

Promoting Physical Activity among Low-Income Children in Colorado: Family Perspectives on Barriers and Opportunities

Final Report
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EXECUTIVE SUMMARY

What did this study find?

In this study of low-income families throughout Colorado, we learned that the majority of children are participating in some organized physical activities, and that most parents understand and value the benefits of regular physical activity for their children's health and well-being. Parents identified a wide range of challenges that prevent their child from being physically active—such as the cost and availability of activities, difficulty scheduling activities or free play within work and family commitments, and concern for their children's safety. Despite these challenges, many parents continue to try hard to identify opportunities for physical activity and had a wide range of recommendations for how communities could support their efforts. This suggests that if the Colorado Health Foundation were to invest in community-based initiatives to support these families' efforts to engage children in regular physical activity, these initiatives would be met by receptive families.

The Colorado Health Foundation contracted with Mathematica Policy Research to better understand the barriers low-income families face when trying to support children's physical activity. In four geographic sites throughout Colorado, our research team conducted focus groups and surveys with parents and children in low-income households and interviews with community stakeholders to gather information to answer the following overarching questions:

- What types of activities are children doing to be physically active?
- What do parents and children value about physical activity?
- What challenges do parents and children face in their personal lives and their communities that make it difficult to support children's physical activity?
- What could communities do to make it easier for children to be active?

We integrated information from all three data sources in this summary of our findings, which we organize by study question. Although we examined data by geographic location and age of child, neither the survey findings nor qualitative themes varied substantially across these subgroups. This suggests that, regardless of where they live in Colorado or the age of their children, low-income families experience and value children's physical activities in similar ways and face a common set of barriers to physical activity.

What types of activities are children doing to be physical active?

The majority of children participate in organized activities, and participation is highest among 8- to 11-year-olds. Ninety percent of parents identified at least one organized activity in which their child participated during out-of-school time during the past 12 months, and nearly half identified four or more organized activities in which their child participated. Across all age groups, the most common activity is swimming, followed by a mix of team sports and classes for 3- to 7-year-olds, and team sports and running or jogging for older children (8- to 14-year-olds). The most common location for children's activity is immediately outside their home (86 percent of parents reported their child was active in the yard, driveway, or sidewalk near their family's home in the past seven days) or at a park or playground (almost 80 percent reported that their child was active at a park or playground in the past seven days). Older youth (12- to 14-year-

olds) had substantially lower rates of participation in physical activity at parks and playground and at recreation centers, relative to younger children (3- to 11-year-olds).

What do parents and children value about physical activity?

Most parents in this study value their children's involvement in regular physical activity. In the survey, 87 percent indicated that it was "very true" that it is important for their child to be physically active. During the focus groups, parents described benefits of children's regular participation in physical activity related to their children's physical health, psychological well-being, and social development. In contrast to parents, youth enjoy physical activity because of the immediate physical and social benefits but do not value it as a lifestyle choice the way their parents do.

What challenges do parents and children face in their personal lives and their communities that make it difficult to support children's physical activity?

Parents identified a number of challenges in their daily lives that are barriers to their children's physical activity. The following are the challenges study participants identified, grouped by theme:

- *Families' financial constraints.* Many parents said it was difficult to afford fees for participating in organized activities such as sports teams and classes, as well as gear and equipment that children often outgrow quickly.
- *Parents' work schedules.* Several parents who work said they have limited time and energy at the end of the workday, and that this made it challenging to transport children to organized activities or be active with their children at home. Parents said this was especially true for programs offered after school and during the workday.
- *Children's school and family commitments.* Parents may limit activities after school or in the evening because they interfere with children's ability to do their homework. Some youth said that family obligations after school or on weekends, such as caring for younger siblings, prevented them from participating in organized activities.
- *Lack of interest or motivation to participate in physical activity.* Several parents said their children do not enjoy physical activity. In the survey, nearly one-quarter of youth report that they "don't have fun" when they exercise. Parents and children agreed that the allure of electronic devices for social and recreational activities makes it challenging to get children to engage in physical activity.
- *Social stress associated with organized activities.* Some families avoid organized activities because children find the experience to be distressing. Youth are less likely to participate in activities when they do not have friends participating. Youth and parents also said that children do not join activities because they fear being picked on or bullied.

Families also face challenges within the surrounding community that make it difficult for children to be physically active. The following are the challenges in the community that study participants identified, grouped by theme:

- *Lack of readily available financial assistance.* Although some communities provide financial assistance for enrolling in programs or accessing facilities, the process for applying for assistance may be complicated, require families to divulge private information, or involve long waiting lists. Assistance also may not be comprehensive enough to be useful to families.
- *Concern for their children's safety in outdoor public spaces.* Parents identified several safety concerns that made them less willing to allow children to play outside or in public spaces. Their concerns related to unsafe adults; peer violence; unleashed dogs; poorly maintained equipment; marijuana use; and dirty or vandalized public spaces. Safety hazards related to cars and traffic were a particular concern.
- *Limited access to high quality indoor recreational facilities.* In the survey, 61 percent of parents said that having few indoor facilities near their homes was a barrier to children's physical activity. Some parents were reluctant to use local recreation centers because they were poorly maintained, lacked desired amenities, were perceived to be unsafe due to factors in the surrounding neighborhoods, or had poorly trained staff.
- *Lack of transportation to activities.* Across all sites, parents identified transportation time and cost as a barrier to their children's physical activity. Transportation challenges included the time required to drive long distances, time required to travel via indirect bus routes, and cost of gas and bus passes.
- *Inequities in physical activity opportunities among Denver neighborhoods.* Parents and community stakeholders in Denver noted that the quality of recreation centers and parks varies throughout the city. Some parents felt that gentrification has led to greater inequities in access to high quality spaces for children's physical activity.
- *Limited program options during winter and summer.* Parents expressed a need for more conveniently located and affordable indoor activities for their children during the winter. Multiple community stakeholders said the need for additional physical activities is greatest in summer, when demand is high and recreation centers are overwhelmed.
- *Limited program options for younger children.* Parents and community stakeholders across all locations indicated that there were insufficient options for organized physical activity for preschool-age and younger school-age children.
- *Available programs have limited capacity and fill up quickly.* Many parents reported that available programs often fill up quickly, especially for activities scheduled after work and on weekends.
- *Lack of up-to-date and accessible information about activities and facilities.* Several parents said there was no up-to-date, easily accessed central repository to which they could turn to learn about organized activities.
- *Lack of families nearby with similar-age children.* Several parents reported that their children do not have other children to play with, because families living nearby do not have children, move frequently, or are seasonal residents.

What could communities do to make it easier for children to be active?

Based on the information gathered from study participants, in the following list we present strategies for helping families in low-income communities overcome barriers they experience in supporting children's participation in physical activity. These address specific barriers that parents and youth identified during the focus groups and include solutions offered during the groups and by stakeholders:

- Make activities, equipment, and facilities more affordable for low-income families
- Improve the convenience of transportation to activities and facilities
- Improve the quality and attractiveness of playgrounds, parks, and indoor facilities
- Ensure that children's physical activities and play spaces are safe
- Address neighborhood inequities to ensure that children in low-income Denver neighborhoods have similar opportunities to children in higher-income neighborhoods
- Increase the availability of physical activity options for younger children, during winter and summer, and for noncompetitive activities
- Improve local infrastructure to increase safety for walking, biking, and recreation
- Improve electronic and printed resources that publicize physical activity offerings
- Partner with school systems to expand physical activity offerings during the school day and out-of-school time
- Foster community engagement and respond to local preferences for physical activity

Conclusion

This study is an important first step for the Foundation in gathering the views of parents and community members about children's physical activity. The findings suggest that parents do understand the importance of physical activity for their children's physical and social development but are often overwhelmed by the challenge of integrating physical activity into their schedule with their limited personal, financial, and community resources. Despite these challenges, many parents in this study are striving to find these opportunities for their children and had a wealth of ideas about how local planners and policymakers could make it easier. Some of the barriers families experienced may be more easily addressed than others are, and programmatic efforts may have the best chance at success when they address the specific needs and preferences of families in that community.

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What did this study find?

In this study of low-income families throughout Colorado, we learned that the majority of children are participating in some organized physical activities, and that most parents understand and value the benefits of regular physical activity for their children's health and well-being. Parents identified a wide range of challenges that prevent their child from being physically active—such as the cost and availability of activities, fitting in activities or free play with work and family commitments, and concern for their child's safety. Despite these challenges, many parents continue to try hard to identify opportunities for physical activity and had a wide range of recommendations for how communities could support their efforts. This suggests that if the Foundation were to invest in community-based initiatives to support these families' efforts to engage children in regular physical activity, these initiatives would be met by receptive families.

BACKGROUND

Participation in regular physical activity is critical for children's development and maintaining a healthy body weight. Colorado has one of the highest rates of adult physical activity in the United States (Centers for Disease Control and Prevention 2014), but it is ranked 23rd in the nation in children's physical activity participation, and rates are the lowest among children living in low-income households (National Survey of Children's Health 2012). Low-income families often live in communities that make it difficult for their children to be active on a regular basis. They also face a myriad of challenges in their own lives that make it difficult to support children's participation in regular physical activity. The Colorado Health Foundation is committed to ensuring that *all children* throughout Colorado have the opportunity to engage in regular physical activity. An enhanced understanding of the barriers low-income families face when trying to support children's physical activity is needed in order to develop successful grant-making efforts to expand physical activity opportunities and improve the health of children throughout Colorado.



The Foundation contracted with Mathematica Policy Research to conduct a research study that explores the challenges and opportunities that low-income families in Colorado encounter in supporting children's physical activity. Using focus groups and surveys with children, parents, and other caregivers¹ in low-income households, and interviews with community stakeholders, our research team gathered rich and detailed descriptions of the difficulties that families face when trying to ensure that children are active in their daily lives.

¹ This study involved parents and other types of caregivers who care for children ages 3 to 14. Because the majority of study participants were parents, we use the term *parent* to refer to all types of caregivers throughout this report.

Through these data collection efforts, this study sought to answer the following overarching questions:

- What types of activities are children doing to be physically active?
- What do parents and children value about physical activity?
- What challenges do parents and children face in their personal lives and their communities that makes it difficult to support children's physical activity?
- What could communities do to make it easier for children to be active?

In this report, which is organized by the study questions, we summarize the results of this research study. We integrated information from all three data sources (focus groups, surveys, and community stakeholder interviews) in the summary of our findings.

Design overview

This study collected qualitative and quantitative data from a diverse sample of economically disadvantaged families throughout Colorado (Denver, Grand Junction, Sterling, and Frisco; Denver included two locations, one with English-speaking and one with Spanish-speaking parents and youth). In each location, we conducted focus groups with parents and caregivers from low-income households (below 200 percent of the federal poverty level) who have children ages 3 to 14 years old; we also conducted focus groups with the children from these families, who ranged in age from 12 to 14 years old. In total, we conducted 20 focus groups. A brief survey was administered to all focus group participants (parents and youth) on their views about physical activity. Families were recruited within each geographic location by calling a list of residents and marketing the study throughout the community. A total of 128 parents and 42 youth participated in the focus groups. We also conducted interviews with community stakeholders in each geographic location to better understand the community context and current opportunities for physical activity within their communities. (See Appendix A for additional information on site selection, data collection methods, and data analysis techniques.)

CHILDREN'S CURRENT PARTICIPATION IN PHYSICAL ACTIVITY

In this section, we first describe children's current participation in physical activity, based on survey data.² We then describe reasons why parents and youth³ value or encourage children's participation in physical activity, based on parent survey and focus group data. (See Appendix B for detailed frequency tables based on the parent and youth surveys).

What types of activities are children doing to be physically active?

The majority of children participate in organized activities, and participation is the highest among 8- to 11-year-olds. The most common activity is swimming, followed by a mix of team and individual sports that vary by age. The most common location for children's activity is outside their home or at a park or playground.

The majority of parents described their children as physically active, but younger children are more active than older children. Seventy-one percent of parents responded that it was "very true" that that "My child is physically active" (Table B.1). However, this result varied by age group, with most parents of younger children describing their child this way as compared to just half of parents of older children (89 percent of 3- to 7-year-olds and 49 percent of 12- to 14-year-olds). This finding is consistent with the current research literature that shows a decline in physical activity during adolescence (Dumith 2011), and highlights the challenge of keeping children engaged in physical activity as they get older.

Most children participate in organized physical activities during out-of-school time, with participation being highest among 8- to 11-year-olds. Ninety percent of parents identified at least one organized activity that their child participated in during out-of-school time during the past 12 months, and nearly half (47 percent) identified four or more organized activities in which their child participated (Table B.2). About 10 percent of parents overall reported that their child had not participated in any organized activities. The rate of nonparticipation was highest among the youngest children and lowest among the middle age group (17 percent among 3- to 7-year-olds and 3 percent among 8- to 11-year-olds).



² We limit the discussion in this section to the full parent sample and any differences reported by parents with children of different ages. We do not test for statistically significant differences among groups. We do not discuss differences by other subgroups, such as location or primary language spoken at home, as the sample sizes are too small. Because the results are consistent between the parent and youth surveys, we only present parent survey responses.

³ We use the terms "children" and "youth" throughout this report. In general, we only use the term youth when reporting on the survey or focus group results for the 12- to 14-year-old study participants.

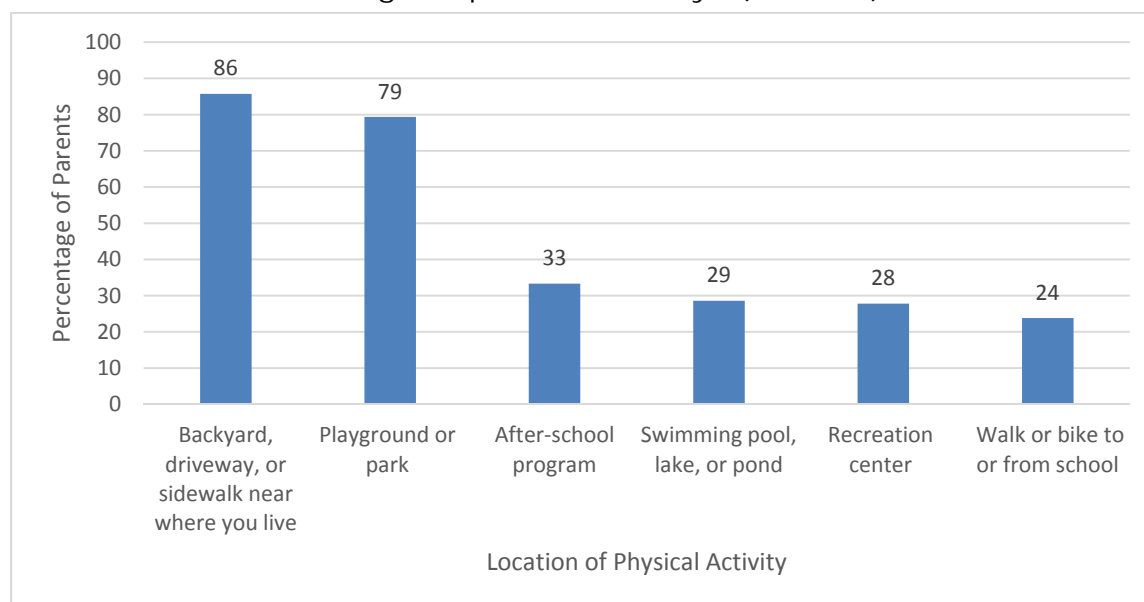
Children commonly participate in a mix of team sports, classes, and non-team sports, and the most popular activities varied by age group. Swimming is the organized activity with the highest rate of participation (52 percent), and this was consistent across age groups (Table B.2). After swimming, the choice of activities varies across age groups. Among younger children (3–7 years old), the other common activities are soccer, gymnastics, and dance class. Among the older age groups, team sports such as soccer, basketball, and baseball are the most common activities, as well as non-team sport activities, such as hiking and running or jogging. For the most common organized activities, children generally participated in the activity one or more times per week during the time in which the child was enrolled (Table B.2).

Children typically participate in physical activity at home or at parks and playgrounds. Eighty-six percent of parents reported their child was active in the yard, driveway, or sidewalk near their family's home, and almost 80 percent reported that their child was active at a park or playground in the past seven days (Figure 1; also see Table B.3). In addition to these outdoor locations, about a third of parents reported that their children was active at an after-school program (33 percent) or recreation center (29 percent) in the past week. It is noteworthy that recent exercise at a park or playground was lowest among older children (56 percent for 12- to 14-year-olds relative to roughly 90 percent for 8- to 11-year-olds and 3- to 7-year-olds combined). As with parks and playgrounds, the 12- to 14-year-olds were also the least active at recreation centers in the past seven days (12 percent relative to roughly 36 percent for 8- to 11-year-olds and 3- to 7-year-olds combined).

"My boys love [riding their scooter] at the skate park ... That's their biggest non-organized activity that they like to do, and we're pretty lucky and have a skate park pretty close to us."

Denver, father of and 8- to 11-year-old

Figure 1. Percentage of children who participated at physical activity at various locations during the past seven days (N = 126)



Source: Parent survey.

What do parents and children value about physical activity?

Most parents value their children's involvement in regular physical activity, citing benefits such as long-term physical health, psychological well-being, and social development.

Parents value physical activity because of the benefits to their children's health, social development, and psychological well-being. In the survey, the majority of parents indicated that they value their child's participation in physical activity: 87 percent reported it is "very true" that it is important for their child to be physically active, and 81 percent said it was "very true" that it is important for their child to exercise regularly (Table B.1). Parents of the youngest children (3- to 7-years-old) were more likely to value the importance of physical activity.

Physical health and well-being. One of the most common reasons parents valued physical activity is the benefits to their children's physical health and well-being. Several parents mentioned that they wanted their children to be active on regular basis so they can maintain a healthy body weight and not become overweight. Some parents specifically mentioned the importance of physical activity as a way to offset the risk of certain health conditions that run in their family, including diabetes, heart disease, and arthritis. Several parents mentioned the role that regular physical activity plays in children's development of healthy habits for the long term, so that they can maintain an active lifestyle as adults. Parents frequently mentioned the relationship between physical activity and screen time: they feel that children spend too much time on electronic devices and that this displaces physical activity; when parents can get children to be active, they also reduce the children's screen time. Screen time was most commonly raised as a concern among parents in Spanish-speaking families. Finally, some parents of younger children mentioned the benefits of physical activity for developing coordination and gross motor skills.

Psychological and emotional health. Several parents also described the benefits of physical activity to their children's psychological and emotional well-being. Many said that physical activity improves their children's mood and behavior. In particular, parents of young children said that engaging in physical activity helps children to "expend their energy" and "eat better, sleep better, listen better, and rest better." Parents of older children emphasized that regular physical activity has important benefits on behavior, including improvements in their children's conduct at home and decreased involvement in risky activities. Spanish-speaking parents more commonly cited involvement in physical activity as putting

"I was raised in a very active family and so then you get to adulthood and being physical is just very natural and comfortable ... my hope with my kids is that by exposing them to that consistently that that's just ingrained in them."

Grand Junction, mother of 3- to 7-year-old

"To me, [I care about physical activity] mainly for their health and so they won't grow up with obesity."

Denver, mother of 3- to 7-year-old, Spanish speaking

"If they're not outside, they'll be watching TV on their phone or tablet."

Denver, mother of 8- to 11-year-old, Spanish speaking

"Parents have a commitment and obligation to kids to teach responsibility... and to make sure they're active and not on the street doing things they shouldn't do."

Denver, mother of 8- to 11-year-old, Spanish speaking

their kids “on the right path” and keeping them out of trouble than did English-speaking parents.

Social development. Finally, many parents mentioned the importance that participation in physical activity has on their child’s social development. Several parents described the important lessons that their children learned through sports and other organized activities, such as cooperation, discipline and work ethic, and how to cope with losing and disappointment. Other parents described the importance of physical activities for connecting with peers and developing friendships. Some parents mentioned that physical activity provides opportunities to spend quality time with their children.



Youth enjoy physical activity because of the immediate physical and social benefits, but they do not value it as a lifestyle choice the way their parents do. During the focus groups, the 12- to 14-year-old youth who said they enjoy physical activity said they feel good after they exercise and they like the opportunity to hang out with friends. Some youth also said they enjoy the competition of sports and other activities. However, as might be expected, youth do not value active lifestyles the way their parents do. When asked to rate statements on the importance of physical activity, less than half of the youth reported it was “very true” that “It is important for me to be someone who exercises regularly” (Table B.6). However, another 34 percent of youth described that statement as “somewhat true.”

“[It] helps them learn to be part of a team. Make friends.”

Denver, mother of 8- to 11-year old

“It helps them find something that they’re good at that [can] build some self-esteem.”

Grand Junction, mother of 12- to 14-year-old

“It helps me get my body and brain active and I also like to do it for fun.”

Denver, 12- to 14-year-old youth

“For me, it is fun and I like the competition.”

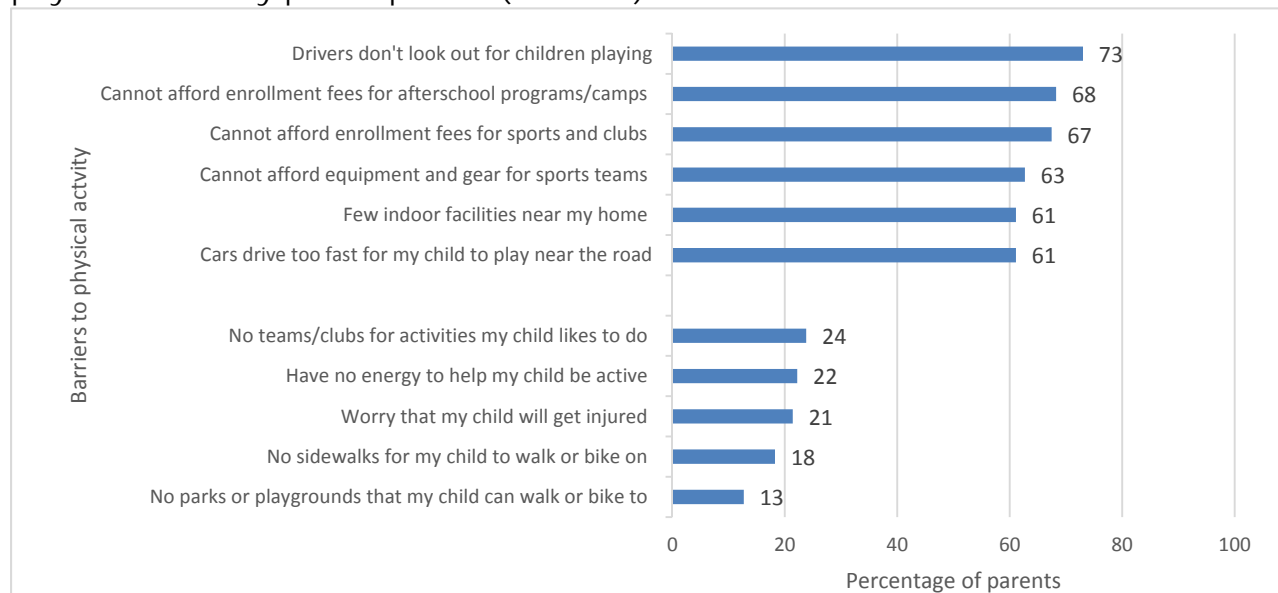
Denver, 12- to 14-year-old youth

BARRIERS TO CHILDREN'S PARTICIPATION IN PHYSICAL ACTIVITY

During the focus groups with parents and children, we heard detailed accounts of the types of challenges that families face in keeping their children physically active, which included barriers in their daily lives and their surrounding communities. This section presents themes related to these challenges that emerged across the 20 focus groups. The findings are also informed by the survey, in which parents reported on barriers to children's physical activity, as well as our interviews with community stakeholders, in which we learned about community-level barriers to children's opportunities for physical activity. In particular, the survey results provide useful context about the extent to which the themes identified in the focus groups were concerns for the full sample of parents; Figure 2 displays the barriers that were most and least commonly cited in the parent survey.

We organize findings into two types of barriers to children's physical activity: (1) challenges in families' lives and (2) challenges in their neighborhoods and communities. Although we examined data by age of child and geographic location, neither the qualitative themes nor survey findings varied substantially across these subgroups. This suggests that, regardless of where they live in Colorado or the age of their children, low-income families face a common set of barriers to physical activity. In this section, we highlight differences across these subgroups only when these differences emerged in our analysis.

Figure 2. Most and least common barriers to children's physical activity participation (N = 126)



Source: Parent survey.

What factors in families' lives make it difficult for children to be physically active?

The challenges that parents most frequently identified in their daily lives as barriers to their children's physical activity are financial constraints, difficulty fitting physical activity into their work schedules and children's other commitments, and children's negative feelings about organized activities.

Families' financial constraints limit children's choices for physical activity. In focus groups, many parents described their families as experiencing financial hardship, and they said this hardship made it difficult for them to afford fees for participating in organized activities like sports teams and dance or martial arts classes. Parents also struggled to afford gear and equipment that children outgrow quickly—such as uniforms, cleats, swimsuits, and bicycles—which limits children's participation in both organized and unstructured physical activities. In the survey, more than 60 percent of parents reported⁴ that they could not afford activity enrollment fees or sports equipment (Table B.4). Financial challenges are particularly acute for families with only one parent, multiple children, and older children (because fees increase as youth get older). Many parents described their difficult choices—limiting children's participation in activities, rotating participation in activities among children in a family, or denying participation so families can meet basic needs.

Although parents in all locations and across all age groups cited the cost of activities and gear as a barrier, those living in Denver and Frisco said that the high cost of living in their communities amplified the challenge. In urban locations, transportation also posed a financial burden: parents said that not owning a car or being able to afford frequent public transportation limited their ability to get children to organized physical activities, recreation facilities, and parks.

"I have to work to survive. It's difficult to pay for activities and also take time to be there, with her, and that's why it seems hard for me."

Denver, mother of 3- to 7-year-old, Spanish speaking

"My son this fall would like to do football now too, and just that is \$90 and that doesn't include the cleats that he's gonna need. And mouth guards. They're providing the uniform and the pads, but I'm not—I'm trying to figure out how I'm gonna afford \$90. Then my daughter, she wants to do volleyball... and it's like, I don't know how I'm gonna, where the money's gonna come from."

Sterling, mother of 8- to 11-year-old

⁴ When reporting a survey result about a barrier to children's physical activity, we use the language that a parent or child "reported" or "indicated" that it was a barrier to physical activity; this signifies that they responded "strongly agree" or "agree" about a statement that depicts a barrier to physical activity. The specific survey questions may be found in Appendix C.

Parents' work schedules affect children's participation in physical activities. About half of parents reported in the survey that they work and have little time at the end of the day (Table B.4). In focus groups, several parents who work said they have limited time and energy at the end of the workday, and that this made it challenging to transport children to organized activities (especially those that are far from a parent's place of work) or be physically active with their children at home. Many physical activity programs are offered after school and during the workday, further limiting activity opportunities for children of working parents. Those parents who work at night or on the weekends, which was common among parents in Frisco, report having even less time to be physically active with their children. Challenges related to work schedules and transportation are exacerbated for families with multiple children because activities are often scheduled at different times and at different locations.

Children's school and family commitments limit their time for physical activity. Parents may limit activities after school or in the evening because they interfere with children's ability to do their homework. A few youth described their choice to avoid organized activities because it conflicted with the time they needed to complete homework, and they were concerned about their grades. Some parents who said that their child was struggling in school said the child could not participate in organized activities because the school either restricted participation for students with low grades or because the child needed academic support and tutoring that occurred at the same time as physical activities. Finally, some youth said that family obligations after school or on weekends, such as caring for younger siblings or other family chores, were significant barriers to participating in organized activities.

Some children are not interested or motivated to engage in physical activity. Several parents said their children do not enjoy physical activity, in either organized activities or unstructured settings. Parents named a variety of reasons for children's lack of interest in physical activity, including the child's temperament (for example, "not outgoing," "lazy"), prior injuries, concern about potential injuries, disliking competition, and a lack of peers in the surrounding neighborhood. In the survey, nearly one-quarter of youth report that they "don't have fun" when they exercise (Table B.5). A third of youth reported that "there are no programs for the types of sports or activities that I like to do" near where they live, and one-quarter said the same about programs available at their school. Parents and children across all focus groups agreed that the allure of electronic devices, and children's habitual use of them for social and recreational activities, makes it challenging to get children

"I work full-time, and me and my husband have one vehicle and we have five kids and they're all in sports. So we have to pick and choose who does what and when, and you know, to try to make it work because there's just no doing everything."

Sterling, mother of 8- to 11-year-old

"I want to go to the park all the time, but I still have other priorities at home, like chores or homework or babysitting my younger siblings."

Frisco, 12- to 14-year-old youth

"I have a child who doesn't like to exercise."

Grand Junction, father of 12- to 14-year-old

"I think my son would be good at basketball, but he's very sensitive. So if someone makes fun of him for missing a free throw, he doesn't want anything to do with it... so I asked him to stick with it and overcome that, but he's just not interested."

Grand Junction, mother of 12- to 14-year-old

to play outside and be active in unstructured settings. Some parents thought their own low participation in physical activity was also a barrier to children's motivation, as they are not modeling this behavior nor being active with their child.

Youth and parents associate organized physical activity with social stress. Some families avoid organized activities because children find the experience to be distressing. Youth, for example, said they are less likely to participate on teams or in activities when they do not know anyone or when children they dislike are participating. Youth and parents also said that children were deterred from joining teams or activities because they fear being picked on or bullied, especially if the child does not feel sufficiently skilled in the activity. Some parents also expressed discomfort with the culture and competitive atmosphere of many organized sports, along with the attention that is focused on highly-skilled children. One-fifth of youth indicated that "I don't feel I have the skill or coordination to exercise or play sports" (Table B.5).

"One of our boys is bullied really bad at school, so he's scared to play sports because he doesn't want to be on a team because of the kids that are bullying."

- Sterling, mother of 8-11 year-old

What factors in families' neighborhoods and communities make it difficult for children to be physically active?

All three data sources highlighted challenges within the broader community that make it difficult for children to be physically active. The most frequently reported challenges include the limited options for financial assistance, safety concerns, insufficient transportation options, limited programming during important time periods, and neighborhood proximity to peers.

Financial assistance is not readily available for enrolling in organized activities or accessing recreational facilities. In focus groups, parents reported that they struggled to afford enrollment fees for organized activities and membership fees for use of recreation centers. Although some communities provide financial assistance for enrolling in programs or accessing facilities, both parents and community stakeholders in Denver, Frisco, and Grand Junction report that the process for applying for assistance can be complicated, require families to divulge private information in a way that feels invasive, and involve long waitlists. Further, this assistance may not be comprehensive enough to be useful for families. For example, although the MyDenver Card provides youth with free access to recreation centers, the cards only include use of the facilities—not the cost of organized activities provided in the centers—and do not include transportation or cover the costs for adults who may want to join or supervise their children at recreation centers.

"[Our recreation center] is so expensive. And the programs are so limited and you pay for the programs on top of the membership."

Frisco, mother of 8- to 11-year-old

Parents are concerned for their children's safety in outdoor public spaces. About 30 percent of parent survey respondents indicated that they felt it was unsafe for their children to play outside (Table B.4). In focus groups, parents in Denver, Sterling, and Grand Junction expressed concern about the safety of parks, playgrounds, and other public spaces for physical activity. Parents described how their concerns with neighborhood safety made them less willing to allow children to be outside, travel places on their own, or play in public spaces, even with a supervising adult. Both parents and youth expressed concerns about the presence of unsafe individuals (for example, people experiencing homelessness, or adults or teens using drugs or alcohol); violence, including gun and gang violence; and unleashed dogs. Some parents and youth in Denver said they were concerned about the proliferation of marijuana dispensaries near parks, along with an increase in marijuana use in public spaces post-legalization. Parents, youth, and community stakeholders in these areas also reported concerns about parks and other public spaces that are dirty, covered in graffiti, or have poorly maintained equipment.

Safety hazards related to cars and traffic also affects parents' willingness to allow children to play outside or travel to parks, as they are concerned with the risk of their child being struck by a car while riding a bike, playing outside, or crossing the street. In the parent survey, safety concerns related to cars and traffic were two of the most commonly cited barriers: 73 percent of parents indicated that drivers don't look out for children playing, and 61 percent said that cars drive too fast for their children to play near the road (Table B.4). Traffic concerns were raised in nearly all of the Denver focus groups, and in at least one group in all other locations. Parents also identified a lack of sidewalks or crosswalks—or the poor condition of existing sidewalks—as a barrier to riding bicycles, rollerblading, or walking to nearby parks. Community stakeholders in Denver agreed that the lack of sidewalks, bikes lanes, and safe bus stops, especially in low-income neighborhoods, presents a serious barrier to park access.



"[We] have a park across the street, I don't let him go by himself, I prefer to go and walk with him there ... I don't let him go by himself, I'm scared."

Denver, mother of 8- to 11-year-old, Spanish speaking

"My husband works for the city and I've heard when he ... would clean the bathrooms [at the skate park] and he found drugs there. There's graffiti. There's no supervision. It's just a mess and there's no way I would let my children go there by themselves. Actually, I wouldn't even take my children there."

Sterling, mother of 12- to 14-year-old

"Some of the challenges we have.. is the parks have become the place where negative activity happens. You've got drug dealing, drug using, and alcohol. You've got gangs. You've got a lot of bad things happening in some of the parks."

Denver, community stakeholder

"The streets aren't very safe. Cars drive by too fast ... He'd like every day as soon as he comes home to go out on his bike but it's not very safe."

Denver, parent of 12- to 14-year-old, Spanish speaking

"I think the town needs to consider sidewalks ... [when] kids are walking after school or riding their bike, they're going down the middle of the street... Our boys are only allowed to play outside when we're with them... it's not safe [without sidewalks]."

Sterling, mother of 8- to 11-year-old

Families have limited access to high-quality indoor recreational facilities. A major concern raised by parents and community stakeholders is the fact that families have limited access to nearby indoor facilities. Parents emphasized that access to these facilities is critical because they provide an indoor space for children to stay active during the colder months; host many organized activities, such as swimming and dance; and provide a hub for families to interact and socialize. In the survey, 61 percent of parents indicated that having few indoor facilities near their homes was a barrier to their children's physical activity (Table B.4). In Denver, several parents reported that they either had few indoor facilities nearby or that they were reluctant to use local recreation centers because they were dirty or poorly maintained, lacked facilities they would like (such as swimming pools), or were perceived to be unsafe due to factors in the surrounding neighborhoods. Parents in Denver and Grand Junction also expressed concerns that local recreation centers have poorly trained staff who aren't welcoming and/or don't provide sufficient supervision or leadership during activities.

Transportation to activities can be difficult. Across all sites, parents identified transportation time and cost as a barrier to their children's physical activity. Transportation challenges included the time required to drive long distances, time required to travel via indirect bus routes, and cost of gas and bus passes. For example, parents in Grand Junction and Sterling noted that some of their children's organized activities required travel over long distances—sometimes even to other states—for competitions and tournaments. Likewise, a community stakeholder in Frisco noted that although the city offered many opportunities for physical activity, children who



wanted to specialize in a certain activity or compete at a higher level had to travel to other communities to do so. In Denver, parents said transportation was a challenge because there were insufficient physical activity options or a lack of high-quality facilities in their neighborhoods, and they needed to travel to other parts of the city or the suburbs to access opportunities for their children. Community stakeholders and parents in Grand Junction discussed the limited bus service provided on weekends and the length of time it takes to ride buses that often have indirect routes to indoor recreation facilities and outdoor physical activities venues such as parks and trail systems.

"Sometimes at recreation centers that are a bit cheaper... you're not so at ease because... the people that are teaching them let them do what they want and don't pay attention to them."

Denver, parent of 3- to 7-year-old, Spanish speaking

"There's rec centers [nearby], but I don't want to put my girls in that situation because they're not the best rec centers... The neighborhood kids [who] go there ... like a lot of them are into drugs and stuff so they go do their stuff at the rec centers. So I have to look at other rec centers. Half the time, they're full."

Denver, parent of 3- to 7-year-old

"Transportation is a big thing, especially when you do have to go so far out of town 'cause we are in such a rural area. We have to get out of town to get our kids to play sports and play with other teams. That's hard."

Sterling, mother of 8- to 11-year-old

"I have a park a block away from my house, but there is no basketball court. That's what my son likes to do, so for that I'd have to take him miles away to do that."

Denver, father of 3- to 7-year-old

Inequities in physical activity opportunities among Denver neighborhoods pose a barrier. Parents and community stakeholders in Denver noted that the distribution and quality of recreation centers and parks is varied throughout the city, with the two focus group neighborhoods being particularly underserved. As described earlier, parents in Denver said that they have access to poorer-quality parks and facilities, feel less safe using parks and facilities, and have to spend more time and resources to travel to facilities and parks in others parts of the city. A few parents also expressed concern that gentrification is aggravating inequities in access to high-quality spaces for physical activity, noting that they had been displaced from areas with better access due to rising rents, or that nearby open spaces that could have been turned into parks are now being developed for higher-cost housing. Further, one parent in Denver said that, as people of color, he and his children often feel unwelcome in newer and higher-quality recreation centers.

Appropriate and affordable seasonal options for organized activities are limited. Parents in Denver, Frisco, and Sterling expressed a need for more conveniently located and affordable indoor activities for their children during the winter, when the colder weather and shorter days make it difficult to play outside. Parents and community stakeholders noted that staying active during the winter presents particular financial challenges because children outgrow weather-appropriate clothing quickly and winter sports (such as skiing) are often expensive and require additional gear and travel. Parents also noted that winter can create additional challenges to using public transportation to access indoor facilities.

Denver parents also described the challenges they face in the summer in trying to keep their children active, as schools are closed and there are limited options for organized physical activity that are affordable and can accommodate their children. Community stakeholders in both Denver and Frisco said the need for additional physical activities is greatest in summer, when demand is high due to child care needs, and recreation centers are overwhelmed.

Opportunities for younger children are limited. Across all locations, at least one parent or community stakeholder indicated that there were insufficient options for organized physical activity for preschool-age and younger school-age children. Community stakeholders in Sterling, Grand Junction, and Frisco described the dearth of options for preschool-age children, and in Frisco, this extended into 3rd grade. In Denver, parents noted a similar lack of options for children under 5 years old. When these options are available at recreation centers, parents are often required to accompany their children and pay admission fees for themselves.

"So when that summertime hits, where do your kids go?... You have the summer programs that are \$200 a week... There's no scholarships. Or their prices are set too high."

Denver, father of 8- 11-year-old

"Summers, we're all so active ... We can afford to do stuff in the summer because they can play outside for free. But in the winter, to go skiing, for me, it's so expensive."

Frisco, mother of 8- to 11-year-old

"I would like to see a lot more [physical activity options for] our younger age groups. That 3 to 5 year old group . . . there isn't a whole lot for them. We don't really have a lot of facilities that are geared to those younger children."

Sterling, community stakeholder

Available programs have limited capacity and fill up quickly.

Many parents in Denver, along with some in Frisco and Sterling, report that available programs often fill up quickly, especially for activities scheduled after work and on weekends. Swimming, in particular, was noted as a highly desirable activity that did not have enough slots to meet community demand. Further, signing up children for activities can be difficult and frustrating. Some parents in Denver indicated that they either were unaware of specific times when they needed to arrive at the recreation center to sign their children up for activities or were unable to travel to the center at these times and found that activities filled up by the time they arrived.

"There's this small window of time on a certain day [when you can sign up for recreation center programs], and it's always during the middle of the day, so you're out unless you have flexible jobs. It's like a rat race to be the one to log in... And all of the times that are convenient for busy families are full within a half hour."

Denver, mother of 3- to 7-year-old

Up-to-date information about activities and facilities is not easily accessible. Parents also find it challenging to find complete information about opportunities for children's physical activity in their community. In the survey, 42 percent of parents agreed with the statement that "there isn't much info on sports/activities available" for their children (Table B.4). During the focus groups, several parents said there was no up-to-date, easily accessed central repository that they could turn to learn about organized activities. Parents often relied on word of mouth via friends or co-workers to learn about organized physical activity opportunities. In fact, there were multiple instances during our study's focus group discussions, in which parents learned about opportunities from one another during the course of the conversation. In the specific case of Grand Junction, there is a guide on organized activities that is printed each season, but multiple parents in the focus groups said they were unaware of this guide.

"From a low-income perspective, especially our Latino population, we don't have someone who can do any Spanish paperwork or an activity guide or talk to people on the phone. We just don't have it.."

Grand Junction, community stakeholder

Parents do not know other families nearby with similar age children. Several parents reported that their children do not have other children to play with, because families living nearby do not have children or move frequently, or because the child attends a school outside of their home community. In Frisco, parents reported that this issue was linked to living in a resort town where many neighbors are seasonal or weekend renters. Across all locations, 34 percent of parents reported that "there are no children with similar interests in our neighborhood" (Table B.4).

"[Because of seasonal rentals], your neighbor may not be your neighbor all year long... So getting to know your neighbors is a little difficult up here, so... it's tough to find that neighbor that your kids can play with."

Frisco, father of 3- to 7-year-old

STRATEGIES FOR SUPPORTING FAMILIES AND EXPANDING CHILDREN'S OPPORTUNITIES TO PARTICIPATE IN PHYSICAL ACTIVITY

In this section, we present strategies for helping families in low-income communities overcome barriers they experience in supporting children's participation in physical activity. The options that we describe address specific barriers identified by parents and youth during the focus groups and include solutions offered during the groups. We also integrate solutions recommended by community stakeholders throughout.

Two important principles raised during the focus groups are the importance of community engagement and the need to develop new initiatives with buy-in from the community. With this in mind, the Foundation and its partners may want to confirm that these strategies are aligned with the needs of communities that are served through future grant-making efforts, especially among communities that were not included in this study.

What changes can be made to make it easier for children to be physically active in their daily lives and communities?

Potential strategies identified by focus group participants and community stakeholders focus on improvements in the affordability of programs and facilities, transportation options, safety and attractiveness of outdoor and indoor facilities, local infrastructure for walking and biking, availability of programs during periods with identified gaps, and parents' awareness of opportunities.

Make activities, equipment, and facilities more affordable for low-income families. Given families' inability to afford options for physical activity currently available in their communities, an important direction is to reduce cost barriers for children to participate in activities. Across focus groups, parents commonly suggested two strategies. The first was to offer financial aid or payment plans that are easy and noninvasive for families to access and that help defray the costs of registration fees. Given many parents' lack of awareness of existing financial assistance opportunities in their communities, organizations may need to advertise widely and clearly the availability of such subsidies. The second strategy was to create equipment exchanges or other ways for families to donate, buy, and sell used gear—such as cleats, bicycles, pads, and helmets—from each other. Parents suggested organizing community swaps or using social media to foster communication about the swapping of equipment.

Some parents also suggested that increased philanthropic contributions by organizations in their community could help make physical activity more affordable—for example, free or low-cost access to recreation centers, city pools, and other indoor recreation facilities on certain days for families with children of certain ages or with certain incomes. Parents in Frisco suggested “locals only” free

“I think the city needs to do a better job [letting people know about financial aid]. If I could take a wand right now, it would be to have that the city managers stand up and tell everybody, just because you can't afford [the activity], doesn't mean you can't play it.”

Sterling, father of 3- to 7-year-old

“[I'd like] a trade-off or an equipment share or sports swap... because for growing kids it's just impossible. You very rarely can use the same thing from year to year just because they're growing.”

Grand Junction, father of 8- to 11-year-old

days at ski resorts. Other ideas included working with organizations to offer very-low-cost or free physical activity options such as pickup dodgeball or other sports, jumprope-a-thons, or bringing Boys & Girls Clubs to more locations.

Improve the convenience of transportation to activities and facilities. Many parents, across focus group locations, emphasized the need for having safe options for transporting their children to organized activities after school. This is especially important for parents who work full-time and can pick up their children at the activity location at the end of the day but cannot transport their child to the activities after school. For example, some Denver parents said that although annual recreation passes are available for children to use recreation facilities between 3 and 5 p.m., parents cannot safely get their children to facilities, so the passes are of little value. A community stakeholder in Frisco noted that only one school district in the county offers after-school busing that transports children to recreation facilities after school. The youth focus group participants also expressed a need for more options for getting to activities to which their parents cannot currently bring them.



Families do use public transportation, but they noted that it is often inconvenient because of limited schedules and indirect routes or is costly, given their limited incomes. Parents said that increasing the frequency and number of bus routes (to recreation facilities, parks, and trailheads) would support their children's engagement in organized activities. Although some counties, such as Summit County, operate free transportation systems, and Denver offers discounted fares for students, most families do not allow their younger children to ride buses without supervision. Community stakeholders, especially in Denver and Frisco, agree that better transportation options and public transportation routes would help families support their children's participation in physical activity.

"If I had a magic wand, I would say get some kind of bus that can go to all the different areas, pick up kids, take 'em where they want to go... It breaks my heart when [my child's] friends say 'oh, we can't afford it' or 'my mom has to work so she can't take us'."

Grand Junction, mother of 12- to 14-year-old

"My three kids have never been in activities and I'd like that very much. I've gone to the school board to tell them—'hey, you need buses, something that supports us to take our kids [to activities]'... If there was a bus outside of the school for kids, that I could enroll for, that they could take them to a recreation center, a park, to play sports and I could just go and pick them up... that would help so many [families]."

Denver, mother of 12- to 14-year-old, Spanish speaking

Improve the quality and attractiveness of playgrounds, parks, and indoor facilities. Parents in Denver, Grand Junction, and Sterling discussed a range of concerns about the cleanliness, attractiveness, and overall desirability of facilities and spaces available for physical activity. Parents did not offer specific recommendations to address these concerns, but described the importance of ensuring that parks and playgrounds are well maintained, such as making sure that equipment is functioning and targets a wide range of ages, and that areas are free



of garbage, graffiti, and drug paraphernalia. Youth expressed an interest in having parks and playgrounds with interesting and age-appropriate equipment. A community stakeholder in Denver also discussed the importance of clean and safe restrooms in parks.

Ensure that children's physical activities and play spaces are safe. Parents and youth described a variety of dangers in public spaces that made them reluctant to let their children play in these locations. Ideas that parents had for improving safety in outdoor spaces included building a community support system to improve their sense of security and trust in their neighbors, and limiting the proximity of marijuana and liquor stores to parks and schools. Parents also recommended that recreation centers find ways to ensure that staff are welcoming and work well with children, either by hiring more-qualified staff or providing better training and supervision. Ideas proposed by the community stakeholders included stationing child care professionals at parks to supervise children and facilitate play, and improving lighting in parks and public spaces.

Some parents also expressed the need for more police presence and greater police responsiveness in their neighborhoods and parks to improve public safety. However, one parent also shared an experience in which her husband and daughter felt mistreated by police in a park with increased police presence. Because neighborhood safety is a complex issue—and because some possible strategies, such as increased police presence, have the potential to negatively affect some community members—it will be crucial to engage communities in dialogue about how to best increase safety, so that communities can define their own strategies and solutions.

"We went to Oregon two years ago and a lot of playgrounds we went to had safe exercise equipment mounted that kids could be on... Those are really neat. That would be awesome up here."

Frisco, mother of 8- to 11-year-old

"[Rec center staff] need more training... in how to deal with kids... We had a really positive experience with the YMCA because the lady who ran it had just graduated with her master's in psychology, so she was fantastic."

Denver, mother of 12- to 14-year-old

"We are campaigning to have a rec center in [a low-income] neighborhood. Despite having the most kids and the most child obesity, we do not have a community rec center. We're one of the least served, so we are... hoping to have it on the next bond so that we get a rec center."

Denver, community stakeholder

Address neighborhood inequities. Parents and community stakeholders in Denver observed a lack of high-quality indoor and outdoor facilities for physical activity in lower-income neighborhoods. Parents in the Denver focus groups, both English and Spanish speaking, discussed the importance of investing in parks and recreation centers in their neighborhoods, to ensure that their children had the same opportunities for physical activity as children in higher-income neighborhoods, and to give youth activities to help them stay out of trouble. Community stakeholders agreed that low-income Denver neighborhoods needed additional and higher-quality resources for physical activity.

Increase the availability of physical activity options where there are significant gaps. Based on their current knowledge of existing opportunities (which, as described earlier, may be limited), parents most commonly reported wanting additional physical activity options that serve younger children, offer activities for multiple family members, are scheduled during winter and summer, and are noncompetitive.

Activities for young children: Parents with young children said that there were fewer organized activity options for preschool-age children, and that the limited options that were available often filled up quickly. Parents suggested solutions such as designing indoor facilities and opportunities specifically for young children (such as play centers with bouncy houses or age-appropriate climbing structures) or dedicating times for exclusive use of existing gym, recreation, and pool facilities for this age group. Parents of young children also noted that many of the existing activities for preschool-age children require parental attendance and noted that it would be better if some of these activities could be drop-off activities in which children are supervised by other adults.

Whole family activities: Parents also mentioned the need for more activities that meet the needs of multiple age groups. This would lessen the demands on parents' schedules when more than one child could participate in an activity in the same location. Community stakeholders also suggested that developing physical activity options that appeal to the whole family could help boost participation. For example, a Denver community stakeholder suggested that parks could be designed to cater to the whole family, such as



"They should open up more parks where the property level is low because it seems that's where there's more money, that's where you see things... more opportunities for those kids. We really need it, the ones that are lower income families as well."

Denver, mother of 12- to 14-year-old, Spanish speaking

"It is important to have your whole family involved... I think it would be awesome to have some kind of facility where the parents are welcome to come and play with their kids as well. Like the public park, but indoors."

Sterling, community stakeholder

"Nearby my house there are three churches that are huge... I ask myself, 'that building is empty'... why don't they open it up so we could come and play, especially in the winter."

Denver, mother of 12- to 14-year-old, Spanish speaking

including fitness zones and walking paths that older children and parents could use while supervising children on play structures. Other parents and stakeholders suggested “family fun days” in parks and recreation centers.

Seasonal offerings: Parents commonly said that that it was difficult to find affordable activities for their children during winter and the colder months. Across locations and age groups, parents expressed the need for more affordable options for unstructured and structured play during winter months, with those in Grand Junction repeatedly wishing for a multiuse local recreation center. Other strategies offered by parents to increase children’s physical activity levels in winter include leveraging existing indoor spaces, such as churches, for play space; building indoor spaces with sports fields; developing sledding hills open to the public; and helping parents afford winter jackets or other outdoor gear. Parents in some locations identified buildings no longer in use, such as an old call center facility and closed school (both in Sterling), that could be renovated as indoor spaces to support physical activity in the winter.

Parents also desire additional affordable options when their children are out of school, including school breaks and summer vacation. Available organized activities were described as too costly or not covering enough time to keep children busy for the full day while parents are at work. Although there are more options for unstructured physical activity for children during the summer than in winter, parents who work are unavailable to supervise (while children bike or play in the neighborhood) or to take them on outings (such as to the park or camping). Community stakeholders in Frisco and Sterling described collaborations with public libraries to foster children’s physical activity. In Frisco, for example, the public library offers children who bike to the library 10 times a free pass to the public swimming pool. The community stakeholder in Sterling described a popular program at the public library in which sports bags can be checked out like books. The bags include all required gear, along with descriptions of how to play particular activities.

Noncompetitive physical activity options: Parents of older children and youth themselves expressed a desire for more organized physical activity options that are focused on fun and fitness, rather than competition, such as dance or yoga classes. This includes sports teams or clubs that emphasize the social-emotional aspects, rather than physical skill or winning. Parents and youth are also interested in additional organized outdoor activities such as hiking, climbing, and camping clubs. Community stakeholders in most locations agree that there are fewer organized physical activity options available for families less interested in competition and a sports-oriented culture.

“It’s hard in the summer to get them where they need to be—all the things you want them to do so that they’re active and busy. And you know? That’s really stressful to me in the summertime. I’m working and he’s not doing anything. So again, one of those rec centers would be really nice.”

Grand Junction, father of 12- to 14-year-old

“The group of kids that aren’t always into sports . . . those are the ones that get left out a little bit. [We need to] find alternative types of exercise and outdoor activities that they can do and that will help them get active.”

Sterling, community stakeholder

Make changes to the local infrastructure to improve the safety and ease of walking, biking, and recreation. Across focus group locations, parents suggested that improvements to make parks and facilities more accessible by walking and biking would help to encourage children to play outside their homes. Parents' suggested solutions commonly centered on improvements in sidewalks and walkways, and other strategies to slow traffic to increase children's safety when playing outside or traveling to parks and playgrounds. Additional solutions offered by parents in Sterling, Frisco, and Grand Junction included developing crosswalks at busy intersections, deploying walking guards near schools, and developing bike lanes, trails, and greenways that connect playgrounds, parks, and schools. A parent in Frisco also suggested that developing additional easy-to-access hiking trails would support her child's physical activity. A community stakeholder in Denver described how initiatives like Healthy Places Westwood (funded by the Foundation) supported children's engagement in physical activity by improving the built environment, cleaning up alleyways, and training parent volunteers to help walk children to school. She suggested that similar investments and improvements in additional locations may have similar benefits.

Create or improve resources to help parents learn about local physical activity opportunities for their children. It was common for parents to learn about physical activity opportunities in their communities from other parents during the focus groups. Parents in all focus group locations said that easy access to up-to-date information about local physical activity opportunities would help them support their children's activity levels. Possible solutions suggested by parents included creating and maintaining user-friendly, up-to-date electronic resources with listings of physical activity locations; creating and maintaining printed community physical activity guides; having recreation centers and other organizations that offer activities mail bulletins or newsletters to families' homes (or distribute flyers via email or schools); and publicizing events and opportunities in local newspapers. Parents also said that improving families' abilities to communicate with each other about opportunities for organized physical activity and unstructured play would be helpful. Ideas that parents



"Where I live, it's not very good to ride a bike... I mean, if the sidewalks were a bit wider, perhaps. I think we also need those barriers so that the cars won't drive by so fast. Because I am telling you, there's been a few accidents involving kids riding their bikes."

Denver, mother of 12- to 14-year-old, Spanish speaking

"The city has a website and it has a calendar [of events]... but it's really slow. It's not user-friendly and I wish that they could have a kid's corner... they could pull... all the information together for children in one spot... [Now, the site] seems geared toward the retirement community."

Grand Junction, mother of 3- to 7-year-old

"I think another thing [that would help me] is advertising or sending out information to get people to go... I've lived here two years. I know where the rec center is, but I don't know what they offer."

Frisco, mother of 12- to 14-year-old

offered for doing this included developing a dedicated community website for children's physical activity or leveraging other social media (Facebook groups, email Listservs, and so on) for parents to connect, learn about activities, and organize playdates or other outings.

Partner with school systems to expand physical activity offerings during in-school and out-of-school time. Parents and community stakeholders across locations offered a variety of ideas for increasing children's participation in physical activity through schools and school facilities. Schools represent a convenient location for parents, with parent describing schools as "close by so we don't need transportation," "having the facilities and equipment," and places "the kids feel comfortable." Suggestions included reintegrating physical education and recess into the school day and offering more intramural sports and competitions among schools, or outdoor adventure programs to explore local resources such as parks and hiking trails. Parents and community stakeholders referred to times in the past when physical education classes served to introduce children to physical activity that they otherwise may not be exposed to by offering units on activities such as cross-country and downhill skiing, basketball, and dance. A community stakeholder in Frisco, for example, described a past county program that exposed elementary school children to a different winter sport each year. The program represented a way to introduce children to new activities at a low cost and little, if any, parental participation. Parents also suggested that school facilities be used for more after-school and evening physical activity, as open spaces so families can use playgrounds and fields on the weekends, and as sites for school break and summer physical activity programming. In addition, some parents suggested that because the schools are already offering free lunches to children during the summer, it would make sense to also offer physical activities.

Foster community engagement around physical activity and respond to local needs and preferences. Parents and community stakeholders stressed that, when making choices about how to help families support their children's physical activity, it is important to ensure that the specific directions and investments to be undertaken are community driven or validated. Community stakeholders shared examples of successful past projects that hired community leaders to organize residents and other projects that employed "listening campaigns" to hear the communities' perspectives. Ultimately, the strategies to increase children's participation must appeal to and be responsive to the community's needs and interests.

"They've taken away the PE time. We need to get that back in the schools."

Denver, father of 8- to 11-year-old

"You need to talk to the community that you're working with because we've learned that different communities within the county have different feelings or priorities about things or way of approaching. So be mindful of the population and make sure you're asking them what the program is or what they need help with. Don't try to figure it out for them. You'll get a better buy-in."

Grand Junction, community stakeholder

"[I wish] that Parks and Recreation would take more into consideration the needs of the community, because many times... they don't really see the needs of the community."

Denver, mother of 12- to 14-year-old, Spanish speaking

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CONCLUSION

This study revealed interesting and important findings about this sample of low-income families from diverse locations throughout Colorado and how these families value and experience children's physical activity. The study is an important first step for the Foundation in gathering the views and opinions of parents and community members about solutions to address barriers to children's physical activity.

First, we learned that parents understand and recognize the importance of physical activity. There is a widespread belief that low-income individuals may be less likely to maintain a healthy lifestyle—and, in this case, be less likely to support their children's participation in regular physical activity—because they lack important knowledge about the health risks associated with unhealthy behaviors or they lack the motivation to change these behaviors. Yet the findings from the parent survey and focus groups suggest that parents *do* understand the importance of physical activity for their child's physical and social development. However, they are often overwhelmed by the challenges of integrating activities and time for free play into their schedule, and a lack of personal, financial, and community resources it requires to do this successfully. Despite these challenges, many of the parents that we spoke with are trying their hardest to locate these opportunities for their children, and they had a wealth of ideas about how their efforts to keep their children active could be made easier by local planners and policymakers.

Second, this study identified an extensive list of challenges for children and parents to being active in low-income communities, and we recognize some of these barriers may be more easily addressed than others. For example, improving public transportation and community safety are complex issues, and building new recreational facilities represent a costly venture for local communities. However, our findings also revealed some recommendations that highlight problems that may be more easily addressed—for example, developing an up-to-date resource with a list of activities, events, and facilities available within a community, or methods to foster the exchange of equipment or gear among families. Similarly, improving local systems for obtaining financial assistance for children to access activities and facilities represents a manageable change that would leverage existing resources and could expand access to a large number of families. We recognize that the Foundation will need to be pragmatic in identifying programmatic or policy changes that represent an optimal mix of being a modifiable change within a community and having the maximum impact for expanding physical activity opportunities for children and families.

One final consideration that we want to highlight is the importance of engaging the community stakeholders and residents in local efforts to promote children's activity. Despite this study's finding that there were more similarities than differences across communities in the kinds of challenges that limit their children's activity, it was also clear from our data collection that each community has a unique set of circumstances and resources, and that programmatic efforts are most likely to be successful when they address the specific needs and preferences of families in that community. This study represents an important first step in understanding the views of parents and children about ways of addressing barriers to children's physical activity. We believe the Foundation has the best chance at successfully increasing children's physical activity by continuing to provide communities and parents with this voice in developing new initiatives for expanding children's physical activity.

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APPENDIX A

STUDY METHODOLOGY

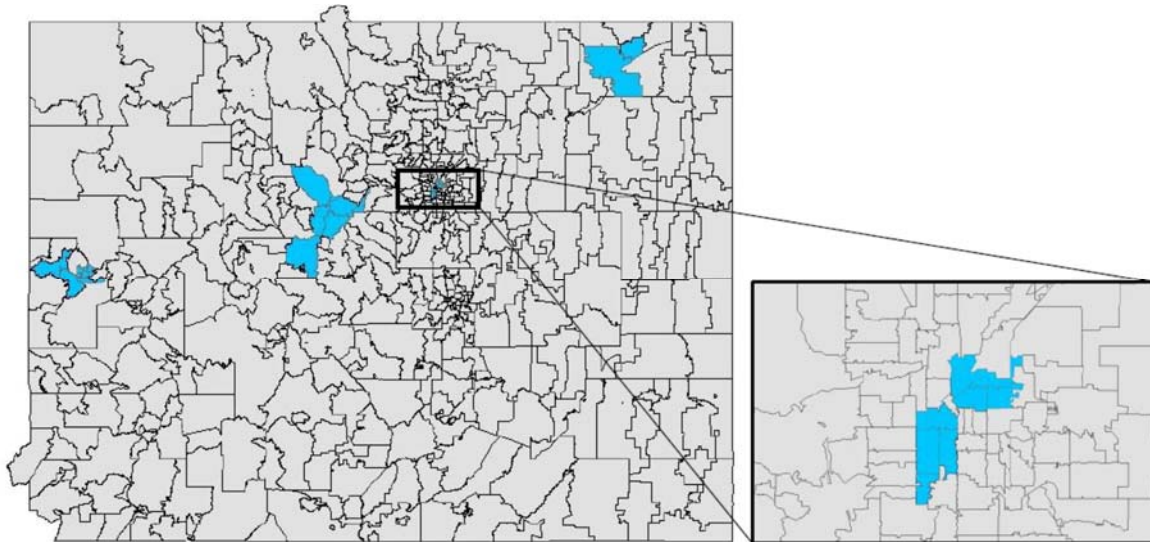
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The purpose of this study was to collect information from low-income families throughout Colorado about their experiences with children's participation in physical activity. The study had three primary data sources: (1) focus groups, (2) a survey of focus group participants, and (3) interviews with community stakeholders in each of the selected sites. All research protocols were approved by the Health Media Lab Institutional Review Board. In the section below, we describe our methods for site selection, sample recruitment, data collection, and analysis of the qualitative data from the focus group and community stakeholder interviews.

Site selection

We selected sites within each of the four Colorado regions (Urban Corridor, Mountain Range, Eastern Plains, and Western Slope) that had high rates of low-income households, child physical inactivity, and child obesity. Based on our discussion with the Foundation at the kickoff meeting in January, the four selected sites—which are displayed in the map in Figure A.1—included Denver (Urban Corridor), Frisco (Mountain Range), Sterling (Eastern Plains), and Grand Junction (Western Slope). In Denver, we conducted data collection at two separate sites, which included English-speaking families from the Globeville, Elyria, and Swansea sections of Denver, and Spanish-speaking families from the Westwood, Sun Valley, and Lincoln/La Alma Park sections of Denver.

Figure A.1. Map of study sites in Colorado



Source: Mathematica analysis of study sites in Colorado using zip code level participant data; map generated using ArcGIS.

Data Collection

Focus groups. We conducted 20 focus groups across the four study sites. In each site, we conducted one focus group with each of the following sets of participants: (1) parents of children ages 3 to 7, (2) parents of children ages 8 to 11, (3) parents of children ages 12 to 14, and (4) children ages 12 to 14. A total of 128 parents and 42 youth participated in the study. Characteristics of focus group participants are presented in Table A.1.

Table A.1 Characteristics of parents and caregivers in the study sample

Characteristic	Number of parents	Percentage of parents
Total	128	100.0
Geographic location		
Denver (English)	25	19.5
Denver (Spanish)	26	20.3
Frisco	15	11.7
Grand Junction	29	22.7
Sterling	33	25.8
Age of child		
3 to 7 years old	46	36.5
8 to 11 years old	40	31.3
12 to 14 years old	42	32.8
Gender of parent or caregiver		
Female	98	76.6
Male	22	17.2
Not reported	8	6.3
Ethnicity		
Asian	1	0.8
Black	10	7.8
Hispanic	40	31.3
Other	1	0.8
White	69	53.9
Not reported	8	6.3
Highest education		
Less than high school	5	4.0
High school graduate	42	32.8
Some college	43	33.6
College graduate	30	23.4
Not reported	8	6.3
Number of children in family		
1	59	46.1
2	29	22.7
3	19	14.8
4 or more	13	10.2
Not reported	8	6.3
Primary language		
English	94	73.4
Spanish	23	18.0
English and Spanish	3	2.2
Not reported	8	6.3

Source: Fieldwork screening data.

Note: There were eight parents who were screened on site for eligibility in the focus groups but who did not provide data to Fieldwork recruitment staff for this data file. Their information is not reported, except for location and the age of their child. For ethnicity, parents were asked, "What is your ethnic background?" and could respond with more than one race or ethnicity with which they identified.

Recruitment. We worked with Fieldwork, a focus group firm with an office in Denver, to identify and recruit participants for the parent and child focus groups. Fieldwork has a database containing names and background characteristics of over 60,000 potential participants throughout Colorado, which was instrumental in identifying participants in the two Denver

locations. For sites in which the database did not have sufficient numbers of participants—which included Sterling, Grand Junction, and Frisco—Fieldwork used other methods for identifying potential participants, which included purchasing lists with contact information and calling potential participants, posting advertisements through social media and local email Listservs, posting flyers in local commercial and nonprofit organizations, and contacting local organizations who could refer families. In addition, Fieldwork offered incentives for referrals to the focus groups in these sites. Fieldwork staff used a screening protocol to ensure that eligible participants participated in the study. The protocol determined whether parent participants had the following characteristics: (1) currently care for a child ages 3 to 14 years old, (2) have a household income that is less than or equal to 200 percent of the federal poverty level, and (3) speak English as their primary language (or Spanish, in the Southwest Denver site).

Moderation of focus groups. Focus groups were moderated by one Mathematica staff person, with a second Mathematica staff also attending most groups to take notes. The moderator used a guide, which is provided in Appendix C. The focus groups occurred in the evening. Focus groups for parents of children ages 3 to 7 years old and 8 to 11 years old were held one day, and the focus groups for parents of 12- to 14-year-olds and their children were held simultaneously during a second day. The Denver focus groups took place in the Fieldwork facility, and the remaining focus groups took place at hotels identified by Fieldwork staff. Parents received \$100 compensation for participating in the focus groups. Parents with 12- to 14-year-old children received an additional \$100 if their child participated in the youth focus group; this amount was to be divided between the parent and child. All focus groups were audio-recorded and professionally transcribed.

Survey. We asked focus group participants to complete a 10-minute survey prior to the focus groups. The surveys for parents and youth are displayed in Appendix D. We developed separate parent surveys for those with children ages 3 to 7 and children ages 8 to 14, so that a small number of items could differ across these age groups to account for differences in children's interests and activities by development stage. Fieldwork emailed the surveys to participants before their scheduled focus group, and they were also available on site for participants to complete. We received a completed survey from 98 percent of the focus group participants. The surveys assessed children's participation in organized activities, the locations where physical activity took place, views toward physical activity, and perceived barriers to physical activity. The barrier items were taken from previously developed scales. For parents, we used the Barriers to Activity Support Scale (Davison 2009) and, for children, we used the Play Across Boston Youth Survey (Harvard School of Public Health 2003).

Community stakeholder interviews. We conducted a total of eight interviews with community stakeholders from the four geographic sites; this included three stakeholders from Denver, two each from Grand Junction and Sterling, and one from Frisco. (Due to the relative size of Frisco, we allocated one of the interviews planned for Frisco to Denver.) Interviews were conducted by phone and lasted between 40 and 60 minutes. Interviewees were provided \$50 compensation for their time. All interviews were audio-recorded and professionally transcribed.

In selecting community stakeholders for these interviews, we relied on a combination of referrals from Foundation staff and our own research on these selected locations. The goal was to identify individuals who were knowledgeable about and actively involved with children's

physical activity and health in these communities. Our sample consisted of four staff from local parks and recreation departments, two staff at local public health departments, and two staff at local nonprofit organizations.

The questions for these community stakeholder interviews explored organizations and programs in the local community focused on youth physical activity, public space and local infrastructure, and barriers and opportunities for expanding youth physical activity programs in their community. The interview protocol for these stakeholder interviews is provided in Appendix E.

Data analysis. For the focus group and community stakeholder interview data, we used a thematic analysis process to inductively analyze the qualitative data from these two sources. First, project team members read and reread transcripts. Then, using an iterative process, we identified informative and illuminating quotes. We used the constant comparison method (Glaser and Strauss 1967), during which quotes were compared with one another and categorized into groups according to their meaning. Through a series of meetings, we reviewed the data and compared and contrasted quotes and categorized them into thematic groups with the similar meaning. We used the resulting themes as the foundation for this report.

To analyze the survey data, we produced descriptive statistics for the overall sample and, for the parent survey data, by age group. Based on the survey items, we derived new variables in order to present meaningful summary measures (for example, the percentage of parents who selected “very true” or “true” for statements describing barriers to physical activity). In addition to exploring variation by age groups, we explored differences by location and urban location. Because the sample sizes were small and the results did not vary substantially by site, we did not present these results in the report.

We integrated the findings from the focus groups, surveys, and community stakeholder interviews to report a cohesive story about the experiences of families in this study. More specifically, we relied on the survey results to corroborate the types of themes we heard from parents about barriers to physical activity participation, as well their views toward children’s physical activity. Furthermore, we relied on community stakeholder interviews to corroborate and expand on community-level barriers to physical activity.

APPENDIX B

PARENT AND YOUTH SURVEY RESULTS TABLES

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Table B.1. Parents' and children's views about physical activity

View about children's physical activity	Parents' views about their children's physical activity				Views of 12- to 14-year-olds about their own activity ^a
	All children (N = 126)	3–7 years old (N = 46)	8–11 years old (N = 39)	12–14 years old (N = 41)	12–14 years old (N = 41)
	Percentage of respondents who reported the statement was "very true"				
My child is physically active.	70.6	89.1	71.8	48.8	-
It is important to me that my child is someone who exercises regularly.	81.0	89.1	76.9	75.6	46.3
It is important to me that my child is someone who keeps physically fit.	77.0	76.1	76.9	78.0	56.1
It is important to me that my child is someone who is physically active.	87.3	93.5	84.6	82.9	56.1

Sources: Parent and Youth Surveys.

Note: A dash ("-") indicates that this item was not included in the survey for this set of respondents.

^aThe youth survey items had the same wording as the parent survey, except *I am* replaced the phrase *my child is*. example, the parent survey item that read "It is important to me that *my child is* someone who exercises regularly" was written as "It is important to me that *I am* someone who exercises regularly."

Table B.2. Children's participation in organized physical activities during the past 12 months, by age group

Organized activity	Reported by parents								Reported by youth	
	All children (N = 126)		3 to 7 years old (N = 46)		8 to 11 years old (N = 39)		12 to 14 years old (N = 41)		12 to 14 years old (N = 41)	
	Percentage who participated in past 12 months	Of those who participated in past 12 months, percentage who participated at least one time per week	Percentage who participated in past 12 months	Of those who participated in past 12 months, percentage who participated at least one time per week	Percentage who participated in past 12 months	Of those who participated in past 12 months, percentage who participated at least one time per week	Percentage who participated in past 12 months	Of those who participated in past 12 months, percentage who participated at least one time per week	Percentage who participated in past 12 months	Of those who participated in past 12 months, percentage who participated at least one time per week
Swimming	52	74	54	76	59	65	41	82	46	68
Running or jogging ^a	46	84	-	-	44	82	49	85	56	87
Soccer	35	82	35	94	41	75	29	75	29	75
Basketball	33	71	15	57	49	84	39	63	37	60
Hiking ^a	30	46	-	-	28	55	32	38	27	100
Dance	24	83	30	93	15	100	24	60	24	70
Baseball or softball	23	86	17	75	31	92	22	89	27	91
Football	21	88	11	80	28	91	24	90	34	71
Volleyball ^a	19	53	-	-	8	100	29	42	32	54
Gymnastics	17	73	33	73	13	80	5	50	5	100
Other ^c	17	55	19	100	15	50	17	0	10	100
Movement class ^b	15	71	15	71	-	-	-	-	-	-
Martial arts	15	84	20	78	18	86	7	100	5	0
Track and field	14	67	11	80	8	33	24	70	20	88
Cheerleading	7	56	11	60	5	50	5	50	2	100
Tennis	6	38	4	50	8	33	7	33	10	75
Ultimate Frisbee ^a	6	40	-	-	5	0	7	67	12	80
Lacrosse ^b	1	100	-	-	0	0	2	100	5	100
Ice hockey	1	100	2	100	0	0	0	0	0	0
Total activities in which individual children participated										
No activities	10.3		17.4		2.6		9.8			
1–3 activities	42.9		41.3		43.6		43.9			
4 or more activities	46.8		41.3		53.8		46.3			

Sources: Parent and Youth Surveys.

Note. A dash (“-”) indicates that this item was not included in the survey for this set of respondents.

^aThese classes (hiking, lacrosse, running and jogging, ultimate Frisbee, and volleyball) were included in the survey for parents of 8- to 14-year-olds. The denominator for the category of all children is 87, which is the number of parents with 8- to 14-year-old children.

^bMovement class was only included in the survey for parents of 3- to 7-year-olds. The denominator for the category of all children is 46, which is the number of parents with 3- to 7-year-old children.

^cActivities written in by parent respondents in the “Other” response category include biking (4), bowling (2), golf (2), skiing (2), walking (2), boxing (1), exercising (1), fencing (1), fitness class (1), high-intensity training (1), jump rope (1), personal training (1), wellness program (1), wrestling (1), and Zumba (1). Activities written in by youth in the “Other” category included biking (1), playing games (1), high-intensity training (1), and skateboard and scootering (1).

Table B.3. Location of children's physical activity, by time period and age group

Location	Reported by parents				Reported by youth
	Percentage of children who participated at location				
	All children (N = 126)	3 to 7 years old (N = 46)	8 to 11 years old (N = 39)	12 to 14 years old (N = 41)	12 to 14 years old (N = 41)
<u>Exercise or physical activity at a playground or park</u>					
Past 12 months	89	93	87	85	78
Past 30 days	83	89	87	71	61
Past 7 days	79	89	92	56	54
<u>Exercise or physical activity in an after-school program</u>					
Past 12 months	40	35	51	37	37
Past 30 days	29	30	38	20	24
Past 7 days	33	35	41	24	32
<u>Exercise or physical activity at a recreation center</u>					
Past 12 months	52	50	54	54	34
Past 30 days	34	39	41	22	17
Past 7 days	28	33	38	12	10
<u>Swim or play games at a swimming pool, lake, or pond</u>					
Past 12 months	77	80	82	68	61
Past 30 days	41	46	49	29	27
Past 7 days	29	30	36	20	17
<u>Do exercise or physical activity in a backyard, driveway, or sidewalk near where you live</u>					
Past 12 months	83	85	82	83	73
Past 30 days	84	85	87	80	59
Past 7 days	86	91	87	78	63
<u>Do adventure sports, such as hiking or rock climbing</u>					
Past 12 months	41	-	41	41	34
Past 30 days	20	-	26	15	15
Past 7 days	15	-	18	12	12
<u>Ride a bike or tricycle or use other wheeled toys on a driveway, sidewalk, or path near where you live</u>					
Past 12 months	83	83	-	-	-
Past 30 days	83	83	-	-	-
Past 7 days	85	85	-	-	-
<u>Walk or bike to or from school</u>					
Past 12 months	33	22	28	49	46
Past 30 days	22	15	28	24	27
Past 7 days	24	15	31	27	29

Sources: Parent and Youth Surveys.

Note. A dash ("-") indicates that this item was not included in the survey for this set of respondents.

Table B.4. Barriers to supporting children's physical activity reported by parents, by children's age group

Barrier	Ranking of frequency	Percentage of parents who strongly agree or agree that the item is a barrier to their child's participation in physical activity			
		All children (N = 126)	All children (N= 126)	3 to 7 yrs old (N= 46)	8 to 11 yrs old (N = 39)
Cost					
I cannot afford enrollment fees for after-school programs/camps.	2	68.3	63.0	79.5	63.4
I cannot afford enrollment fees for sports and clubs.	3	67.5	60.9	71.8	70.7
I cannot afford equipment and gear for sports teams.	4	62.7	56.5	69.2	63.4
I cannot afford activity related equipment such as bicycles.	7	43.7	37.0	48.7	46.3
Safety					
Drivers don't look out for children playing.	1	73.0	71.7	76.9	70.7
Cars drive too fast for my child to play near the road.	5	61.1	58.7	71.8	53.7
There is too much traffic for my child to play outside.	14	33.3	26.1	35.9	39.0
It is unsafe for my child to play outside.	16	30.2	23.9	30.8	36.6
I worry that my child will get injured during sports and physical activities.	20	21.4	15.2	24.3	24.4
Access to parks and facilities					
There are few indoor facilities near my home.	6	61.1	52.2	64.1	68.3
I have no backyard for my child to play in.	15	31.0	21.7	41.0	31.7
There are no sidewalks for my child to walk or bike on.	21	18.3	8.7	30.8	17.1
There are no parks or playgrounds that my child can walk or bike to.	22	12.7	8.7	7.7	22.0
Availability of programs					
Hours for after-school/summer programs are not flexible.	11	39.7	37.0	48.7	34.1
There aren't many teams/programs in our neighborhood.	12	38.1	32.6	35.9	46.3
There are no teams/clubs for activities my child likes to do.	18	23.8	17.4	20.5	34.1
Parent schedules					
I work and have little time at the end of the day.	9	40.5	34.8	41.0	46.3
It is difficult to coordinate activities for children of different ages.	10	40.5	41.3	33.3	46.3
I have no energy to help my child be active.	19	22.2	15.2	23.1	29.3
Parent knowledge					
There isn't much info on sports/activities available.	8	42.9	41.3	43.6	43.9
I don't know how to get my kids to be active in winter.	17	27.0	19.6	38.5	24.4
Other					
There are no children with similar interests in our neighborhood.	13	34.1	30.4	30.8	41.5

Source: Parent Survey.

Table B.5. Barriers to physical activity participation reported by 12- to 14-year-old youth

Barrier	Percentage who strongly agree or agree that this is a barrier (N = 41)
I feel unsafe taking the subway or bus to places where I can do sports or do physical activity	34.1
Near where I live, there are no programs for the types of sports or activities that I like to do	34.1
I don't have fun when I exercise or play sports	24.4
I don't have the equipment I need to exercise or play sports	24.4
I don't have a convenient place to exercise or play sports	24.4
At my school, there are no programs for the types of sports or activities I like to do	24.4
It is difficult to walk, run, or play near where I live because of things like traffic, construction, and dogs	22.0
I don't feel I have the skill or coordination to exercise or play sports	19.5
It is difficult to walk, run, or play near where I live because of things like crime, gangs, and people that will bother me	17.1
My parent(s) won't let me participate in sports or physical activities that I like because they think I might get hurt	9.8

Source: Youth Survey.

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APPENDIX C

FOCUS GROUP GUIDES

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Date:
Start time:
Stop time:
Moderator:
Note taker:
Venue:
Participants:

[Consent forms will be mailed to caregivers before the event. Collect completed forms upon arrival or distribute forms to those who need to complete on-site before group begins. Tell participants the location of refreshments and bathrooms, and tell them to use the bathroom (if they have to) before the group begins. Incentives will be distributed after focus group; after caregiver completes the survey. Remember to do early bird raffle.]

Section 1: Introduction

[Up to 8 minutes: 2 late start; 2 for instructions; 4 for introductions]

Thank you very much for coming to this discussion today. My name is NAME, and this is NAME, who will be taking notes. We work for Mathematica Policy Research, a firm that does research on issues related to children’s health and development.

As you likely know, our discussion today is part of a research study we are conducting for the Colorado Health Foundation to help the Foundation learn more about the types of physical activity children enjoy doing, as well as what gets in the way of children being physically active. The Foundation will use this information to plan projects that help kids be more physically active.

There are no right or wrong answers to our questions; we only wish to hear your honest opinions. The information you share with us is confidential. Your name will not be listed in any information we share with Foundation.

We are recording our discussion so that we can make sure we have captured everything in our notes. If you want to say anything that you do not want recorded, please let me know and we will pause the recorder.

Now for ground rules for the discussion.

First, we want your input on a number of topics during the hour we have together. At times, I may need to move the conversation along to be sure we cover everything, so don’t be offended if I ask the group to move on to another question.

Next, we want this to be a conversation between all the people in this group. Anyone can reply to my questions, or to someone else’s comments. We really want *everyone* to feel comfortable participating. Everyone’s opinions are important, so please speak up and please be respectful of each other.

We won't be taking any official breaks during the discussion. If you need to go to the bathroom, please feel free to go one person at a time.

Please remember that as we go through the questions, we want you focus specifically in this group on children ages **[3 to 7; 8 to 11; or 12 to 14]**. Please try to think of your child in that particular age group when answering.

I also wanted to take a minute to define some key terms we will be using today. We will ask a lot of questions about **“physical activity”**. Physical activity is anything that gets your body moving, muscles working, and uses energy. There are two main types of physical activity. One type is **“organized physical activity.”** These are structured activities. For example, for school-age kids this might be a sports team or taking dance or swimming classes; for younger pre-school age kids, this might involve activity classes at a recreation center. The other type is **“unorganized physical activity.”** These are not structured activities; they are activities that involve movement and exercise, like riding a bike, playing in a yard or park, or playing pick-up basketball.

It would be helpful if everyone could silence their cell phones before we begin.

Does anyone have any questions before we get started with introductions?

[START THE RECORDERS]

Before we jump in, let's go around the room with introductions. As we go around, please tell us your name, as well as the ages and genders of the children you care for in the age group we are discussing today, **[3 to 7; 8 to 11; 12 to 14]**.

[Thank the participants and start the discussion]

Section 2: Discussion

[Up to 52 minutes; ~ 8 minutes per question]

1. **X:8 [WARM UP] What are the types of activities that your children, ages [3 to 7; 8 to 11; 12 to 14], like to do to be physically active? You can talk about both organized and unorganized activities.**
 - As a parent or caregiver, why is it important to you for your child to be physically active?
 - *Probe: Is it for their health?* Is it so your child is in shape or physically fit? Is it for their social development?
 - *Probe: Is it for practical reasons?* Do these activities provide child care? Do these activities help keep them safe? Is your kid's behavior better after they burn off energy?

2. **X:16 [PARENT BARRIERS] Do you find it hard as a parent or caregiver to make sure that your child, ages [3 to 7; 8 to 11; 12 to 14], is physically active? Why or why not?**
 - What are specific things in your life that make it hard to get your children to participate in activities that involve exercise or being physically active?
 - *Probe:* Is it because you're too tired at the end of your work day? Is it because of the cost or timing of activities? Is it because your neighborhood doesn't feel safe?
 - **What would make it easier for you to help your children, ages [3 to 7; 8 to 11; 12 to 14], to be more physically active?**
 - **For those of you who don't have a hard time getting your kids to be active,** why do you think that is? What are the things that make it easier for your family?

3. **X:24 [AVAILABILITY] Do you feel like your children ages [3 to 7; 8 to 11; 12 to 14], have enough options in terms of things to do and places to go to be physically active?**
 - What types of organized physical activities do you wish your children were participating in or doing more of? As a reminder, *for older kids*, organized activity are things like playing on a sports team or dance or karate classes, and for *very young kids* they are things like doing a movement or activity class, or a swim class.
 - Why aren't they doing these activities now? *Probe:* Is it because of the timing, cost, location, or quality of available activities? Is it because of your schedule? Is it because of your kid's interests or personality?
 - **What could be done to help?**

- What types of unorganized physical activities do you wish your children were doing more of? As reminder, by unorganized activity, we mean things like free play at a playground or in the backyard, or walking, biking, or scooting or skateboarding.
 - Why don't they participate more frequently in unorganized physical activities? *Probe:* Is it because you don't live close to parks and playgrounds? Is it because you feel concerned about your child's safety playing outside? Is it because you don't have a backyard or other space to play? Is it because of your schedule?
 - **What could be done to help?**
4. **X:32 [WHEN & WHERE] If more options for organized activities (like sports or classes) or unstructured play could be made available in your community, where, when, and what would you want them to be?**
- Where would you want these activities take place?
 - Why?
 - Is this true for both organized and unorganized physical activities?
 - When would you want these to take place? Would it be weekdays or on weekends?
 - Why?
 - Is this true for both organized and unorganized physical activities?
 - What season or time of year are they most needed – during the school year, summer, or winter?
 - Why?
 - Is this true for both organized and unorganized physical activities?
5. **X:48 [GENDER] Are there enough activities offered and play opportunities available for boys and for girls, ages [3 to 7; 8 to 11; 12 to 14]?**
- Are there any differences in the types of options or support that girls need (in comparison to boys) to be more physically active?
 - How so?
 - Is this true for both organized and unorganized physical activities?
6. **X:48 [NEIGHBORHOOD BARRIERS] Are there other things about your neighborhood or community that make it hard to get your children to be physically active?**

- Is it because there are too few places for kids to play? Is because you are concerned about your child’s safety?
 - Are there spaces, buildings, or facilities in the community that could be used for physical activity, but aren’t used by children and families as much as they could be?
 - Why aren’t they being used as much as they could be?
 - **What would make these spaces or places more likely to be used?** *Probe:* Is it if they were cleaner? Or safer? Or had better staff? Or were open at more convenient times? Or were closer to your home?
7. **X:56 [WISH] If you could make one small change in your *community or life* to make it easier for children, ages [3 to 7; 8 to 11; 12 to 14], to be physically active, what would it be? In one sentence, what more could be offered or what could be done differently to make it easier for children to do more organized and unorganized physical activities?**
- *Probe:* For example, is it different or more programs options; better staff running these program; expanded hours; lower cost program options; more sidewalks or parks; a public pool or other recreation facility; cleaner and safer outdoor spaces?
- * NOTE: try to get each participant to provide one wish by going around the room.**

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Date:

Start time:

Stop time:

Moderator:

Note taker:

Venue:

Participants:

[Consent forms will be mailed to caregivers to sign on behalf of their adolescents before the event. The children themselves will also be asked to sign a consent form before the event. Collect completed forms upon arrival or distribute forms to those who need to complete on-site before group begins. Tell participants the location of refreshments and bathrooms, and tell them to use the bathroom (if they have to) before the group begins. Incentives will be distributed after focus group.]

Section 1: Introduction

[Up to 8 minutes: 2 late start; 2 for instructions; 4 for introductions]

Thank you very much for coming to talk to us today. My name is NAME, and this is NAME, who will be taking notes. We work for Mathematica Policy Research, a company that studies programs for children and youth.

We've been asked by the Colorado Health Foundation to talk to young people like you about **“physical activity.”** Physical activity is anything that gets your body moving, muscles working, and uses energy. These can include supervised activities that you sign up for, like sports teams, karate, or dance class, or these can be activities you do on your own or with your friends, like riding a bike, hiking, playing pick-up basketball, or skateboarding in front of your home. We want to talk about activities you like to do or *would* like to do but are not doing right now. *There are no right or wrong answers to our questions; we only wish to hear your honest opinions.*

We will not share anything that you tell us with your parents or anyone else.

We are recording our discussion so that we can remember everything you tell us. If you want to say anything that you do not want recorded, please let me know and we will pause the recorder.

Now for ground rules for the discussion.

I will ask some questions, and anyone can answer my question. Anybody can also comment on what another person has said. We want to hear what each of you has to say, so please speak up. You're allowed to disagree with what people have to say, but please be kind and respectful.

I need to ask everyone to put your cell phone away and not take it out during the discussion. I want you to concentrate on this discussion so I can hear all of the valuable things that you have to tell us!

Does anyone have any questions before we get started with introductions?

[START THE RECORDERS]

Before we jump in, let's go around the room with introductions. As we go around, quickly tell us your name, as well as something you like to do in your free time. [The moderator and note taker should also introduce themselves and state something they like to do.]

[Thank the participants and start the discussion]

Section 2: Discussion

[Up to 52 minutes; ~6.5 minutes per question]

1. **X:08 [WARM UP] What types of activities do you like to do to be physically active and get your body moving?**
 - *Probe:* Are they supervised activities that you sign up for, like being on a sports team or doing classes like dance or karate?
 - *Probe:* Or do you like being active on your own or with your friends, like walking, riding a bike, playing pick-up basketball, or playing near your home?

2. **X:14 [REASONS FOR PA] For those of you who said you do physical activity, why do you like do activities that involve exercise or physical activity?**
 - *Probe:* Is it because you think it's fun? Or you like playing games and competing? Or do you like the opportunity to hang out with friends? Or does it feel good to exercise or get in shape?
 - **For those of you who said that you either don't like to be or just aren't physically active**, what is it about exercise and physical activity that you don't like? Or why don't you do physical activity? Can you think of a way that someone could make these kinds of activities better or more fun for you? Have you *ever* had fun doing these kinds of activities?

3. **X:20 [AVAILABILITY] Do you feel like you have enough choices or options in your community for being physically active?**
 - Has there even been a time when *you wanted to do some type of physical activity* but weren't able to do it?
 - If yes, what was the activity? And why weren't you able to do it?
 - *Probe:* Was it because you had no time due to homework or other activities? Was it too expensive? Was it too far away? Was it because your parent couldn't take you? Or because your parent was too busy or tired?
 - Are there other physical activities that you wish you could sign up for or just do with a friend?
 - Has there ever been a time when a *friend at school or in your neighborhood* did some type of physical activity that you wished you could too, but you weren't doing it?
 - If yes, what was the activity? Why couldn't you do it?
 - Are these activities you'd sign up for or just do alone or with friends?

- Have you ever talked to *family friends or relatives who don't live in this town* about *physical* activities that they do, and wished that you could do the same kinds of activities that they are doing? Are these activities you'd sign up for or just do alone or with friends?
 - If yes, what activities were they? Why don't you have the chance to do these activities in your town?

4. X:27 [WHEN & WHERE] If you could do more of the kinds of physical activities that we just talked about doing– where and when would you want them?

- Where would you want to do these activities? Near your home? At school? At a recreation center?
 - Why in those places?
 - If at a recreation center, what specifically do you want to do at such a center – sign up for group activities, or more free play on courts or in a pool with your friends?
- When would you want these physical activities to take place – afterschool on weekdays or on weekends?
 - Why on those days?
- What season or time of year would you like these physical activities to happen – during the school year, summer, or winter?
 - Why during those seasons?

5. X:34 [GENDER] Do you think that boys and girls both have enough choices or options for activities that involve exercise or physical activity?

- Why or why not?
- Are there certain types of physical activities that boys in this town want to do, but can't for some reason? Which activities? Why?
- Are there certain types of physical activities that girls in this town want to do, but can't for some reason? Which activities? Why?
- Are there different things that boys and girls in your community would need in order to help them be more physically active?

6. **X:40 [FAMILY BARRIERS]** Are there things about your family’s life that make it hard for you to do as much physical activity as you want to?

- *Probe:* Are these activities too expensive or too hard to get to? Are your parents too busy?

7. **X:46 [NEIGHBORHOOD BARRIERS]** Are there things about your neighborhood or community that make it hard for you to be as physically active as you want to be?

- *Probe:* Do you not feel safe in your neighborhood? Do you not have friends nearby?
- *Probe:* Are there safe and easy-to-get-to places like playgrounds, parks, trails, and swimming pools where you can go to do unorganized physical activities?

8. **X:52 [WISH]** If a genie came out of a bottle and gave you one wish, what one small change in your neighborhood, family or your life would you wish for to make it easier for you and other kids like you to be physically active, what would it be?

- *Probe:* Is there something more that could be offered or done differently? Like more sports teams or leagues; more opportunities for riding bikes or playing outside; better staff, hours, prices or transportation options; more sidewalks or parks; a public pool or other recreation facility; cleaner and safer spaces.

*** NOTE:** try to get each participant to provide one wish by going around the room.

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APPENDIX D

PARENT AND CHILD SURVEYS

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Children's Physical Activity in Colorado Youth Survey

Spring 2016

INSTRUCTIONS

- This survey asks about your knowledge and opinions about physical activity. The survey should take about 10 minutes.
- Mark only one answer for each question, unless the directions tell you to mark more than one answer. You may use a pen or pencil.
- We really want to hear what **you think**. This is not a test. Please tell us about yourself honestly. There is no right or wrong answer. You may skip any question you do not wish to answer.
- Your answers are private. Nobody from your family or school will see your answers after you have given us your completed survey.

Today's Date: |_|_| / |_|_| / |_|_|_|_|
Month Day Year

A. PARTICIPATION IN ACTIVITIES

In this section, we ask about activities you have done during the past 12 months. We want to know about organized physical activities that you participated in during out-of-school time (after school, weekends, or during the summer). This includes sports teams, lessons, or camps.

Please mark one answer for each question about your physical activity.

	A1. During the past 12 months, did you participate in a <u>team, lesson, or camp</u> for the following sports or activities? FOR ALL YES RESPONSES, PLEASE ANSWER A2		A2. When you participated in this team, lesson, or camp, how <u>many times per week</u> did you do it?		
	SELECT ONE RESPONSE PER ROW		SELECT ONE RESPONSE PER ROW		
	NO	YES	LESS THAN ONCE PER WEEK	1-2 TIMES PER WEEK	3 OR MORE TIMES PER WEEK
a. Baseball or softball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Basketball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Cheerleading.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Dance.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Football.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Gymnastics.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Hiking.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Ice Hockey.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Lacrosse.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Martial Arts (karate, tae kwon do, judo, etc.).....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Running or jogging.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Soccer.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Swimming.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Tennis.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
o. Track and field.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
p. Ultimate Frisbee.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
q. Volleyball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
r. Other (<i>specify</i>) _____	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
s. Other (<i>specify</i>) _____	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

The next set of questions asks about places that you have gone to exercise or be physically active during the past 12 months, 30 days, and 7 days. When a question asks about “physical activity or exercise,” we mean an activity that gets your body moving and makes you sweat and breathe hard.

A3. Did you do exercise or physical activity at a playground or park ...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A4. Did you do exercise or physical activity in an after-school program...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A5. Did you do exercise or physical activity at a recreation center (such as a YMCA or community center)...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A6. Did you swim or play games at a swimming pool, lake, or pond...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A7. Did you do exercise or physical activity in a backyard, driveway, or sidewalk near where you live...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A8. Did you do adventure sports, such as hiking or rock climbing...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A9. Did you walk or bike to or from school...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

B. ATTITUDES ABOUT PHYSICAL ACTIVITY

The next set of questions ask about your beliefs about physical activity in your life. For each of the following sentences, please mark one answer.

B1. It is important to me to be someone who exercises regularly.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B2. It is important to me to be someone who keeps physically fit.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B3. It is important to me to be someone who is physically active.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

C. BARRIERS TO PHYSICAL ACTIVITY

Sometimes there are things that stop someone from being physically active. Please read each barrier and indicate whether you agree or disagree with the statement.

SELECT ONE RESPONSE PER ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
C1. I don't have fun when I exercise or play sports.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C2. I don't feel I have the skill or coordination to exercise or play sports.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C3. I don't have the equipment I need to exercise or play sports.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C4. I don't have a convenient place to exercise or play sports.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
C5. It is difficult to walk, run, or play near where I live because of things like crime, gangs, and people that will bother me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C6. It is difficult to walk, run, or play near where I live because of things like traffic, construction, and dogs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C7. I feel unsafe taking the subway or bus to places where I can do sports or do physical activity.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C8. Near where I live, there are no programs for the types of sports or activities that I like to do.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C9. At my school, there are no programs for the types of sports or activities I like to do.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C10. My parent(s) won't let me participate in sports or physical activities that I like because they think I might get hurt.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Thank you for answering our questions!

Children's Physical Activity in Colorado Caregiver Survey

Spring 2016

INSTRUCTIONS

- This survey asks about your child's physical activity. The survey should take about 10 minutes to complete. Please think about your child who is 3 to 7 years old when answering the questions in this survey.
- Mark only one answer for each question, unless the directions tell you to mark more than one answer. You may use a pen or pencil. All of the questions can be answered by placing an "X" or a "✓" in the box. There are no right or wrong answers to these questions. If you are unsure how to answer a question, please give the best answer you can rather than leaving it blank.
- The information you provide will remain confidential. Your name will never be associated with the study results nor will your child be identified in any reports.
- Your participation is voluntary. If you choose not to complete this questionnaire, it will not affect you or your child's participation in any program.
- Please bring your completed survey to the focus group you were invited to.

Today's Date: |__|__| / |__|__| / |__|__|__|
Month Day Year

A. PARTICIPATION IN ACTIVITIES

In this section, we ask about the activities your child has done during the past 12 months. We want to know about organized physical activities that your child participated in during out-of-school time (after school, weekends, or during the summer). This includes sports teams, lessons, or camps.

Please mark one answer for each question about your child's physical activity.

	A1. During the past 12 months, did your child participate in a <u>team, lesson, or camp</u> for the following sports or activities? FOR ALL YES RESPONSES, PLEASE ANSWER A2		A2. When your child participated in this team, lesson, or camp, how <u>many times per week</u> did he or she do it?		
	SELECT ONE RESPONSE PER ROW		SELECT ONE RESPONSE PER ROW		
	NO	YES	LESS THAN ONCE PER WEEK	1-2 TIMES PER WEEK	3 OR MORE TIMES PER WEEK
a. Baseball or softball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Basketball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Cheerleading.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Dance.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Football.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Gymnastics.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Ice Hockey.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Martial Arts (karate, tae kwon do, judo, etc.).....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Movement class.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Soccer.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Swimming.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Tennis.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Track and field.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Other (<i>specify</i>) _____	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
o. Other (<i>specify</i>) _____	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

The next set of questions asks about the places your child has gone to exercise or be physically active during the past 12 months, 30 days, and 7 days. By “physical activity or exercise,” we mean an activity that gets your child moving and makes them sweat and breath hard.

A3. Did your child exercise or do physical activity at a playground or park ...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A4. Did your child exercise or do physical activity in an after-school program...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A5. Did your child exercise or do physical activity at a recreation center (such as a YMCA or community center)....

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A6. Did your child swim or play games at a swimming pool, lake, or pond...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A7. Did your child play active games (hopscotch, red rover, tag, etc.) in a yard, driveway, or sidewalk near where you live...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A8. Did your child ride a bike or tricycle or use other wheeled toys (scooter, skates, etc.) on a driveway, sidewalk, or path near where you live ...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A9. Did your child walk or bike to or from school...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

B. ATTITUDES ABOUT PHYSICAL ACTIVITY

For the next set of questions, please read each statement and select the response that indicates how true the statement is for you and your child.

B1. My child is physically active.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B2. It is important to me that my child is someone who exercises regularly.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B3. It is important to me that my child is someone who keeps physically fit.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B4. It is important to me that my child is someone who is physically active.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

C. BARRIERS TO PHYSICAL ACTIVITY

In this next section, we list a set of barriers that caregivers may experience in supporting their children's participation in physical activity. Please read each barrier and indicate whether you agree or disagree that is a barrier to your child's physical activity participation.

In responding to these questions, please think only of your child between ages 3 to 7 years old.

SELECT ONE RESPONSE PER ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
C1. There are few indoor facilities near my home.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C2. There aren't many teams/programs in our neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C3. There are no teams/clubs for activities my child likes to do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C4. There isn't much information on sports/activities available.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C5. Hours for afterschool/summer programs are not flexible.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C6. Cars drive too fast for my child to play near the road.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C7. Drivers don't look out for children playing.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C8. There is too much traffic for my child to play outside.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C9. It is unsafe for my child to play outside.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C10. There are no sidewalks for my child to walk or bike on.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C11. There are no parks or playgrounds that my child can walk or bike to.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C12. There are no children with similar interests in our neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C13. It is difficult to coordinate activities for children of different ages.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C14. I cannot afford enrollment fees for afterschool programs/camps.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

CONTINUED ON NEXT PAGE

SELECT ONE RESPONSE PER ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
C15. I cannot afford enrollment fees for sports and clubs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C16. I cannot afford activity-related equipment such as bicycles.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C17. I cannot afford equipment and gear for sports teams.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C18. I have no backyard for my child to play in.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C19. I don't know how to get my kids to be active in winter.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C20. I work and have little time at the end of the day ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C21. I have no energy to help my child be active.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C22. I worry that my child will get injured during sports and physical activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Thank you for answering our questions!

Children's Physical Activity in Colorado Caregiver Survey

Spring 2016

INSTRUCTIONS

- This survey asks about your child's physical activity. The survey should take about 10 minutes to complete. Please think about your child who is 12 to 14 years old and attending this evening's youth focus group when answering the questions in this survey.
- Mark only one answer for each question, unless the directions tell you to mark more than one answer. You may use a pen or pencil. All of the questions can be answered by placing an "X" or a "✓" in the box. There are no right or wrong answers to these questions. If you are unsure how to answer a question, please give the best answer you can rather than leaving it blank.
- The information you provide will remain confidential. Your name will never be associated with the study results nor will your child be identified in any reports.
- Your participation is voluntary. If you choose not to complete this questionnaire, it will not affect you or your child's participation in any program.
- Please bring your completed survey to the focus group you were invited to.

Today's Date: |__|__| / |__|__| / |__|__|
Month Day Year

A. PARTICIPATION IN ACTIVITIES

In this section, we ask about the activities your child has done during the past 12 months. We want to know about organized physical activities that your child participated in during out-of-school time (after school, weekends, or during the summer). This includes sports teams, lessons, or camps.

Please mark one answer for each question about your child's physical activity.

	A1. During the past 12 months, did your child participate in a <u>team, lesson, or camp</u> for the following sports or activities? FOR ALL YES RESPONSES, PLEASE ANSWER A2		A2. When your child participated in this team, lesson, or camp, how <u>many times per week</u> did he or she do it?		
	SELECT ONE RESPONSE PER ROW		SELECT ONE RESPONSE PER ROW		
	NO	YES	LESS THAN ONCE PER WEEK	1-2 TIMES PER WEEK	3 OR MORE TIMES PER WEEK
a. Baseball or softball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Basketball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Cheerleading.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Dance.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Football.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Gymnastics.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Hiking.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Ice Hockey.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Lacrosse.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Martial Arts (karate, tae kwon do, judo, etc.).....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Running or jogging.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Soccer.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Swimming.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Tennis.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
o. Track and field.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
p. Ultimate Frisbee.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
q. Volleyball.....	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
r. Other (<i>specify</i>) _____	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
s. Other (<i>specify</i>) _____	0 <input type="checkbox"/>	1 <input type="checkbox"/> →	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

The next set of questions asks about the places your child has gone to exercise or be physically active during the past 12 months, 30 days, and 7 days. By “physical activity or exercise,” we mean an activity that gets your child moving and makes them sweat and breath hard.

A3. Did your child exercise or do physical activity at a playground or park ...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A4. Did your child exercise or do physical activity in an after-school program...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A5. Did your child exercise or do physical activity at a recreation center (such as a YMCA or community center)....

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A6. Did your child swim or play games at a swimming pool, lake, or pond...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A7. Did your child exercise or do physical activity in a yard, driveway, or sidewalk near where you live...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A8. Did your child do adventure sports, such as hiking or rock climbing...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

A9. Did your child walk or bike to or from school...

- a. In the past 12 months? 1 Yes 0 No
- b. In the past 30 days? 1 Yes 0 No
- c. In the past 7 days? 1 Yes 0 No

B. ATTITUDES ABOUT PHYSICAL ACTIVITY

For the next set of questions, please read each statement and select the response that indicates how true the statement is for you and your child.

B1. My child is physically active.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B2. It is important to me that my child is someone who exercises regularly.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B3. It is important to me that my child is someone who keeps physically fit.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

B4. It is important to me that my child is someone who is physically active.

MARK ONE ONLY

- 1 Not at all true
- 2 Not very true
- 3 Somewhat true
- 4 Very true

C. BARRIERS TO PHYSICAL ACTIVITY

In this next section, we list a set of barriers that caregivers may experience in supporting their children's participation in physical activity. Please read each barrier and indicate whether you agree or disagree that is a barrier to your child's physical activity participation.

In responding to these questions, please think only of your child between ages 12 and 14 years old.

SELECT ONE RESPONSE PER ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
C1. There are few indoor facilities near my home.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C2. There aren't many teams/programs in our neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C3. There are no teams/clubs for activities my child likes to do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C4. There isn't much information on sports/activities available.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C5. Hours for afterschool/summer programs are not flexible.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C6. Cars drive too fast for my child to play near the road.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C7. Drivers don't look out for children playing.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C8. There is too much traffic for my child to play outside.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C9. It is unsafe for my child to play outside.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C10. There are no sidewalks for my child to walk or bike on.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C11. There are no parks or playgrounds that my child can walk or bike to.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C12. There are no children with similar interests in our neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C13. It is difficult to coordinate activities for children of different ages.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C14. I cannot afford enrollment fees for afterschool programs/camps.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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SELECT ONE RESPONSE PER ROW

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C15. I cannot afford enrollment fees for sports and clubs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C16. I cannot afford activity-related equipment such as bicycles.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C17. I cannot afford equipment and gear for sports teams.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C18. I have no backyard for my child to play in.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C19. I don't know how to get my kids to be active in winter.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C20. I work and have little time at the end of the day.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C21. I have no energy to help my child be active.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
C22. I worry that my child will get injured during sports and physical activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Thank you for answering our questions!

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APPENDIX E

COMMUNITY STAKEHOLDER
INTERVIEW GUIDE

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Date:

Interviewee:

Organization:

Phone or In-Person:

Start time:

Stop time:

Introduction

Thank you again for taking time to speak with me today.

Let me start by giving you a little background about my company and the project.

I work for Mathematica Policy Research. We are a nationally recognized policy research organization that has been conducting studies in the areas of education and children’s health for over 35 years. I am based in Denver.

For this project, Mathematica has been funded by the Colorado Health Foundation to learn more about children’s physical activity throughout Colorado. We are conducting visits to five low-income communities throughout Colorado, including [SITE], where we will conduct focus groups with parents and adolescent children about any barriers to physical activity they encounter in their daily lives. In addition to the parents and children in our study, we are also talking with individuals like you who work in these communities so we can learn more about barriers and potential opportunities for physical activity participation in your community. Because we are studying the experiences of low-income families, our study is focused primarily on youth programs and activities that are free or low cost, as well as parks and playgrounds that are accessible to the public.

The information that I gather during our interview will be used in a report that will aggregate and synthesize findings from the interviews. With your permission, I would like to record the interview today for notetaking purposes. We will not quote you directly in any public reporting based on this interview, but in general, we would like to attribute responses to your community. We will delete the recording once our notes are complete.

We are most interested in physical activity among children ages 3-14, so it would be very helpful if you could think about the preschool, elementary, and middle school age groups – as opposed to older children – during our interview.

Do you have any questions before we start?

A) Background

1. To start, could you please describe the organization that you work for and your role within that organization?
 - a. What is your involvement with programs that focus on children’s physical activity?

B) Organizations

2. Besides your own, what other agencies and organizations in your community offer organized programs to promote youth physical activity during out-of-school time? By organized programs, we mean things like swim or dance classes or sports teams for school aged children, or movement and other physical activity classes for pre-school age children (such as Gymboree).
3. What types of activities do these programs offer and to what age groups are they offered? [*Limit interviewee if list goes on too long.*] In general, do you believe there are enough organized or structured programs or opportunities for 3-14 year old children who are interested in participating in physical activity?
 - a. When is the greatest need for organized physical activities for children (for example, after school, weekends, summer, or winter)? By “need,” I mean the time period when the amount of opportunities is most lacking relative to the number of kids who would like to do them.
 - b. Which age groups have the greatest need for organized physical activities? (for example pre-school age kids, young elementary age kids, or older elementary age and middle school kids)
 - c. Are there a sufficient number of program offerings for both boys and girls?
 - d. Are there some organizations that offer programs that have high enrollment and waiting lists?
 - i. What types of programs/activities are oversubscribed?
 - ii. Why do you think this is?
 - e. Are there some organizations that offer programs but have low enrollment, that is, the activities are not as fully utilized as they could be?
 - i. What types of programs/activities are underutilized?
 - ii. Why do you think that is?
4. Are there any local campaigns or initiatives underway that focus on promoting children’s physical activity? (Such as a campaign to promote walking to school.)
 - a. Who sponsors these campaigns, and what specific behaviors are they targeting?
 - b. What degree of participation has there been among residents?

- c. How involved are private companies in supporting local physical activity programs, activities, or initiatives?

C) Public Spaces and Local Infrastructure

Next, I'd like to talk about public spaces and the local infrastructure in your community.

5. What are some of the major outdoor parks, playgrounds, and outdoor spaces that residents may access in your community for physical activity?
 - a. Are these outdoor spaces well utilized by children (ages 3-14) in your community?
 - b. If they are not used, what are barriers to utilization?
 - i. How safe and appealing are the playgrounds and facilities?
 - ii. Are there neighborhoods that do not have easy access to these kind of outdoor spaces?
 - c. Have there been any community discussions to make improvements to outdoor spaces, to make them more aesthetically appealing or to improve the quality of the fields or playground equipment?
6. What are some of the major public gyms or indoor spaces in your community for children to use for unorganized play or physical activity?
 - a. Are these facilities accessible to most families?
 - i. If yes, are they well used by the community?
 - ii. If they are not used, what are barriers to utilization?
 - b. How accessible are schools as spaces for children to use for physical activity during non-school hours?
 - c. Have there been any community discussions to expand access to public gyms or indoor facilities in your community?
7. From your perspective, does your community need additional indoor facilities (such as gyms or pools) to support physical activity?
 - a. Are these needs specific to any age group? Or time of year? Or gender?
8. From your perspective, does your community need additional *outdoor* spaces (such as parks and playgrounds) to support physical activity?
 - a. Are these needs specific to any age group? Or time of year? Or gender?

D) Community Context and Political Climate

9. Given what you have told us about the programs and infrastructure in your community for children's physical activity, what factors do you think make it difficult for children to be physically active? (Probe: safety, accessibility of open space, availability of programs)
 - a. Is there anything about your community being located in a [URBAN/RURAL] location that makes it particularly difficult for children to be active?
 - b. Are there characteristics of families in your community that make it difficult for caregivers to support youth physical activity participation? (experiencing economic hardship, speaking English as second language, lack of availability of activities that align with their background or culture)
10. Are you aware of any kinds of physical activity opportunities that children would like to have (or have more of) that they do not currently have access to?
 - a. When and where would these activities happen?
 - b. For what age group?
 - c. When, where, and how could activities be offered to increase accessibility to families?
11. If you had access to additional funding to make some small but important changes in your community to improve children's physical activity, what would they be and why?
 - a. Which organizations do you think would be strong community partners for delivering new programs or services?
12. Is children's physical activity a concern or priority among local officials in your community?
 - a. If so, how much political support or appetite is there for funding new programs or improving local infrastructure?

Thank you again for agreeing to speak with us today. Your input is incredibly helpful. Is there anything that you'd like to add about children's physical activity in your community that we have not yet discussed?

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