



Healthy Behaviors Conference

The Benefits of Program Evaluation: Enhancing Physical Activity Practices During Out-of-School Time



Student Support Services
San Francisco Unified School District

PRESENTERS:

AMY ADKINS, San Francisco Unified School District ExCEL After School Program- PEP Grant Coordinator

MATT PEMBERTON, San Francisco Unified School District ExCEL After School Program- District Coordinator

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Agenda

Session Overview and Introductions

- Objectives
- Who we are

Community Partnerships

- Our Work

Physical Activity and After School

- Overview of childhood overweight and obesity
- Benefits of PA
- Why After School

Agenda

Our Path

- Data Collection for PEP Grant
- Being clear about our objective
- How are we going to measure

SOFIT, SOFIT, and More SOFIT

- Our Methods
- Training Video
- Using in After School

Agenda

Promising Practices

- Using Data as a Teaching Tool
- Having Clear Goals
- Sharing Results

Questions, Comments, Concerns

Workshop Outcomes

We hope you all will be inspired and better equipped to increase physical activity and student health outcomes in the after school setting.

Participants can expect to :

- Learn about the benefits of PA
- Learn about the importance and uses for program evaluation and community partnerships
- Learn strategies to improve physical activity outcomes in after school

San Francisco Unified School District's ExCEL After School Programs



Expanded Collaborative for Excellence in Learning

The mission of ExCEL is to create and sustain “safe havens” at public schools where students and community members can access expanded learning opportunities and integrated education, health, social service and cultural programs in out-of-school hours.

Operates in over 90 elementary, K-8, middle and high schools.

Serves over 8,000 students

Partners with over 30 local agencies (CBO partners)

<http://www.healthiersf.org/ExCELafterschool/index.cfm>

University of California San Francisco

Department of Pediatrics

Research Team Lead by a Pediatrician

- Clinical Work
 - ❖ Weight Assessment for Teen and Child Health (WATCH)
Pediatric Obesity Clinic
- Community-Based Work
 - ❖ How do we prevent obesity before kids get to our clinics?
 - ❖ Research on physical activity and child health
 - ❖ Strong community partnerships

Building Community Partnerships

UCSF

- How do different after school programs impact student physical activity and health?

SFUSD

- How do we know if we are delivering quality physical activity during after school time?
- What impact do our programs have on student health?

ExCEL UCSF Partnership- Our Path

Sports, Play and Active Recreation for Kids (SPARK) Study (Year)

- 6 schools-100 5th graders

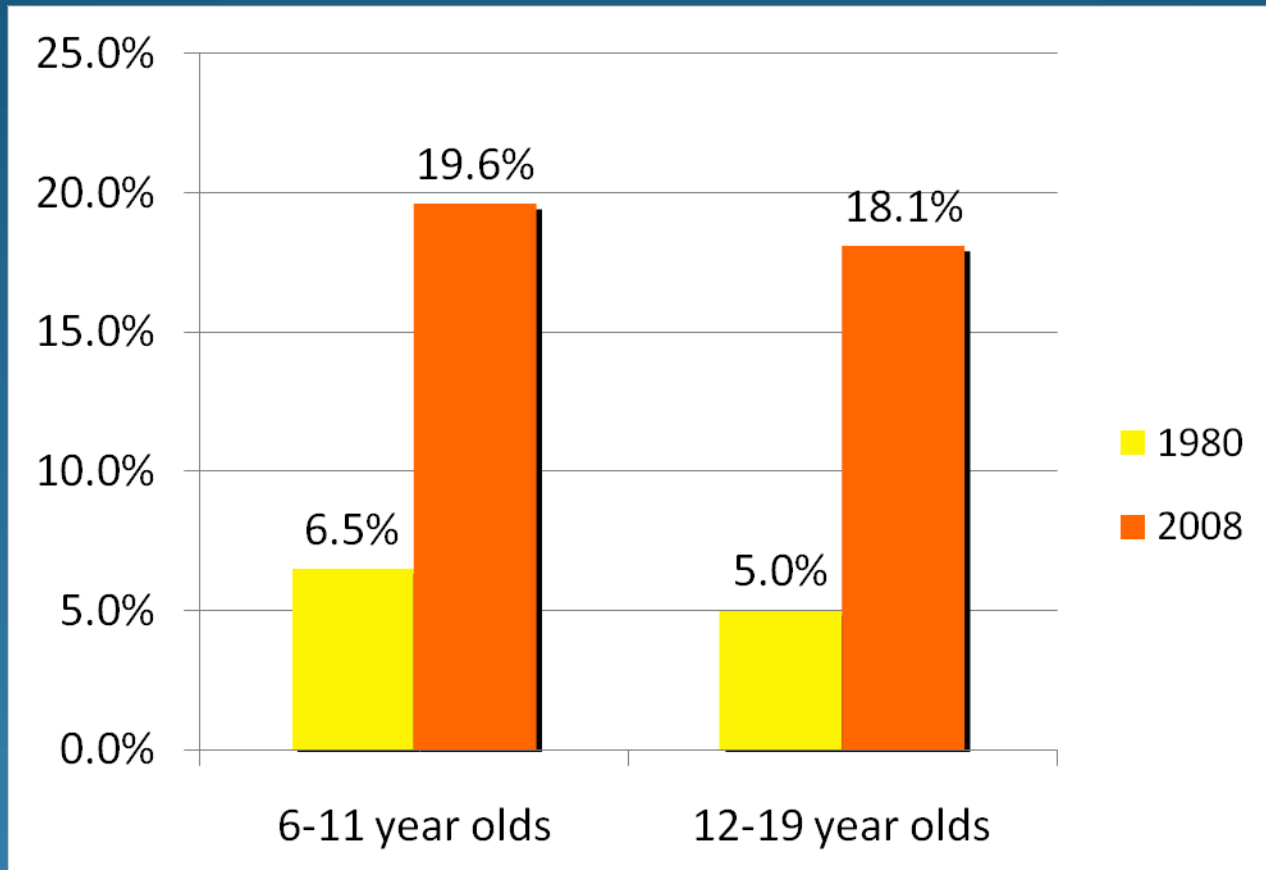
America SCORES Bay Area Study (Year)

- 6 schools-160 4th and 5th graders

Both studies measured

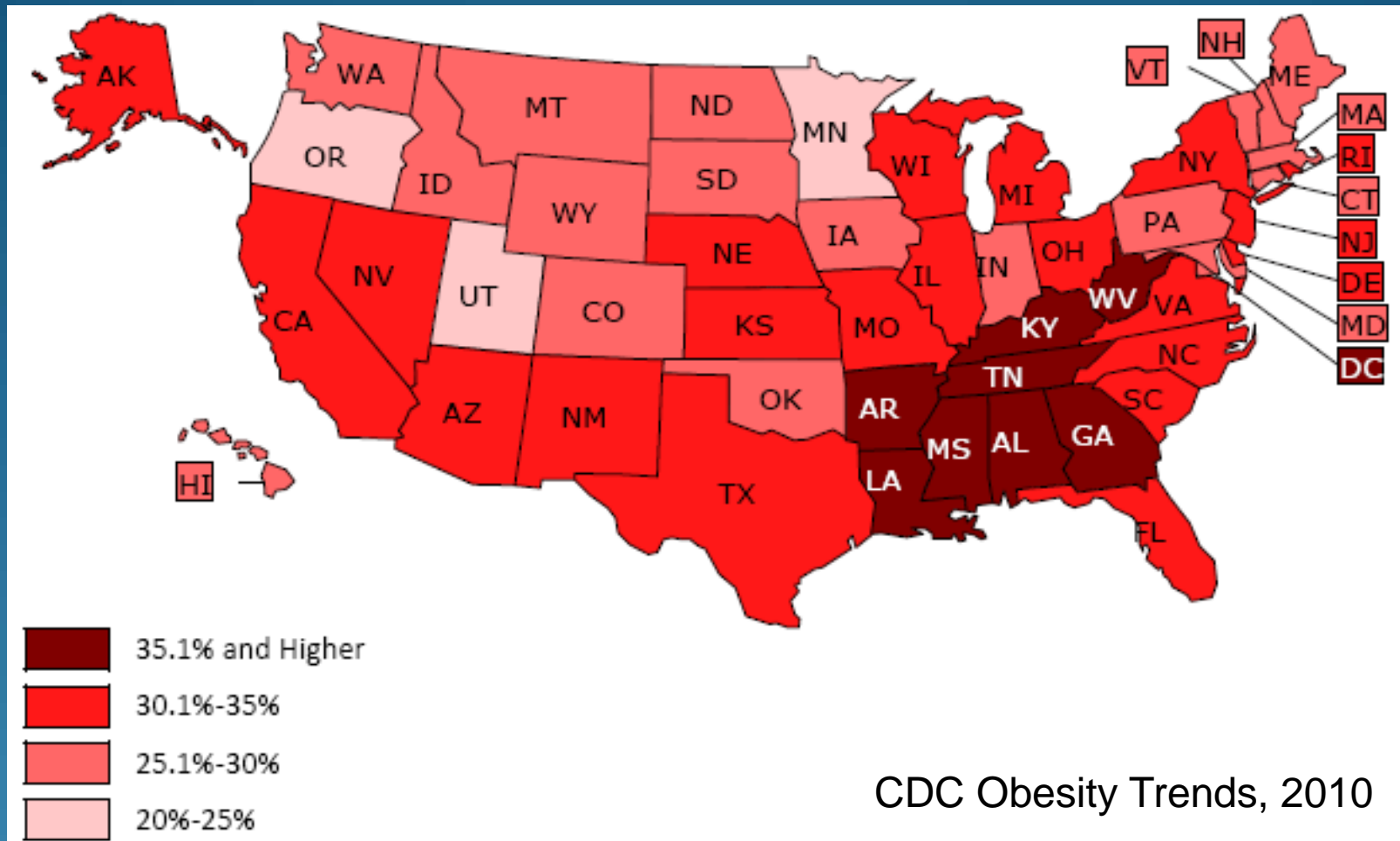
- Moderate to Vigorous Physical Activity (MVPA), Fitness, Height, Weight, Blood Pressure, Pulse, Opinions about PA and their after school programs

Increase in Childhood Obesity Rates



Ogden CL, et al. *JAMA*, 2010.

Rates of Overweight and Obesity Children Aged 10-17 in 2007



Benefits of Physical Activity



Reduces Risk For:

- Obesity
- Type 2 diabetes
- Metabolic syndrome
- Cardiovascular disease
- Certain cancers

Improves/Strengthens:

- Bones and muscles
- Mental health
- Mood
- Concentration
- Chance of living longer

Physical Activity Guidelines

1 Hour of Activity Daily

2008 Department of Health and Human Services
recommendations:

Youth

- 60 minutes of moderate/vigorous physical activity daily

Adults

- 30-60 minutes per day,
5 days per week
(2.5 hrs/wk)



Disparities in Physical Activity

Minority children have:

- Higher levels of sedentary behavior than Whites
- Higher levels of TV exposure

Low-income children have:

- Lower levels of physical activity and fitness
- Higher rates of obesity and death from cardiovascular disease

Gordon-Larsen, P. J Pediatr, 1999.

YRBSS, 2005.

Lee RE. J Epidemiol Community Health, 2007.

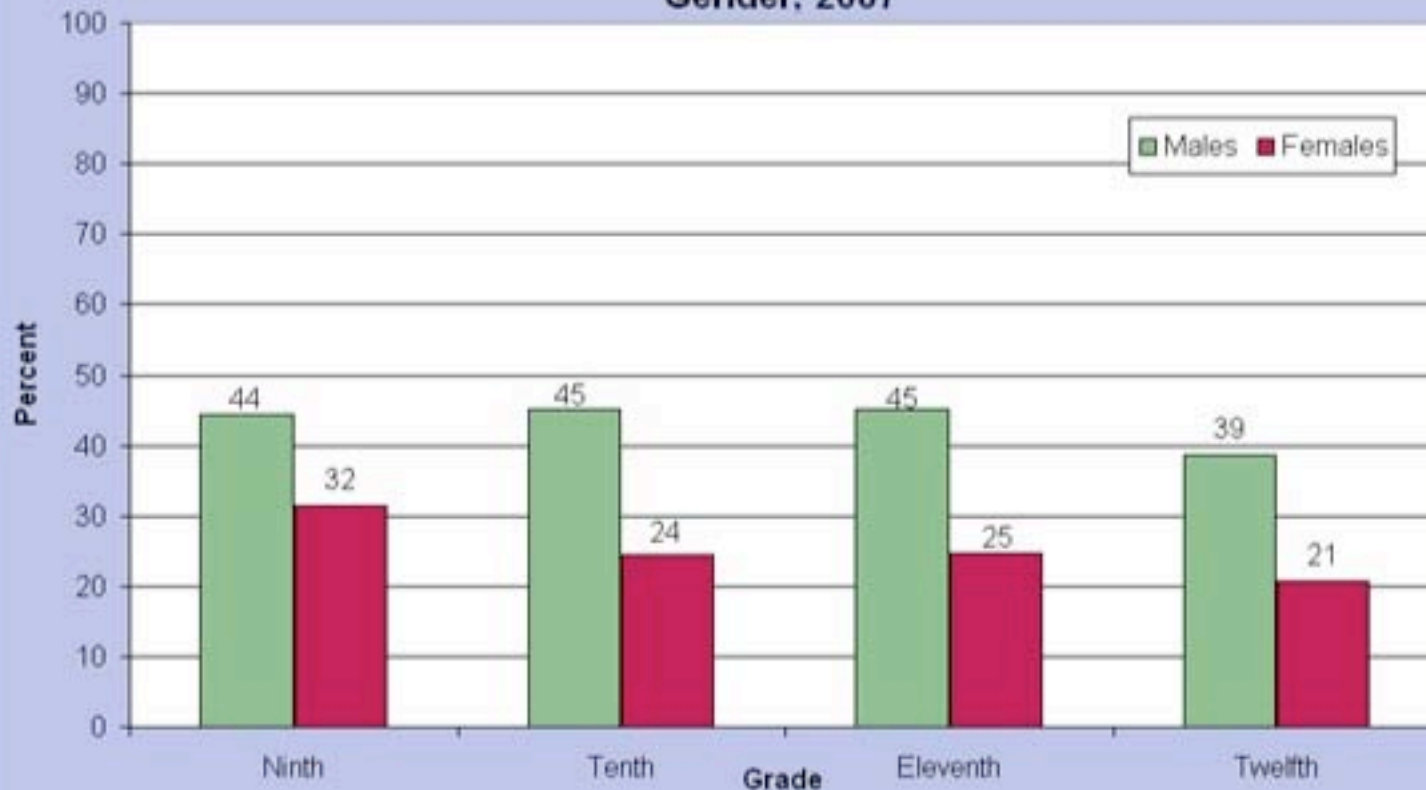
Rosamond W. Circulation, 2007.

Treviño RP. J Am Diet Assoc, 2008.

Physical Activity Levels High School Students

Figure 2

Physical Activity: Percentage of Students in Grades 9 through 12 Who Participated in Regular Vigorous Physical Activity,¹ by Grade and Gender, 2007

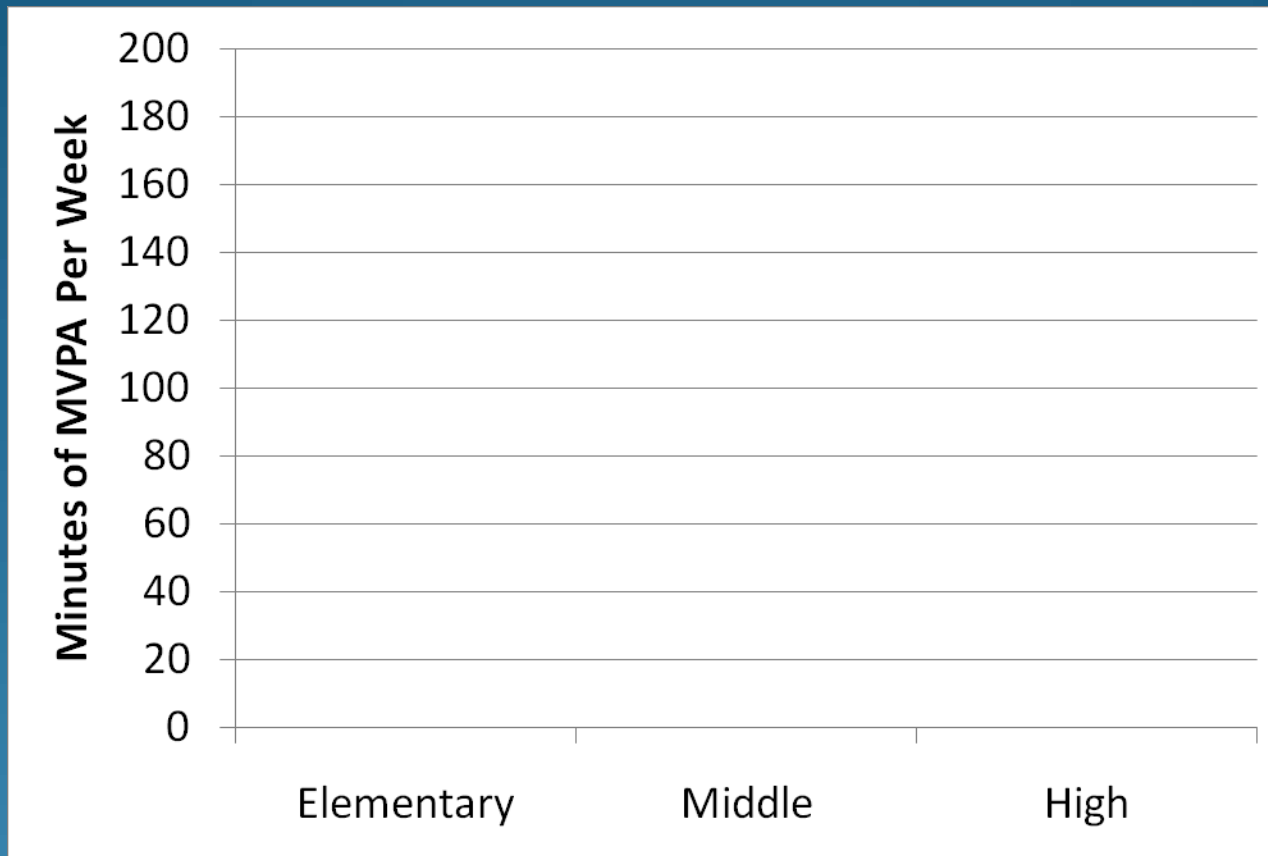


1. Activities that increased heart rate and caused heavy breathing some of the time for a total of 60 minutes a day on at least 5 of the previous seven days preceding the survey

Source: Center for Disease Control and Prevention. *Surveillance Summaries*, June 6, 2008. *MMWR* 2007 57(No. SS-4). Table 74.

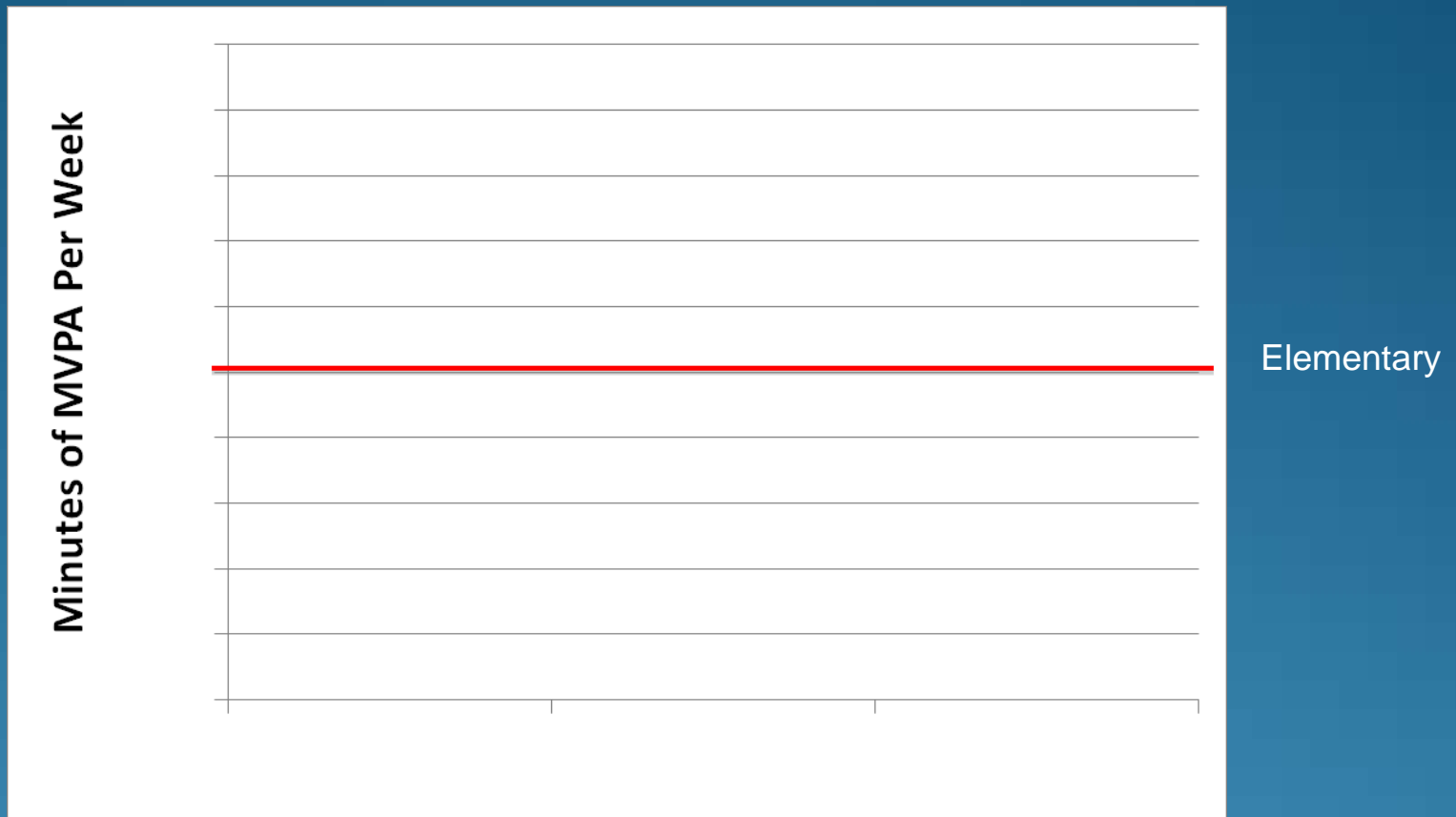
Youth PA Levels in California Schools

Average Minutes of MVPA Per Week in PE Class



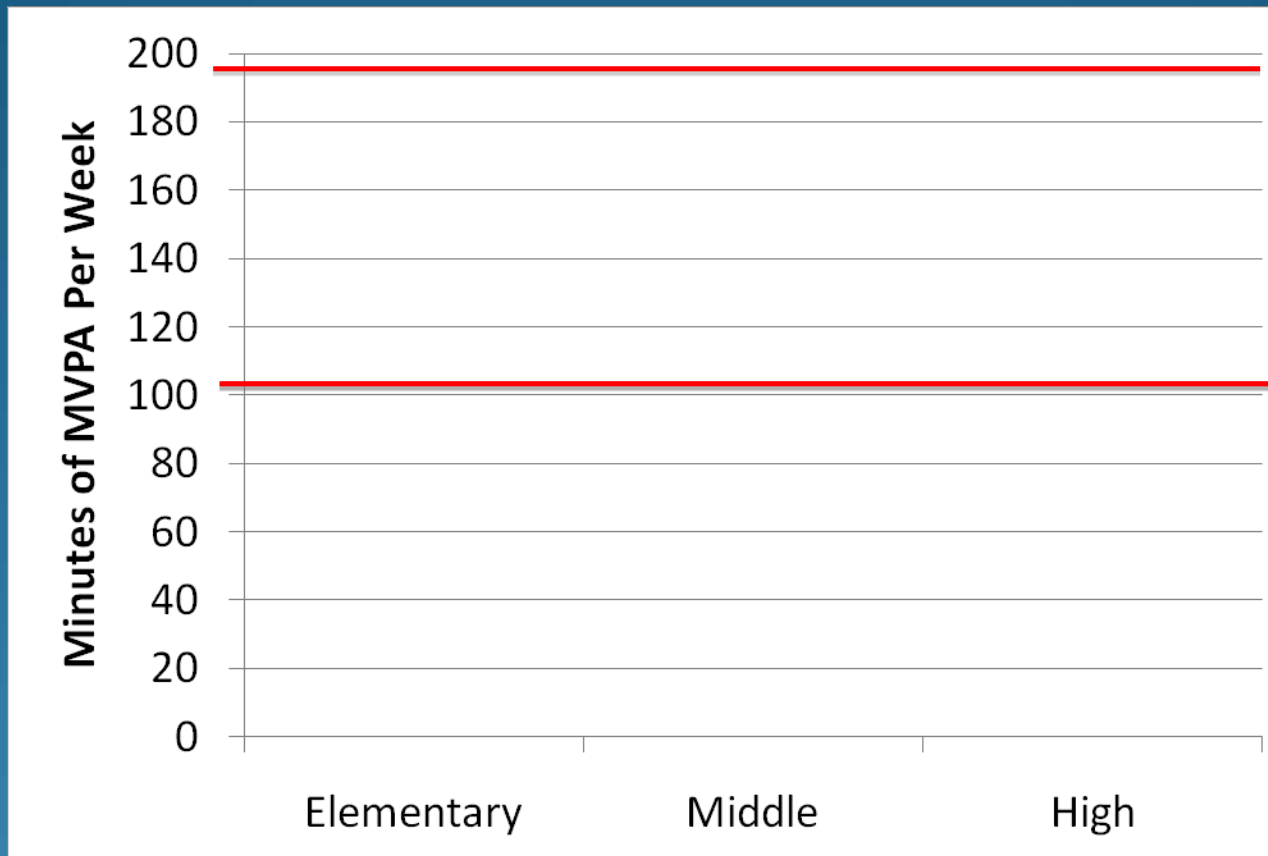
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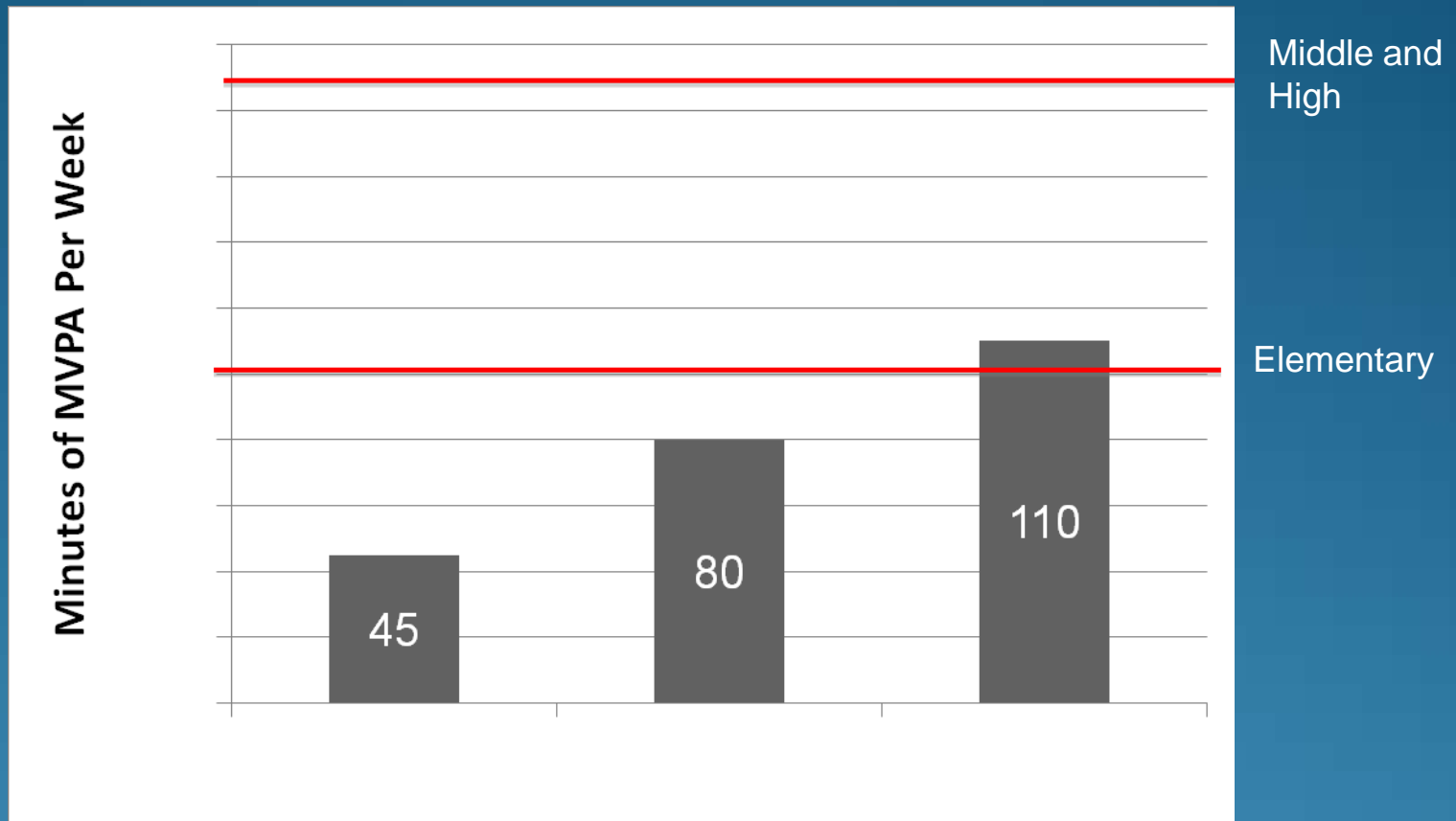


Middle and High

Elementary

Youth PA Levels in California Schools

Average Minutes of MVPA Per Week in PE Class



Why After School is So Important

- Clinical interventions aren't effective
- We know students aren't getting enough physical activity during school
- School day is focused on academics
- After-school time is untapped resource for increasing kids physical activity

But How Do We Know How Active Kids Really Are After-School?

- Kickball game video – Just a minute or two (to be inserted for presentation)

Measure and Manage Outcomes

PRACITCE ONE: Approach Program Development in Nutrition and Physical Activity With Vision, Purpose and Intentionality

The Center for Collaborative Solutions *Changing Lives, Saving Lives: A Step-by-Ste Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs*- March 2010

<http://www.ccscenter.org/afterschool/Healthy%20Behaviors%20Initiative>

ExCEL UCSF Partnership- PEP Grant

PEP Evaluation

- Grant required that ExCEL evaluate how SPARK was impacting student's physical activity levels
- Partnered with UCSF to collect and analyze data on student physical activity levels after-school during SPARK

Measure and Manage Outcomes

Question 1: What are we trying to accomplish?

- Is it to provide 30 minutes of PA during after school time OR to provide 30 minutes of moderate to vigorous PA (MVPA) during after school time?

PEP Evaluation

- UCSF trained ExCEL to collect data using a physical activity data collection tool – SOFIT
- ExCEL observed after-school PA sessions at 13 schools once a month for 1 school year.
- UCSF analyzed data and presented it at monthly meetings to after-school physical activity leaders

Ways to Measure Physical Activity in Schools

- Self-report (surveys)
- Pedometers
- Accelerometers
- Direct Observation





SOFIT



System for Observing Fitness Instruction Time

Scientific Method Developed by Researchers at San Diego State University to:

- Observe children's activity levels during physical fitness time
- Gather contextual information like type of activity, type of instruction, and PA environment

Works during after school setting when children are engaged both in structured PA and free play

SOFIT Training Video

- Brief explanation of how SOFIT works
- Practice observing students playing
- Practice coding data



Physical Activity Break!



SOFIT Training Video



What Does MVPA Look Like?

All Physical Activity does not = 30
minutes of MVPA

Matt - Insert kickball video clip with the
opportunity for participants to practice
coding

Using SOFIT After School

Develop a question:

- Are my girls or my boys more active?
- Do activity levels vary by grade?
- How do activity levels vary based on activity?
- How do activity levels vary when we use different equipment?
- How will you answer this?

Type of evaluation:

- Cross-sectional (snapshot)
- Pre and post (baseline and follow-up)



Using SOFIT After School

- Collect the data
- Use a computer program or manually analyze data
- Look at your findings and decide on next steps
- What did you learn?
- What do you want to change?



SOFIT Data Informs Our Practice

ExCEL District Coordinators were trained by our UCSF partners in the System for Observing Fitness Instruction Time (SOFIT) tool. SOFIT provides a structured method for recording activities and student physical activity levels using a 1-5 scale (1 = lying down; 2 = sitting; 3 = standing still; 4 = walking/moderate; and 5 = very active/vigorous).



SOFIT data collection provides a solid foundation for discussing physical activity with our program leaders. -Matt Pemberton, ExCEL District Coordinator

But How Do We Know How Active Kids Really are After School?

- After learning the SOFIT methodology, my perceptions and observations of quality physical activities dramatically changed. With these tools I was able to see that not all fun, motivating activities are the same – that to have high quality physical activities, ALL youth need to be moving, for as much time as possible.”

- Ali Metzler, former ExCEL District Coordinator

But How Do We Know How Active Kids Really are After School?

“SOFIT allowed us to see that for the amount of the time you allow for physical activity, about half of that time is spent in MVPA. We re-evaluated the program to allow for at least 60 minutes of physical activity with the goal of attaining 30 minutes of MVPA through structured and unstructured exercises.”

-Danielle Baker- ExCEL PEP Leader, Sheridan Elementary School

SOFIT Data Informs Our Practice

75% of the ExCEL PEP Coordinators AGREE...



The professional development training that I participated in this school year provided me with the necessary skills to lead physical activity in my after school program.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

SOFIT Data Informs Our Practice

PEP Evaluation Results

School	PA period length in minutes		Minutes spent in MVPA		Change in MVPA in minutes
	Time 1	Time 2	Time 1	Time 2	
Bret Harte	20	19	4	11	+ 7
Buena Vista	24	37	5	20	+ 15
Cesar Chavez	31	45	8	40	+ 32
Cobb	23	40	8	12	+ 4
ER Taylor	-	38	-	12	-
FS Key	22	40	15	17	+ 2
Glen Park	29	25	13	7	- 6
Guadalupe	40	46	18	19	+ 1
Longfellow	52	44	17	17	-
Marshall	24	32	15	7	- 8
Sheridan	56	43	24	21	- 3
Sunset	35	36	11	13	+ 2
Yick Wo	40	37	16	12	- 4
All Schools	33	37	13	16	+ 3



PEP Evaluation Results: SOFIT Data

Activity	Average Activity Level
Breakdancing	2.4
Dance/Hip Hop Class	3.4
Track Practice	3.5
Various	3.5
Dodgeball	3.6
King Pin	3.7
Transition Time	3.8
Sharks and Minnows	4.0
Tag	4.0

Gender	Average Activity Level
Girls	3.4
Boys	3.6



Official SOFIT Trainings

Julie Frank

Director of Operations & Special Projects

The SPARK Programs

Phone: 1-800-SPARK-PE (772-7573) ext. 2204

www.sparkpe.org



Questions?



Contact Information & Resources

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For more information about ExCEL After School Programs
and other SFUSD health **innovatives-** www.healthiersf.org