



Fiscal Year 2024 Rec-Connect Evaluation Narrative

Initiative Goals

SNAP-Ed addresses physical activity promotion to support SNAP-Ed eligible participants with increasing physical activity levels and decreasing sedentary behaviors. *Rec-Connect™: A Physical Activity Demonstration Playbook* (Rec-Connect or “R-C”) is a community-based direct education intervention designed to support SNAP-Ed eligible participants’ access to and participation in physical activity, as well as their ability to identify local physical activity-related places and resources to engage in physical activity behaviors more readily.

Rec-Connect prompts organizations delivering SNAP-Ed locally to assess community assets and gaps in physical activity opportunities. With its Community Connection Plan (CCP) process, Rec-Connect implementors (i.e., local SNAP-Ed organizations) seek insights on their community physical activity landscape (i.e., physical activity-related needs assessment) and are prompted to engage community leaders and resources to identify gaps and opportunities for safe, enjoyable, and sustainable physical activity. Implementors apply findings to collaboratively develop R-C physical activity demonstration series. R-C demonstration series consist of four to six physical activity sessions introducing participants to a variety of activities (e.g., yoga, circuit training, flying discs, etc.) to increase overall physical activity behaviors and reduce sedentary behaviors. Demonstration sessions and materials are also intended to highlight local community resources to help participants connect with free or low-cost physical activity resources to sustain physical activity after intervention participation.

Rec-Connect evaluation aims to assess participant intentions related to and changes with physical activity knowledge, engagement, and related behaviors. This evaluation report highlights the scope of core FY 2024 evaluation efforts, reviewing results and findings of Rec-Connect to understand intervention outcomes.

Evaluation Design, Objectives, and Questions

In FY 2024, primary evaluation, and data collection efforts to further build the evidence-base of Rec-Connect consisted of mixed-methods. The quantitative component of the mixed methods design included participant surveys (youth and adults) and educator logs. The qualitative component included focus groups with adult participants. Results from the participant surveys and focus groups are described in this report.

Data Sources and Methodology

Overview of Participant Surveys

Participant pre and post surveys were used to review process and outcome evaluation measures among adult (ages 18 and older) and youth (grades 4 through 12) participants. Local SNAP-Ed program staff administered pre and post participant surveys before and after R-C demonstrations series. Michigan Fitness Foundation (MFF) evaluation staff manually entered paper survey data into an online database and cleaned, matched surveys, and analyzed data using R software.

Rec-Connect Participant Survey Methods

Participants took a pre-post survey or a post-only survey that included questions on participants’ overall impressions of Rec-Connect activities, their intentions for engaging in physical activity and demonstration activities beyond Rec-Connect participation, and the extent to which they had been physically active.

Adult Respondents for Child Participants

Adults who identified as parents/caregivers to young children (Pre-Kindergarten through grade 3) who participated in Rec-Connect completed a short, post-only survey upon completion of the last demonstration to



assess their child(ren)'s engagement with the physical activity facilitated during demonstrations. Local SNAP-Ed organizations submitted a total of 88 from adult parent/caregivers ("APCs"). Of the 118 child participants represented, 33 were dyads (i.e., children and adult Rec-Connect participants in a child and parent/caregiver relationship).

Youth and Adult Participants

Educators administered the youth and adult participant surveys prior to the first demonstration session and after completion of the last demonstration session.

Youth responses summarized in this report include all youth Rec-Connect participants (240 pre surveys and 198 post surveys), resulting in 74 matched pre and post surveys. In one case, a local SNAP-Ed organization offered modified Rec-Connect programming (i.e., integrated demonstration sessions with other programming as opposed to a traditional Rec-Connect series with weekly demonstration sessions) and administered a modified version of the participant post survey to youth that did not include the pre/post behavior change questions. One local SNAP-Ed organization also administered a Spanish translation of the youth participant pre and post surveys to students.

Adult responses summarized in this report include all adult Rec-Connect participants who presumably participated independently without any young children (276 pre surveys and 179 post surveys), resulting in 120 matched pre and post surveys.

Data Analysis

Most local SNAP-Ed organizations administered paper participant surveys; MFF evaluation staff manually entered the paper survey data into an online database; in fewer cases, local SNAP-Ed organizations administered an online version of the participant surveys to their participants. MFF evaluation staff cleaned all survey data, matched pre and post surveys (based on self-reported participant demographic information), and analyzed data using R.

Participant Focus Groups

To gather qualitative intervention results, MFF engaged local SNAP-Ed organizations delivering Rec-Connect with adult audiences (ages 18 years and older). The following sections describe the methods and approaches used to collect focus group data to address core evaluation questions: To what extent has Rec-Connect™ impacted participants' knowledge of and engagement with local physical activity resources? To what extent has Rec-Connect impacted participants' attitudes, beliefs, and intentions related to physical activity engagement? To what extent has Rec-Connect impacted participants' physical activity-related behaviors?

Focus Group Development

Focus groups retrospectively engaged adult participants (ages 18 years and older). The semi-structured focus group guide situated overall evaluation goals, consisting of questions aligned with existing participant survey questions. Questions and probes for a set of one-hour focus groups included participants' interest and motivation to participate in the intervention; engagement with and enjoyment of intervention activities; knowledge of and familiarity with physical activities; overall physical activity behavior changes; any intentions for future and ongoing physical activity; and any other changes in their lives due to participation (see Appendix A for a full list of focus group guide questions and probes).

Organization and Participant Recruitment

MFF engaged three local SNAP-Ed organizations offering adult Rec-Connect programming in FY 2024 to participate in focus group recruitment. Local program staff invited existing participants to attend a focus group



session. MFF and local SNAP-Ed programs offered in-person and virtual focus group formats based on overall feasibility, organization and participant interest, and coordination efforts. Focus groups were scheduled in coordination with local SNAP-Ed program sites and key participant availability times.

In initial recruitment guidance for local SNAP-Ed organizations, focus group participant inclusion criteria included participants attending at least four or more demonstration sessions (considered a full Rec-Connect series). However, due to rapid recruitment procedures and to ensure overall inclusion and participation, all participants regardless of the total number of sessions attended were included in focus group discussions; the total participants included in the following results reflect the entire range of sessions that participants attended.

Data Collection

Two local SNAP-Ed organizations each hosted an in-person focus group at their local program site in collaboration with MFF evaluation staff. A third focus group with one local SNAP-Ed organization was originally planned for in-person facilitation, although local SNAP-Ed program staff opted to convert the session to a virtual, phone-based session (i.e., via Zoom) due to overall session feasibility and participant availability. All three focus groups were facilitated independently by two trained MFF evaluation staff, with each session lasting approximately one hour. Participants completed a basic paper demographic survey prior to the focus group session and were offered a small monetary compensation to cover costs associated with being able to participate.

Qualitative Data Analysis

MFF evaluation staff manually entered focus group participant data into an electronic database and cleaned and analyzed data in R. The focus group sessions were recorded and then transcribed by a professional transcriptionist. Qualitative data was coded and analyzed in Atlas.ti.

To review the focus group transcripts, MFF evaluation staff applied a hybrid coding approach, blending both inductive and deductive methods. First, evaluation staff developed a codebook with two primary components, each of which consisted of parent and child codes: 1) health behavior theories according to historic intervention design (including the Health Belief Model (HBM), Transtheoretical Model or Stages of Change (STOC), and the Social Ecological Model (SEM)) and 2) constructs derived from overarching evaluation objectives and questions. With the initial codebook, three staff independently coded a single session transcript. Coders reviewed independent coding and came to agreement on use, application, and enhanced definitions of codes. Upon completion of the first coding round, two coders revised and further strengthened codebook codes and definitions to address emerging data themes of the first transcript more comprehensively. With the revised codebook, two coders then coded the remaining two transcripts and determined agreement of coded based on shared understanding of code application. Coded transcripts were then analyzed by the senior evaluator in Atlas.ti to identify and develop themes.

This evaluation was reviewed and approved by the Western Michigan University Institutional Review Board (IRB), IRB #15-10-09.

Quantitative Survey Results

Participant Demographics

Young Children and Adult Participation Demographics

In some cases (28%), adults participated with their child(ren) in an intergenerational Rec-Connect context (Table 1). The grade distribution summarized in Table 1 reviews the characteristics of child participants and whether they participated with an adult. Youth demographics were reported on the survey and are outlined in Tables 2-5. More female youth completed a pre survey but the post survey was taken by more males. Most youth were 9, 10,



or 11 years old and in 4th, 5th, or 6th grade. The majority of youth were Black or African American at pre and at post followed by White, Multi-racial, or American Indian or Alaska Native. Additionally, most youth were non-Hispanic/Latino at pre and post.

Table 1. Grade Distribution of Young Child Participants and Extent of Participation with an Adult

What grade is your child in?	Adult:Child Relationship Present	Adult:Child Relationship Absent	Adult:Child Relationship Unknown	Total
Pre-K	100% (1)	0% (0)	0% (0)	100% (1)
Kindergarten	41% (9)	14% (3)	45% (10)	100% (22)
1st grade	20% (7)	20% (7)	60% (21)	100% (35)
2nd grade	19% (5)	15% (4)	65% (17)	100% (26)
3rd grade	30% (9)	7% (2)	63% (19)	100% (30)
Grade Unknown	50% (2)	25% (1)	25% (1)	100% (4)
Total	28% (33)	14% (17)	58% (68)	100% (118)

Youth Participant (Grades 4-12) Demographics

Table 2. Youth Sex

Youth Sex	Pre (n)	Pre (%)	Post (n)	Post (%)
Female	129	56%	87	45%
Male	90	39%	99	52%
Not listed (may specify here)	5	2%	1	1%
Prefer not to answer	7	3%	5	3%
Total	231	100%	192	100%

Table 3. Youth Age

Youth Age	Pre (n)	Pre (%)	Post (n)	Post (%)
8 years old	12	5%	8	4%
9 years old	47	20%	38	19%
10 years old	49	21%	59	30%
11 years old	37	16%	36	18%
12 years old	21	9%	20	10%



Youth Age	Pre (n)	Pre (%)	Post (n)	Post (%)
13 years old	16	7%	5	3%
14 years old	16	7%	7	4%
15 years old	19	8%	17	9%
16 years old	14	6%	7	4%
17 years old	5	2%	1	1%
Total	236	100%	198	100%

Table 4. Youth Grade

Youth Grade	Pre (n)	Pre (%)	Post (n)	Post (%)
4th grade	70	31%	82	44%
5th grade	56	25%	44	23%
6th grade	25	11%	23	12%
7th grade	19	8%	8	4%
8th grade	9	4%	5	3%
9th grade	14	6%	15	8%
10th grade	18	8%	9	5%
11th grade	13	6%	2	1%
Total	224	100%	188	100%

Table 5. Youth Race

Youth Participant Race	Pre (n)	Pre (%)	Post (n)	Post (%)
American Indian or Alaska Native	16	8%	6	3%
Asian	4	2%	1	1%
Black or African American	118	55%	88	47%
Multiracial	13	6%	15	8%
Native Hawaiian or Pacific Islander	1	0%	0	0%
Prefer not to answer	23	11%	20	11%
White	38	18%	34	18%

Youth Participant Race	Pre (n)	Pre (%)	Post (n)	Post (%)
Not listed	0	0%	22	12%
Total	213	100%	186	100%

Table 6. Youth Ethnicity

Youth Participant Ethnicity	Pre (n)	Pre (%)	Post (n)	Post (%)
Hispanic/Latino	26	13%	33	18%
Non-Hispanic/Latino	102	50%	89	49%
Prefer not to answer	76	37%	59	33%
Total	204	100%	181	100%

Adult Participant Demographics

Most adults were female at pre and at post (Table 7) and fell into an age bracket of 50 to 69 or 70 to 89 compared to younger adult age brackets (Table 8). Most adults were White at pre and at post followed by Black or African American (Table 9). Additionally, most adults were non-Hispanic/Latino at pre and post (Table 10). Adults participated in 6 (28%), 4 (24%), or 5 (18%) demonstrations compared to peers who participated in 3 or less (Table 11).

Table 7. Adult Sex

Adult Sex	Pre (n)	Pre (%)	Post (n)	Post (%)
Female	233	89%	151	87%
Male	29	11%	22	13%
Prefer not to answer	1	0%	1	1%
Total	263	100%	174	100%

Table 8. Adult Age

Adult Age Range	Pre (n)	Pre (%)	Post (n)	Post (%)
18-29 years	27	10%	7	4%
30-49 years	65	25%	38	21%
50-69 years	76	29%	65	36%
70-89 years	95	36%	69	39%
Total	263	100%	179	100%



Table 9. Adult Race

Adult Participant Race	Pre (n)	Pre (%)	Post (n)	Post (%)
American Indian or Alaska Native	4	2%	9	5%
Asian	0	0%	1	1%
Black or African American	75	29%	65	38%
Multiracial	10	4%	0	0%
Native Hawaiian or Pacific Islander	0	0%	0	0%
Prefer not to answer	18	7%	9	5%
White	134	52%	81	48%
Not listed	17	7%	5	3%
Total	258	100%	170	100%

Table 10. Adult Ethnicity

Adult Participant Ethnicity	Pre (n)	Pre (%)	Post (n)	Post (%)
Hispanic/Latino	5	2%	9	5%
Non-Hispanic/Latino	171	64%	131	74%
Prefer not to answer	35	13%	12	7%
Skipped question/blank	55	21%	26	15%
Total	266	100%	178	100%

Table 11. Demonstrations Attended: Adult Participants

Number of Demonstration Sessions Attended	n	Percent
One demonstration	19	11%
Two demonstrations	22	13%
Three demonstrations	10	6%
Four demonstrations	41	24%
Five demonstrations	32	18%
Six or more demonstrations	49	28%



Number of Demonstration Sessions Attended	n	Percent
Total	173	100%

Enjoyment of Rec-Connect Activities

Most youth enjoyed ‘some’ (49%) of the R-C activities compared to youth (43%) who enjoyed RC activities ‘a lot’ (Table 12). Adults (94%) enjoyed most or all of the R-C activities (Table 13).

Table 12. Youth Participants’ Enjoyment of Rec-Connect Activities

Did you enjoy the activities?	n	Percent
Yes, some	94	49%
Yes, a lot	83	43%
No	14	7%
Total	191	100%

Table 13. Adult Participants’ Enjoyment of Rec-Connect Activities

Did you enjoy the activities introduced in this Rec-Connect program?	n	Percent
Most or all of them	169	94%
Some of them	9	5%
None of them	1	1%
Total	179	100%

Learning New Things from Rec-Connect

Most of the time (60%) youth reported learning ‘some’ new physical activity content from the R-C activities (Table 14). Adults learned new ways to be active (93%) and about new places to be active in their community (82%) (Tables 15 and 16).

Table 14. Youth Participants’ Learning of New Things

Did you learn anything new in these activities?	n	Percent
Yes, some	116	60%
Yes, a lot	43	22%
No	35	18%
Total	194	100%



Table 15. Adult Participants’ Learning of New Ways to Be Active

Did you learn new ways to be active?	n	Percent
Yes	167	93%
Maybe	11	6%
No	1	1%
Total	179	100%

Table 16. Adult Participants’ Learning of New Places to Be Active

Did you learn about new places to be active?	n	Percent
Yes	146	82%
Maybe	15	8%
No	16	9%
Total	177	100%

Intentions to Engage with Activities Beyond Rec-Connect

Youth and adult intentions to engage in R-C activities again differed (Tables 17 and 18). Most youth (52%) stated they would participate in ‘some’ of the activities again while most adults (75%) stated they would participate in most or all of them.

Table 17. Youth Participants’ Intentions to Engage with Activities Again

Will you do any of these activities again?	n	Percent
Most or all of them	63	34%
Some	98	52%
None of them	27	14%
Total	188	100%

Table 18. Adult Participants’ Intention to Engage with Activities Again

Will you do any of these activities again?	n	Percent
Most or all of them	135	75%
Some	44	25%
None of them	0	0%
Total	179	100%



Intentions to Be More Active

Youth and adults held different intentions to be more active (Tables 19 and 20). Most youth (54%) stated they would ‘maybe’ be more active, compared to their peers (30%) who said ‘a lot’ or who said (16%) ‘no’. The majority of adults (91%) said ‘yes’, they would be more active.

Table 19. Youth Participants’ Intention to be More Active

Do you think you will be more active after these activities?	n	Percent
Yes, a lot	60	30%
Maybe	106	54%
No	31	16%
Total	197	100%

Table 20. Adult Participants’ Intentions to be More Active

Do you plan to be more active after participating in these activity demonstrations?	n	Percent
Yes	163	91%
Maybe	16	9%
No	0	0%
Total	179	100%

Participant Physical Activity Behavior Changes

Young Children’s Engagement with Physical Activity

Adults (i.e., parents or caregivers) responded to a brief, post-only survey for their young child(ren) in Pre-Kindergarten through grade 3 participating in Rec-Connect. Table 21 includes responses for all young children, regardless of adult co-participation.

Table 21. Adult Perceptions of Young Children’s Engagement with Physical Activity

Since participating in this program, has this child been asking to do any of the demonstrated physical activities again?	Yes	Not Sure	No	Total
Asking to do any of the demonstrated physical activities again	69% (76)	9% (10)	22% (24)	100% (110)
Talking about physical activity with anyone at home	73% (80)	18% (20)	8% (9)	100% (109)

Since participating in this program, has this child been asking to do any of the demonstrated physical activities again?	Yes	Not Sure	No	Total
Doing more physical activity	94% (49)	6% (3)	0% (0)	100% (52)

Youth Physical Activity Behavior Changes

Youth behavior change measures were included on the pre and post surveys (Table 22). Youth were asked about the number of days they were active for at least 60 minutes each day, the estimated number of hours spent watching TV, and the estimated number of hours spent playing video or computer games (not including schoolwork). A total of **74 youth pre and post surveys** were matched, representing 74 youth. Purple-shaded boxes indicate the desired direction of change for the relevant physical activity behavior.

Table 22. Youth Participant Pre- to Post- Change in Physical Activity Behaviors

	Increased	Maintained	Decreased	Total
Days in the last week youth were physically active for at least 60 minutes per day	37% (26)	29% (20)	34% (24)	100% (70)
Hours of TV watching on an average weekday	37% (22)	35% (21)	28% (17)	100% (60)
Hours of video/computer games and/or computer use not for school on an average weekday	36% (25)	36% (25)	28% (19)	100% (69)

Adult Physical Activity Behavior Changes

Adult behavior change measures were included on the pre and post surveys (Tables 23-26). Adults included the number of days participants walked per week; estimated total number of hours or minutes spent walking; number of days in the past seven days spent engaging in moderate physical activity; estimated total time spent being moderately active (hours or minutes); number of days in the past seven days spent engaging in vigorous physical activity; estimated total time spent being vigorously active (hours or minutes).

A total of **120 pre and post surveys** were matched, representing 120 adult participants. The following tables review whether participants increased, decreased, or maintained behaviors based on pre to post differences. Purple-shaded boxes indicate the desired direction of change for the relevant physical activity behavior.

Table 23. Changes with Sitting

Time spent sitting on weekdays while at work, at home, while doing course work, and during leisure time. This includes time spent sitting at a desk, visiting friends, reading, traveling on a bus, and sitting or lying down to watch television.	Decreased	Maintained	Increased	Total
Thinking back on the last seven days, on a typical weekday, how much time in total did you usually spend sitting? Time in hours	46% (44)	31% (30)	23% (22)	100% (96)



Table 24. Changes with Walking

Time spent walking for travel from place to place, and any other walking that solely for recreation, sport, exercise, and leisure.	Increased	Maintained	Decreased	Total
Thinking back on the last seven days, how many days did you walk?	25% (27)	54% (58)	21% (23)	100% (108)
On a typical one of these days, how much time did you usually spend walking? Time in hours	28% (11)	48% (19)	25% (10)	100% (40)

Table 25. Changes with Moderate Physical Activity

Moderate physical activity including activities like bicycling, active play with children, light yardwork (gardening), and housework (washing windows, vacuuming), and carrying light loads.	Increased	Maintained	Decreased	Total
Thinking back on the last seven days, how many days did you do moderate physical activities (not including walking)?	40% (46)	35% (40)	25% (29)	100% (115)
On a typical one of those days, how much time in total did you usually spend being moderately active? Time in hours	35% (17)	37% (18)	29% (14)	100% (49)
On a typical one of those days, how much time in total did you usually spend being moderately active? Time in minutes	63% (5)	25% (2)	13% (1)	100% (8)

Table 26. Changes with Vigorous Physical Activity

Vigorous physical activity including activities like bicycling, active play with children, light yardwork (gardening), and housework (washing windows, vacuuming), and carrying light loads.	Increased	Maintained	Decreased	Total
Thinking back on the last seven days, on how many days did you do vigorous physical activities (not including walking)?	25% (26)	54% (56)	21% (22)	100% (104)
On a typical one of those days, how much time in total did you usually spend being vigorously active? Time in hours	38% (10)	46% (12)	15% (4)	100% (26)



Vigorous physical activity including activities like bicycling, active play with children, light yardwork (gardening), and housework (washing windows, vacuuming), and carrying light loads.	Increased	Maintained	Decreased	Total
On a typical one of those days, how much time in total did you usually spend being vigorously active? Time in minutes	22% (2)	33% (3)	44% (4)	100% (9)

Qualitative Focus Group Results and Findings

The following section summarizes results from the Rec-Connect Focus Group Participant Demographic survey and findings from the focus groups (n=3). There was a total of (n=24) participants representing the urban (n=11), suburban (n=7), and rural (n=6) environments.

Characteristics of the Sample

Local SNAP-Ed organizations delivering Rec-Connect recruited adult participants upon completion of programming. Three local SNAP-Ed organizations self-selected to participate in recruiting participants for the focus groups. They each recruited adults who participated in their Rec-Connect demonstration series from their respective rural, suburban, and urban communities. Each focus group represented varying participant demographics, including mothers of young children in a suburban area, adults diagnosed with intellectual disabilities from rural communities, and older adults in an urban setting.

Adults in the focus group sample who participated Rec-Connect demonstration series were asked to take a survey at the end of the series to self-report the number of sessions they participated in (Table 1). Tables 1-3 show overall self-reported participant demographics for all three focus groups.

The focus group respondents were mostly female and could not recall (28%) the number of sessions attended while (22%) recalled they attended six or more sessions. Most male participants attended four sessions. One individual did not want to share their gender and could not recall their attendance. Overall, most participants (25%) did not recall the total number of sessions they participated in; others reported attending four (17%) or six or more sessions (17%).

Table 27. Percentage of Focus Groups Participants by Demonstrations Attended and Gender

Gender and Sessions	1 session	2 sessions	3 sessions	4 sessions	5 sessions	6 or more sessions	I don't recall	Total
Female	17% (3)	11% (2)	6% (1)	6% (1)	11% (2)	22% (4)	28% (5)	100% (18)
Male	0% (0)	0% (0)	20% (1)	60% (3)	20% (1)	0% (0)	0% (0)	100% (5)
Prefer not to answer	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)
Total	13% (3)	8% (2)	8% (2)	17% (4)	13% (3)	17% (4)	25% (6)	100% (24)



The youngest focus group participant was **18** years of age, and the oldest participant was **85** years. Table 2 summarizes overall participant ages and gender. Over half (54%) of participants were between 50 and 69 years of age; with 25% being between 70 and 89 years of age, followed by those 18-29 years of age (13%).

Table 28. Percentage of Focus Group Participants by Age and Gender

Age and Gender	18-29 years	30-49 years	50-69 years	70-89 years	Total
Female	0% (0)	11% (2)	56% (10)	33% (6)	100% (18)
Male	40% (2)	0% (0)	60% (3)	0% (0)	100% (5)
Prefer not to answer	100% (1)	0% (0)	0% (0)	0% (0)	100% (1)
Total	13% (3)	8% (2)	54% (13)	25% (6)	100% (24)

Participants also shared race and ethnicity data, displayed in Tables 3 and 4. Most participants in the overall sample were White, followed by African American, and a smaller proportion identifying as American Indian/Native American, preferring to not respond about their race, or noting their race was not listed (one participant identifying as Arab American).

Table 29. Percentage of Focus Group Participants by Race and Gender

Participant Race and Gender	American Indian/Native American or Alaska Native	Black or African American	White	Prefer not to respond	Not listed	Total
Female	0% (0)	47% (8)	41% (7)	6% (1)	6% (1)	100% (17)
Male	17% (1)	17% (1)	67% (4)	0% (0)	0% (0)	100% (6)
Prefer not to answer	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)
Total	4% (1)	38% (9)	46% (11)	8% (2)	4% (1)	100% (24)

A minority of participants (11%) reported being Hispanic/Latino as displayed in Table 4 below, with the majority identifying as non-Hispanic/Latino (79%).

Table 30. Percentage of Focus Group Participants by Ethnicity and Gender

Participant Ethnicity and Gender	Hispanic/Latino	Non-Hispanic/Non-Latino	Prefer not to answer	Total
Female	0% (0)	92% (12)	8% (1)	100% (13)

Participant Ethnicity and Gender	Hispanic/Latino	Non-Hispanic/Non-Latino	Prefer not to answer	Total
Male	20% (1)	60% (3)	20% (1)	100% (5)
Prefer not to answer	100% (1)	0% (0)	0% (0)	100% (1)
Total	11% (2)	79% (15)	11% (2)	100% (19)

Qualitative Findings

The following section reviews evaluation findings according to central evaluation questions.

1. To what extent has Rec-Connect™ impacted participants' attitudes, beliefs, and intentions related to physical activity engagement?

Overarching Theme: Connections Power Growth Potential

Connections fostered through Rec-Connect positively influenced participants' attitudes toward physical activity engagement, while facilitation strengthened their beliefs and intentions. Community leaders who welcomed Rec-Connect educators into their organizations played a crucial role in catalyzing positive physical activity experiences, making these leaders an essential link in the program's overall impact. Participants highlighted how Rec-Connect educators enhanced the program's impact by explicitly addressing attitudes, beliefs, and intentions, creating a supportive and engaging environment.

High satisfaction with Rec-Connect was attributed to several factors: a) the sense of fun experienced during activities, b) participants' feelings of connection with the educator and one another, and c) access to new physical activity resources. Participants also highlighted the intentional structures of support and inclusion within the program, which fostered a strong sense of belonging. Rec-Connect's design focuses on increasing physical activity engagement by enhancing access to and connections with local physical activity resources.

Engagement was further supported by the interpersonal and intrapersonal benefits participants experienced, including physical, emotional, mental, and social connections developed during program activities. Through these experiences, participants deepened their connection with themselves and others, reinforcing positive attitudes, beliefs, and intentions toward physical activity. Rec-Connect serves as a dynamic, multi-faceted intervention, creating opportunities for behavior change and empowering participants to explore diverse physical activity options.

Connections Positively Impacted Physical Activity Engagement Attitudes

Most focus group participants reported attitudes about physical activity were collectively and positively impacted by Rec-Connect. Enthusiasm, gratitude, and commitment were the three major attitudes identified.

Most often participants held an attitude of enthusiasm towards physical activity engagement characterized by laughter, joy, exhilaration, and excitement. Participants explained the educator fostered an environment of safety and belonging where an attitude of enthusiasm could exist. When asked about their favorite part of participating, one participant said *"... it has to be our instructor. She is so energetic, enthusiastic. She made sure everybody was involved and participated. She never made*



anybody feel left out” [Older Adult, Urban Participant]. The educator catalyzed the attitude of enthusiasm by curating opportunities for self-discovery and peer support through physical activities which resulted in liberating laughter. Participants shared feeling liberated from perceptions (intra or inter) or broader social constructs of physical activity. Entrenched perceptions (intra, inter, or social constructs), such as physical activity movements in an organized setting should be done with precision, physical activity movements should be intuitive, be complicated to count for something, and be done for an extensive period (e.g., 60-90 minutes of time) to count for something. Regarding these perceptions, one participant highlighted, “They give us a lot of new ideas and they push us more to get more exercise...even just walking, yoga, any activity, as long as you’re moving your body” [Mother, Suburban Participant]. Participants reported laughing while learning the physical activities helped break down entrenched perceptions towards physical activity engagement. Laughter towards self and with others was meaningful for positively impacting attitudes towards physical activity engagement.

Many of the participants expressed an attitude of gratitude toward physical activity by describing the intellectual connection they made between movement and their well-being (physical, mental, emotional, and social). Rec-Connect impacted gratitude attitudes towards physical activity since movement reinforced sensations of feeling better, building strength, making a noticeable effect on joint health, and seeing a change in biometric measures when going to the doctor. One participant emphasized this by saying, “...the exercises are really good for us. I don’t care what your health issue is. There is a way that you can do the exercise. And it helps you” [Older Adult, Urban Participant]. Gratitude for knowing that physical activity can be simple, familiar (nostalgic), and accessible impacted physical activity engagement. Participant gratitude for physical activity engagement developed due to the expressed sense of community, belonging, accountability, connection, self-compassion, self-awareness, and pride. Specifically, participants had gratitude for self-accountability, gratitude for peer-to-peer accountability, and budding self-efficacy to be able to be physically active. Rec-Connect inputs (e.g., educators, materials, community partnerships, technical assistance from educators) impacted physical activity engagement by contributing to an attitude of gratitude towards movement.

A significant proportion of participants shared Rec-Connect promoted attitudes of commitment towards self, classmates, and family or friends. The series inspired connections between participants’ acquired knowledge, performance, exhilaration and influence on personal health and well-being. Commitment to self, influenced personal physical activity engagement. Commitment to personal physical activity influenced expressions of encouragement and accountability towards classmates. The commitment attitude towards increased personal physical activity illuminated the tensions of perceived influence on family or friends. Some participants successfully translated their commitment attitude and related influence onto family and friends who walked on a track or played at the park with them. One participant reflected on their familial influence saying “my kids especially like with the beach ball and the jump ropes, they take ‘em outside and then all of their friends and neighbors, they gather and then they start to play with them” [Mother, Suburban Participant]. One participant proclaimed people should be able to influence their personal commitment attitude to daily physical activity by adopting a mind over matter approach. Another participant described feeling defeated when trying to translate their commitment onto family members who were not participating in physical activity.

Facilitation: Strengthening Beliefs and Intentions

Rec-Connect facilitation instilled beliefs and spurred intentions among participants. A considerable share of participants identified the educator as a major motivator for grounding positive beliefs and promising intentions towards increased physical activity engagement.



Many participants developed stronger positive physical activity engagement beliefs and intentions since the educator introduced participants to diverse activities, no or low-cost spaces to perform physical activity, and modeled positivity towards physical activity. Participants highlighted positive beliefs, and promising intentions were associated with the educator’s ability to foster community while simultaneously increasing participants’ physical literacy. Educators reinforced the value of goal setting, demonstrated that physical activity can be simple and safe, and modeled concepts of encouragement, which then impacted physical activity engagement intentions among participants. *One participant shared, “...getting up and moving more is more of my priority now...” [Adult with Disability, Rural Participant].* Most participants grew to believe that physical activity promoted ease of movement, contributed to ease in getting out of the house to meet basic needs or engage in things they wanted to do, as well as multiplied or strengthened social relationships. One participant highlighted this, saying, *“I have grandkids and trying to keep up with the pre-K...to keep up with ‘em. This exercise class comes in handy” [Older Adult, Urban Participant].* Fewer participants directly expressed they adopted positive self-talk which reinforced intentions to participate in physical activity. Some Rec-Connect participants explained their urge to engage family members (human and pet family members) in physical activity. Since participants’ beliefs that physical activity is important for personal health grew, they believed physical activity engagement for family members was also important for their health. One participant expressed that they *“even took the chair bingo out to Maryland and did it with my son and his family” [Older Adult, Urban Participant].*

Navigating Barriers and Elevating Benefits Through Rec-Connect

Engaging in Rec-Connect empowered participants to navigate barriers and elevate benefits. A large portion of participants conveyed several barriers to physical activity engagement. In contrast, participant well-being was enhanced through social and emotional support, fostering intention toward sustained physical activity.

Focus group participants conveyed their perceived benefits and barriers that influence their attitudes, beliefs, and intentions for physical activity engagement. Older adults and adults with disabilities most often reported physical activity engagement offered benefits such as relief or alleviation of pain and ailments, but pain and ailments were also barriers to engaging in physical activity. One participant highlighted this notion by talking about back pain, saying, *“...I have a bad back. And I can see improvement in that as well so” [Older Adult, Urban Participant].* Additional barriers that were named included rooted demotivators (e.g., low energy level, negative self-narratives), lack of accessible, consistent organized physical activity opportunities (e.g., six-week series vs. year-round; morning vs. after-school), ability to intellectually know what the instructions for the movement were and then perform the movement, as well as personal social-emotional bandwidth to engage in a community-based series.

Participants explained the ways Rec-Connect benefitted them and the relationship between benefits and attitudes, beliefs, and intentions towards physical activity engagement. Rec-Connect was a way for participants to develop empathy towards themselves, identify physical activity routines that enabled them to meet movement goals (e.g., daily, short, medium, long term), helped them feel better and stronger (physically), feel invested in improving their physical health (e.g., stretching, joint care), and feel a sense of accomplishment and translate that to confidence.

Most participants benefitted from the connections they made with one another and feeling a sense of belonging. Feeling excited to move and participate in the series was beneficial towards engagement attitudes, beliefs, and intentions. The educator was supportive (emotional, social), gave guidance



which reinforced positive attitudes, beliefs, and intentions, and provided participants opportunities to learn new physical activities and in turn, learn something new about their capacity to master the movements inside and outside of the classroom.

2. To what extent has Rec-Connect™ impacted participants' knowledge with local physical activity resources? Engagement with local physical activity resources?

Overarching Theme: Impactful Educators are Influencers

SNAP-Ed educators play a key role in facilitating increased participant physical activity knowledge (resources, movements). Educators support increased knowledge by teaching different physical activities, modifying activities, and giving specific verbal or physical directions to support movement mastery. Educators also foster trusted relationships among participants that enable collective learning and action. The findings illuminate how Rec-Connect has catalyzed connections to community-based physical activity opportunities across diverse settings—urban, suburban, and rural—tailored to meet the unique needs and circumstances of different participant groups. This section highlights the nuanced ways in which Rec-Connect educators serve as both connectors and catalysts, sparking ripple effects that extend beyond individual participation to broader community engagement and empowerment.

Educators: Building Bridges to Physical Activity Knowledge and Community Connections

Educators are key to connecting community members to low- or no-cost physical activity resources. Educators foster trusted relationships between themselves and participants and among participants, which inspires additional connections to low- or no-cost, local physical activity opportunities.

Participants explained their knowledge of local physical activity resources increased during the Rec-Connect demonstration series. Older adults in an urban setting attributed their increased knowledge to the educator's community awareness and the collective knowledge of the participants. Over time, many of the participants attended multiple physical activity classes in the community together, taught by the Rec-Connect educator or by a different educator. The collective knowledge of local community physical activity resources scaled and expanded among this group, which was likely facilitated by the relationships made with one another. Some of the resources participants mentioned they used were parks (including a walking path at the park), a community center where drumming classes were held, and (free) online classes that promote a variety of physical activity opportunities. One participant even explained the impact of Rec-Connect on promoting their knowledge of running in road races as a local community physical activity resource.

Mothers in a suburban setting credited Rec-Connect with introducing them to school-based community resources where they and their families could participate in free physical activity. For example, participants described the educator assisted them in knowing there were free, accessible physical activity resources (e.g., softball and soccer fields, playground, track) for their children to use.

Adults with disabilities in a rural setting shared their gratitude over their community center which has a gym on the premises. Among the adults, the narratives reflecting increased engagement with physical activity were more abundant compared to narratives that explained increased awareness of or connections to new community recreation sites. However, the objective to recruit additional community center members to participate in the Rec-Connect class or use the gym was clear - participants spoke passionately about getting their peers engaged in recreation.

Educators are Catalysts to Increased Engagement: Rippled Effects of Connections



Established and trusted relationships between Rec-Connect educators and participants lead to an increased knowledge of available community resources. This knowledge acquisition led to an increased use of community resources by participants.

Educators who fostered trusted relationships with and among Rec-Connect participants curated opportunity to increased knowledge of available no or low-cost physical activity assets in community. *One participant highlighted, “having something like this has really helped us to grow into that and even helping people in their own expand toward using the community resources” [Adult with Disability, Rural Participant].*

By intentionally introducing participants to recreation connections, educators catalyzed a ripple effect on participant engagement with such assets. This was especially true for mothers and older adults who expressed using and/or actively pursuing recreation connections in their communities more often. Mothers and older adults explained they are getting more use out of their local parks and using track to engage in physical activity. Some of the older adult participants organized themselves and reported meeting outside of the Rec-Connect demonstration series to walk together at the park. They have become invested in walking, relationship building, and beautification of the park while they walk. One of the mothers described how she and her children used the park frequently and walked around the track.

3. To what extent has Rec-Connect impacted participants’ physical activity-related behaviors?

Overarching Theme: The Multi-level Impacts of Rec-Connect on Behavior Change

Participants explained that the Rec-Connect demonstration series impacted their physical activity behaviors. Participants reported their increased physical activity engagement was accelerated by community connections (e.g., community members, community resources), accessible activity types and locations, educator encouragement, and sensations of empowerment. Rec-Connect provided participants with simple, diverse and different ways to engage in physical activity. This approach catalyzed the initiation and sustainability of physical activity behaviors, leading participants to adopt health-promoting habits in their daily lives.

Sustainable Physical Activity Behavior: Community, Accessibility, and Empowerment

Engagement in Rec-Connect resulted in sustainable physical activity behavior. The intention to continue being active stemmed primarily from community and social supports. Additionally, participants highlighted several aspects that made physical activity more accessible, including knowledge acquisition and improved confidence.

Overall, the design of Rec-Connect contributed to the impact the demonstration series has had on participant physical activity behavior. Most participants connected impact on their behavior to their satisfaction with the program. Rec-Connect impacted sustainability of physical activity behaviors among participants by promoting simple, diverse, accessible physical activities during the demonstration series. The encouragement and role modeling from educators strengthened the impact of the demonstration series. Goal setting, self-awareness, and personal autonomy to remain committed to physical activity fostered physical activity initiation and sustainability. Participants drew associations between physical activity behaviors and improved health and well-being, which influenced the impact of Rec-Connect. A few participants reported an increased frequency in their physical activity behavior, which they associated with increased knowledge, increased mastery, and the essence of fun or enjoyment. *One participant mentioned, “You don’t have to run a quarter mile. You don’t have to pull a sled uphill 1,000 pounds. You know, you don’t have to do the spectacular. It’s just as long as you’re active and doing something and moving. You’re just moving” [Adult with Disability, Rural Participant].*



Fewer people expressed the intensity of specific activities within the demonstration series were hard, and while hard, some participants were inclined to keep participating in physical activity behavior since they were able to complete one or more of the demonstrations. In these instances, self-efficacy towards participating in physical activity behaviors was strengthened. A smaller proportion of participants explained how Rec-Connect influenced and impacted the time they spend in physical activity behaviors. Participants who were able to adopt small daily behaviors were successful at increasing their time spent in physical activity behaviors – Rec-Connect demonstration series included the importance of flexibility and accessibility of physical activity and reinforced the success of people who increased time spent in physical activity. Rec-Connect impacted personal physical activity behaviors, which was supported by a sense of community among participants, and thereby translated to increased time spent in physical activity with family members who – in turn – decreased sedentary behaviors (e.g., children using iPads). The diverse demonstrations offered participants a variety of ways to be physically active, which influenced the time participants (or their family members) spent participating in physical activity. Collectively, time spent in Rec-Connect influenced time spent doing physical activity, which impacted participant motivation to sustain their behaviors. Participants were mainly influenced to participate in different types of physical activity that pertained to the incorporation or elevation of activity in daily living. For example, taking the steps, picking up garbage while walking, and standing more than sitting. Fewer participants tried a new type of physical activity, such as drumming class. A larger proportion of participants acknowledged the community-based and organized attributes of Rec-Connect influenced participation in the demonstration series and impacted physical activity behavior. One participant shared, *“I just want to say that I have been more invested in it actually because now that I know that all of these resources are available, I’m actually looking for them—actively looking for them. And then with what I learned in the classes, I just—I try to apply that with the kids, too...”* [Mother, Suburban Participant]. The absence of community-based and organized physical activity or lack of continuity with established community-based and organized classes to promote physical activity become inhibitors towards physical activity behaviors. The social connectedness of Rec-Connect impacted participants who were influenced to participate in and sustain physical activity behaviors.

Social Connections and Community Resources, Facilitators of Behavior Change

Behavior changes of Rec-Connect™ participants were heavily influenced by social connection and community resources. Intention to continue an active lifestyle was commonly linked to peer or family engagement and available resources. Organizational and policy level influencers were rarely identified as facilitators of behavior change; however, evaluators observed upstream organizational facilitators for behavior change are mediated when Rec-Connect™ is implemented in a local community’s context.

Participants who were able to move through various stages of behavior change while in Rec-Connect™ expressed they were influenced to maintain physical activity behaviors by connecting with people who would partake alongside them and connecting with local resources to conduct physical activities. One participant shared what they learned about their local resources, *“... I didn’t know any of these places existed...I just didn’t realize they were so close...And then when I realized those were available for free... And there’s even a playground for kids to play on, too?”-Like I didn’t realize it was there the whole time. But yeah, but to like expose that to us, that was really awesome to have”* [Mother, Suburban Participant]. Sustainable maintenance of behavior is semi-dependent on community-based and organized physical activities. Momentum for maintaining behavior was built upon personal and classmate achievements for completing physical activities. For example, an older adult discussed her personal achievement of being inspired to complete a 5k at the age of 70 for the first time in their life, while also remarking on how she and a few older adult Rec-Connect™ peers signed up for and completed a 5k together. Social and ecological factors embedded in Rec-Connect™ impacted physical activity behavior among participants. A notable proportion of participants reported Rec-Connect™ influenced intra-and inter-personal level factors to participate in and maintain physical activity behaviors, such as incorporating more walks in their yard, daily walks to the mailbox, engaging their children or pets in activity, or



physically checking in on Rec-Connect™ peers to do an activity together (e.g., stop at their home, calling or texting them). Organizational factors were acknowledged by a couple of participants as key to facilitating physical activity behaviors. One example provided was access to wellness benefits offered through health insurance companies. Fewer participants identified the value of policy on influencing physical activity behaviors. While policies are adopted to support physical activity, the fidelity of and accountability to policy implementation led to recommendations for improved parks and trails systems so these local resources are updated, maintained, and open year-round.

Satisfaction, Recruitment, and Recommendations for Change

Rec-Connect participants linked much of their enjoyment in the program to the educator and being active with their peers. Recommendations for program recruitment changes were discussed more often than program considerations and suggestions.

Participants were satisfied with Rec-Connect because the educator was informed, passionate, committed, fun, and personable. Connections to classmates and local community resources amplified satisfaction levels since these elements reduced social isolation. The variety, modifications, and simplicity of the exercises facilitated positive changes in health and well-being outcomes (mental, social, and emotional well-being), further grounding the essence of program satisfaction. Participants recommended several changes to increase program satisfaction including longer series and/or more series throughout the year and/or more sites and settings that host Rec-Connect. Additionally, participants recommended childcare be part of the Rec-Connect design.

Participants explained how they were recruited and/or how they perceived peers in the community would be successfully recruited. The recruitment methods that drew participants into Rec-Connect were social media (Facebook), word of mouth, flyers, phone calls, and church bulletins. Recruitment methods participants said should be used more often were church bulletins, clinical offices (primary care), and school communications. While social media may be key to recruiting some community members, not everyone uses social media. Participants highlighted context matters for recruitment since mothers may be more accessible than older adults at specific times of day. Additionally, participants stated they may be easier to reach using preferred language and promoting Rec-Connect community gathering spaces (Mosques) that are culturally relevant. One participant reflected on the recruitment methods they experienced and suggested, “...I think if they advertised it more. Like even like at the mosque and stuff like that, more people would attend” [Mother, Suburban Participant]. Maintaining participants once recruited was done effectively when direct communications tactics were used, often done classmate to classmate. However, educators who know participants by first name motivated sustained participation.

Conclusions

This evaluation addressed overall outcomes of Rec-Connect direct education programming, highlighting intervention outcomes through participant survey responses, in addition to narratives from adults in three communities. The aims of Rec-Connect are to increase access to physical activity, increase participation in physical activity, and strengthen connections to community-based physical activity resources.

Youth and adults reported R-C had at least a moderate influence on advancing physical activity enjoyment and intentions. For young children participating in R-C, adults reported most children were engaged in asking about, talking about, and doing more physical activity. Most youth indicated enjoyment of at least some of the demonstrated activities, with nearly all adults reporting they enjoyed most or all. Over half of youth participants indicated they would potentially plan to be more active, with most adults indicating they intended to be more active. R-C also supported learning among both age groups; youth reported learning a moderate level of new



things while most adults indicated learning of new ways of being active and new places where they could be active.

Physical activity enjoyment, intentions, and learning provided groundwork for more physical activity engagement and change. There is an opportunity to strengthen the ways R-C influences adult behavior as most adults reported R-C had a notable influence on their relationship with physical activity levels and behaviors. In contrast, implementing R-C among youth could be improved upon to shift the experience from a moderate influence to a notable influence. Among youth indicating changes from pre to post intervention, about a third of respondents reported an increase in the number of days they were physically active, with about a quarter reported a decrease in the amount of time spent watching television or playing video/computer games for recreational use. Among adults, nearly half of respondents reported a decrease in the total amount of time spent sitting; approximately a quarter indicated increases in the amount of time spent walking; changes in days and time spent engaged in moderate and vigorous physical activity levels were also modest. While these summarized findings reflect descriptive measures, such participant responses were also reflected in qualitative findings.

Adult participants from rural, suburban, and urban communities who participated in Rec-Connect reported several unintended consequences of Rec-Connect that positively impacted health and well-being beyond impacting physical activity engagement. Namely, participating in Rec-Connect reduced social isolation and generated friendships – the kind of friendships that foster accountability and support the acquisition of health and well-being achievements. The “Connect” in Rec-Connect is about connections or relationships: educators to participants, participants to participants, self to self, participants to family members, mindsets (attitudes, beliefs, intentions) to behaviors, and participants to low- and/or no cost community physical activity resources. Adding brief intentional activities or resources to the series that engage participants in additional dimensions of wellness may further advance the impact of Rec-Connect on health and well-being of adult participants.

As intended, adult Rec-Connect participants reported positive changes in attitudes about physical activity for themselves, which promoted strong beliefs and intentions towards physical activity behaviors. In turn, adult Rec-Connect participants encouraged classmates to remain physically active and also encouraged family members to engage in activity. Participants associated their sustained physical activity behaviors post Rec-Connect participation to the connections (i.e., with the educator, classmates, concepts, and local physical activity resources) they made during the series.

The educator was a key facilitator of intended and unintended Rec-Connect impacts. Participant changes in physical activity attitudes, beliefs, intentions, and behaviors were mediated by the educators. Educators who implement Rec-Connect should have training that supports (a) teaching physical activities as designed and with modifications, (b) cultural competency to tie in familiar generational components (e.g., music, pop culture references) as well as influence locations, times, and languages used when teaching, and (c) motivational encouragement (e.g., motivational interviewing techniques). Educators should also be a resource for community linkages that can complement and/or supplement the Rec-Connect series to connect participants to supportive low and/or no cost physical activity resources as well as low and/or no cost health and well-being resources. Educators are an important part of participants being highly satisfied with the Rec-Connect series.

Next Steps

In FY 2025, qualitative evaluation activities with youth will be implemented. Youth narratives will further enhance the evidence-base to understand the impacts of the intervention and the extent to which youth experience similar or different knowledge, engagement, and well-being outcomes as adults described. There may be opportunities to engage more adults to broaden or strengthen the findings described in this report.



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Appendix A. Focus Group Guide Questions and Codes

The following table reviews a selection of focus group questions, codes, and relevant quotes illustrating core codes and thematic concepts.

Focus Group Question	Example Related Codes derived from Evaluation Questions
1. To help us get started, please share with us your first name and your favorite part of participating in Rec-Connect™.	Program Satisfaction
2. How did you hear about Rec-Connect™?	Program Recruitment
3. What interested or motivated you to participate in Rec-Connect™?	Program Recruitment
4. Has your motivation or interest in physical activity changed since participating in Rec-Connect™? a. Have you done anything different because of changes in motivation/interest ? b. Did your Rec-Connect™ sessions include a goal setting activity ? c. If so, have you done any physical activity-related goal setting after Rec-Connect™?	Program Recruitment
5. What was your favorite Rec-Connect™ activity/demonstration ?	Program Satisfaction
6. Since participating in Rec-Connect™, have you been able to engage with/do any of the demonstrated activities again ? a. Do you have any plans to continue participating in this activity in the future? b. If not, what prevents you from doing so?	Physical Activity Behaviors (same sub-codes as behaviors) Physical Activity Barriers
7. Since participating in Rec-Connect™, to what extent, and how, has your knowledge/familiarity with, views, and/or perspectives of: e) being physically active changed, if at all? e) being physically active with others in your home or community changed, if at all? e) ways/opportunities you can be physically active changed, if at all? e) Local spaces or places you can be physically active at changed, if at all? e) your community’s local physical activity resources (organization, community-level supports to be active, etc.) changed, if at all?	Physical Activity Knowledge: <ul style="list-style-type: none"> • Local Community Resources • Types • Time • Duration • Intensity • Sustainability • Other (knowledge) changes
8. To what extent, and how, has your overall physical activity been impacted by your participation in Rec-Connect™, if at all? d) [Duration] Has the amount of time you are physically active changed at all? d) [Intensity] Has the intensity or level of physical activity you engage in changed at (i.e., standing, sitting, walking, moderate, vigorous, etc.)? d) Have the kinds or types of physical activities you engage with changed at all?	Physical Activity Behaviors: <ul style="list-style-type: none"> • Time • Frequency • Duration • Intensity • Types • Sustainability • Other (behavior) changes



- d) Have any sedentary behaviors (i.e., sitting, watching TV/playing games, etc.) changed at all?
 - 9. Since participating in Rec-Connect™, to what extent, and how, has your **engagement with:**
 - d) being physically active with others, in your home or community, changed, if at all?
 - d) Other ways/opportunities to be physically active changed, if at all?
 - d) Local spaces or places to be physically active in changed, if at all?
 - d) Other local physical activity resources (organization, community-level supports to be active, etc.) changed, if at all?
 - 10. Do you have any other plans/intentions to be physically active because of your Rec-Connect™ participation?
 - 11. Has your Rec-Connect™ participation influenced any other physical activity, health, and/or well-being behaviors in ways that have not already been discussed?
 - 12. What was your least favorite part about participating in Rec-Connect™, if any?
 - 13. Is there anything else you would recommend we change about Rec-Connect™ to help others be more physically active?
 - 14. Is there anything else that we did not talk about today that you would like to share with us about how Rec-Connect™ has impacted you, your family, community, etc.?
 - 15. What was the most important thing we discussed today? Was there anything you thought we would ask you about that we haven't?
-

Physical Activity Behaviors or Knowledge

- Local community resources
- Types
- Time
- Duration
- Intensity
- Sustainability
- Other

- Intrinsic Motivation
- Extrinsic Motivation
- Additional Outcomes: Social Support/cohesion
- Mental & Emotional Health
- Unintended Outcome/Consequence

Program Satisfaction

Recommended Change