

PROGRAM ELEMENTS

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Fuel Up to Play 60 Evaluation Program: From Pilot to National Scale

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September 25, 2011




Objectives

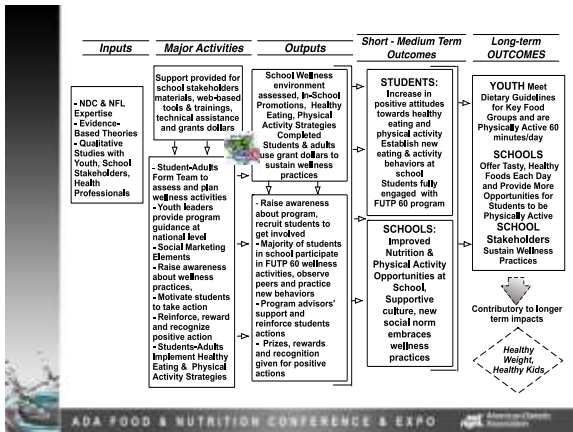
- Describe the comprehensive evaluation program supporting Fuel Up to Play 60
- Present findings from the 72 pilot schools implementing Fuel Up to Play 60 from 2008-2010
- Unveil latest evaluation results from school implementing Fuel Up to Play 60 last year (2010-2011 school year)

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Improving Program Effectiveness

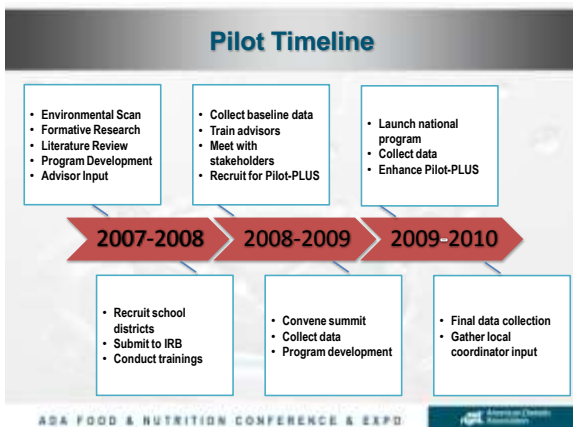
- Research seeks to prove, evaluation seeks to *improve*
- Logic Model as roadmap
- Levels of evaluation
 - Micro-level: programmatic
 - School-level: environmental/student changes
 - Macro-level: considers all school data

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Fuel Up to Play 60 Pilot Design

- Community/participatory evaluation/implementation
- Convenience sample
- Quasi-experimental
- Non-equivalent dependent variables
- Double pre-test measures and post-test; each school serves as own control

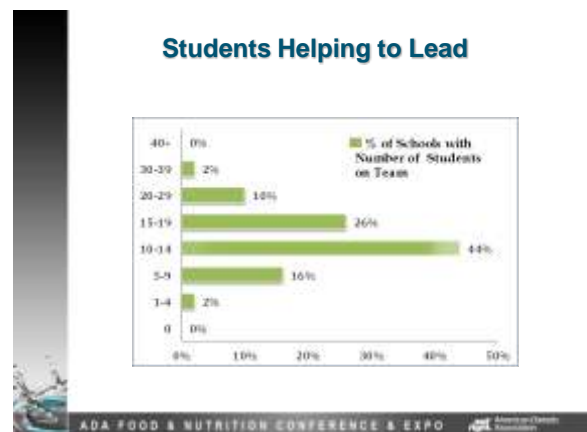


Getting to Outcomes

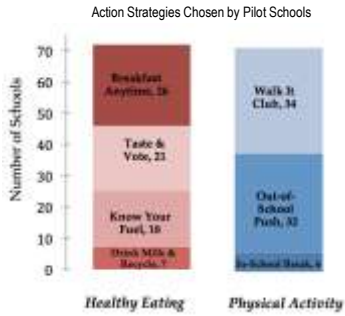
- Mediating Factors**
 - School & Champion Support & Reinforcement
 - Student Involvement in Development
 - Student Participation/Experiences
 - Healthy Eating & Physical Activity Action Strategies

Capacity of School and School Adults

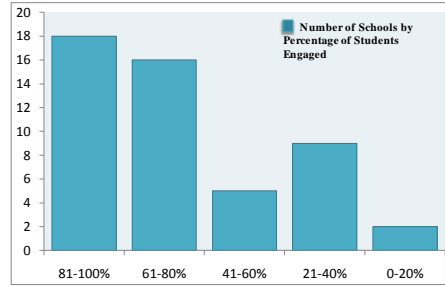
- Pilot field coordinators, on-site assistance
- Grant opportunities at three intervals
- Program Advisor support materials on web



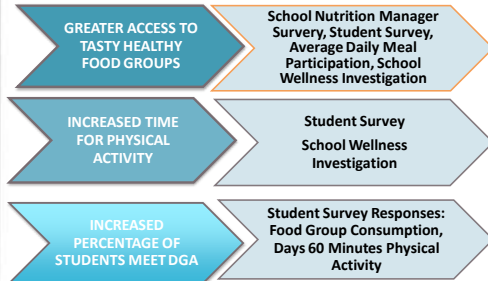
Action Strategies



High Student Involvement



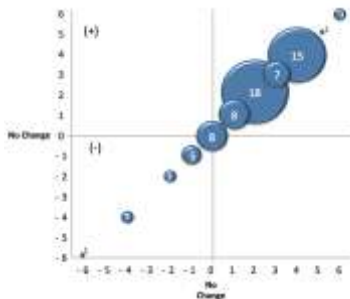
Outcome Measures



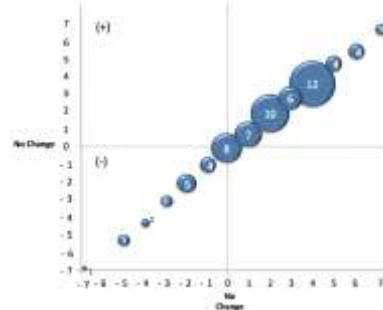
Change in Key Indicators

- Majority of schools had positive changes in one or more variables related to improving school environment (56 pre/post measures, $x = 7.9$)
- Majority of schools had statistically significant differences ($p < .05$) between pre and post measures for some of the variables related to eating and activity behaviors
- Overall, Fuel Up to Play 60 had positive effect on school and student indicators – composite of key indicators
 - Increase in percent student population meeting Dietary Guidelines for Americans for servings of fruits, vegetables, whole grains, lower sweetened beverages and 60 min physical activity
 - Increase in number of schools with positive changes in access to physical activity and healthy food options

Composite Score for Nutrition and Physical Activity Change in Student Population



Composite Score for Changes in School Nutrition & Physical Activity Environment



National Program Evaluation

- Ongoing evaluations
- Variety of data sources
- Annual Utilization and Impact Survey
 - Online survey
 - Statistical weighting
 - Cross-tabs, CHAID and penalty analysis
- Key variables of interest
 - Presence of Program Advisor, funding, grade of students, level of program activation, free/reduced meal population, barriers to use

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2011 Utilization and Impact Survey

- **Overarching questions:**
 - What and how was program implemented in enrolled schools to improve wellness practices?
 - To what extent were students engaged?

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2011 Utilization and Impact Survey

- **Program implementation:**
 - Three in four schools (77%) are conducting awareness-building and social marketing activities to promote key messages of healthy eating and physical activity among key audiences (students, staff, administrators)
 - Nearly half (48%) of schools have taken some action to improve food and/or physical activity environment in school ("Healthy Eating and Physical Activity Plays")

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2011 Utilization and Impact Survey

- **Student engagement:**
 - One in five (21%) of students in enrolled schools are actively involved: lead program team, help plan/implement/participate in kick-off events and "Plays," conduct social marketing activities within school and among students
 - More students are exposed to messages (banners, fliers, announcements, etc.)
 - More student involvement correlates to more extensive program implementation

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School Environment Change Activities

- **Actions to improve school food environment:**
 - One-third of enrolled schools (34%) have implemented a "Healthy Eating Play"
 - Plays in breakfast category most popular, followed by (in rank order) nutrition promotion activities, taste-and-vote activities to inform/drive school menu changes and cafeteria restyle activities
- **Actions to improve school physical activity environment:**
 - More than a third of enrolled schools (37%) have implemented a "Physical Activity Play"
 - Plays in before school/morning activity category most popular, followed by (in rank order) after-school activity strategies, during-the-day physical activity breaks and NFL Play 60-inspired activities

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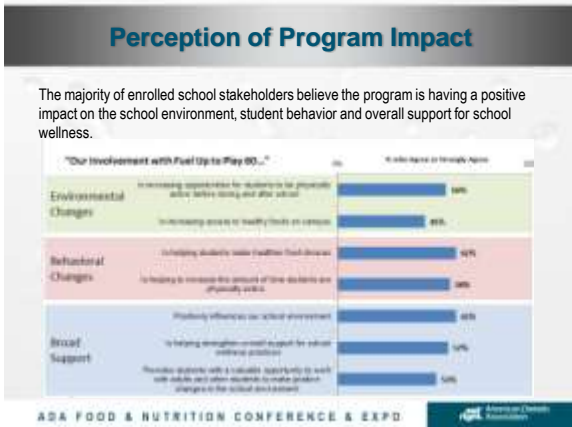


School Environment Change Activities

- **Variables that influence/correlate with implementation of change strategies:**
 - Student involvement
 - Use of School Wellness Investigation (needs assessment tool)
 - Use of monthly eNewsletter and program website
 - Presence of Program Advisor (school champion)

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Barriers to Program Implementation

- Not enough time
- Competing academic priorities
- Not enough money in budget
- Not sure how
- Lack of staff interest
- Lack of student interest

"Fixed" barriers common to all schools

Top barriers preventing change strategies

Relatively minor barrier

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- ### What Support Do Schools Need?
- School supports:**
 - How-to training, tools, experiences
 - Funding
 - Help generating support from administration, staff, other stakeholders
 - Program Advisor role:**
 - Presence of more program champions
 - Program materials, training, peer-to-peer interaction to help build capacity
 - Recognition and rewards
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- ### What Support Do Schools Need?
- Tracking and communicating progress:**
 - Tools to help schools self-assess and communicate with key audiences
 - Case studies, models, best practices to guide and emulate
 - Student involvement:**
 - Leadership and overall participation opportunities
 - Opportunities/support for students to create push and pull for change
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- ### Sharing Results Spreads Action
- Demonstrate that changes can be made
 - Provide more examples and data regarding how to make the changes called for in wellness policies
 - Findings Indicate:
 - Students want to eat healthful foods and be active
 - Changes in school need resources and to become top priority with academic goals
 - Experience of participating helps to build a unity for a new culture of wellness
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Powerful Players

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Prevention Strategies for Childhood Obesity:

What Every Registered Dietitian Needs to Know

A Kids Eat Right Resource

Facilitated and co-authored by Katie Brown, EdD, RD, LD National Education Director, ADAE

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KIDS eat right.

The State of Family Nutrition and Physical Activity

Are We Making Progress?



RD Opportunities Are Endless

Advocate Demonstrate

Educate Lead

act right.

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or Contact Your Local Dairy Council

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