)	•	
<b><i>Exclusion Criteria</i></b>		
Charter schools	•	•
Elementary schools (grades K–8)	•	•
Past or current participation in PYFP		•
<b><i>Matching Criteria: PYFP Schools Versus Non-PYFP Schools</i></b>		
<ul style="list-style-type: none"> <li>• Geographic area (urban or rural classification)</li> <li>• School enrollment/school size</li> <li>• PE curricula</li> <li>• Percentage of students eligible for free or reduced lunch</li> </ul>	<ul style="list-style-type: none"> <li>• PE requirements/policies</li> <li>• Minutes of PE per week</li> <li>• PE teacher to student ratio</li> <li>• Racial/ethnic group percentages</li> </ul>	

*Sampling or other respondent selection method used:* Respondent selection procedures are detailed below. PYFP schools will be sampled from a frame that includes all middle schools awarded program funding in Rounds 2 (2014-2017) and 3 (2015-2018). In each selected school, four 6<sup>th</sup> grade Physical Education classes on average will be selected to participate in the PYFP evaluation. We expect to recruit at least 82 classrooms from the 22 selected schools (11 PYFP and 11 non-PYFP schools) and estimate an average of 30 6<sup>th</sup> graders per PE class. All students in selected classes are eligible to participate.

*Estimation and Justification of Sample Size:*

The sampling allocation was designed to allow meaningful precision for survey estimates and the sample sizes will provide sufficient power for analyses examining the amount of change in outcomes over time across the selected PYFP and non-PYFP schools. The sampling approach for the PYFP evaluation was based on student fitness outcomes (measured by FitnessGram’s® PACER (Progressive Aerobic Cardiovascular Endurance Run) and body composition

assessments). Power was calculated for a two-level linear regression model (students nested within classes) with treatment at level 2 for these continuous outcome variables. Intraclass correlation coefficient (ICC) assumptions informing the power analysis were based on the literature. (**Attachment 43** provides a summary of these studies) For purposes of the calculation, we assumed that the outcome is a fitness score. Assuming an ICC of .03 at the class level, 30 students per class and  $r^2 = .20$  for variance accounted for by an additional covariate, a two-level model would have 80% power to detect an effect size of .15 at  $p = .05$  with a total of 82 PE classes (41 PE classes in PYFP schools and 41 PE classes in non-PYFP schools).

ICF will conduct PE teacher surveys, student surveys, student fitness assessments and administrator surveys in the selected PYFP (n=11) and non-PYFP (n=11) schools. We will conduct PE teacher surveys with a census of those teaching sixth-grade PE during spring or fall 2017 and student surveys and fitness assessments with a census of students enrolled in selected sixth-grade PE class during spring or fall 2017. One administrator per school will be asked to complete the administrator survey.

#### *Accelerometry Sub-study Sample*

ICF will conduct an accelerometry sub-study in PYFP and non-PYFP schools. The sub-study will focus on 6<sup>th</sup> grade PE classes in up to seven PYFP schools and seven non-PYFP schools. Schools selected for accelerometry data collection will be the first schools that agree to participate in the sub-study. We assume an ICC of .10 at the class level with 10 students per class, and variance accounted for by an additional covariate to be  $r^2 = .20$ . However, we reduce the assumption of the total number of PE classes to 50 (25 PYFP PE classes and 25 non-PYFP classes; a total of 500 students). A two-level model with these assumptions would have 80% power to detect an effect size = .25 at  $p = .05$ .

## **B.2 Procedures for the Collection of Information**

### **Overview of Procedures, Recruitment and Sample Attrition**

#### *Recruitment & Data Collection Procedures*

Data will be collected by ICF staff and school liaisons specifically trained to implement the PYFP Evaluation data collection procedures. The time during the school day in which the data

collection will occur varies by school. Decisions around the timing of data collection activities will be made in collaboration with each school’s liaison, administrator and the PYFP Evaluation team to ensure that the timing results in the least burden/highest possibility of acceptance for the school. The ICF data collectors and/or school liaison will have direct responsibility for instrument administration for respondents. School faculty and staff not affiliated with the PYFP program will not be asked to support data collection efforts.

Overall, our data collection procedures have been designed to:

- Standardize school access and participant recruitment procedures
- Limit disruptions in school calendars and schedules
- Mitigate administrative burden on schools
- Ensure informed consent and/or parental consent for participation
- Ensure informed student assent for student data collection activities *and*
- Maintain data quality.

Exhibit B.2 details the data collection modes for each respondent type.

**Exhibit B.2 PYFP Data Collection Instrument by Respondent type**

Respondent	Focus Group	Survey	tnessGram®	accelerometry	Time & Cost
School Administrator		X			X
Physical Education teacher	X	X			X
Parent	X				
Student	X	X	X	X <sup>a</sup>	

<sup>a</sup> Subset of students at selected schools

## ***PE Teacher–Focused Data Collection***

### *PE Teacher Surveys*

ICF will administer surveys to those who teach sixth-grade PE in the selected PYFP and non-PYFP schools. We will work with school liaisons to identify PE teachers and their email addresses, and we will send email invitations to PE teachers with a link to complete an online survey (**Attachment 17 Physical Education (PE) Teacher Invitation to Participate in PYFP Evaluation Activities, Attachments 19a & 19b PE Teacher Surveys**). For those PE teachers who do not respond to the survey within a week, we will send an email reminder and ask school liaisons to follow up with the teachers to offer a paper version of the survey, which can be returned to the liaison in a sealed envelope or mailed to the ICF offices in Atlanta (ICF, Attn: Isabela Lucas, 3 Corporate Square, Suite 370, Atlanta, GA 30329). ICF will prepopulate each PE teacher survey with an ID number so that we will be able to link PE teacher data with student data. These surveys should take no more than 25 minutes to complete (25 minutes for PYFP surveys and 20 minutes for non-PYFP surveys), and all responses will be kept confidential and stored on a secured server. Data entered into SurveyMonkey® will not include any identifying information and SurveyMonkey® ensures network security through encryption and firewalls. Only the ICF PYFP evaluation project manager and the data task lead will have access to SurveyMonkey® data. Once downloaded, others on the PYFP evaluation team will have access to these de-identified data to conduct analyses.

### *PE Teacher Focus Groups*

ICF will conduct focus groups with all those teaching sixth-grade PE at the selected PYFP schools. We will work with school liaisons to recruit PE teachers, and liaisons will be responsible for scheduling the time and location of the focus groups, as well as sending out all communications. A semi-structured, open-ended moderator's guide will be used for the PE teacher focus groups (**Attachment 25 PE Teacher Focus Group Moderator Guide**), which will take no more than an hour and will include all sixth grade PE teachers. Trained ICF moderators will implement all focus groups, and the audio of each group will be recorded and transcribed. A \$15 gift card will be provided to all PE teachers participating in the focus groups

taking place outside of school hours. For teachers who participate in focus groups during school hours, no tokens of appreciation will be provided.

### ***Student-Focused Data Collection***

#### *Student Surveys*

In all of the PYFP and non-PYFP schools, we will conduct surveys with a census of sixth-grade students enrolled in PE (not special topic or elective courses). School liaisons will be responsible for distributing letters home to parents informing them of the evaluation, distributing student surveys, providing students with instructions and collecting completed student surveys (**Attachments 20a & 20b Student Surveys**). Surveys will be administered during PE class and should take no more than 15 minutes to complete. Student surveys will be prepopulated with an ID that will allow ICF to link student data with data from their PE teacher. School liaisons will mail completed surveys to ICF, and ICF staff will use double data entry and verification processes. All responses will be kept confidential and stored on a secured server; paper files will be kept in a secure locked file cabinet in ICF Atlanta offices (3 Corporate Square, Atlanta, GA 30329) with only members of the PYFP evaluation team permitted access, as necessary.

#### *FitnessGram®*

Using Skype, ICF will train all school liaisons (PYFP and non-PYFP schools) and ICF field staff on the best practices for conducting FitnessGram® assessments before the start of the spring 2017 and fall 2017 semesters. The evaluation team will send FitnessGram® data collection forms to school liaisons to distribute to PE teachers for beginning of semester measurements in PYFP schools (**Attachment 27 FitnessGram® Data Collection Protocol, Attachment 28 FitnessGram® Data Collection Form and Attachment 29 PACER Test Individual Score Sheet**). PYFP PE teachers will be expected to conduct their own beginning of semester assessments because training on FitnessGram® and access to the software is included in the program. Staff from the ICF evaluation team will travel to non-PYFP schools to conduct beginning of semester PACER and Body Composition Assessments. ICF staff will conduct all end of semester fitness assessments (PYFP and non-PYFP schools). Fitness assessment data will be recorded using a unique student ID so that data can be linked from the beginning to the end of

the semester. ICF will work with each school to determine the preferred process for sharing FitnessGram® data and linking student data. All data will be stored on a secure server at ICF.

### *Student Focus Groups*

The ICF evaluation team will recruit students at PYFP schools to participate in focus groups through PYFP evaluation information packets sent home to parents. School liaisons will distribute packets to students during their PE classes, and students will be asked to take the information home and obtain their parent's permission to participate if they would like to participate (parental consent form- **Attachment 14 Focus Group Parent Consent and Interest Form**). ICF will randomly select students to participate from those who have returned parental consent forms. Each focus group will include up to ten sixth-grade students (per PYFP school). School liaisons will be responsible for scheduling and finding locations for the focus groups as well as conducting follow-up communications with students and parents. ICF will use a semi-structured, open-ended moderator's guide, and the student focus groups will take no more than an hour (**Attachment 26 Student Focus Group Moderator Guide and Attachment 41 Student Focus Group Assent**). Trained ICF moderators will implement all focus groups, and the audio of each group will be recorded and transcribed. Non-monetary prizes equivalent to \$15 will be provided to all students participating in focus groups. ICF will create age-appropriate packages, equivalent to \$15 and \$35, of items such as: school supplies (pens, notebooks, school logo items, t-shirts), physical activity items (sports equipment), or other items (movie tickets, head phones) that have been approved by the schools.

### *Accelerometry*

Sixth-grade students in a subset of PE classes in PYFP and non-PYFP schools will be recruited to participate in accelerometry data collection. School liaisons will be responsible for recruiting students through a 5- to 10-minute presentation given at the beginning of the PE class. Similar to the focus groups, information packets will be handed out to those students interested in participating, and students will be asked to obtain permission from parents (Attachment 15 Parent Accelerometer Consent Form). Consent forms will be returned to the school liaison, who will work with ICF to distribute accelerometers and orient students on wearing the devices (**Attachment 32 Accelerometry Data Collection – Instructions for PE Teachers, Attachment**



**33 Accelerometry Belt Instructions and Attachment 34 Accelerometry School Liaison Data Collection Checklist).** Reminders to wear the accelerometers will be sent to students and/or their parents via text or email. At the end of the week, students will return the accelerometers to the school liaison. Students participating in accelerometry data collection will receive a non-monetary prize equivalent to \$15 after the first week of wear-time and \$35 after the second week of wear-time at the end of the semester.. We will give non-monetary prize of greater value (\$35) at the end of the semester to help ensure student compliance at follow-up.

In addition to wearing the accelerometer, students will be asked to keep a brief log of when they wore their accelerometer along with their class schedule for each day (**Attachment 31 Accelerometry Log**). Class schedule information will be used to determine physical activity that takes place during and outside of the school day as well as during PE class. The activity log and schedule will be turned in with the accelerometer at the end of the week. Each log, class schedule and accelerometer will be assigned an ID to allow ICF to link activity logs and accelerometer data and to link beginning and end of semester data.

James Sallis, PhD, Active Living Research (ALR) and the University of California, San Diego, will provide training and technical assistance to ICF staff and school liaisons on the procedures for accelerometer data collection, and he will manage and analyze accelerometry data. For data management, Dr. Sallis and the ALR team will be responsible for downloading accelerometer data into a central database after each use and deleting data before sending the device back out to the field. Dr. Sallis and the ALR team will conduct preliminary analyses and coding to account for time spent being sedentary or in light, moderate or vigorous activity, as well as PA during and outside of the school day. ALR will send data files to ICF at the end of each data collection period (i.e., beginning and end of the semester).

### ***School Administrator–Focused Data Collection***

#### ***School Administrator Surveys***

ICF will gather lead administrator email addresses for each of the participating schools and will send an email inviting administrators to participate in the PYFP Evaluation survey (**Attachments 21a & 21b School Administrator Survey**). The email will include a link to the survey hosted

by SurveyMonkey®. Administrators will be sent unique links so they can go back to complete the survey as time allows. The surveys will be sent out a month prior to the end of semester so that ICF staff can follow-up with administrators as needed during site visits or over the phone.

### ***Parent-Focused Data Collection***

#### ***Parent Focus Groups***

In a subset of six PYFP schools, liaisons will distribute letters to go home to parents describing the parent focus groups. A focus group interest form will be included with the letter to parents about the student focus groups (**Attachments 14 Focus Group Parent Consent and Interest Form (PYFP Schools)**). School liaisons will collect interest forms and return to the evaluation team at ICF who will randomly select up to 10 parents per school to participate in focus groups. School liaisons will be responsible for scheduling focus groups, finding focus group locations and conducting follow-up communication with parents. ICF will use a semi-structured, open-ended moderator's guide, and parent focus groups will take no more than an hour (**Attachment 24 Parent Focus Group Moderator Guide**). Trained ICF moderators will implement all focus groups, and the audio of each group will be recorded and transcribed. A \$15 gift card will be provided in appreciation for parent participation in focus groups taking place outside of school hours.

## ***Cost Data Collection***

### *Cost Worksheets*

ICF will administer an Excel-based Cost and Time Worksheet to PE teachers and/or any staff involved in the operations, management or administration of PE activities (e.g., administrators, Information Technology personnel) at PYFP schools (**Attachment 22 PYFP Cost Worksheet and Attachment 23 PYFP Time Worksheet**). The school liaison in collaboration with the ICF evaluation team will determine the appropriate staff members needed to complete the worksheet and the worksheets will be distributed via email. Prior to sending the worksheets, the appropriate PYFP school staff will be provided with a web-based training to familiarize them with the instrument and further technical assistance will be offered on an as-needed basis by ICF staff. At the end of the semester, completed worksheets will be returned to ICF via email.

### *Obtaining Access to and Support from Schools*

The procedures for gaining access and support of schools will include three major steps: First, recruitment packets will be sent to the superintendent of each PYFP and non-PYFP school meeting inclusion criteria. The recruitment packet will include a Superintendent Cover Letter (**Attachments 5a & 5b Superintendent School Recruitment Letters**), PYFP Evaluation Overview Form and Acknowledgement Form (**Attachments 7a & 7b PYFP Evaluation Overview and Acknowledgement Forms**) and PYFP Evaluation Q&A (**Attachment 8 Presidential Youth Fitness Program Evaluation Q&A**) and a principal recruitment packet (**Attachments 6a & 6b Principal School Recruitment Letters**). A follow-up call will be placed to superintendents one week following the delivery date of the recruitment packet. Using a call script (**Attachments 9a & 9b Superintendent Recruitment Call Scripts**), staff from ICF will confirm receipt of the recruitment packet, answer any questions regarding the evaluation, confirm interest/permission and, if permission is granted, ask the superintendent to forward the principal recruitment packet.

Second, the PYFP Evaluation team will track delivery of the principal recruitment packets and place follow-up calls to principals one week after the date of delivery. Using the principal recruitment call script (**Attachments 10a & 10b Principal Recruitment Call Script**), ICF staff

will confirm receipt of the recruitment packet, answer any questions regarding the evaluation and confirm interest in having the school participate in the evaluation.

Third, the PYFP evaluation team will recruit one individual from each participating school (or district) to serve as the school liaison. The school liaison will help inform school staff, students and parents about the PYFP evaluation and will be responsible for coordinating data collection activities, including respondent recruitment. ICF will ask superintendents and principals to recommend staff who could serve as liaisons during recruitment follow-up calls. Contact information for each of these individuals will be obtained and ICF will send/email a liaison recruitment letter (**Attachments 11a & 11b School Liaison Recruitment Letters**). A follow-up call will be placed within a week of sending the letter to gauge each individual's interest and availability (**Attachments 12a & 12b School Liaison Recruitment Call Scripts**). After all calls have been placed, the PYFP evaluation team will review the list of recommended individuals and select one liaison per school. Notification will be given via email and phone call. Prior to the start of data collection, all liaisons will be provided training on human subjects research and data collection.

As a thank you for participating in the PYFP evaluation, each school will be eligible to receive up to \$500 in gift cards<sup>b</sup> as well as fitness assessment equipment valued at \$425. In appreciation for support of PYFP evaluation activities, each school liaison will be eligible to receive up to \$700<sup>c</sup> in gift cards.

### *Sample Attrition*

Our recruitment approach requires active enrollment in the evaluation for schools, parents and youth. However, the time period between data collection at the beginning of the semester and data collection at the end of the semester is a relatively short window (9-12 weeks) and only applies to student fitness assessments and student accelerometry. Therefore, we expect attrition to be a minimal problem and not exceed five percent of our sites or participants.

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<sup>b</sup> All schools will receive \$300 and schools participating in accelerometry data collection will receive an additional \$200.

<sup>c</sup> All liaisons will receive \$300. An additional \$300 will be awarded to liaisons coordinating accelerometry data collection (subset of PYFP and non-PYFP schools) and an additional \$100 for liaisons for coordinating focus groups (PYFP schools only).

### *Data Collection by Project Year*

As noted above, data collection will be conducted in Round 2 PYFP schools and matched comparison schools during the spring 2017 semester (Year 1) and in Round 3 PYFP schools and matched comparison schools during the fall 2017 semester (Year 2). Six Round 2 PYFP and six non-PYFP schools will be recruited to participate in the overall evaluation activities (fitness assessments, student surveys, PE teacher surveys and school administrator surveys) during the spring 2017 semester and five PYFP and five matched comparison schools during the fall 2017 semester. A subset of all schools will be recruited to participate in accelerometry, and a subset of PYFP schools will be asked to participate in PE teacher, student and parent focus groups. Exhibit B.3 and B.4 provide the data collection plan for Year 1 (spring 2017) and Year 2 (fall 2017). Exhibit B.5 provides the overall data collection plan across years.

Exhibit B.3 Data Collection Plan and Overall Burden: Year 1

Year 1 - Spring 2017									
Respondent Type	Form Name	No. of schools*	No. of Classes Total	No. Respond.p er Class or School	No. of Respond. Spring 2017	No. of Responses per Respond. Spring 2017	Total Responses Spring 2017	Avg. Burden per Response (in hrs)	Total Burden Spring 2017 in hours
6th grade students in PYFP schools	FitnessGram® Data Collection Form	6	21	30	630	2	1260	15/60	315
	Accelerometry Log	4	13	10	130	2	260	30/60	130
	Student Survey (PYFP Schools)	6	21	30	630	1	630	15/60	158
	Student Focus Group Moderator Guide	3	n/a	10	30	1	30	1	30
PE teachers in PYFP schools	PE Teacher Survey (PYFP Schools)	6	n/a	4	24	1	24	25/60	10
	PE Teacher Focus Group Moderator Guide	3	n/a	4	12	1	12	1	12
	PYFP Time Use Worksheet	6	n/a	1	6	1	6	30/60	3
School administrators in PYFP schools	School Administrator Survey (PYFP Schools)	6	n/a	1	6	1	6	20/60	2
	PYFP Cost Worksheet	6	n/a	1	6	1	6	1	6
Parents of 6th grade students in PYFP schools	Parent Focus Group Moderator Guide	3	n/a	10	30	1	30	1	30
6th grade students in non-PYFP schools	FitnessGram® Data Collection Form	6	21	30	630	2	1260	15/60	315
	Accelerometry Log	4	13	10	130	2	260	30/60	130
	Student Survey (non-PYFP Schools)	6	21	30	630	1	630	15/60	158
PE teachers in non- PYFP schools	PE Teacher Survey (non-PYFP Schools)	6	n/a	4	24	1	24	20/60	8
School administrators in non-PYFP schools	School Administrator Survey (non-PYFP Schools)	6	n/a	1	6	1	6	20/60	2
								Totals	1308

Exhibit B.4 Data Collection Plan and Overall Burden: Year 2

6th grade students in PYFP schools	FitnessGram® Data Collection Form	5	20	30	600	2	1200	15/60	300
	Accelerometry Log	3	12	10	120	2	240	30/60	120
	Student Survey (PYFP Schools)	5	20	30	600	1	600	15/60	150
	Student Focus Group Moderator Guide	3	n/a	10	30	1	30	1	30
PE teachers in PYFP schools	PE Teacher Survey (PYFP Schools)	5	n/a	4	20	1	20	25/60	8
	PE Teacher Focus Group Moderator Guide	3	n/a	4	12	1	12	1	12
	PYFP Time Use Worksheet	5	n/a	1	5	1	5	30/60	3
School administrators in PYFP schools	School Administrator Survey (PYFP Schools)	5	n/a	1	5	1	5	20/60	2
	PYFP Cost Worksheet	5	n/a	1	5	1	5	1	5
Parents of 6th grade students in PYFP schools	Parent Focus Group Moderator Guide	3	n/a	10	30	1	30	1	30
6th grade students in non-PYFP schools	FitnessGram® Data Collection Form	5	20	30	600	2	1200	15/60	300
	Accelerometry Log	3	12	10	120	2	240	30/60	120
	Student Survey (non-PYFP Schools)	5	20	30	600	1	600	15/60	150
PE teachers in non-PYFP schools	PE Teacher Survey (non-PYFP Schools)	5	n/a	4	20	1	20	20/60	7
School administrators in non-PYFP schools	School Administrator Survey (non-PYFP Schools)	5	n/a	1	5	1	5	20/60	2
Totals									1238

Exhibit B.5 Data Collection Plan and Overall Burden: Total Across Years 1 & 2

Total Across Year 1 & Year 2									
Respondent Type	Form Name	Total No. Schools*	No. of Classes total	Total No. per Class or School	Total No. of Resp. across Years	No. of Responses per Resp	Total Annual Responses per Respond.	Avg. Burden per Response	Total Burden
6th grade students in PYFP schools	FitnessGram® Data Collection Form	11	41	1230	1230	2	1230	15/60	615
	Accelerometry Log	7	25	250	250	2	250	30/60	250
	Student Survey (PYFP Schools)	11	41	1230	1230	1	615	15/60	308
	Student Focus Group Moderator Guide	6	n/a	60	60	1	30	1	60
PE teachers in PYFP schools	PE Teacher Survey (PYFP Schools)	11	n/a	44	44	1	22	25/60	18
	PE Teacher Focus Group Moderator Guide	6	n/a	24	24	1	12	1	24
	PYFP Time Use Worksheet	11	n/a	11	11	1	5.5	30/60	6
School administrators in PYFP schools	School Administrator Survey (PYFP Schools)	11	n/a	11	11	1	5.5	20/60	4
	PYFP Cost Worksheet	11	n/a	11	11	1	5.5	1	11
Parents of 6th grade students in PYFP schools	Parent Focus Group Moderator Guide	6	n/a	60	60	1	30	1	60
6th grade students in non-PYFP schools	FitnessGram® Data Collection Form	11	41	1230	1230	2	1230	15/60	615
	Accelerometry Log	7	25	250	250	2	250	30/60	250
	Student Survey (non-PYFP Schools)	11	41	1230	1230	1	615	15/60	308
PE teachers in non-PYFP schools	PE Teacher Survey (non-PYFP Schools)	11	n/a	44	44	1	22	20/60	15
School administrators in non-PYFP schools	School Administrator Survey (non-PYFP Schools)	11	n/a	11	11	1	5.5	20/60	4
<b>Totals</b>									<b>2546</b>



### **B.3 Methods to Maximize Response Rates and Deal with Nonresponse**

#### Expected Response Rates

We anticipate that response rates will be appropriately high to produce reliable and valid results generalizable to the universe of the study. We are targeting a 90% school participation rate due to the voluntary nature of engagement and because similar evaluations conducted by the ICF team have yielded similar rates. For example, in a similar evaluation conducted in Georgia (Georgia Youth Fitness Assessment), the school participation rate was 86%. In addition, school participation rates for the Youth Risk Behavior Survey and New York Tobacco Survey (surveys asking sensitive questions about risk behaviors) have ranged from 70-90% in recent years. Also, the 2006 wave of the national School Health Policies and Program Study (SHPPS) had a school-level response rate of 78 percent<sup>2</sup>, and the Bridging the Gap 2010 wave of data collection garnered a nearly 80 percent response<sup>3</sup>.

The monetary token of appreciation (starting at \$300) for each participating school will support higher school-level response rates.

We aim for the following response rates for individual respondents based on previous program evaluations conducted by ICF:

- Physical Education teachers: 95%
- School Administrators: 100%;
- Students – 90%

#### Methods for Maximizing Responses and Handling Non-Response

We will use the following methods to maximize response rates: First, all survey instruments are as short and concise as possible. Second, through garnering support from school administrators and permissions from local schools and/or schools districts, we expect a high initial response rate. Finally, we will employ multiple methods and rounds of follow-up contact through a school liaison, including follow-up phone calls or emails and providing hard copies of instruments.

We also distinguish among three potential types of nonresponse problems: 1) refusal to participate by a selected school district, school, teacher, parent or student; 2) collection of incomplete information from a survey respondent (i.e. teacher, student); and 3) incomplete accelerometry data.

To minimize refusals at all levels--from school district to student--we will use a variety of techniques, emphasizing the importance of the data collection process (i.e. focus groups, surveys).

To increase the likelihood of school participation we will: (1) indicate that the evaluation is being supported by CDC and has the support of Federal and state agencies; (2) convey to school districts and schools that the PYFP program is sponsored by many key national educational and health associations, such as the Cooper Institute, the National Foundation on Fitness, Sports and Nutrition, President's Council on Fitness, Sports and Nutrition and Society of Health and Physical Educators (SHAPE America); (3) convey a willingness to present the evaluation design and instruments before a school board, research committee or other local entity; and (4) offer schools a monetary token of appreciation starting at \$300, consistent with the literature.

Maximizing responses and dealing with refusals from parents, teachers and students require different strategies. Parental permission form reminders will be sent to parents who have not returned parental permission forms within an agreed upon time period (e.g., 3 days); those who do not respond to the reminder will be sent a second (final) reminder. The permission form will provide a telephone number for the project manager at ICF should parents want to have questions answered before agreeing to give permission for their child's participation. The school liaison also will be available on location to answer questions from parents who remain uncertain about providing permission for their child to participate in data collection activities.

Teacher refusals to cooperate with the study are not expected to be a problem because schools already will have agreed to participate and burden to teachers is minimal. Refusals by students whose parents have consented are also expected to be minimal. No punitive action will be taken against a student who does not agree to participate (assent). Nonconsenting students will *not* be replaced. Data will be analyzed to determine if student nonresponse introduces any biases.

To minimize the likelihood of missing values on the student questionnaire, students will be reminded by the school liaison to review the survey before turning it in to verify that: (1) each question has been answered and (2) only one response per question is selected. In addition, the school liaison will be present to answer any questions students might have about the survey.

Missing values for an individual respondent (e.g. teacher, student) on the survey will *not* be imputed.

#### **B.4 Tests of Procedures or Methods to be Undertaken**

The study team modeled the questions used in the PYFP Evaluation Surveys after questions from instruments used in National Surveys such as the School Health Policies and Practices Survey, School Health Profiles Survey and the Youth Risk Factor Surveillance Survey as well as instruments developed and administered as part of the PYFP Process Evaluation. The majority of the items in the PYFP Evaluation Surveys come from reliable and valid measures that have been used for many years and have been easily understood by participants. In addition, based on the high degree of similarity between some survey and focus group questions and those used by the PYFP Process Evaluation, we expect the survey and focus group questions will be easy to complete and acceptable to respondents. We based the estimated burden hours on pretests of instruments with three volunteers.

#### **B.5 Individuals Consulted on Statistical Aspects and Individuals Collecting and/or Analyzing Data**

Individuals consulted for statistical expertise and individuals collecting and/or analyzing PYFP data are listed in Exhibits B.5-1A and B.5-1B.

##### **Exhibit B.5-1A. Subject Matter Experts at CDC the PYFP Data Collection Instruments**

Name	Organization	Contact Information
Sarah M. Lee, PhD	Division of Population Health, School Health Branch	Phone: 770-488-6126 <a href="mailto:bvv5@cdc.gov">bvv5@cdc.gov</a>
Seraphine Pitt Barnes, PhD	Division of Population Health, School Health Branch	Phone: 770-488-6115 <a href="mailto:spe6@cdc.gov">spe6@cdc.gov</a>

##### **Exhibit B.5-1B. List of Individuals and Organizations Other Than Those at CDC Consulted by the Study Team**

Name	Organization	Contact Information
Jane Wargo	Presidential Youth Fitness Program	Phone: 404-321-3211 <a href="mailto:jane@presidentialyouthfitnessprogram.org">jane@presidentialyouthfitnessprogram.org</a>
Carole Harris, PhD	ICF	Phone: 404-321-3211

		<a href="mailto:Carole.Harris@icf.com">Carole.Harris@icf.com</a>
Isabela Lucas, PhD	ICF	Phone: 404-321-3211 <a href="mailto:Isabela.Lucas@icf.com">Isabela.Lucas@icf.com</a>
Simone Boyce, PhD	ICF	Phone: 404-321-3211 <a href="mailto:Simone.Boyce@icf.com">Simone.Boyce@icf.com</a>
Stephanie Frost, PhD	ICF	Phone: 404-321-3211 <a href="mailto:Stephanie.Frost@icf.com">Stephanie.Frost@icf.com</a>
Alice Roberts, MA	ICF	Phone: 301-572-0290 <a href="mailto:Alice.Roberts@icf.com">Alice.Roberts@icf.com</a>
Jill Trott, BS	ICF	Phone: (301) 572-0378 <a href="mailto:Jill.Trott@icf.com">Jill.Trott@icf.com</a>
Kelli Cain, MA	University of California, San Diego	Phone: (619) 260-5541 <a href="mailto:kcain@ucsd.edu">kcain@ucsd.edu</a>
James Sallis, PhD	University of California, San Diego	Phone: 619-260-5535 <a href="mailto:jsallis@ucsd.edu">jsallis@ucsd.edu</a>
Tina Kauh, MS, PhD	Robert Wood Johnson Foundation	Phone: 609 627-5933 <a href="mailto:tkauh@rwjf.org">tkauh@rwjf.org</a>

## B.6 References

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