

**Attachment D:  
ODPHP Presidential Youth Fitness Program Focus  
Groups Protocol**

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**Submitted to:**

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## Objectives

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The Presidential Youth Fitness Program (PYFP) is a comprehensive school-based fitness assessment program that focuses on individual health-related fitness. Currently managed by the National Fitness Foundation (NFF), PYFP includes instructional strategies on fitness education, awards to recognize students' fitness and physical activity achievements, and communication tools to promote awareness and understanding of the fitness education and assessment process.

The Office of the President's Council on Sports, Fitness & Nutrition (PCSFN) and the Office of Disease Prevention and Health Promotion (ODPHP) have been exploring the feasibility of bringing management of PYFP back to the federal government. The goal of the overall formative research is to gather information from key audiences that will help inform efforts to revitalize PYFP, improve its implementation, and position PYFP for long-term sustainability.

The goal of this research is to better understand how PYFP is perceived by the broader physical education community, identify strategies for program improvement, and determine long-term goals for improving the program. CH previously conducted 1-on-1 remote interviews with physical educators (PE teachers) who teach 4<sup>th</sup> – 12<sup>th</sup> grade, PYFP trainers in the train-the-trainer program, and external stakeholders. In this second round of research, CH will conduct focus groups with 3 primary audiences: PE teachers who teach 4<sup>th</sup> – 12<sup>th</sup> grade, students in 4<sup>th</sup> – 12<sup>th</sup> grade, and school administrators.

This study will aim to answer the following questions.

1. What are participants' overall impressions of PYFP?
2. What are participants' perceptions of fitness assessments?
3. What have been participants' experiences with fitness assessments, including PYFP?
4. [For school administrators and PE teachers:] What do participants see as the barriers and facilitators related to PYFP implementation?
5. [For school administrators:] What are participants' proposed sustainability solutions for PYFP?
6. [For students:] What do participants see as the barriers and facilitators related to their engagement with PYFP?

## Participants and Recruitment

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CH will conduct 9 remote, 60-minute focus groups in English with up to 5 participants per group (up to 45 participants total). Participants will be an ethnically, racially, and socioeconomically diverse sample and the groups will be segmented by audience:

<b>Audience</b>	<b>Focus groups</b>
<b>1 PE teachers</b>	3 groups (n=15)
<b>2 Students in 4<sup>th</sup> to 12<sup>th</sup> grade</b>	3 groups (n=15)
<b>3 School administrators</b>	3 groups (n=15)
<b>Total</b>	9 groups (n= 45)

\*The *n* in all the cells is the maximum. CH will aim for 4-5 participants per focus group, up to 45 participants total.

### Participant Inclusion Criteria

Participants will be PE teachers, students, and school administrators.

- PE teachers will teach at the 4<sup>th</sup> – 12<sup>th</sup> grade levels
  - CH will recruit at least 5 males, at least 5 females, and at least 5 non-white participants
  - PE teachers will have a mix of familiarity with PYFP
- Students will be in 4<sup>th</sup> – 12<sup>th</sup> grade (skewing female and less active)
  - CH will recruit at least 9 girls
  - CH will recruit at least 9 students who are not very active (i.e., their parents indicate that their child gets fewer than 4 days a week of physical activity)
- School administrators may include:
  - Elementary, middle, and high school principals or assistant principals
  - District-level administrators like superintendents
  - Those with a role in curriculum administration at the district or school level, like athletic directors

### Vulnerable Subjects

This study will include children, who are considered a vulnerable population. This study presents minimal risk to the subjects — the likelihood of harm from participating in the study is no higher than the risk encountered in daily activities.

## Methods

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CH will conduct 9 remote focus groups in English with up to 5 participants per group (up to 45 participants total). In advance of the sessions, CH will email participants the **informed consent form** (for physical education teacher focus groups and school administrator focus groups) (**Appendix C**) or the **written consent form** (for students) (**Appendix D**). Physical education teacher participants and school administrator participants will review and verbally consent during the session. Student participants will have their parent/guardian sign the written consent form prior to the session, and students will provide verbal assent at the beginning of the session. The moderator will review the consent forms at the beginning of each session. All participants will have an opportunity to ask questions about any aspect of the study before the focus group begins.

The consent statements assure the participant that information provided during the discussion group will be kept confidential and will only be used to inform ODPHP's efforts to promote physical activity. The statement also contains language explaining that signing (for parents/guardians of student participants) and verbally consenting (for all participants) the form confers permission to be audio recorded.

The physical education teacher focus groups and the school administrator focus groups will each last approximately 75 minutes. The student focus groups will last approximately 60 minutes. All focus groups will include a moderator and a note taker.

### Testing Procedures

The moderator will follow a standard protocol for each focus group that includes the following (see **Focus Group Moderator's Guide** in **Appendix E**, **Appendix F**, and **Appendix G** for details):

- Welcome, opening remarks, ground rules, and introductions
- Explanation of the purpose of the focus group
- Informed consent
- Warm-up discussion
- Main focus group discussion
- Closing discussion
- Participant remuneration

### Summary Report

CH will analyze feedback from focus group participants to identify important themes, commonalities, and preferences, which will guide the development of the physical activity iconography and communication plan. CH will deliver a summary report highlighting key findings and recommendations.

## **Appendix A: Informed Consent Form for Physical Education Teacher and School Administrator Focus Groups**

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### **Who is working on this project?**

You are being asked to be in a research project being run by CommunicateHealth, a research and communication company in Rockville, Maryland. We will share your ideas with the Office of Disease Prevention and Health Promotion (ODPHP), which is part of the U.S. Department of Health and Human Services (HHS). Demographic information and high-level themes will be shared with ODPHP, but your name, transcripts, and recordings will not be shared.

### **How can I help?**

You are being asked to be in the study because you are either a physical education teacher or a school administrator. We are interested in hearing your opinions and learning about your experiences. Sessions will last 75 minutes and will consist of discussion and activities about physical activity and the Presidential Youth Fitness Program (PYFP).

We'll first discuss what you've heard about the PYFP and your experiences with fitness tests. We'll also ask you to read a brief material about the PYFP.

Your feedback in this session will help inform updates and improvements to the program and position the PYFP for long-term sustainability.

### **Do I have to participate in this project?**

No, your participation is voluntary. It is your choice whether to participate or not. You can stop at any time, and you don't have to answer any questions you don't want to answer. If you don't want to participate or decide to stop, that's okay. Not participating, not answering questions, or withdrawing from the study will not result in any penalty or loss of benefits to which you are otherwise entitled.

### **Is there any potential risk associated with this study, and how will you protect my privacy?**

There is a possible risk of breach of confidentiality. This risk is minimized by protections outlined here.

ODPHP, the research staff, and the New England Independent Review Board may have access to your information, but no one else will. The information will be stored securely. Also, our reports will not include your name. We protect your information from disclosure to others to the extent required by law. We cannot promise complete secrecy. We cannot be responsible for people sharing what they heard in the group but we will ask everyone to respect the others in the group by not talking about what they hear in the focus group. If researchers learn about current or ongoing child abuse or neglect, they will report this to the appropriate authorities.

We may publish the results of this research. However, we will keep your name and other identifying information confidential.

### **Will I benefit from participating in this study?**

Participants will not receive any direct benefit directly from this study, but it is hoped that participation will help others in the future by providing information to help inform updates and improvements to the PYFP and position the program for long-term sustainability.

### **Will I be compensated for my participation?**

Yes, you will be offered a [*\$150 to \$200 (will update based on market rates) for PE teacher and school administrator participants*] cash incentive for attending this session. You will be paid at the end (after the session) for your attendance. There is no cost to you for taking part in this study. Your participation is strongly encouraged, but you will still receive the incentive even if you decide not to answer questions or leave the session early.

### **For more information:**

If you have questions about the project, contact Elizabeth Barnett at [lizzie@communicatehealth.com](mailto:lizzie@communicatehealth.com) or (413) 582-0425.

If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number listed above on the first page. This research is being overseen by WCG IRB. An IRB is a group of people who perform independent review of research studies. You may talk to them at 855-818-2289 or [researchquestions@wcgirb.com](mailto:researchquestions@wcgirb.com) if:

- You have questions, concerns, or complaints that are not being answered by the research team.
  - You are not getting answers from the research team.
  - You cannot reach the research team.
  - You want to talk to someone else about the research.
  - You have questions about your rights as a research subject.
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## **Appendix B: Written Consent Form for Student Focus Groups**

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### **Who is working on this project?**

Your child is being asked to be in a research project being run by CommunicateHealth, a research and communication company in Rockville, Maryland. We will share your child's ideas with the Office of Disease Prevention and Health Promotion (ODPHP), which is part of the U.S. Department of Health and Human Services (HHS). Demographic information and high-level themes will be shared with ODPHP, but your child's name, transcripts, and recordings will not be shared.

### **How can my child help?**

Your child is being asked to be in the study because they are a student in grades 4-12. We are interested in hearing your child's opinions and learning about their experiences. Each focus group will last 60 minutes and will consist of discussion and activities about physical activity and the Presidential Youth Fitness Program (PYFP).

We'll first discuss what your child has heard about the PYFP and your child's experiences with physical activity and fitness tests.

Your child's feedback in this session will help inform updates and improvements to the program and position PYFP for long-term sustainability.

### **Does my child have to participate in this project?**

No, your child's participation is voluntary. It is your child's choice whether to participate or not. Your child can stop at any time and doesn't have to answer any questions they don't want to answer. If your child doesn't want to participate or decides to stop, that's okay. Not participating, not answering questions, or withdrawing from the study will not result in any penalty or loss of benefits to which your child is otherwise entitled.

### **Is there any potential risk associated with this study, and how will you protect my child's privacy?**

There is a possible risk of breach of confidentiality. This risk is minimized by protections outlined here.

ODPHP, the research staff, and the New England Independent Review Board may have access to your child's information, but no one else will. The information will be stored securely. Also, our reports will not include your child's name. We protect your child's information from disclosure to others to the extent required by law. We cannot promise complete secrecy. We cannot be responsible for people sharing what they heard in the focus group but we will ask everyone to respect the others in the group by not talking about what they hear in the focus group. If researchers learn about current or ongoing child abuse or neglect, they will report this to the appropriate authorities.



We may publish the results of this research. However, we will keep your child's name and other identifying information confidential.

### **Will my child benefit from participating in this study?**

Participants will not receive any direct benefit directly from this study, but it is hoped that participation will help others in the future by providing information to help inform updates and improvements to the PYFP and position the program for long-term sustainability.

### **Will my child be compensated for their participation?**

Yes, your child will be offered a [*\$75 (will update based on market rates)*] cash incentive for attending this session. Your child will be paid at the end (after the session). There is no cost to your child for taking part in this study. Your child's participation is strongly encouraged, but you and your child will still receive the incentive even if you decide not to answer questions or leave the session early.

### **For more information:**

If you have questions about the project, contact Elizabeth Barnett at [lizzie@communicatehealth.com](mailto:lizzie@communicatehealth.com) or (413) 582-0425.

If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number listed above on the first page. This research is being overseen by WCG IRB. An IRB is a group of people who perform independent review of research studies. You may talk to them at 855-818-2289 or [researchquestions@wcgirb.com](mailto:researchquestions@wcgirb.com) if:

- You have questions, concerns, or complaints that are not being answered by the research team.
- You are not getting answers from the research team.
- You cannot reach the research team.
- You want to talk to someone else about the research.
- You have questions about your rights as a research subject.

### **Parent/Legal Guardian Statement of Consent**

I, \_\_\_\_\_, agree to let my child,  
\_\_\_\_\_, take part in this focus group study.

I understand that \_\_\_\_\_ [*child's initials*] does not have to be in this focus group and can leave at any time without penalty. I understand that \_\_\_\_\_ [*child's initials*] can agree to be in the study and then change their mind later.

I allow the Office of Disease Prevention and Health Promotion (ODPHP) — which is part of the U.S. Department of Health and Human Services (HHS) — to use the information from this discussion. I understand that the information is for research only, and that \_\_\_\_\_'s [*child's initials*] name will not be shared with anyone else.

I understand that if researchers learn about current or ongoing child abuse or neglect, they will report this to the appropriate authorities.

I agree to ask questions about the discussion if I don't understand something that \_\_\_\_\_ [child's initials] is being asked to do as part of this project. If I have questions after the project is over, I can contact Lizzie Barnett at [lizzie@communicatehealth.com](mailto:lizzie@communicatehealth.com) or (413) 582-0425.

**Audio Recording Release**

I understand that the discussion will be audio-recorded during this project. I allow ODPHP to use the recordings of \_\_\_\_\_ [child's initials] for research purposes only. I understand that \_\_\_\_\_'s [child's initials] name will not be used for any other purpose. I give up any rights to the recording and understand the recording may be copied and used by ODPHP without my permission.

**Summary**

I have read and understood this consent form. I understand that I will get a copy of this form.

Parent Name (Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C: Physical Education Teacher Focus Groups Moderator's Guide

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### Participant Focus Groups Testing Procedures

The moderator will follow a standard protocol for each focus group that includes the following:

Section	Time	Description
<b>A: Welcome and Opening Remarks</b>	5 minutes	<ul style="list-style-type: none"> <li>▪ Explain the purpose of the session</li> <li>▪ Present ground rules</li> <li>▪ Ask warm-up questions</li> </ul>
<b>B: Perceptions and Impressions of PYFP and Fitness Tests</b>	25 minutes	<ul style="list-style-type: none"> <li>▪ Ask participants about their awareness, perceptions, and overall impressions of PYFP and fitness tests</li> </ul>
<b>C: Experiences with PYFP and Fitness Tests</b>	30 minutes	<ul style="list-style-type: none"> <li>▪ Ask participants about their experiences with PYFP/ fitness assessments in school</li> <li>▪ Ask participants about any barriers and facilitators related to implementing PYFP/ fitness assessments</li> </ul>
<b>D: Sustainability</b>	10 minutes	<ul style="list-style-type: none"> <li>▪ Ask participants about the sustainability of PYFP</li> </ul>
<b>E: Closing and Thank You</b>	5 minutes	<ul style="list-style-type: none"> <li>▪ Thank participants for their involvement and provide a final opportunity for questions or comments</li> </ul>

### Physical Education Teachers Focus Groups Moderator's Guide

**Note:** This moderator's guide is not a script, so it will not be read verbatim. The moderator will use the following questions as a roadmap and will probe as needed to maintain the natural flow of conversation. Before each focus group begins, the moderator will provide copies of and read the Verbal Research Subject Consent Form aloud. The moderator will provide an opportunity for participants to ask questions and will ask participants to confirm consent verbally.

#### **A: Welcoming and Opening Remarks (5 minutes)**

Thank you for joining me today. My name is [moderator] and we also have [observer] observing and taking notes for this session. I work for CommunicateHealth, an independent research and communication company, and I am conducting this session on behalf of the President's Council on Sports, Fitness & Nutrition, which is housed within the Office of Disease Prevention and

Health Promotion, also known as ODPHP, which is part of the U.S. Department of Health and Human Services (HHS).

The purpose of our session today is to talk about your experiences with the Presidential Youth Fitness Program (PYFP). The ideas and information you share are very important and will help inform how ODPHP can revitalize PYFP, improve its implementation, and position PYFP for long-term sustainability. ODPHP is aware that PYFP needs to be updated and revitalized and is welcoming all kinds of feedback.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0281. The time required to complete this information collection is estimated to average 70 to 85 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, to review and complete the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer

It's nice to meet you all — I'm looking forward to getting to know you better during this session. Did everyone get the consent form?

*{If no, screen share consent form and review with group}*

I'm going to quickly review some ground rules for our session and a few important points from the consent form.

**Your participation is voluntary**

- This means you have the right to stop at any time. You do not have to answer every question, but I would like to hear from everyone, so I might call on you at some point.

**There are no wrong answers**

- I'm interested in your perspective and opinions. There is nothing I am expecting you to say.

**We are not trying to come to consensus**

- It's okay for there to be disagreement and in fact I welcome different points of view. Please share what is true for you.

**Speak up, speak clearly, and share the space**

- I am audio and video recording this session for note-taking purposes. I will have to write a report later and the recording will help me remember what was said here today.
- Please speak one at a time and as loudly and clearly as possible.
- I'd like the group to work for "equal airtime" where no one talks too much or too little.

**Everything we share in this discussion stays here**

- I am interested in what you say but not who said it. Your name will not be linked to anything you say in my report, and I will only share the report with people working on this project.
- Out of respect for each other, I ask that you also keep what was said here today private and not share with others who are not here.

Do you have any questions about being part of this study? *{Moderator will answer any questions.}*

Can we all agree to these ground rules? *{Seek verbal confirmation from participants}*

A few other logistics...

- This discussion will last approximately 1 hour and 15 minutes and we will wrap up at [time AM/PM]. We have a lot to cover, so I may occasionally interrupt to keep us moving.
- Please put your cell phone on silent if you haven't already.
- If you need to step away for any reason, please feel free to do so one at a time.

Now, let's get started.

*{The moderator will begin audio recording}*

This is the only time we will go around one by one.

*{Moderator to bring up shared screen with prompts below}*

I would like for each of you to tell me 4 things about yourself:

- Your first name
- The state you live in
- What grade(s) you teach
- Something you enjoy about your job

*{Moderator may provide a response to these questions as part of rapport building}*

Thank you for sharing.

**B: Perceptions and Impressions of PYFP and Fitness Tests (25 minutes)**

To start, I'd like to discuss the backgrounder document we sent you before the session.

*{Moderator shares screen with document}*. Did everyone have a chance to read through that?

*{If no, moderator lets the group take 5 minutes to read through the document}*

### **PYFP**

- By a show of hands, how many of you had heard of PYFP before reading this document?
  - *{Participants who had heard of PYFP}* How many of you have implemented PYFP at your school?
  - *{Participants who had heard of PYFP}* What, if any, information was new to you?
- *{All participants}* Tell me, what is your overall impression of PYFP (after reading the backounder and/or from experience)?
  - What do you like about PYFP?
  - What do you dislike about PYFP?
- *{Participants who have implemented PYFP}* For those of you that have implemented PYFP into your school, tell me:
  - What influenced your decision to implement PYFP in your school? *{probe on state/district influence or other influencers}*
  - What policies or programs at your school, if any, reinforce messages of PYFP or physical activity more generally?

### **Fitness Assessments**

As you know from the background materials, PYFP has 4 components, one of which is a fitness assessment. Since not all of you have implemented PYFP, we would like to learn more about how or if you use fitness assessments in your classes.

- By a show of hands, how many of you use fitness assessments or fitness tests in PE class? *{Probe on what tests they use, PYFP or other.}*
- Tell me, what are your thoughts on using fitness assessments in general?

For those of you who use other fitness assessments, not as part of PYFP:

- Tell me, what are the names of those other fitness assessments?
- How do you decide what fitness assessments to use?
- How did you find out about those fitness assessments? *{probe on external organizations}*

*{For participants who did not raise their hands}* For those of you that do not use fitness assessments of fitness tests in PE class, tell me more...

## C: Experiences with PYFP and Fitness Tests (30 minutes)

### PYFP Components

Next, I'd like to talk more about the Presidential Youth Fitness Program. As you may know from the backgrounder material or experience, PYFP goes beyond fitness testing. PYFP components also include physical activity goal-setting, youth recognition, and professional development opportunities for PE teachers. I want to spend time discussing these other components.

- For those of you that have implemented PYFP, to what extent do you integrate the different components of the program directly into your curriculum? *{probe on integrating PYFP into curriculum vs setting up PYFP as a stand-alone program and/or exclusively utilizing the fitness testing component}*
  - How easy or difficult is it to integrate PYFP directly into your curriculum?
  - What kind of curriculum support would be most helpful to you when integrating PYFP? *{probe on support with integrating modules into the broader PE curriculum}*
- For those of you who don't use PYFP, how many of you incorporate physical activity goal setting into your PE classes?
- For those who use PYFP, how many of you incorporate physical activity goal setting into your PE class?
- *{Follow-up questions for all participants who incorporate goal-setting:}*
  - How are physical activity goals tracked for your students?
  - How do you support students to achieve these goals?
  - What, if anything, could help you support students to track and achieve these goals?
- By another show of hands, for those of you who don't use PYFP, how many of you give recognition to students for fitness achievements?
- For those who do use PYFP, how many of you give recognition to students for fitness achievements?
- *{Follow-up questions for all participants who use recognition:}*
  - How do you recognize students?
  - To what extent does recognition impact your students' attitudes and behaviors around physical activity?
  - Tell me, what are your thoughts on recognition for students?
  - What are your thoughts on recognition items that you could purchase for your students (e.g., medal, patch, ribbon, pin, t-shirt) vs. (or in addition to) a free, downloadable certificate?
- By another show of hands, how many of you integrate nutrition messaging into your PE classes?
  - *{If yes:}* How easy or difficult is it to incorporate nutrition messaging?

- o {If no:} How important if at all, would it be to incorporate nutrition messaging as part of PYFP?
- What, if anything, would motivate you more as an educator to implement PYFP at your school?
  - o What additional resources and/or trainings would be most helpful? *{probe on format for resources/trainings}*
  - o How would you like to receive future resources and/or trainings? *{probe on digital or in-person and frequency of trainings}*

### Activity 1

I'd like to talk about your experiences with fitness tests at your school. Now, I'm going to ask us all to spend a few minutes thinking about a time when you faced a challenge implementing a fitness assessment — this could be as part of PYFP or it could be another type of fitness assessment you use. Please feel free to jot down a few notes on a piece of paper and we'll regroup in about 2 minutes.

- Tell me, what did you all write down?
- How, if at all, did you overcome that challenge?
- What, if anything, would have been helpful for you in overcoming that challenge? *{probe on PYFP experiences}*
- What, if anything else, makes it difficult to implement PYFP fitness assessments or other fitness tests at your school?
- What, if anything, would help make it easier for you to implement at your school? *{probe on funding, personnel, trainings, technology/equipment/resources, etc.}*

### Activity 2

Next, I'm going to ask us all to spend a couple minutes thinking about a time when you had a positive experience implementing fitness assessments — again, this could be fitness assessments conducted as part of PYFP or other types of fitness assessments you use. Please feel free to jot down a few notes on a piece of paper and we'll regroup in about 2 minutes.

- Tell me, what did you all write down?
- What made that experience positive for you? *{probe on PYFP experiences}*

### Additional Information about Experiences with Fitness Assessments

I'd like to talk more about your experiences with fitness assessments.

- What have been your students' reactions to doing fitness assessments in PE class?
  - o What do students like about doing fitness assessments in PE class? *{probe on competition, recognition, element of "fun" etc.}*
  - o What do students dislike about doing fitness assessments in PE class? *{probe on competition, recognition, element of "fun" etc.}*



- o What, if anything, could improve student's experiences with fitness assessments in PE class? *{probe on competition, recognition, element of "fun" etc.}*
- How often, if at all, do you carry out fitness assessments in your PE classes?
  - o *{If they teach more than 1 grade}* How, if at all, does that differ based on the grades you teach?
- How, if at all, do you currently use fitness assessment data? *{probe on individual goal setting vs influence of programming and funding impacts}*
  - o How, if at all, do you keep track of your student's fitness assessments over time? *{probe on free PYFP spreadsheet or software}*
  - o How, if at all, do you utilize software to carry out and track fitness assessments in your classes?
  - o What, if anything, could help improve the software that you use?
  - o How, if at all, do you share fitness assessment results with your students and or the parents/guardians of your students?
- o If you don't currently use fitness data, how, if at all, could you see yourself using fitness data in the future?

### **D: Sustainability (10 minutes)**

Now I'd like for us to talk about any additional barriers or facilitators you might see as impacting the revitalization and long-term success of PYFP.

- How, if it all, could more schools and educators be encouraged to implement PYFP?
  - o What would help you or your school sign up for PYFP?
  - o What would help you or your school implement PYFP year after year? *{probe on communication channels}*
- What, if anything else, could help improve PYFP?

### **E: Closing and Thank You (5 minutes)**

Those are all of the questions I have for you today. Thanks so much for taking the time to talk with me. Is there anything else you'd like to share before we wrap up?

It was great to meet you, and again I really appreciate your feedback. We'll be in touch soon to give you a token of our appreciation for participating in today's session.

## Appendix D: School Administrator Focus Groups Moderator's Guide

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### Participant Focus Groups Testing Procedures

The moderator will follow a standard protocol for each focus group that includes the following:

Section	Time	Description
<b>A: Welcome and Opening Remarks</b>	5 minutes	<ul style="list-style-type: none"> <li>▪ Explain the purpose of the session</li> <li>▪ Present ground rules</li> <li>▪ Ask warm-up questions</li> </ul>
<b>B: Awareness and Perceptions of PYFP and Fitness Tests</b>	25 minutes	<ul style="list-style-type: none"> <li>▪ Briefly walk through the backgrounder if participants have not read it</li> <li>▪ Ask participants about their awareness and perceptions of PYFP and fitness tests</li> </ul>
<b>C: Implementation and PE Curriculum</b>	25 minutes	<ul style="list-style-type: none"> <li>▪ Gauge participants' experiences related to PYFP implementation and PE curriculum decisions</li> <li>▪ Ask participants about barriers or facilitators related to successful implementation of PYFP</li> </ul>
<b>D: Sustainability</b>	15 minutes	<ul style="list-style-type: none"> <li>▪ Ask participants about the sustainability of PYFP</li> </ul>
<b>E: Closing and Thank You</b>	5 minutes	<ul style="list-style-type: none"> <li>▪ Thank participants for their involvement and provide a final opportunity for questions or comments</li> </ul>

#### **A: Welcoming and Opening Remarks (5 minutes)**

Thank you for joining me today. My name is [moderator] and we also have [observer] observing and taking notes for this session. I work for CommunicateHealth, an independent research and communication company, and I am conducting this session on behalf of the President's Council on Sports, Fitness & Nutrition, which is housed within the Office of Disease Prevention and Health Promotion, also known as ODPHP, which is part of the U.S. Department of Health and Human Services (HHS).

The purpose of our session today is to talk about your experiences with the Presidential Youth Fitness Program (PYFP). The ideas and information you share are very important and will help inform how ODPHP can revitalize PYFP, improve its implementation, and position PYFP for long-term sustainability. ODPHP is aware that PYFP needs to be updated and revitalized and is welcoming all kinds of feedback.

## Attachment D — Presidential Youth Fitness Program Focus Groups Protocol

Form Approved  
OMB No. 0990-0281  
Exp. Date 10/31/2024

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0281. The time required to complete this information collection is estimated to average 70 to 85 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, to review and complete the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer

It's nice to meet you all — I'm looking forward to getting to know you better during this session. Did everyone get the consent form?

*{If no, screen share consent form and review with group}*

I'm going to quickly review some ground rules for our session and a few important points from the consent form.

### **Your participation is voluntary**

- This means you have the right to stop at any time. You do not have to answer every question, but I would like to hear from everyone, so I might call on you at some point.

### **There are no wrong answers**

- I'm interested in your perspective and opinions. There is nothing I am expecting you to say.

### **We are not trying to come to consensus**

- It's okay for there to be disagreement and in fact I welcome different points of view. Please share what is true for you.

### **Speak up, speak clearly, and share the space**

- I am audio and video recording this session for note-taking purposes. I will have to write a report later and the recording will help me remember what was said here today.
- Please speak one at a time and as loudly and clearly as possible.
- I'd like the group to work for "equal airtime" where no one talks too much or too little.

### **Everything we share in this discussion stays here**

- I am interested in what you say but not who said it. Your name will not be linked to anything you say in my report, and I will only share the report with people working on this project.
- Out of respect for each other, I ask that you also keep what was said here today private and not share with others who are not here.

Do you have any questions about being part of this study? *{Moderator will answer any questions.}*

Can we all agree to these ground rules? *{Seek verbal confirmation from participants}*

A few other logistics...

- This discussion will last approximately 1 hour and 15 minutes and we will wrap up at [time AM/PM]. We have a lot to cover, so I may occasionally interrupt to keep us moving.
- Please put your cell phone on silent if you haven't already.
- If you need to step away for any reason, please feel free to do so one at a time.

Now, let's get started.

*{The moderator will begin audio recording}*

This is the only time we will go around one by one.

*{Moderator to bring up shared screen with prompts below}*

I would like for each of you to tell me 4 things about yourself:

- Your first name
- The state you live in
- Your role at your school/district
- Something you enjoy about your job

*{Moderator may provide a response to these questions as part of rapport building}*

Thank you for sharing.

## **B: Awareness and Perceptions of PYFP and Fitness Tests (25 minutes)**

To start, I'd like to discuss the backgrounder document we sent you before the session.

*{Moderator shares screen with document}*. Did everyone have a chance to read through that?

*{If no, moderator lets the group take 5 minutes to read through the document}*

### **Awareness of PYFP**

- By a show of hands, how many of you had heard of PYFP before reading this document?
  - *{Participants who had heard of PYFP}* Is PYFP integrated into the PE curriculum at your school/district?
  - *{Participants who had heard of PYFP}* What, if any, information was new to you?
- Tell me, what is your overall impression of PYFP?
  - What do you like about PYFP?
  - What do you dislike about PYFP?

### **Fitness Assessments**

Now, I'd like to talk more about fitness assessments or fitness tests in general.

- By another show of hands, how many of your schools/districts use fitness assessments or fitness tests?
  - What types of fitness assessments do the PE teachers in your school/district use?
- Tell me, what are your thoughts on using fitness assessments?
  - In your opinion, what are some benefits to using fitness assessments?
  - What are some challenges with using fitness assessments?

### **C: Implementation and PE Curriculum (25 minutes)**

Next, I'd like to talk about your experiences with implementing PYFP or other fitness assessments at your school/district.

- Who makes decisions about what PE curriculum and trainings are available to PE teachers in your school(s) or district?
  - What other factors are important in PE curriculum decisions?
- *{Participants that are very familiar and Involved with PYFP/fitness assessments}* For those of you that are very familiar with PYFP or other fitness assessments and have implemented those programs in your school/district, tell me:
  - What influenced your decision to implement PYFP/fitness assessments in your school/district? *{probe on state/district influence or other sources}*
  - What, if anything, makes it difficult for you to implement PYFP/fitness assessments at your school/district?
  - What, if anything, would make it easier for you to implement PYFP/fitness assessments at your school/district? *{probe on support your school or district would need}*
- How important, if at all, is it for your school(s) or district to receive recognition for participating in PYFP?
  - *{If important:}* What type of recognition would motivate your school(s) or district? *{probe on school(s) or district recognition on website and PCSFN awards}*
- What have been the reactions from PE teachers in your school/district about implementing fitness assessments?
  - What, if anything, would motivate your PE teachers to include it in their curriculum?
- What have been the reactions from students in your school/district about doing fitness assessments?
  - What, if anything, would motivate your students to participate?
- By a show of hands, how many of you have access to your school/district's fitness assessment data?

- {If yes:} To what extent do you use this data at the administrative level?
  - {If no:} How could you see yourself using this data at the administrative level?
- What budget is available to help train PE teachers at your school(s) or district to implement PYFP or other fitness tests?
- What external organizations/stakeholders, if any, help to inform your decisions?

### **D: Sustainability (15 minutes)**

Now I'd like for us to talk about any additional barriers or facilitators you might see as impacting the revitalization and sustainability of PYFP.

- To what extent do you find PYFP to be sustainable? In other words, to what extent do you see PYFP as being set up for long-term success?
  - What, if anything, would make PYFP more sustainable?
  - What other support would your school(s) or district need to set up PYFP for long-term success?
  - How, if it all, could more schools/districts and PE teachers be encouraged to implement PYFP?
- What, if anything, could help improve PYFP?

### **E: Closing and Thank You (5 minutes)**

Those are all of the questions I have for you today. Thanks so much for taking the time to talk with me. Is there anything else you'd like to share before we wrap up?

It was great to meet you, and again I really appreciate your feedback. We'll be in touch soon to give you a token of our appreciation for participating in today's session.

## Appendix E: Student Focus Groups Moderator's Guide

### Participant Focus Groups Testing Procedures

The moderator will follow a standard protocol for each focus group that includes the following:

Section	Time	Description
<b>A: Welcome and Opening Remarks</b>	5 minutes	<ul style="list-style-type: none"> <li>▪ Explain the purpose of the session</li> <li>▪ Present ground rules</li> <li>▪ Ask warm-up questions</li> </ul>
<b>B: Perceptions, Impressions, and Experiences</b>	40 minutes	<ul style="list-style-type: none"> <li>▪ Ask participants about their perceptions and overall impressions of PYFP</li> <li>▪ Ask participants about their experiences with physical education and /or PYFP in school</li> </ul>
<b>C: Barriers and Facilitators</b>	10 minutes	<ul style="list-style-type: none"> <li>▪ Ask participants about any barriers and facilitators related to engaging with physical activity in school</li> </ul>
<b>D: Closing and Thank You</b>	5 minutes	<ul style="list-style-type: none"> <li>▪ Thank participants for their involvement and provide a final opportunity for questions or comments</li> </ul>

#### A: Welcoming and Opening Remarks (5 minutes)

Thank you for joining me today. My name is [moderator] and we also have [observer] watching and taking notes for me. I work for CommunicateHealth, an independent research and communication company. I'm leading our group discussion on behalf of the President's Council on Sports, Fitness & Nutrition, which is housed within the Office of Disease Prevention and Health Promotion, also known as ODPHP, which is part of the U.S. Department of Health and Human Services (HHS).

The purpose of today's focus group is to talk about your experiences in physical education class, or as I like to call it, PE class. With your help, the President's Council on Sports, Fitness, and Nutrition can find ways to recognize students for being active and encourage them to stay healthy and fit.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0281. The time required to complete this information collection is estimated to average 70 to 85 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, to review and complete the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer

It's nice to meet you all — I'm looking forward to getting to know you better during this session. A few things I want to mention as we begin:

**Being a part of this group is voluntary**

- This means it's okay for you to stop at any time. You do not have to answer every question, but I would like to hear from everyone, so I might call on you at some point.

**There are no wrong answers**

- I'm interested in hearing about you and what you think, so every answer is the right answer. There is nothing I am expecting you to say.

**It's okay if you don't agree with each other**

- In fact, I like to hear different reactions. Please share what you think — even if it's different from what other kids here are saying.

**Speak up, speak clearly – and let others share too**

- I am audio and video recording this session for note-taking purposes. I'll have to write a report later and the recording will help me remember what you tell me today.
- Please speak one at a time and as loudly and clearly as possible. You don't have to raise your hand, but try not to talk at the same time as someone else.
- Let's try to give each other "equal time" — that means no one talks too much or too little.

**Let's talk about privacy**

- I'm interested in what you say. But I'm not going to tell anyone who said what. That means your name will not be included in my report, and I'll only share the report with people who are working on this project with me.
- Out of respect for each other, I ask that you also keep what we talk about private. Don't share it with people who are not in the room today — except, of course, your parents or guardians.

Can we all agree to these ground rules? *{Seek verbal confirmation from participants}*

A few other details...

- This discussion will last approximately 1 hour and we will wrap up at [time AM/PM]. We have a lot to cover, so I may occasionally interrupt the group to keep us moving.
- Please put your cell phone on silent if you haven't already.
- If you need to step out for a break, please feel free to do so one at a time.

Now, let's get started.



*{The moderator will begin audio recording}*

This is the only time we will go around one by one.

*{Moderator to bring up shared screen with prompts below}*

I would like for each of you to tell me 3 things about yourself:

- Your first name
- What state you live in
- Something you like to do when you're not at school

*{Moderator may provide a response to these questions as part of rapport building}*

Thank you for sharing.

## **B: Perceptions, Impressions, and Experiences (40 minutes)**

To start, I'd like to talk about what you like and/or dislike about PE class.

- What's your overall impression of PE class?
- What's your favorite part of PE class?
- What's your least favorite part of PE class?
- What's something you've learned from PE class?

Next, I'd like for you to imagine you get to PE class and your teacher tells you, 'Today, we're going to do a fitness test!' Write down 3 words that come to mind.

- What did you all write down?
- Have you ever done a fitness test? (Fitness tests measure your body's ability to do different activities, which can help you understand your health — for example, a timed running test or counting the number of push-ups or curl-ups you can do).
  - {If yes:} Tell me, what do you think of those fitness tests? *{Probe on mile run, curl-up trunk lift, push-up, pull up, sit and reach}*

### **Awareness of and Experiences with PYFP**

- By a show of hands, how many of you have heard about the Presidential Youth Fitness Program in PE class before?
  - Tell me, what do you think this program is?

*{Moderator to share screen with pictures of PYFP test components that might look familiar}*

- {If no PYFP awareness} For those of you who don't know, PYFP is a program that includes fitness tests like a one-mile run or walk, looking at your form when you do push-ups and pull ups, or seeing how far you can reach for the sit and reach box. The

program also includes recognition like a certificate or ribbon and goal setting activities like writing your progress in a journal.

- By a show of hands, has anyone participated in this program (or parts of this program) before?
  - {If yes} Tell me about your experience.

### **PYFP Components**

- Now, I'd like to hear what you think about recognition. How many of you have received recognition in PE class for completing a fitness test or reaching fitness goals?
  - {If yes:} If so, what type of recognition?
  - {If yes:} Tell me, how did you feel about the recognition?
  - {If yes:} What do you like about recognition for fitness tests? What do you dislike?
  - {Whether yes or no:} What type of recognition would you like to receive for reaching fitness goals?
- Another component of the Presidential Youth Fitness Program is goal-setting. By a show of hands, has anyone ever set goals around physical activity?
  - {Whether yes or no:} Tell me more about that.
  - {If yes:} What would help you meet your goals?

### **C: Barriers and Facilitators (10 minutes)**

Next, I want to talk more about what we like and dislike when it comes to being physically active.

- What makes it easy for you to be physically active? *{Probe on motivators}*
- What makes it difficult for you to be physically active? *{Probe on barriers}*
- Why, if at all, is physical fitness important?
- What do you like about activities you do that help you improve your fitness? What do you dislike?
- When we talked about PYFP and fitness tests earlier some of you said... I'd like to hear more about what you think about fitness tests.
  - Tell me, what do you like about those fitness tests?
  - What do you dislike about those fitness tests?
  - What, if anything, would make you excited to do a fitness test in PE class? *{Probe on recognition, type of activities, group vs individual activities/tests}*
  - What, if anything, would make fitness tests more fun?
  - What, if anything, would make you dread doing a fitness test in PE class? *{Probe on recognition, type of activities, group vs individual activities/tests, etc.}*

**D: Closing and Thank You (5 minutes)**

Those are all of the questions I have for you today. Thanks so much for taking the time to talk with me. Is there anything else you'd like to share before we wrap up?

It was great to meet you, and again I really appreciate your feedback. We'll be in touch soon to give you a token of our appreciation for participating in today's session