

Comprehensive Evaluation Report for the 2005 Sarasota County VERB Summer Scorecard Program

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EXECUTIVE SUMMARY

INTRODUCTION

In reaction to growing concerns about rising obesity and the health risks associated with this epidemic, the Obesity Prevention Coalition of Sarasota County (OPCSC) was organized in 2003. The Coalition is comprised of representatives from government agencies, non-profit organizations, and businesses across the county offering products or services related to obesity prevention. After a year of strategic planning and goal setting, the OPCSC sought a project to sponsor and was introduced to the national media campaign, “VERB™. It’s what you do.”

In the fall of 2004, representatives from the Centers for Disease Control and Prevention (CDC) and the Lexington-Fayette County Health Department presented to the OPCSC on the structure of the national VERB™ campaign, as well as a segment of the campaign adapted for local use in Lexington, Kentucky, the VERB Summer Scorecard (VSS) program. The VSS provided opportunities for tweens to be active, a mechanism to measure the amount of activity tweens were doing, and the possibility of winning prizes for being active. Through community partnerships, events and discounts were available to tweens throughout the summer. When tweens attended an event or went to a participating business and participated in an hour of physical activity, they received a sticker on their Scorecard. When tweens filled their Scorecard, they could enter a drawing to win prizes.

The OPCSC began development of the 2005 VSS in February 2005. Initial development of the VSS included recruiting partners and developing the brochure and

Scorecard with input from local Sarasota tweens and parents. Over 30 partners agreed to participate in the VSS program and offer activities such as paintball, golf, roller-skating, skate boarding, swimming, and kayaking. A final Scorecard was created and distributed to students in 5th through 7th grades in May 2005. Scorecards were also available at many partner sites throughout the county.

Purpose of the Evaluation

The 2005 VSS program was the first project sponsored by the OPCSC as a pilot project of a localized VERB™ initiative supported, in part, by CDC funding. The evaluation was conducted to (1) document the program implementation process, (2) determine the capacity required by the community to implement and sustain the program, (3) measure the impact of the program on primary stakeholders (tweens and parents), and (4) conduct formative research for future programs.

Evaluation Methods

Members of the OPCSC conducted the 2005 VERB Summer Scorecard (VSS) Evaluation Project. Evaluation activities began in May 2005 and ran through January 2006.

Because the VSS was a pilot program, pre-determined standards of success did not exist. Therefore, data were presented to coalition members as they were analyzed to assure appropriate interpretation. Key stakeholder interpretation of data served as the true measure of success and set measurement standards for future VSS implementation.

The evaluation development process began with identifying outcomes of interest to the OPCSC and other stakeholders. Outcomes were developed for each group of stakeholders as well as to measure program process. Most outcomes were developed in line with theoretical constructs from the Theory of Planned Behavior, the Health Belief Model, Social Cognitive Theory, and the Stages of Change model. These theoretical models also provided a framework for organizing outcomes into a rational, chronological flow resulting in the VSS Logic Model. The logic model created by CDC for the national VERB™ campaign served as a template for the development of the VSS logic model (Huhman, Heitzler, & Wong, 2004).

Using the logic model as a template for the evaluation, indicators and measures were selected from existing resources or developed to operationalize the outcomes. Data analysis was conducted by various members of the evaluation team throughout the second part of the evaluation period. Both qualitative and quantitative analyses were used. For quantitative analysis, SPSS was the primary software used.

The University of South Florida Institutional Review Board, Social and Behavioral Sciences Division, approved all study procedures and materials for the evaluation. Informed consent was obtained when necessary.

RESULTS

Program Implementation

Thirty-four vendors participated in the program; however, evaluators were only able to contact 13 vendors for participation in evaluation interviews. Based on the results of these interviews, vendor participation in the VSS was a positive ex-

perience for vendors and youth who participated at their locations. For most vendors, participation did not have a substantial impact on usual business operation. However, some vendors put forth a large amount of staff time and resources to help implement the program. In addition, the library representative described positive changes in operation (e.g., more active, less quiet, more open to children and families). More positive experiences were reported by those vendors who demonstrated greater participation in the program and reported greater utilization of their services by tweens.

Multiple information channels and media were used to advertise the VSS program in Sarasota County, including radio, in-school video and other media, such as newspapers, magazines, flyers, and press releases. Greater cooperation was desired. Relying on schools, however, to distribute Scorecards may not have been effective in reaching youth. Future efforts should attempt to reach children and families more directly, but also utilize PSAs in the schools.

A range of 10 to 22 coalition members participated in 17 coalition meetings and numerous activities throughout the county. Coalition members were engaged in program implementation; however, results suggested a need for greater involvement in day-to-day activities from a larger proportion of coalition members. Increasing the number of community members, including youth and parents, who are involved in the program will aid program sustainability through increasing a sense of ownership of the VSS program in Sarasota County.

The VSS program offered numerous opportunities for tweens to do physical activity in Sarasota County, including basketball, rock climbing, dance, swim-

ming, running, yoga, and other activities. There was a wide range of attendance (5 – 500 youth per event) depending on the event in question. Low turnout was observed at the Grand Finale, suggesting the participation and benefits gained from this event may not outweigh the amount of effort required unless enhanced program promotion is successful.

Observational data suggested the program reached the target audience as defined in a broad sense – youth between the ages of 9 and 13 years. However, specific characteristics of these tweens are unknown. Consideration should be given to refining program goals and the target audience.

Coalition members and vendors expressed and demonstrated commitment for similar programs in the future – as long as evaluation results were used to improve the program where indicated. Vendor commitment was demonstrated through their expressed desire to offer activities throughout the school year when the VSS program was not in place.

Program Capacity

The OPCSC consists of individuals representing agencies with a history of collaboration in the community. The coalition was formed around the issue of obesity within a favorable political and social climate, thus making it easier to gain support. Coalition members reported mutual respect, understanding, and trust, and the practice of open and frequent communication. Results suggested there were established informal relationships and communication links between members. On average, members saw collaboration as in their self-interest, but reported an ability to compromise and be flexible. Overall, results suggested the OPCSC had concrete, attainable goals and objectives, a

shared vision, skilled leadership, and a unique purpose.

The OPCSC made progress in viewing itself as a legitimate leader in the community. Efforts to recruit an appropriate cross-section of members who share a stake in both the process and outcome will help them make further progress toward reaching this goal.

The capacity required to participate in the program (e.g., information, skills, technical assistance, resources) was reasonable, and vendors' needs were well met by the OPCSC. Program materials were self-explanatory but additional notice and time for planning, (clearer) information on the purpose and long-term goals of program, and ideas for “catchy” activities are needed.

There were many aspects of capacity identified that contributed to the development of a program that could be implemented smoothly in Sarasota and other counties, which were summarized in a series of four tables specific to each major category: community, knowledge and skills, resources, and power. Particular emphasis was placed on identifying those aspects of capacity that made it easy (“facilitator”) or difficult (“barrier”) to implement the program.

Aspects of *community* that impacted program implementation and sustainability were described, such as commitment to continue work started or supported under the initiative, level of involvement, maintenance of connections among people and institutions, participation in specific activities, and range of involvement. Commitment to continue work started was strong. Sustainability requirements were detailed, such as increased community involvement and more follow through from a greater proportion of coalition members.

The one component of *knowledge and skills* required to implement and sustain the program that stood out across methods and sources of information was communication - communication about the program to parents and tweens, communication among the coalition, communication between the coalition and vendors, and between vendor and tween/parent. Communication issues referred to more than just advertising and media; they also referred to communication within the organization to make implementation and planning run smoother as well as to vendor assistance.

The coalition should work toward gaining sufficient *resources*, such as funds, staff, materials, and time necessary for sustaining the program. Efforts will need to be made to identify funding sources, which, perhaps, could be used to support a staff person dedicated to the program. The coalition should brainstorm ways for leveling out the variation in participation across vendors.

The OPCSC came together around a project and is now in a *powerful* position to implement other obesity prevention projects because of the VSS test run. The OPCSC wanted to make a difference in obesity rates in the county, and shares a unified vision that made it easy for the group to move forward. The next task is to build on this success through learning from experience and evaluation results. For example, one way to increase the coalition's power to influence media would be to identify the most effective media channel for reaching parents. Further, the OPCSC needs to identify improved tactics for reaching those youth who are at risk for obesity because of insufficient levels of physical activity.

Program Impact

Tweens

Approximately 40% of youth surveyed at post-VSS reported exposure to the program. Although opportunities were provided for students to do physical activity in Sarasota County, many students did not get a Scorecard, or at least did not remember getting a Scorecard. A substantial segment of students surveyed reported they had not heard of the program.

The VSS program may be more appealing to girls than boys, as girls were more likely to fill out at least part of a Scorecard than boys. As a result, the benefits of the program may be more pronounced among girls.

The VSS program may have been more appealing to students at Booker Middle School than Sarasota Middle School, above and beyond the effects of gender. Although more students at Booker reported not receiving a Scorecard, they were more likely than Sarasota Middle School students to fill it out if they did receive one. Booker students did tend to be older, however.

Although there had been some assumption that the program may have been more popular among the younger age groups, there were no differences in level of participation between grades or ages. However, only middle school students were surveyed.

Buzz created around the brand was analyzed by summarizing how tweens learned about the VSS program. Tweens were most likely to learn about the program from vendors/events, the media, parents, and their friends. Organizations providing opportunities for youth to participate in the campaign are clearly an important

source of information about the VSS program.

Media was also an important source of information to tweens about the program, with television being cited as a major contributor to knowledge about the program. It was unclear, however, if tweens perceived the national campaign as a vehicle for marketing the local VSS campaign.

Results suggested parents were an important secondary market for tweens. Tweens required parental permission, encouragement, and transportation to events. In addition, the results supported the importance of friends' opinions to tweens. The local VSS campaign has attempted to leverage the national campaign's efforts to position physical activity as something that is fun to do and popular among tweens' peers. Less popular avenues for learning about the program or events were the school and teachers.

Although the percent of students trying new activities was significantly lower after the program than at baseline, those who participated in VSS were significantly more likely to report having tried a new activity than those who did not. Exposure status was also associated with trying new activities, with those who were exposed to both the national and local campaigns being more likely to have tried a new activity than those who were exposed to the national campaign only.

Scorecard events provided tweens with opportunities to try new games or sports, with approximately two-thirds (60.8%) of those students who participated in summer events interviews reporting they had tried a new game or sport at the event.

There may be some evidence that the effect of the campaigns in increasing the likelihood of trying a new game or sport

may wane over time. This is not surprising given that the local program provides opportunities for tweens to try a new activity, but the program was only implemented over the summer.

Barriers were not associated with participation, exposure to the campaign(s), or trying a new game or sport within the last two months.

Interestingly, the segment of the population who got a Scorecard but did not fill it out scored lowest on the outcome expectations and social influences scale, although they had similar self-efficacy and barrier scores as the other two groups. This is an interesting finding given the VERBTM campaign attempts to position physical activity as something that is fun to do and popular among tweens' peers. Results suggest a significant proportion of those who got a Scorecard but did not fill it out were exposed to both the national and local campaign messages. Perhaps the messages were unsuccessful at convincing this group of tweens that physical activity is fun and popular, or perhaps these tweens do not value activities that are fun and popular.

Those who participated in the VSS program did not differ from the other two groups with respect to mid-term outcomes. However, those who did not get a Scorecard did score higher than those who got a Scorecard but did not fill it out on outcome expectations and social influences.

Trying a new game or sport was associated with outcome expectations, self-efficacy, and social influences. The logic model would suggest that trying a new activity would improve these mid-term outcomes; however, the reverse may also be true.

Vigorous physical activity (VPA) levels, while relatively high at both baseline and post-scorecard, did not change after the Scorecard program. Although the mean VPA level among boys was significantly higher than among girls at baseline, there was no difference between boys and girls post-scorecard. Whereas 6th graders reported a significantly higher VPA level at baseline than 7th graders, there was no difference between grades post-scorecard. This may potentially be interpreted as a segmental shift, where girls are no longer less active than boys, and 7th graders are no longer less active than 6th graders.

VPA levels were not associated with participation in the program or exposure status. However, VPA levels were significantly higher among those who tried a new game or sport in the last two months than among those who had not. VPA was negatively related to barriers and positively related to outcome expectations, self-efficacy, and social influences. Perhaps VPA levels are indirectly influenced by participation in the program or exposure status through the short-term outcome (trying new activities) and the mid-term outcomes (barriers, outcome expectations, self-efficacy, and social influences). Further analyses of these mediating effects are pending.

Parents

The results of the parent evaluation must be interpreted with caution as these were all parents of youth who had participated in the VSS program. They likely felt positively about the program since they were among the few to participate in the Grand Finale.

Not surprisingly, most parents who participated in the Grand Finale survey had been exposed to VSS messages. These parents also tended to believe that it was

extremely important to them that their child did physical activities in their free time during the school year.

At the time of the Grand Finale survey, most parents told their children that physical activity was good for his or her health on five or more days of the week, but fewer parents did so at the time of the follow-up surveys. Rather than parents perceiving physical activity as being less beneficial, this may be more of an indication of parents providing less support or encouragement for physical activity.

Parents were able to cite many barriers to tweens participating in physical activity. Barriers were environment-, community-, school-, and home-based, and included a lack of (safe) areas for children to play, the lack of recess in schools, the heat during the summer, competing activities such as television and video games, and poor parental role modeling. Although transportation was also cited as a barrier, most parents indicated while they were aware that their child could ride SCAT for free, they would not let their child ride the bus alone or with a friend.

At the time of the Grand Finale survey, most parents felt extremely confident they could influence their child's involvement in physical activity. Most parents felt that it was their responsibility to address overweight and obesity with their child.

Parents provided support for the VSS program in the form of providing transportation, filling out the Scorecard, and waiting for the child at events.

Results suggested that during the VSS program, parents were motivated to encourage, support, and participate in physical activity with their tween, however, motivation waned once the program ended and the school year began.

Other Stakeholders' Views of Program Impact

Most key informants suggested VSS raised awareness for kids and parents and represented a good “first step” toward addressing physical activity and obesity among Sarasota County youth. Some key informants believed the program may have reached some youth who would not have been active otherwise; however, some suggested the program reached those who were already active but may have increased their activity levels. At a minimum, the program created opportunities that were not otherwise available, and opened the minds of those who did participate to new activities. The program also may have taught some parents “how to be active and healthy.” The community-based nature of the program may have “remind[ed] kids that the community is interested in their wellbeing,” and resulted in greater awareness of the “things for kids to do in Sarasota County.”

Formative Research for Future Programs

Stakeholders provided valuable insight into how the VSS program should be improved in the future (see full report). Tweens, parents, vendors, and key informants each provided information about the strengths and weaknesses of the 2005 program and suggestions for improvements to future iterations. In addition, suggestions from participants of the December 2005 “VERB Fiesta” are included. The VERB Fiesta was attended by those who had provided or planned to provide a VSS or other VERBTM-based program

The purpose of the formative evaluation component was to determine what kind of revisions should be made to the 2005 VSS program. Specifically, this component of the evaluation answered the following two questions: (1) Should the VSS program be

continued? and (2) What recommendations can be made to improve the program?

Overall, most youth, parents, and key informants indicated the VSS program should be continued for at least one more year – assuming evaluation results were used to improve the program. A number of suggestions were made, which are presented in the full report. Recommendations that cut across sources of information and evaluation methods are, however, included below.

RECOMMENDATIONS

Numerous data-based recommendations for future iterations of the VSS program in Sarasota County emerged from this evaluation. These recommendations were organized into six major categories that emerged from evaluation results, which are presented below along with recommendations specific to each.

Coalition and Community Involvement

- Continue successful collaboration within coalition, but brainstorm methods to provide a more even distribution of labor.
- Develop clear roles and objectives and implement system for ensuring follow through and accountability.
- Increase the number of community members who are actively involved in the program implementation--including tweens and parents--to increase sense of ownership.
- Recruit parents, youth, and vendors to participate in the coalition.
- Consider retaining an energetic, experienced adult organizer for a youth board.

- Engage the youth board in active participation in program planning and implementation.
- Rework incentive structure for youth board participation.

Intervention

- Better define program goals and target audience; messages may vary depending on goals and audience.
- Continue to provide an assortment of activities, but increase variety and number of vendors throughout county.
- Continue to provide incentives for participation, but improve prize distribution system.
- Consider providing activities for parents and siblings in conjunction with VSS events for tweens.
- Provide events at times and locations convenient for parents' schedules.
- Provide year-round program only if: held in short units of time, activities are what tweens normally do, and periodic wrap-up events are provided.
- Continue to provide final event to give tweens a goal to work toward, a sense of accomplishment when goal achieved, and recognition for work done.
- Consider providing booster sessions, like a "Holiday Scorecard" over winter and spring breaks, to slow decline in trying new activities and to promote continued parental support for physical activity.

Promotion

- More directly target promotion of the program to parents, so that they may inform their children about the program.
- Ensure the distribution of Scorecards directly to tweens and parents to in-

crease the likelihood of them participating in the program.

- Encourage partners to enhance efforts to promote the program, both during special events and outside of events.
- Ensure the program is cool and fun for tweens, so they will encourage friends to participate in the program.
- Increase efforts to use schools and teachers as a promotional vehicle.
- Continue to use PSAs in the schools.
- Consider holding kick-off events at schools.
- Identify promotional efforts made to students attending Booker Middle School.
- Promote word-of-mouth advertising.
- Identify most effective media channel for reaching parents and youth.
- Make an effort to more actively promote the Grand Finale or other final event.
- Consider methods to identify and reach tweens who are at risk for obesity because of insufficient physical activity levels.

Working with Vendors

- Promote the benefits of the VSS program from the vendors' point of view: an opportunity to provide something beneficial to tweens and their community as well as a chance to gain new customers.
- Advise vendors that active participation and promotion of the program will result in a more positive experience for them and tweens and result in a greater utilization of their services.
- Provide time for vendors to plan.
- Provide clear information to vendors on the purpose and long-term goals of program.

- Provide ideas for “catchy” activities for vendors to provide for tweens.
- Practice good communication – ask them to participate, be clear about what they’re expected to do, keep in touch with them, and provide them with information about the past year’s program.
- Increase vendor training and make it easy for vendors to understand and provide program.
- Provide methods for vendors to communicate with one another, perhaps in an electronic format.
- Consider kicking off the program with a community-wide forum for vendors.

Sustainability

- Identify funding sources that may be used to sustain program.
- Consider hiring dedicated staff person.

- Increase program awareness throughout community.

Evaluation

- Future items to measure brand awareness should remove reference to “messages or ads.” Rather, the question should read, “Have you ever seen, read, or heard anything about VERB/VERB Summer Scorecard?”
- Conduct further analysis of potential mediating effects.
- Use a control group in the evaluation of the 2006 VERB Summer Scorecard.
- Increase efforts to evaluate parent component of program.
- Use evaluation data to improve program where indicated.



INTRODUCTION

Members of the Obesity Prevention Coalition of Sarasota County (OPCSC), specifically staff at the Sarasota County Health Department's Health Promotion and Planning Division (SCHD) and staff at the University of South Florida's Prevention Research Center (FPRC), conducted the 2005 VERB Summer Scorecard (VSS) Evaluation Project. Evaluation activities began in May 2005 and ran through January 2006.

PROGRAM BACKGROUND

In reaction to growing concerns about rising obesity and the health risks associated with this epidemic, the OPCSC was organized in 2003 (*Membership List: Appendix A*). The coalition is comprised of representatives from government agencies, non-profit organizations, and businesses across the county offering products or services related to obesity prevention. The current OPCSC membership list includes approximately 70 individual members; of these, about 20 regularly attend meetings.

After a year of strategic planning and goal setting, the OPCSC sought a project to sponsor and was introduced to the national media campaign, "VERB™. It's what you do."

In the fall of 2004, representatives from the Centers for Disease Control and Prevention (CDC) and Anita Courtney from the Lexington-Fayette County Health Department presented to the OPCSC on the structure of the national VERB™ campaign, as well as a segment of the campaign adapted for local use in Lexington, Kentucky.

National VERB™ Campaign

In 2002, the CDC launched a national media campaign to encourage 9-13 year olds, or "tweens," to be more physically

active. The campaign utilizes social marketing principles to attract youth to physical activity through appeals about things that really matter to them. Formative research was conducted with tweens to develop a product with tween appeal (i.e., "tween-centric"). Products derived from data obtained during the formative research stage include the VERB™ slogan and logo, television and radio commercials, and innovative programs and materials available to schools or local organizations to implement. The goals of the VERB™ campaign are to:

- increase knowledge and improve attitudes and beliefs about tweens' regular participation in physical activity;
 - increase parental and influencer support and encouragement of tweens' participation in physical activity;
 - heighten awareness of options and opportunities for tween participation in physical activity;
 - facilitate opportunities for tweens to participate in regular physical activity;
 - increase and maintain the number of tweens who regularly participate in physical activity
- (<http://www.cdc.gov/youthcampaign/overview.htm>).

In addition to addressing their goals with their primary target audience, CDC is making efforts to engage agencies and organizations at a community level to adopt and adapt components of the VERB™ campaign. At a basic level, this adoption entails using a pre-developed program such as *VERB™ Make it Up* (a program kit designed to help community groups think of new, creative games to play with tweens), *VERB™ Anytime Doubletime* (a program kit providing materials to encourage tweens to combine different types of physical activity into one game), and *VERB™ Appreciation Day* (a program kit that spends a day celebrating one “verb”). On a more advanced level, the CDC encourages communities to adopt the VERB™ brand and create activities that will be successful in their community of tweens.

VERB™ in Lexington

During the summer of 2004, the Community Advisory Coalition and the Lexington-Fayette Health Department adopted the VERB™ brand and created a program that was specific to their tweens. The VSS provided opportunities for tweens to be active, a mechanism to measure the amount of activity tweens were doing, and the possibility of winning prizes for being active. Through community partnerships, events and discounts were available to tweens throughout the summer. When tweens attended an event or went to a participating business and participated in an hour of physical activity, they received a sticker on their Scorecard. When they filled their Scorecard, they could enter a drawing to win prizes.

The project in Lexington was successful in engaging tweens in physical activity throughout the summer as well as providing a model for similar programs to

be implemented in other communities. After the presentation on Lexington’s VSS, the OPCSC agreed to develop a local program for Sarasota County in summer 2005 modeled upon the Lexington, Kentucky, experience.

VERB 2005 Summer Scorecard

The OPCSC began development of the 2005 VSS in February 2005. Even though the concept had been tested in Lexington, the VSS was implemented as a pilot program because it was the first time it would be administered in Sarasota County. Initial development of the VSS included recruiting partners and developing the brochure and Scorecard with input from local Sarasota tweens and parents.

Many members of the OPCSC, such as the Sarasota County Parks and Recreation Department, Sarasota County Libraries, and local YMCA branches, already offered activities to tweens. These partners volunteered to offer special events over the summer for tweens with Scorecards. Additionally, local businesses offering physical activities were recruited to provide special discounts or events to tweens with Scorecards. These businesses offer activities such as paintball, golf, roller-skating, skate boarding, swimming, and kayaking. Over 30 partners agreed to participate in the VSS program.

Focus group and intercept interviews were conducted with tweens to develop the graphic design and layout of the Scorecard, the accompanying brochure, and the website (*Executive Summary of Formative Research: Appendix B*). After these materials were developed, they were re-tested with the target audience. The logo, color, and structure of the VSS were developed to conform to the branding requirements established by CDC for the

national VERB™ campaign. A final Scorecard was created and distributed to students in 5th through 7th grades at the end of the school year (May, 2005). Scorecards were also available at many partner (vendor) sites throughout the county.

Purpose of the Evaluation

The 2005 VSS program was the first project sponsored by the OPCSC as a pilot project of a localized VERB™ initiative supported in part by CDC funding. The evaluation was conducted to (1) document the program implementation process, (2) determine the capacity required by the community to implement and sustain the program, (3) measure the impact of the program on primary stakeholders (tweens and parents), and (4) conduct formative research for future programs.

Evaluation Framework

The evaluation development process included input from coalition members and the evaluation team. The VSS evaluation was loosely modeled in the design of Utilization-Focused Evaluation, and thus, was designed primarily to be used by the OPCSC to understand the outcomes of its program and to use these outcomes to develop and modify future programs and processes. Each component of the evaluation was designed to assure the utility of the evaluation process and results for the end-user, the OPCSC.

Logic Model

The evaluation development process began with identifying outcomes of interest to the OPCSC and other stakeholders. Outcomes were developed for each group of stakeholders (tweens, parents, and partners) as well as to measure program process. Most

outcomes were developed in line with theoretical constructs from the Theory of Planned Behavior, the Health Belief Model, Social Cognitive Theory, and the Stages of Change model. These theoretical models also provided a framework for organizing outcomes into a rational, chronological flow resulting in the VSS Logic Model (*Logic Model: Appendix C*). The logic model created by CDC for the national VERB™ campaign served as a template for the development of the VSS logic model (Huhman, Heitzler, & Wong, 2004). Many sections of the evaluation report correspond directly with the logic model to facilitate understanding of how that component of the evaluation fit into the framework. The headings for these corresponding sections have been named and color coded to match the logic model.

Indicators and Measures

Using the logic model as a template for the evaluation, indicators and measures were developed to operationalize the outcomes. For each outcome, achievable indicators were developed based on elements within the VSS program (*Outcomes, Indicators, and Measures: Appendix D*). Most indicators represent a percentage or number of people in a stakeholder group that will do a certain thing or feel a certain way. Due to the VSS being a pilot program, specific values were not assigned to these percentages or numbers. Without specific percentages and numbers as goal points, there are no numeric markers by which to measure success; however, because this is the first year this program has been implemented in Sarasota County, the true measure of success has been determined by the impressions and views of key stakeholders. Tween, parent, partner, and coalition reactions determined if the program was a “success” and will be used

to set measurable standards for future implementation.

Measures were developed and identified for each indicator (*Outcomes, Indicators, and Measures: Appendix D*). Most measures for tween, parent, and partner indicators were extracted from previously used instruments or scales. The Child Youth Media Survey of the Youth Media Campaign Longitudinal Survey developed and used by the national VERB™ campaign and the Youth Risk Behavior Surveillance System provided questions for the tween indicators. The Parent Youth Media Survey of the Youth Media Campaign Longitudinal Survey and parental support scales developed as a component of a model measuring parental influence on youth physical activity were used to develop measures for parent indicators (Trost, Sallis, Pate, Freedson, Taylor, & Dowda, 2003). Partner indicators and measures of capacity were drawn from the Wilder Collaboration Factors Inventory, and literature in the fields of community capacity and prevention interventions as well as evaluation as a tool in initiative sustainability (Chinman, Hannah, Wandersman, Ebener, Hunter, Imm, & Sheldon, 2005; Weiss, Coffman, & Bohan-Baker, 2002). Appropriate measures were developed for indicators without pre-existing measures.

Instruments

Each VSS evaluation instrument was developed using measures determined in the previous step with specific focus on the audience and setting of data collection. Instrument descriptions are presented under the data collection methods section, and actual instruments are found in the appendices (*Instruments: Appendix E*).

Institutional Review Board

The University of South Florida Institutional Review Board, Social and Behavioral Sciences Division, approved all study procedures and materials for the evaluation. Informed consent was obtained when necessary.

Analysis

Data analysis was conducted by various members of the evaluation team throughout the second part of the evaluation period. Both qualitative and quantitative analyses were used. For quantitative analysis, SPSS was the primary software used. Qualitative analysis was conducted in conjunction with coding frameworks similar to the one created for the capacity study (*Coding Framework for Capacity Evaluation: Appendix F*).

As mentioned previously, because the VSS was a pilot program, pre-determined standards of success did not exist. Therefore, data were presented to coalition members as they were analyzed to assure appropriate interpretation. In addition, this report was provided to several members of the coalition for their approval prior to dissemination to the whole coalition. Key stakeholder interpretation of data served as the true measure of success and set measurement standards for future VSS implementation.

Reporting

A key component of the Utilization-Focused Evaluation model is that an evaluation be useful to its end users. To assure the utility of this evaluation to the OPCSC, evaluation results were compiled on a continuous basis. Preliminary results were presented at several OPCSC meetings held since program completion. This report represents the final evaluation report compiled for the OPCSC. The

results section relates directly to the logic model and has corresponding color-coded sections to allow the reader to refer easily back to the logic model. This report includes results shared with the OPCSC previously. The final evaluation plan and instruments are provided in the Appendices.

References

1. <http://www.cdc.gov/youthcampaign/overview.htm>.
2. Chinman, M., Hannah, G., Wandersman, A., Ebener, P., Hunter, S.B., Imm, P., and Sheldon, J. (2005). Developing a community science research agenda for building community capacity for effective prevention interventions. *American Journal of Community Psychology*, 25(3/4), 143-157.
3. Huhman M, Heitzler C, Wong F. The VERB™ campaign logic model: a tool for planning and evaluation. *Prev Chronic Dis* [serial online] 2004 Jul. Available from: URL: http://www.cdc.gov/pcd/issues/2004/jul/04_0033.htm.
4. Weiss, H., Coffman, J., and Bohan-Baker, M. (2002). *Evaluation's role in supporting initiative sustainability*. Cambridge, MA: Harvard Family Research Project, Harvard University Graduate School of Education.

Analyses conducted for this evaluation will be used in future collaborative reports and publications of the FPRC, OPCSC, and CDC.



DATA COLLECTION METHODS

Data collection instruments and timeframes are summarized in the table below. Whereas the evaluation is summarized in three sections--implementation (process/capacity), impact, and formative research for future programs--the data for each of these parts were derived from a combination of the data collection methods or instruments described below.

Table 3-1. Summary of VERB Summer Scorecard evaluation instruments.

	<i>Instrument</i>	<i>Administration Timeframe</i>
Tweens	Baseline Survey	May 2005
	Kick-Off Events Surveys	May-June 2005
	Summer Events Surveys	June-August 2005
	Grand Finale Survey	August 2005
	Post-Scorecard Survey	September 2005
	Follow-up Telephone Interview	November 2005
	Follow-up Survey #1	November 2005
	Youth Risk Behavior Survey (middle school)	December 2005
	Community That Cares Survey	December 2005
	Follow-up Survey #2	January 2006
Parents	Grand Finale Survey	August 2005
	Follow-up Telephone Interview	November 2005
	Follow-up Survey #1	November 2005
	Follow-up Survey #2	January 2006
Partners/Community	Grand Finale Vendor / Volunteer Survey	August 2005
	Vendor Telephone Interview	September 2005
	Wilder Collaboration Factors Inventory	September 2005
	OPCSC Key Informant Telephone Interviews	August 2005
	Document Review	April-August 2005
Process	Document Review	April-August 2005
	Event Field Notes	June-August 2005
	Media Tracking Form	April-August 2005
	VERB Summer Scorecard	May-August 2005

TWEEN INSTRUMENTS

Nine instruments were used to collect data from tweens: (1) baseline survey, (2) kick-off event survey, (3) summer event survey, (4) grand-finale survey, (5) post-scorecard survey, (6) follow-up telephone interview, (7) follow-up surveys #1 and #2, (8) the Youth Risk Behavior Survey (YRBS) administered in the middle

schools, and (9) the Community That Cares (CTC) Survey. Instrument administration and sample description follow, with exception of the YRBS and CTC, which will be summarized in a later addendum to this report. Number of subjects, gender, ages, and grades for each instrument are summarized in the table below.

Table 3-2. Tween demographic characteristics.

	Baseline	Kick-Off Events	Summer Events	Grand Finale	Post-Scorecard	Follow-up Interview and Surveys #1 and #2
Total N	1407	44	51	29	820	11
Gender						
Boys	720 (51.1%)	33 (75.0%)	23 (45.1%)	14 (48%)	409 (49.9%)	5 (45.5%)
Girls	687 (48.8%)	11 (25.0%)	28 (54.9%)	15 (52%)	408 (49.8%)	6 (54.5%)
Ages	N/A	N/A				
≤ 8			4 (7.8%)			
9			10 (19.6%)	4 (14%)		
10			15 (29.4%)	10 (35%)		3 (27.3%)
11			9 (17.6%)	7 (24%)	120 (14.7%)	5 (45.5%)
12			12 (23.5%)	0 (0%)	311 (38.0%)	0 (0.0%)
13			1 (2.0%)	5 (17%)	305 (37.2%)	3 (27.3%)
≥ 14				1 (3%)	78 (9.5%)	
Grade			N/A			
≤ 3 rd						
4 th		9 (20.5%)		5 (17%)		
5 th	315 (22.4%)	6 (13.6%)		12 (41%)		5 (45.5%)
6 th	578 (41.1%)	11 (25.0%)		5 (17%)	158 (19.3%)	3 (27.3%)
7 th	514 (36.5%)	11 (25.0%)		0 (0%)	379 (46.3%)	0 (0.0%)
8 th		3 (6.8%)		6 (21%)	269 (32.8%)	3 (27.3%)
≥ 9 th		1 (2.3%)		1 (3%)		

Baseline Survey

In May 2005, approximately 1820 surveys were distributed to three middle schools (Sarasota, Heron Creek, and Booker) and four elementary schools (Gulf Gate, Toledo, Venice, and Emma Booker/Tuttle). The color-coded, formatted surveys were distributed to school nurses who assisted teachers in administering them to students in 5th through 7th grades. School selection was based on size, geographic location, and willingness to participate in the study on short notice.

In all, 1443 surveys were returned, for a 79% response rate. Of these, 36 were excluded from analysis due to missing data. A total of 1407 students (720 girls, 687

boys) completed the 8-item survey. Of these, 315 (22.4%) students were in the 5th grade, 578 (41.1%) students were in the 6th grade, and 514 (36.5%) were in the 7th grade. Age data were not collected.

Students who were excluded from analysis were not significantly different from the non-excluded students with respect to gender, grade, or current reported physical activity level. Gulf Gate Elementary School did have a significantly higher proportion of students with missing data (8.6%) than other schools.

Baseline data were analyzed using SPSS version 14.0 for windows. Univariate analyses included calculations of frequen-

cies and means. Bivariate analyses included independent sample t-tests, one-way ANOVAs, and Pearson correlations.

Kick-off Event Survey

A total of 54 youth participated in the 8-item survey which was conducted in a face-to-face interview format at two kick-off events. Of these, 22 surveys were conducted with youth participating in the Beach Run, and 32 surveys were conducted with youth participating in the Library Dance.

Of the total, 10 were excluded from analysis due to missing data. Data from 44 students (33 girls, 11 boys) were analyzed. Students' grade (entering in the fall) ranged from 4th through 9th grades. Age data were not collected. Kick-off event data were entered into an Excel spreadsheet, and frequencies and percentages were summarized.

Summer Event Survey

In all, 51 youth participated in the 14-item survey which was conducted in a face-to-face interview format at four events held during the summer. Of these, 12 surveys were conducted with youth participating in the Siesta Key Beach Run, 19 were conducted at the YMCA Fitness Frenzy, 13 at the FSU Dance Class, and 7 at the Whole Foods Cooking Class. Of the total, 28 (54.9%) were girls and 23 (45.1%) were boys. Ages ranged from 7 to 13 years. Grade data were not collected. Summer event data were entered into an Excel spreadsheet and frequencies and percentages were summarized.

Grand Finale Survey

A total of 29 youth participated in a split-sample survey design at the Grand Finale. The entire sample answered 17 items, whereas 17 youth answered an additional 12 items on part one of the survey, and 12

youth answered an additional 8 items on part two of the survey.

Students represented a variety of elementary and middle schools. There were seven students from Pineview; three students from Sarasota Middle; three students were home schooled; two students each from Garden Elementary, Gocio, Gulfgate, Southside Elementary, and Taylor Ranch; and one student each from Bayshore Elementary, Lakeview, Oak Park, Phillippi Shores, Venice Middle, and Laurel Nokomis.

Grand Finale survey data were entered into an Excel spreadsheet and frequencies and percentages were summarized.

Post-Scorecard Survey

In September 2005, a total of 1890 surveys were distributed to three Sarasota County middle schools, Booker Middle School, Sarasota Middle School, and Heron Creek Middle School. Of these, 1525 surveys were returned, for an 81% response rate.

Cases with more than 4 (10%) invalid responses were excluded from the initial analysis (n = 109). Initial analysis revealed that excluded cases were not significantly different from included cases with respect to age, sex, and physical activity level. However, over half of the excluded cases were from Heron Creek Middle School. This school had been questioned as an appropriate data collection site because of its location in the county and potential for students' non-participation in the VSS program. Therefore, all cases from this school were excluded from analysis, leaving students from Booker and Sarasota Middle Schools. From these two schools, all cases with more than 4 (10%) invalid responses were excluded from the final analysis (n=47).

In all, 820 students (409 boys, 408 girls, 3 unknown) were included in the final analysis. A total of 158 (19.3%) were in the 6th grade, 379 (46.3%) in the 7th grade, and 269 (32.8%) in the 8th grade. Ages ranged from 11 to 14 years or older.

Post-scorecard survey data were analyzed using SPSS version 14.0 for windows. Univariate analyses included calculations of frequencies and means. Bivariate analyses included independent sample t-tests, one-way ANOVAs, and Pearson correlations.

Follow-up Interview

Eleven students (5 boys, 6 girls) participated in the semi-structured telephone interview during November 2005 (approximately 3 months following the program). Ages ranged from 10 to 13 years, and students represented the 5th, 6th, and 8th grades.

Participants were recruited with a parent at the Grand Finale. All of these students also participated in the tween Grand Finale survey. The interview took approximately 30 minutes to complete and was structured primarily to provide formative data for the next iteration of VSS. One of the student's parents also participated in a telephone interview.

Interviews were analyzed using qualitative analysis techniques. Themes were determined as they related to each evaluation question.

Follow-up Surveys #1 and #2

At the time of the semi-structured follow-up telephone interview, the first follow-up survey was also administered by telephone. In January 2006 (~ 5 months after the program), the second follow-up survey was administered by telephone. One of the student's parents also participated in

surveys at time 1 and 2. Contact was not able to be made with one student-parent dyad at the time of the second follow-up survey. Follow-up survey data were entered into an Excel spreadsheet and frequencies and percentages were summarized.

YRBS and CTC

Safe School Liaisons with the assistance of middle school teachers administered the YRBS and CTC surveys to 6th and 8th grade students at eight regular middle schools and a smaller number of alternative and private schools in the county in December 2005. Survey types were alternated between classrooms - half of classrooms received the CTC, and the other half received the YRBS. Approximately 2,350 YRBS and 2,350 CTC surveys were distributed across schools. Students were given one class period (~ 45 minutes) to complete their survey. Analysis of these surveys is presently underway and results will be delivered in a later addendum to this report.

PARENT INSTRUMENTS

Three instruments were used to collect data from parents at four time points: (1) the Grand Finale survey, (2) the follow-up telephone interview, and (3) follow-up surveys #1 and #2. Instrument administration and sample description follow.

Grand Finale Survey

Grand Finale surveys were completed by 29 caregivers who attended the VSS Grand Finale. Participants were mothers (n=21/ 72.1%), fathers (n=7; 24.1%), and one grandparent (3.4%). Grand Finale survey data were entered into an Excel spreadsheet and frequencies and percentages were summarized.

Follow-up Interview

Eleven parents (9 mothers, 2 fathers) participated in the semi-structured telephone interview during November 2005 (approximately 3 months following the program).

Participants were recruited with a child at the Grand Finale. The interview took approximately 60 minutes to complete and was structured primarily to provide formative data for the next VSS program. A child of the parent also participated in a telephone interview.

Interviews were analyzed using qualitative analysis techniques. Themes were determined as they related to each evaluation question.

Follow-up Surveys #1 and #2

At the time of the semi-structured follow-up telephone interview, the first follow-up survey was also administered by telephone. In January 2006 (~ 5 months after the program), the second follow-up survey was administered by telephone. A child of the parent also participated in surveys at time 1 and 2. Contact was unable to be made with one student-parent dyad at the time of the second follow-up survey. Follow-up survey data were entered into an Excel spreadsheet and frequencies and percentages were summarized.

PARTNERS/COMMUNITY INSTRUMENTS

Grand Finale Vendor/Volunteer Survey

The Grand Finale vendor/volunteer survey was administered at the Grand Finale event. A total of 22 subjects (17 volunteers, 2 vendors, 3 unknown) completed the 11-item survey. Eleven of these represented OPCSC members. Grand Finale vendor/volunteer survey data were

entered into an Excel spreadsheet and frequencies and percentages were summarized.

Vendor Telephone Interviews

Semi-structured telephone interviews were conducted with vendors who participated in the VSS program. Vendors were interviewed in fall of 2005. Thirteen out of 34 vendors identified as having participated in the program by members of the OPCSC agreed to participate in the brief telephone interviews, resulting in a response rate of 34%. Reasons for nonparticipation included lack of interest in being interviewed, having already participated in the key informant interview, lack of time, and limited knowledge of program due to low community participation. In addition, some vendors were no longer available via the contact information initially provided.

Participants represented a variety of health and physical activity opportunities, including skating, golf, martial arts, batting, parks, and healthy foods. Two of the vendors participated in many of the VSS planning meetings, with both of them providing kick-off events, and one of them planning and hosting the Grand Finale. Interviews lasted from 15 to 30 minutes, depending on the level of information shared.

Interviews were analyzed using qualitative analysis techniques. Themes were determined as they related to each evaluation question. Frequencies were calculated where appropriate.

Wilder Collaboration Factors Inventory

The *Wilder Collaboration Factors Inventory* was administered to OPCSC members (n=11) during a regularly scheduled coalition. Descriptive statistics, including item frequencies, means, standard deviations,

and ranges were calculated. Factor scores were calculated based on guidelines set forth in Mattessich, Murray-Close, and Monsey (2001).

Key Informant Interviews

Semi-structured telephone interviews were conducted with 10 key informants nominated by a FPRC member of the OPCSC. Themes were determined as they related to each evaluation question. Frequencies were calculated where appropriate.

Document Review

Three graduate students working with the OPCSC provided field notes guided by the semi-structured telephone interview conducted with key informants. In addition, program documentation (e.g., e-mails) collected since program inception were reviewed for information specific to each evaluation question. Themes were determined as they related to each evaluation question. Frequencies were calculated where appropriate.

PROCESS INSTRUMENTS

Document Review

Program documentation, including e-mail correspondence, in addition to solicited responses from key informants provided process data.

Event Field Notes

These notes were completed by OPCSC members attending events throughout the summer.

Media Tracking Form

This sheet was maintained by the Sarasota County Health Department to track local newspapers, magazines, flyers, and press releases to determine coverage of the VSS program.

REFERENCES

1. Mattessich, P.W., Murray-Close, M., & Monsey, B.R. (2001). *Collaboration: What makes it work*. Saint Paul, MN: Wilder Publishing Center.



RESULTS

PROGRAM IMPLEMENTATION: PROCESS AND CAPACITY

The primary purposes of this combined evaluation component were to document the VSS program as implemented and determine the capacity required to implement and sustain the VSS program in Sarasota County. [See Appendix G for an overview of the Capacity Component of the overarching program evaluation, including outcomes addressed, theoretical foundations, indicators assessed, questions used to assess each indicator, instrumentation, and sources of information. The capacity tables used in this evaluation were based on the work of Chinman, Imm, and Wandersman (2004).] Sources of information for this evaluation component included key informants from the OPCSC and others who participated in the implementation of the program; vendors; graduate student interns involved in program planning, implementation, and evaluation; and parents and youth who participated in the VSS program (process only).

Overview of Program Implementation

Scorecards were distributed to public elementary, middle, and charter schools. Schools were instructed to distribute the Scorecards to students in grades 5-7 or ages 9-13. A letter was sent home to every middle school parent about the program separate from the Scorecard. The back side of the May school menu included information about the program (this was sent home with every student in grades K-12). Explanation of the program was sent via e-mail to principals and teachers. PE teachers were encouraged to promote the program in their schools. Scorecards were also distributed to all Sarasota County YMCAs, Libraries, SCHD clinics, Parks and Recreation Summer Camps, and to a few churches. Scorecards were also taken to a variety of coalition meetings and other community gatherings.

Students from the Booker High School Television Department developed a promotional video that was aired on the in-house school television station in elementary and middle schools. In addition, VSS

was promoted via radio, local television stations ABC 7 and SNN, the county government television station and educational channel, and in print media including local magazines. A promotional video was also aired in August in the same schools as above to promote the final event.

Vendors were provided with Scorecards, card holders, stamps, posters, and a letter explaining the program. Follow-up calls and visits were made with vendors periodically, including picking up prizes for the Grand Finale.

Successful Implementation of the 2005 VERB Summer Scorecard Program

Successful implementation of the summer 2005 program depended on numerous factors, including vendors and other community partners in the program, exposure to the program, and coalition engagement in campaign implementation. According to the logic model, successful implementation of the summer 2005 program would ultimately increase stakeholder commitment for future programs, which would lead to community partners

having a stake in tweens' physical activity and, also, a program created that could be implemented smoothly in Sarasota and other counties. Capacity information gathered identified aspects of capacity that impacted the implementation and sustainability of the program in Sarasota County and informed the transfer of this program to other counties. Each of these components of the overarching logic model is discussed below.

Involvement of Physical Activity Vendors in Summer Scorecard Program

Thirty-four vendors participated in the program. Whereas 11 vendors (32%) had documented agreements to distribute cards, the other 23 vendors had no such notation. Of the 13 vendors asked whether they posted a sign at the beginning of the summer, nine had signs up from the beginning of the summer, two put signs up late, and two did not post signs.

Vendors who participated in the interviews represented a range of involvement levels. Most participated in the VSS Kick-Off, events, or Grand Finale (7/13) and/or offered free admission, lessons, or rentals (6/13). Five out of 13 vendors offered discounted activities. Most participants (11/13) posted a sign at the beginning of the summer and removed it after the Grand Finale. One vendor made brochures available but ran out of them. One vendor did not post a sign but assisted with promoting participation in follow-up evaluation focus group discussions.

Here we devoted a lot because we really wanted to make a splash. Initially it took a lot of time, talking to kids and parents to get them to sign up.
-- Vendor

Vendors reported a range of person power and time devoted to participating in the program, which are

presented in the table below. Those with the greatest amount of time devoted to the program were those involved in the planning and implementation of Kick-Off and Grand Finale events.

Table 4-1. Vendor staff and time.

	Staff & Time Devoted	# of Vendors Reporting
# of Staff Participating	1-2	4
	3-4	2
	5-6	3
	7 or more	2
Hours Devoted to Program	Not much or no time	5
	1-5 hours	4
	15 hours	2
	70 -100 hours	1
	A lot of time (unspecified)	1

Most vendors reported a positive and rewarding experience with the VSS program. Vendors stated the program brought in a few new customers and was a great opportunity for tweens (6/13). One vendor explained the program was good for motivating youth to exercise and demonstrated coalition and partner commitment to making the program work. However, four vendors stated they did not have much experience with the program because of limited to zero youth participation at their sites. Interestingly, these vendors also devoted less staff (1, 1, 2, 6) and time (no time, no time, 30 minutes, 1-1/2 hours) to the program, suggesting that vendors might have a more positive experience with the program if they put more resources into it. Finally, one ven-

dor suggested youth motivation for the program ‘trailed off as the summer wore on.’

Most vendors (approximately 10/13) stated their participation did not change how their business operated.

I believe it didn't change our operations; it only reinforced our desire to maintain strong community ties.
--Vendor

It didn't change how we operated. It enhanced it.
--Vendor

One vendor explained the only difference created was they had to place stickers on the Scorecards. Another explained they had to cancel classes so they could participate in the Grand Finale, and youth had to “stay longer than they would have if they were in class.”

A representative from the library described how participation changed the way the library operated as ground-breaking. As a part of their participation, the library offered a service (tween dance) when the library was closed. Further, the library events associated with the program were not consistent with the “libraries are quiet” modus operandi – considered a positive outcome by many.

Exposure to the VERB Summer Scorecard Program

Thirty-second radio spots were used to help increase exposure of the VSS program. Between May 14 and May 24, 2005, there were 130 radio spots on stations WTZB-FM and WLTQ-FM. Over this two week period, the radio spots ran in the early morning and early evening Saturday through Tuesday.

A public relations specialist worked with Booker High to create a school video, which was aired on the in-school televisions in the classroom. In addition, the

video was aired on television Access 19 (Sarasota government) and the school educational channel. The in-school video was shown in middle schools May 13th through 20th. Another in-school video promoting the Grand Finale was shown during the first week of school in August.

Between April 4th and August 17th, media, including local newspapers, magazines, flyers, and press releases, in Sarasota County were tracked. During this period, 28 articles mentioned VSS, of which 17 described the program. Newspapers comprised the largest proportion of media tracked.

Table 4-2. VSS media exposure summary.

	April	May	June	July	August
Radio		x			
In school video		x			x
Other media	x	x	x	x	x

Opportunities for Tweens to do Physical Activity in Sarasota County

A total of 67 free events were offered during the course of the project. Sarasota County Parks and Recreation Department held more than half of the free events offered (34 events), South County Family YMCA held 15 free events, Sarasota Library System held 10 free events, and other partners held 8 free events.

Observers estimated the number of youth in attendance at each event (see table below). Observational notes indicated at most events fewer than half of youth participants were Scorecard holders when they arrived. However, most or all received Scorecards at the events. Attendance at the Splash Party may have been influenced by an unadvertised change in

the schedule from every week to every other week.

Table 4-3. Estimated youth attendance at VSS events.

Date	Event Observed	Estimated # in Attendance
5/31-8/2	Kids Summer Beach Run – Siesta Key	100 - 500
10 events	Venice Beach Run	30 per week
6/3	Library Dance	100 - 120
6/8	Splash Party	80
6/13	Magic Workshop	28
6/16, 6/23, 6/30	Yoga	29
6/17	Fitness Frenzy	30
6/28	Retro Games	15
7/8	Basketball Bash	30
7/8	Basketball Free Throw	24
7/8	Swimming is Fun	30
7/13	Cooking class for kids	29
7/15	Harry Potter Crafts	35 – 38
7/20	Dance Class	53
7/22	Pool Party	15
7/27	Venice Beach Run	18
7/28	Bounce House/Rock Climb	5

Table Notes:

- Estimated number by visual observation.
- Estimates per event unless noted.
- Total attended can not be estimated since the same youth may have attended multiple events.

To determine whether the program was delivered to the target audience (i.e., tweens), observations were made at youth events. Age, gender and ethnicity were documented. At all events most of the youth attending were 8-13 years of age. Dance and yoga events were mostly attended by girls (yoga was all girls). Magic and basketball events were mostly at-

tended by boys. All other events were approximately evenly split with somewhat more girls attending than boys. At the cooking class for kids, basketball bash, basketball free throw, ‘swimming is fun’ event, and the Siesta Key beach run observers found Caucasian, African-American, and Hispanic youth in attendance. The rest of the events were attended primarily or totally by Caucasian youth.

Involvement of Other Community Partners in the Summer Scorecard Program

A range of 10 to 22 coalition members participated in 17 coalition meetings and numerous activities throughout the county. There were 17 coalition meetings focusing on the planning of the VSS program. Seven general Obesity Prevention Coalition meetings, four Scorecard Planning meetings, and six meetings to plan the Grand Finale were held.

Engaged Coalition in Campaign Implementation

Level of engagement in campaign implementation is associated with program ownership and sustainability. The more engaged the coalition is in campaign implementation, the more likely the program will succeed and become a part of regular programming. Thus, engagement was assessed.

Engagement can also be assessed by coalition member involvement. Seven members contacted vendors. Six members visited events, and 18 events were attended by coalition members. Sixteen members attended the Grand Finale.

Most stakeholders interviewed described a medium to strong sense of ownership of the VSS program. Results suggested coalition members liked the idea of the pro-

gram from the initial Centers for Disease Control and Prevention (CDC) pre-

Parks and Recreation certainly did (have a sense of ownership) because they pushed it a lot, and the libraries jumped in and did their part as well. Those are the two parts of Sarasota County government that were involved. Business community was recruited kind of late, not sure they had all the ownership, and I think that's the challenge if we do it again.

I don't think they feel they own it. I think they feel they were able to provide a program that had been provided elsewhere.

--Key informants

sentation and had a legitimate desire to see the local program succeed.

Sense of ownership may have varied according to participation level: regular coalition attendees and those who invested substantial time in planning and implementing the program may demonstrate a stronger sense of ownership. A few stakeholders suggested the coalition and community at large did not feel a sense of ownership of the program, but individual agencies who invested the most time and energy may have.

Stakeholder Commitment for Similar Programs in the Future

Stakeholders in the VSS program included youth, parents, coalition members, vendors, and other individuals who contributed to or benefited from the program. Youth, parents, coalition members and other key informants, and vendors were asked whether they would support similar future programming in Sarasota County – most indicated support for similar programming in the future.

Youth who attended the Grand Finale (n=28) were asked if they would fill out another Scorecard next summer: 24 really agreed, and 4 sort of agreed. When asked if they would fill out a Scorecard during the school year, 16 really agreed, 7 sort of agreed, and 5 sort of disagreed. Of youth who were interviewed at Scorecard events (n=39), 23 said they would attend the

same event if it were held in the fall after-school. However, 14 youth said they would not attend.

Parents who attended the Grand Finale (n=29) were asked how likely they would be to encourage their child to participate if the program was offered next summer. Most (28) parents said they would be very likely to encourage participation; however, one said they would be very unlikely. Twenty parents said they would be very likely to take their child to events like the ones offered through the program if they were offered in the fall after school. Eight parents said they were only somewhat likely, and one said they were very unlikely to do so.

Most key informants interviewed (e.g., coalition members) believed the VSS program should be contin-

This is a great program and the topic is a big issue with children and teens.

It should be continued.

-- Vendor

ued in Sarasota County. Most suggested the program needed to be revamped, perhaps through changing the target audience to 4th through 6th graders. Most agreed turn-out for the Grand Finale was disappointing for the amount of work invested. A few said they would like to see VSS expanded to more parts of the county. Two said, "I don't know," one of whom expressed disappointment in the number of Scorecards returned. One key informant suggested the program should only be continued if low participation was explained by kids not receiving brochures at their schools.

Most (12/13) vendors interviewed stated the VSS program should be continued in Sarasota County. One vendor who initially responded, "No," explained his business was not used by a single youth participant. If there were efforts to increase awareness (e.g., working with

schools to promote program), this vendor explained, the program should be continued.

Interestingly, the one vendor who hesitated when asked if the program should be continued represented a local golf and batting center. Golf, miniature and driving ranges, was listed by fathers who participated in the follow-up evaluation interviews as an activity they would like to see made available at free or reduced cost.

Most vendors (7/13) suggested, if the VSS program was offered next summer, they would present the same opportunity offered this year. Five out of 13 stated they would provide more than they did this year.

Booster Activities throughout School Year

The desire to continue to offer free or reduced priced activities is one indicator of vendor commitment to continue efforts to address physical activity among tweens in Sarasota County. Nine out of 13 vendors responded, "Yes," when asked if they would continue to offer activities to 9 to 13 year olds in the fall (2005) when there is no VSS program. When asked what

Now that I know the program is in place, I will continue to offer things to our kids.
-- Vendor

they planned to offer, most vendors stated they would continue to offer what they had offered in the past or as a part of the program. One vendor described how they had obtained permission to offer a dance and a family night, in addition to "try[ing] to keep incorporating physical activity into regularly scheduled [non-physical] activities. Further, most vendors stated they would offer free and reduced price activities in the fall of 2005.

Community Members Have a Stake in Tweens' Physical Activity

Overall, the efforts of the OPCSC in implementing the VSS in Sarasota County demonstrated its perceived stake in tweens' physical activity. The coalition came together easily around an issue that was seen as important to the health and wellbeing of the community. This consensus made it easy for the coalition to move forward and make a difference.

Most stakeholders interviewed described a medium to strong sense of ownership. Results suggested coalition members liked the idea of the program from the initial CDC presentation and had a legitimate desire to see the local program succeed.

Overall, results suggested sense of ownership depended on how actively each organization was involved in implementing the program. Those spearheading the project [Sarasota County Health Department (SCHD), Sarasota County Parks and Recreation (SCPR), Sarasota County Libraries, FPRC, and the YMCAs] displayed the most support. SCHD staff program coordinators from the Health Promotion Department spent most of their time coordinating events, organizing volunteers, developing materials and contacting the media. SCPR was very involved with the on-site implementation of the VSS activities, especially in the kickoffs and final events. Representatives of the FPRC led in the research and design portions of the VSS program. YMCAs were very helpful in the distribution of Scorecards and in integrating VSS activities into their tween routine. Although these were the most active members of the coalition, others on the coalition contributed directly to the design or implementation of the VSS.

Field notes suggested members on the coalition were less excited about the field

work (recruiting community partners and activity outlets, conducting surveys, interviews and concept testing, recording field notes at the events) than planning during the coalition meetings. It was difficult to get board members to commit to field work.

A few stakeholders suggested the coalition and community at large did not feel a sense of ownership of the program, but individual agencies who invested the most time and energy may have.

Some of the key players did not live or work full-time in Sarasota County. Thus, greater emphasis should be placed on involving the “true community” involved in implementation, not just providers to the community. This would increase a community-wide sense of program ownership.

Vendors suggested education and out-of-school time activities for youth were the two most serious issues facing Sarasota County youth, both of which impact obe-

I can only speak for myself. Part of my company's goal is to inform our community of our services which have a direct impact on the physical fitness, social interaction, weight and mobility, and cardio vascular endurance of each individual.

[However,] I believe the MAIN responsibility lies within each "parental unit," in rearing their own children, and having the outlook and perseverance to understand and explore critical issues that impact their own health within their families.

-- Vendor

sity and overweight (Table 4-4). Vendors, for the most part, agreed it was partially their responsibility to address obesity and overweight in Sarasota County. Further, most vendors felt they had the power to help address the issue. In keeping with these perceptions, most vendors thought the program should be continued for at least another implementation year and would participate again – given increased promotion and closer and earlier working rela-

tionships with district schools.

Table 4-4. Problems facing Sarasota County youth.

Youth Issue	# of Vendors Selecting as Most Serious
Alcohol Use	3
"All are important"	1
Crime/Violence	2
"Drugs"	1
Education	6
"Gluttony or too much given to them"	1
Health	0
Obesity	1
Things for kids to do when they are not in school	7
Tobacco Use	0

To gain a greater understanding of vendors' thoughts on who is responsible for addressing obesity and overweight in the community, vendors were asked whether they agreed with the following statement, “Helping children reach and keep a healthy weight is the responsibility of all community members.” Most vendors agreed or strongly agreed with this statement (10/13).

Two vendors disagreed with the statement. As one explained, “Responsibility begins at the home: The community is taking on the role of a family. There needs to be more effort spent on families and developing families.”

Finally, one vendor neither agreed nor disagreed with the statement, suggesting a need for individual responsibility (i.e., “I think it’s up to the parents, schools, a person is a person.”).

Most parents who participated in follow-up interviews felt that overweight and obesity in Sarasota County was a major problem, due in part to inactivity and unhealthy diet. Most parents agreed that it was the parents’ responsibility to address overweight and obesity with their child and family. However, results suggested some may need assistance from schools and the community.

Creating a Program that Can be Implemented Smoothly in Sarasota and Other Counties

Ideally, the successful implementation of the 2005 VSS program in Sarasota County would lead to the creation of a program that could be implemented smoothly in Sarasota and other counties with increased odds of local institutionalization.

Knowing the capacity required to implement and sustain the program in Sarasota County was key to identifying the means of creating a program that could be implemented smoothly. Using multiple methods, four aspects of community capacity were assessed, including community, knowledge and skills, resources, and power (see Appendix H). Within each category, factors that made it easy or difficult to implement the program were distinguished (see Appendix H). Each of these aspects has demonstrated relationships with coalitions’ ability to successfully address community-based issues (Mattesich, Murray-Close, & Monsey, 2001).

Community

There was a range of participation in the coalition (see Appendix I, Table 1). However, there may not have been an ap-

propriate cross-section of community members. In addition, whether members shared a stake in both the process and the outcome of the VSS was identified as borderline, suggesting it should be considered an area in need of attention. Finally, results suggested some members participated more than others, thus, limiting the layers of participation (see Appendix I, Table 1). Overall, these results suggested a need for an increased level and range of community involvement.

Although leadership was strong, there were not enough ‘worker bees’ or individuals committed and able to make sure the day-to-day programmatic tasks were completed. Additional resources, if obtained, could be used to hire a staff person to assist with program implementation. Reliance on borrowed agency time was an issue; one that could only be addressed by the allowance of devoted time to the project or the hiring of a devoted staff person.

Expertise and technical assistance from USF were identified as being valuable at the program identification stage, but results suggested the formative research process slowed the planning and imple-

Coalition members should have taken a more active role in recruiting additional community partners. Many of the community partners were recruited by board members who did not have any previous contact with them, so the board was less effective in influencing these community vendors and activity outlets to “buy in” to the messages and goals of the VSS program and then to “sell” the program to tween customers.
-- Key informant

My gut feeling is that the people who attend the coalition meetings are the same people who attend many other meetings throughout the county and are just spread too thin to volunteer for everything. Having said that, however, I think a lot of the other agencies did actually participate in various smaller ways, but one area that was particularly lacking was in the recruiting of “vendors” to participate in the program.
-- Key informant

mentation process. There was some suggestion that the formative research did not influence much of what was planned, which begs the question of whether the program was consumer-driven – the hallmark of social marketing.

Knowledge and Skills

The OPCSC possessed, overall, the knowledge and skills to pilot test the VSS

Knowledge we had from Lexington was invaluable. That's what we based most of our decisions on – whether it was appropriate for Sarasota County. Went with what they had done and had worked for them.
-- Key informant

in Sarasota County. Specific areas of strength included the ability to compromise, open and frequent communication, the use of informal relationships and communication links, development of concrete, attainable goals and objectives, and the presence of skilled leadership (see Appendix I Table 2: Knowledge & Skills).

Two areas were considered borderline (i.e., neither strengths nor weaknesses): the development of clear roles and policy guidelines and appropriate pace of development. Interview results suggested the development of a system to assign specific tasks and ensure

The most important information the coalition received was from Anita Courtney from Lexington when she shared how they built off the national VERB™ campaign. Seeing how another community was able to "ride the coat tails" of the national campaign was the one most important piece of information we could have.
-- Key informant

follow through would address the perceived weakness in the presence of clear roles.

Interview results emphasized the importance of knowing about Lexington's "success story" (i.e., example of community who implemented the program) prior to the program planning process.

Further, coalition members needed an understanding of social

marketing, with emphasis on audience segmentation, formative research, and evaluation.

Vendors required an understanding of program goals, objectives, and expected outcomes. Parents suggested some vendors were unable to promote the program, perhaps due to a lack of understanding. More vendor training and use of the vendor training book would have assisted the coalition in becoming excited about the programs and implementing the program. An increase in vendor training is needed for program sustainability.

Knowledge of the community in which the program would be implemented was key. OPCSC members needed to identify local businesses and vendors that could assist with implementation. Formative research was used to increase understanding of youth and families' attitudes, beliefs, and behaviors relevant to physical activity.

Understanding of activities kids like to do, where they like to go, where they can go.
-- Key informant

The ability to identify key players, such as those who can organize community, promote community involvement, work with the media, work with community partners, access university partners, or "help get the information into the community," was particularly important.

Took again a commitment to the nitty gritty and getting it organized. Someone had to call the media, reserve the stage, call the radio guy, someone going to businesses to ask them to participate, work with schools to get the Scorecards out. A lot of coordinating stuff and organizing.
--Key informant

Organizational skills, including those required to plan and carry out a large, community-based physical activity event were vital.

Being able to communicate with others, work on the project with a team of people, and being able to communicate with the vendors (e.g., soliciting prizes) and dealing with the public.
-- Key informant

Some people needed to have the ability to be very open and upbeat to the community partners and ...you needed those people to really believe in this to sell it to the community partners – enthusiasm.
-- Key informant

We had Booker High School that did the PSA to do the kick off. We should have probably had them do a Grand Finale PSA.
-- Key informant

I think technical support, we were pretty well off that way. We were lucky to have the graphics folks, the public relationships person that worked with the Booker High School students to help with the video, USF did the web site, [Name] from AHEC that was excited about doing the web site.
-- Key informant

Also, communication skills, including the ability to work with others and sell the program to community partners, were essential to successful implementation.

Most key informants agreed, overall, the technical assistance or support received was sufficient for implementing the VSS program. Key informants mentioned having a graphics person, communication assistance, evaluation support, web site support, and PSA development through a local high school made it easier to implement the program.

Individual key informants suggested having a marketing person brought in earlier, assistance making information parent-friendly, and having assistance getting youth to attend events would have made it easier to implement the program.

Most vendors (9/13) suggested the information and materials (e.g., Scorecards, stickers) provided to them were “self-explanatory” and

“sufficient.” One vendor emphasized the need for knowing several months in advance about activities. Another stated the list of ideas for activities from VERB™ was helpful. Finally, two vendors sug-

gested the OPCSC “explained the program well.”

Six out of 13 vendors explained they did not need any special skills to participate. Five vendors described the following skills needed to participate:

- understanding the program,
- working with youth,
- being a team player,
- brainstorming problems that might occur (e.g., space constraints, handling parents, supervising youth in restrooms),
- locating equipment not usually used (e.g., jump ropes for the library), and
- public service skills.

Vendors who participated in the interviews stated their needs for technical assistance were met.

Resources

Inventory results suggested the OPCSC possessed many resources needed to achieve their mission (see Appendix I, Table 3). For example, agencies and organizations in Sarasota County have a strong history of collaboration and cooperation in the community, which was demonstrated in the work of the OPCSC.

Key informants discussed the resources (e.g., person power, funding, time, expertise, etc.) needed to implement the VSS program (see Appendix I, Table 3). Person power and funding were the two most frequently mentioned resources needed to implement the VSS in Sarasota County. These were also mentioned most frequently when asked to describe what would have made it easier to implement

Knowing the best way to get the kids there. I think we had a great program. but participation wasn't as high as I would've liked to have seen.
-- Key informant

More money is always good. The grander scale you can provide (e.g., perks), the more attractive it is to be involved in it. That might have been one of the weaknesses of the Grand Finale, it might not have been grand enough. Prizes might not have been enough to overcome competition (e.g., Busch Gardens tickets for families).

-- Key informant

[We] needed more staff folks initially. My understanding was in Lexington just about everyone on staff in health promotion was on the project. Even though people did help with the final event and things like that, it wasn't a part of their daily job. It probably was a full time job for [some of us] to be pulling this together for a period of time – say a month they would be devoted to nothing else and not having to do something else too.

--Key informant

Man hours – contact the vendors, sell our product basically and deliver our product to the vendors. A ton of work was done on the visual side, the media press releases and the print materials, posters, flyers, Scorecards themselves.

-- Key informant

the program and were identified as an area of concern in inventory results (see Appendix I, Table 3). However, one key informant emphasized more funding, alone, would not make it easier to implement the program. More person power, though, may address adaptability concerns (see Appendix I, Table 3).

Several key informants suggested connections or working relationships with university and community partners, particularly those that enabled access to youth (schools, school board, etc.), made it easier to implement the program. For example, the working relationship between the Sarasota County Health Department and Florida Prevention Research Center resulted in social marketing expertise, research and evaluation support, program and resource identification, and other resources.

Program implementation required a tremendous amount of person hours.

Key informants suggested having additional dedicated staff whose job it was to implement the program such as a clerk, receptionist, and project

manager would have made it easier to implement the program. Graphics, printing,

and secretarial support were important to program success.

A few participants suggested more time would have made it easier to implement the program. The program was described as a “time sucker” that stretched staff to the limits during a busy time of year.

A couple of participants emphasized the important role of support for the program from the coalition, vendors, and community in general..

Needed technical expertise was represented on the coalition, or members knew how to access it.

A few key informants suggested having a webmaster, in addition to having the web site up and running earlier, would have made it easier to implement the program.

Another key informant suggested a broader program implementation base (e.g., collaboration with summer programs) would have made it easier to implement the program.

One person hired and dedicated just to deal with VERB™ and that knew all the players in the community and all the steps it would take to make the event happen.

One person that it was their job – getting them out, developing the Scorecards, working with the teens, the whole process.

There was a bunch of people who did pieces of it but it wasn't their whole job. But that's kind of not a coalition.

-- Key informant

Had a graphics person that developed the look of the material and the graphics for the Scorecard. Took printing, secretarial support with typing stuff up. Most of it was pretty much paper supplies, making the Scorecards, the flyers and publicity stuff.

-- Key informant

I don't think the web site was as big a part of the program that it might have been. That was another thing that was lacking, it got there kind of late. Need to maintain it, and needs to be linked all over the county. Need to find any opportunity we can to have kids hit that site.

-- Key informant

Having a strong youth board would have made tracking event attendance easier. We could have had a better picture of what was actually going on at events. Might have gotten more vendors, better variety.

-- Key informant

tion to what they already had (e.g., poster, Scorecard, and stickers), to participate. One vendor stated she made a sign-in sheet for her location.

I think we have the ability to affect change. We just need to work at it a little more and harder.

-- Key informant

We have created a structure and experienced some success so the group is interested in moving forward.

--Key informant

I think the coalition is absolutely on the right track in trying to make the changes in our community. If that group isn't doing it, then who is? There are individual agencies who address physical fitness, individually we're all doing those things, but from a social marketing, a unified front, I think the coalition has done a good job in trying to get that message out to the public.

-- Key informant

Some key informants suggested having a more active youth board would have made it easier to implement the program (see Formative Research section for further discussion).

Eight out of 13 vendors said they did not need any resources, in addition

Power

The OPCSC worked toward being seen as a legitimate leader in the community in terms of obesity prevention, but additional work remains to be done (see Appendix I, Table 4). Fortunately, the coalition is addressing an issue, obesity, within a favorable political and social climate. Members see collaboration as in their self-interest, and have a shared vision and unique purpose (see Appendix I, Table 4).

When asked what the possible program effects said about the coalition's (community's) ability to affect change, key informants suggested the VSS was a 'test run' that increased community capacity to act. In addition, one intern sug-

gested the coalition changed the way it operated and the way in which it was viewed by the community. The community was now aware they can come together and affect change.

The OPCSC laid the groundwork for community-based obesity prevention and can continue to take steps to affect physical activity and obesity. The 'first run' of the VSS also reinforced the coalition's belief that they could impact obesity in Saratoga County.

Key informants suggested the following would increase the OPCSC's ability to affect change:

- "better designation of what different coalition partners responsibilities are,"
- more follow through (follow up),
- a program champion/spokesperson, and
- more media coverage.

Most vendors agreed or strongly agreed (11/13) that they "had the power to help children reach and keep a healthy weight." Only one vendor disagreed with this statement, and another neither agreed nor disagreed.

I'm not sure that physical activity levels changed as a result of this program, but I don't think that means the coalition can't affect change. It will take a lot of little steps to increase physical activity on a community-wide basis. The more exposure there is to programs like this, the more likely it is there will be change.

-- Key informant

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1. Chinman, M., Imm, P., & Wandersman, A. (2004). Promoting accountability through methods and tools for planning, implementation, and evaluation. Rand Corp. Available: http://www.rand.org/pubs/technical_reports/TR101/

PROGRAM IMPACT

Tweens

The primary audience for the VSS program was tweens ages 9-13, and more specifically, tweens entering grades 6-8 in the fall of 2005. Tweens participated in a variety of surveys and interviews before, during, and after implementation of the Scorecard program. The purpose of the tween evaluation component was to evaluate the impact the VSS Program had on desired short-, mid-, and long-term outcomes among Sarasota County tweens. The results of the evaluation are provided in sections based upon the evaluation logic model developed by the OPCSC. Whereas most of the data were derived from tween instruments, vendors and key informants provided some insight into program impact as well. Data derived from other stakeholders (vendors and key informants) are summarized at the end of this section.

Participation in the VSS Program

Post-scorecard survey data provided some indication as to the level of participation in the program. Students were asked how much of the VSS they filled out. Responses are summarized below.

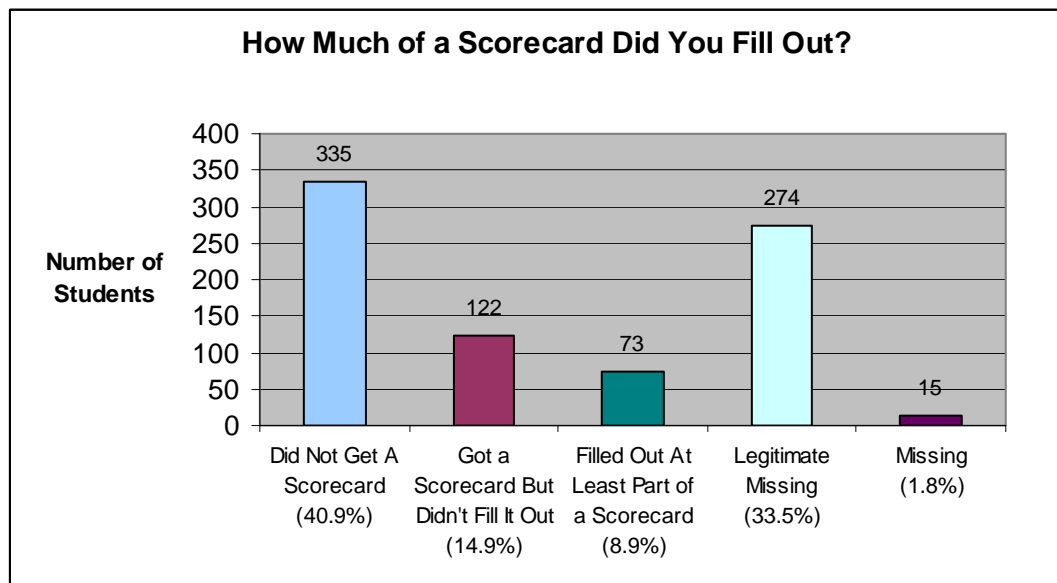


Figure 4-1. Participation in the VSS program.

The highest percentage of students surveyed did not get a Scorecard (40.9%). Students who did not respond to this item but had indicated on a previous question that they had never seen, read, or heard of VSS were considered “legitimate missing” (33.5%). Another 14.9% of students reported they got a Scorecard but didn’t fill

it out. Almost 9% of students reported they filled out at least part of a Scorecard. A significantly ($X^2=6.66$; $p=0.04$) higher proportion of those who got a Scorecard but didn’t fill it out were girls (61.5% girls vs. 38.5% boys), as were those who filled out at least part of a Scorecard (56.3% girls vs. 43.7% boys). The distribution of

those who did not get a Scorecard was relatively similar between girls (48.4%) and boys (51.6%).

A significantly ($X^2=6.66$; $p=0.04$) higher proportion of students at Booker Middle School did not get a Scorecard (70.8%) or filled out at least part of a Scorecard (17.5%) compared to Sarasota Middle School (60.1% and 12.2%, respectively).

Fewer students at Booker Middle School got a Scorecard and didn't fill it out than Sarasota Middle School students (11.7% vs. 27.7%).

Level of participation in the program was not significantly associated with age or grade.

Buzz Created Around the Brand

"Buzz created around the brand" was measured during interviews with tweens at kick-off events, summer events, and the Grand Finale.

At the kick-off events, youth were asked: *How did you find out about the VERB Summer Scorecard Program?* The table below lists the number of responses in all categories. Youth were able to select all the methods that applied; therefore, the total number of responses is greater than 44.

Table 4-5. How youth at kick-off events found out about the VSS program.

Method	N (%)	
Radio	5	(8.5%)
Television	9	(15.2%)
Newspaper	3	(5.1%)
School video announcements	3	(5.1%)
School poster	4	(6.8%)
Teacher	1	(1.7%)
Friend	6	(10.0%)
Parent	7	(11.9%)
Poster in a business	0	(0.0%)
Other	21	(35.6%)
Total	59	(100.0%)

The "other" category was the most popular response. Most of the youth reported learning about the program at the kick-off event itself (8 beach run, 6 library). Two more youth reported learning about the program at the YMCA, and two others learned about the program from another relative. The remaining responses were varied.

Besides the "other" category, youth reported learning about the program pri-

marily from the television ($n = 9$, 15.2%), followed by a parent ($n = 7$, 11.9%), friend ($n = 6$, 10.0%), or radio ($n = 5$, 8.5%). Since the program was not advertised on public television, it is unclear what youth meant by "television." The national VERB™ campaign is marketed on television stations. In addition, a video for the local campaign was developed and shown on the schools' television channel.

Four (6.8%) youth reported learning about the program from a poster at school. Despite the resources devoted to developing a video to be shown in the schools, only three (5.1%) youth reported learning about the program from the school video. This response category was tied with the newspaper. Only one (1.7%) youth reported learning about the program from a teacher.

None of the youth reported learning about the program from a poster at a business.

At summer events, tweens were asked: *How did you hear about (the event)?* Responses are summarized by location below.

Table 4-6. How youth at summer events heard about the event.

Method	Siesta Key Beach Run N (Column %)		YMCA Fitness Frenzy N (Column %)		FSU Dance Class N (Column %)		Whole Foods Cooking Class N (Column %)		Total N (Column %)	
Friend	6	(50.0%)	0	(0%)	0	(0%)	1	(14.2%)	7	(13.7%)
Parent	1	(8.3%)	7	(36.8%)	0	(0%)	2	(28.6%)	10	(19.6%)
Other family member	0	(0%)	1	(5.3%)	1	(7.7%)	0	(0%)	2	(3.9%)
Library	1	(8.3%)	0	(0%)	0	(0%)	0	(0%)	1	(2.0%)
Scorecard or "VERB"	0	(0%)	3	(15.8%)	0	(0%)	4	(57.1%)	7	(13.7%)
Camp	0	(0%)	8	(42.1%)	12	(92.3%)	0	(0%)	20	(39.2%)
Other	1	(8.3%)	0	(0%)	0	(0%)	0	(0%)	1	(2.0%)
Missing	3	(25.0%)	0	(0%)	0	(0%)	0	(0%)	3	(5.9%)
Total N (row%)	12	(23.5%)	19	(37.3%)	13	(25.5%)	7	(13.7%)	51	(100%)

At the Grand Finale, tweens were asked: *Where have you seen, read, or heard about VERB Summer Scorecard?* The table below lists the number of responses in all categories. Youth were able to select all the sources that applied, therefore the total number of responses is greater than 29. Youth reported learning about the program primarily from a participating vendor (n=13; 27.7%) or at Summer Scorecard events (n=9; 19.1%), followed by the school (n=6; 12.8%) and friends (n=6; 12.8%), the media (n=5; 10.6%) or other source (n=5; 10.6%), or a parent (n=3; 6.4%).

The table on the following page combines the data from the kick-off events, summer events, and Grand Finale provided above. The most common source of information about the program or event was from a partner or from an event. This was followed by the media, parents, and friends. Less frequent responses included the schools, "other," the Scorecard, other family, and teachers.

Table 4-7. Where youth at Grand Finale saw, read, or heard about VSS.

Method	N	(%)
School	6	(12.8%)
Friends	6	(12.8%)
Parents	3	(6.4%)
Events	9	(19.1%)
Radio/Newspaper/TV	5	(10.6%)
YMCA/Library/Business	13	(27.7%)
Other	5	(10.6%)
Total	47	(100.0%)

Table 4-8. How youth learned about VSS program or events, summarized.

Method	Kick-Off Events N	Summer Events N	Grand Finale N	Total N (%)
Friends	6	7	6	19 12.1%
Parents	7	10	3	20 12.7%
Other family	2	2	0	4 2.5%
Teachers	1	0	0	1 0.6%
School	7	0	6	13 8.3%
Media	17	0	5	22 14.0%
Partners/Events	16	21	22	59 37.6%
Scorecard	0	7	0	7 4.5%
Other	3	1	5	9 5.7%
Missing	0	3	0	3 1.9%
Total	59	51	47	157 100.0%

Increased Brand Recognition among Tweens

Brand recognition was measured by responses to two questions: *Have you ever seen, read, or heard about VERB?* and *Have you ever seen, read, or heard about VERB Summer Scorecard?* These questions were asked on the baseline survey and the post-scorecard survey.

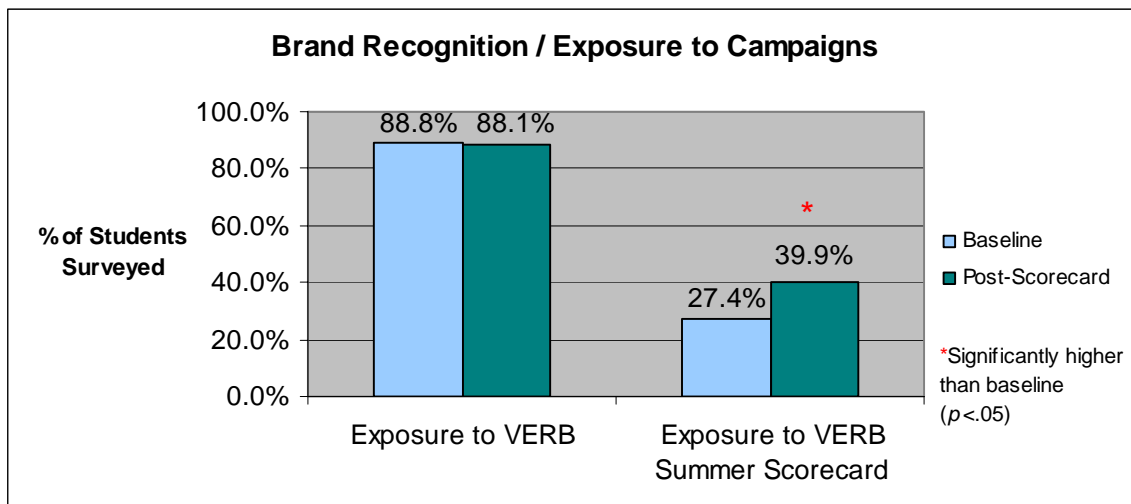


Figure 4-2. Brand recognition.

There was no difference in exposure to the national VERB™ campaign from baseline to post-scorecard, even when only Booker and Sarasota Middle School students were included in the baseline data set. Significantly more students reported having ever seen, read, or heard about VSS after the Scorecard program than at

baseline. This remained significant when only Booker and Sarasota Middle School students were included in the baseline data set.

To determine if exposure to the VSS campaign added anything to the national campaign in encouraging participation in

the VSS (level of participation), post-scorecard exposure was first categorized into four categories: (1) exposed to nei-

ther campaign; (2) exposed to VSS only; (3) exposed to VERB only; and (4) exposed to both VERB and VSS.

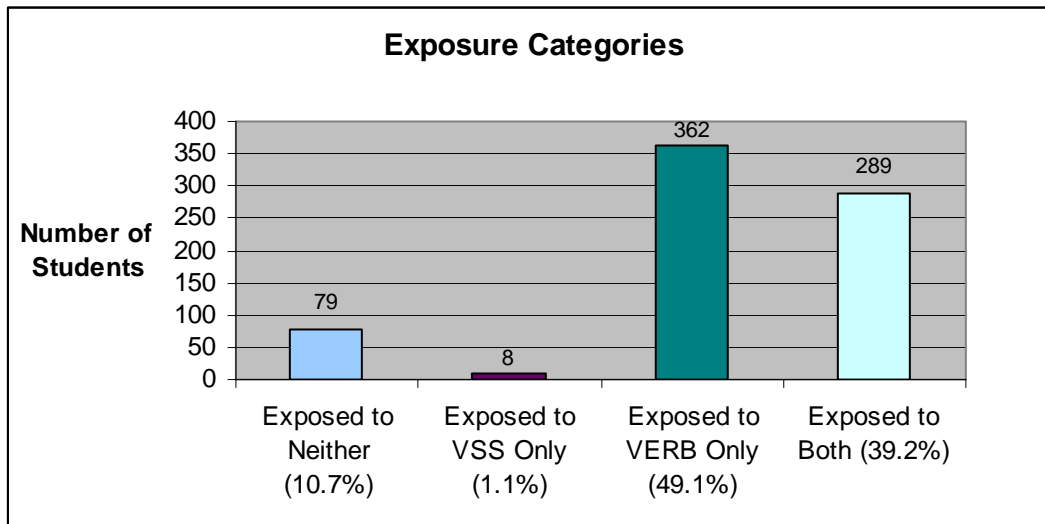


Figure 4-3. Exposure categories.

Almost half (49.1%) of the students were exposed to the national VERB campaign only. Over a third (39.2%) was exposed to both the national and local campaigns. Just over 10% were exposed to neither campaign. Only eight students (1.1%) were exposed only to the local VSS campaign. These eight students were dropped from further analysis of exposure because there was not enough statistical power to draw any conclusions from their responses.

Exposure was significantly moderately associated with participation level ($X^2=52.7$; $p<.001$; $r=0.30$; $p=0.01$). Compared to those who were exposed to the VERB

campaign only, a lower proportion of those who were exposed to both campaigns did not get a Scorecard (VERB only 87.8%; both 48.1%) and a greater proportion of those who were exposed to both campaigns got a Scorecard but did not fill it out (VERB only 6.8%; both 35.3%) or filled out at least part of a Scorecard (VERB only 5.4%; both 16.6%). However, the proportion of those who were exposed to both campaigns and filled out at least part of a Scorecard was similar to the proportion of those who were exposed to neither campaign and filled out at least part of a Scorecard (16.6% both; 17.1% neither).

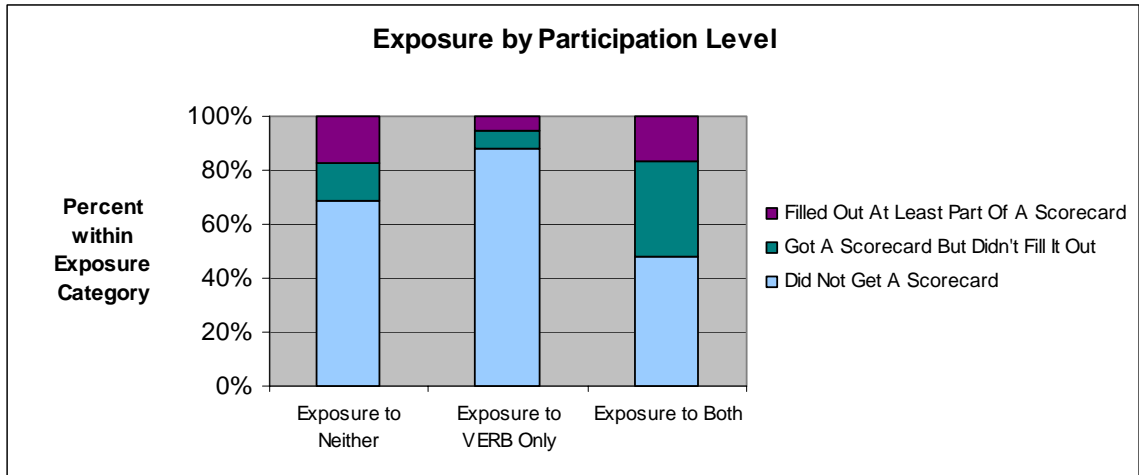


Figure 4-4. Exposure by participation level.

Tweens Try New Activities

Trying new activities was measured by two questions: *In the last 2 months, have you tried a new game or sport (rock climbing, roller blading, or other fun thing) that you've never done before?* and *Have you tried a new activity at this event? And if yes, what was the activity?*

Data from the first question are presented below. This question was asked on the baseline survey, tween Grand Finale sur-

vey, post-scorecard survey, and tween follow-up surveys.

Table 4-9. Number (percent) of students reporting having tried a new game or sport in the previous two months.

Response	Baseline N (%)	Grand Finale N (%)	Post- Scorecard N (%)	Follow-Up #1 N (%)	Follow-Up #2 N (%)
Yes	825 (58.6%)	20 (69.0%)	428 (52.6%)	8 (72.7%)	4 (40.0%)
No	582 (41.4%)	9 (31.0%)	386 (47.4%)	3 (27.3%)	6 (60.0%)

In comparing post-scorecard to baseline data, a significantly lower proportion of students from the post-scorecard survey reported they had tried a new game or sport in the past 2 months than those at baseline ($X^2 = 7.69$; $p = .006$). This association remained significant when only Booker and Sarasota Middle School students were included in the baseline data

set ($X^2 = 4.58$; $p = .03$). However, a significantly higher percentage of those post-scorecard survey youth who reported filling out at least part of a Scorecard reported they had tried a new game or sport in the past 2 months than those who did not get a Scorecard or got a Scorecard and did not fill it out ($p < .05$).

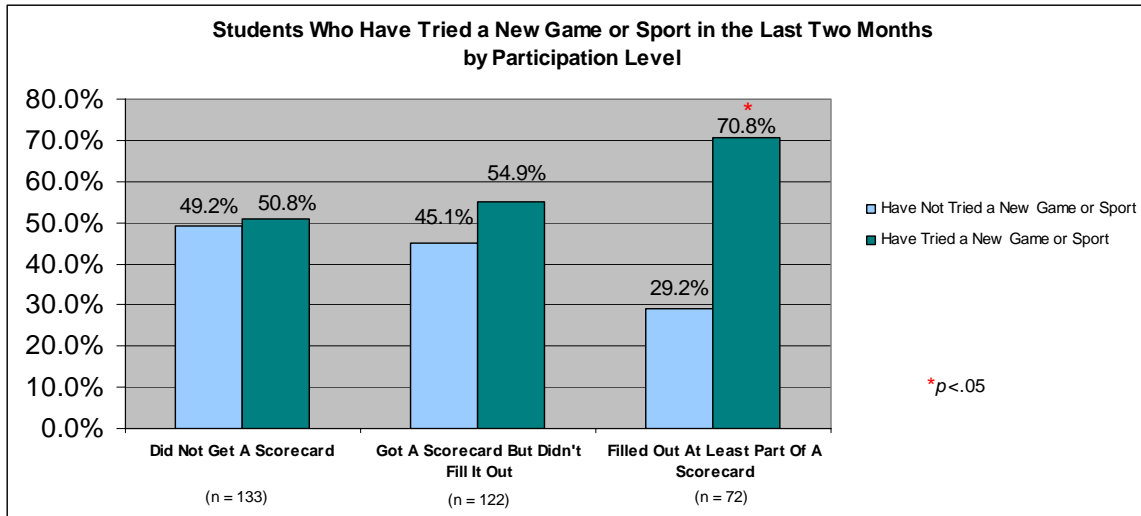


Figure 4-5. Trying new game or sport by participation level.

At the time of the first follow-up survey (~3 months post program), the percentage of students who reported trying a new game or sport in the past 2 months was stable at 72.7%. However, this percentage declined at the time of the second follow-up survey (~5 months post program) to 40.0%.

Brand awareness (exposure) was significantly associated with trying a new game or sport ($X^2=6.18$; $p=.045$). Specifically, a greater proportion of those who were exposed to both campaigns tried a new game or sport than those who were exposed to the VERB campaign only (58.5% vs. 48.8%).

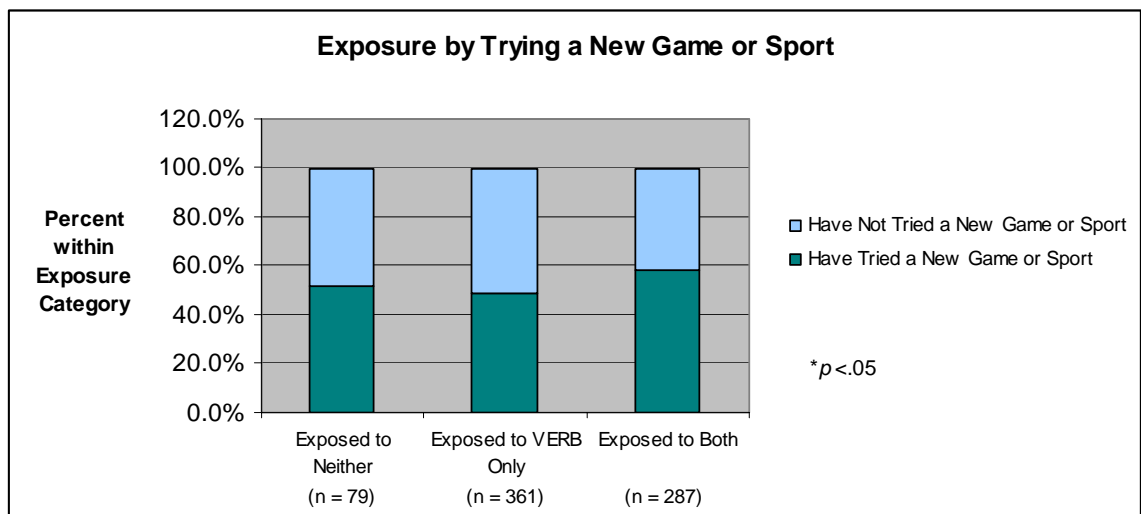


Figure 4-6. Trying a new game or sport by exposure category.

The second question was asked at summer events interviews. The table below summarizes the responses to this item. Over-

all, 60.8% of the students interviewed at these events reported trying a new activity at the event.

Table 4-10. Number of students trying a new game or sport at a VSS event.

	Siesta Key Beach Run	YMCA Fitness Frenzy	FSU Dance Class	Whole Foods Cooking Class	Total
Response	N (Column %)	N (Column %)	N (Column %)	N (Column %)	N (Column %)
Yes	3 (25.0%)	17 (89.5%)	8 (61.5%)	3 (42.9%)	31 (60.8%)
Activity	Unknown*	Kickboxing (15) Other (2)	Dancing (8)	Cooking (3)	
No	9 (75.0%)	2 (10.5%)	5 (38.5%)	4 (57.1%)	20 (39.2%)
Total	12 (100.0%)	19 (100.0%)	13 (100.0%)	7 (100.0%)	51 (100.0%)

*no response provided for these participants, however, "running" would be the presumed activity

Tweens Have Few Perceived Barriers Towards Doing PA (Barriers)

The barriers scale was developed from the responses to five items rated on a four-point scale from really disagree to really agree. These items were:

- There are lots of places near where I live where I can do physical activities.*
- Physical activity costs too much for me to do.
- I'd rather watch TV, be on the computer or play video games than do physical activities.
- There are many ways to play sports without signing up or being on a team.*
- I can get to the places where I like to do physical activity.*

The positively-worded items (indicated by *) were reverse-coded. A high score on the Barriers scale indicates a higher level of perceived barriers. These questions were asked on the tween Grand Finale survey and the post-scorecard survey. Only the results from the post-scorecard survey are provided. These results are grouped with the three other mid-term outcomes, "Outcome Expectations,"

"Self-Efficacy," and "Social Influences" under the Social Influences section.

Tweens Have Many Perceived Benefits Towards Doing PA (Outcome Expectations)

The outcome expectations scale was developed from the responses to five items rated on a four-point scale from really disagree to really agree. These items were:

- If I did physical activities on most days it would be fun.
- If I did physical activities on most days it would help me spend more time with my friends.
- If I did physical activities on most days it would help me make new friends.
- If I did physical activities on most days it would make me feel good about myself.
- If I did physical activities on most days it would be boring.

These questions were asked on the tween Grand Finale survey and the post-scorecard survey. Only the results from the post-scorecard survey are provided. These results are grouped with the three other mid-term outcomes, "Barriers,"

“Self-Efficacy,” and “Social Influences” under the Social Influences section.

Tweens Have High Self-Efficacy Towards Doing PA (Self-Efficacy)

The self-efficacy scale was developed from the responses to four items rated on a four-point scale from really disagree to really agree. These items were:

- I think I can be physically active even if it is hot or cold outside.
- I think I have what it takes to be physically active.
- I think I can be physically active no matter how tired I may feel.
- I think I can be physically active no matter how busy my day is.

These questions were asked on the tween Grand Finale survey and the post-scorecard survey. Only the results from the post-scorecard survey are provided. These results are grouped with the three other mid-term outcomes, “Barriers,” “Outcome Expectations,” and “Social In-

fluences” under the Social Influences section.

Tweens Have Positive Subjective Norms (Social Influences)

The social influences scale was developed from the responses to four items rated on a four-point scale from really disagree to really agree. These items were:

- My friends think that doing physical activities is important.
- My friends think that doing physical activities is fun.
- Kids my age think that doing physical activities is important.
- Kids my age think that doing physical activities is fun.

These questions were asked on the tween Grand Finale survey and the post-scorecard survey. Only the results from the post-scorecard survey are provided. These results are grouped with the three other mid-term outcomes, “Barriers,” “Outcome Expectations,” and “Self-Efficacy” below.

Table 4-11. Univariate characteristics of mid-term outcomes.

	Barriers	Outcome Expectations	Self-Efficacy	Social Influences
N	777	782	793	770
Mean \pm SE	9.16 \pm .105	15.64 \pm .118	12.47 \pm .104	12.20 \pm .104
Range	5-19	5-20	4-16	4-16

To determine if participation in the Scorecard program was associated with these mid-term outcomes, a series of one-way ANOVAs was conducted. The results are summarized in the figure below.

Those who got a Scorecard but did not fill it out had significantly lower scores on the outcome expectations and social influences scales than those who did not get a Scorecard.

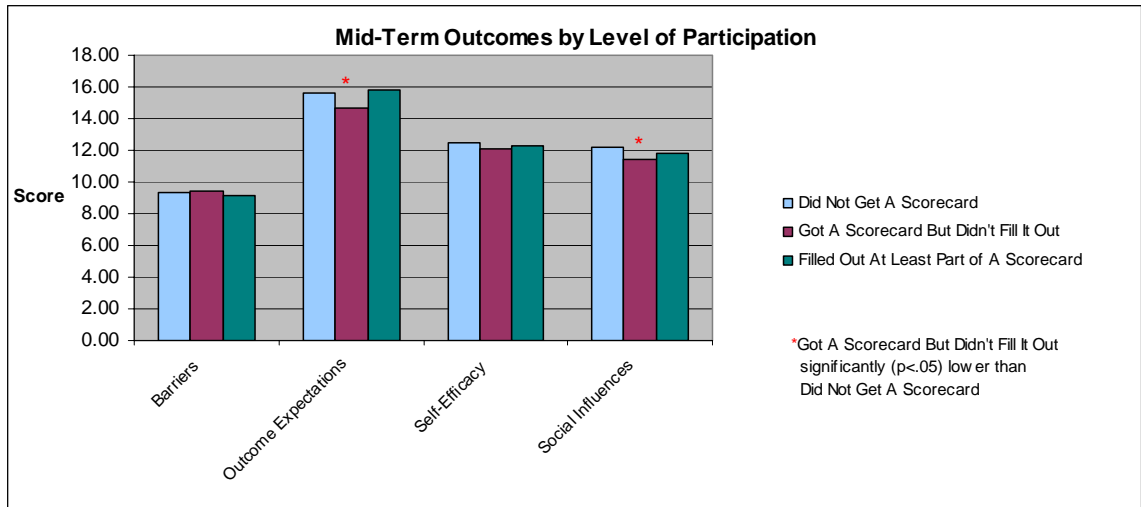


Figure 4-7. Mid-term outcomes by level of participation.

To determine if brand recognition (exposure to campaign) was associated with these mid-term outcomes, a series of one-way ANOVAs was conducted. These results are summarized in the figure below. Those who were exposed to neither campaign scored significantly lower on the outcome expectations scale than those

who were exposed to the VERBTM campaign only and those who were exposed to both the VERBTM campaign and the VSS campaign. Those who were exposed to neither campaign scored significantly lower on the self-efficacy scale than those who were exposed to both the VERB and VSS campaigns.

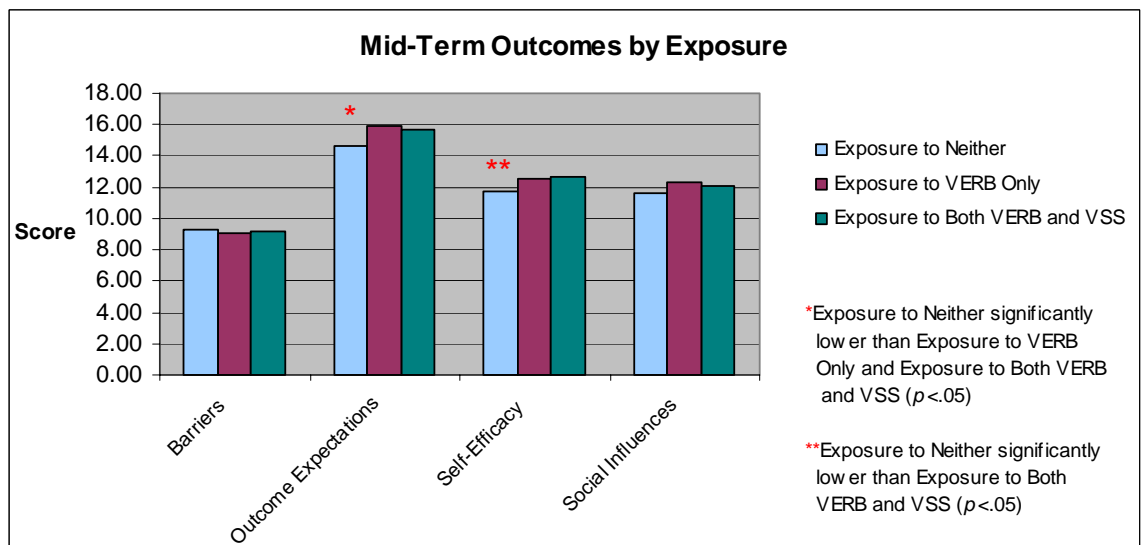


Figure 4-8. Mid-term outcomes by exposure level.

A series of independent samples t-tests were used to determine if trying new activities was associated with these mid-term outcomes. These results are summarized in the figure below. Those who had tried a new game or sport in the last two months scored significantly higher on the

outcome expectations, self-efficacy, and social influences scales than those who had not tried a new game or sport in the last two months. There was no difference on the barriers scale between those who had or had not tried a new game or sport in the last two months.

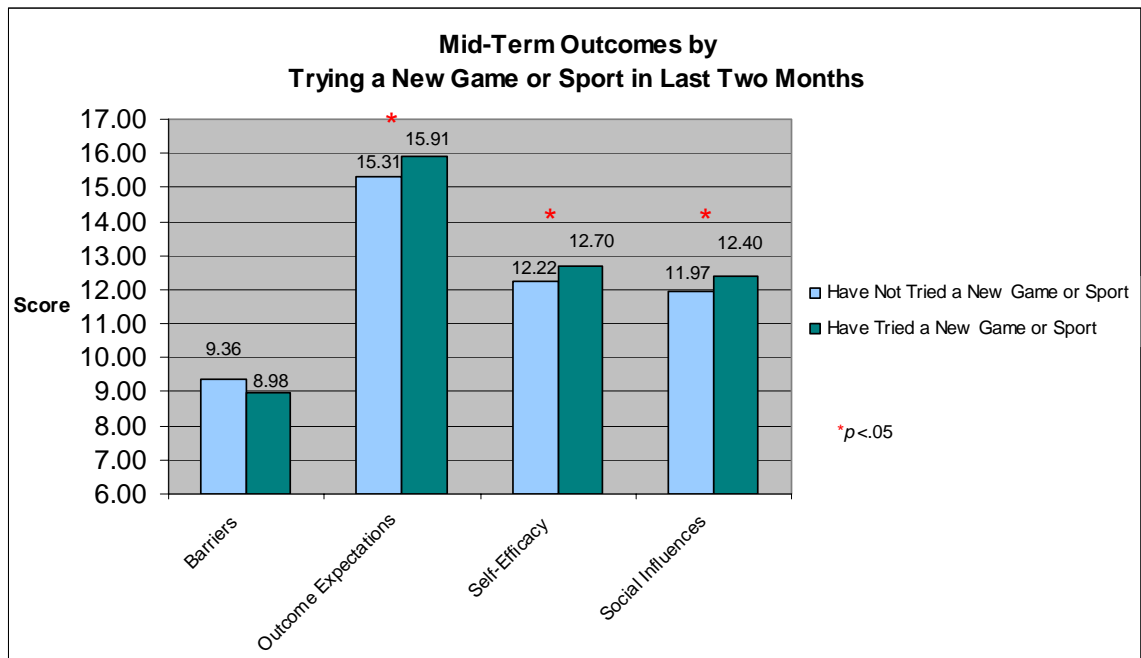


Figure 4-9. Mid-term outcomes by trying a new game or sport.

Increased Physical Activity Among Tweens

To determine vigorous physical activity level, students were asked: *On HOW MANY of the last 7 days did you play a game or a sport (like running, basketball, soccer, swimming, biking, or other fun thing) for 20 MINUTES OR MORE that caused you to sweat or to breathe hard?* This question was asked on the baseline survey, kick-off events interview, tween Grand Finale survey, the post-scorecard survey, and both follow-up surveys. Data are presented for the baseline and post-scorecard surveys only.

At baseline, the most popular response was 7 days ($n = 445$, 31.6%). Over 83% of the students reported participating in vigorous physical activity (VPA) on 3 or more of the previous 7 days. Post-Scorecard, the most popular response remained 7 days ($n=250$, 30.5%). Over 81% of the students reported participating

in VPA on 3 or more of the previous 7 days.

At baseline, boys had a significantly higher mean VPA level than girls and 6th graders had a significantly higher mean VPA level than 7th graders. Post-scorecard, there were no differences in VPA levels between boys and girls or between grades.

These significant relationships remained significant when only Booker and Sarasota Middle Schools were included in the baseline data set. Mean VPA levels were not

significantly different from one survey period to the next, even when only Booker and Sarasota Middle Schools were included in the baseline data set.

Table 4-12. Vigorous physical activity (VPA) levels.

	Baseline Survey		Baseline Survey with Only Booker and Sarasota Middle Schools		Post-Scorecard Survey	
	N (%)		N (%)		N (%)	
7 days	445	(31.6%)	216	(31.8%)	250	(30.5%)
6 days	174	(12.4%)	74	(10.9%)	109	(13.3%)
5 days	214	(15.2%)	95	(14.0%)	136	(16.6%)
4 days	191	(13.6%)	97	(14.3%)	88	(10.7%)
3 days	145	(10.3%)	62	(9.1%)	83	(10.1%)
2 days	107	(7.6%)	62	(9.1%)	61	(7.4%)
1 day	75	(5.3%)	35	(5.1%)	50	(6.1%)
0 days	56	(4.0%)	32	(4.7%)	37	(4.5%)
Mean						
Total	4.77 days		4.70 days		4.74 days	
Boys	5.22 days *		5.25 days *		5.03 days	
Girls	4.35 days		4.22 days		4.45 days	
5 th grade	4.86 days		N/A		N/A	
6 th grade	4.93 days **		4.92 days **		4.64 days	
7 th grade	4.54 days		4.45 days		4.68 days	
8 th grade	N/A		N/A		4.91 days	

* significantly higher than girls ($p < .05$)

**significantly higher than 7th grade ($p < .05$)

To determine if physical activity levels were associated with participation in the VSS program, a one-way ANOVA with the post-scorecard data was conducted. These results are summarized below. There were no significant differences in VPA levels between the participation categories.

For comparison purposes, the mean VPA levels for the whole group post-scorecard and at baseline are provided. The numbers reflected for the three levels of participation (334, 119, and 72, respectively) include only those students who responded to the participation survey item; whereas the overall post-scorecard mean reflects the entire sample.

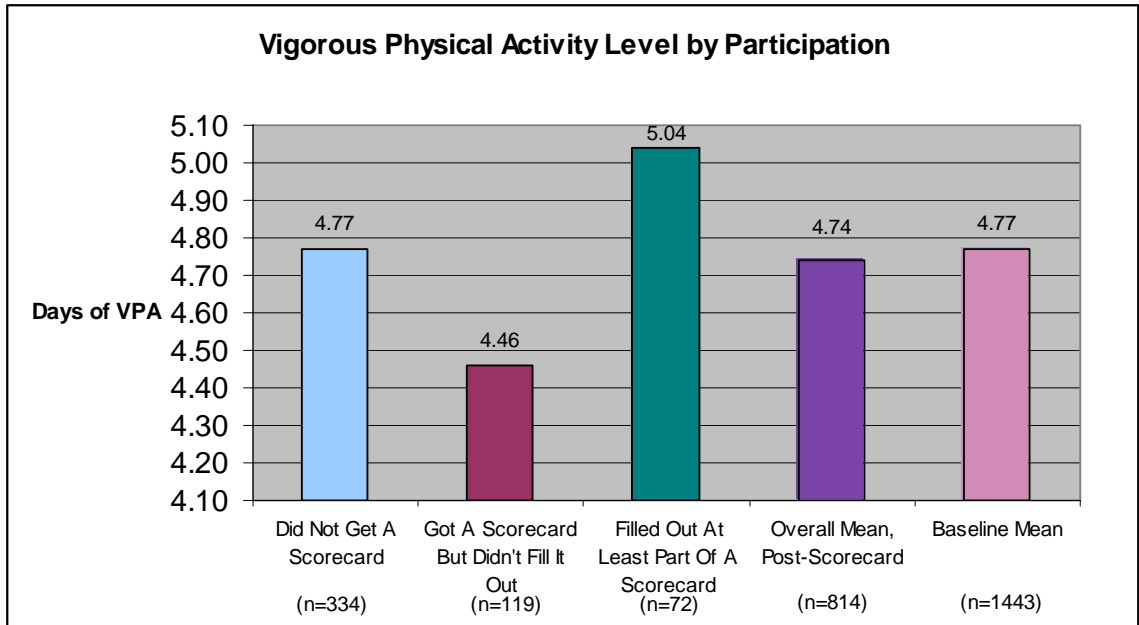


Figure 4-10. Vigorous physical activity level by participation in VSS.

To determine if physical activity levels were associated with exposure to the campaigns (brand recognition), a one-way ANOVA with the post-scorecard data was

conducted. These results are summarized below. There were no significant differences in VPA levels between exposure groups

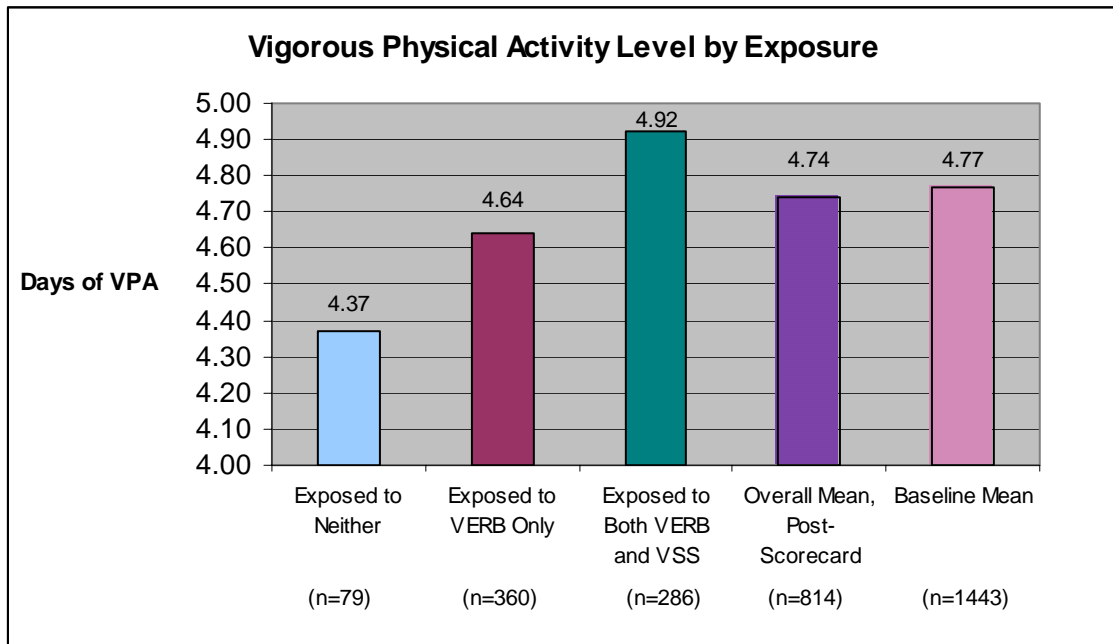


Figure 4-11. Vigorous physical activity level by exposure to campaigns.

To determine if physical activity levels were associated with trying new activities, an independent samples t-test with the post-scorecard data was conducted. These results are summarized below.

Those students who had tried a new game or sport in the last 2 months had a significantly higher mean VPA level than those who had not tried a new game or sport in the last 2 months.

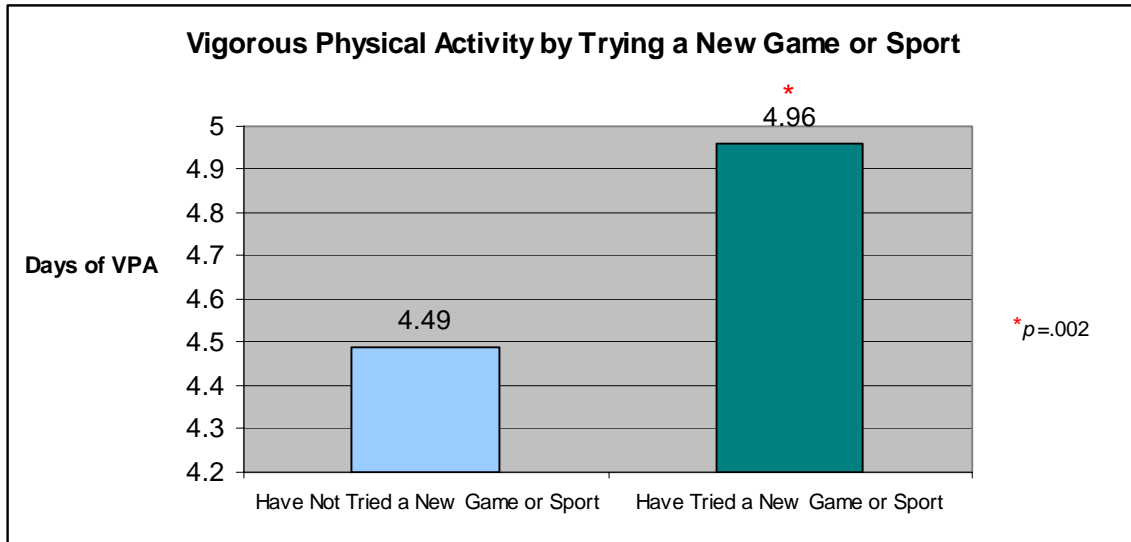


Figure 4-12. Vigorous physical activity level by trying a new game or sport.

To determine if physical activity levels were associated with the mid term outcomes, Pearson correlations were calculated. These results are summarized below. Barriers were moderately negatively associated with VPA ($r=-0.288$, $p=0.01$). Outcomes expectations, self-efficacy, and social influences were each moderately positively associated with VPA ($r=0.268$, 0.358 , and 0.304 ; $p=0.01$).

Table 4-13. Correlations between mid-term outcomes and VPA.

Correlations with Vigorous Physical Activity Days		
	<i>r</i>	<i>p</i>
Barriers	-0.288	0.01
Outcome Expectations	0.268	0.01
Self-Efficacy	0.358	0.01
Social Influences	0.304	0.01

Parents

Parents played a key role in the success of the VSS program in Sarasota County. The purpose of the parent evaluation component was to evaluate the impact of the VSS program on parents in Sarasota. The results of the evaluation are provided in sections based upon the evaluation logic model developed by the OPCSC.

Increased Awareness of VERB Campaign and Activities

When parents at the Grand Finale were asked if they had ever heard, read, or seen any messages about VSS, most parents (26/29) indicated they had.

Parents are Aware of the Importance of Physical Activity Among Tweens

Most parents at the Grand Finale (22/29) indicated it was *extremely important* to them that during the school year their child did physical activities in their free time like riding bikes, playing actively outside with friends, or shooting hoops.

Parents Have Many Perceived Benefits of Tweens Doing Physical Activity

Whereas parents were not directly asked what the benefits of tweens doing physical activity were, they were asked: *“Think about an average week during the summer (or school year). On how many days did you or another adult in your house tell your child that physical activity is good for his or her health?”*

Most parents at the Grand Finale (22/29) told their child that physical activity was good for his or her health on five or more days out of the week during the summer. At the time of the follow-up surveys, however, that proportion had decreased (3/11, follow-up #1 and 3/10, follow-up #2).

Table 4-14. Number of days during prior week parents reported telling their child that PA was good for their health.

Number of Days	Grand Finale N (%)	Follow-Up #1 N (%)	Follow-Up #2 N (%)
0	0	1 (9.1%)	0
1	0	2 (18.2%)	0
2	1 (3.4%)	1 (9.1%)	2 (20.0%)
3	3 (10.3%)	1 (9.1%)	2 (20.0%)
4	1 (3.4%)	1 (9.1%)	2 (20.0%)
5	7 (24.1%)	0	0
6	1 (3.2%)	1 (9.1%)	0
7	14 (48.3%)	2 (18.2%)	3 (30.0%)

Parents Have Few Perceived Barriers to Tweens doing Physical Activity

According to parents participating in follow-up interviews, youth face many challenges in attaining and maintaining a healthy weight, including:

- lack of areas for children to play in communities,
- too much advertisement on television,
- television and video games often used as babysitters for children,
- lack of safe areas to be physically active,
- weather during the summer (i.e., hot),
- lack of recess in schools, and
- parents not setting a good example (i.e., not making physical activity a priority, and not available after school).

There is not an emphasis for use of natural resources (i.e., Oscar Scherer State Park), which is leading to obesity.

-- Parent of youth who attended the Grand Finale

Kids don't get out and play (it's too hot in the summer), plus little recess time at school

— even in the winter.

-- Parent of youth who attended the Grand Finale

mentioned the recent tragedy of a young Sarasota girl being abducted and murdered as a reason why they would not let their child walk or ride the bus alone.

Parents Believe They Play an Important Role and Can Influence Tweens Doing Physical Activity

In general, parents participating in follow-up interviews felt that overweight and obesity was a big problem, due in part to inactivity and an unhealthy diet. Most parents

"It's the parent's responsibility, not the county or school."

-- Parent of youth who attended the Grand Finale

An additional barrier to physical activity cited by parents was a lack of transportation to events that promote physical activity. Seven parents indicated they were aware their child could ride SCAT to some events, but three parents indicated they were unaware. Most parents would not let their kids ride the bus by themselves, and still most were hesitant to let their kids ride the bus with a friend. One parent recommended having a bus only for VERB kids and activities. Two parents

agreed that it is the parents' responsibility to address overweight and obesity with their child and family, however, some need help.

Parents indicated they need to take the initiative by being good role models, getting kids to walk more and making healthy food choices. Most parents participating in the Grand Finale (22/29) felt *extremely confident* they could influence their child's

involvement in activities like riding bikes, playing actively outside with friends, or shooting hoops.

Parents Support Tweens' Physical Activity

During the summer, most parents participating in the Grand Finale (23/29) reported they or another adult in the house encouraged their child to do physical activities or play sports on five or more days of the week. However, once the school year began, a smaller proportion of parents (3/11, follow-up #1 and 2/10, follow-up #2) reported they or another adult in the house encouraged their child to do physical activities or play sports on five or more days of the week.

Table 4-15. Number of days during prior week parents reported they or another adult encouraged their child to do PA.

Number of Days	Grand Finale N (%)	Follow-Up #1 N (%)	Follow-Up #2 N (%)
0	0	0	0
1	0	0	0
2	0	3 (27.2%)	3 (30.0%)
3	1 (3.4%)	3 (27.2%)	2 (20.0%)
4	4 (13.8%)	1 (9.0%)	1 (10.0%)
5	10 (34.5%)	0	1 (10.0%)
6	6 (20.7%)	2 (18.2%)	0
7	7 (22.6%)	1 (9.0%)	2 (20.0%)

Parents participating in follow-up interviews described what they had to do for their child to participate. More than half of the parents (7/11) agreed they had to provide transportation for their child, and sign and fill out the Scorecard. One parent stated she had to sit and wait for her child since the places were so far from her home, while another said she carpooled.

Most parents participating in the Grand Finale (17/29) indicated they provided transportation so their child could go to a place where she/he could do physical activities or sports on five or more days per week during the summer. Once school

started, however, fewer parents reported providing transportation so their child could go to a place where she/he could do physical activities or sports on five or more days per week.

Table 4-16. Number of days during prior week parents reported they or another adult provided transportation for their child to do PA.

Number Of Days	Grand Finale N (%)	Follow-Up #1 N (%)	Follow-Up #2 N (%)
0	0	1 (9.1%)	0
1	0	1 (9.1%)	1 (10.0%)
2	3 (10.3%)	1 (9.1%)	2 (20.0%)
3	5 (17.2%)	4 (36.4%)	1 (10.0%)
4	2 (6.9%)	1 (9.1%)	5 (50.0%)
5	6 (20.7%)	2 (18.2%)	0
6	5 (17.2%)	0	0
7	6 (20.7%)	0	0

During the summer, most parents participating in the Grand Finale (17/29) stated they or another adult in the home watched their child participate in physical activity or sport on five or more days out of the week. At the time of the two follow-up surveys (~3 to 5 months post program), no parent reported watching their child participate in physical activity or sport on five or more days out of the week.

Most parents participating in the Grand Finale survey (28/29) stated they would encourage their child to participate if the VSS program was offered again next year. However, two parents indicated that they would like to see the program improved by having more family events.

Table 4-17. Number of days during prior week parents reported they or another adult watched their child participate in PA.

Number Of Days	Grand Finale N (%)	Follow-Up #1 N (%)	Follow-Up #2 N (%)
0	0	1 (9.1%)	0
1	0	4 (36.4%)	3 (30.0%)
2	1 (3.4%)	4 (36.4%)	2 (20.0%)
3	9 (31.0%)	1 (9.1%)	3 (30.0%)
4	1 (3.4%)	0	2 (20.0%)
5	10 (34.5%)	0	0
6	3 (10.3%)	0	0
7	4 (13.8%)	0	0

Physical Activity is Incorporated into Daily Family Life

During the summer, about half of the parents participating in the Grand Finale survey (14/29) reported they or another adult in the house did a physical activity or played sports with their child on five or more days of the week. However, once school had started, parents did a physical activity or played a sport with their child on no more than three days out of the week. Parents also indicated they felt parents and kids should get out and do things together.

Table 4-18. Number of days during prior week parents reported they or another adult did PA with their child.

Number Of Days	Grand Finale N (%)	Follow-Up #1 N (%)	Follow-Up #2 N (%)
0	0	1 (9.0%)	0
1	2 (6.9%)	2 (18.2%)	4 (40.0%)
2	2 (6.9%)	4 (36.4%)	3 (30.0%)
3	8 (27.6%)	3 (27.3%)	2 (20.0%)
4	2 (6.9%)	0	0
5	7 (24.1%)	0	0
6	4 (13.8%)	0	0
7	3 (10.3%)	0	0

Other Stakeholders' Views of Program Impact

Vendors and key informants provided valuable insight into the impact the VSS program had on community members.

Most key informants suggested VSS raised awareness for kids and parents and represented a good “first step” toward addressing physical activity and obesity among Sarasota County youth. One intern emphasized benefits to vendors that occurred as a result of the program, such as bookings. Some key informants believed the program may have reached some youth who would not have been active otherwise; however, some suggested the program reached the “choir” (i.e., “the easiest to get to try something new”) but may have increased their activity levels.

The attendance at the Grand Finale did not give evidence of a large impact but it is possible that many VSS participants did not attend the Grand Finale. I think a good comparison will come in the results from the school surveys.

--Key informant

I do not think that the program will have lasting impact on physical activity behaviors, but I think that is okay. It is unreasonable to assume that this kind of program would have that outcome.

--Key informant

At a minimum, the program created opportunities that were not otherwise available, and opened the minds of those who did participate to new activities (e.g., “my child tried yoga for the first time”; “trying different things can be fun”). Whether the program will have a lasting impact on youth and families, according to one key informant, remains to be seen and would be difficult to measure.

Vendors described the impact their involvement in the VSS program had on Sarasota County tweens. Vendors (2/13) who experienced no to low participation

stated their involvement had little to no impact on Sarasota County tweens. A few (3/13) vendors suggested they did not know what the impact was,

but suggested it was “not a large impact.”

Most vendors suggested their participation has some impact, including:

- gave kids an opportunity to be active and get involved (3/13);
- gained ‘customers’ for vendors (2/13);
- strengthened “tweens” awareness about community relationships and involvement (1/13);
- taught kids how to eat healthy (1/13);
- had a positive impact in general (1/13);
- made participants aware of how active they are and “how difficult [it is] to keep up something like that” (for those who did not finish program)” (1/13);
- gave youth recognition for being physical active (1/13); and
- reached those who were otherwise not physically active (1/13).

[The VSS program] made students realize it's a good thing to be active and there are more things to do besides sit around and play video games. They get their chance to shine.
--Vendor

I think especially here at the library it got kids out who are otherwise not very active. A lot of the kids that seemed to come were not really heavy duty into sports and they could bring books.
--Vendor

Vendors also discussed their thoughts on the long-term impact of VSS program on Sarasota County youth. Results of these discussions suggested the following key themes:

- The program was a fun opportunity for youth that may or may not have an

- immediate health impact but will impact their activity levels and health in the long-run (3/13).
- The program gave youth something to “look forward to during the summer,” and got them “away from the computer” (2/13).
 - The program resulted in increased motivation and enthusiasm for physical activity among [some] youth and increased their understanding of the benefits of physical activity (2/13).
 - The program also may have taught some parents (vicariously) “how to be active and healthy” (1/13).
 - The community-based nature of the program may have “remind[ed] kids that the community is interested in their wellbeing,” and resulted in greater awareness of the “things for kids to do in Sarasota County” (2/13).
 - To have a long-term impact, the program will need more publicity and follow-up activities (4/13).

FORMATIVE RESEARCH FOR FUTURE PROGRAMS

Stakeholders provided valuable insight into how the VSS program should be improved in the future. Tweens, parents, vendors, and key informants each provided information about the strengths and weaknesses of the 2005 program and suggestions for improvements to future iterations. In addition, suggestions from participants of the December 2005 “VERB Fiesta” are included. The VERB Fiesta was attended by those who had provided or planned to provide a VSS or other VERBTM-based program

The purpose of the formative evaluation component was to determine what kind of revisions should be made to the 2005 VSS program. Specifically, the following questions were asked: (1) Should the Scorecard program be continued, and (2) What recommendations can be made to improve the program?

Should the Scorecard Program Be Continued?

Responses from all audiences suggested that the program should be continued in the future.

Tweens

Only 15% of post-scorecard survey participants reported that they would *not* keep track of physical activity on a scorecard that could be turned in for a prize. All (11) of the tweens participating in follow-up surveys reported they would fill out and turn in a Scorecard again next year.

Tweens who participated in telephone interviews were asked what they liked about

When I was bored, I would look at the schedule to see what I could do.

--Youth who participated in the Grand Finale

the VSS program. Three youth mentioned the incentives – prizes, “free stuff for playing,” and stickers. Another three mentioned going (new) places to do activities. Two youth said it gave them something to do (kept them busy).

Other unique responses included:

- Trying new activities
- “Really fun”
- Great way to be active
- Felt good

- Competition with other kids
- Not having to do anything to participate except have fun

Parents

Most (28/29) parents participating in the Grand Finale survey reported they were very likely to encourage their child to participate in the VSS program if it were offered again the next summer.

Most parents indicated what they liked most about the VSS program was their children’s excitement and that the program made physical activity fun. In addition, parents appreciated that

It encouraged physical activity and made it fun, not just torture.

--Parent of youth who attended the Grand Finale

their children were able to document their participation with stickers as an incentive for prizes, while learning to work for long-term goals and not instant gratification. Parents also liked the opportunity to participate in activities outside of VERB and try new activities. Parents were pleased with the range of activities offered, the discounted activities, and availability of activities throughout the county.

In addition, most parents (6/11) described their child as being more physically active than before participating, and that number

remained relatively stable (6/10) at the time of the second follow-up survey.

When asked what made it easy for kids to participate, parents agreed that the availability of fun and free activities and events made it easy. Parents also stated their kids had a genuine enthusiasm for the program. In addition, according to one parent, the rewards, including the prizes and completing the Scorecard, created a challenge for kids to look forward to.

Vendors

When asked, based on their experiences with the VSS program, should it be continued in Sarasota County, 12 out of 13

This is a great program and the topic is a big issue with children and teens.

It should be continued. - Vendor

vendors interviewed responded, “Yes.” One vendor who initially responded, “No,” explained his business was not used by a single youth participant. If there were efforts to increase awareness (e.g., working with schools to promote program), this vendor explained, the program should be continued.

Although vendors were not specifically asked about the program’s strengths, several strengths were suggested. Most vendors reported a positive and rewarding experience with the VSS program. Vendors stated the program brought in a few new customers and was a great opportunity for tweens (6/13). One vendor explained the program was good for motivating youth to exercise and demonstrated coalition and partner commitment to making the program work.

Most vendors suggested their participation had some positive short and long-term impact on tweens. See the tween impact section of this report for details.

Key Informants

When asked if the VSS program should be sustained in Sarasota County, 8 out of 10 coalition members said “yes.” Most suggested the program needed to be revamped, perhaps through changing the target group (possibly 4th – 6th graders). Two said, “I don’t know,” one of whom expressed disappointed in the number of Scorecards returned.

When asked what were the strongest aspects of the VSS program in Sarasota County, several members (7/10) stated having a coalition (community partnerships) committed to working toward reaching a common goal was the strongest aspect of the VSS program. Several members stated the marketing piece (e.g., media coverage and promotional materials) was a strength (5/10). A few members (4/10) suggested the VSS program could not have been done without PRC assistance and the availability of interns to work on research, evaluation, youth board activities, and vendor relations.

Other strengths mentioned by one or two members included:

- the amount and variety of activities offered for youth (met goal of *Believe* Campaign),
- the community partners’ (vendors) willingness to participate and open up their businesses to youth,
- the coalition’s connection with school employees/staff (enabled outreach to schools),
- staff time allotted from specific agencies (e.g., SCHD, Parks),
- the concept was in line with community strategic initiatives (“engage a healthy community”),
- having Lexington’s model to copy,
- the initial research piece, and
- leadership’s commitment.

Recommendations for Program Improvement

Participants provided suggestions for program improvement directly or indirectly. These recommendations are grouped below under the following categories: (1) Provision of the Scorecard Program, (2) Program Promotion, (3) Working with Vendors, and (4) Youth Board. Recommendations from each group of stakeholders are provided.

Provision of the Scorecard Program

Tweens

Tweens who participated in telephone interviews were asked, “*What would have made it easier for you to fill out your VERB Summer Scorecard?*” Three youth indicated that it was already easy, one saying that the card served as a reminder of events, and another saying the YMCA made it easy. Three youth said having more events, activities, or places. Two youth indicated having events closer to home.

Other unique responses included:

- being able to take a sticker home if you forget your Scorecard,
- having fewer boxes to fill out, maybe 15-18 instead of 24,
- having more swimming events,
- allowing a PE teacher to initial the Scorecard, and
- getting out more.

These tweens were also asked, “*If you could change one thing about the VERB Summer Scorecard program, what would you change?*” Two youth said the prize drawing system needed to be improved. Other unique ideas included:

- distribute Scorecards at a lot of different places, including schools,
- have more places to do things,

- have more than one activity at each event (e.g., have field races at the beach run),
- require fewer boxes to be filled out,
- have more events near home,
- have program more than once a year,
- add more activities (e.g., go to basketball gym), and
- change the color of the Scorecard to purple (favorite color).

Tweens who participated in telephone interviews were asked what they did *not* like about the VSS program. Three youth said there was nothing they did not like about the program. Two youth complained the program required youth to “do a bunch of exercises all the time” to get credit (i.e., prize), which took “too much time.”

Other unique responses included:

- need “more things you could get stickers for” or to allow credit for fewer stickers or no stickers at all;
- unequal prize distribution system at the Grand Finale;
- did not receive a VSS at their school;
- some events were too far away;
- not being able to get a sticker if they forgot to bring their card.

The table below summarizes tweens’ responses to survey items asking when they would be likely to turn in a Scorecard (Grand Finale participants were not asked if they would want to participate year round or not at all).

Table 4-19. Best time of year for Scorecard program.

Time of Year	Grand Finale Survey (n=28)	Post-Scorecard Survey (n=807)	Follow-Up Survey (n=11)
Summer	28 (100%)	154 (19.1%)	3 (27%)
School Year	23 (82%)	96 (11.9%)	0 (0%)
Both	N/A	435 (53.1%)	8 (73%)
Neither	N/A	122 (14.9%)	0 (0%)

In general tweens reported they would participate in a Scorecard program all year long. However, many indicated they would participate in the Summer only.

Most youth (9/11) who participated in telephone interviews thought having a year-round program was a good idea; however, two youth were hesitant because of their own busy schedules (e.g., lessons, sports, homework) during the school year. Most youth, even those who said they would participate throughout the year, suggested they would have less time to go to activities during the school year. Participation would have to come in the form of activities they normally did (e.g., have a coach sign the Scorecard) or activities they could do at home or in the neighborhood (e.g., have parents sign the Scorecard).

Telephone interview participants suggested VSS events that were offered during the school year would need to be held

Yes, would turn them in any place where you go do fun things – swimming, skating, gymnastics, dance, all different places.
 --Youth who participated in the Grand Finale

on the weekends or during the evenings. Youth suggested they would like to be able to turn their Scorecards in at a variety of places, such as school, parks, and skating rinks.

Youth also suggested that, if the program were held year round, there should be some sort of periodic event like the Grand Finale that youth could look forward to and where they could turn in their Scorecards for prizes. They suggested any adult who supervises their activities during the school year should be able to sign off on their Scorecard (e.g., teachers, parents, coaches, etc.).

To keep youth motivated throughout the year, tweens suggested refreshing activities at least every two to three months, offer-

ing regular celebrations (e.g., pool party in replacement of Grand Finale) to “build up to,” offer greater variety of activities (e.g., bowling, tennis), and offer prizes (e.g., skateboard, free trial memberships, free lessons).

Just have all the cool events that made me really want to get into it a lot more.
 --Youth who participated in the Grand Finale

All of the youth who participated in telephone interviews (n=11) indicated they liked the Grand Finale, it was necessary, or it added something to the program. They liked the activities and prizes, and some indicated that there needed to be an incentive for tweens to participate in the Scorecard program.

The program kind of built up to the Grand Finale. We were excited and stuff.

Most kids wouldn't want to do it if there wasn't a prize or something for filling out the card.

The Grand Finale made the program more special.

--Youth who participated in the Grand Finale

One youth stated that “You don’t have to have a Grand Finale, it just matters that you get to do fun activities,” but this youth added that tweens “should still be able to get prizes for doing a lot of activities – maybe at a skating rink or something.”

The poor attendance at the Grand Finale may be explained partly by responses to the post-scorecard survey. Reasons for not attending the Grand Finale are summarized in the table below. Almost half (n=257; 48.9%) of the tweens surveyed who did not attend the Grand Finale reported they did not go because they did not know about it.

Table 4-20. Reasons given by post-scorecard survey participants for not attending the Grand Finale

Reason	N	%
Didn't know about it	257	48.9%
Had to do something else	49	9.3%
No transportation	30	5.7%
Didn't want to go	127	24.1%
Other	63	12.0%
Total	526	100%

When asked, “*What is one thing you would definitely NOT change about the VERB Summer Scorecard program?*” four youth men-

Definitely absolutely do not change the activities. The Beach Run was fun.
 --Youth who participated in the Grand Finale

tioned the activities (places and dates they recommended you go to), or exercises. Three youth mentioned the Grand Finale. One youth liked having the calendar on the card. One youth liked having the ability to have

parents sign for some activities whereas stickers were required for other activities

Parents

Parents mentioned several difficulties in participating. Scheduling was a big concern. Parent work schedules often did not accommodate brief activities. Another parent found it difficult to attend activities because of vacation plans. In addition, one parent found it difficult to schedule activities in advance. Also, it was difficult for parents with other children who were not eligible to participate in the program.

Two parents who participated in telephone interviews indicated they would like to see the program improved by having more family events. One parent mentioned siblings and parents often feel left out. For another parent, the events were so far (location) and brief that she would have to wait for her child. This parent would have liked for there to be activities for parents simultaneously with kid events.

Another recommendation was to have VSS activities last for at least three hours or a half day so that parents who work could feel that it was worth their while to take time off from work to drive their child to and from the event.

Two parents also indicated providing transportation for kids, particularly for VSS kids, would be a way to improve the program.

In addition, parents mentioned improving the prize distribution system. Parents disliked the prize distribution at the Grand Finale (5/14). Parents felt that the prize distribution was unfair and poorly organized. Specifically, some youth received more than one prize, good prizes were given out first since a youth could select the prize they wanted, and families were not aware youth could fill out more than one Scorecard for a prize.

Although some parents were pleased by the distribution of the activities, other parents felt there needed to be more variety among vendors and vendors should be more spread out throughout the county.

I was disappointed that the bowling alley and other businesses were not participating or offering stickers.
 --Parent of youth who attended the Grand Finale

Parents also recommended offering:

- less expensive activities and prizes and tokens for kids (i.e., fresh fruit),
- trainings for children and parents on how to make easy, convenient, healthy and inexpensive meals,
- incentives for parents (i.e., discount on health insurance plan, coupons for healthy supermarket items),
- lower prices on organic foods,
- a designated area where kids can play in every community, and

- a minimal cost for participation in the program and events (i.e., \$1.00).

[A year-round program] would encourage kids to be active; but it needs to be fun – “exercise” is a bad word.

--Parent of youth who attended the Grand Finale

Most parents (9/14) liked the idea of a year-round program and indicated that they would let their children participate. However, most parents suggested that it may be difficult for some youth to participate in

activities throughout the year since they are already doing more organized activities and competitive sports. Parents were also concerned that it may be difficult to participate in activities during the week because of homework. Parents, however, did indicate that there should be some sort of wrap up event like the Grand Finale with the year-round program.

Other recommendations for a year-round program included:

- offering a family event at the end of each semester (fall, spring, summer),
- having a tracking system, with the ability for parents to “sign off” on activities,
- having kids turn in their Scorecards at schools throughout the year,
- keeping youth motivated throughout the year by offering incentives, recognition (e.g., picture in newspaper, verbal encouragement from adults at the events), opportunities for competition, and contests.

Maybe every year offer different programs, maybe every season would be too much.

--Parent of youth who attended the Grand Finale

To keep kids interested in the program, parents suggested offering a variety of prizes and incentives, parties, and more activities, particularly in south Sarasota County.

Parents offered a variety of options regarding how often activities should be refreshed. Most parents indicated that activities should be “refreshed” monthly. However, other options included weekly, twice a month, biannually, and annually.

Parents offered a variety of recommendations for new activities and prizes (see below). One parent felt it was important for each child to receive a little something at each activity for their participation.

Overall, parents also felt that the best time to offer activities would be on the weekend or during the evening.

Everyone should get something not just the person who finished first or was the best.

--Parent of youth who attended the Grand Finale

Activities:

- pet walking for the Humane Society
- mall walking for teens
- beach runs, one time per month on a Saturday evening at Siesta Key
- basketball
- baseball
- tennis
- rollerblading
- swimming
- biking

Prizes:

- Frisbees
- miniature games
- magic kit
- yoga magazines
- floats for the beach
- a little something given at each activity for participation
- YMCA membership
- free bowling
- free skate party
- discounts at local places
- miniature golf
- Pirate’s Cove

School would be the easiest place. I would think the schools would want to be involved and participate.

--Parent of youth who attended the Grand Finale

Parents provided several recommendations for filling out and turning in Scorecards, including having children turn in their Scorecard at school. One parent suggested

turning in Scorecards once a month, while another suggested quarterly submissions. Rewards for turning in your Scorecard would include pep rallies schools and special deals for students.

Most parents liked the idea of offering a coupon book as opposed to the Scorecard; however, a few parents expressed concern. Two parents suggested it should be done in addition to the Grand Finale. One parent stated that the coupon book might encourage immediate gratification versus the delayed gratification that comes with completing the Scorecard over time for a chance to win a prize. Two additional parents suggested that replacing the Scorecard with a coupon book would take away the "excitement" and "drive to continue" exercising to fill up the card.

The Grand Finale gave the kids a sense of accomplishment.

Something would be lost if you didn't do it. There wouldn't be as much enthusiasm. For some kids it might make them work harder.

I think the Grand Finale gives the idea that others are doing it as well.

--Parents of youth who attended the Grand Finale

Most parents who went to the Grand Finale enjoyed it and thought it was necessary. Parents suggested that the Grand Finale gave youth something to work toward ("a sense of accomplishment"), allowed youth to put into practice what they had learned, and reinforced social norms. The main complaint discussed by several parents who attended was the prize distribution system. Parents also suggested having the Grand Finale later in the day on Saturday because of the heat

and the number of competing activities on Saturday mornings. One parent suggested there should be more youth entertainment at the Grand Finale.

Parents cited a number of reasons why they felt parents/kids did not attend the Grand Finale, including: lack of awareness, insufficient advertising, choice of location, busy schedules (i.e., competing activities), and timing (right after school started tend to be a busy time).

Vendors

Most vendors (7/13) suggested, if the VSS program was offered next summer, they would offer the same thing offered this year. Five out of 13 stated they would offer more than they offered this year.

Vendors described what it would take to continue the VSS program in Sarasota County. Most vendors suggested the OPCSC should focus on increasing program awareness (10/13). Vendors attributed poor turnout to a need for more promotion and timing issues involved with promoting the program within local schools. A few vendors specified increasing awareness should involve working more closely with schools to promote the program and participating vendors before school lets out

I don't think people knew about the program. A lot of the people that attended the dance didn't have Scorecards...Saw stacks and stacks of Scorecards sitting at front desk of [Middle School]. Don't know if ever were distributed to the kids. Need to have parents understand -- need to get word out to them -- during times that parents are paying attention. If adults don't see the ads, then the kids don't come.

--Vendor

Yes, you might even consider letting the schools know during the school year who your community partners are and hold a forum for parents during the year to inform them of your program for tweens.

--Vendor

Next time, I would do more peripheral things related to our school – weekly recognition and ongoing contest. Build up every week. Bring in new students at a different time. There was nothing except at the end of the program. I think it would have been more enthused if there was something on a weekly [basis].

--Vendor

There was a big push in Sarasota County for this program, but there was not a big push in South County, for example Venice and Northport. If there is a push in South County, then more kids would participate.

--Vendor

for the summer and in time for parents to plan summer activities. One vendor suggested that schools should promote the program and participating vendors to parents and youth in February, which would give them time to incorporate the program into their summer plans.

Individual vendors suggested the following would be necessary for continuing the VSS program in Sarasota County:

- hold more events in South County and Northport areas,
- have a “well-known speaker” for youth,
- be more organized, and
- change the target age to younger children.

One vendor stated they would increase the frequency of recognition for youth who participated in the program.

Key Informants

When asked what were the weakest aspects of the VSS program in Sarasota

[VSS] was a time sucker. Every detail of putting anything together that is that complicated takes a ton of time from somebody.

--Key informant

County, the amount of work required relative to the number of OPC members who followed through was the most frequently mentioned weakest aspect of the VSS program. The need

for “definitive staff” to implement the program was emphasized. Several members discussed a need for greater willing-

ness and ability to move beyond ideas to working on the day-to-day requirements of implementing the VSS program. One member discussed a need for better use of interns (e.g., should have been used more effectively, more attention to developing relationships with Chamber of Commerce). Finally, one member explained it was “too difficult for YMCA directors to follow through on day-to-day requirements of program.” A couple of members suggested a volunteer program for day-to-day implementation be developed.

Other “weakest aspects” of the VSS program included:

- documentation of participation,
- ability to present the program in a “simple, straightforward format” from “the heart,”
- getting students interested in the program,
- lack of program champions,
- additional time up front (3 to 5 months),
- Grand Finale – “put a very large stake” into but poor attendance, and
- the inability to serve all of the populations based on geography.

The understanding – didn’t know what you were doing exactly. [It was] difficult to explain it to others. [Person] describing it to staff but didn’t understand it themselves so wasn’t explaining it to where staff could understand. If [someone] didn’t understand it, [they] couldn’t sell it. [You] have to be able to describe it and feel it from your heart.

--Key informant

The most frequently mentioned resources that would have made it easier to implement the VSS program included:

- additional funding (some use to hire devoted staff person, implement more activities, spokesperson, prizes) [6/10],

[We] needed more staff folks initially. My understanding was in Lexington just about everyone on staff in health promotion was on the project. Even though people did help with the final event and things like that, it wasn't a part of their daily job. It probably was a full time job for [some of us] to be pulling this together for a period of time – say a month they would be devoted to nothing else and not having to do something else too.

--Key informant

- human resources (“people who have the time”; volunteer based to day-to-day activities) [6/10], and
- web site available earlier in the program [2/10].

Other needed resources included:

- buy-in from the School Board (e.g., improved access to kids),
- more community partners offering free events rather than discounted events,

- community spokesperson,
- marketing – earlier and more,
- less complicated funding system, and
- more “hard data” for evaluation.

Suggestions for maintaining commitment to continue the VSS program included:

- gain buy-in from the agencies that are involved – not just from those on the coalition;
- gain, maintain or increase involvement of: Parks and Recreation, South County YMCA, school system, and business community;
- keep in touch with vendors (e.g., have a group from coalition or each person keep in contact with two to three vendors);
- increase funding;
- increase energy to sustain it;
- have some activities over the course of the winter (i.e., “Not letting it drop out of sight”);

- have each agency come forth with time, money, and staff support (devoted to this project);
- introduce the program to local funders;
- gain “commitment from government officials because there’s definitely commitment at the coalition level;”
- have a wrap up meeting (e.g., “pros and cons and better ways to do some of it”);
- maintain web site;
- provide coalition with evaluation results and information;
- determine “where the coalition is going to focus” (e.g., whole community versus youth).

VERB Fiesta

Ideas for Scorecard distribution included:

- providing schools with incentive for students to complete cards;
- setting up booth at malls for kids to register;
- establishing a database of kids who participate;
- sign kids up where they are already being active;
- use coalition and other community partners;
- have youth sign card as soon as they get it (makes them feel more responsible for it).

Promotion of Program

Tweens

A large portion of tweens heard about the program from partners or events, while others reported hearing about the program in the media, from parents, or from friends.

Parents

Most parents indicated that they heard about the program through their local li-

brary, their child's school, or the YMCA. Three parents stated that they learned about the program from another adult. One parent also saw a promotion on SNN Channel 6.

Parents suggested vendors improve program promotion. Many parents felt vendors needed to be educated about the program

One parent also mentioned that the program needed more promotion and collaboration with schools.

Vendors

Most vendors thought the coalition should focus on increasing program awareness, especially through the schools with a really big kick-off and with vendors before school lets out for the summer. They stressed the need for the promotion to begin in time for parents to plan summer activities.

VERB Fiesta

Ideas from the VERB Fiesta brainstorming session included:

- sending reminders in utility bills
- posting on school marquis
- providing materials
 - table tents
 - flyers

In addition, reaching parents was considered important by those attending the VERB Fiesta. Ideas for reaching parents included:

- giving them instructions
- placing articles and ads in newspaper
- involve them while they are waiting for their tweens without spoiling tweens' fun
- find ways to involve younger siblings but still make it special for tweens

- reserve special activities (prizes, etc.) for tweens
- only allow discounts for tweens

Working with Vendors

Parents

Parents were asked to list two local businesses or organizations they would like to have offer free or reduced (physical) activities for youth. These organizations are listed in the table below.

Table 4-21. Organizations parents suggested to provide free or reduced-cost activities.

1 st organization listed	2 nd organization listed	Others listed
• YMCA (n=6)	• YMCA (n=2)	• Miniature golf (n=2)
• Bowling alley (n=2)	• Hotel pools	• Archery
• Englewood Tae Kwon Do	• Golf—mini, driving range	• Kayaking
• Flex Dance	• Bowling alleys	• Paintball
• Skating rink	• Dance or gymnastics	• Sailing
	• Suncoast Sports	• Sports outfitters
	• Cheerleading	• Oscar Scherer Park
	• Martial arts	• Beach parties
	• Aerobics	• Gyms

Vendors

When asked what kind of technical assistance they would need to continue participating in the VSS program, vendors suggested they would need:

- ways to increase attendance at events offered,
- more publicity of participating vendors, and
- ability to send documents and correspondence electronically.

When asked what kind of resources they would need to continue participating in the VSS program, vendors suggested they would need:

- more money to offer events on a “grander scale,” provide healthy snacks, and print flyers,
- a “satellite function” in Northport,
- increased/bigger incentives for youth,
- increased staff time and flexibility for events,
- advertising or promotion,
- “catchy ideas” (i.e., “hardest thing is coming up with something to do”), and
- ability to communicate/share information with other participating vendors.

Vendors described the most important thing the OPCSC could do to encourage their continued commitment to participating in the VSS program.

- Hold a “community-wide forum” to “bring all partners together under one roof, with the community there as well, to inform and reinforce your platform on health issues.”

Get kids in the gym and give out a few t-shirts. Kids get really pumped up by a contest. Fifteen to 20 minute presentation in a really enthusiastic way. Schools getting out, here's something you can get excited about. I asked my son, and he couldn't remember hearing anything in school. Son was in 7th grade last year.

--Vendor

- Have schools give the program “a really big kickoff” (e.g., PE departments).
- “Be better organized.”
- Be more clear about what vendors are expected to do – both in verbal and written explanations (n=2).
- Have a concrete plan for what the program is trying to accomplish and why.
- Change the program to be year-round.

- Increase publicity/exposure for vendors.
- Practice good communication with vendors: ask them to participate, keep in touch with them, and provide them with information about past year's program (n=4).

We will always continue to participate for the kids. Good communication is critical for successful meeting and activities. Also, everyone needs to be treated equally regarding information and resources.

--Vendor

VERB Fiesta

Participants of the VERB Fiesta suggested that it was important to keep the program simple and easy for partners/vendors. Suggestions included giving vendors a box with all the supplies in it, including the Scorecards, a plexiglass Scorecard holder, the stamps or card punch, and posters or window clings. They also indicated that it was important to give them an easy method for authorizing the Scorecard. Other suggestions for working with vendors included:

- sending them information via e-mail,
- give them kits ordered from VERB™,
- brainstorm with them how they can use kit in existing activities
 - Y nights
 - Step Up Florida
 - Before- and after-school programs
- help them start new activities
 - Street teams

It should be noted that the OPCSC provided vendors with posters, card holders, Scorecards, stamps, and a letter of explanation of the program. A letter was sent home to every middle school parent about the program. Explanations of the program were sent via e-mail to principals and teachers. PE teachers were encouraged to promote the program in their

schools. Offers to promote the Scorecard at a school assembly were turned down.

Youth Board

Key Informants

Key informants were asked to suggest improvements for the OPCSC Youth Board. Results suggested two major changes to the structure and function of the youth board may enhance its role. First, key informants suggested the incentive structure for the youth board must be reworked.

Only a couple of kids stayed interested throughout the summer. It's the type of student they are, truly interested in children and what's good for the community.

Honor student.

They're in this because this is what they really want to do.

--Key informant

formant suggested the stipend provided may not be as important to youth, especially older youth, as the coalition believed. However, another suggested the youth board would disband without monetary support. Key informants sug-

gested recruiting youth who "really wanted" to be involved and retaining an energetic, experienced adult organizer to "constantly get new youth" would be key in renewing the youth board.

The second major change, which may also enhance youth commitment to the program, is to change the role of the youth board from primarily providing advice to active involvement in program planning and implementation (e.g., help with events, program promotion). Several key informants emphasized the importance of having older youth promote the program to younger youth. Barriers to older youth promoting the program, however, have been identified by OPCSC members. These barriers include the older youths' own school schedules, final exams during the peak promotional period, and vacations during the summer.

I would like to see them go to the middle school kids and explain to the kids before school got out. If we could somehow utilize high school teens, somehow get them more involved as mentors, get the excitement at that level.

--Key informant



THE BIG PICTURE: SUMMARY AND RECOMMENDATIONS

The 2005 VSS program was the first project sponsored by the OPCSC intended to increase physical activity among tweens. The primary purpose of the evaluation was to (1) document the program implementation process, (2) determine the capacity required by the community to implement and sustain the program, (3) measure the impact of the program on primary stakeholders (tweens and parents), and (4) conduct formative research for future programs. Evaluation results are summarized below. Specific recommendations based upon evaluation results follow.

SUMMARY

Implementation

Thirty-four vendors participated in the program; however, evaluators were only able to contact 13 vendors for participation in evaluation interviews. Based on the results of these interviews, vendor participation in the VSS was a positive experience for vendors and youth who participated at their locations. For most vendors, participation did not have a substantial impact on usual business operation. However, some vendors put forth a large amount of staff time and resources to help implement the program. In addition, the library representative described positive changes in operation (e.g., more active, less quiet, more open to children and families). More positive experiences were reported by those vendors who demonstrated greater participation in the program and reported greater utilization of their services by tweens.

Multiple information channels and media were used to advertise the VSS program in Sarasota County, including radio, in-school video, and other media such as newspapers, magazines, flyers, and press releases. Greater cooperation with schools in terms of reaching tweens was desired. Relying on schools, however, to distribute Scorecards may not have been

effective in reaching youth. Future efforts should attempt to reach children and families more directly, but also utilize PSAs in the schools.

A range of 10 to 22 coalition members participated in 17 coalition meetings and numerous activities throughout the county. Coalition members were engaged in program implementation; however, results suggested a need for greater involvement in day-to-day activities from a larger proportion of coalition members. Increasing the number of community members, including youth and parents, who are involved in the program will aid program sustainability through increasing a sense of ownership of the VSS program in Sarasota County.

The VSS program offered numerous opportunities for tweens to do physical activity in Sarasota County, including basketball, rock climbing, dance, swimming, running, yoga, and other activities. There was a wide range of attendance (5 – 500 youth per event) depending on the event in question. Low turnout was observed at the Grand Finale, suggesting the participation and benefits gained from this event may not outweigh the amount of effort required unless efforts to improve program promotion are successful.

Observational data suggested the program reached the target audience as defined in a broad sense – youth between the ages of 9 and 13 years. However, specific characteristics of these tweens are unknown. Consideration should be given to narrowing program goals and better defining the target audience.

Coalition members and vendors expressed and demonstrated commitment for similar programs in the future – as long as evaluation results were used to improve the program where indicated. Vendor commitment was demonstrated through their expressed desire to offer activities throughout the school year when the VSS program was not in place.

Capacity

According to the logic model, successful implementation of the summer 2005 program would ultimately increase stakeholder commitment for future programs, which would lead to community partners having a stake in tweens' physical activity, and, also, a program created that could be implemented smoothly in Sarasota and other counties. Capacity information gathered identified aspects of capacity that impacted the implementation and sustainability of the program in Sarasota County and informed the transfer of this program to other counties.

The OPCSC consists of individuals representing agencies with a history of collaboration or cooperation in the community. The coalition selected an issue, obesity, to address within a favorable political and social climate, thus making it easier to gain support. Coalition members reported mutual respect, understanding, and trust, and the practice of open and frequent communication. Results suggested there were established informal relationships and communication links between members.

On average, members saw collaboration as in their self-interest, but reported an ability to compromise and be flexible. Overall, results suggested the OPCSC had concrete, attainable goals and objectives, a shared vision, skilled leadership, and a unique purpose.

The OPCSC made progress in viewing itself as a legitimate leader in the community. Efforts to recruit an appropriate cross-section of members who share a stake in both the process and outcome will help them make further progress toward reaching this goal. Additional members and a wider cross-section of community members may improve the level of participation, allow the coalition to be more adaptable, and address time issues noted in the evaluation. More importantly, the coalition needs to ensure the development of clear roles and policy guidelines that ensure day-to-day tasks are accomplished in a timely manner.

The capacity required to participate in the program (e.g., information, skills, technical assistance, resources) was reasonable, and vendors' needs were well met by the OPCSC. Program materials were self-explanatory but additional notice and time for planning, (clearer) information on the purpose and long-term goals of program, and ideas for "catchy" activities are needed.

There were many aspects of capacity identified that contributed to the development of a program that could be implemented smoothly in Sarasota and other counties, which were summarized in a series of four tables specific to each major category: community, knowledge and skills, resources, and power. Particular emphasis was placed on identifying those aspects of capacity that made it easy ("facilitator") or difficult ("barrier") to implement the program. Interestingly, although specific

components of community, skills, and resources were discussed as being both facilitators and barriers to program implementation, power was only discussed as a facilitator. This finding is important since many coalitions suffer setbacks due to power struggles or lack sufficient power to affect change.

Aspects of *community* that impacted program implementation and sustainability were described, such as commitment to continue work started or supported under the initiative, level of involvement, maintenance of connections among people and institutions, participation in specific activities, and range of involvement. Results suggested a need for a broader base of participation, more even distribution of labor, and increased communication with vendors. Commitment to continue work started was strong. Sustainability requirements were detailed, such as increased community involvement and more follow through from a greater proportion of coalition members.

The one component of *knowledge and skills* required to implement and sustain the program that stood out across methods and sources of information was communication - communication about the program to parents and tweens, communication among the coalition, communication between the coalition and vendors, and between vendor and tween/parent. There were several tactics suggested in this summary to address communication issues, including meetings with vendors, more media, more events in more areas of the county, more communication to parents from the schools, more financial resources to increase media, and so on. Communication issues referred to more than just advertising and media (though these were a large part), it also referred to communication within the organization to make implementation and

planning run smoother and to assist vendors where needed. Overall, communication was key to implementing the VSS program, and improvements in communication will be key to sustaining the VSS program in Sarasota County.

The coalition should work toward gaining sufficient *resources*, such as funds, staff, materials, and time necessary for sustaining the program. Efforts will need to be made to identify funding sources, which, perhaps, could be used to support a staff person dedicated to the program. The coalition should brainstorm ways for leveling out the variation in participation across vendors. In other words, how can the coalition ensure some vendors are not overwhelmed with participation requirements, while others demonstrate low levels of participation and service usage?

The OPCSC came together around a project and is now in a *powerful* position to implement other obesity prevention projects because of the VSS test run. The OPCSC wanted to make a difference in obesity rates in the county, and shares a unified vision that made it easy for the group to move forward. The next task is to build on this success through learning from experience and evaluation results. For example, one way to increase the coalition's power to influence media would be to identify the most effective media channel for reaching parents and youth with the VSS. Further, the OPCSC needs to identify improved tactics for reaching those youth who are at risk for obesity because of insufficient levels of physical activity.

Impact

Tweens

Although opportunities were provided for students to do physical activity in Sarasota County, many students did not get a Scorecard, or at least did not remember getting a Scorecard. A substantial segment of students surveyed reported they had not heard of the program. Promotional efforts should be enhanced and should ensure the distribution of Scorecards to tweens to increase the likelihood of program participation.

The VSS program may be more appealing to girls than boys, as girls were more likely to fill out at least part of a Scorecard than boys. As a result, the benefits of the program may be more pronounced among girls.

The VSS program may have been more appealing to students at Booker Middle School than Sarasota Middle School. Although more students at Booker reported not receiving a Scorecard, they were more likely than Sarasota Middle School students to fill it out if they did receive one. Although it appeared that a higher proportion of Booker students were female than those at Sarasota Middle School, this difference was not statistically significant. Booker students did tend to be older, however. Identifying promotional efforts made at Booker Middle School may be beneficial in enhancing the program's success elsewhere.

Although there had been some assumption that the program may have been more popular among the younger age groups, there were no differences in level of participation between grades or ages. However, only middle school students were surveyed.

Buzz created around the brand was analyzed by summarizing how tweens learned about the VSS program. Tweens were most likely to learn about the program from vendors/events, the media, parents, and their friends. Organizations providing opportunities for youth to participate in the campaign are clearly an important source of information about the VSS program. Vendors should continue to enhance efforts to promote the program, both during special events and outside of events.

Media was also an important source of information to tweens about the program, with television being cited as a major contributor to their knowledge about the program. It was unclear, however, if tweens perceived the national VERB campaign as a vehicle for marketing the local VSS campaign.

Results suggested parents were an important secondary market for tweens. Tweens required parental permission, encouragement, and transportation to events. Thus, the program should be actively promoted to parents.

In addition, the results supported the importance of friends' opinions to tweens. The local VSS campaign has attempted to leverage the national campaign's efforts to position physical activity as something that is fun to do and popular among tweens' peers. It will be important to continue to make the program cool and fun for tweens, so they will encourage friends to participate in the program.

Less popular avenues for learning about the program or events were the school and teachers. There is an opportunity to improve efforts to use schools and teachers as promotional vehicles for the Scorecard campaign.

Although the percent of students trying new activities was significantly lower after the program than at baseline, those who participated in the Scorecard program were significantly more likely to report having tried a new activity than those who did not. Exposure status was also associated with trying new activities, with those who were exposed to both the national and local campaigns being more likely to have tried a new activity than those who were exposed to the national campaign only.

Scorecard events provided tweens with opportunities to try new games or sports, with approximately two-thirds (60.8%) of those students who participated in Summer Events Interviews reporting they had tried a new game or sport at the event.

There may be some evidence that the effect of the campaigns in increasing the likelihood of trying a new game or sport may wane over time. This is not surprising given that the local program provides opportunities for tweens to try a new activity, but the program is only implemented over the summer. Consideration should be given to providing booster sessions, like a “Holiday Scorecard” over winter and spring breaks, to slow this decline.

Barriers were not associated with participation, exposure to the campaign(s), or trying a new game or sport within the last two months. Therefore focusing the intervention on perceived outcome expectations, self-efficacy, or social influences may be more promising than focusing on perceived barriers.

Interestingly, the segment of the population who got a Scorecard but did not fill it out scored lowest on the outcome expectations and social influences scale, although they had similar self-efficacy and

barrier scores as the other two groups. This is an interesting finding given the VERBTM campaign attempts to position physical activity as something that is fun to do and popular among tweens’ peers. Results suggest a significant proportion of those who got a Scorecard but did not fill it out were exposed to both the national and local campaign messages. Perhaps the messages were unsuccessful at convincing this group of tweens that physical activity is fun and popular, or perhaps these tweens do not value activities that are fun and popular. To reach this particular segment, different kinds of messages or strategies may be needed.

Those who participated in the VSS program did not differ from the other two groups with respect to mid-term outcomes. However, those who did not get a Scorecard did score higher than those who got a Scorecard but did not fill it out on outcome expectations and social influences. Perhaps if tweens from this segment can be moved to the segment that participates in the program, differences in mid-term outcomes will be clarified.

Trying a new game or sport was associated with outcome expectations, self-efficacy, and social influences. The logic model would suggest that trying a new activity would improve these mid-term outcomes; however, the reverse may also be true.

Vigorous physical activity levels, while relatively high at both baseline and post-Scorecard, did not change after the Scorecard program. Although the mean VPA level among boys was significantly higher than among girls at baseline, there was no difference between boys and girls post-Scorecard. Whereas 6th graders reported a significantly higher VPA level at baseline than 7th graders, there was no difference between grades post-scorecard. This may

potentially be interpreted as a segmental shift, where girls are no longer less active than boys and 7th graders are no longer less active than 6th graders.

VPA levels were not associated with participation in the program or exposure status. However, VPA levels were significantly higher among those who tried a new game or sport in the last two months than among those who had not. VPA was negatively related to barriers and positively related to outcome expectations, self-efficacy, and social influences. Perhaps VPA levels are indirectly influenced by participation in the program or exposure status through the short-term outcome (trying new activities) and the mid-term outcomes (barriers, outcome expectations, self-efficacy, and social influences). Further analyses of these mediating effects are pending.

Parents

The results of the parent evaluation must be interpreted with caution as these were all parents of youth who had participated in the VSS program. They likely felt strongly about the program since they were among the few to participate in the Grand Finale.

Not surprisingly, most parents who participated in the Grand Finale survey had been exposed to VSS messages. These parents also tended to believe that it was extremely important to them that their child did physical activities in their free time during the school year.

At the time of the Grand Finale survey, most parents told their children that physical activity was good for his or her health on five or more days of the week, but fewer parents did so at the time of the follow-up surveys. Rather than parents perceiving physical activity as being less

beneficial, this may be more of an indication of parents providing less support or encouragement for physical activity.

Parents were able to cite many barriers to tweens participating in physical activity. Barriers were environment-, community-, school-, and home-based, and included a lack of (safe) areas for children to play, the lack of recess in schools, the heat during the summer, competing activities such as television and video games, and poor parental role modeling. Although transportation was also cited as a barrier, most parents indicated they were aware that their child could ride SCAT for free. Despite the availability of free transportation, most parents indicated they would not let their child ride the bus alone or with a friend.

At the time of the Grand Finale survey, most parents felt extremely confident they could influence their child's involvement in physical activity. Most parents felt that it was their responsibility to address overweight and obesity with their child.

Parents provided support for the VSS program in the form of providing transportation, filling out the Scorecard, and waiting for the child at events.

Results suggested that during the VSS program, parents were motivated to encourage, support, and participate in physical activity with their tween, however, motivation waned once the program ended and the school year began. This may further indicate the need for booster programs throughout the school year to encourage continued parental support for physical activity.

Other Stakeholder Views of Program Impact

Most key informants suggested VSS raised awareness for kids and parents and represented a good “first step” toward addressing physical activity and obesity among Sarasota County youth. Some key informants believed the program may have reached some youth who would not have been active otherwise; however, some suggested the program reached those who were already active but may have increased their activity levels. At a minimum, the program created opportunities that were not otherwise available, and opened the minds of those who did participate to new activities.

Although most vendors expressed a lack of knowledge of the actual program impact, some discussed their thoughts on the possible long-term impact of the program

– assuming program publicity is increased and follow-up activities are provided. Overall, the program was a fun opportunity for youth that may or may not have an immediate health impact but will impact their activity levels and health in the long-run. The program gave youth something to “look forward to during the summer,” and got them “away from the computer.” The program resulted in increased motivation and enthusiasm for physical activity among [some] youth and increased their understanding of the benefits of physical activity. The program also may have taught some parents “how to be active and healthy.” The community-based nature of the program may have “remind[ed] kids that the community is interested in their wellbeing,” and resulted in greater awareness of the “things for kids to do in Sarasota County.”

Formative Research

Responses from all audiences suggested that the program should be continued in the future. Many positive aspects of the program were identified. Tweens particularly liked the incentives, going new places to do activities, and the fact that the program gave them something to do. Parents were receptive to the program because their children had a genuine enthusiasm for the program and because it promoted physical activity as fun. Parents also indicated that the incentives and working toward long-term goals were positive aspects of the program. Key informants generally saw the coalition working toward a common goal was one of the strongest aspects of the program. In addition, they indicated the marketing piece and the assistance of the FPRC and graduate students were strengths of the program. Vendors saw the program as an opportunity to bring in new customers and to provide something beneficial to tweens.

Negative aspects of the program that were identified provide opportunities for improvement. Although some tweens were unable to list any negative aspects of the program, two explained completing the Scorecard took too much time. Parents generally were unhappy with the prize distribution system. They also listed some problems with vendors, including a lack of variety among vendors, inadequate promotion of the program, and inadequate vendor participation in the program. Parents also felt vendors were uneducated about the program. Parents also indicated that scheduling problems were a barrier to participation in the program. Key informants indicated the weakest aspect of the program was the amount of work required to implement the program relative to the number of OPCSC members who followed through. Vendors reported that

participation was poor and attributed poor turnout to a need for more promotion and timing issues involved with promoting the program within local schools.

Some general improvements to the VSS program were suggested. Tweens indicated having more events, activities, or places to have activities (especially close to home) may improve the program. Parents were adamant about wanting more events where the whole family could participate. This recommendation is in line with the coalition's goal for physical activity to be incorporated into family life, however it is not in line with the VERB™ campaign's tween-centric goals. Parents had a variety of suggestions for improving the program, including transportation to events, improving the prize distribution system, having more vendors, and improving the promotion of the program. Vendors indicated that increasing program awareness would be required to continue the VSS program in the future. Working more closely with schools and participating vendors prior to school letting out was suggested as a program improvement. Key informants suggested the biggest improvements to the program would come in the form of more funding and human resources.

Some suggestions as to the time of year the program should be provided were given. Although a year-round program was attractive to both tweens and parents, it would have to come in the form of activities tweens normally did or activities they could do at home or in the neighborhood. Parents indicated it might be difficult for some youth to participate in activities during the school year since they are already doing more organized activities and competitive sports at that time. Tweens and parents both indicated a periodic wrap-up event like a Grand Finale would be necessary as an incentive for

participation in a year-round program. One participant of the VERB Fiesta was providing a “Holiday Scorecard” over the winter break. Holiday Scorecards over winter and spring breaks may be one option for periodic booster sessions throughout the school year.

Opinions regarding the necessity of a Grand Finale were collected. Even for a summer-only program, a special final event was deemed necessary by tweens because it provided an incentive for participation. Parents also strongly believed the Grand Finale was an important part of the VSS program, suggesting it gave youth something to work toward (“a sense of accomplishment”), allowed them to put into practice what they had learned, and reinforced social norms. However, only tweens and parents who had participated in the Grand Finale were asked about the necessity of a Grand Finale. Key informants suggested that the amount of time and effort required for the Grand Finale was excessive given the poor turnout. Almost half of the tweens surveyed who did not attend the Grand Finale reported they did not go because they did not know about it. Parents also indicated that lack of awareness or insufficient advertising might have been a reason attendance was low. Therefore, a suggested improvement to the program would be greater promotion of the Grand Finale if provided.

With respect to promoting the VSS program, a large portion of tweens heard about the program from partners or events, while others reported hearing about the program in the media, from parents, or from friends. Parents reported learning about the program through their local library, their child’s school, the YMCA, or other adults. Most vendors thought the coalition should focus on in-

creasing program awareness, especially through schools with a large kick-off and with vendors before school lets out for the summer. They stressed the need for the promotion to begin in time for parents to plan summer activities. Attendees of the VERB Fiesta also stressed the importance of promoting the program to parents.

Several recommendations for working with vendors were collected. Parents provided a list of businesses or organizations they would like to have offer free or reduced physical activities for youth. The YMCA was the most commonly listed organization. Vendors provided a variety of suggestions for the type of technical assistance and resources they would need to continue participating in the VSS program. Some requests were for ways to increase attendance at events, ideas for events, more publicity or promotion, and ways to communicate with other vendors—perhaps in an electronic forum. Vendors also provided suggestions for encouraging their continued commitment to the VSS program, including holding a community-wide forum to bring all partners together under one roof and having the schools providing a really big kick-off. VERB Fiesta participants suggested giving vendors kits with all supplies in them, including Scorecards, a Plexiglas Scorecard holder, stamps or card punch, and posters or window clings. A representative from the OPCSC indicated that vendors were provided with these kinds of supplies.

Suggestions for improvements working with the youth board were provided. Key informants suggested two major improvements for the OPCSC Youth Board: (1) reworking the incentive structure for participation, and (2) changing the role of the youth board so that they actively participate in the program planning and implementation. Other suggestions included

retaining an energetic, experienced adult organizer.

In conclusion, results suggested the VSS program was successfully implemented in Sarasota County. Successful implementation of the 2005 program depended on numerous factors, including involvement of vendors and other community partners, exposure to the program, and coalition engagement in campaign implementation. There were many aspects of capacity identified that contributed to the development of a program that could be implemented smoothly in Sarasota and other counties. In general, it appears that the program had a positive impact on at least the short term goal of trying a new activity. Although participation in the program was not directly re-

lated to physical activity levels, it may be that physical activity levels are influenced indirectly through the short-term and mid-term outcomes. The impact upon parent indicators appeared to be more short term as well, as support for physical activity and incorporation of physical activity into daily family life tended to decline over time. However, parent analysis was limited to a select few VSS participants. Formative research provided some suggestions for program improvement. Overall, participants were happy with the program as it was provided. However, poor levels of participation support the need for a more focused promotion at all levels – to tweens, parents, and vendors.

RECOMMENDATIONS

Recommendations for future programming are provided below. These recommendations are provided under the following categories: (1) Coalition and Community Involvement, (2) Intervention, (3) Promotion, (4) Working with Vendors, (5) Sustainability, and (6) Evaluation.

Coalition and Community Involvement

- Continue successful collaboration within coalition, but brainstorm methods to provide a more even distribution of labor.
- Develop clear roles and objectives and implement system for ensuring follow through and accountability.
- Increase the number of community members who are actively involved in the program implementation--including tweens and parents--to increase sense of ownership.
- Recruit parents, youth, and vendors to participate in the coalition.
- Consider retaining an energetic, experienced adult organizer for a youth board.
- Engage the youth board in active participation in program planning and implementation.
- Rework incentive structure for youth board participation.
- Continue to provide an assortment of activities, but increase variety and number of vendors throughout county.
- Continue to provide incentives for participation, but improve prize distribution system.
- Consider providing activities for parents and siblings in conjunction with VSS events for tweens.
- Provide events at times and locations convenient for parents' schedules.
- Provide year-round program only if given in small units of time, activities are what tweens normally do, and periodic wrap-up events are provided.
- Continue to provide final event to give tweens a goal to work toward, a sense of accomplishment when goal achieved, and recognition for work done.
- Consider providing booster sessions, like a "Holiday Scorecard" over winter and spring breaks, to slow decline in trying new activities and to promote continued parental support for physical activity.

Intervention

- Better define program goals and target audience; messages may vary depending on goals and audience.

Promotion

- More directly target promotion of the program to parents, so that they may

inform their children about the program.

- Ensure the distribution of Scorecards directly to tweens and parents to increase the likelihood of them participating in the program.
- Encourage partners to enhance efforts to promote the program, both during special events and outside of events.
- Ensure the program is cool and fun for tweens, so they will encourage friends to participate in the program.
- Increase efforts to use schools and teachers as a promotional vehicle.
- Continue to use PSAs in the schools.
- Consider holding kick-off events at schools.
- Identify promotional efforts made to students attending Booker Middle School.
- Promote word-of-mouth advertising.
- Identify most effective media channel for reaching parents and youth.
- Make an effort to more actively promote the Grand Finale or other final event.
- Consider methods to identify and reach tweens who are at risk for obesity because of insufficient physical activity levels.

Working with Vendors

- Promote the benefits of the VSS program from the vendors' point of view: an opportunity to provide something beneficial to tweens and their community as well as a chance to gain new customers.
- Advise vendors that active participation and promotion of the program will result in a more positive experience for them and tweens and result in a greater utilization of their services.
- Provide time for vendors to plan.
- Provide clear information to vendors on the purpose and long-term goals of program.
- Provide ideas for “catchy” activities for vendors to provide for tweens.
- Practice good communication – ask them to participate, be clear about what they’re expected to do, keep in touch with them, and provide them with information about the past year’s program.
- Increase vendor training and make it easy for vendors to understand and provide program.
- Provide methods for vendors to communicate with one another, perhaps in an electronic format.
- Consider kicking off the program with a community-wide forum for vendors.

Sustainability

- Identify funding sources that may be used to sustain program.
- Consider hiring dedicated staff person.
- Increase program awareness throughout community.

Evaluation

- Future items to measure brand awareness should remove reference to “messages or ads.” Rather, the ques-

tion should read, “Have you ever seen, read, or heard anything about VERB/VERB Summer Scorecard?”

- Conduct further analysis of potential mediating effects.
- Use a control group in the evaluation of the 2006 VERB Summer Scorecard.
- Increase efforts to evaluate parent component of program.
- Use evaluation data to improve program where indicated.

APPENDIX A
Membership List

Appendix A
Obesity Prevention Coalition of Sarasota County
Membership List

All Faiths Food Bank
All Kids
Children First
Children's Haven and Adult Community
Community Youth Development
Dr. Mark Magenheimer
Easter Seals of Southwest Florida
Forty Carrots
Girl Scouts of Gulf Coast Florida
Girls Incorporated
Gulf Coast Community Foundation of Venice
Gulfcoast South Area Health Education Center
Healthy Start Coalition of Sarasota County
Jewish Family and Children Services
Kid Power Fitness
Nutrition and Kids/Happy Kids International
Sarasota County Government
Sarasota County Health Department
Sarasota County Schools
Sarasota Memorial Health Care System
SCOPE
South County Family YMCA
The Out of Door Academy
University of South Florida Prevention Research Center

APPENDIX B
Executive Summary of Formative Research

Appendix B

Sarasota Obesity Prevention Project: Research Findings

EXECUTIVE SUMMARY

This report summarizes the research conducted to date, which explores the resources available for middle school students in Sarasota County to be physically active, and tests the adaptability of an existing social marketing campaign, VERB and the VERB Scorecard, with middle school students in Sarasota County.

Participant Profile

Seventy-eight middle school students participated in intercept interviews conducted at Sarasota Square Mall, the Boys and Girls Clubs, Girls Inc., and the afterschool program at Venice Middle School. Students interviewed represented primarily 6th and 7th grade students from middle schools in Sarasota County including Booker Middle School, Laurel Nokomis, Sarasota Middle School, Brookside Middle School, McIntosh Middle School, Herron Creek Middle School, Pineview, Venice Middle School, and Goldie Feldman Academy. In addition, 3 focus groups were conducted with middle school students in Newtown, comprising a total of 16 youth.

Two focus groups were also conducted with parents of middle school students in Newtown, Florida. Eight African-American adults participated [female (n=7); male (n=1)].

Middle School Student Activities

Middle school students indicated a variety of activities which they consider fun including bowling, bicycling, rollerblading, skateboarding, kayaking, rowing, running, cheerleading, beach runs, tae kwon do, swimming, dancing, wrestling, surfing, and gymnastics. Additionally, the leading sports activities mentioned by middle school students included playing football, soccer, basketball, baseball, tennis, and golf. Middle school students also mentioned a variety of places where these activities would occur including AMF Lanes, Sarasota Lanes, Myakka River Parks, Siesta Key, Venice Beach, Stardust, Payne State Park, Sarasota Skate Park, YMCAs, schools, and in their neighborhood.

VERB Scorecard

Overall kids liked the scorecard idea. They saw the concept as fun. They also believed the concept encouraged people to be active, was an opportunity to be with friends, would help kids get fit, and seemed easy to do. Generally, kids said they would participate in a program like this. However, for those who would not participate their reasoning was dependent on whether activities were boring and difficult and whether friends were participating. Overall, a major barrier to participation for middle school students was a lack of transportation because parents were busy. Less frequently mentioned barriers included money, time, the interest of friends, older kids making fun of them, competing activities like homework, and other programs. Elements that would make it easier for kids to participate in this program included convenient locations for activities, transportation to events including carpools and bus service, and fun activities.

Middle school students did not find the scorecard confusing, however several made a few recommendations for improving it. The students preferred brighter colors and pictures of kids their own age and older on the scorecard. Kids also mentioned having pictures on the scorecard

of kids doing fun activities. Some kids mentioned that they would wear the scorecard around their neck, although others mentioned they would prefer it be a card that they could place in their wallets. Several suggested fashioning it in the form of an ID, with their name and photograph. When asked how they would search for the program on the Internet, middle school students overwhelmingly said that they would type in verb.com or VERB in a search engine.

The Kick-off and Grand Finale

The most popular kick-off idea was to have a pool party at the YMCA, followed by having a party at school on a weekend where kids could participate in physical activities and get their card stamped. Generally kids preferred to have the event on a weekend during the summer, in the afternoon and evening. Middle school students envisioned the event to be lively with food, music, games, prizes, and filled with fun activities including competitions, races, skating, baseball, volleyball, kickball, and dancing. Suggested locations for the kick-off event included the YMCA, Siesta Key, Payne Skate Park, and local parks.

To promote the program, most of the students felt that passing out the scorecards at school was the best idea, and some suggested putting up flyers at school, making announcements over the intercom at school, as well as having some of the popular kids at the middle schools encourage students to participate in the program.

Middle school students saw the grand finale consisting of the same activities as the kick-off, again lively, on the weekend, and in the afternoon/evening. A few of the students suggested having a weekend-long event or a lock-in at popular youth hangouts – like the skating rink or YMCA.

The most popular spokespersons mentioned by middle school students were Mike Hawthorne, Bucs players, and Bucs cheerleaders. School principals were also suggested on occasion, and high school students were suggested as spokespersons on occasion, as well. The sports brands kids liked the most were Nike, followed by Adidas, and Reeboks. Sports stores middle school students would like to see sponsor the event include Champs, followed by Sports Authority and Foot Action.

Prizes were viewed as a big motivation for the middle school students to participate. Commonly suggested prizes included money, gift cards, “boom boxes,” Walkmans, x-boxes, basketballs, and footballs. Some students liked the idea of having the size of the gift contingent on the number of squares filled in.

Parent Opinions

Focus groups conducted with parents of middle school students suggested that parents like the scorecard idea as well. They believe that the program will motivate kids to be active. Parents, however, expressed concern regarding the feasibility of kids being able to fully participate in the program. Parents indicated several issues that would make it difficult for kids to participate in the program including transportation to activities, costs associated with participation in activities, peer pressure from other kids, and parents being uninformed and uneducated about the program. An additional concern for parents was that summer programs fill up quickly, resulting in many kids not being able to participate at all.

Some parents liked the idea of having the kick-off along with the Kids Beach Run at Siesta Key, while others felt that such an activity during the week was inconvenient. Parents proposed

having the activity on a Saturday at a local park in their neighborhood (i.e., Gillespie Park, Arlington Park, Woodruff Park). Parents expressed interest in attending the kick-off with their kids. One parent suggested that Tony Cornish, a local, former sports anchor at Channel 40, serve as a motivational speaker at either the kick-off or the grand finale. Overall, parents agreed with kids regarding the types of activities kids like to do and the types of activities that should be included in the kick-off and grand finale.

Parents saw prizes as a motivator for kids to participate in this program. Some ideas for prizes mentioned by parents included gift cards to the mall, movie passes, Visa charge cards, gift bags, passes to theme parks and water parks, bikes for boys and girls, Walkmans, ipods, mp3 players, and gift cards to Walmart or Target.

Overall, parents saw physical activity as beneficial to their children. When parents were asked how they felt physical activity will affect a middle school child's behavior, some parents felt that involvement in physical activity helps kids build self esteem, provides discipline, serves as a stress relief, and keeps kids out of trouble. When asked how physical activity will affect learning, parents said that kids memory gets better with physical activity, and that kids focus better and concentrate better. Parents also felt that as kids strive to do better in sports, they strive to be better in school. However, some parents felt that kids can get too involved in physical activity and forget about their schoolwork, and that kids need to create a balance between the two.

Conclusion

Middle school students and parents are enthusiastic about the VERB Summer Scorecard. Furthermore, based on the data collected thus far, there appears to be no difference between the responses provided by youth from north or south county, except where they would participate in these activities. However a few challenges need to be considered:

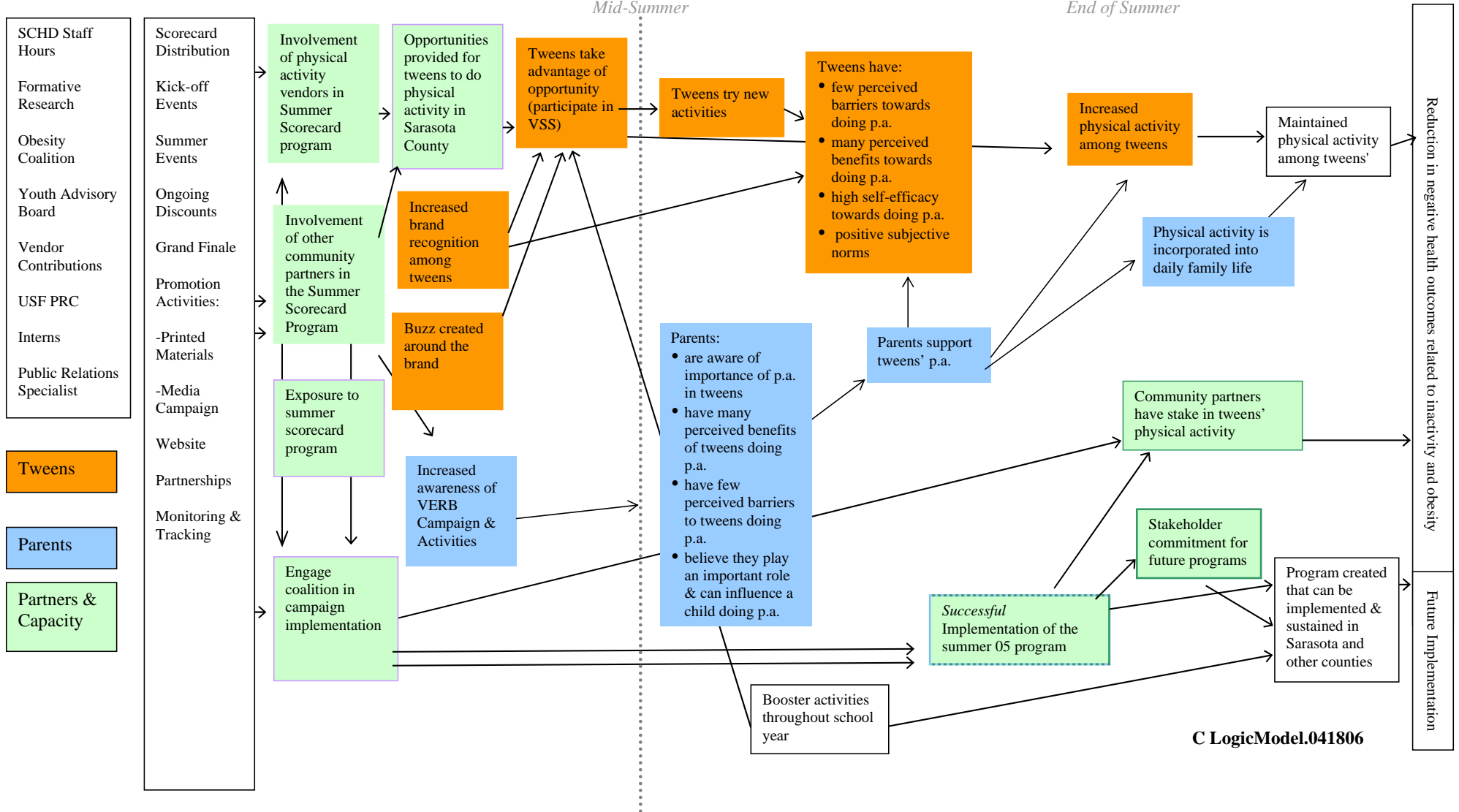
- ☐ Parents mentioned the lack of opportunities for kids to participate in summer programs because the summer programs fill up so quickly. *Possible solutions include:*
 - Opening up programs to allow more students to participate or selecting specific days and times when students who are not members of the program can come by and participate
- ☐ Middle school students and parents mentioned transportation as a barrier to participating in the program. *Possible solutions include:*
 - Further investigating this barrier with kids and parents through additional research
 - Working with the local bus service to provide free or reduced cost bus passes for middle school students
 - Ensure scorecard can be stamped where kids are already active
- ☐ Parents expressed concern about the cost for kids to participate in summer programs. *Possible solutions include:*
 - Providing scholarships for students to participate in summer programs
 - Offering free or reduced price for entry into the locations where youth can be physically active on selected days and times during the summer
- ☐ Kids offered suggestions regarding the design of the scorecard. *Possible solutions include:*
 - Conducting further concept testing with middle school students and parents using the Lexington's Scorecard prototype

APPENDIX C

Logic Model

SARASOTA VERB SUMMER SCORECARD LOGIC MODEL

Inputs Activities Short-Term Outcomes Mid-Term Outcomes Long-Term Outcomes



C LogicModel.041806

APPENDIX D
Outcomes, Indicators and Measures

Appendix D

Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Tweens, Parents, Partners/Vendors, Process	Short-Term, Mid-Term, Long-Term	Theory of Planned Behavior, Stages of Change, Health Belief Model	Concrete concept to signify success in achieving an outcome	YMC=Youth Media Campaign Survey (conducted for national VERB campaign)	Grand Finale Survey for Tweens/for Parents; Case Study Survey; Case Study Focus Groups; Monitoring/Tracking Spreadsheet; Field notes form; Site Visit Interview; Vendor Post-Finale Interview	
Short Term Outcomes						
Tweens	Buzz created around the brand		% of tweens/ who heard about the summer scorecard or VERB on the radio	Have you ever seen, read, or heard any messages or ads about VERB? Yes/No Have you ever seen, read, or heard any messages or ads about VERB Summer scorecard? Yes/No Where have you seen, read, or heard about VERB Summer Scorecard? Radio, TV, School, Friends, Newspaper, YMCA/Library/Local Business, Other: _____	Tween Grand Finale Survey	Field Notes Form
			% of tweens who heard about the summer scorecard or VERB on the TV		Tween Grand Finale Survey	
			% of tweens who heard about the summer scorecard or VERB at school		Tween Grand Finale Survey	
			% of tweens who heard about the summer scorecard or VERB from friends		Tween Grand Finale Survey	
			% of tweens who read about the summer scorecard or VERB in the newspaper		Tween Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
			% of tweens who heard about the summer scorecard or VERB from a community partner		Tween Grand Finale Survey	
			% of tweens who heard about the summer scorecard or VERB from another source		Tween Grand Finale Survey	
			% of tweens who have visited the VERBsarasota.com	Have you ever visited the website: www.VERBsarasota.com? Yes/No	Tween Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Twins	Twins try new activities	Behavior	# of twins at a vendor who indicate a first visit	Have you been here before today? Will you come back here again to do ...? Yes/No	Site Visit Interview	
			% of twins who have tried a new PA they've never done before within the past 2 months.	In the last 2 months, have you tried a new physical activity that you've never done before? (BASELINE) Have you tried a new activity at this event? Yes/no If yes, what?	Twins Grand Finale Survey	Site Visit Interview
Twins	Increased brand recognition among twins		% of twins who have seen, read, or heard about VERB Summer Scorecard	Have you ever seen, read, or heard any messages or ads about VERB Summer scorecard? Yes/No	Twins Grand Finale Survey	
			% of twins who can identify the VERB logo			
Parents	Increased awareness of VERB Campaign & Activities		% of parents who have seen, read, or heard about any messages or advertising for kids to get active.	YMC P25. Have you seen, read, or heard about any messages or advertising for kids getting active?	Parent Grand Finale Survey	
			% of parents who can identify the VERB logo	YMC P26. What is the name of the message or advertising?	Parent Grand Finale Survey	
			% of parents who can identify the VERB slogan	YMC P27. There are many ads on television, radio, and in newspapers and magazines with slogans you may or may not remember. Have you heard, read, or seen any ads with the slogan . . . A. "Just do it" B. "Parents: The Anti-Drug" C. VERB: It's What You Do" D. "Akimbo"	Parent Grand Finale Survey	
Partner	Involvement of physical activity vendors in Summer Scorecard program		# of vendors offering deals, prizes, or free fun	N/A	VERB Partners Spreadsheet	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Partner	Involvement of other community partners in the Summer Scorecard Program		# of partners working with the Summer Scorecard program (but not providing physical activity opportunities)	N/A	VERB Partners Spreadsheet	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Process	Exposure to summer scorecard program		# of scorecards distributed	N/A	VERB Monitoring & Tracking	
			# of vendors distributing scorecards	N/A	VERB Partners Spreadsheet	
			# of vendors displaying signs	N/A	VERB Partners Spreadsheet	
			# of free fun events offered	N/A	VERB Partners Spreadsheet	
			# of ads on radio	N/A	VERB Monitoring & Tracking	
			# of people reached by spots on radio	N/A	VERB Monitoring & Tracking	
			# of ads on TV	N/A	VERB Monitoring & Tracking	
			# of people reached by spots on TV	N/A	VERB Monitoring & Tracking	
			# of ads in newspaper	N/A	VERB Monitoring & Tracking	
			# of people reached by ads in newspaper	N/A	VERB Monitoring & Tracking	
			# of times in-school video played in schools	N/A	VERB Monitoring & Tracking	
			# of people reached by in-school video	N/A	VERB Monitoring & Tracking	
Process	Opportunities provided for tweens to do physical activity in Sarasota County		# of free fun events	N/A	VERB Monitoring & Tracking	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Process	Engage coalition in campaign implementation		# of coalition members who contacted vendors	N/A	VERB Monitoring & Tracking	
			# of coalition meetings held	N/A	VERB Monitoring & Tracking	
			# of coalition members who visit events	N/A	VERB Monitoring & Tracking	
			# of coalition members at the Grande Finale	N/A	VERB Monitoring & Tracking	
Process	Successful Implementation of the summer 2005 Summer Scorecard Program		<i>Event Indicators:</i>			
			*# of kids at events	How many children would you estimate were there?	Field Note Form	
			*Age of kids at events	9-13 year olds	Site Visit Interview	
			*Sex of kids at events	Girls? Boys?	Site Visit Interview	
			*Race of kids at events	Race/Ethnicity?	Field Note Form	
			*Activities offered at events	Please describe the event in some detail. What were the kids doing? What was the ambiance? What were the adults doing?	Field Note Form	
			*# of kids who heard about events from scorecard,/from source other than scorecard	How did you hear about this event?	Site Visit Interview	
			*What kids liked	what is your favorite thing about the event?	Site Visit Interview	
			*What kids thought should change	What do you think would make the event even better?	Site Visit Interview	
			*% of kids who would go to event during school year	If this event were held in the fall afterschool, would you go to it? Yes/No	Site Visit Interview	
			*Parents role at event	Please describe the event in some detail. What were the kids doing? What was the ambiance? What were the adults doing?	Field Note Form	
			% of parents who would take their kid to event during school year	If an event like this was held in the fall afterschool, would you take your child to it? Yes/No	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
			*Amount of resources expended by vendor	What resources did the vendor expend (above normal operation)?	Field Note Form	
			*Staff aware of scorecard	Was staff knowledgeable about VERB Summer Scorecard	Field Note Form	
			<i>Non-Event Indicators:</i>			
			*Places where tweens got scorecards	If yes, where di you get your VERB Summer Scorecard?	Site Visit Interview	
			*% of vendors who kept sign up all summer	Did you post a sign in the beginning of the summer? Is it still hanging?	Post-Finale Vendor Interview	
			*# of scorecard holders vendors get per week		Vendor-Participant Tracking Form	
			*Vendors report positive experience	<p>In a word or two, can you describe your overall experience with the scorecard?</p> <p>If the Summer Scorecard is offered next summer, I would: not participate; offer the same thing I offered this year; offer more than I offered this year; would only participate again if something were changed. Something: ____</p>	Post-Finale Vendor Interview	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Mid-Term Outcomes						
Tweens	Improved access for tweens and parents to vendors offering physical activity in Sarasota County	Perceived Behavioral Control	Tweens' beliefs of how cost impacts their ability to do regular physical activity	Physical activity costs too much for me to do. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
			Tweens beliefs of how transportation impacts their ability to do regular physical activity	I can get to the places where I like to do physical activity. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
Tweens	Tweens have many perceived benefits towards doing p.a.	Benefits / Attitude Toward Behavior / Perceived Susceptibility / Perceived Severity	P.A. is fun	If I did physical activities on most days it would be boring. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
			P.A. is fun	If I did physical activities on most days it would be fun. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
			Physical activity helps me make new friends.	If I did physical activities on most days it would help me make new friends. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
			Physical activity helps me spend time with friends.	If I did physical activities on most days it would help me spend more time with my friends. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
			Makes me feel good about myself.	If I did physical activities on most days it would make me feel good about myself. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Tween Grand Finale Survey	
			% of tweens who know they can take SCAT for free with a VERB Summer Scorecard	Did you know your child could use his/her VERB Summer Scorecard to ride Sarasota County Area Transit (SCAT) for free this summer? Yes No	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Twins	Twins have few perceived barriers towards doing p.a.	Perceived Behavioral Control	% of twins who have taken SCAT in the past month	Did you use your scorecard to ride SCAT for free this summer? Yes/No Did your child ride SCAT this summer? Yes/no	Twins Grand Finale Survey	Parent Grand Finale Survey
			% of twins who agree or strongly agree that there are lots of places in their neighborhood where they can be physically active.	There are lots of places in my neighborhood where I can do physical activities.	Twins Grand Finale Survey	
			% of twins who agree or strongly agree they can be physically active no matter how busy their day is.	I'm too busy to do more physical activities than I do.	Twins Grand Finale Survey	
			% of twins who disagree or strongly disagree that the only way to play sports is to be on a team.	There aren't many ways to play sports without signing up or being on a team.	Twins Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
			% of tweens who would rather be watching TV than doing physical activity	I'd rather watch TV or play video games than do physical activities.	Tween Grand Finale Survey	
			% of tweens who would rather be playing a video game than doing physical activity			
			Tweens' beliefs about how hard (physically exhausting) it is to do physical activity.	I'm not athletic enough to do physical activities.	Tween Grand Finale Survey	
Tweens	Tweens have positive subjective norms to p.a.	Subjective Norms	% of tweens who believe most or more kids their age do physical activity every day.	How many kids your age do physical activities every day?	Tween Grand Finale Survey	
			% of tweens who believe most or more of their friends do physical activity every day.	How many of your friends do physical activities every day?	Tween Grand Finale Survey	
			% of tweens who agree or strongly agree their friends think doing PA is fun.	My friends think that doing physical activities is fun.	Tween Grand Finale Survey	
			% of tweens who agree or strongly agree that kids their age think that doing PA is fun.	Kids my age think that doing physical activities is fun.	Tween Grand Finale Survey	
			% of tweens who agree or strongly agree that their friends think doing PA is important.	My friends think that doing physical activities is important.	Tween Grand Finale Survey	
			% of tweens who agree or strongly agree that kids their age think doing PA is important.	Kids my age think that doing physical activities is important.	Tween Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Twins	Twins have high self-efficacy towards doing p.a.	Self-Efficacy	% of twins who agree or strongly agree that they have what it takes to be physically active.	I think I have what it takes to be physically active.	Twins Grand Finale Survey	
			% of twins who agree or strongly agree they can be physically active no matter how tired they feel.	I think I can be physically active no matter how tired I may feel.	Twins Grand Finale Survey	
			% of twins who agree or strongly agree they can be physically active no matter how busy their day is.	I think I can be physically active no matter how busy my day is.	Twins Grand Finale Survey	
			% of twins who agree or strongly agree they can be physically active no matter what the weather is like	I think I can be physically active even if it is hot or cold outside. Really Agree Sort of Agree Sort of Disagree Really Disagree Don't know	Twins Grand Finale Survey	
Twins	Intention to maintain physical activity after the summer finishes	Intention	% of twins who indicate they probably will or will be physically active during their free time on most days.	<i>Now that the summer is over and you are back in school, Which of these statements is most like you? During my free time on most days, I am sure I will not be physically active During my free time on most days, I probably will not be physically active During my free time on most days, I may or may not be physically active During my free time on most days, I probably will be physically active During my free time on most days, I am sure I will be physically active.</i>	Twins Grand Finale Survey	
			% of parents who agree or strongly agree that kids who participate in regular PA reduce the risk of obesity	If my child does regular physical activity, he/she is less likely to become obese	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Parents are aware of importance of physical activity in tweens'	Attitude Toward Behavior / Perceived Susceptibility / Perceived Severity	% of parents who agree or strongly agree that kids who participate in regular PA reduce the risk of diabetes	If my child is not engaged in regular physical activity, he/she is at higher risk for developing diabetes	Parent Grand Finale Survey	
			% of parents who agree or strongly agree that kids who participate in regular PA reduce the risk of other chronic diseases	If my child does regular physical activity, he/she is at lower risk of developing chronic diseases.	Parent Grand Finale Survey	
			% of parents who believe their child participating in sports teams or physical activity classes is somewhat important or higher.	YMC P3. How important is it to you that [child] participates in sports teams or physical activity classes?	Parent Grand Finale Survey	
			% of parents who believe their child participating in recreational physical activity is somewhat important or higher.	YMC P5. How important is it to you that [child] to these activities?	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Improved access for parents to vendors offering physical activity in Sarasota County	Perceived Behavioral Control	Parents' beliefs of how cost impacts their ability to do regular physical activity	Parent Survey	Parent Grand Finale Survey	
			Parents' beliefs of how transportation impacts their ability to do regular physical activity	Parent Survey	Parent Grand Finale Survey	
Parents	Parents believe they play an important role & can influence a child doing p.a.	Self-Efficacy	% of parents who are somewhat confident or better that they can influence child's involvement in physical activity.	YMC P4 and P6. How confident are you that you can influence [child's] involvement in these activities?	Parent Grand Finale Survey	
			# of parents who agree or strongly agree that it's a parent's responsibility to help children find physical activities to do.	YMC P20e. I think it's a parent's responsibility to help their children find physical activities to do.	Parent Grand Finale Survey	
			# of parents who agree or strongly agree that parents play an important role in whether their kids are physically active when they grow up.	YMC P20g. Parents play an important role in whether their kids are physically active when they grow up.	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Parents have many perceived benefits of tweens doing p.a.	Benefits / Attitude Toward Behavior / Perceived Susceptibility / Perceived Severity	Parents' impression of their child's' happiness when they do regular physical activity	Did you know your child could use your scorecard to ride SCAT for free this summer? Yes/No	Parent Grand Finale Survey	
			Parents' impression of their child's' health when they do regular physical activity	Did you use your scorecard to ride SCAT for free this summer? Yes/No	Parent Grand Finale Survey	
			% of parents who agree or strongly agree that kids who participate in regular PA have more self-confidence.	YMC. P20a. Kids who do regular physical activities have more self-confidence.	Parent Grand Finale Survey	
			% of parents who agree or strongly agree that kids who participate in regular PA are healthy.	YMC P20b. Kids who do regular physical activities are healthy.	Parent Grand Finale Survey	
			% of parents who agree or strongly agree that kids who participate in regular PA will be healthier adults.	YMC P20d. Kids who do regular physical activities will be healthier adults.	Parent Grand Finale Survey	
			# of parents who agree or strongly agree that all kids should be physically active every day.	YMC P20g. I think all kids should be physically active every day.	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Parents have few perceived barriers to tweens doing p.a.	Barriers	% of parents who know kids can take SCAT for free with a VERB summer scorecard	Did you know your child could use your scorecard to ride SCAT for free this summer? Yes/No	Parent Grand Finale Survey	
			% of parents who let their child take SCAT alone	Did you use your scorecard to ride SCAT for free this summer? Yes/No	Parent Grand Finale Survey	
			% of parents who disagree or strongly disagree that transportation problems prevent their child from participating in activities.	YMC P21a. Transportation problems prevent my [child] from participating in activities [he] would like to do.	Parent Grand Finale Survey	
			% of parents who agree or strongly agree that there are plenty of opportunities for child to participate in activities.	YMC P21b. There are plenty of opportunities for my [child] to participate in activities where I live.	Parent Grand Finale Survey	
			Parents' impression of how their child doing physical activity impacts their time spent at work	My work schedule makes it difficult for my child to participate in physical activities she/he would like to do. Strongly Agree Agree Disagree Strongly Disagree	Parent Grand Finale Survey	
			Parents' impression of how their child doing physical activity impacts their time spent doing other things (housework, other leisure activities)	The time I spend helping my child be physically active takes away too much time from other things I need to do (e.g., housework, leisure activities). Strongly Agree Agree Disagree Strongly Disagree	Parent Grand Finale Survey	
			% of parents who disagree or strongly disagree that child is not able to participate in PA because activities are too expensive.	YMC P21c. My [child] is not able to participate in some activities because they are too expensive.	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Parents support tween physical activity	Modified Parent Support Scale - see Trost et al. (2003) - can create average level of support scale score	# of days during average summer week parents encouraged their child to do physical activities or play sports	Think about an average week during this past summer (2005). How many days did you... encourage your child to do physical activities or play sports 0 - 7	Parent Grand Finale Survey	
			# of days during average summer week parents did a physical activity or played sports with their child	Think about an average week during this past summer (2005). How many days did you... do a physical activity or play sports with your child 0 - 7	Parent Grand Finale Survey	
			# of days during average summer week parents provided transportation so their child could go to a place where he or she could do physical activities or sports	Think about an average week during this past summer (2005). How many days did you... provide transportation so your child could go to a place where he or she could do physical activities or sports 0 - 7	Parent Grand Finale Survey	
			# of days during average summer week parents watched their child participate in physical activity or sport	Think about an average week during this past summer (2005). How many days did you... watch your child participate in physical activity or sport 0 - 7	Parent Grand Finale Survey	
			# of days during average summer week parents told their child that physical activity is good for his or her health	Think about an average week during this past summer (2005). How many days did you... tell your child that physical activity is good for his or her health 0 - 7	Parent Grand Finale Survey	
			# of days during average week during school year parents plan to encourage their child to do physical activities or play sports	Think about an average week during this school year. Now that school has started, how many days of the week will you... encourage your child to do physical activities or play sports 0 - 7	Parent Grand Finale Survey	
			# of days during average week during school year parents plan to do a physical activity or played sports with their child	Think about an average week during this school year. Now that school has started, how many days of the week will you... do a physical activity or play sports with your child 0 - 7	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Parents intend to maintain support for physical activity	Modified Parent Support Scale - see Trost et al. (2003) - can create average level of support scale score	# of days during average week during school year parents plan to provide transportation so their child could go to a place where he or she could do physical activities or sports	Think about an average week during this school year. Now that school has started, how many days of the week will you...provide transportation so your child could go to a place where he or she could do physical activities or sports 0 -7	Parent Grand Finale Survey	
			# of days during average week during school year parents plan to watch their child participate in physical activity or sport	Think about an average week during this school year. Now that school has started, how many days of the week will you... watch your child participate in physical activity or sport 0 -7	Parent Grand Finale Survey	
			# of days during average week during school year parentsplan to tell their child that physical activity is good for his or her health	Think about an average week during this school year. Now that school has started, how many days of the week will you... tell your child that physical activity is good for his or her health 0 - 7	Parent Grand Finale Survey	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Process	Stakeholder commitment for similar programs in the future		% of kids indicate they will participate again	I would like to fill out another Summer Scorecard next summer.	Grand Finale Survey for Tweens	
			% of kids indicate they would participate in similar program during school year	I would fill out a Scorecard during the school year.	Grand Finale Survey for Tweens	
			% of parents indicate they would like their children to participate again	If the Summer Scorecard program is offered next summer, I would want my child to participate again.		
			% of vendors indicate they would like to participate again	If the Summer Scorecard program is offered next summer, I would: not participate, offer the same thing I offered this year, offer more than I offered this year, would only participate again if something were changed. That something is...	Vendor Post-Finale Interview	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Long Term Outcomes						
Tweens	Increased physical activity among tweens	Behavior; Stages of Change	% of tweens who have done any recreational physical activity in the past 7 days.	On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activity? 0 days 1 day 2 days 3 days 4 days 5 days 6 days 7 days	Tween Grand Finale Survey	
			% of tweens who play on sports teams.	Right now, is your child playing on any sports teams including any teams run by a school or community group? (variation of YMC C9). Yes No Don't Know	Parent Grand Finale Survey	
			% of tweens who do physical activities in after-school programs.	Not counting sports teams, right now is your child in any supervised after-school programs, including day care or after-school care? (YMC C10.) Yes No Don't Know Does your child do physical activities in the after-school programs? (YMC C10.) Yes No Don't Know	Parent Grand Finale Survey	
			% of tweens in Sarasota County who participated in the Summer Scorecard program who are still doing regular physical activity 3 months after the campaign finishes	tbd		

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Tweens	Maintained physical activity among tweens'	Behavior; Stages of Change	% of tweens in Sarasota County who participated in the Summer Scorecard program who are still doing regular physical activity 6 months after the campaign finishes	tbd		
			% of tweens in Sarasota County who participated in the Summer Scorecard program who are still doing regular physical activity 12 months after the campaign finishes	tbd		
Tweens	Reduction in negative health outcomes related to inactivity and obesity		% of tweens in Sarasota County with Type II diabetes	tbd	CHIP reports; CDC data	
			% of tweens in Sarasota County who are overweight	tbd	CHIP reports; CDC data	
			% of tweens in Sarasota County who are obese	tbd	CHIP reports; CDC data	

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Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Physical activity is incorporated into a family's daily life		# of days during average school week parents encouraged their child to do physical activities or play sports	Think about an average week during this school year. How many days of the week did you... encourage your child to do physical activities or play sports 0 - 7	Parent Questionnaire - Formative Focus Groups	YRBS & Child Questionnaire - Formative Focus Groups
			# of days during average school week parents did a physical activity or played sports with their child	Think about an average week during this school year. How many days of the week did you... do a physical activity or play sports with your child 0 - 7	Parent Questionnaire - Formative Focus Groups	YRBS & Child Questionnaire - Formative Focus Groups
			# of days during average school week parents provided transportation so their child could go to a place where he or she could do physical activities or sports	Think about an average week during this school year. How many days of the week did you... provide transportation so your child could go to a place where he or she could do physical activities or sports 0 -7	Parent Questionnaire - Formative Focus Groups	YRBS & Child Questionnaire - Formative Focus Groups
			# of days during average school week parents watched their child participate in physical activity or sport	Think about an average week during this school year... How many days of the week did you... watch your child participate in physical activity or sport 0 -7	Parent Questionnaire - Formative Focus Groups	YRBS & Child Questionnaire - Formative Focus Groups
			# of days during average school week parents told their child that physical activity is good for his or her health	Think about an average week during this school year. How many days of the week did you... tell your child that physical activity is good for his or her health 0 - 7	Parent Questionnaire - Formative Focus Groups	YRBS & Child Questionnaire - Formative Focus Groups
			See Maintained Physical Activity Among Tweens (above tween outcome)	TBD		
			# of days parent participated in physical activity for at least 10 minutes over the last 7 days.	YMC P19. On how many days, since last [day], did you do physical activities or exercise such as brisk walking, jogging, or biking for at least 10 minutes at a time?	Parent Questionnaire - Formative Focus Groups	

Appendix D

Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Parents	Incorporation of physical activity into a family's daily life	Behavior	# of days adult in household did physical activity with the child.	YMC P7. In the past 7 days, how many days did you or another adult in your household do any physical activities with [child] including things like active games, sports or other physical activities, and so forth? Please include only activities where both you and [child] were active.		
			% of parents who say they are somewhat likely or better to participate in physical activity with child in the next month.	YMC P8. Now, thinking about the next month, how likely are you to do physical activities with [child]?	Parent Grand Finale Survey	
			# of days parent participated in physical activity for at least 10 minutes over the last 7 days.	YMC P19. On how many days, since last [day], did you do physical activities or exercise such as brisk walking, jogging, or biking for at least 10 minutes at a time?	Parental activity not shown to be directly related to kids - see Trost et al. 2003	

Appendix D

Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Partners	Community partners have stake in tweens' physical activity		% of vendors who continue to offer programs to tweens after the Grand Finale	Will you continue to offer activities to 9-13 year olds in the fall when there is no Summer Scorecard program?	Vendor Post-Finale Interview	
			% of vendors who indicate they will provide free events during the fall	Will you continue to offer free or discounted activities to 9-13 year olds in the fall when there is no Summer Scorecard program?	Vendor Post-Finale Interview	
			% of vendors who indicate they will participate in another Summer Scorecard campaign	Would you participate in the Summer Scorecard if it is offered again next year? Have you changed the way your program operates because of your participating in Summer Scorecard?	Vendor Post-Finale Interview	
			Vendors' attitudes toward their ability to make a difference in the health of tweens	What impact did your involvement in the Summer Scorecard have on Sarasota County tweens? What do you think the lasting impact of the program will be?	Vendor Post-Finale Interview	
			Vendors' attitudes toward their responsibility to tweens in the community	Helping children stay healthy is the responsibility of all community members. Likert	Vendor Post-Finale Interview	
			Vendors' attitudes toward the importance of health as a concern for tweens in the community (as compared to other social issues	Please rank the following four problems facing children and teens in Sarasota County in order of importance: Poor education, Lack of Extra-Curricular activities, Poor Health, and Crime/Violence.	Vendor Post-Finale Interview	
Process	Booster activities or program offered throughout school year	Stages of Change: Maintenance; Cue to Action	# of Vendors who continue to offer activities in line with principles of Summer Scorecard	tbd		
Process	Program created that can be implemented smoothly in Sarasota and other counties	Chinman et al. (2005) - Capacity & Weiss et al. (2002) - Sustainability	TBD	tbd		

Appendix D

Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Instrument 2
Process	Future Implementation		TBD	tbd		

APPENDIX E

Instruments

Baseline Survey

BASELINE SURVEY

1. On **HOW MANY** of the last 7 days did you play a game or a sport (like running, basketball, soccer, swimming, biking, or other fun thing) for 20 MINUTES OR MORE that caused you to sweat or to breathe hard?

- | | |
|----------------------------|----------------------------|
| <input type="checkbox"/> 0 | <input type="checkbox"/> 1 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |

2. **HOW MANY** of your friends play a game or a sport (like running, basketball, soccer, swimming, biking, or other fun thing) every day?

- | | | |
|---|-------------------------------|--------------------------------------|
| <input type="checkbox"/> None or just a few | <input type="checkbox"/> Some | <input type="checkbox"/> Most or all |
|---|-------------------------------|--------------------------------------|

3. In the last 2 months, have you tried a new game or sport (rock climbing, roller blading, or other fun thing) that you've never done before?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4. Have you ever seen, read, or heard any messages or ads about **VERB™**?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

5. Have you ever seen, read, or heard any messages or ads about **VERB™ SUMMER SCORECARD?**

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

6. Have you ever seen, read, or heard any messages about a program called **BELIEVE IN ALL YOUR POSSIBILITIES?**

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

7. I am a:

- | | |
|-------------------------------|------------------------------|
| <input type="checkbox"/> Girl | <input type="checkbox"/> Boy |
|-------------------------------|------------------------------|

8. I am in:

- | | | |
|--|--|--|
| <input type="checkbox"/> 5 th grade | <input type="checkbox"/> 6 th grade | <input type="checkbox"/> 7 th grade |
|--|--|--|

Kick-Off Interview

Survey for Youth Ages 9-13
KickOff -- VERB Summer Scorecard

Interviewer(s): _____ **Date / Event:** _____

Introduction: This survey is for kids 9-13 years old. How old are you?

1. Age

- ☐ <8
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13
- ☐ 14
- ☐ >14

2. Sex

- ☐ Male
- ☐ Female

3. What is your grade this fall?

- ☐ <4th
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ >9th

4. How did you find out about the VERB Summer Scorecard Program? (**Check those that apply**)

- ☐ Radio
- ☐ Television
- ☐ Newspaper
- ☐ School video announcements
- ☐ School posters
- ☐ From a teacher
- ☐ From a friend
- ☐ From parent(s)
- ☐ From a poster in a business
- ☐ Other: _____

5. Do you have a VERB Summer Scorecard?
- ☐ Yes
 - ☐ No
6. Where did you get your VERB Summer Scorecard? (**Check those that apply**)
- ☐ At school
 - ☐ At a business
 - ☐ On the VERB Sarasota.com website
 - ☐ YMCA
 - ☐ Parks and Recreation
 - ☐ A library
 - ☐ Other _____
7. On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming, laps, fast bicycling, fast dancing, or similar aerobic activity? (**Check one**)
- ☐ 0 days
 - ☐ 1 day
 - ☐ 2 days
 - ☐ 3 days
 - ☐ 4 days
 - ☐ 5 days
 - ☐ 6 days
 - ☐ 7 days
8. Do you play on any sports teams? (Include any teams run by your school or community groups.)
- ☐ Yes
 - ☐ No

Summer Events Interview

Interview for Youth at VERB Summer Scorecard Events

Hi, My name is _____. I am talking to some of the people here to see what they think about this event. Would you be willing to answer a few questions for me? (*if yes, continue; if no, thank them and find another respondent*).

1. How old are you?
2. Have you tried a new activity at this event? Yes or No
If yes, What was the activity?
3. Have you been here before today? Yes or No
4. Will you come back here again to do (*activity*)? Yes or No
5. How did you hear about (*the event*)?
6. How did you get here today?
7. Is anyone else from your family here? Yes or No
Which member (s)? _____
8. What is your favorite thing about (*the event*)?
9. What do you think would make (*the event*) even better?
10. If this event were held in the fall after-school, would you go to it? Yes or No
11. Do you have a VERB Summer Scorecard? Yes or No
If yes, Where did you get your VERB Summer Scorecard?
 - ☐ At school
 - ☐ At a business
 - ☐ Online at www.VERBSarasota.com
 - ☐ At the YMCA
 - ☐ From a Parks and Recreation location
 - ☐ At the Library
 - ☐ Other: _____
12. Where do you go to school? _____
13. (*Observation*) Male or Female (*circle one*)
14. (*Observation*) Race/Ethnicity: African-American, Asian-American, Hispanic American, White, Other (*circle one*)

Event Code: _____
Event Date: _____

Interviewer: _____ Organization: _____

Grand Finale Event Tweens Survey

GRAND FINALE TWEENS SURVEY

Thanks for taking our survey! These questions are going to ask you about physical activity and the VERB Summer Scorecard. Please try to answer all of them, but feel free to skip one if you don't understand it or don't feel comfortable answering it. On this survey, *physical activity* means anything that you may do that makes you sweat or breathe hard like sports, biking, swimming, or dancing.

I understand that this survey will be used to find out more about what I think about VERB Summer Scorecard and physical activity. I understand that I do not have to complete the survey to take part in today's event. I understand that if I complete the survey, I will be given a raffle ticket for a chance to win a \$25 gift card.

Do you want to take the survey?

(1) **YES**, I want to take the survey.

(2) **NO**, I do not want to take the survey. (If you choose "No," do not answer any more questions. Thank you for your time.)

Please put an X in the space next to your response or fill in the blank.

1. Are you a: () Girl () Boy

2. How old are you? _____

3. What grade are you in?

- | | |
|---------------------------|---------------------------|
| () 4 th grade | () 7 th grade |
| () 5 th grade | () 8 th grade |
| () 6 th grade | () other |

4. What school do you go to? _____

5. What are the last 4 numbers in your home telephone number? _ _ _ _

6. On how many of the past **7 days** did you exercise or participate in **physical activity** for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activity?

- | | |
|------------|------------|
| () 0 days | () 4 days |
| () 1 day | () 5 days |
| () 2 days | () 6 days |
| () 3 days | () 7 days |

7. During the summer, did you try a new game or sport (rock climbing, roller blading, or other fun thing) that you've never done before?

- () Yes () No

8. Have you ever seen, read, or heard any messages or ads about VERB?

- () Yes () No

9. Have you ever seen, read, or heard any messages or ads about VERB Summer Scorecard?

- () Yes () No

10. Where have you seen, read, or heard about VERB Summer Scorecard?

- | | |
|-------------|----------------------------------|
| () School | () Radio/Newspaper/TV |
| () Friends | () YMCA /Library/Local Business |
| () Parents | () Other |
| () Events | |

11. Think about an average week during this school year, how many days of the week will you do a physical activity or play a sport?

- | | |
|------------|------------|
| () 0 days | () 4 days |
| () 1 day | () 5 days |
| () 2 days | () 6 days |
| () 3 days | () 7 days |

GRAND FINALE TWEENS SURVEY

12. Did you ride SCAT this summer? <input type="checkbox"/> Yes <input type="checkbox"/> No
13. Have you ever visited the website: www.VERBsarasota.com ? <input type="checkbox"/> Yes <input type="checkbox"/> No
14. How many Scorecards did you complete this summer? <input type="checkbox"/> 0 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 5 or more <input type="checkbox"/> 2

For the following questions, please read the statement, then put an X in the box to the right that is closest to your opinion.

15. I would like to fill out another Summer Scorecard next summer.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
16. I would fill out a Scorecard during the school year.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
17. I think I can be physically active even if it is hot or cold outside.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
18. If I did physical activities on most days it would be fun.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
19. I think I have what it takes to be physically active.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
20. If I did physical activities on most days it would help me spend more time with my friends.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
21. I think I can be physically active no matter how tired I may feel.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
22. If I did physical activities on most days it would help me make new friends.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
23. If I did physical activities on most days it would make me feel good about myself.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
24. If I did physical activities on most days it would be boring.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
25. I think I can be physically active no matter how busy my day is.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>

GRAND FINALE TWEENS SURVEY

12. Did you ride SCAT this summer? <input type="checkbox"/> Yes <input type="checkbox"/> No
13. Have you ever visited the website: www.VERBsarasota.com ? <input type="checkbox"/> Yes <input type="checkbox"/> No
14. How many Scorecards did you complete this summer? <input type="checkbox"/> 0 <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5 or more

For the following questions, please read the statement, then put an X in the box to the right that is closest to your opinion.

15. I would like to fill out another Summer Scorecard next summer.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
16. I would fill out a Scorecard during the school year.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
17. There are lots of places near where I live where I can do physical activities.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
18. My friends think that doing physical activities is important.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
19. Physical activity costs too much for me to do.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
20. I think I have what it takes to be physically active.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
21. My friends think that doing physical activities is fun.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
22. Kids my age think that doing physical activities is important	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
23. I'd rather watch TV, be on the computer or play video games than do physical activities.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
24. Kids my age think that doing physical activities is fun.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
25. There are many ways to play sports without signing up or being on a team.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
26. I can get to the places where I like to do physical activity.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
27. How many kids your age do physical activities every day?	<i>All</i>	<i>Most</i>	<i>Some</i>	<i>None</i>
28. There are lots of places near where I live where I can do physical activities.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
29. How many of your friends do physical activities every day?	<i>All</i>	<i>Most</i>	<i>Some</i>	<i>None</i>

Grand Finale Event Parents Survey

GRAND FINALE PARENTS SURVEY

Thank you for taking the time to complete our survey. Your answers will help us plan future programs like the VERB 2005 Summer Scorecard.

Most of these questions ask you to tell us about your child who participated in the VERB 2005 Summer Scorecard and her/his physical activity habits. **If you had more than one child who participated in the VERB 2005 Summer Scorecard, please answer the questions based on only one of the children.**

Also, for the purpose of this survey, *physical activity* means anything that your child may do that makes her/him sweat or breathe hard like sports, biking, swimming, or dancing.

I understand that this survey will be used to find out more about what I think about VERB Summer Scorecard and about physical activity in general. I understand that I do not have to complete the survey for my child to take part in today's event. I understand that if I complete the survey, I will be given a raffle ticket for a chance to win a \$25 gift card.

Do you want to take the survey?

- A. **YES**, I want to take the survey.
B. **NO**, I do not want to take the survey. (If you choose "No," do not answer any more questions. Thank you for your time.)

1. Are you a:

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Mother | <input type="checkbox"/> Aunt/Uncle |
| <input type="checkbox"/> Father | <input type="checkbox"/> Guardian |
| <input type="checkbox"/> Grandparent | <input type="checkbox"/> Other |

2. Are you the primary care giver? ☐ Yes ☐ No

3. Is your child a: ☐ Girl ☐ Boy

4. How old is your child? _____

5. What grade is your child in?

- | | |
|--|--|
| <input type="checkbox"/> 4 th grade | <input type="checkbox"/> 7 th grade |
| <input type="checkbox"/> 5 th grade | <input type="checkbox"/> 8 th grade |
| <input type="checkbox"/> 6 th grade | <input type="checkbox"/> other |

6. What school does your child go to? _____

7. The last 4 numbers in my home telephone number are: ____ _

8. On how many of the past 7 days did your child exercise or participate in physical activity for at least 20 minutes that made him/her sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activity?

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> 0 days | <input type="checkbox"/> 4 days |
| <input type="checkbox"/> 1 day | <input type="checkbox"/> 5 days |
| <input type="checkbox"/> 2 days | <input type="checkbox"/> 6 days |
| <input type="checkbox"/> 3 days | <input type="checkbox"/> 7 days |

9. Have you ever heard, read, or seen any messages about VERB Summer Scorecard?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

10. Did you know your child could use his/her VERB Summer Scorecard to ride Sarasota County Area Transit (SCAT) for free this summer?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

11. If the Summer Scorecard program is offered next summer, how likely are you to encourage your child to participate?

- ☐ Very Likely ☐ Somewhat Likely ☐ Somewhat Unlikely ☐ Very Unlikely

GRAND FINALE PARENTS SURVEY

12. If events like the ones offered through the Summer Scorecard were offered after school during the fall, how likely would it be that you would take your child to them?
☐ Very Likely ☐ Somewhat Likely ☐ Somewhat Unlikely ☐ Very Unlikely

13. How important is it to you that during the school year your child does physical activities in their free time like riding bikes, playing actively outside with friends, or shooting hoops?
☐ Extremely Important ☐ Somewhat Important
☐ Very Important ☐ Not Very Important

14. How confident are you that you can influence your child's involvement in activities like riding bikes, playing actively outside with friends, or shooting hoops?
☐ Extremely Confident ☐ Somewhat Confident
☐ Very Confident ☐ Not Very Confident

15. Think about an **average week during this past summer** (2005). How many days did you or another adult in your house...

a. encourage your child to do physical activities or play sports	0	1	2	3	4	5	6	7
b. do a physical activity or play sports with your child	0	1	2	3	4	5	6	7
c. provide transportation so your child could go to a place where he or she could do physical activities or sports	0	1	2	3	4	5	6	7
d. watch your child participate in physical activity or sport	0	1	2	3	4	5	6	7
e. tell your child that physical activity is good for his or her health	0	1	2	3	4	5	6	7

16. Think about an **average week during this school year**. Now that school has started and your schedule might be different how many days of the week will you or another adult in your house...

a. encourage your child to do physical activities or play sports	0	1	2	3	4	5	6	7
b. do a physical activity or play sports with your child	0	1	2	3	4	5	6	7
c. provide transportation so your child could go to a place where he or she could do physical activities or sports	0	1	2	3	4	5	6	7
d. watch your child participate in physical activity or sport	0	1	2	3	4	5	6	7
e. tell your child that physical activity is good for his or her health	0	1	2	3	4	5	6	7

Grand Finale Vendor-Volunteer Survey

**VERB 2005 Summer Scorecard Grand Finale
Vendor & Volunteer Survey**

1. What did you like most about the Grand Finale?

2. What do you think could be improved about the Grand Finale?

3. How much fun do you think the *kids* at the Grand Finale were having?

1-----2-----3-----4-----5
Not Fun at all *Having an okay time* *Having a lot of fun*

4. How much fun do you think the *parents* at the Grand Finale were having?

1-----2-----3-----4-----5
Not Fun at all *Having an okay time* *Having a lot of fun*

5. How do you feel about the time you spent putting into the Grand Finale?

1-----2-----3-----4-----5
Not Worth the Effort *Very Worth the Effort*

6. How likely are you to participate in this event again next year?

1-----2-----3-----4-----5
Not Likely at all *Very Likely*

7. How likely are you to recommend participating in this event to the following people:

	Would Recommend	Would Not Recommend
Vendors	1-----2-----3-----4-----5	
Volunteers	1-----2-----3-----4-----5	
Youth	1-----2-----3-----4-----5	
Parents	1-----2-----3-----4-----5	

8. How suitable was the location for the Grand Finale?

1-----2-----3-----4-----5
Not Suitable at all *Very Suitable*

9. Are you or is your organization a member of the Obesity Prevention Coalition of Sarasota County? ____ Yes ____ No

10. Are you a: ____ Volunteer ____ Vendor

11. Additional Comments:

Post Scorecard Survey

Thanks for taking our survey! These questions are going to ask you about physical activity and the VERB Summer Scorecard. Please try to answer all of them, but feel free to skip one if you don't understand it or don't feel comfortable answering it. **All of your answers will be kept completely private.** On this survey, *physical activity* means anything that you may do that makes you sweat or breathe hard like sports, biking, swimming, or dancing.

Please put an X in the space next to your response or fill in the blank.

1. Are you a: () Girl () Boy
2. How old are you? _____ 2a: The last four digits of your phone number are: _____
3. What grade are you in? () 6 th grade () 7 th grade () 8 th grade
4. On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activity? () 0 days () 1 day () 2 days () 3 days () 4 days () 5 days () 6 days () 7 days
5. In the last 2 months, did you try a new game or sport (rock climbing, roller blading, or other fun thing) that you've never done before? () Yes () No
6. How many of your friends play a game or a sport (like running, basketball, soccer, swimming, biking, or another fun thing) every day? () None or just a few () Some () Most or all

For the next question, "activities out of school" means anything that you do outside of school, like after school programs, clubs, summer camp, a sports team, the VERB Summer Scorecard, or programs at the YMCA, library, or church.

7. Which of these sentences best describes you? (pick one) () I'm involved in 2 or more activities out of school that I really like doing. () I'm involved in 1 activity out of school that I really like doing. () I'm involved in at least 1 activity out of school, but I haven't found one that I really like doing. () I'm not involved in any activities out of school, but I would like to be. () I'm not involved in any activities out of school, and I don't really want to be.
8. Have you ever seen, read, or heard any messages or ads about VERB? () Yes () No

9. For the following questions, please read the statement, then put an X in the box to the right that is closest to your opinion.	<i>Really Agree</i>	<i>Sort of Agree</i>	<i>Sort of Disagree</i>	<i>Really Disagree</i>
a. VERB is something in which my friends and I would want to take part.				
b. VERB is cool.				
c. VERB is fun.				
d. VERB gives me ideas of lots of different activities to do.				
e. I think I can be physically active even if it is hot or cold outside.				
f. If I did physical activities on most days it would be fun.				
g. I think I have what it takes to be physically active.				
h. If I did physical activities on most days it would help me spend more time with my friends.				
i. I think I can be physically active no matter how tired I may feel.				
j. If I did physical activities on most days it would help me make new friends.				
k. If I did physical activities on most days it would make me feel good about myself.				
l. If I did physical activities on most days it would be boring.				

10. For the following questions, please read the statement, then put an X in the box to the right that is closest to your opinion.	Really Agree	Sort of Agree	Sort of Disagree	Really Disagree
a. I think I can be physically active no matter how busy my day is.				
b. There are lots of places near where I live where I can do physical activities.				
c. My friends think that doing physical activities is important.				
d. Physical activity costs too much for me to do.				
e. My friends think that doing physical activities is fun.				
f. Kids my age think that doing physical activities is important.				
g. I'd rather watch TV, be on the computer or play video games than do physical activities.				
h. Kids my age think that doing physical activities is fun.				
i. There are many ways to play sports without signing up or being on a team.				
j. I can get to the places where I like to do physical activity.				

11. Think about an average week during this school year. How many days of the week do you do a physical activity or play a sport, NOT including PE?
☐ 0 days ☐ 1 day ☐ 2 days ☐ 3 days
☐ 4 days ☐ 5 days ☐ 6 days ☐ 7 days

12. Imagine you were going to keep track of the physical activity you did on a scorecard that could be turned in for a prize.

a. Where would be the easiest place for you to turn in your scorecard? **(pick one)**
☐ School ☐ Library ☐ Mail it in
☐ Park ☐ Other _____

b. When would you be most likely to track your physical activity on your scorecard? **(pick one)**
☐ In the summer only ☐ In the summer AND in the school year
☐ In the school year only ☐ Not at all

13. Have you ever seen, read, or heard any messages or ads about **VERB Summer Scorecard**?
☐ Yes ☐ No

Only answer the next few questions if you have heard of the VERB Summer Scorecard.

14. How much of the VERB Summer Scorecard did you fill out? **(pick one)**
☐ I did not get a VERB Summer Scorecard.
☐ I got a VERB Summer Scorecard but did not fill it out.
☐ I filled out part of one VERB Summer Scorecard.
☐ I completely filled out one VERB Summer Scorecard.
☐ I filled out more than one VERB Summer Scorecard.

15. If you filled out a VERB Summer Scorecard this year, would you fill one out again?
☐ Yes ☐ No

16. Did you turn in a VERB Summer Scorecard? **(pick one)**
☐ I turned one in this year and would turn one in again next year.
☐ I turned one in this year but would not next year.
☐ I did not turn one in this year.

17. Did you attend the VERB Summer Scorecard Grand Finale at Twin Lakes Park on August 13, 2005?
☐ Yes ☐ No

18. If you did not go to the Grand Finale, what was the main reason you didn't go? **(pick one)**
☐ I didn't know about it. ☐ I had to do something else.
☐ I didn't have a way to get there. ☐ I didn't want to go.
☐ Other _____

Follow-Up with Tweens Interview

Tween Follow-Up Focus Group Moderator's Guide

Evaluation Questions

- *What were the experiences of tweens in the VERB 2005 Summer Scorecard program?*
- *What made it a positive/negative experience for tweens?*
- *What would tweens like to see change in future programs?*
- *How do tweens explain the results of data collected on the Tween Grand Finale Survey? Specifically, what explanations do tweens provide for data that is not in line with the expected results? (Details to be added when data is analyzed and areas in question are identified)*

Introduction

- Thanks for coming.
- My name is __, and I've been asked to talk to you about your experiences with the VERB Summer Scorecard Program
- Your assistance is important.
- Focus group is like survey but more informal, like a conversation

Purpose of Project

- We're talking with people from the community about their experiences with the VERB Summer Scorecard Program to find out how we can improve the program.
- We are interested in all your ideas, comments, and suggestions.
- No right or wrong answers: want both positive and negative comments
- Please feel free to disagree with each other, respectfully of course, and ask the group questions.

Procedures

- Should last about 1 ½ hours
- Group discussion, so don't wait to be called on
- Please speak one at a time so I can get your opinions on the tape.
- We are recording so we don't leave out anything you have to say.
- Confidential
- Voluntary
- We have a lot to cover so I might change the subject or move ahead, but let me know if you want to add something. Don't let me cut you off.
- The bathrooms are _____. Feel free to get up at any time during our discussion.

Warm Up

Thanks for being here tonight. For the next hour, we are going to be talking about the activities you did this past summer. To get started, let's go around and introduce ourselves. Please tell us your first name and your favorite *physical activity*.

Raise your hand if you participated in the VERB Summer Scorecard program. [Moderator – take down number of kids who raise their hands.]

Relationship between Local Version of VERB and National Campaign

Have you ever seen, read, or heard any messages or ads about VERB?

What is VERB? What's it trying to do?

What do you think about VERB?

PROBE: Is it cool? Is it stupid? Do you like it? Why or why not?

[Moderator: Listen for mentions of VERB summer scorecard; if no mention, ask: Have there been any VERB events in Sarasota? What did you think of them?]

How did the Summer Scorecard program affect how you felt about VERB?

PROBE: More interested? More turned off? No change?

Tweens' Experiences in the Summer and with the VERB Summer Scorecard

Now I'd like for you to talk about your experiences with the VERB Summer Scorecard program.

What kinds of VERB Summer Scorecard events did you go to?

What did you like about participating in the VERB Summer Scorecard?

PROBE: What about the grand finale? Did it add anything? Is it necessary?

What didn't you like about participating in the VERB Summer Scorecard?

Formative Feedback – VERB 2005 Summer Scorecard

What would have made it easier for you to fill out your VERB Summer Scorecard?

If you could change one thing about the VERB Summer Scorecard, what would you change?

What one thing would you definitely not change about the VERB Summer Scorecard?

Time and Physical Activity

Some people your age have told us time or busy schedules make it difficult for them to do physical activities. What do you think of this?

PROBE: Is this just an excuse? Are they hearing this from parents?

What types of things are kids your age busy doing?

What can be done (other than shortening the school day) to give you more time to do physical activity?

Imagine you wanted to convince your best friend to take the time to be physically active. What would you do? What would you say?

Post Grand Finale Questions

The Sarasota County Obesity Prevention Coalition is thinking about changing the VERB Summer Scorecard program to a program that's offered year round. What do you think of this idea?

Would you participate in activities throughout the year?

Probe: What would make it easy? What would make it hard?

What could we do to keep you interested in the Scorecard program throughout the year?

Probe: How often would activities need to be "refreshed" (i.e., swapped out for new ones, new bargains, new prizes)?

What activities could we offer? Prizes?

What about filling out and turning in scorecards?

Probe: Most youth said they would fill out a Scorecard next summer but 18% of youth at the grand finale said they would **not** fill out a Scorecard during the school year. What do you make of this?

What do you think about keeping track of your physical activity on an Internet site?

Summary & Wrap Up

Do you have any other comments to add?

Thank you very much for participating in this focus group. The information you have provided has been very helpful. Don't forget to pick up your reimbursement before you leave. Thank you again for your help.

Follow-Up with Tweens Survey

TWEEN SURVEY—VSS FOLLOW UP

Thanks for taking our survey! These questions are going to ask you about physical activity and the VERB Summer Scorecard. Please try to answer all of them, but feel free to skip one if you don't understand it or don't feel comfortable answering it. ***All of your answers will be kept completely private.*** On this survey, *physical activity* means anything that you may do that makes you sweat or breathe hard like sports, biking, swimming, or dancing.

Please put an X in the space next to your response or fill in the blank.

1. Are you a: () Girl () Boy
2. How old are you? _____
3. What school do you go to? _____
4. What are the last 4 numbers in your home telephone number? _ _ _ _
5. What grade are you in?
() 6th grade () 7th grade () 8th grade
6. On how many of the past **7 days** did you exercise or participate in **physical activity** for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing or similar aerobic activity?
() 0 days () 1 day () 2 days () 3 days
() 4 days () 5 days () 6 days () 7 days
7. In the last 2 months, did you try a new game or sport (rock climbing, roller blading, or other fun thing) that you've never done before?
() Yes () No
8. How many of your friends play a game or a sport (like running, basketball, soccer, swimming, biking, or another fun thing) every day?
() None or just a few () Some () Most or all

For the next question, "activities out of school" means anything that you do outside of school, like after school programs, clubs, summer camp, a sports team, the VERB Summer Scorecard, or programs at the YMCA, library, or church.

9. Which of these sentences best describes you? (pick one)
() I'm involved in 2 or more activities out of school that I really like doing.
() I'm involved in 1 activity out of school that I really like doing.
() I'm involved in at least 1 activity out of school, but I haven't found one that I really like doing.
() I'm not involved in any activities out of school, but I would like to be.
() I'm not involved in any activities out of school, and I don't really want to be.
10. Have you ever seen, read, or heard any messages or ads about VERB?
() Yes () No
11. Only answer this question if you had seen, read, or heard messages or ads about VERB. After participating in the Summer Scorecard program, were you:
() less interested in the VERB messages you had already seen, read, or heard
() just as interested about the VERB messages you had already seen, read, or heard
() more interested about the VERB messages you had already seen, read, or heard
12. Think about an average week during this school year. How many days of the week do you do a physical activity or play a sport, NOT including PE?
() 0 days () 1 day () 2 days () 3 days
() 4 days () 5 days () 6 days () 7 days

13. Imagine you were going to keep track of the physical activity you did on a scorecard that could be turned in for a prize.

a. Where would be the easiest place for you to turn in your scorecard? **(pick one)**

- ☐ School ☐ Library ☐ Mail it in
☐ Park ☐ Other _____

b. When would you be most likely to track your physical activity on your scorecard? **(pick one)**

- ☐ During the summer ☐ During the school year
☐ Any time (summer and school year) ☐ Not at all

14. How much of the VERB Summer Scorecard did you fill out? **(pick one)**

- ☐ I did not get a VERB Summer Scorecard. (skip #15)
☐ I got a VERB Summer Scorecard but did not fill it out. (skip #15)
☐ I filled out part of one VERB Summer Scorecard. (go to #15)
☐ I completely filled out one VERB Summer Scorecard. (go to #15)
☐ I filled out more than one VERB Summer Scorecard. (go to #15)

15. If you filled out a VERB Summer Scorecard this year, would you fill one out again?

- ☐ Yes ☐ No

16. Did you turn in a VERB Summer Scorecard? **(pick one)**

- ☐ I turned one in this year and would turn one in again next year
☐ I turned one in this year but would not next year
☐ I did not turn one in this year

17. Think about how participating in Verb Summer Scorecard Program made you feel about being physically active.

Which of these sentences best describes you? **(pick one)**

- ☐ I am less excited about being physically active than I was before participating
☐ I am just as excited about being physically active as I was before participating
☐ I am more excited about being physically active than I was before participating

18. Think about how participating in Verb Summer Scorecard Program made you feel about being physically active.

Which of these sentences best describes you? **(pick one)**

- ☐ I am less physically active than I was before participating
☐ I am just as physically active as I was before participating
☐ I am more physically active than I was before participating

19. Did you attend the VERB Summer Scorecard Grand Finale at Twin Lakes Park on August 13, 2005?

- ☐ Yes (skip #20) ☐ No (go to #20)

20. If you did not go to the Grand Finale, what was the main reason you didn't go? **(pick one)**

- ☐ I didn't know about it. ☐ I had to do something else.
☐ I didn't have a way to get there. ☐ I didn't want to go.
☐ Other _____

Follow-Up with Parents Interview

Parent Focus Group Guide for Follow-Up Evaluation

Evaluation Questions

- *What were parents' experiences in the VERB 2005 Summer Scorecard program?*
- *What made it a positive/negative experience?*
- *What would parents like to see change in future programs? What do parents need?*
- *How do parents explain the results of data collected on the Parent Grand Finale Survey? Specifically, what explanations do parents provide for data that is not in line with the expected results? (Details to be added when data is analyzed and areas in question are identified)*

Introduction

- Thanks for coming.
- My name is ___, and I've been asked to talk to you about your experiences with the VERB Summer Scorecard Program
- Your assistance is important.
- Focus group is like survey but more informal, like a conversation

Purpose of Project

- We're talking with people from the community about their experiences with the VERB Summer Scorecard Program to find out how we can improve the program.
- We are interested in all your ideas, comments, and suggestions.
- No right or wrong answers: want both positive and negative comments
- Please feel free to disagree with each other, respectfully of course, and ask the group questions.

Procedures

- Should last about 1 ½ hours
- Group discussion, so don't wait to be called on
- Please speak one at a time so I can get your opinions on the tape.
- We are recording so we don't leave out anything you have to say.
- Confidential
- Voluntary
- We have a lot to cover so I might change the subject or move ahead, but let me know if you want to add something. Don't let me cut you off.
- The bathrooms are _____. Feel free to get up at any time during our discussion.

Warm Up

Thanks for being here tonight. For the next hour, we are going to be talking about the VERB Summer Scorecard. To get started, let's go around and introduce ourselves. Please tell us your first name and your favorite physical activity.

Perceptions of Obesity Prevention & Parental Needs

I'd like to hear what you have to think about overweight and obesity among Sarasota County youth.

Probe: What makes it easy for youth to attain and maintain a healthy weight?

What makes it difficult for youth to attain and maintain a healthy weight?

What should be done to address overweight/obesity among children in Sarasota County?

PROBE: Whose responsibility is it?

What can parents do?

What can schools do?

What can the community do?

What would make it easier for parents help make sure their child attains and maintains a healthy weight?

PROBE: Knowledge? Skills? Types of support from schools? Types of support from community-based agencies? Changes in Sarasota County environment?

Formative Feedback - VERB 2005 Summer Scorecard Program

Now I'd like to talk to you about the VERB 2005 Summer Scorecard Program. Tell me about your experiences with the VERB 2005 Summer Scorecard Program.

How did you hear about the program? [moderator – try to get a show of hands of how many parents found about via their children]

What did you have to do for your child to participate?

What made it easy for you to help your child participate?

What made it difficult for you to help your child participate?

Probe: Did you know that your child could've ridden the SCAT bus to some events?

How do you feel about youth riding the SCAT bus to events? Would you let yours ride alone? With a friend? If not, why not?

What did you like about the VERB 2005 Summer Scorecard Program?

What didn't you like about the VERB 2005 Summer Scorecard Program?

How can the VERB summer Scorecard Program be improved to better serve Sarasota County Parents?

PROBE: additions, subtractions, future changes, and vendors they would take their kids to

PROBE: What about the grand finale? Did it add anything? Is it necessary?

The Sarasota County Obesity Prevention Coalition is thinking about changing the VERB Summer Scorecard program to a program that's offered year round. What do you think of this idea?

Would your child to participate in activities throughout the year?

What about filling out and turning in scorecards?

What could we do to keep your child interested in the program?

How often would activities need to be "refreshed" (i.e., swapped out for new ones, new bargains, new prizes)?

Probe: What activities could we offer? Prizes?

When would be the best time to offer activities? Where's the best place?

Summary & Wrap Up

Do you have any other comments to add?

Thank you very much for participating in this focus group. The information you have provided has been very helpful. Don't forget to pick up your reimbursement before you leave. Thank you again for your help.

Follow-Up with Parents Survey

PARENT SURVEY—VSS FOLLOW UP

Most of these questions ask you to tell us about your child who participated in the VERB 2005 Summer Scorecard and her/his physical activity habits. **If you had more than one child who participated in the VERB 2005 Summer Scorecard, please answer the questions based on only the child who is participating in the youth focus group discussion.** There are no right or wrong answers.

1. What is your relationship to the child (e.g., mom, dad)? _____
2. Is your child a: Girl Boy
3. What are the last 4 numbers in your home phone number? _ _ _ _
4. How old is your child? _____
5. What grade is your child in? _____
6. What school does your child go to? _____
7. Think about an average week during this school year. How many days of the week does your child do a physical activity or play a sport, NOT including PE?

☐ 0 days ☐ 1 day ☐ 2 days ☐ 3 days
☐ 4 days ☐ 5 days ☐ 6 days ☐ 7 days

8. Think about an **average week during this school year**. How many days of the week did you or another adult in your house...

encourage your child to do physical activities or play sports	0	1	2	3	4	5	6	7
do a physical activity or play sports with your child	0	1	2	3	4	5	6	7
provide transportation (a ride) so your child could go to a place where she/he could do physical activities or sports	0	1	2	3	4	5	6	7
watch your child participate in physical activity or sport	0	1	2	3	4	5	6	7
tell your child that physical activity is good for her/his health	0	1	2	3	4	5	6	7

9. Think about how participating in Verb Summer Scorecard Program made your child feel about being physically active. Which of these sentences best describes your child? (**pick one**)
 - ☐ My child is less excited about being physically active than before participating
 - ☐ My child is just as excited about being physically active as before participating
 - ☐ My child is more excited about being physically active than before participating
10. Think about how participating in Verb Summer Scorecard Program made your child feel about being physically active. Which of these sentences best describes your child? (**pick one**)
 - ☐ My child is less physically active than before participating
 - ☐ My child is just as physically active as before participating
 - ☐ My child is more physically active than before participating

Please complete the following sentences:

11. The most important thing my community could do to help me help my child be physically active is: _____.
12. The most important thing my child's school could do to help me help my child be physically active is: _____.
13. Please list two local businesses/organizations you would like to have offer free or reduced [physical] activities for youth: _____

Partner Phone Interview

Hi, My name is _____. I'm calling on behalf of the Obesity Prevention Coalition and the VERB Summer Scorecard. I'd like to talk to you for about ____ minutes to learn a more about your experience with the Summer Scorecard program. Would you be willing to answer my questions? If yes, Thanks and continue.

In a word or two, please describe your experience participating in the VERB Summer Scorecard.

What service did you offer as part of the summer scorecard?

Probe: deal/discount, free event, or prize for grand finale

Did you post a sign at the beginning of the summer? Is it still hanging?

What impact did your involvement in the Summer Scorecard have on Sarasota County tweens?

Think about your participation in the VERB Summer Scorecard Program. How did your participation in the Summer Scorecard change the way your business operates?

Probe: What information or knowledge did you need to participate?

Probe: What skills did you need to participate?

Probe: What resources (e.g., person power, funding, time, expertise, etc.) were needed to participate?

Think about all of the ways in which you participated in the VERB Summer Scorecard Program – both minor details and major activities.

How much time did you or your staff members spend (total) participating in the Summer Scorecard Program?

How many staff members participated in the Summer Scorecard Program? How often out of the normal work week did they devote time to participating in the program?

How do you think the Summer Scorecard will impact Sarasota County tweens in the long run?

Based on your experiences with the VERB Summer Scorecard Program, should it be continued in Sarasota County? If yes, what will it take to continue the VERB Summer Scorecard Program?

Probe: What types of technical assistance or support would make it easier to participate?

Probe: What resources – if available - would make it easier to participate?

Will you continue to offer activities to 9-13 year olds in the fall when there is no Summer Scorecard program? If yes, what will you offer?

Will you continue to offer free or discounted activities to 9-13 year olds in the fall when there is no Summer Scorecard program? If yes, what will you offer?

What is the most important thing the Sarasota County Obesity Coalition could do to encourage your continued commitment to participating in the VERB Summer Scorecard Program?

Please choose the response that most accurately reflects your opinion.

Helping children reach and keep a healthy weight is the responsibility of all community members. Strongly Disagree Disagree Neither Agree nor Disagree Agree
Strongly Agree

My organization/business has the power to help children reach and keep a healthy weight.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

If the Summer Scorecard program is offered next summer, I would:

not participate,
offer the same thing I offered this year,
offer more than I offered this year,
would only participate again if something were changed. That something is...

What do you think are the two most serious issues facing children and teens in Sarasota County?

Education
Things for kids to do when they are not in school
Health
Obesity
Crime/Violence
Tobacco Use
Alcohol Use
Other: _____

Wilder Collaboration Inventory

The Wilder Collaboration Factors Inventory

Instructions:

1. Read each item.
2. Circle the number that indicates how much you agree or disagree with each item.
3. Do not skip any items.
4. Return your form as instructed by your group facilitator.

"Don't know" -- If you feel you don't know how to answer an item, or that you don't have an opinion, circle the "neutral" response, the number 3.

Opinion falls "in between two numbers" -- If you feel that your opinion lies in between two numbers, pick the lower of the two. Do not put a mark in between the two numbers; and do not circle both of them. For example, if you feel your opinion lies between 1 and 2, circle the 1.

		Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
1	Agencies in our community have a history of working together.	1	2	3	4	5
2	Trying to solve problems through collaboration has been common in this community. It's been done a lot before.	1	2	3	4	5
3	Leaders in this community who are not part of our collaborative group seem hopeful about what we can accomplish.	1	2	3	4	5
4	Others (in this community) who are not part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.	1	2	3	4	5
5	The political and social climate seems to be "right" for starting a collaborative project like this one.	1	2	3	4	5
6	The time is right for this collaborative project.	1	2	3	4	5
7	People involved in our collaboration always trust one another.	1	2	3	4	5
8	I have a lot of respect for the other people involved in this collaboration.	1	2	3	4	5

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral, No Opinion</i>	<i>Agree</i>	<i>Strongly Agree</i>
9	The people involved in our collaboration represent a cross section of those who have a stake in what we are trying to accomplish.	1	2	3	4	5
10	All of the organizations that we need to be members of this collaborative group have become members of the group.	1	2	3	4	5
11	My organization will benefit from being involved in this collaboration.	1	2	3	4	5
12	People involved in our collaboration are willing to compromise on important aspects of our project.	1	2	3	4	5
13	The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.	1	2	3	4	5
14	Everyone who is a member of our collaborative group wants this project to succeed.	1	2	3	4	5
15	The level of commitment among the collaboration participants is high.	1	2	3	4	5
16	When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	1	2	3	4	5
17	Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.	1	2	3	4	5
18	There is a lot of flexibility when decisions are made; people are open to discussing different options.	1	2	3	4	5
19	People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.	1	2	3	4	5

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral, No Opinion</i>	<i>Agree</i>	<i>Strongly Agree</i>
20	People in this collaborative group have a clear sense of their roles and responsibilities.	1	2	3	4	5
21	There is a clear process for making decisions among partners in this collaboration.	1	2	3	4	5
22	This collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	1	2	3	4	5
23	This group has the ability to survive even if it had to make major changes in its plan or add some new members in order to reach its goals.	1	2	3	4	5
24	This collaborative group has tried to take on the right amount of work at the right pace.	1	2	3	4	5
25	We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	1	2	3	4	5
26	People in this collaboration communicate openly with one another.	1	2	3	4	5
27	I am informed as often as I should be about what goes on in the collaboration.	1	2	3	4	5
28	The people who lead this collaborative group communicate well with the members.	1	2	3	4	5
29	Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	1	2	3	4	5
30	I personally have informal conversations about the project with others who are involved in this collaborative group.	1	2	3	4	5

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral, No Opinion</i>	<i>Agree</i>	<i>Strongly Agree</i>
31	I have a clear understanding of what our collaboration is trying to accomplish.	1	2	3	4	5
32	People in our collaborative group know and understand our goals.	1	2	3	4	5
33	People in our collaborative group have established resonable goals.	1	2	3	4	5
34	The people in this collaborative group are dedicated to the idea that we can make this projec work.	1	2	3	4	5
35	My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others.	1	2	3	4	5
36	What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.	1	2	3	4	5
37	No other organization in the community is trying to do exactly what we are trying to do.	1	2	3	4	5
38	Our collaborative group has adequate funds to do what it wants to accomplish.	1	2	3	4	5
39	Our collaborative group has adequate "people power" to do what it wants to accomplish.	1	2	3	4	5
40	The people in leadership positions for this collaboration have good skills for working with other people and organizations.	1	2	3	4	5

APPENDIX F
Coding Framework for Capacity Evaluation

Appendix F
VSS Capacity Piece:
Initial Coding Template

Community

- Level of involvement (length of time, attendance frequency, contributions)
- Range of involvement (i.e., diversity of organizations involved)
- Participation in specific activities
- Maintenance of connections among people and institutions (see sustainability table)
- Commitment to continue work started or supported under the initiative

Knowledge & Skills

- Knowledge required for program delivery
- Consensus building
- Goal setting
- Problem solving
- Ability to implement program (efficiently)
- Ability to locate and allocate resources, funding
- Leadership – program champion

Resources

- Funding
- People power (staffing)
- Time
- Equipment
- Materials
- Expertise
- Technical assistance
- Organizational support

Power

- Shared vision
- Sense of ownership
- Strengths and barriers
- Perceived ability to affect change/address problem

NOTES:

1. This coding template will guide analysis of data obtained from vendor interviews, executive committee interviews, and field notes. Results from the *Wilder Collaboration Factors Inventory* will be used to supplement the qualitative data obtained from interviews and field notes.
2. Within each major code, the analysis team will search for initial implementation requirements and sustainability requirements.
3. The initial template was developed using delineations of capacity discussed in Chinman, Hannah, Wandersman, Ebener, Hunter, Imm, and Sheldon (2005) and sustainability discussed in Weiss, Coffman, and Bohan-Baker (2002).
4. The initial template may be expanded to include codes that emerge from the data.

APPENDIX G

Overview of Capacity Component

Appendix G

VERB Summer Scorecard Program – Capacity Evaluation Component

Purpose & Questions

The primary purpose of this study is to evaluate the capacity needed to implement and sustain the VERB Summer Scorecard Program in Sarasota County. Two questions will guide this evaluation:

1. What capacities were required to implement the VERB Summer Scorecard Program in Sarasota County?
2. What are capacity-related needs for sustaining the VERB Summer Scorecard Program in Sarasota County?

Table 1 provides an overview of the Capacity Component of the overarching program evaluation, including outcomes addressed, theoretical foundations, indicators assessed, questions used to assess each indicator, instrumentation, and sources of information.

Sources/Participants

Sources of information for this evaluation component include:

- key informants (n=10 interview participants; n = 11 inventory respondents),
- 13 vendors, and
- field notes (n = 3) and program documentation (e.g., emails) collected since program inception.

Methods

Major data collection activities will include:

- administration of the *Wilder Collaboration Factors Inventory* to Sarasota County Obesity Prevention Coalition members during a regularly scheduled meeting (n=11).
- telephone interviews with members of the Sarasota County Obesity Prevention Coalition executive committee and vendors who participated in the program (n=10).
- secondary analysis of FPRC field notes and program implementation documents.

Analysis

A template analysis plan with multiple coders and an initial coding template (see p. 6) will be used to analyze data obtained from interviews and field notes. Partial transcripts of interviews will be entered into a Microsoft Word table that can be sorted by participant ID number or question. Field notes will be organized and distributed to evaluation team members using Microsoft Word. Evaluation team members will review data from each method and conduct preliminary independent coding. Evaluation team members will meet to discuss necessary additions or revisions to the template. A second round of independent coding will be conducted. Evaluation team members will meet to discuss coding results and reconcile coding differences. Analysis results will be synthesized for each method. Results across methods will be compared and contrasted, and a summary report will be developed.

Inventory responses will be entered into a Microsoft Excel spreadsheet. Descriptive statistics will be calculated for each item, and scale scores will be created for each scale using the formula detailed in *Collaboration: What Makes it Work*.

Graduate assistants involved in the implementation of the program but not in the capacity evaluation analysis process will review analysis results and provided interpretation and verification support. In addition, coalition members will be provided with multiple opportunities to assist with interpretation and verification.

Products/Deliverables

Progress reports will be delivered at regularly scheduled Obesity Prevention Coalition meetings. A final summary report will be developed and provided to key stakeholders in February 2006. In addition, the results of this evaluation will be used to complete the *VERB Summer Scorecard Program Capacity Tables* (see pp. 7 - 8), including capacities required to implement and sustain the program. These tables include space for coalition members to record program planning implications or suggestions that emerge when discussing the report and tables. These tables will be provided to the Sarasota County Obesity Prevention Coalition and will be included in the 'tool kit' distributed to other counties interested in implementing the VERB Summer Scorecard Program.

Timeline

Table 2 (p. 9) provides a summary of tasks, persons responsible, and times specific to each major task associated with the capacity component of the VERB Summer Scorecard Evaluation.

Table 1: Long-term Outcome (Expanded from VERB.Outcomes.Indicators Excel File)

Data Type	Outcome	Theoretical Construct	Indicator	Questions	Instrument	Other Sources
Process	Program created that can be implemented smoothly in Sarasota and other counties	Chinman et al. (2005) - Capacity & Weiss et al. (2002) - Sustainability	<i>Community</i> capacity required to implement and sustain program	What <u>aspects</u> of the coalition (e.g., participation and involvement, leadership, connections among people and institutions, etc.) affected the implementation of the VERB Summer Scorecard Program in Sarasota County? What aspects made it <u>easy</u> to implement? What aspects made it <u>difficult</u> to implement?	Telephone Interview Guide – Executive Committee Members	Field Notes & Program Documentation
				Items 9-10, 13-17	The Wilder Collaboration Factors Inventory	
				Think about all of the ways in which you participated in the VERB Summer Scorecard Program – both minor details and major activities. How much time did you or your staff members spend (total) participating in the Summer Scorecard Program? How many staff members participated in the Summer Scorecard Program? How often out of the normal work week did they devote time to participating in the program? What is the most important thing the Sarasota County Obesity Coalition could do to encourage your continued commitment to participating in the VERB Summer Scorecard Program?	Vendor Survey	
			<i>Knowledge and skills</i> required to implement and sustain program	What <u>information</u> or <u>knowledge</u> was needed to implement the VERB Summer Scorecard Program? What <u>skills</u> were needed to implement the VERB Summer Scorecard Program? What types of <u>technical assistance</u> or	Telephone Interview Guide – Executive Committee Members	Field Notes & Program Documentation

				support would have made it easier to implement the VERB Summer Scorecard Program?		
				Items 12, 20, 21, 24, 25, 26-33, 40	The Wilder Collaboration Factors Inventory	
				Probe: What <u>information or knowledge</u> did you need to participate? Probe: What <u>skills</u> did you need to participate? Probe: What types of <u>technical assistance or support</u> would make it easier to participate?	Vendor Survey	
			Resources required to implement and sustain program	What <u>resources</u> (e.g., person power, funding, time, expertise, etc.) were needed to implement the VERB Summer Scorecard Program? What resources – if available - would have <u>made it easier</u> to implement the VERB Summer Scorecard Program?	Telephone Interview Guide – Executive Committee Members	Field Notes & Program Documentation
				Items 1, 2, 18,19, 22, 23, 38, 39	The Wilder Collaboration Factors Inventory	
				Probe: What <u>resources</u> (e.g., person power, funding, time, expertise, etc.) were needed to participate? Probe: What resources – if available - would <u>make it easier</u> to participate?	Vendor Survey	
			Power required initially and to sustain program	What were the <u>strongest</u> aspects of the VERB Summer Scorecard Program in Sarasota County? What were the <u>weakest</u> aspects? What effect, if any, do you think the program had on physical activity among Sarasota County youth? What does this say about the coalitions' ability to affect change? To what extent does Sarasota County (program stakeholders) feel a <u>sense</u>	Telephone Interview Guide – Executive Committee Members	Field Notes & Program Documentation

				of ownership of the VERB Summer Scorecard Program? Explain. What are some ways the coalition could maintain commitment to continue the VERB Summer Scorecard Program?		
				Items 3-6, 11, 34-37	The Wilder Collaboration Factors Inventory	
				My organization/business has the power to help children reach and keep a healthy weight. Likert	Vendor Survey	
Process	Future Implementation	Weiss et al. (2002) - Sustainability	Belief that Program Should be Sustained	Based on your experiences with the VERB Summer Scorecard Program, should it be sustained in Sarasota County? What will have to happen, if anything, to sustain the VERB Summer Scorecard Program in Sarasota County?	Telephone Interview Guide – Executive Committee Members	Vendor Survey
			Implementation in Summer 06 and so on	N/A		

VSS Capacity Piece:

Initial Coding Template

Community

- Level of involvement (length of time, attendance frequency, contributions)
- Range of involvement (i.e., diversity of organizations involved)
- Participation in specific activities
- Maintenance of connections among people and institutions (see sustainability table)
- Commitment to continue work started or supported under the initiative

Knowledge & Skills

- Knowledge required for program delivery
- Consensus building
- Goal setting
- Problem solving
- Ability to implement program (efficiently)
- Ability to locate and allocate resources, funding
- Leadership – program champion

Resources

- Funding
- People power (staffing)
- Time
- Equipment
- Materials
- Expertise
- Technical assistance
- Organizational support

Power

- Shared vision
- Sense of ownership
- Strengths and barriers
- Perceived ability to affect change/address problem

NOTES:

1. This coding template will guide analysis of data obtained from vendor interviews, executive committee interviews, and field notes. Results from the *Wilder Collaboration Factors Inventory* will be used to supplement the qualitative data obtained from interviews and field notes.
2. Within each major code, the analysis team will search for initial implementation requirements and sustainability requirements.
3. The initial template was developed using delineations of capacity discussed in Chinman, Hannah, Wandersman, Ebener, Hunter, Imm, and Sheldon (2005) and sustainability discussed in Weiss, Coffman, and Bohan-Baker (2002).
4. The initial template may be expanded to include codes that emerge from the data.

Sarasota County VERB Summer Scorecard Program:

Capacity Evaluation Summary Tables

Capacity Table 1: *Community*

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Level of involvement (length of time, attendance frequency, contributions)			
Range of involvement (i.e., diversity of organizations involved)			
Participation in specific activities			
Maintenance of connections among people and institutions			
Commitment to continue work started or supported under the initiative			

Capacity Table 2: *Skills*

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Knowledge required for program delivery			
Consensus building			
Goal setting			
Problem solving			
Ability to implement program (efficiently)			
Ability to locate resources, funding			
Leadership – program champion			

Sarasota County VERB Summer Scorecard Program:

Capacity Evaluation Summary Tables

Capacity Table 3: *Resources*

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Funding			
People power (staffing)			
Time			
Equipment			
Materials			
Expertise			
Technical assistance			
Organizational support			

Capacity Table 4: *Power*

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Shared vision			
Sense of ownership			
Strengths and barriers			
Perceived ability to affect change/address problem			

Table 2: Capacity Evaluation Component Task/Person/Time Organizer

Task	Person	Timeframe
Design Capacity Evaluation Component	Alfonso and team	Summer 05
Instrumentation	Alfonso and team	Summer 05
IRB approval	Alfonso and team	Summer 05
Telephone interviews with executive committee members	Alfonso	Aug/Sept 05
Creation of summary table of executive committee interview responses	Alfonso	Sept 05
Telephone interviews with vendors	Pitt-Barnes & Alfonso	Sept 05
Creation of summary table of vendor interview responses (5 capacity items)	Alfonso	Oct 05
Organization and dissemination of field notes	Nickelson	Oct 05
Administration of Wilder Collaboration Factors Inventory	Alfonso	Sept 05
Entry and analysis of inventory data	Alfonso	Oct 05
Delivery of brief inventory report to coalition	Alfonso	Oct 05
Overall analysis	Team	Oct/Dec 05
Product development and dissemination	Team	Dec/Jan 05/06
Dissemination of products	Team	Feb 06
Verification and feedback	Obesity Prevention Coalition	Feb 06
Revision and Finalization of products	Team	Feb 06

APPENDIX H
Aspects of Coalition Capacity

Appendix H

Aspects of Coalition Capacity: Facilitators and Barriers to Program Implementation

<i>Aspect Of Coalition Capacity</i>	<i>Facilitator</i>	<i>Barrier</i>
Community	<ul style="list-style-type: none"> ❖ Had people from various demographic regions of the county ❖ Connections of major organizations ❖ Partners had much influence in the community ❖ School board allowed coalition to distribute the scorecards just before school ended. ❖ Coalition is a great network, not like starting from scratch ❖ Everyone's willingness to participate. 	<ul style="list-style-type: none"> ❖ Coalition members spread too thin ❖ Could have used more community involvement. ❖ Lack of representation of target audience on the coalition ❖ More active role needed in recruiting additional partners ❖ "Most" vendors did not recruit youth at their sites
Skills		
Leadership	<ul style="list-style-type: none"> ❖ Leadership was good ❖ Had a strong players in the coalition committed to making this happen ❖ Ended up it was a small group of people that came through. 	<ul style="list-style-type: none"> ❖ Only a couple of agencies took the lead ❖ Too many leaders and not enough workers ❖ Lack of lead person to follow through and monitor progress (action steps)I
Organization		<ul style="list-style-type: none"> ❖ a loosely organized coalition may have made it difficult to coordinate and organize the activities ❖ was not organized structurally to have responsibilities or clear roles
Knowledge and understanding	<ul style="list-style-type: none"> ❖ Community ❖ Vendors ❖ Social marketing 	<ul style="list-style-type: none"> ❖ First year program – did not know what to expect
Problem Solving/Ability to Implement Program		<ul style="list-style-type: none"> ❖ Difficulty turning ideas into reality
Communication	<ul style="list-style-type: none"> ❖ Email and other means made communication very available ❖ People were talking with each other. ❖ Health department provided information to the coalition ❖ Went through a process to build consensus. 	<ul style="list-style-type: none"> ❖ Needed earlier and more communication with vendors ❖ Being in separate agencies made it difficult to keep track of who was supposed to do what. ❖ A lot of miscommunication and misinformation, not really listening

<i>Aspect Of Coalition Capacity</i>	<i>Facilitator</i>	<i>Barrier</i>
Resources "Worker bees"		<ul style="list-style-type: none"> ❖ More people that were committed to being worker bees to help make some of the stuff happen would ease the burden. ❖ Some members may not have "gone far out of their way to make sure things happened"
Funding		<ul style="list-style-type: none"> ❖ No funding for staff, phone line, advertising, receptionists, one person to take this task on.
Time	<ul style="list-style-type: none"> ❖ Participation and willingness to donate give aways and I felt like they were giving as much time as they had. 	<ul style="list-style-type: none"> ❖ Reliance on borrowed time ❖ Required attendance at several meetings and volunteer work ❖ More time to implement ❖ Research process slowed the planning and implementation process down
Expertise & Technical Assistance	<ul style="list-style-type: none"> ❖ Working with USF and having them show us what was happening in Kentucky sealed what we wanted to do here in Sarasota. 	<ul style="list-style-type: none"> ❖ The research that was to be done slowed the implementation process down. Research did not change much of what we were planning.
Power	<ul style="list-style-type: none"> ❖ Came together around a project and now looking at broader campaign because of 'test run'. ❖ United group that wanted to make a difference on the topic. Didn't have to convince anyone of need. ❖ It was that unified kind of vision that made it easy to move forward - had a goal. 	

APPENDIX I
Capacity Evaluation Summary Tables

Community

Appendix I
Sarasota County VERB Summer Scorecard Program:
Capacity Evaluation Summary Tables

Capacity Table 1: Community

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Commitment to continue work started or supported under the initiative	Most coalition members and vendors stated the VSS should be continued Most vendors interviewed stated they would continue to offer free or low cost physical activities to youth	There was a need for more "worker bees" – people to do day-to-day activities	
Level of involvement (length of time, attendance frequency, contributions)	Varied across agencies with a few agencies bearing the weight of implementation tasks Agencies involved in kick off and Grand Finale were the most involved	Greater involvement across agencies represented on the coalition	
Maintenance of connections among people and institutions	Few coalition members communicated with vendors	More and ongoing contact with vendors Coalition members need to be able to "sell" the program to vendors	
Participation in specific activities	Many coalition members assisted with program planning	More participation and follow through is needed from more coalition members, especially activities "on the ground"	
Range of involvement (i.e., diversity of organizations involved)	Key players in the community were involved	Greater community involvement was desired	

Knowledge and Skills

Capacity Table 2: Knowledge & Skills

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Ability to implement program (efficiently)	Handling media Obtaining and retaining vendor involvement Public service skills		
Ability to locate resources, funding	Finding people to help How to work with system serving youth Locating equipment for physical activity (e.g., jump ropes for the library)	Additional sources of funding and resources	
Communication	People skills Diplomacy Ability to sell program to others Ability to explain the program to vendors "from the heart"	More and ongoing communication with vendors More communication of program goals to tweens in the schools	
Consensus building	Collaboration Being a team player		
Fund raising	Getting sponsorships Interacting with the business community		
Goal setting	Identifying coalition goals Identifying program goals	Timing considerations Individual roles and responsibilities	
Knowledge required for program delivery	Successful community example Social marketing (especially audience segmentation) Program theory (logic model) Costs Community Key players in the community Coalition commitment VERB at National Level Individual's strengths and skills		

	What to expect from vendors and hosting locations		
Leadership – program champion	Limited number of agencies Motivation Energy Enthusiasm	Need fewer leaders and more “worker bees”	
Networking & Recruitment	Businesses/vendors Youth (e.g., youth at risk) Coalition members	Need to recruit broader base of community coalition participation, including parents, youth, and businesses	
Organization	Event planning and coordination Youth board		
Problem solving	Making materials youth-friendly Brainstorming problems that might occur at events (e.g., space constraints, handling parents, supervising youth) Flexibility	Improving award distribution system for Grand Finale and other events	
Social marketing	Formative research - youth and parents Evaluation Promotion (e.g., high school PSA)	Formative research with parents	
Technical skills	Web site development Graphic artist Printing	Webmaster to maintain site	
Training	Youth researchers Vendors		

Resources

Capacity Table 3: Resources

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Belief/enthusiasm/team spirit	Belief in the program and ability to spread enthusiasm to others		
Commitment	Vendors Youth board Coalition members	More active youth board – need someone committed to working with youth over the course of program	
Communication	Frequent and regular communication Use of meetings, emails, calls and so on High school youth	More and ongoing communication with vendors More communication of program goals to tweens in the schools	
Equipment	Printing Physical activity (e.g., jump ropes)		
Expertise	Graphics and printing Social marketing Evaluation	More formative research from parents More and earlier outcome evaluation data	
Funding	\$65,253 not including donations and in-kind see Budget (appendix J of this report)	“more” – exact amount TBD Less complicated funding system	
Knowledge	Of the community Of youth and families		
Leadership/program champion		Community spokesperson Youth Board – high school youth promote to tweens	
Materials	Promotional Scorecard Posters for vendors Stickers for vendors Give aways	More give aways and prizes for youth More stickers for vendors – some ran out Sign-in sheets for vendors’ use may be helpful	

Media coverage		Marketing – earlier and more Utilize high schools	
Organizational support	Major organizations in the community represented on the coalition	Broader program implementation based (i.e., collaboration with summer programs) Greater buy-in from community vendors and schools	
People power (staffing)	Sarasota County Health Department and Parks and Recreation Staff provided most person power High school PSA development	More equal distribution of labor across coalition members/agencies Dedicated staff person Evaluation committee comprised of coalition and community members	
Place for events	Facilities for holding events were key to offering free or low cost activities	Combining the program with existing programs, such as beach runs and summer camps Consider nontraditional locations for physical activity such as libraries More events needed closer to south county	
Support	Lexington's notebook and one- on-one contact Secretarial		
Technical assistance	Web site Graphics	Use vendor training guide Having a webmaster	
Time	Coalition members – “tremendous amount of person hours”	More start-up time More devoted time for some members	
Transportation	SCAT bus availability	Functional in the evenings for events Hold events where youth already are	
Working relationships	Youth serving organizations Schools Universities Community partners	More free events Promotion of program in summer camps	

Power

Capacity Table 4: Power

Capacity Assessment Dimension	Implementation Requirements	Sustainability Requirements	Program Planning Implications
Groundwork	Pilot laid the groundwork for community-based obesity prevention in Sarasota County	Build on success; learn from evaluation results and experiences	
Media		Need more media coverage to influence community	
Perceived ability to affect change/address problem	Medium to strong on part of coalition members and vendors	Share evaluation results with vendors – some doubt as to their impact on outcomes	
Program Champion		Need someone to champion or be a spokesperson for program	
Reaching the target audience	Power to reach those at risk for obesity	Improved tactics for reaching those youth who are not already physically active	
Sense of ownership	At least of individual agencies – depended on level of involvement, which varied across agencies and individuals	More buy-in across coalition members and community (e.g., youth, parents, community members), especially involvement in field work (e.g., evaluation activities)	
Shared vision	Strong desire to address obesity in Sarasota County	Processing meeting to assess evaluation results and agree upon program modifications	
Strengths and barriers	Designation of coalition partners' responsibilities See Table X	System for follow through and responsibility To build on strengths and weaknesses summarized in Table X	

APPENDIX J
Wilder Collaboration Inventory Results

Appendix J

Wilder Inventory Results

Scale	Item	Response Frequency					Mean	SD
		SD	D	N	A	SA		
History of collaboration or cooperation in the community	1. Agencies in our community have a history of working together.	0	0	0	7	4	4.36	.50
	2. Trying to solve problems through collaboration has been common in this community. It's been done a lot before.	0	0	1	5	5	4.36	.67
Collaborative group seen as a legitimate leader in the community	3. Leaders in this community who are not part of our collaborative group seem hopeful about what we can accomplish.	0	0	7	2	2	3.55	.82
	4. Others (in this community) who are not part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.	0	0	2	8	1	3.91	.54
Favorable political and social climate	5. The political and social climate seems to be "right" for starting a collaborative project like this one.	0	0	0	7	4	4.36	.50
	6. The time is right for this collaborative project.	0	0	1	6	4	4.27	.65
Mutual respect, understanding, and trust	7. People involved in our collaboration always trust one another.	0	0	3	7	1	3.82	.60
	8. I have a lot of respect for the other people involved in this collaboration.	0	0	0	5	6	4.55	.52
Appropriate cross section of members	9. The people involved in our collaboration represent a cross section of those who have a stake in what we are trying to accomplish.	0	2	0	7	2	3.82	.98
	10. All of the organizations that we need to be members of this collaborative group have become members of the group.	0	8	1	2	0	2.45	.82
Members see collaboration as in their self-interest	11. My organization will benefit from being involved in this collaboration.	0	0	1	3	7	4.55	.69
Ability to compromise	12. People involved in our collaboration are willing to compromise on important aspects of our project.	0	0	1	9	1	4.00	.45
Members share a stake in both process and outcome	13. The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.	0	3	3	5	0	3.18	.87
	14. Everyone who is a member of our collaborative group wants this project to succeed.	0	0	0	6	5	4.45	.52
	15. The level of commitment among the collaboration participants is high.	0	2	1	7	1	3.64	.92

Scale	Item	Response Frequency					Mean	SD
		SD	D	N	A	SA		
Multiple layers of participation	16. When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	0	2	2	6	1	3.55	.93
	17. Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.	0	3	2	6	0	3.27	.90
Flexibility	18. There is a lot of flexibility when decisions are made; people are open to discussing different options.	0	0	0	9	2	4.18	.40
	19. People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.	0	0	0	9	2	4.18	.40
Development of clear roles and policy guidelines	20. People in this collaborative group have a clear sense of their roles and responsibilities.	0	4	2	5	0	3.09	.94
	21. There is a clear process for making decisions among partners in this collaboration.	0	1	2	8	0	3.64	.67
Adaptability	22. This collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	0	0	3	7	1	3.82	.60
	23. This group has the ability to survive even if it had to make major changes in its plan or add some new members in order to reach its goals.	0	0	1	9	1	4.00	.45
Appropriate pace of development	24. This collaborative group has tried to take on the right amount of work at the right pace.	0	0	3	7	1	3.82	.60
	25. We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	0	3	1	6	1	3.45	1.04
Open and frequent communication	26. People in this collaboration communicate openly with one another.	0	0	1	8	2	4.09	.54
	27. I am informed as often as I should be about what goes on in the collaboration.	0	0	1	9	1	4.00	.45
	28. The people who lead this collaborative group communicate well with the members.	0	0	1	8	2	4.09	.54
Established informal relationships and communication links	29. Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	0	0	0	9	2	4.18	.40
	30. I personally have informal conversations about the project with others who are involved in this collaborative group.	0	0	1	7	3	4.18	.60

**Sarasota County Obesity Prevention Coalition:
Collaboration Assessment Results (Wilder Inventory)**

Factor	Item	Mean	SD
History of collaboration or cooperation in the community	1. Agencies in our community have a history of working together.	4.36	.55
	2. Trying to solve problems through collaboration has been common in this community. It's been done a lot before.		
Collaborative group seen as a legitimate leader in the community	3. Leaders in this community who are not part of our collaborative group seem hopeful about what we can accomplish.	3.73	.52
	4. Others (in this community) who are not part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.		
Favorable political and social climate	5. The political and social climate seems to be "right" for starting a collaborative project like this one.	4.32	.56
	6. The time is right for this collaborative project.		
Mutual respect, understanding, and trust	7. People involved in our collaboration always trust one another.	4.18	.46
	8. I have a lot of respect for the other people involved in this collaboration.		
Appropriate cross section of members	9. The people involved in our collaboration represent a cross section of those who have a stake in what we are trying to accomplish.	3.14	.74
	10. All of the organizations that we need to be members of this collaborative group have become members of the group.		
Members see collaboration as in their self-interest	11. My organization will benefit from being involved in this collaboration.	4.55	.69
Ability to compromise	12. People involved in our collaboration are willing to compromise on important aspects of our project.	4.00	.45
Members share a stake in both process and outcome	13. The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.	3.76	.65
	14. Everyone who is a member of our collaborative group wants this project to succeed.		
	15. The level of commitment among the collaboration participants is high.		
Multiple layers of participation	16. When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	3.41	.66
	17. Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.		
Flexibility	18. There is a lot of flexibility when decisions are made; people are open to discussing different options.	4.18	.34
	19. People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.		
Development of clear roles and policy guidelines	20. People in this collaborative group have a clear sense of their roles and responsibilities.	3.36	.71
	21. There is a clear process for making decisions among partners in this collaboration.		

Green = Strength

Tan = Borderline

Yellow = Concern

**Sarasota County Obesity Prevention Coalition:
Collaboration Assessment Results (Wilder Inventory)**

Factor	Item	Mean	SD
Adaptability	22. This collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	3.91	.44
	23. This group has the ability to survive even if it had to make major changes in its plan or add some new members in order to reach its goals.		
Appropriate pace of development	24. This collaborative group has tried to take on the right amount of work at the right pace.	3.64	.63
	25. We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.		
Open and frequent communication	26. People in this collaboration communicate openly with one another.	4.06	.36
	27. I am informed as often as I should be about what goes on in the collaboration.		
	28. The people who lead this collaborative group communicate well with the members.		
Established informal relationships and communication links	29. Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	4.18	.46
	30. I personally have informal conversations about the project with others who are involved in this collaborative group.		
Concrete, attainable goals and objectives	31. I have a clear understanding of what our collaboration is trying to accomplish.	4.06	.36
	32. People in our collaborative group know and understand our goals.		
	33. People in our collaborative group have established reasonable goals.		
Shared vision	34. The people in this collaborative group are dedicated to the idea that we can make this project work.	4.09	.49
	35. My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others.		
Unique purpose	36. What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.	4.45	.65
	37. No other organization in the community is trying to do exactly what we are trying to do.		
Sufficient funds, staff, materials, and time	38. Our collaborative group has adequate funds to do what it wants to accomplish.	2.73	.65
	39. Our collaborative group has adequate "people power" to do what it wants to accomplish.		
Skilled leadership	40. The people in leadership positions for this collaboration have good skills for working with other people and organizations.	4.27	.65

Green = Strength
Tan = Borderline
Yellow = Concern