Out-of-School Time Physical Activity Standards: Implementation Trends

Summary Report

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Introduction

This report summarizes findings from the two online surveys we conducted as part of our ALR Commissioned Analysis**.** In order to have all the information in one document, this report once again includes results from the summer survey, which we originally submitted in August. New text describing results from the school year survey begin on page 14.

Project aims

The Physical Activity Guidelines for Americans Midcourse Report [1]found limited evidence that community and out-of-school time program (OST) settings were successful in increasing physical activity among children and youth. The report noted that these settings should be highlighted as priority areas for additional research. Among service providers, service intermediaries, and advocates, there is substantial interest in, and organization around, promoting both healthy eating and physical activity in OST settings. This project was conceived as a response to the need for more research and better documentation of non-research efforts. While some OST health promotion is occurring through traditional grant-funded research, much of it actually emanates from organizations that have engaged with us to develop a structure and process for creating and promoting voluntary physical activity quality standards for the National AfterSchool Association (NAA) (RWJF Grant #67296). This work has taken place through our collaboration with Y-USA to create and lead the Healthy Out-of-School Time Coalition (HOST). Beyond HOST – and often predating it – additional efforts to promote healthy eating and PA in OST are rooted in professional development activities driven by organizations with internal or foundation funding that do not follow typical research routes and are unlikely to appear in peer-reviewed journals.

This report addresses our first aim, which was to pilot a surveillance system to identify baseline physical activity practices and the impact of the National AfterSchool Association Physical Activity Quality Standards (NAA PAQS) on the OST field. These standards are a subset of the NAA Healthy Eating and Physical Activity standards.

In this volume, we consolidate our findings from a summer survey pilot and the subsequent school year survey. In a separate volume, we present case studies describing outstanding professional development initiatives that aim to improve OST providers' capacity to deliver high quality physical activity.

[1] Physical Activity Guidelines for Americans Midcourse Report Subcommittee of the President's Council on Fitness, Sports & Nutrition. Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity Among Youth. Washington, DC: U.S. Department of Health and Human Services, 2012.

Methods

Project Structure

The project PI is Dr. Georgia Hall at Wellesley College's National Institute on Out-of-School Time (NIOST). Dr. Jean Wiecha is the project PD at RTI International, Inc., which is Wellesley College's subcontractor. The NAA collaborated with us by disseminating links to the survey to its membership. This analysis was conducted at RTI, International. The study received IRB approval at Wellesley College and RTI, International.

Data Collection

Survey development. The investigators developed an online questionnaire to assess OST sites' awareness, adoption, and use of the five NAA PAQS; implementation of best practices; and organizational capacity to implement them. Following analysis of summer data, we revised the survey slightly to capture information about school year attendance, and about how respondents received the survey, that is, whether they received it directly from NAA or as a forward from someone else. Moreover, we decided to minimize complexity in the school year survey and focus solely on afterschool sites, that is, we did not collect data on before school sites. Survey drafts at both time points were reviewed and beta tested by members of the HOST Coalition.

Sampling and recruitment. The target population was program or site directors running summer day programs and school-year afterschool programs. We expected our sample primarily to comprise NAA members, although we also permitted forwarding of the email link to others. The IRB's at RTI International and Wellesley College approved the protocols.

We recruited respondents through the NAA for several reasons. First, it maintains the largest, most diverse and most readily available national database of OST affiliated individuals, with members throughout the US, and has regular, frequent access to members through electronic media. Second, NAA is a trusted entity among OST providers and we assumed that an invitation endorsed by NAA would be well-received. These factors position NAA well as an ongoing survey sponsor if we are able to continue with annual or biannual data collection. Third, NAA has a strong investment in understanding how the PAQS are performing in the field because of their roles as the professional sponsor of the Healthy Eating and Physical Activity standards and as a member of the HOST coalition leadership team.

A major limitation of the NAA recipient database is that it is not possible to accurately calculate our response rates. Ideally, we would report the number of summer respondents as a proportion of the total number of summer OST programs contacted, and likewise would report the number of responding school-year afterschool programs responding as a proportion of all such programs contacted. Unfortunately the current NAA database is individually based and not sortable by organizational affiliation. In addition, the database include individuals from a range of types of organizations, including researchers, advocates, and policy makers. Thus, the total number of individuals in the database greatly exceeds the number of individual OST service providers. We were unable to shortcut this problem

during this pilot project. Because NAA is gradually migrating to an organizationally based membership list, future surveys will likely have a better chance of calculating a true response rate.

Summer Pilot Survey: In July 2013, NAA emailed members an electronic link on two occasions 14 days apart. The link was embedded in a top-of-page invitation within the semi-monthly organizational e-newsletter. Approximately 5,000 individuals receive the NAA newsletter. We encouraged recipients to forward the link.

The survey was open for three weeks. We invited summer OST sites to submit one response per site for an opportunity to win $100 (four prizes were offered).

We received responses from 71 summer OST programs. Data were downloaded to an Excel spreadsheet and analyzed in SAS. We eliminated three records that were largely incomplete or were duplicative (i.e., more than one response from a single site). Analyses were based on the remaining 68 responses.

School Year Survey:

NAA emailed a survey invitation to 14,000 email addresses on October 15, 2013. Two reminders were sent and the survey closed on November 15, 2013. We limited the school year survey to sites offering services after school (as opposed to before school) and, as in the summer, invited one response per site for an opportunity to win $100 (four prizes were offered).

We received responses from 689 school year OST programs. Data were downloaded to an Excel spreadsheet and analyzed in SAS. We eliminated 94 records that were largely incomplete or were duplicative (i.e., more than one response from a single site). Often these were one and the same, that is, there were duplicate records for a single IP address where an earlier one was incomplete—as if the respondent started and then abandoned the effort- and the later one was complete. Analyses were based on the 595 responses remaining after duplicates and incompletes were removed.

Analysis

Statistical analyses were undertaken using SAS and charts were created in Excel. Source data for all charts are in the Appendix.

We created summary best practice implementation scores for each of the five PAQS (three to nine best practice items for each standard), and one summary score representing site capacity for implementation (10 items). All of the scores were based on responses to four-point scales in which the positive terminus was coded as four points and the negative terminus was coded as one point. Summary statistics were calculated using frequencies for categorical data and means for summed scores. In calculating percentages for descriptive tables and charts, we ignored missing data and used 68 as the denominator for summer data, and 595 for the school year data.

We used t-tests to examine the relationships between salient site characteristics and implementation scores on the five standards, using the null hypothesis of no difference between groups. We used nonparametric Spearman tests to examine the correlation between scores for site capacity for

implementation and scores for the individual PAQS, testing the hypothesis that higher site capacity would be associated with higher implementation.

Summer Survey Results

Summer sample description

Table 1 presents descriptive data on the 68 summer OST sites that comprised the sample. The program director, coordinator or manager (44%) and site director, coordinator or manager (41%) was the staff member who most often completed the survey (Table 1). The most common facility type was a school (46%), followed by other (i.e., childcare agency, municipal or government facility, faith-based setting, etc.) (31%), and community-based organizations (23.5%). Sixteen (24%) of the sites were operated/managed by a parent organization, most frequently a YMCA (n=6). Most sites served children in grades K-5 (84%), while 60% provided services to grades 6-8, and 16% provided services to grades 9-12. The mean daily enrollment at summer sites was 69 (Range: 5 – 225).

With respect to affiliations and credentials, 11 sites were 21st Century Community Learning Centers. The majority of sites were licensed providers of OST services (62%) and approximately one-quarter (27%) were accredited by the Council on Accreditation (NAA Accreditation).

Table 1. Characteristics of Summer Out-of-School Time Sites, Summer Survey 2013

	N	%
Respondent Job Title		
Program Director, Coordinator or Manager	30	44.1
Site Director, Coordinator or Manager	28	41.2
Other title	10	14.7
Facility Type		
Community-Based Organization	16	23.5
School	31	45.6
Other	21	30.9
Operated/Managed by a Parent Organization		
No	52	76.5
Yes	16	23.5
YMCA	6	NA*
Boys & Girls Clubs of America	4	NA
School District	4	NA
4-H	1	NA
School District	1	NA
Grades Served by Summer OST Sites		
Elementary or Primary (K-5)	57	83.8
Middle School or Junior High (6-8)	41	60.3
High School (9-12)	11	16.2
21st Century Community Learning Center	11	16.2

Licensed Provider of OST Services	42	61.8
Accredited by the Council on Accreditation (NAA Accreditation)	18	26.5

* percent not calculated for n< 10.

There was high familiarity with the NAA physical activity quality standards, as 46 respondents (68%) reported seeing the standards prior to reading them in the survey (Table 2). Of the 46 that were familiar with the standards, 28 reported knowing that the standards were from NAA and 18 reported they were not aware of the NAA connection. Further, 39 of the 46 provided information on utilization of the standards to guide physical activity (Table 2). Overall, 32 respondents – about half of respondents overall (47%), and 70% of those familiar with the standards – reported using one or more of the PAQS to guide physical activity at their sites. Seven respondents reported they were familiar with the standards but did not use them to guide physical activity.

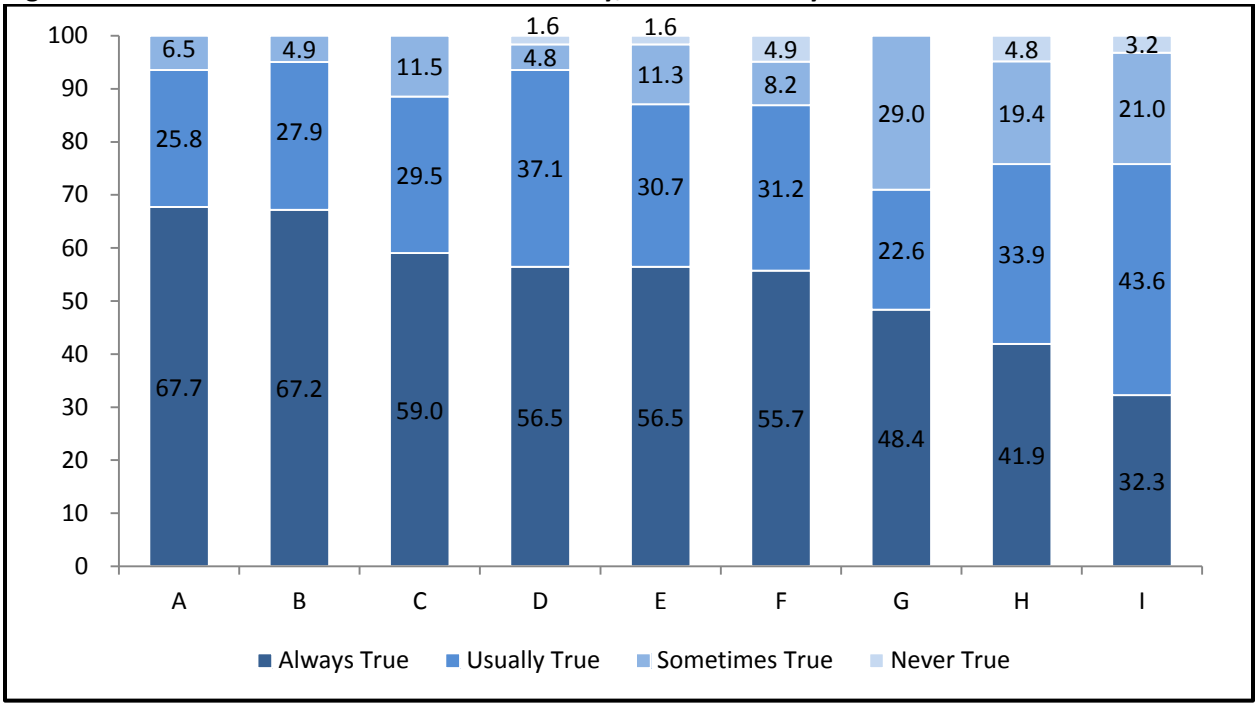
Table 2. Familiarity with and Utilization of NAA PAQS, Summer Survey 2013

	N	% overall
I had never seen the standards before today	18	26.5
I had seen the standards before today	46	67.6
We use one or more of the standards to guide physical activity at this site	32	47.1
We do not use the standards to guide physical activity at this site	7	
No response	7	

NAA PAQS 1. Content and Quality

Survey respondents answered nine questions addressing many of the NAA best practices for content and quality of physical activity. At least 50% of the sites reported that six of the nine best practices are "always true" (Figure 1). *The program offers physical activities that involve all program attendees regardless of ability/disability* was the best practice with the highest percentage of sites reporting it was "always true" (68%), followed by *the program dedicates at least 20% of program time to physical activity* (67%). The best practice with the lowest percent of sites reporting "always true" was *daily physical activity time includes aerobic, muscle and bone strengthening activities* (32%).

Figure 1. Best Practices about Content and Quality, Summer Survey 2013.



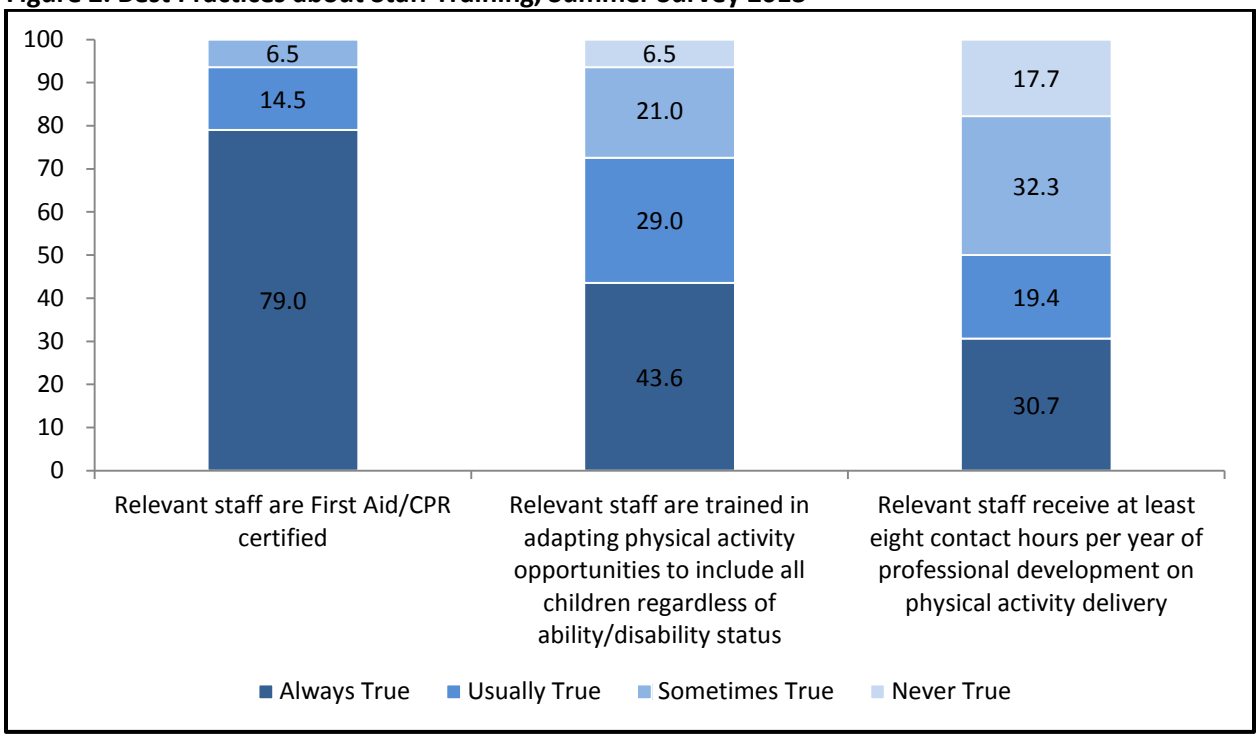
The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

A	Program offers physical activities that involve all program attendees regardless of ability/disability
B	The program dedicates at least 20% of program time to physical activities
C	Physical activity takes place outdoors whenever possible
D	Youth are moderately to vigorously active for at least 50% of the offered physical activity time
E	There are a variety of physical activity options
F	Screen time and digital device time is limited to less than one hour per day
G	Program provides short physical activity breaks between and / or within learning activities
H	Physical activities are integrated with enrichment, academic, or recreation content
I	Daily physical activity time includes aerobic, muscle and bone strengthening activities

NAA PAQS 2. Staff Training

There was marked variation in implementation of NAA staff training best practices (Figure 2). While most sites reported staff were trained in first aid and CPR (79.0% "always true"), far fewer reported implementing best practices specific to physical activity training for staff (30.7% "always true").

Figure 2. Best Practices about Staff Training, Summer Survey 2013

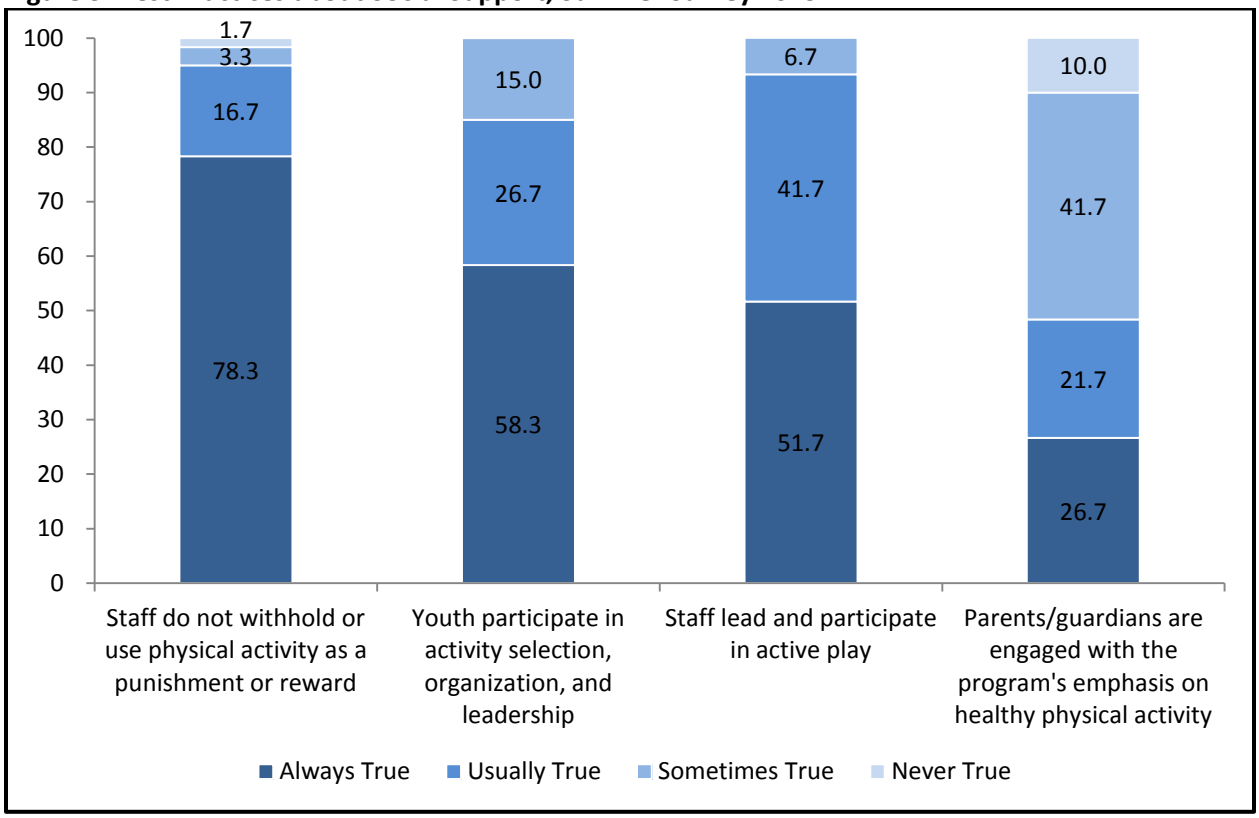


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

NAA PAQS 3. Social Support

Respondents answered four questions regarding best practices about social support. Social support refers to group practices and personal interactions that have a positive relationship with physical activity. For three of the four social support best practices (Figure 3), more than 75% of respondents reported "always or usually true" and most of these responses were in the "always true" category. These were: (1) *staff do not withhold or use physical activity as a punishment or reward";* (2) *youth participate in activity selection, organization, and leadership; and* (3) *staff lead and participate in active play.* Far fewer sites reported engaging parents/guardians with the program's physical activity.

Figure 3. Best Practices about Social Support, Summer Survey 2013

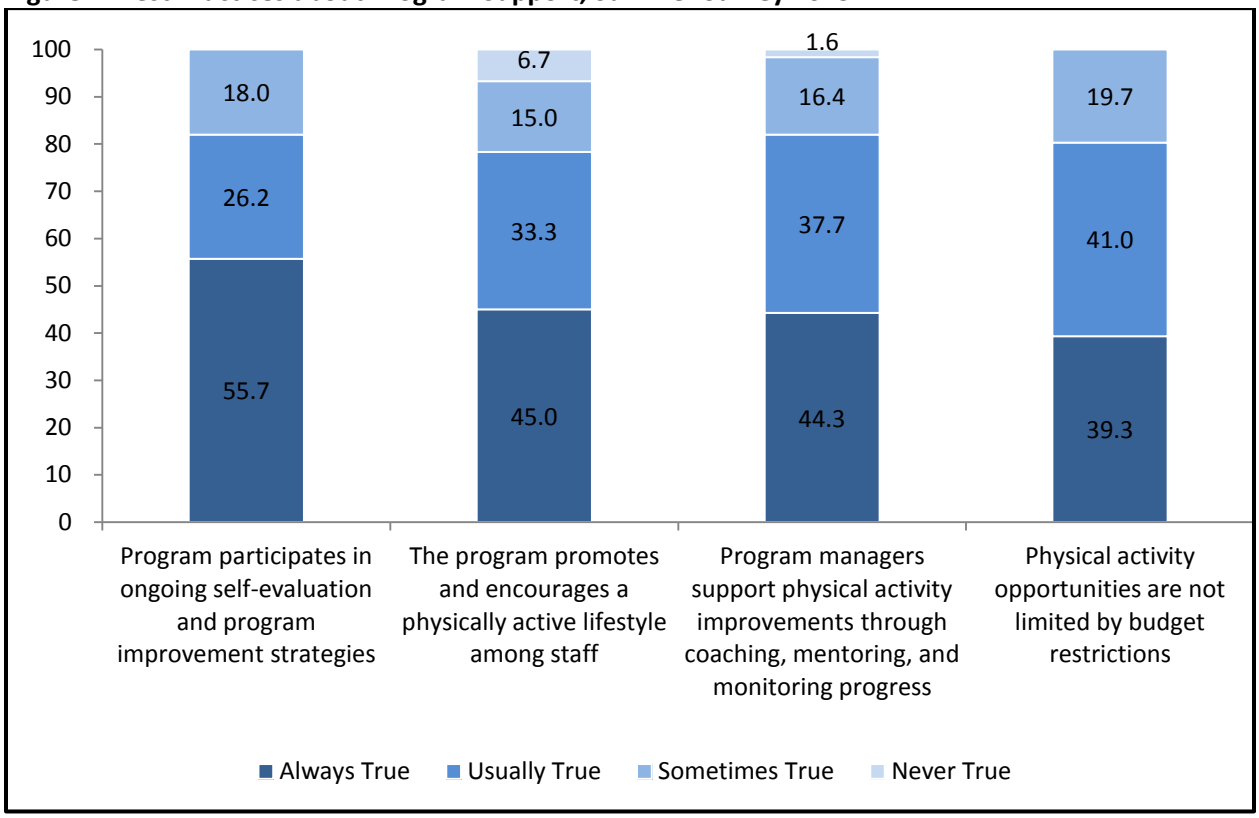


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

NAA PAQS 4. Program Support

The fourth standard, Program Support, covers programmatic infrastructure and practices that enhance program quality. Items include budget, self-monitoring, and staff supervision and development. At least 75% of respondents reported "always or usually true" for each program support best practice (Figure 4). Unlike in standard three, fewer than half of responses were in the "always true" category, indicating somewhat stronger social support for physical activity versus program support. Nearly 20% of respondents reported "sometimes true or never true" that *physical activity opportunities are not limited by budget restrictions.* This best practice also received the highest percentage of respondents reporting "never true." This may indicate that budget does limit physical activity opportunities, and item j in figure 6 supports this interpretation. However, it may also reflect the negative wording of the best practice, which will be revised for the school year survey.

Figure 4. Best Practices about Program Support, Summer Survey 2013

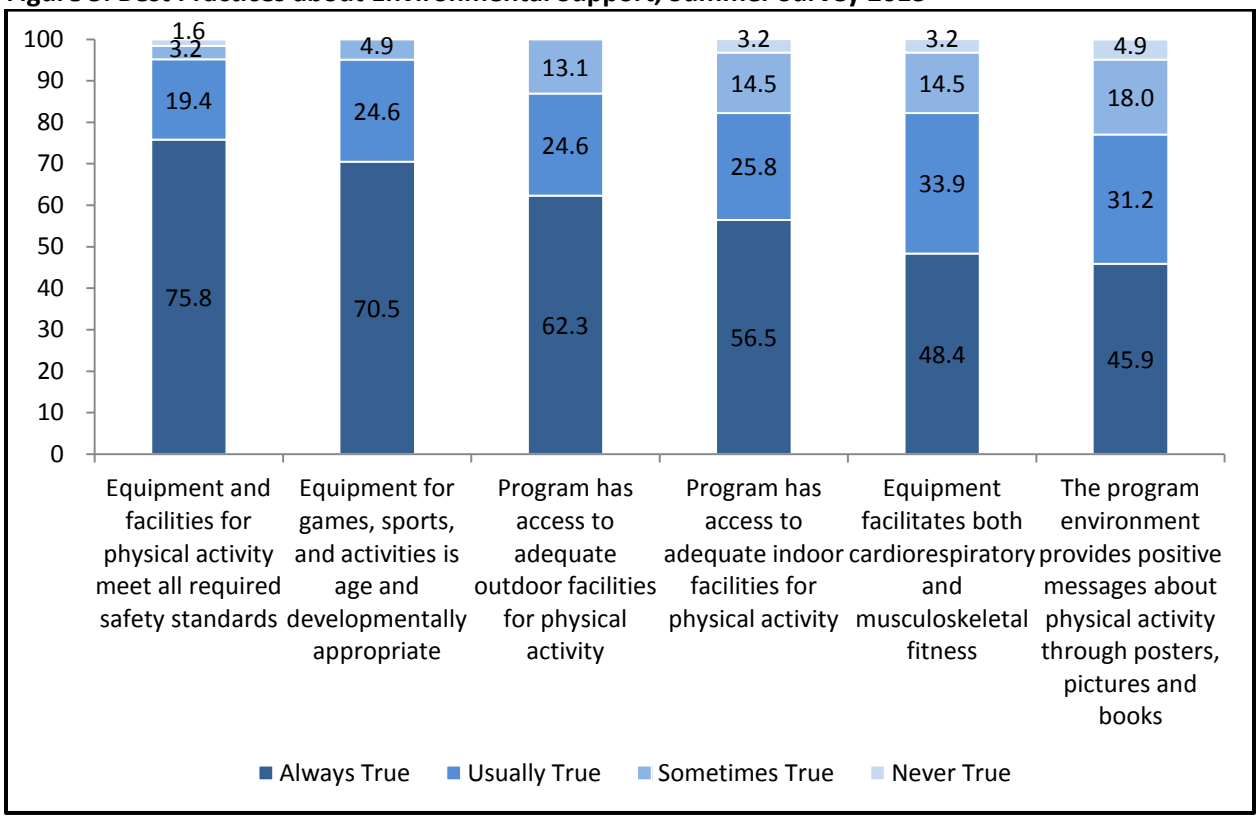


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

NAA PAQS 5. Environmental Support

Environmental support refers to facilities, equipment and characteristics of the program space that support physical activity. More than 50% of sites reported "always true" for four of the six environmental support best practices, and at least 75% of sites reported "always or usually true," demonstrating that the majority of sites have implemented the environmental support best practices (Figure 5). *The program environment provides positive messages about physical activity through posters, pictures, and books* was the environmental support best practice that sites were least likely to have implemented, as more than 20% reported "sometimes or never true."

Figure 5. Best Practices about Environmental Support, Summer Survey 2013

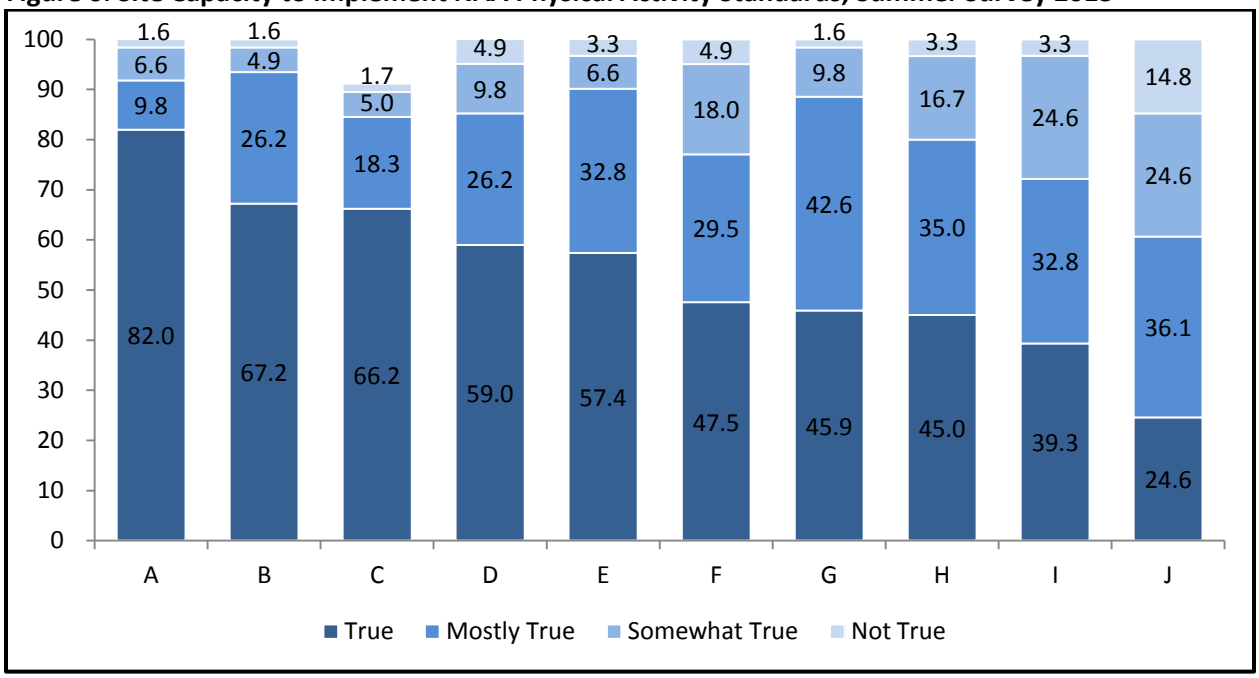


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

Site Capacity to Implement NAA Physical Activity Standards

Respondents answered 10 questions about site capacity to implement the NAA physical activity standards. These questions were intended to assess whether key conditions for supporting the PAQS were in place. At least 50% of the sites reported "true" for 5 of the 10 questions and more than 50% of sites reported "true or mostly true" for all 10 questions (Figure 6). However, there was marked variability in the responses to site capacity items. More than three-quarters of sites reported it was "true" that they had access to outdoor facilities, while less than one-quarter reported it was "true" that their site had adequate funding to purchase physical activity equipment.

Figure 6. Site Capacity to Implement NAA Physical Activity Standards, Summer Survey 2013



The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

A	We have access to safe and clean outdoor facilities like a playground or field
B	We have access to safe and clean indoor facilities for physical activity
C	We have safe and secure equipment storage
D	Improving physical activity for our program is a high priority
E	Our staffing pattern (retention and turnover) allows implementation of the physical activity best practices to be manageable
F	Staff receive sufficient training to fully implement the physical activity best practices
G	The program staff are comfortable being role models for physical activity
H	The site has sufficient physical activity equipment
I	Parents are supportive of the program's efforts to improve physical activity at the site
J	There is adequate funding to purchase additional physical activity equipment

Associations of Implementation Scores with Site Characteristics and Site Capacity Scores

We examined whether site characteristics were associated with implementation scores and site capacity scores (Table 3). Sites that were part of a parent organization (i.e., YMCA) had higher program support scores, compared to sites that were not part of a parent organization. 21st Century Learning Center sites had significantly higher scores for two standards (staff training and program support). Accredited sites had higher scores on three standards (social support, program support, and environmental support). Familiarity with the NAA physical activity quality standards and intentional use of them was associated with higher scores for two standards (physical activity content and quality and staff training). Being licensed, an NAA member, and type of facility were not associated with implementation scores (data not shown).

Table 3. T-Test Results of Site Characteristics and Physical Activity Standards, Summer Survey 2013

	Has a Parent Organization	21 CLC	NAA Accredited	Familiar with NAA Standards	Uses NAA Standards
PAQS 1. Content and Quality				$t(60) = -2.27$ $p = .0266$	$t(60) = -2.04$ $p = .0455$
PAQS 2. Staff Training		$t(60) = -2.03$ $p = .0465$		$t(60) = -3.19$ $p = 0.0023$	$t(60) = -2.11$ $p = .0388$
PAQS 3. Social Support			$t(58) = -2.89$ $p = .0055$		
PAQS 4. Program Support	$t(59) = -1.95$ $p = .0556$	$t(59) = -2.29$ $p = .0256$	$t(59) = -1.95$ $p = .0555$		
PAQS 5. Environmental Support			$t(60) = -2.34$ $p = .0227$		
Organizational Capacity to Implement NAA Standards			$t(59) = -2.53$ $p = .0140$		

A Spearman rank correlation test was computed to assess the relationship between scores on the standards and organizational capacity to implement NAA physical activity quality standards. There was a positive correlation between all of the standards tested and organizational capacity to implement the NAA physical activity standards (Table 4). With respect to standard 1 (physical activity content and quality), this correlation supports the notion that greater organizational capacity supports higher physical activity quality.

Table 4. Spearman Rank Correlation Results for Standards and Organizational Capacity to Implement NAA Physical Activity Standards, Summer Survey 2013

	Spearman Correlation Coefficient	p Value
PAQS 1. Content and Quality	0.59527	<.0001
PAQS 2. Staff Training	0.49932	<.0001
PAQS 3. Social Support	0.59917	<.0001
PAQS 4. Program Support	0.68044	<.0001
PAQS 5. Environmental Support	0.61048	<.0001

Summer Survey Conclusions

The summer pilot survey showed that respondents had high familiarity with the NAA PAQS and that most of those familiar with the standards were using them to guide physical activity at their sites. Respondents also indicated high levels of agreement with a range of best practices. Lower scores were observed for several programmatic and practice themes. These include budget for physical activity, emphasis on and availability of facilities/equipment to support total fitness (i.e. strength as well as aerobic activity); best practices related to role modeling and fostering social norms around physical activity; certain types of relevant staff training; and parent engagement.

The summer pilot was useful in demonstrating utility of pushing survey links out through NAA, and the survey instrument itself performed well with little evidence of participant drop-off.

School Year Survey Results

Sample description

We received responses from 44 states and one each from Bermuda and the Virgin Islands. The highest number of respondents came from New York State (64), Pennsylvania (57) and Texas (49). The six states with no respondents were Alaska, Hawaii, Nebraska, New Hampshire, North Dakota, and South Carolina. With no NAA State Affiliate leadership in those states, NAA has little membership representation in them and the lack of response is unsurprising. Over half of respondents (311, 53%) responded to the survey via a link received from NAA, but the remaining 218 received the survey link by other means, including a forward from a colleague (30%), an electronic communication other than from NAA (11%) or some other means (5%). We presume that forwards from colleagues typically meant that the original recipient was not the appropriate respondent at a given site, and that they simply made sure that the link got to the right person.

Table 5 presents descriptive data on the 595 summer out-of-school time sites that comprised the analytic sample. The program director/coordinator /manager (40%) or site director/coordinator/ manager (52.3%) were the staff members who most often completed the survey (Table 5). The most common facility type was a school (67%), followed by community-based organizations (15%), and other (i.e., childcare agency, municipal or government facility, faith-based setting, etc.) (14%). One hundred and seventy three (29%) of the sites were operated/managed by a parent organization, most frequently a YMCA (n=51). Most sites served children in grades K-5 (92%), while 41% provided services to grades 6-8, and 15.0% provided services to grades 9-12.

With respect to affiliations and credentials, 159 sites (27%) were 21st Century Community Learning Centers. Approximately one-third of sites were licensed providers of OST services (32%) and 15% were accredited by the Council on Accreditation (NAA Accreditation).

Average daily attendance (ADA) varied widely (not shown). Several respondents reported ADA greater than 1,000, and we chose to truncate these to 1,000 on the assumption that these respondents mistakenly reported for the entire program, rather than for the specific site. Even with this adjustment, ADA was highly skewed, with mean 89 and range: 1 – 1,000. More informative, perhaps, is that the 5th percentile was 12, the median was 51, the 75th percentile was 95, and the 95th percentile was 250. Developing a measure of size has been problematic in all of our attempts to survey OST sites. It is not impossible for a program that takes place in a school building to have ADA of 1,000 at a single site. On the other hand, very low enrollment (under 10) seems unlikely. We would assume that the highest and lowest 5% are probably reporting errors, and that it is safe to say that 90% of programs served between 12 and 250 students per day.

Table 5. Characteristics of Summer Out-of-School Time Sites, School Year 2013

	N	%
Job Title		
Program Director, Coordinator or Manager	239	40.2
Site Director, Coordinator or Manager	311	52.3
Physical Activity Specialist or Coordinator	9	1.5
Other title	36	6.1
Facility Type		
Community-Based Organization	86	14.5
School	401	67.4
Other	84	14.1
Operated/Managed by a Parent Organization		
No	422	70.9
Yes	173	29.1
4-H	3	
Boys & Girls Clubs of America	29	
Parks and Recreation	12	
School District	15	
YMCA	51	
US Military	1	
Did not report	62	
Grades Served by Summer OST Sites		
Elementary or Primary (K-5)	547	91.9
Middle School or Junior High (6-8)	241	40.5
High School (9-12)	89	15.0
21st Century Community Learning Center	159	26.7
Licensed Provider of OST Services	191	32.1
Accredited by the Council on Accreditation (NAA Accreditation)	89	15.0

There was high familiarity with the NAA physical activity quality standards, as 355 of 592 respondents to this question (60%) reported that they had seen the standards prior to reading them in the survey (Table 6). Among these 355, 173 (49%) reported knowing that the standards were from NAA and 182 (51%) reported they were not aware of the NAA connection. Further, 323 of the 355 provided information on utilization of the standards to guide physical activity (Table 6). Overall, 257 respondents --almost half of respondents overall (43%), and 72% of those familiar with the standards-- reported using one or more of the PAQS to guide physical activity at their sites. Sixty-six respondents reported they were familiar with the standards but did not use them to guide physical activity.

Table 6. Familiarity with and Utilization of NAA PAQS, School Year Survey 2013

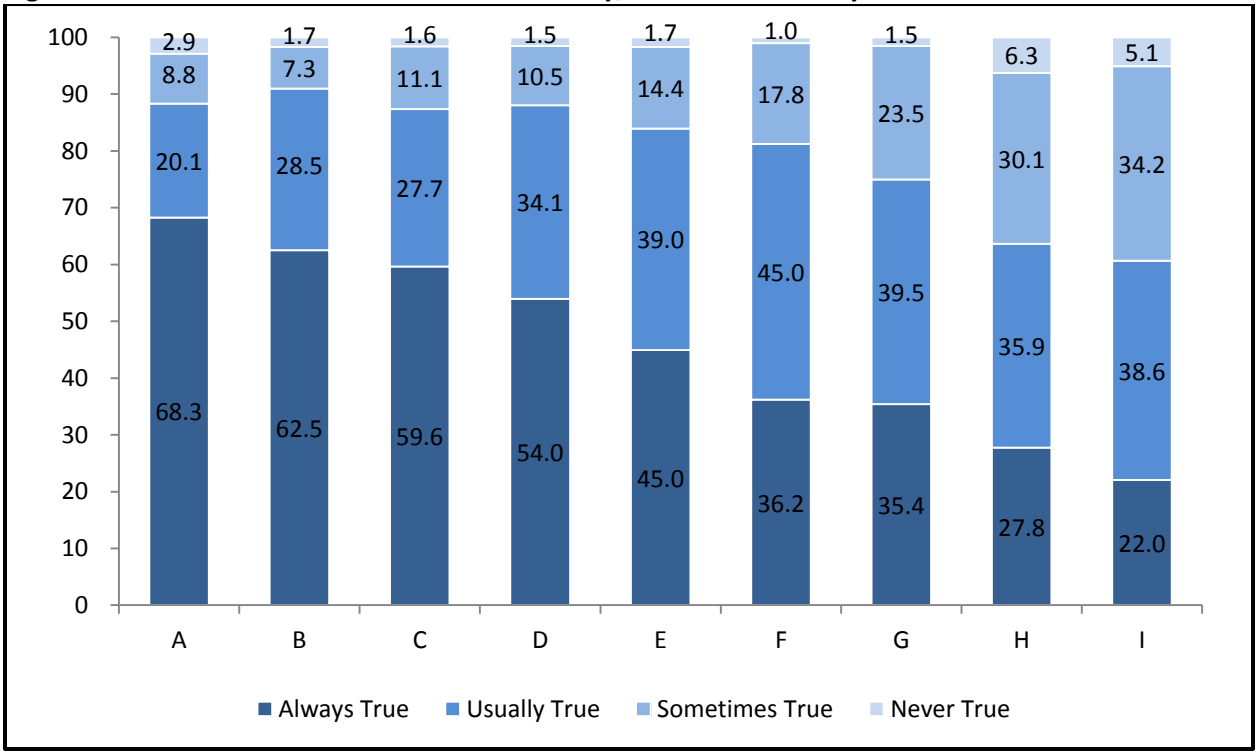
	N	% overall
I had never seen the standards before today	237	40
I had seen the standards before today	355	60
We use one or more of the standards to guide physical activity at this site	257	43.4
We do not use the standards to guide physical activity at this site	66	11.1
No response	32	5.4

NAA PAQS 1. Content and Quality

Survey respondents answered questions about implementing nine of the NAA best practices for content and quality of physical activity. For four of the best practices, more than half of the sites reported "always true" (Figure 7). *Screen time and digital device time is limited to less than one hour per day* was the best practice with the highest percentage of sites reporting it was "always true" (68%), followed by *program offers physical activities that involve all program attendees regardless of ability/disability* (63%). The best practice with the lowest percent of sites reporting "always true" was *daily physical activity time includes aerobic, muscle and bone strengthening activities* (22%).

Within figure 7, we note that the bars labeled D, F, and I describe best practices related to frequency, intensity, time and type and therefore bear closer scrutiny. Over half of respondents reported that their site "always" dedicates at least 20% of program time to PA. A smaller proportion (36%) reported that children are moderately to vigorously active for half of the PA time, and just about a quarter (22%) reported that the program integrates aerobic, muscle and bone strengthening activities. Thus, respondents appear highly likely to offer an appropriate amount of physical activity, but intensity and type are areas that have greater room for improvement.

Figure 7. Best Practices about Content and Quality, School Year Survey 2013.



The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

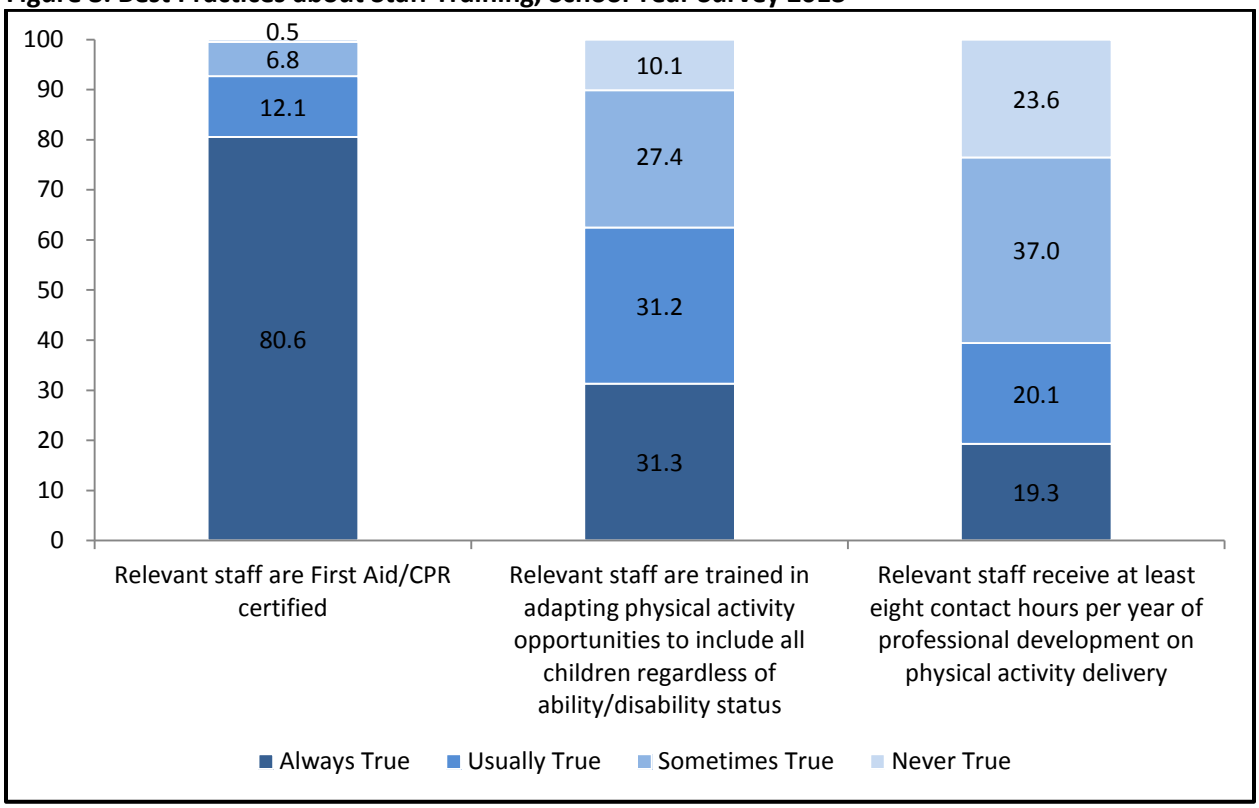
A	Screen time and digital device time is limited to less than one hour per day
B	Program offers physical activities that involve all program attendees regardless of ability/disability
C	Physical activity takes place outdoors whenever possible

D	The program dedicates at least 20% of program time to physical activities (30 min / half day and 60 min for full day program)
E	There are a variety of physical activity options
F	Youth are moderately to vigorously active for at least 50% of the offered physical activity time
G	Physical activities are integrated with enrichment, academic, or recreation content
H	Program provides short physical activity breaks between and / or within learning activities
I	Daily physical activity time includes aerobic, muscle and bone strengthening activities

NAA PAQS 2. Staff Training

There was marked variation in implementation of NAA staff training best practices (Figure 8). While most sites reported staff were trained in first aid and CPR (81% "always true"), far fewer reported implementing best practices specific to physical activity training for staff (19% "always true").

Figure 8. Best Practices about Staff Training, School Year Survey 2013

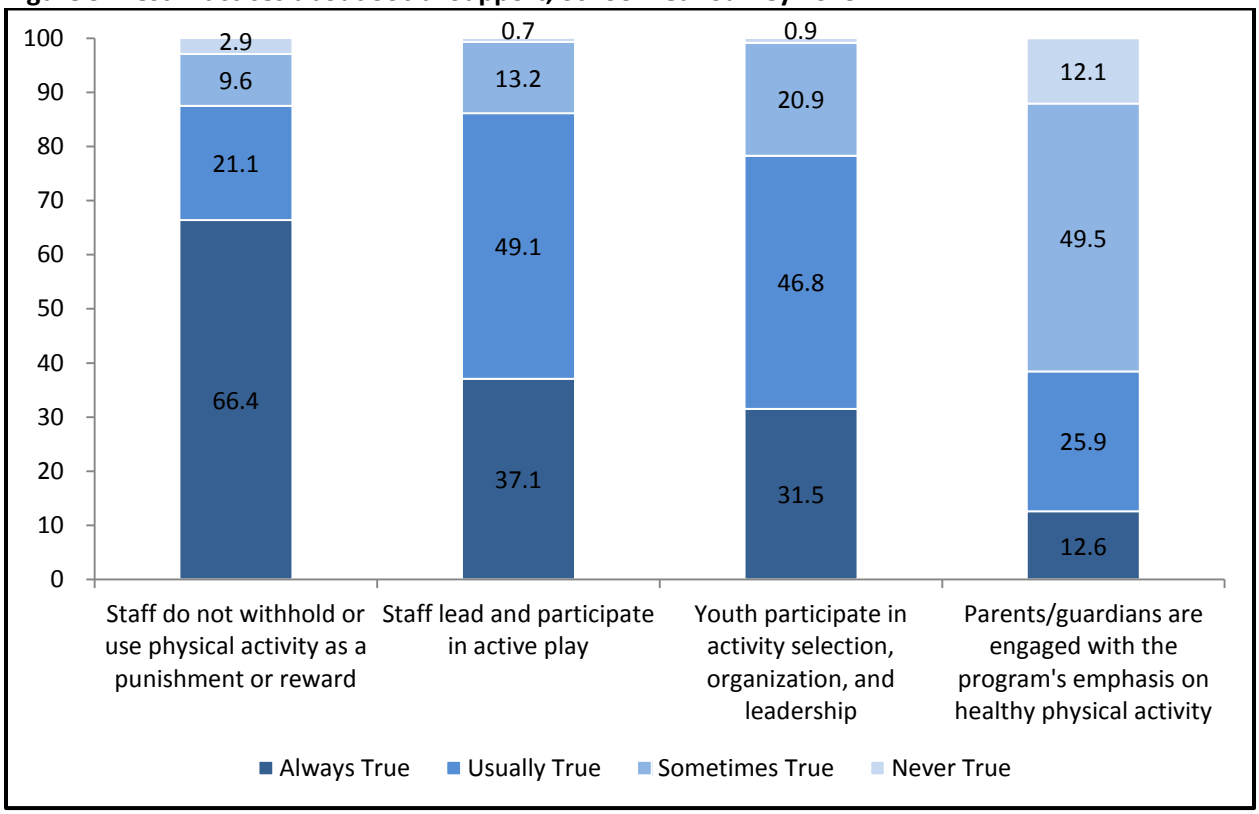


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

NAA PAQS 3. Social Support

Respondents answered four questions regarding best practices about social support (Figure 9). Social support refers to group practices and personal interactions that have a positive relationship with physical activity. Only one of the best practices elicited "always true" from more than half of respondents. For three of the four best practices, more than 75% of respondents reported "always true" or "usually true" and most of these responses were in the "usually true" category. These were: (1) *staff do not withhold or use physical activity as a punishment or reward";* (2) *staff lead and participate in active play and;* (3) *youth participate in activity selection, organization, and leadership.* Far fewer sites reported engaging parents/guardians with the program's physical activity, with more than half selecting the "sometimes" or "never" response.

Figure 9. Best Practices about Social Support, School Year Survey 2013

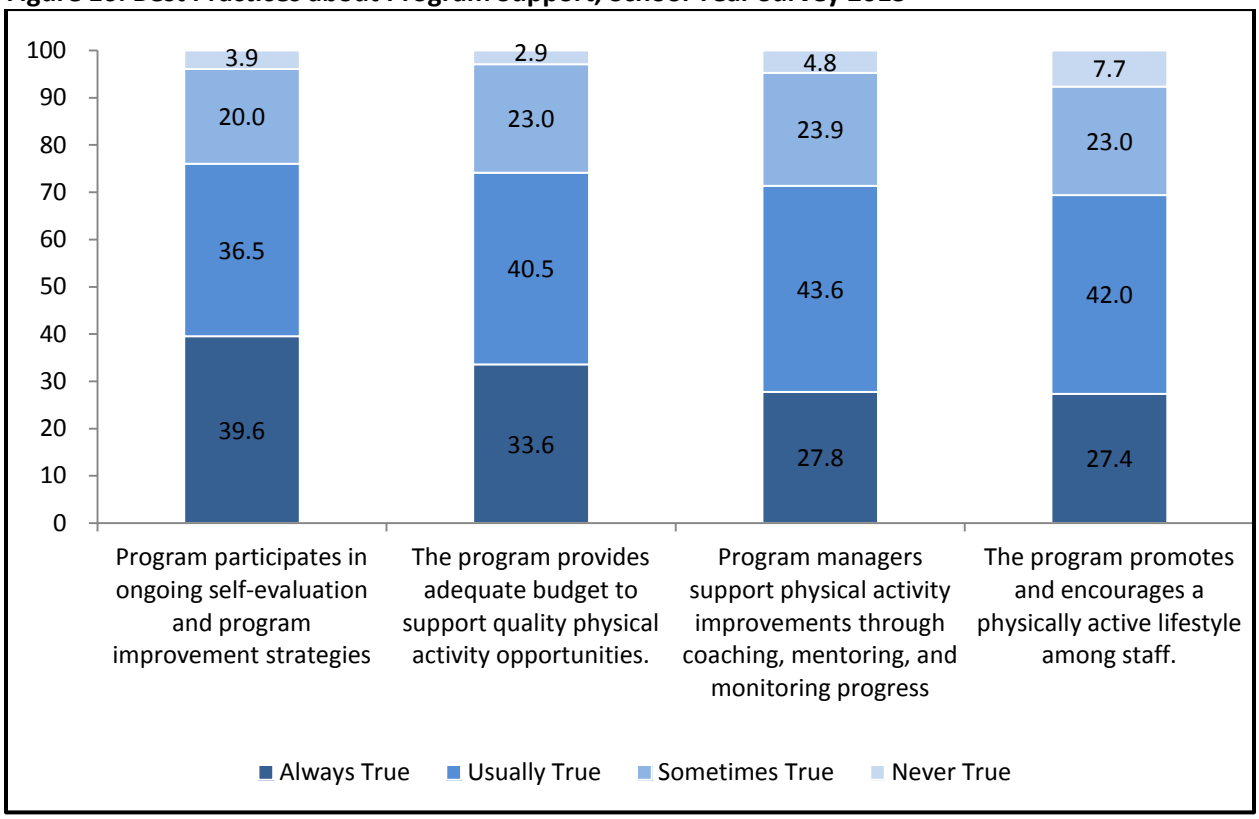


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

NAA PAQS 4. Program Support

The fourth standard, Program Support, covers programmatic infrastructure and practices that enhance program quality. Items include budget, quality monitoring, and staff supervision and development. None of the program support best practices achieved a 50% "always true" rate. Nonetheless, nearly 70% of respondents reported "always true" or "usually true" for each best practice (Figure 10).

Figure 10. Best Practices about Program Support, School Year Survey 2013

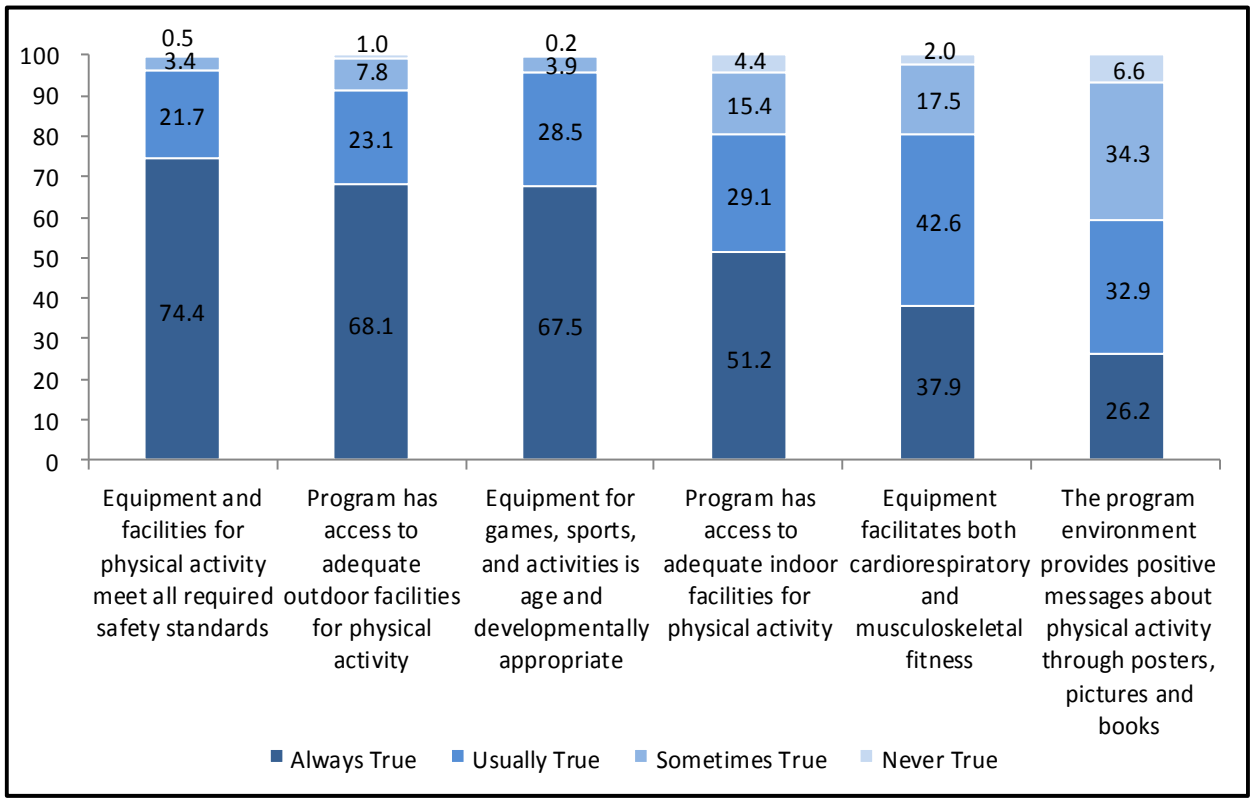


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

NAA PAQS 5. Environmental Support

Environmental support refers to facilities, equipment and characteristics of the program space that support physical activity. More than 50% of sites reported "always true" for four of the six environmental support best practices, and at least 75% of sites reported "always" or "usually true" for five of the six, demonstrating that the majority of sites implemented the environmental support best practices (Figure 11). *The program environment provides positive messages about physical activity through posters, pictures, and books* was the environmental support best practice that sites were least likely to have implemented, as more than 41% reported "sometimes or never true."

Figure 11. Best Practices about Environmental Support, School Year Survey 2013

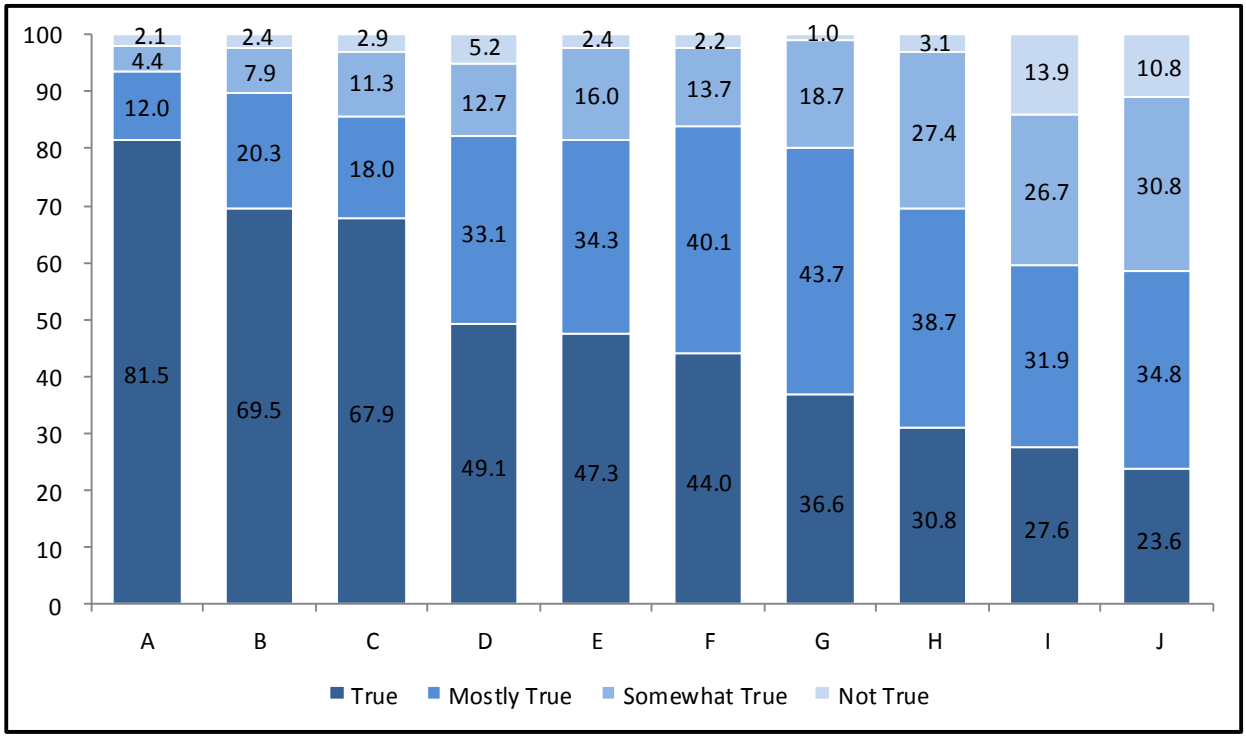


The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

Site Capacity to Implement NAA Physical Activity Standards

Respondents answered 10 questions about site capacity to implement the NAA physical activity standards. These questions were intended to assess whether key conditions for supporting the PAQS were in place. Some of the individual items are at least partially redundant with some of the best practices, although they are framed differently. At least 50% of the sites reported "true" for 3 of the 10 questions and more than 50% of sites reported "true or mostly true" for all 10 questions (Figure 12). However, there was marked variability in the responses to site capacity items. More than three-quarters of sites reported it was "true" that they had access to outdoor facilities, while less than one-quarter reported it was "true" that staff receive sufficient training to fully implement physical activity best practices.

Figure 12. Site Capacity to Implement NAA Physical Activity Standards, School Year Survey 2013



The y axis shows the distribution of non-missing responses in percent. Source data are in the appendix.

A	We have access to safe and clean outdoor facilities like a playground or field
B	We have safe and secure equipment storage
C	We have access to safe and clean indoor facilities for physical activity
D	The site has sufficient physical activity equipment
E	Improving physical activity for our program is a high priority
F	Our staffing pattern (retention and turnover) allows implementation of the physical activity best practices to be manageable
G	The program staff are comfortable being role models for physical activity
H	Parents are supportive of the program's efforts to improve physical activity at the site

I	The site has adequate funding to purchase additional physical activity equipment
J	Staff receive sufficient training to fully implement the physical activity best practices

Are Site Characteristics Associated with Implementation and Capacity?

We examined whether site characteristics were associated with implementation scores for the standards and with site capacity scores (Table 7). Statistically significant t-test results are indicated by bold text and asterisks. Statistically significant differences between group means were generally modest and in all but one case, the "yes" condition was associated with a higher mean.

- Sites that reported being part of a parent organization, having NAA accreditation, familiarity with NAA PAQS and using NAA PAQS for program planning tended to have higher mean scores across the standards and with respect to overall implementation capacity. For example, sites that were part of a parent organization (such as a YMCA or Boys and Girls Club) had significantly higher scores on average for four of the standards (staff training, social support, program support, environmental support) and for overall implementation capacity.
- The only characteristic associated with higher scores for all six outcomes was using the NAA PAQS for program planning—a promising finding although the increments, as noted, are modest at this time.
- Familiarity with the NAA physical activity quality standards was associated with higher scores for five of the six outcomes (physical activity content, staff training, social support, program support, and capacity to implement NAA standards).
- 21st Century Learning Center sites had significantly *lower* scores for physical activity content and quality compared to sites that were not 21st Century Learning Centers, which may reflect their core mission and bears further scrutiny.
- Accredited sites had higher scores on staff training, program support, environmental support, and implementation capacity. Licensed sites did not have higher mean scores than unlicensed sites.
- NAA member sites had significantly higher scores for three outcomes (staff training, program support, and implementation capacity).
- Being located in a school was associated with higher scores for environmental support and implementation capacity.

Table 7. T-Test Results of Site Characteristics and Physical Activity Standards, School Year Survey 2013

		PAQS 1. Content and Quality	PAQS 2. Staff Training	PAQS 3. Social Support	PAQS 4. Program Support	PAQS 5. Environmental Support	Organizational Capacity to Implement NAA Standards
Has a Parent Organization	**YES**	29.30	**9.43*** **	**12.55** **	**12.33***	**20.40***	**33.08** **
	NO	28.40	8.58	11.91	11.75	19.86	31.60
21st Century Learning Center	**YES**	**27.30*** **	8.60	11.90	12.17	19.77	31.67
	NO	29.20	8.91	12.17	11.83	20.12	32.16
Licensed OST Provider	**YES**	29.20	9.04	12.31	12.17	20.12	32.13
	NO	28.40	8.73	12.01	11.79	19.94	31.96
NAA Accreditation	**YES**	29.00	**9.52*** **	12.53	**12.46***	**20.70***	**33.92*** **
	NO	28.70	8.74	12.06	11.86	19.92	31.71
NAA Member	**YES**	28.90	**9.05** **	12.27	**12.25** **	20.25	**32.67** **
	NO	28.40	8.62	11.95	11.60	19.77	31.35
Location Type = School	**YES**	28.80	8.81	12.10	11.96	**20.27** **	**32.45***
	NO	28.60	8.93	12.19	11.99	19.50	31.39
Familiar with NAA Standards	**YES**	**29.20** **	**9.09*** **	**12.29***	**12.28*** **	20.21	**32.41***
	NO	28.00	8.45	11.82	11.40	19.73	31.46
Uses NAA Standards	**YES**	**29.60*** **	**9.29*** **	**12.50*** **	**12.46*** **	**20.49** **	**33.11*** **
	NO	28.00	8.47	11.79	11.52	19.66	31.20
TOTAL		28.70	8.80	12.10	11.92	20.02	32.03

* p<0.05; ** p<0.01; ***p<0.0001

A Spearman rank correlation test was computed to assess the relationship between scores for content and quality, and scores on the other four NAA PAQS and for implementation capacity. All correlations were moderate in strength and highly significant (Table 8). Further analysis is needed, but this supports the notion that physical activity quality is influenced by infrastructure and organizational capacity.

Table 8. Spearman Rank Correlation between scores for NAA PAQS 1 (Content and Quality) and scores for PAQS 2 through 5 and for Implementation Capacity, School Year Survey 2013

	Spearman Correlation Coefficient
PAQS 1. Content and Quality	Referent
PAQS 2. Staff Training	0.44***
PAQS 3. Social Support	0.51***
PAQS 4. Program Support	0.47***
PAQS 5. Environmental Support	0.55***
Implementation Capacity	0.47***

*** p<0.0001

Conclusions and Next Steps

This report concludes with several key questions describing what we have learned about the uptake and implementation of the NAA PAQS. Next, we identify best practices that appear to have the lowest implementation levels according to the survey findings. We wrap up with a brief description of limitations and next steps.

Key Questions

Are OST sites familiar with and using NAAPAQS?

The answer is yes, and the data were remarkably similar in the two samples. In both the summer and school year surveys, about two thirds of respondents reported prior familiarity with the standards—a strong testament to the outreach that NAA and other members of the HOST coalition have undertaken. More importantly, many respondents were using the PAQS for program planning. In the summer, 68% reported familiarity with the standards, versus 60% during the school year. In both surveys, about 70% of sites reporting familiarity with the standards also reported they were using one or more of them for program planning.

Does familiarity with and use of NAAPAQS appear to influence implementation?

We observed modest but statistically significant increases in implementation scores for several PAQS among respondents that were familiar with them and used them. In the summer, familiarity and use were each associated with higher scores for two standards (physical activity content and quality and staff training).

In the school year survey, using the NAA PAQS for program planning was the only site characteristic associated with higher scores for all six outcomes (the five standards plus the implementation capacity score). Familiarity was associated with higher scores for five of the six outcomes (physical activity content, staff training, social support, program support, and implementation capacity).

Are PA content and quality related to infrastructure standards and overall implementation capacity?

The conceptual framework for the PAQS presumes that OST programs with higher capacity (infrastructure, budget, etc.) were better positioned to improve PA. This is the rationale for PAQS 2 through 5, which describe best practices for staff training and program, social and environmental support. This survey gave us an opportunity for empirically examining our assumptions by calculating Spearman rank correlations. In our samples, there is indeed a positive relationship between scores on the PAQS and overall implementation capacity scores.

In the summer pilot, we tested the relationship between scores on each of the standards and scores for organizational capacity. Each correlation was positive and statistically significant.

Concerned about potential autocorrelation between some of the PAQS best practices and some of the organizational capacity items, we used a different correlation analysis for our second round of data. In the school year, we tested whether scores on PAQS 1, Content and Quality, were correlated with scores on each of the infrastructure PAQS and on overall implementation capacity. The correlations were all highly statistically significant, and were moderate in magnitude, continuing to support the idea that organizational capacity supports quality.

Best practices with low implementation

Knowing which best practices sites were least likely to implement can help direct technical assistance and training efforts, or identify potentially unrealistic targets. Here we list the best practices which at least 25% of respondents responded were “sometimes true” or “never true.” In some instances, the threshold is slightly below 25% in order to include noteworthy items that were “close.” In most cases, we identified the same problems in both the summer and school year samples.

<u>PAQS 1, Content and Quality: Best practices that about 25% or more of respondents indicated were never or sometimes implemented</u>:

- Conducts physical activities that are integrated with enrichment, academic, or recreation content. Summer: 25%; School year: 25%.
- Daily PA time includes aerobic, muscle and bone strengthening activities. Summer: 24%; School year: 39%.
- Program provides short PA breaks between and/or within learning activities. Summer: 29%; School year: 36%.

PAQS 2, Staff Training: Best practices that about 25% or more of respondents indicated were never or sometimes implemented:

- Relevant staff receive at least 8 contact hours/year of professional development on PA delivery. Summer: 39%; School year: 61%.
- Relevant staff are trained in adapting PA opportunities to include all children regardless of ability or disability status. Summer: 27%; School year: 37%.

PAQS 3, Social Support: Best practices that about 25% or more of respondents indicated were never or sometimes implemented:

- Parents/guardians are engaged with the program's emphasis on healthy PA. Summer: 52%; School year: 62%

PAQS 4, Program Support: Best practices that about 25% or more of respondents indicated were never or sometimes implemented:

- In the school year survey, all four of the PAQS4 best practices made this list.
- The program provides adequate budget to support quality PA opportunities. School year: 26%.
- Program managers support PA improvements through coaching, mentoring, and monitoring progress. School year: 29%.
- The Program participates in ongoing self-evaluation and program improvement strategies. School year: 24%.
- The program promotes and encourages a physically active lifestyle among staff. Summer: 23%; School year: 31%.

PAQS 5, Environmental Support: Best practices that about 25% or more of respondents indicated were never or sometimes implemented:

- The program environment provides positive messages about physical activity through posters, pictures, and books. Summer: 23%; School year: 42%.

Implementation Capacity: Statements that about 25% or more of respondents indicated were somewhat or not true:

- Parents are supportive of the program's efforts to improve physical activity at this site: Summer: 28%; School year: 31%.
- The site has adequate funding to purchase additional PA equipment. Summer: 40%; School year: 41%.
- Staff receive sufficient training to fully implement the PA best practices. Summer: 23%; School year: 42%.

Limitations

While this project is a unique effort to obtain a national snapshot, it's important to acknowledge several shortcomings. First, we cannot say whether the final sample is representative of summer OST sites and school year afterschool sites that are members of NAA because of the sampling and recruitment strategy we used. The low numbers of respondents, relative to the numbers of invitations sent, could be cause for concern because (a) we don't know the number of truly "eligible" respondents among the NAA members we reached and (b) many respondents received the invitations through forwarded messages and were not NAA members. We continue to discuss this problem with the HOST Coalition, because there is currently no national sampling frame of OST sites.

Second, the validity of survey items is not known on several levels, and validation was not within the scope of work for this commissioned analysis. We did not determine whether responses were accurate, and it is possible that responses are skewed in a positive direction because of a social desirability bias operating through the questionnaire. In addition, the interpretation of best practices with particularly low implementation requires some thought. Some best practices are likely more essential or relevant in certain settings than others.

Next Steps

Immediate next steps for the research team include conducting some additional, more in-depth analyses for presentation at the 2014 ALR meeting and for our invited journal submission. We will analyze open-ended text responses to characterize comments and ideas that respondents submitted.

We recommend that future work building on this project include the following:

1. Development of a national sampling frame of OST sites for research purposes.
2. Improving the questionnaire to address concerns about validity and response biases, and to identify items that were less informative and can be eliminated.
3. Developing a parallel questionnaire to assess uptake and implementation of the NAA healthy eating quality standards in OST sites.
4. Conducting regular, periodic surveys to monitor trends in uptake and implementation of the NAA Healthy Eating and Physical Activity standards.

Appendix

Summer Data

NAA PAQS 1. Content and Quality

Table 1. Best Practices about Content and Quality, Summer Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Program offers physical activities that involve all program attendees regardless of ability/disability	0	--	4	6.45	16	25.81	42	67.74
The program dedicates at least 20% of program time to physical activities (30 min / half day and 60 min for full day program)	0	--	3	4.92	17	27.87	41	67.21
Physical activity takes place outdoors whenever possible	0	--	7	11.48	18	29.51	36	59.02
Youth are moderately to vigorously active for at least 50% of the offered physical activity time	1	1.61	3	4.84	23	37.10	35	56.45
There are a variety of physical activity options	1	1.61	7	11.29	19	30.65	35	56.45
Screen time and digital device time is limited to less than one hour per day	3	4.92	5	8.20	19	31.15	34	55.74
Program provides short physical activity breaks between and / or within learning activities	0	--	18	29.03	14	22.58	30	48.39
Physical activities are integrated with enrichment, academic, or recreation content	3	4.84	12	19.35	21	33.87	26	41.94
Daily physical activity time includes aerobic, muscle and bone strengthening activities	2	3.23	13	20.97	27	43.55	20	32.26

Table 2. Mean Scores for Best Practices about Content and Quality, Summer Survey 2013

	Mean	Std Dev
The program dedicates at least 20% of program time to physical activities (30 min / half day and 60 min for full day program)	3.62	0.58
Program offers physical activities that involve all program attendees regardless of ability/disability	3.61	0.61
Youth are moderately to vigorously active for at least 50% of the offered physical activity time	3.48	0.67
Physical activity takes place outdoors whenever possible	3.48	0.70
There are a variety of physical activity options	3.42	0.76
Screen time and digital device time is limited to less than one hour per day	3.38	0.84
Program provides short physical activity breaks between and / or within learning activities	3.19	0.86
Physical activities are integrated with enrichment, academic, or recreation content	3.13	0.90
Daily physical activity time includes aerobic, muscle and bone strengthening activities	3.05	0.82

NAA PAQS 2. Staff Training

Table 3. Best Practices about Staff Training, Summer Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Relevant staff are First Aid/CPR certified	0	--	4	6.45	9	14.52	49	79.03
Relevant staff are trained in adapting physical activity opportunities to include all children regardless of ability/disability status	4	6.45	13	20.97	18	29.03	27	43.55
Relevant staff receive at least eight contact hours per year of professional development on physical activity delivery	11	17.74	20	32.26	12	19.35	19	30.65

Table 4. Mean Scores for Best Practices about Staff Training, Summer Survey 2013

	Mean	Std Dev
Relevant staff are First Aid/CPR certified	3.73	0.58
Relevant staff are trained in adapting physical activity opportunities to include all children regardless of ability/disability status	3.10	0.95
Relevant staff receive at least eight contact hours per year of professional development on physical activity delivery	2.63	1.10

NAA PAQS 3. Social Support

Table 5. Best Practices about Social Support, Summer Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Staff do not withhold or use physical activity as a punishment or reward	1	1.67	2	3.33	10	16.67	47	78.33
Youth participate in activity selection, organization, and leadership	0	--	9	15.00	16	26.67	35	58.33
Staff lead and participate in active play	0	--	4	6.67	25	41.67	31	51.67
Parents/guardians are engaged with the program's emphasis on healthy physical activity	6	10.00	25	41.67	13	21.67	16	26.67

Table 6. Best Practices about Social Support, Summer Survey 2013

	Mean	Std Dev
Staff do not withhold or use physical activity as a punishment or reward	3.72	0.61
Staff lead and participate in active play	3.45	0.62
Youth participate in activity selection, organization, and leadership	3.43	0.74
Parents/guardians are engaged with the program's emphasis on healthy physical activity	2.65	0.99

NAA PAQS 4. Program Support

Table 7. Best Practices about Program Support, Summer survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Program participates in ongoing self-evaluation and program improvement strategies	0	--	11	18.03	16	26.23	34	55.74
The program promotes and encourages a physically active lifestyle among staff	4	6.67	9	15.00	20	33.33	27	45.00
Program managers support physical activity improvements through coaching, mentoring, and monitoring progress	1	1.64	10	16.39	23	37.70	27	44.26
Physical activity opportunities are not limited by budget restrictions	0	--	12	19.67	25	40.98	24	39.34

Table 8. Mean Scores of Best Practices about Program Support, Summer Survey 2013

	Mean	Std Dev
Program participates in ongoing self-evaluation and program improvement strategies	3.38	0.78
Program managers support physical activity improvements through coaching, mentoring, and monitoring progress	3.25	0.79
Physical activity opportunities are not limited by budget restrictions	3.20	0.75
The program promotes and encourages a physically active lifestyle among staff	3.17	0.92

NAA PAQS 5. Environmental Support

Table 9. Best Practices about Environmental Support, Summer Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Equipment and facilities for physical activity meet all required safety standards	1	1.61	2	3.23	12	19.35	47	75.81
Equipment for games, sports, and activities is age and developmentally appropriate	0	--	3	4.92	15	24.59	43	70.49
Program has access to adequate outdoor facilities for physical activity	0	--	8	13.11	15	24.59	38	62.30
Program has access to adequate indoor facilities for physical activity	2	3.23	9	14.52	16	25.81	35	56.45
Equipment facilitates both cardiorespiratory and musculoskeletal fitness	2	3.23	9	14.52	21	33.87	30	48.39
The program environment provides positive messages about physical activity through posters, pictures and books	3	4.92	11	18.03	19	31.15	28	45.90

Table 10. Mean Scores of Best Practices about Environmental Support, Summer Survey 2013

	Mean	Std Dev
Equipment and facilities for physical activity meet all required safety standards	3.69	0.62
Equipment for games, sports, and activities is age and developmentally appropriate	3.66	0.57
Program has access to adequate outdoor facilities for physical activity	3.49	0.72
Program has access to adequate indoor facilities for physical activity	3.35	0.85
Equipment facilitates both cardiorespiratory and musculoskeletal fitness	3.27	0.83
The program environment provides positive messages about physical activity through posters, pictures and books	3.18	0.90

Site Capacity to Implement NAA Physical Activity Standards

Table 11. Site Capacity to Implement NAA Physical Activity Standards, Summer Survey 2013

	Not True		Somewhat True		Mostly True		True	
	N	%	N	%	N	%	N	%
We have access to safe and clean outdoor facilities like a playground or field	1	1.64	4	6.56	6	9.84	50	81.97
We have safe and secure equipment storage	1	1.64	3	4.92	16	26.23	41	67.21
We have access to safe and clean indoor facilities for physical activity	1	1.67	3	5.00	11	18.33	75	66.18
Improving physical activity for our program is a high priority	3	4.92	6	9.84	16	26.23	36	59.02
Our staffing pattern (retention and turnover) allows implementation of the physical activity best practices to be manageable	2	3.28	4	6.56	20	32.79	35	57.38
Staff receive sufficient training to fully implement the physical activity best practices	3	4.92	11	18.03	18	29.51	29	47.54
The program staff are comfortable being role models for physical activity	1	1.64	6	9.84	26	42.62	28	45.90
The site has sufficient physical activity equipment	2	3.33	10	16.67	21	35.00	27	45.00
Parents are supportive of the program's efforts to improve physical activity at the site	2	3.28	15	24.59	20	32.79	24	39.34
There is adequate funding to purchase additional physical activity equipment	9	14.75	15	24.59	22	36.07	15	24.59

Table 12. Mean Scores for Site Capacity to Implement NAA Physical Activity Standards, Summer Survey 2013

	Mean	Std Dev
We have access to safe and clean outdoor facilities like a playground or field	3.72	0.66
We have access to safe and clean indoor facilities for physical activity	3.67	0.65
We have safe and secure equipment storage	3.59	0.67
Our staffing pattern (retention and turnover) allows implementation of the physical activity best practices to be manageable	3.44	0.76
Improving physical activity for our program is a high priority	3.39	0.86
The program staff are comfortable being role models for physical activity	3.32	0.72
The site has sufficient physical activity equipment	3.22	0.85
Staff receive sufficient training to fully implement the physical activity best practices	3.20	0.91
Parents are supportive of the program's efforts to improve physical activity at the site	3.08	0.88
There is adequate funding to purchase additional physical activity equipment	2.70	1.01

School Year Data

NAA PAQS 1. Content and Quality

Table 13. Best Practices about Content and Quality, School Year Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Screen time and digital device time is limited to less than one hour per day	17	2.92	51	8.75	117	20.07	398	68.27
Program offers physical activities that involve all program attendees regardless of ability/disability	10	1.70	43	7.33	167	28.45	367	62.52
Physical activity takes place outdoors whenever possible	9	1.56	64	11.09	160	27.73	344	59.62
The program dedicates at least 20% of program time to physical activities (30 min / half day and 60 min for full day program)	9	1.52	62	10.46	202	34.06	320	53.96
There are a variety of physical activity options	10	1.71	84	14.36	228	38.97	263	44.96
Youth are moderately to vigorously active for at least 50% of the offered physical activity time	6	1.02	105	17.77	266	45.01	214	36.21
Physical activities are integrated with enrichment, academic, or recreation content	9	1.53	138	23.51	232	39.52	208	35.43
Program provides short physical activity breaks between and / or within learning activities	37	6.26	178	30.12	212	35.87	164	27.75
Daily physical activity time includes aerobic, muscle and bone strengthening activities	30	5.08	202	34.24	228	38.64	130	22.03

Table 14. Mean Scores for Best Practices about Content and Quality, School Year Survey 2013

	Mean	Std Dev
Screen time and digital device time is limited to less than one hour per day	3.54	0.77
Program offers physical activities that involve all program attendees regardless of ability/disability	3.52	0.71
Physical activity takes place outdoors whenever possible	3.45	0.75
The program dedicates at least 20% of program time to physical activities (30 min / half day and 60 min for full day program)	3.40	0.74
There are a variety of physical activity options	3.27	0.77
Youth are moderately to vigorously active for at least 50% of the offered physical activity time	3.16	0.74
Physical activities are integrated with enrichment, academic, or recreation content	3.09	0.80
Program provides short physical activity breaks between and / or within learning activities	2.85	0.90
Daily physical activity time includes aerobic, muscle and bone strengthening activities	2.78	0.85

NAA PAQS 2. Staff Training

Table 15. Best Practices about Staff Training, School Year Survey 2013

	N	%	N	%	N	%	N	%
Relevant staff are First Aid/CPR certified	3	0.51	40	6.83	71	12.12	472	80.55
Relevant staff are trained in adapting physical activity opportunities to include all children regardless of ability/disability status	59	10.10	160	27.40	182	31.16	183	31.34
Relevant staff receive at least eight contact hours per year of professional development on physical activity delivery	138	23.55	217	37.03	118	20.14	113	19.28

Table 16. Mean Scores for Best Practices about Staff Training, School Year Survey 2013

	Mean	Std Dev
Relevant staff are First Aid/CPR certified	3.73	0.61
Relevant staff are trained in adapting physical activity opportunities to include all children regardless of ability/disability status	2.84	0.98
Relevant staff receive at least eight contact hours per year of professional development on physical activity delivery	2.35	1.04

NAA PAQS 3. Social Support

Table 17. Best Practices about Social Support, School Year Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Staff do not withhold or use physical activity as a punishment or reward	17	2.92	56	9.61	123	21.10	387	66.38
Staff lead and participate in active play	4	0.68	78	13.20	290	49.07	219	37.06
Youth participate in activity selection, organization, and leadership	5	0.86	122	20.89	273	46.75	184	31.51
Parents/guardians are engaged with the program's emphasis on healthy physical activity	71	12.07	291	49.49	152	25.85	74	12.59

Table 18. Best Practices about Social Support, School Year Survey 2013

	Mean	Std Dev
Staff do not withhold or use physical activity as a punishment or reward	3.51	0.79
Staff lead and participate in active play	3.23	0.69
Youth participate in activity selection, organization, and leadership	3.09	0.74
Parents/guardians are engaged with the program's emphasis on healthy physical activity	2.39	0.86

NAA PAQS 4. Program Support

Table 19. Best Practices about Program Support, School Year survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Program participates in ongoing self-evaluation and program improvement strategies	23	3.90	118	20.03	215	36.50	233	39.56
The program provides adequate budget to support quality physical activity opportunities	17	2.87	136	22.97	240	40.54	199	33.61
Program managers support physical activity improvements through coaching, mentoring, and monitoring progress	28	4.77	140	23.85	256	43.61	163	27.77
The program promotes and encourages a physically active lifestyle among staff	45	7.65	135	22.96	247	42.01	161	27.38

Table 20. Mean Scores of Best Practices about Program Support, School Year Survey 2013

	Mean	Std Dev
Program participates in ongoing self-evaluation and program improvement strategies	3.12	0.86
The program provides adequate budget to support quality physical activity opportunities	3.05	0.82
The program promotes and encourages a physically active lifestyle among staff	2.94	0.84
Program managers support physical activity improvements through coaching, mentoring, and monitoring progress	2.89	0.89

NAA PAQS 5. Environmental Support

Table 21. Best Practices about Environmental Support, School Year Survey 2013

	Never True		Sometimes True		Usually True		Always True	
	N	%	N	%	N	%	N	%
Equipment and facilities for physical activity meet all required safety standards	3	0.51	20	3.40	128	21.73	438	74.36
Program has access to adequate outdoor facilities for physical activity	6	1.02	46	7.81	136	23.09	401	68.08
Equipment for games, sports, and activities is age and developmentally appropriate	1	0.17	23	3.88	169	28.50	400	67.45
Program has access to adequate indoor facilities for physical activity	26	4.39	91	15.37	172	29.05	303	51.18
Equipment facilitates both cardiorespiratory and musculoskeletal fitness	12	2.04	103	17.49	251	42.61	223	37.86
The program environment provides positive messages about physical activity through posters, pictures and books	39	6.59	203	34.29	195	32.94	155	26.18

Table 22. Mean Scores of Best Practices about Environmental Support, School Year Survey 2013

	Mean	Std Dev
Equipment and facilities for physical activity meet all required safety standards	3.70	0.56
Equipment for games, sports, and activities is age and developmentally appropriate	3.63	0.57
Program has access to adequate outdoor facilities for physical activity	3.58	0.68
Program has access to adequate indoor facilities for physical activity	3.27	0.88
Equipment facilitates both cardiorespiratory and musculoskeletal fitness	3.16	0.78
The program environment provides positive messages about physical activity through posters, pictures and books	2.79	0.91

Site Capacity to Implement NAA Physical Activity Standards

Table 23. Site Capacity to Implement NAA Physical Activity Standards, School Year Survey 2013

	Not True		Somewhat True		Mostly True		True	
	N	%	N	%	N	%	N	%
We have access to safe and clean outdoor facilities like a playground or field	12	2.05	26	4.44	70	11.97	477	81.54
We have safe and secure equipment storage	14	2.69	46	7.85	119	20.31	407	69.45
We have access to safe and clean indoor facilities for physical activity	17	2.91	66	11.28	105	17.95	397	67.86
The site has sufficient physical activity equipment	30	5.16	74	12.74	192	33.05	285	49.05
Improving physical activity for our program is a high priority	14	2.41	93	16.01	199	34.25	275	47.33
Our staffing pattern (retention and turnover) allows implementation of the physical activity best practices to be manageable	13	2.23	80	13.70	234	40.07	257	44.01
The program staff are comfortable being role models for physical activity	6	1.03	109	18.66	255	43.66	214	36.64
Parents are supportive of the program's efforts to improve physical activity at the site	18	3.10	159	27.37	255	38.73	179	30.81
The site has adequate funding to purchase additional physical activity equipment	81	13.87	156	26.71	186	31.85	161	27.57
Staff receive sufficient training to fully implement the physical activity best practices	63	10.79	180	30.82	203	34.76	138	23.63

Table 24. Mean Scores for Site Capacity to Implement NAA Physical Activity Standards, School Year Survey 2013

	Mean	Std Dev
We have access to safe and clean outdoor facilities like a playground or field	3.73	0.64
We have safe and secure equipment storage	3.57	0.74
We have access to safe and clean indoor facilities for physical activity	3.51	0.81
Improving physical activity for our program is a high priority	3.27	0.81
Our staffing pattern (retention and turnover) allows implementation of the physical activity best practices to be manageable	3.26	0.77
The site has sufficient physical activity equipment	3.26	0.87
The program staff are comfortable being role models for physical activity	3.16	0.75
Parents are supportive of the program's efforts to improve physical activity at the site	2.97	0.84
The site has adequate funding to purchase additional physical activity equipment	2.73	1.01
Staff receive sufficient training to fully implement the physical activity best practices	2.71	0.95