



Sample Text for Grant Writers

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SPARK: Countering Childhood Obesity Since 1989

SPARK is a research-based, public health organization of San Diego State University Research Foundation (disseminated by School Specialty, Inc.) dedicated to creating, implementing, and evaluating programs that promote lifelong wellness.

SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12th grade students.

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I. SPARK Overview and Synopsis of SPARK -- Yesterday and Today

1. Overview of the SPARK Programs

SPARK began as a research-based elementary physical education program, but it now includes middle and high school physical education, programs for after-school recreation, early childhood, and coordinated school health (e.g., staff wellness, nutrition, and health). Developed from a public health view point (Sallis & McKenzie, 1991), the SPARK programs were designed in response to a societal need to combat decreases in physical activity that are accompanied by increases in childhood obesity and diabetes. Existing PE programs had not been thoroughly evaluated to document their effects on health-related variables, so new approaches had to be designed (Sallis & McKenzie, 1991). SPARK was concerned with increasing physical activity during PE, and from for a public health viewpoint focused on promoting the generalization of physical activity beyond classes to become a component of an active lifestyle.

SPARK was initiated in 1989 with a large grant (7 years) to San Diego State University (Dr. Jim Sallis, PI) from the National Institutes of Health to develop and evaluate a health-related PE program for upper elementary students. The initial SPARK program consisted of a PE curriculum designed to provide ample amounts of physical activity in class, a behavioral self-management curriculum to promote physical activity outside of school, and extensive teacher training and support. The investigators later received another large grant (M-SPAN: Middle School Physical Activity and Nutrition; 1996-2000) from NIH to further develop and assess physical activity and improved eating interventions on middle school campuses.

The promising results of these projects convinced the developers that the programs could contribute to improvements in the quality and quantity of physical activity in schools and recreation centers throughout the US. In 1993, an enterprise was established within San Diego State University to disseminate SPARK on a non-profit basis. Over time, the dissemination efforts began to exceed the capacity of an academic institution, and in October 2002, SDSU licensed the dissemination of the program to SPORTIME, a member of the School Specialty family of companies. School Specialty is an education company that is publically traded on NASDAQ. Paul Rosengard, current SPARK Executive Director, who gained extensive experience writing SPARK curricula, teaching SPARK lessons, and creating and conducting staff development sessions during the initial and subsequent interventions, continues to direct this effort.



2. Initial Research on the SPARK Programs

Initial SPARK studies involved randomizing schools to control and treatment conditions, and then comparing results from schools that implemented SPARK programs with those that did not. The results of numerous studies are presented in peer-reviewed publications, and there is evidence of success with the following variables:

- ✱ **Physical activity (McKenzie et al. 1997, 2004; Sallis et al., 1997, 2003)**
- ✱ **Physical fitness (Sallis et al., 1997)**
- ✱ **Motor skill development (McKenzie et al., 1998)**
- ✱ **Academic achievement (Sallis et al., 1999)**
- ✱ **Adiposity (Sallis et al., 1993)**
- ✱ **Student enjoyment of SPARK (McKenzie et al., 1994)**
- ✱ **Lesson context and teacher behavior (McKenzie et al., 1997; 2004)**
- ✱ **Process measures (e.g., self-management, parent behavior) (Marcoux et al., 1999)**
- ✱ **Program maintenance and institutionalization (Dowda et al., 2005; McKenzie et al., 1997)**

[Click Here](#) to view publications

3. Current Dissemination Efforts

Under corporate sponsor School Specialty, the SPARK Programs now operates under a business model with 25 full-time employees and nearly 50 staff total working on different teams related to specific tasks: development, dissemination, delivery, and special projects. In 2008, SPARK trainers conducted 750 workshops and made 55 conference presentations. These trainers are the ‘face’ of SPARK and are primarily responsible for conducting workshops. Trainers are experienced instructors (most with masters degrees, many are former state or national teachers of the year), who have implemented SPARK themselves, then participated in extensive training. They function under policies and procedures identified in the “SPARK Trainer Manual.” Part of becoming “certified” as a trainer includes participating in SPARK workshops, assisting master trainers conduct programs, and assessing their own instruction using videotape analysis. After conducting 20 workshops successfully (e.g., high evaluations from participants) and meeting other established criteria, certified trainers may advance in status to “Master Trainer” and subsequently to “Elite Trainer.” These levels bring about increased pay and responsibility. For example, elite trainers may be called upon to present at professional conferences, conduct awareness presentations to high level decision makers, lead media or special events, or respond to other public speaking needs.

The dissemination process is a comprehensive effort that involves providing curricula, staff development services, and coordinated equipment sets to schools, school districts, and other entities on a contractual basis. The development program includes consultation and a needs analysis, SPARK manuals, materials and web access, initial staff development sessions, follow up services, and equipment. The purpose of a comprehensive approach is to establish a supportive infrastructure at a school or recreation site. After testing numerous delivery options, SPARK now provides two alternatives for in-service training: standard and premium.

4. SPARK Staff Development

The SPARK Standard Program includes 6 face-to-face hours with teachers (1 full-day or 2 half-day workshops) and the Premium Program includes 12 instructional hours (2 full days or 4 half-days). SPARK also provides additional training and materials for a facilitator (i.e., SPARK Star), who agrees to be an enthusiastic lead person at each school or recreation site. This on-site facilitator (often a PE specialist, assistant principal, or grade-level coordinator) helps the program succeed by overcoming infrastructure and implementation barriers and by institutionalizing SPARK. SPARK regularly provides follow-up services to schools, and the “SPARK Star” serves as the initial main contact.

Specific goals of SPARK inservice workshops are to: (a) improve instructors’ motivation to implement the curricula, (b) help them comprehend, use, and adapt the carefully planned lessons and units provided in the curricula, (c) improve their instructional and class management skills so they can teach more effectively, and (d) function in an overall manner to increase children’s moderate to vigorous physical activity levels before, during, and after school. The workshops are “hands-on,” with participants engaging actively in the lesson segments, skills, and activities that they will eventually teach. Participants engage in activities from the curriculum so they become familiar and comfortable with the material, and simultaneously through structured modeling by the trainers, they develop pedagogical skills to teach more effectively.

The professional (staff) development (i.e., inservice training) of physical educators and other providers of physical activity is important for many reasons. For example, PE has been identified as one of only five interventions strongly recommended for increasing physical activity by the National Task Force on Community Preventive Service (Kahn et al., 2002). While physical education is mandated in most countries, neither the quantity nor quality of current programs meets professional expectations (Puhse & Gerber, 2005). Over time, innovations are developed, but there is often no way to disseminate these efficiently. Meanwhile, there is a large turnover of teachers (about 14% annually in the USA), and in many locations classroom teachers have responsibility for physical education classes. With the growing concerns of sedentary living, it is critical that children and adolescents receive quality physical education programs and that instructors be properly trained. While staff development is one method for helping teachers remain current, there are few papers available that describe efforts to bring innovation to the physical activity field via staff development.

Staff development is a collaborative effort (Garet et al., 2001). Children are the main targets or recipients of innovations which are typically initiated by university researchers, but university personnel and children rarely meet face-to-face. Rather, successful staff development consist of a series of extended collaborations involving program innovators, program disseminators, school personnel (from school boards to district superintendents to teachers, the implementers of the program), and to the main recipients of programs, children (see Table 1).

Table 1. Categories of collaboration in SPARK staff development

Personnel	School Personnel	End Recipients
<u>1. Development</u> University personnel -interventionists -measurement -support	District administrators School principals PE specialists Classroom teachers Food service personnel	Children Parents
<u>2. Dissemination</u> SPARK personnel -promotion -delivery and support -workshop trainers -business office	Support staff	

Staff development has been defined, in a narrow sense, as efforts to improve teachers’ knowledge, skills, and attitudes so that they perform their roles more effectively” (Gall & Vojtek, 1994, p. 1). It typically includes attempts to get instructors to reflect on their work, improve teaching skills and strategies, and implement specialized programs. On the other hand, professional development with innovative programs and instructional methods, is more complicated; it involves additional stages that take place after the program has been developed and tested. These stages, sometimes referred to as dissemination, adoption, implementation, and institutionalization, are integrated and often overlap. In general, dissemination involves efforts to make teachers aware of innovations and eventually to adopt them; adoption refers to teachers making a commitment to a new program (e.g., planning and buying materials); implementation is the process of teachers actually incorporating the program into their classes; and institutionalization is the integration of the program into overall school policies and practice—which is important for sustainability. From a public health point of view, there is little sense in developing and researching solid health-related PE programs if they do not become disseminated.

Stone et al. (1998) reviewed studies of physical activity interventions in schools and communities, and found that few focused on the efficacy of staff development related to health-related physical education. One of the most widely evaluated programs was SPARK (Sports, Play, and Active Recreation for Kids), a program that continues to expand and be disseminated. The purpose of this presentation, then, is to describe professional development efforts to disseminate SPARK, a research-based, health-related, physical education curriculum and staff development program.

A goal of SPARK staff development is to consistently deliver a standardized implementation package (to teachers, schools, districts). This involves consistency with the curriculum, staff development and training, on-site support visits, educational materials, and physical activity supplies and equipment. Because schools are contextually different, it is important to accommodate some local variability in order to provide acceptability and promote the adoption of SPARK. As a result, the staff development process must be carefully monitored to ensure standardization and high quality. The strategies used in SPARK can provide a viable model for others wishing to do staff development and assess dissemination efforts.

5. Assessing the SPARK Staff Development Model

As identified earlier, a dissemination goal is to consistently deliver a high quality, standardized implementation package. The physical education that children eventually receive depends heavily on their own teachers' willingness and ability to incorporate SPARK into their programs, and these two factors are related to the quality of the SPARK staff development program. In addition to having a well-researched curriculum that is delivered by certified trainers under similar contractual conditions, SPARK includes numerous process evaluation strategies. The evaluation procedures provide important information concerning aspects of program delivery by identifying what works or does not and by pinpointing strengths and limitations (Marcoux et al, 1999; McKenzie et al, 1994).

SPARK includes both formal and informal strategies for assessing staff development. Formal strategies include participants completing a "Workshop Evaluation Form" and a "Presenter Evaluation Form" for each workshop. These forms are mailed to the SPARK office in San Diego for analysis, and the information is used to modify future workshop content and procedures and to provide feedback to individual trainers. Formal evaluations sometimes also include structured interviews with teachers after they have implemented the programs. Informal evaluations include follow-up conversations by SPARK full-time staff with workshop trainers and teachers and their administrators.

While process evaluations during dissemination are used most often for internal purposes, such as making immediate adjustments to workshop delivery and instructional procedures, two larger examples are provided here for illustrative purposes. These are formal evaluations that used data from workshops conducted during 1999-2001 (McKenzie et al., 2003). Numerous analytic techniques were used, including ANOVA, t-test, and Games-Howell methods. In study one, questionnaires completed after professional development sessions were analyzed to determine whether participants' (N=1500 teachers from 257 schools) perceptions of session components differed by: (a) program grade level (K-2 vs. 3-6); (b) teacher type (PE specialists vs. classroom teachers); (c) year of in-service; (d) which of 16 certified trainers delivered the workshop, and (e) level of in-service. Teachers rated sessions on 12 variables using a 1-5 Likert-type scale and responded to open-ended questions. Over the three years, mean responses on all 12 variables were high (ranging from 4.5 to 5.0) and standard deviations were low, indicating teachers were highly favorable toward session components. Low scores were generally related to uncontrollable environmental variables (e.g., space, temperature). Few statistical differences were evidenced among independent variables, however, classroom teachers reported receiving more new information than PE specialists ($p=.001$). In study two, 421 teachers from 72 schools in nine states completed follow-up questionnaires after implementing SPARK with their children. They responded to 12 questions on a 1-7 Likert-type scale and to open-ended questions. Means for all 12 variables were high (ranging from 4.7 to 6.8), indicating teachers were positive toward the program and its implementation. There were few statistically significant differences by grade level, teacher type, and year. PE specialists, however, found it easier to implement the curriculum than classroom teachers (mean= 6.38 vs. 5.48, $p=.002$). Overall, teachers were highly supportive of both staff development and the program they adopted. There were few differences on variables by year of implementation, teacher type, and grade level, suggesting the program was highly generalizable and continued to be found suitable and well liked by teachers.

Finding few differences in responses between classroom teachers and PE specialists was important. In 1989 SPARK developers were well aware that much of PE in elementary schools was delivered by classroom teachers who often had little background in the subject matter. They began to make considerations in the (a) curricula and supporting materials (e.g., unit and lesson content and sequencing, provision of management and instructional strategies, provision of precise instructional cues), (b) the content and conduct of training workshops, and in (c) the 8 strategies needed for the program to be sustained in schools after SPARK personnel left. Some of classroom teachers' concerns and how they were met by SPARK have been described by Faucette and colleagues (Faucette, Nugent, Sallis, & McKenzie, 2002).

Another example of a formal assessment, this time by outside evaluators, was recently published (Dowda et al., 2005). In this study, the sustainability of SPARK was evaluated in 111 elementary schools in seven US states. Surveys, developed and compiled by an independent evaluator, were mailed to schools that had received SPARK curriculum materials, training, and follow-up (response rate=47%). Up to 80% of schools that had adopted SPARK PE reported sustained use of the program four years later. Schools using SPARK held more frequent PE classes. Sustained use of the program was related to support provided by the school principal, not previously having a standard PE program, having adequate equipment available, and the teachers themselves being physically active. Program sustainability was similar in advantaged and disadvantaged schools.

6. SPARK Awards & Honors

When you provide a true, programmatic approach to environmental change and prove it works and lasts, opportunities, recognition and honors follow. Below is a brief sample of the awards that The SPARK Programs have received over the years:

- SPARK was cited in the U.S. Surgeon General’s Report as a “School-based solution to our nation’s health care crisis.”
- SPARK has been validated by the U.S. Department of Education and earned “Exemplary Program” status.
- SPARK has received the “Governor’s Commendation” award for improving the health of California’s youth.
- SPARK earned “Gold” rankings from a Cooper Institute funded study examining effective U.S. activity and health interventions. SPARK was the **only** program to achieve the highest level for K-8 physical education.
- SPARK was identified by the HSC Foundation as a successful model for combating childhood obesity in their report [Fighting Obesity: What Works, What’s Promising](#).
- SPARK was identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity in their report [School-Based Physical Education: An Action Guide](#).
- SPARK was chosen as a “Selected School-Based Intervention” in the report [Preventing Childhood Obesity: Health in the Balance](#) by the National Academy of Sciences

7. Summary

The SPARK programs were developed and tested in response to a public health need. Sedentary living is a global public concern and innovative programs are needed for schools and other entities concerned with physical activity promotion. Schools are in a position to be a cost-effective resource to combat inactivity, but innovations are needed and school personnel need support and retraining to implement them. Few models for the dissemination of research-based activity interventions are available. Results of follow-up studies in the field suggest the SPARK programs continue to be effective and that current staff development strategies are successful. The strategies used provide a viable model for others wishing to implement and evaluate dissemination efforts.

Selected References (these correspond to the papers cited on the first page)

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2. McKenzie, T. L., Alcaraz, J. E., Sallis, J. F., & Faucette, F. N. (1998). Effects of a physical education program on children's manipulative skills. Journal of Teaching in Physical Education, *17*, 327-341.
3. McKenzie, T. L., Alcaraz, J., & Sallis, J. F. (1994) Assessing children's liking for activity units in an elementary school physical education curriculum. Journal of Teaching in Physical Education, *13*, 206-215.
4. McKenzie, T. L., Sallis, J. F., Kolody, B., & Faucette, N. (1997). Long term effects of a physical education curriculum and staff development program: SPARK. Research Quarterly for Exercise and Sport, *68*, 280-291.
5. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, *87*, 1328-1334.
6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Hovell, M. F., & Nader, P. R. (1993). Project SPARK: Effects of physical education on adiposity in children. Annals of the New York Academy of Sciences, *699*, 127-136.
7. Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of a health-related physical education on academic achievement: Project SPARK. Research Quarterly for Exercise and Sport, *70*, 127-134.
8. Dowda, M. C., Sallis, J. F., McKenzie, T. L., Rosengard, P. R. & Kohl, H. W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. Research Quarterly for Exercise and Sport, *76*, 11-19.

II. SPARK Programs and Components:

a. The SPARK Programs include:

- * Early Childhood (physical activity for ages 3-5)
- * Elementary Physical Education (grades K-2 and 3-5 or 6 are separate programs)
- * Middle School Physical Education (grades 6-8)
- * High School Physical Education (grades 9-12)
- * After School (ages 5-18)
- * Coordinated School Health Initiative
 - Ignite a Healthy Environment (Elementary, Middle and High Schools)
 - Wellness for Staff (Any school, district and/or organization)
 - Nutrition Services (grades K-2, 3-5 and 6-8)
 - Health Education (grades K-8 + after school)

b. Each SPARK Program provides:

- * Project coordination
- * Evaluation and assessment materials. These consist of needs assessments, lesson quality assessment tools (for self or peer application), workshop evaluations, and program evaluation tools. SPARK provides unlimited consultation and support on the use of these instruments.
- * Education materials for teachers (curricula) including manuals with yearly, unit, and lesson plans; on-line resources (videos, assessment tools, skill/task cards, etc.); SPARKfolio content boxes; and music CD's.
- * On-site workshops – and/or annual Institute opportunities in San Diego which include targeted handouts, participation awards, and raffle prizes for up to 40 participants.
- * Follow-up support via SPARK Stars training (SPARK liaisons that support implementation), 800 number and e-mail consultation, e-Newsletter subscription, monthly webinar series, and social media opportunities.
- * A Train the Trainer model (optional program, not applicable for all scenarios, not included in Standard or Premium packages).

c. There are 2 Levels of SPARK Program Implementation:

1. **Standard:** All the above “provides” plus a full day (6 hours) of on-site training for staff and a SPARK Stars meeting (up to 1 hour) afterwards – including materials and web support. (Transportation, curricula, and equipment cost not inc.)
2. **Premium:** All Standard plus a second full day (6 hour) workshop, a second SPARK Star meeting, SPARK Certification Awards for each teacher, unit of credit (eligible), colorful SPARK banner for the school. (Transportation, curricula, and equipment cost not inc.)

Notes:

1. SPARK research and dissemination experiences strongly support schools and agencies implementing the Premium Program.
2. Implementing any SPARK program helps schools and districts align to state and/or national standards ([Click Here](#) to see your state's standards alignment) and the SPARK Pre-K through 12th grade scope and sequence ([Click Here](#) to see scope and sequence).

III. SPARK Research and Dissemination:

a. SPARK Background Information:

SPARK began studying elementary school physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based programs that promote lifelong wellness.

The original SPARK study was supported by the Heart, Lung, and Blood Institute of the National Institutes of Health as a counter to heart disease, which can begin in childhood. The health benefits of physical activity (PA) are similar in children and adults. Regularly active children tend to be leaner, have lower blood pressures, higher levels of beneficial HDL-cholesterol, and improved mental health status. Many children are very inactive, and it is believed this is a major reason why children are rapidly becoming more obese.

Studies of elementary physical education (PE) classes have shown that many children receive insufficient activity during a typical class. Additionally, the frequency and duration of PE classes has been on the decline for years. Thus, the opportunity for promoting physical activity for all children is not being effectively used to reduce health risks.

Healthy People Goals 2010 for the nation suggests 50% or higher moderate to vigorous physical activity (MVPA) during physical education classes. Numerous studies have documented the capability of the SPARK program to significantly increase the percentage of students engaged in MVPA during PE classes. With proper staff development, schools that have implemented the program engaged in 40.2 minutes of MVPA each week while students in schools not utilizing SPARK only engaged in an average of 17.8 minutes of MVPA each week. SPARK achieved these results with both classroom teachers and physical education specialists implementing the program.

b. SPARK Results:

Numerous refereed publications (over 45 to date) have reported SPARK PE program effects, including papers showing evidence of achievement in the following variables (the number refers to the citation listed near the end of this document):

- ✧ **Physical activity (1, 4, 5, 6)**
- ✧ **Physical fitness (5)**
- ✧ **Lesson context and teacher behavior (4)**
- ✧ **Academic achievement (7)**
- ✧ **Motor skill development (2)**
- ✧ **Student enjoyment of the program (3)**
- ✧ **Adiposity (6)**
- ✧ **Long term effects/institutionalization (4, 8)**
- ✧ **Process measures (parent behavior, teacher acceptance of the program) (1)**

[Click Here](#) to view publications

c. SPARK Expansion to Become Pre-K through 12th Grade, In and Out of School:

Following the research phase, the elementary PE program was expanded to focus on dissemination. Over the years, additional research has led to the creation and development of a complete menu of programs (see Section I). SPARK has evolved to become a public health organization committed to moving successful research to practice. Since 1989, SPARK has trained more than 100,000 teachers representing schools in all 50 states, several U.S. Commonwealths, and many foreign countries.

d. SPARK Talking Points:

- **SPARK WORKS.** Over 45 publications demonstrate significant outcomes on students and teachers- including increased moderate to vigorous physical activity (MVPA) and academic achievement (*Visit www.sparkpe.org for a list of publications*)
- **SPARK LASTS.** A 2005 paper in Research Quarterly proved SPARK sustainability and institutionalization (*[Research Quarterly for Exercise and Sport, 2005](#)*)
- SPARK is the **ONLY National Institute of Health (NIH) researched program** available providing coordinated curriculum, training, follow up support, and equipment for Pre-K through 12th grade teachers. (See SPARK alignment to national and state standards - and - SPARK scope and sequence at www.sparkpe.org.)
- Each SPARK program provides a coordinated package of curriculum (the “what to teach”), teacher training (the “how to teach it”), content-matched equipment (the “tools you need to teach”), as well as extensive follow up support (because programs must institutionalize to be successful).
- The SPARK staff of researchers and educators has 20 years of successful experience working at state, community, and district levels in both urban and rural areas; and with a variety of cultures and demographics (including state-wide adoption and city-wide Department of Health initiatives).
- SPARK students did as well or better on standardized achievement tests than non-SPARK P.E. kids that spent almost 300% more time in the classroom.
- SPARK’s exclusive nutrition services partner, Healthy Kids Challenge (HKC) has earned impressive accolades for their work including:
 - American Dietetic Association’s “Award of Excellence for Community Dietetics”
 - National Advertising Council “CAN (Community Action Network) Award”
 - Cooking Light named HKC one of the “Top 12 Change Makers in Nutrition” over the past 25 years
 - Cooper Clinic study “Silver” ranking for programming
 - National Dairy Council honored HKC as “Most Sustainable Grant Project”
- **SPARK is the partner you need to implement your policy change:**
If one of your objectives is to increase MVPA time in PE to over 50% – SPARK has been proven to achieve this goal. If you pass a policy to focus physical education on personal fitness and countering childhood obesity, SPARK PE has been cited by the Centers for Disease Control and the U.S. Surgeon General’s Report as an effective obesity prevention strategy. If a policy is passed to mandate a new, standards-based curriculum, SPARK offers standards-based content and instruction that has proven to work and last.

e. SPARK Honors:

- SPARK PE was **cited in the Surgeon General’s Report on Physical Activity and Health as a “School based solution** to our nation’s health care crisis.”
- SPARK was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned “Exemplary Program” status.
- SPARK received the “Governor’s Commendation” from California Governor Pete Wilson and the Chair of the California Governor’s Council On Physical Fitness and Sports, Arnold Schwarzenegger for their work in “Helping improve the health of California’s youth.”
- In 2005, the Cooper Institute awarded SPARK Gold status (highest possible ranking) in an extensive national study of effective physical activity and health programs. **SPARK is the ONLY national program to receive Gold status for K-8th grade physical education.**
- SPARK was recently identified as a successful model for combating childhood obesity in the report, *“Fighting Obesity: What Works, What’s Promising”* by the HSC Foundation. The report speaks of SPARK’s history, practice, and methods. **SPARK was the ONLY program recommended for physical education AND physical activity.**
- SPARK was identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity in their report [School-Based Physical Education: An Action Guide](#).
- SPARK was chosen as a “Selected School-Based Intervention” in the report [Preventing Childhood Obesity: Health in the Balance](#) by the National Academy of Sciences.
- Many SPARK elementary schools and several middle and high schools have earned awards for their outstanding PE programs. SPARK is especially proud to have been selected by many leading universities as their physical education/activity program on research grants and projects including: PEACH (Parents and Educators Advancing Children’s Health) N.I.H. study, Stanford; OPprA (Obesity Prevention in pre-Adolescents) N.I.H., Stanford; PATHWAYS, the largest study ever on Native American children and physical education; Power Play, a study of after school programs in urban Memphis, U.T. Memphis; and other projects from UCLA, the University of Houston, San Diego State University, and the University of Alabama, Birmingham, just to name a few.

IV. SPARK Curricula by Program:

Early Childhood Curriculum Sets --

The set of instructional materials recommended for each EC teacher consists of:

1. Manual and matching music CD
2. SPARKfamily.org website access
3. SPARKfolio

Each SPARK set comes with lifetime consultation via 800 number and e-mail, monthly webinar series, e-Newsletter subscription, social media opportunities. Descriptions of each Early Childhood curricular component follow:

a. EC Manual:

Designed specifically for the preschool teacher who works with young children ages 3-5; this is a practical document presented in a simple and easy to use format. The goals are to increase gross motor development, physical activity levels, and social skills, while incorporating effective school readiness strategies. SPARK EC features include:

- “Ready, Set, Go!” format on color-coded pages
- 10 instructional units written in scope and sequence
- Musical ASAP’s (Active Soon As Possible) for lesson warm-up and cool-down
- More than 400 dynamic, field-tested activities and adaptations
- Academic Integrations embedded throughout
- Inclusion and Limited Space sections/strategies
- Family Fun take-home activities that align with SPARK EC lessons



[Click Here](#) for more information

b. SPARK EC Music CD:

- A 2-CD set containing the music needed to instruct all the activities in the SPARK EC manual and on the SPARKfamily website
- Musical ASAP’s that engage students with lively music and rhythmic movement skills



Note: The music CD is included with the SPARK manual as Curriculum Set #1 (manual, music CD, web access).

[Click Here](#) for more information

c. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their early childhood physical activity program.

SPARKfamily members can:

- View video clips of SPARK EC activities being done with young children
- Use interactive alignment and assessment tools
- Access dozens of skill and task cards – English and Spanish



Note: A full year of access to SPARKfamily.org is included with purchase of any SPARK EC curriculum set.

[Click Here](#) for more information

d. EC SPARKFolio:

- Holds and organizes teaching materials provided on SPARKfamily.org
- Color-coded and laminated cards divided by tabs for easy access
- Many are English on one side and Spanish on the other
- Save time and \$ downloading, copying, and laminating



Note: The SPARKfolio is part of the EC Curriculum Set #2 (manual, music CD, web access and SPARKfolio – all 4 components)

[Click Here](#) for more information

Physical Education Grades K-2 Curriculum Components --

The set of instructional materials recommended for each K-2 teacher consists of:

1. Manual and matching music CD
2. SPARKfamily.org website access
3. SPARKfolio

Each SPARK set comes with lifetime consultation via 800 number and e-mail, monthly webinar series, e-Newsletter subscription, social media opportunities.

a. K-2 Manual:

SPARK has created a three-ring binder with over 400 pages and 16 chapters of engaging, age-appropriate activities, instructional materials, and resources. The SPARK K-2 manual includes 10 dynamic instructional units: Building a Foundation, Parachute, Manipulatives, Stunts and Tumbling, Throwing and Catching, Jumping, Dribbling and Trapping, Dance, Volleying and Striking, and Games. Each curricular component is presented in scope and sequence via daily lesson plans that are aligned to NASPE National Standards, which are clearly visible on each page. ASAP's (Active Soon As Possible), provide an enjoyable, active warm-up before the main lesson. The SPARK K-2 curriculum also contains academic integration tips (with a special emphasis on literacy), social skills themes by grade level, and challenging extensions for each activity. Every movement lesson shows the Standard(s) addressed and provides useful tips from teachers who have instructed it before. The Limited Space chapter contains activities teachers can do in their classrooms, and the Recess Activities section helps promote movement throughout the school day.



[Click Here](#) for more information

b. SPARK K-2 PE Music CD:

All the music a teacher needs to instruct SPARK PE Grades K-2 provided on two CD's. SPARK staff teamed with Christy Lane to develop 30 songs and more than 100 minutes of music - perfectly matched to SPARK activities. The CD's include warm-up music, long and short music intervals for skill/fitness circuits, and songs (cultural, current, country, and more!) to instruct SPARK Dances.



Note: The SPARK Music CD is included with the SPARK manual.

[Click Here](#) for more information

c. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK K-2 PE programs.

SPARKfamily members can:

- View video clips of SPARK K-2 activities being done with students
- Use interactive alignment and assessment tools
- Access dozens of skill and task cards – English and Spanish
- Academic Integration section (G.Y.M. – Great Young Minds)



Note: A full year of access to SPARKfamily.org is included with purchase of any SPARK K-2 curriculum set.

[Click Here](#) for more information

d. K-2 PE SPARKfolio:

This easy-access box holds and organizes the content found on K-2 section of SPARKfamily.org and provides hundreds of color-coded, laminated activity cards in English and Spanish. Teachers save valuable time and money because SPARK has done all the downloading, copying onto color-coded cardstock, and laminating.

Note: The SPARKfolio is part of the K-2 Curriculum Set #2 (manual, music CD, web access and SPARKfolio – all 4 components)



[Click Here](#) for more information

Physical Education Grades 3-6 Curriculum Components:

The set of instructional materials recommended for each K-2 teacher consists of:

1. Manual and matching music CD
2. SPARKfamily.org website access
3. SPARKfolio

Each SPARK set comes with lifetime consultation via 800 number and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

a. 3-6 Manual:

Over 400 different activities presented in more than 20 themed, instructional units. Each unit is written in scope and sequence and includes activities aligned to NASPE National Standards (which are provided on each lesson). Red pages “Focus on Fitness;” examples include: “ASAP’s” (Active Soon As Possible), “Chasing and Fleeing,” “Map Challenges” (plus 7 others). Blue pages shine the “Spotlight On Skills;” examples include: “Flying Disc,” “Hockey,” “Recess Activities” (and 7 more). Combining an activity from “Fitness” with one from “Skills,” then adding a cool-down, creates a complete SPARK experience. Personalized fitness monitoring, social skills themes, clear visuals and diagrams, and a variety of integration tips complete this comprehensive curriculum. And -- each 3-6 manual comes with a CD (SPARK Instructional Media Disc) that provides over 450 skill and task cards, assessment tools, pedometer activities, home plays, and much more!



[Click Here](#) for more information

b. SPARK 3-6 PE Music CD:

All the music you need to teach SPARK PE Grades 3-6 on one CD. SPARK staff teamed with Christy Lane to bring you 17 songs and 75 minutes of music—perfectly matched to SPARK activities. The CD includes warm-up music, long and short music intervals (with 10 second breaks) for skill/fitness circuits, and 14 songs (cultural, current, country, and more) to instruct SPARK Dances.



Note: The SPARK Music CD is included with the SPARK manual.

[Click Here](#) for more information

c. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where you can access a library of effective digital tools that complement the SPARK 3-6 PE program.



SPARKfamily members can:

- View video clips of SPARK 3-6 activities being done with students
- Use interactive alignment and assessment tools
- Access dozens of skill and task cards – English and Spanish

And SPARKfamily provides:

- SPARKfit – New fitness & nutrition focused lessons, circuit training videos, goal setting tools, and more!
- Academic Integration section (G.Y.M. – Great Young Minds)

Note: A full year of access to SPARKfamily.org is included with purchase of any SPARK 3-6 curriculum set.

[Click Here](#) for more information



d. 3-6 PE SPARKFolio:

This easy-access box holds and organizes the content found on the K-2 section of SPARKfamily.org and provides hundreds of color-coded, laminated activity cards in English and Spanish. Teachers save valuable time and money because SPARK has done all the downloading, copying onto color coded cardstock, and laminating.

Note: The SPARKfolio is part of the 3-6 Curriculum Set #2 (manual, music CD, web access and SPARKfolio – all 4 components)

[Click Here](#) for more information

Physical Education Grades 6-8 Middle School Components:

The set of instructional materials recommended for each MS PE teacher consists of:

1. Manual and matching music CD
2. SPARKfamily.org website access
3. SPARKfolio

Each SPARK set comes with lifetime consultation via 800 number and e-mail, monthly webinar series, e-Newsletter subscription, social media opportunities.

a. Middle School Manual:

The SPARK MS PE manual provides more than 400 MVPA promoting activities for grades 6-8 students in 15 instructional units including: Cooperatives, Dance, Flying Disc, World Games, Racquets and Paddles, just to name a few. Each unit concludes with a “SPARK Event” designed to motivate students and promote greater enjoyment and success. A new section, “Personally Fit” incorporates successful behavioral techniques (e.g., goal setting, positive self-talk, obtaining social support, etc.) and is designed to teach students the skills they need to be active for a lifetime. Other themes address instructional alignment to standards, teaching and assessing social skills, maintaining appropriate behavior, strategies for ACTIVE roll call, and myriad other management and organizational techniques that have been proven to increase MVPA (moderate to vigorous physical activity) among middle school students. SPARK activities have “Extensions” which are used to foster differentiated learning and grade level variations. Limited space and large class size strategies are provided too, and there is a section promoting physical activity away from PE class in both the school and home environments. Every lesson has an optional “Integration,” either Academic (i.e., Math, Science, History, Literacy), Home, or Wellness, and these help both student and teacher with cognitive supplementation and/or physical challenges to attempt away from class and with others.



[Click Here](#) for more information

b. SPARK MS PE Music CD:

All the music a teacher needs to instruct SPARK MS PE on one CD. Not only every cultural, country, and current dances from the SPARK manual, but warm-up and cool-down music, long and short intervals for circuits, and more totaling over 75 minutes in length and providing 18 songs.



Note: The SPARK Music CD is included with the SPARK manual.

[Click Here](#) for more information

c. SPARKfamily.org:

Each Middle School PE teacher receiving a manual and/or participating in a SPARK workshop receives a password giving them access to the middle school section of SPARKfamily.org for a full year. This robust digital library consists of:



- Unit Introduction Videos providing a research-based and standards-driven overview of each unit.
- Instructional videos of SPARK MS PE activities and dances.
- Hundreds of skill and task cards in English and Spanish.
- Personally Fit Wellness Extensions with Home Activity Challenges, Health Education Integrations, and more.
- SPARKfit section containing fitness and nutrition focused lessons, circuit training videos, goal setting tools, and more.
- SPARK Event providing teacher tools such as bulletin board resources for each unit, tournament instructions and organizational tools, student-focused management suggestions.
- Interactive Skill Assessment tools including dynamic rubrics optimized for iPads and similar tablets along with matching skill video demonstrations.
- Leveled Portfolio Assessment tools designed to assess physical, cognitive, and social development.
- Audio music files for use in iPods, MP3 players, or burned to a CD. Files include warm-up music, long and short music intervals (with interval breaks) for skill/fitness circuits, and up-tempo songs with BPM listed for each.

Note: A full year of access to SPARKfamily.org is included with purchase of any SPARK 6-8 curriculum set.

[Click Here](#) for more information

d. SPARK MS PE SPARKfolio:

This easy-access box contains and organizes hundreds of the content pieces found on the middle school section of the SPARKfamily website. The idea is to save teachers time and money downloading, copying, labeling, and laminating.



Note: The SPARKfolio is part of the 6-8 Curriculum Set #2 (manual, music CD, web access and SPARKfolio – all 4 components)

[Click Here](#) for more information

SPARK High School Guidebook:

The SPARK High School Guidebook is designed to enhance the professional development experience for SPARK workshop attendees and provide the curricular tools necessary to instruct HOPE -- health optimizing physical education classes. The Guidebook is not a comprehensive program like other SPARK manuals; however, it still provides myriad resources within its 3-ring binder and 235 pages. Features include:



- A chapter on the NASPE national standards and strategies to move to standards-based instruction
- Non-traditional unit plans that incorporate different teaching styles or strategies:
 - Cooperatives – Guided Discovery
 - Volleyball – Differentiated Learning
 - Games – Teaching in Levels
 - Basketball – Peer Teaching
 - Yoga and Dance – Jigsaw
- A variety of practical tools in the chapter dedicated to assessment
- Special focus on personal fitness and the pursuit of MVPA (moderate to vigorous physical activity)

[Click Here](#) for more information

SPARK After School Manual:

SPARK After School (AS) has been developed for all out of school PE physical activity programs (e.g., after school, YMCA, Boys and Girls Club, Recreation Center, Day Care Center, or camps). SPARK After School has been shown to be effective for children and adolescents ages 5-14. The AS manual is a three-ring binder with over 400 pages of reference and resource chapters, cooperative, cultural and aerobic games, dances from around the world, and fun skill development and sport activities. There are also chapters on jump rope, parachute play, jogging games, fitness circuits, and beanbag activities. The manual includes an extensive focus group survey to identify youth activity interests, practices, and barriers as well as many other reference and resource chapters (e.g., how to raise money for your program, promoting activity at home, etc.). SPARK AS is a practical document presented in a simple and easy to use format.



[Click Here](#) for more information

SPARK Coordinated School Health Initiative -- Programs and Materials:

1. Ignite a Healthy Environment:

Whether a school has just started down the path to wellness or has already organized a School Health Advisory Council and completed the School Health Index, SPARK/Healthy Kids Challenge (HKC) (for more information on HKC see #3.) will assess your progress and work with you to create a healthy school environment that changes the behavior of your students and staff.

- a. **Formative Assessment:** The SPARK/HKC process begins with a thorough analysis of your current Coordinated School Health (CSH) program to learn more about a school or districts particular needs, challenges and barriers.
- b. **Training:** This “Ignite a Healthy Environment” workshop puts their vision into action! The training outcomes include: 1) Wellness council capacity building 2) Making wellness policies real world and actionable 3) Building more minutes of motion and nutrition education and messages into the school day 4) Engaging students, staff, and families to be part of the healthy changes 5) Assisting wellness teams with assessment, action planning and evaluation for sustained results. The 1-day (6 hr) on-site training introduces staff and community members to CSH concepts and components through an interactive, team-building style. These personal workshops don’t just talk about the why and what; they show staff HOW to facilitate positive, lasting change via simple, manageable actions. The training will also address what SPARK has identified as the “3 P’s” of CSH development:

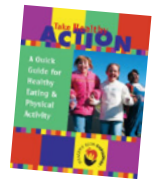
Paradigm shift towards a wellness environment

Policies to support your CSH effort

Programs to provide resources, strategies, consultation and tools

- c. **Materials:** Wellness Solutions Toolkit (includes 3 Take Healthy Action Team Guidebooks and a set of 7 Healthy Works booklets)—*Recommended 1 toolkit per building level wellness council.*

- i. Each guidebook is a 5-step guide for taking action as a leadership team. Steps include building a team, assessing needs, taking action, measuring progress, and celebrating success. Great for developing wellness policies, writing school improvement plans and meeting Healthier US School Challenge criteria.
- ii. Also included are a set of seven booklets, Health Works (24 pages each), for creating healthy eating and active play campaigns and opportunities for awareness, education, and practice changes throughout the school environment. Each booklet focuses on one of the HKC signature Healthy6 practices: Breakfast GO Power, Drink Think, Smart Servings, Snack Attack, Active Play, and Fruits & Veggies, Every Day the Tasty Way. As a bonus, the seventh booklet provides great ideas for teaching lessons using the U.S.D.A. MyPyramid. Each booklet contains nutrition facts, tips, trivia, bulletin board ideas, classroom activities, take home messaging, school food service ideas, and MORE!



[Click Here](#) for more information

2. Wellness for Staff:

This SPARK program is designed to address “teacher-specific” health issues and offer authentic and effective prevention strategies. Healthy children are better learners and teachers who maintain a work/life balance have more energy, sleep better, and become healthy lifestyle role models for their students. The full day workshop (6 hrs) is divided into three, 2-hour modules: 1. Physical Activity (sample topics include simple and easy ways to implement strategies for adding more activity minutes to your day, wherever you are; and how to create and support a more active environment), 2. Healthy Food Choices (sample topics include portion sizes, balanced diets, goal setting, supporting a healthy environment for yourself and peers at work, and much more), and 3. Stress Reduction (sample topics include strategies to manage stress, prioritizing daily tasks, stress reducing activities you can do anywhere). The program is accompanied by a thorough and engaging collection of tools and handouts. A Wellness for Staff set of equipment is also available and recommended.

- a. Nutrition Services: SPARK has selected **Healthy Kids Challenge (HKC)** as their exclusive Nutrition Services (and Ignite a Healthy Environment) partner. HKC is a nationally recognized non-profit led by an exemplary team of registered, licensed dietitians with many years of school, program, and community wellness experience.
- b. Curriculum: HKC *Balance My Day*-Nutrition Education Curriculum (grades K-2, 3-5, or 6-8) is available through SPARK.
 - i.

- Each curriculum is spiral bound and approximately 280 pages
- Each curriculum offers 30 lessons, divided into 15-25 minute sessions
- Great for classrooms, after school or community settings
- Research-based curriculum aligned with HECAT (Health Education Curriculum Analysis Tool) Healthy Eating Behavior outcomes and standards
- Behavior theme focus on breakfast, snacks, beverages, portion sizes, fruit and veggies, active play, energy balance, body image, weight management and food skills
- Nutrition education doesn't need to be an add on, it can easily be integrated into math, science and language with *Balance My Day*
- Goal setting, skill building, take home activities, parent tips sheets, food skills and tasting activities, logs, worksheets and student assessments included
- Curriculum features sample activity lessons from SPARK
- Bonus additions are three nutrition education event guides and a set of 156 food picture cards for food identification, bulletin boards, or nutritional education games



- c. **Training:** HKC (through SPARK) offers two training options to choose from: “*Balance My Day*” (trainings on the curriculum) OR a “Nutrition-Themed” workshop
- i. **Balance My Day Workshops** (either K-2, 3-5 or 6-8): A 6-hr training to guide the implementation of the *Balance My Day*-nutrition education curriculum. An interactive day where you can experience the simple solutions of how to easily incorporate nutrition education into the school day
 - ii. **Nutrition-Themed Workshops:** HKC (through SPARK) offers an exciting menu of four themed workshops to choose from. All are designed to bring nutrition education to life for your students and staff!
 - **Nutrition Education Across the Curriculum...Recipe for Success:** Mix a measure of science with a slice of geography, Add a fraction of math and pour in a bit of time, Sprinkle with a dollop of creativity. Shake until active!
 - **MyPyramid 101:** Make teaching the Food Pyramid fun and simple!
 - **AWESOME CHANGE in 15 Minutes or Less:** 15-minute nutrition education activities for implementing throughout the school day
 - **CREATE YOUR OWN:** A customized nutrition education/services workshop to meet your school or district needs!

[Click Here](#) for more information

3. Distance Assistance Program:

Over the years, HKC has learned that schools, organizations, and agencies benefit greatly from ongoing consultation with a licensed, registered dietitian. Whether the questions pertain to nutrition education, nutrition services, or the nutrition environment, an R.D.’s opinions and recommendations are invaluable. The HKC Distance Assistance program provides your school/agency with an R.D. “Resource Coach” who listens, provides solutions, and helps students and staff navigate the path to wellness.

What you can expect:

- One complete school year of distance assistance to help guide and assist your school wellness team in creating a sustainable culture of health in your school.
- Your team will be assigned your own personal wellness resource coach, a Healthy Kids Challenge registered licensed dietitian, with expertise and years of working with schools and community groups in the area of school food service, child nutrition, school wellness policies, health and wellness in schools, and creating sustainable healthy change.
- Up to 10 hours of accessibility to your dietitian wellness resource coach by phone and E-mail.
- An easy to use assessment for your wellness team and your dietitian resource coach to help guide assistance and action plans for creating healthy changes in your school.
- Web access to school wellness E-modules and resources, assessment and tracking logs to help guide your team meetings and wellness action plans for EFFECTIVE results.
- Hard Copy Materials Provided: (Distance Assistance is to be used after curriculum training or IGNITE workshop so hardcopy materials are in place).
- 9 Healthy Solution webinars (live and archived for your convenience).

*For more information on HKC, see Supplemental Healthy Kids Challenge information at the end of this document.

[Click Here](#) for more information

4. Health Education:

SPARK has selected **Health Lifestyle Choices (HLC)** as their exclusive Health Education partner. HLC is a cross-curricular program with a behavioral focus that provides a variety of scheduling/implementation program options for busy elementary teachers. HLC lessons can have their own “stand alone” time, or be integrated into other core subjects including the PE class. HLC meets all of the National Health Education Standards, is easy to use, requires few supplies, and every lesson includes an after school/summer camp activity. The comprehensive curriculum (one 3-ring binder per grade level) addresses goal setting and decision making as it relates to fitness, nutrition, conflict resolution, safety, and substance-abuse prevention.

a. HLC Curriculum:

- i. HLC Grades K-6: HLC’s behavioral health curriculum (grades K-6) empowers youth with the knowledge and skills to make healthier choices in six critical areas: Decision-making/goal setting, nutrition, fitness, violence prevention, safety, and substance abuse prevention.



Each grade-specific curriculum binder covers six units that include twenty-four, 45 minute lessons. The binders also include additional lesson boosting activities that can be used to strengthen and reinforce each lesson’s key message, as well as teacher assessment tools and student self-assessment and reflection exercises.

- ii. HLC Middle School: The HLC Middle School Program focuses on teaching important health skills identified in the National Health Education Standards with an emphasis on promoting positive behaviors and helping students to advocate for their own health. The program is divided into units of instruction:

- Wellness
- Mental and Emotional Health
- Effective Communication and Decision Making
- ATOD
- Injury and Violence Prevention
- Physical Activity and Nutrition
- Growth and Development
- Diseases
- Environmental Health

- b. Camp Boost (After School): Using ART, MUSIC, SKITS and GAMES, CAMP BOOST can have a positive impact on youth health prevention. The activities of CAMP BOOST are designed to give youth the opportunity to play, socialize, be active and engage in enrichment activities all while learning and practicing vital health skills.

Youth enrolled in out-of-school time programs can benefit from positive prevention, social, and health gains. CAMP BOOST, can address the growing problems of inactivity and poor nutrition, introduce new skills such as conflict resolution and contribute to the decline of injuries and substance abuse. Activities are developmentally appropriate for two age categories: 5-8 and 9-12 year olds.



Camp Boost is aligned to National Health Education Standards as well as National Standards for Art Education.

c. Turtle Tykes:

Turtle Tykes introduces healthy behaviors to children ages 3-4 and can easily be integrated into a traditional preschool setting. It meets all curriculum guidelines for developmentally appropriate practices established by NAEYC.

Turtle Tykes has six units with five lessons in each unit, covering a 9-month school year. Lessons begin with a circle group activity, and include small and large group activities that offer social/emotional, cognitive and physical learning experiences. Also, each unit includes suggestions to reinforce key concepts in learning centers.

*For more information on HLC, see Supplemental Healthy Lifestyle Choices information at the end of this document.



[Click Here](#) for more information

V. Staff Development for all SPARK Programs:

SPARK workshops are designed and implemented to meet the particular needs of a school/school district; or public/private agency. To execute this targeted approach, SPARK conducts extensive formative analysis via needs assessments and phone interviews with site administrators and/or teacher/youth liaisons. Once sufficient information is gathered on facilities, equipment, teacher receptivity, status of current program quantity and quality, attendees' previous experiences and staff development in their focus area, and student demographics, the SPARK team prescribes a "focused" intervention and begins their training program.

a. Two Choices of Workshop Formats:

SPARK provides 6 or 12 hours of instruction (Standard and Premium respectively). Workshops are conducted on dates and at times convenient for participating schools/agencies. SPARK has a staff of over 30 Certified Trainers nationwide, who are ready, willing, and able to travel to all corners of the globe. A SPARK Star Training (Stars are pre-selected leaders who learn how to support the change process and respond to site-specific issues) is conducted after each workshop.

b. SPARK Training Is Enjoyable, Effective, and Efficacious:

SPARK workshops are FUN, "hands-on," and specially designed to meet the needs of the host school(s), district, or agency. Participants learn by doing, and become motivated by a dynamic staff of educators (many are former national teachers of the year, and/or program authors). SPARK uses a variety of advanced pedagogical skills to move physical education/activity programs and their teachers forward with a unique, "obesity prevention approach" to instruction.

Additionally, SPARK staff assist in promoting physical activity throughout the day (e.g., before school, during lunch, intramurals, and after school). All planning, organizing, and consultation on any and all physical activity matters is provided as part of any SPARK workshop program.

SPARK workshop participants receive carefully selected handouts, motivational prizes earned during the workshop(s), SPARK Participation or Certification Awards (Standard or Premium respectively), a SPARK banner for their school (Premium), and are eligible for a unit of credit from San Diego State University (Premium).

c. Goals, objectives, methodology, and outcomes of SPARK workshops:

- **Goal:** To provide strategies and tips to increase the quantity and quality of physical education/activity classes; and promote the maintenance of physical activity away from class as part of a healthy lifestyle.
- **Inservice Methodology:** The three primary factors that contribute to a successful staff development program will be utilized. They are:
 1. Foster teacher/youth leader awareness regarding the goals of SPARK and how they may differ from current programs
 2. Provide ongoing, skill-specific training
 3. Solicit and encourage group interaction, feedback, and support
- **Inservice Outcomes:** Participants will learn:
 1. Organizational, management, and instructional techniques necessary to teach active physical education/activity programs
 2. How to develop, maintain, and increase student health and physical fitness

3. How to improve fundamental movement and sports skills
4. How to motivate children/adolescents to become active outside of school
5. Techniques that encourage students to commit to a lifetime of health and physical fitness
6. A pathway towards instructional alignment and standards-based teaching

VI. Follow-Up Support/Institutionalization for all SPARK Programs:

a. SPARK Stars and Coordinated School Health:

All SPARK trainers in every program are specially trained consultants who facilitate environmental change. Each SPARK workshop, Standard or Premium, is followed by a “SPARK Stars” meeting. These facilitators include the site PE teacher (or after school leader) the principal (or program director) a school nurse, a classroom teacher, a food service person, a concerned and involved parent (e.g. PTA President). SPARK leads a meeting of this “Coordinated School Health Committee” and discusses the “Three I’s”:

1. **Infrastructure** needed to support quality activity and nutrition programs
2. **Implementation** barriers -- and how to overcome them
3. **Institutionalization** -- making SPARK work at each site and ensuring its sustainability

b. SPARK Provides the Tools and Support for Institutionalization:

SPARK Stars receive SPARK support materials at the training (web-based), a folder of important documents to help them achieve their goals, and the SPARK 800 number and e-mail for lifetime support and consultation. Additionally, SPARK clusters participants e-mails and sends monthly updates via an e-Newsletter. This is SPARK’s effort to stay in touch, assist with problem solving, and remind attendees to stay on task implementing program concepts and methods. The SPARK websites (both public and private) change frequently and offers workshop participants with new resources, grant information, instructional videos and supplemental teaching materials. SPARK also conducts a webinar on various topics of interest the third Wed. of every month at 3pm PST and promotes the use of social media via their Facebook and Twitter pages.

VII. SPARK Assessment Tools

a. Program Assessments:

SPARK Standard and Premium programs include the following four evaluation tools and FREE consultation on their use:

1. **Formative/Needs Assessment:** SPARK workshops are modified and targeted to meet the needs of each school or agency. To accomplish this goal, SPARK staff conduct a phone interview to understand the vision and direction of the participating school, district, or agency. During the interview important questions on activity quantity and quality are also posed. Additionally, SPARK disseminates a survey to each workshop attendee to analyze current offerings, ascertain program strengths/successes, and what they would like to focus on during staff development. These tools are compiled and given to the host agency, and presented to the SPARK trainer as a critical component of her/his presentation preparation.

2. Workshop Evaluation: SPARK Trainers have each attendee complete this assessment tool immediately following a workshop. These measure the effectiveness of the training session and its presenter. Evaluations are compiled and presented to the host.

3. Program Evaluation: SPARK Project Coordinators send a Final Debriefing Form for the district to administer (typically) near the end of the school year to all SPARK workshop attendees. This survey poses questions regarding teacher/youth leader utilization of the program (quantity and quality) and their impressions of its effects on student learning and development. This data is shared with the host district/agency.

4. Lesson Quality Assessments (LQA): SPARK provides and instructs participating teachers in the use of their LQA, which is an evaluative tool that measures SPARK compliance and instructional effectiveness. There is a different LQA for each SPARK program. LQA's may also be used as data collection tools as part of a research project and/or as a more in-depth effort to collect data to show changes in teachers' effectiveness.

b. Supplemental Evaluation Tools (Measure Moderate to Vigorous Physical Activity) SOFIT and SOPLAY:

1. SOFIT (System for Observing Fitness Instruction Time) is an objective tool for assessing the quality of physical education instruction. It is a comprehensive system that measures three things during class time:

1. Student activity levels (including light, moderate, and vigorous);
2. Lesson context, and
3. Teacher behavior. SOFIT is a research-validated instrument that involves the direct observation of lessons by trained data collectors. SOFIT has been used to assess physical education in over 1000 schools throughout the United States.

2. SOPLAY (System for Observing Play and Leisure Activity in Youth) provides observational data on the number of participants and their physical activity levels (light, moderate, and vigorous) during play and leisure opportunities. The system is based on group time sampling techniques. SOPLAY was designed to counter the problems of assessing physical activity in "open" environments, such as recreational and leisure settings and can be used to capture and gauge unstructured physical activity time.

Note: SOFIT and SOPLAY are not included in the cost of a SPARK Standard or Premium program. For more information about SOFIT and SOPLAY and a cost analysis for your project, contact SPARK at 1-800-SPARK PE or spark@sparkpe.org.

c. Student Assessments:

Each SPARK Physical Education and After School curriculum set includes student assessments that may be used to guide learning, authentically assess student progress, and provide criteria for grading. SPARK assessments are designed to be used along with regular observation of student participation and effort.

Each SPARK manual comes with a free 1-year membership to SPARKfamily.org. Membership to SPARKfamily.org provides access to interactive assessment tools, including dynamic rubrics optimized for iPads.

SPARK will align their quality assessment tools with the equipment that you need (e.g., pedometers, heart rate monitors, scales) with professional consultation and ongoing support.

d. Students Assessments by Program

1. SPARK K-2 Physical Education: Likert scale and open ended performance rubrics that are linked to National and State Physical Education Standards are included in every instructional unit.

Click on the link below to view a sample K-2 motor skills assessment tool.

[Catching & Throwing Performance Rubric Assessment](#)

2. SPARK 3-6 Physical Education: Performance rubrics and student self-check assessment samples are provided in each unit to document and guide learning. The SPARK 3-6 PE manual also includes a special Personal Best Day section to help students and teachers track individual fitness progress over time and prepare them for national tests (i.e., SPARK recommended Fitnessgram and/or Presidential Physical Fitness Tests). SPARK Personal Best Day is designed to teach students how to monitor their aerobic capacity, abdominal and upper body strength and endurance, and set goals for individual improvement. SPARK 3-6 also features Pedometer Activities specifically designed to incorporate the use of pedometers. A Pedometer Tracking Log is available as an assessment tool on SPARKfamily.org.

Click on the links below to view sample 3-6 assessment tools.

[Jump Rope Skills Performance Rubric Assessment](#)

[Personal Best Day Progress and Goals Card](#)

3. SPARK Middle School Physical Education: Three levels of assessment choices are offered in SPARK Middle School. Each option is designed to offer increasing levels of standards-based feedback as a measure and guide for improvement and evaluation.

Level 1: SPARK Unit Written Tests

Level 2: Skill-Based Assessments such as performance rubrics, peer coaching, self-checklists

Level 3: Student Portfolios to include any (or all) of the following:

SPARK Unit Written Tests

Skill-Based Assessments

Coulda, Shoulda, Woulda Character Ed Journaling Pages

Create a Game Journaling Pages

Create a Routine and/or Event

Heart Rate Monitor Logs

Pedometer Logs

Fitness Assessment Logs

The SPARK Middle School program is supported by SPARKfit content available on SPARKfamily.org. The main goal of the SPARKfit program is to teach students how to be productively active in a variety of fitness and activity setting while managing their own fitness and wellness goals.

Students participating in the SPARKfit program will:

- Assess personal fitness scores and set goals based on recorded data that will improve or maintain fitness and wellness levels
- Demonstrate proper technique for a variety of fitness activities and exercises to ensure safe and enjoyable participation

- Complete a personal wellness portfolio that demonstrates the understanding of basic nutrition, fitness and goal-setting concepts
- Demonstrate understanding of appropriate social behavior in relation to a fitness and activity setting.

SPARKfit assessment tools include:

Station Cards for President's Challenge Fitness Testing
 Fitness Test Results Tracking Sheet
 Heart Rate and Pedometer Tracking Logs
 MVPA Journal Pages
 Student Portfolio

Click on the links below to view sample Middle School assessment tools.

[Flying Disc Performance Rubric](#)

[Flying Disc Unit Test](#)

[Soccer Student Self-Assessments](#)

[Pedometer Log](#)

4. SPARK High School Physical Education: The SPARK High School Guidebook provides a sampling of necessary educational tools to instruct health-promoting High School Physical Education classes. The manual focuses on Teaching Strategies (Guided Discovery, Differentiated Learning, Peer Teaching, Circuits, etc) and Increasing MVPA/Disguising Fitness. Sample assessments include student self-checks, skill evaluations, written tests and Personal Fitness Program evaluations.

The SPARK High School program is supported by SPARKfit content available on SPARKfamily.org. The main goal of the SPARKfit program is to teach students how to be productively active in a variety of fitness and activity setting while managing their own fitness and wellness goals.

Students participating in the SPARKfit program will:

- Assess personal fitness scores and set goals based on recorded data that will improve or maintain fitness and wellness levels
- Demonstrate proper technique for a variety of fitness activities and exercises to ensure safe and enjoyable participation
- Complete a personal wellness portfolio that demonstrates the understanding of basic nutrition, fitness and goal-setting concepts
- Demonstrate understanding of appropriate social behavior in relation to a fitness and activity setting.

SPARKfit assessment tools include:

Station Cards for President's Challenge Fitness Testing
 Fitness Test Results Tracking Sheet
 Heart Rate and Pedometer Tracking Logs
 MVPA Journal Pages
 Student Portfolio

Click on the links below to view sample High School assessment tools.

[Dance Assessment Sample](#)

[Skill Evaluation Sample](#)

[SPARKfit MVPA Wellness Journal](#)

[SPARKfit President's Challenge Shuttle Run Assessment](#)

[Heart Rate Monitor Log](#)

5. SPARK After School: The SPARK After School manual includes a special Personal Best Day section to track fitness progress over time. This is an individualized program designed to allow students to monitor their aerobic capacity, abdominal and upper body strength and endurance, and set goals for individual improvement.

Click on the link below to view sample After School assessment tool.

[Personal Best Day 1 Minute Sit-Up Test](#)

6. Healthy Kids Challenge (HKC) Nutrition Education

Healthy Kids Challenge is SPARK's Nutrition Education partner, and offers *Balance My Day* Nutrition Education Curriculum (grades K-2, 3-5 or 6-8) aligned with HECAT Healthy Eating Behavior Outcomes and standards. The behavior theme focuses on breakfast, snacks, beverages, portion sizes, fruits and veggies, active play, energy balance, body image, weight management and food skills.

Each lesson includes a student worksheet and an assessment checklist that states outcomes. Student worksheets assess progress and are key to learning. They not only measure knowledge but are a tool for creating positive attitudes, goal setting for healthy eating and physical activity behaviors. At the end of each unit there is a healthy habit checklist (recommended by the HECAT) that students can take home and share with their families.

The HKC lesson assessment checklist is grade level specific and provides evidence (based on HECAT standards) that students are acquiring the knowledge and skills to contribute to the healthy behavior outcomes. Students are actively involved in using the checklist to assess their outcomes. A teacher then follows up to verify each student's assessment. As identified as a best practice by HECAT, the checklist actively involves the student to build self-efficacy.

Healthy Kids Challenge also provides numerous opportunities for discussion, goal setting, and logging of fruit and vegetable intake, as recommended by the CDC and other health experts. Students will learn how to include "Fruits & Veggies Every Day the Tasty Way" for breakfast, lunch, dinner and snacks.

Click on the links below to view sample lessons and assessments from HKC's *Balance My Day* Nutrition Education Curriculum.

[K-2: Fruits & Veggies Every Day the Tasty Way](#)

[3-5: Breakfast Power](#)

[6-8: Drink Think](#)

VIII. SPARK Train the Trainers Model:

The SPARK MS PE Train the Trainer Program (TT) is designed to prepare exemplary teachers already SPARK trained, to conduct high quality, SPARK workshops within their school district and/or a specified geographical area. This is an important step towards sustaining and institutionalizing SPARK concepts and methods.

Step 1:

Participate in SPARK training. Potential TT's must complete a minimum of 12 hours of SPARK training in the same SPARK program.

Step 2:

Teach SPARK to students. Once a person participates in a SPARK training, she/he must instruct students using and practicing SPARK methodology for a minimum of 4 months.

Step 3:

Complete the SPARK Trainer Certification Workshop (TT Training).

SPARK holds their Train the Trainer workshops in conjunction with their Institutes in San Diego – although it is possible to conduct the TT at the host site. At the 2-day TT Program workshop, each participant will receive:

- SPARK handout copy masters, research paper reprints, newspaper articles, all evaluation forms, assessment and presenter evaluation tools, SPARK collateral (envelopes, letterhead, brochures, etc.).
- PowerPoint presentations representing Standard (1-day), Premium (2-day), and Booster (advanced) workshop programs.
- SPARK workshop task lists and agendas (Standard, Premium, Booster)
- A CD containing copyrighted SPARK training documents and permission to reproduce them.
- SPARK t-shirt and other promotional and raffle item samples as gifts to the TT.
- Lifetime Middle School SPARKfamily.org access.

Step 4:

Present with a Certified SPARK Trainer, receive on-site assistance at regional trainings, and earn licensure.

SPARK will pair each TT with a veteran SPARK Trainer for mentoring, technical assistance, and follow-up support. To begin this process, they will co-present two, full-day (6-hour) workshops for the next round of teachers per this RFP. The SPARK Trainer will expect the TT to present all (or nearly all) of these workshops, although it will be acceptable for the TT to lead at least 50% of the time. The SPARK mentor will evaluate the TT's presentation, and provide verbal and written feedback before, during and after.

Notes:

- a) The cost of the TT program includes the 2-day SPARK Trainer co-present workshops.
- b) If at the end of these initial co-presents, the TT has not demonstrated sufficient skills and earned SPARK Certification, SPARK will notify designees that another co-present(s) and/or further remediation is recommended. Additional co-presents will incur fees for both the SPARK mentor trainer and her/his transportation.
- c) SPARK reserves the right to pass or fail any TT candidate.

Step 5:

Receive licensure, SPARK tracking requirements and ongoing support.

When the TT has successfully completed the aforementioned steps and has been determined by their SPARK mentor as “ready to solo,” the host district/agency will receive licensure enabling either agency to utilize their TT’s to conduct SPARK workshops of any length, of any quantity, anywhere in the state, any time in the future, independently of SPARK.

Notes:

- Each person the TT trains in the SPARK program for at least 6 hours will receive 1-year free access to the SPARKfamily.org website.
- Each new TT will receive a SPARK polo shirt as a congratulatory gift.
- Over time, each TT needs to complete the following tracking requirements to maintain their SPARK TT status:
- Lead a minimum of 3 hours of SPARK professional development per year. Evidence of this must be provided to SPARK.
- Each workshop led must be assessed by the attendees and the evaluations submitted to SPARK.
- The SPARK Presentation Evaluation Form must be completed and submitted to SPARK after each workshop conducted.
- Each year, for the first 2 years, the TT must submit a workshop videotape to SPARK for review and critique. This tape must be at least 30 minutes in length.
- Failure to respond in a timely manner to these requirements may result in the TT forfeiting SPARK Certification & SPARKfamily.org membership.

SPARK continues to support the TT’s in the future:

- SPARK will provide lifetime support and consultation to each TT as long as she/he is following SPARK tracking requirements.
- The TT may also attend any future SPARK Institutes in their area of focus and/or TT workshop for a refresher at no cost (except transportation).
- TT’s will receive updates in the SPARK MS PE training program as it evolves (e.g., PowerPoint, agendas, videos, etc., at no additional cost in the future.
- Newly Certified TT’s will be empowered to provide on-site technical assistance at any and all trainings (including regional) and may contact their SPARK designated mentors for follow up support anytime. This is meant to foster the **success and** sustainability of the program.

IX. SPARK Institutes in All Programs:

SPARK hosts an extensive Institute (2-day, in-depth subject matter project) in each of its programs annually. These serve to train individuals nationwide who may have missed workshops at their site, train new individuals from sites already trained in SPARK, and to provide a more thorough dose of SPARK for our Train the Trainers candidates. These are conducted in San Diego and the dates vary from year to year.

[Click Here](#) for more information

X. Selected Research Papers:

Selected References:

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4. McKenzie, T. L., Sallis, J. F., Kolody, B., & Faucette, N. (1997). Long term effects of a physical education curriculum and staff development program: SPARK. Research Quarterly for Exercise and Sport, 68, 280-291.
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8. Dowda, M. C., Sallis, J. F., McKenzie, T. L., Rosengard, P. R. & Kohl, H. W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. Research Quarterly for Exercise and Sport, 76, 11-19.

XI. Supplemental Healthy Kids Challenge Grant Language

1. Evaluation

Healthy Kids Challenge will recommend evaluation based on your customized needs and plans.

- Workshop participants will be surveyed for self-efficacy, attitude for change, and ask to identify actions they will take.
- For Wellness teams, the Healthy Kids Challenge assessment (titled *Call to Action*) will provide a measure of pre- and post- changes made in policies, practices, and environment.
- Other evaluation, based on your actions taken, may include: process, formal evaluation for self-efficacy and attitudes (surveys), informal evaluation (quotes).

2 Research & Background

HKC is a nationally recognized 501(c)3 nonprofit led by registered licensed dietitians with years of school, program and community wellness experience. For over 10 years, HKC has pioneered the path of onsite and distance assistance. Through workshops, distance assistance, materials, events, and Web site, Healthy Kids Challenge (HKC) helps school, community, business, and health leaders take action for kids to eat, move, and enjoy a healthy balance.

HKC's expertise and experience has led to the development of notable programs including:

- Collaborative development of a community dietetics experience and mentorship program at Kansas State University
- Collaborative development of a pharmacy student community experience at the University of Colorado.
- Work with prominent health foundations in at least 4 states; development of multi-year, grant funded wellness initiatives.
- Long-standing training and collaborative development for school health and community nutrition health promotion for the Platte County Health Department.
- Best practices and outcomes provided to state departments of health and CDC for creating a model for sustainable healthy change in schools, childcare facilities and community settings.
- A "wellness makeover" for a Wisconsin summer Girl Scout camp.
- Selected as most sustainable grant effort from National Dairy Council
- Selected by General Mills and American Dietetic Association as the template program for their General Mills Champion Grant Program.

The Healthy Kids Challenge program is based on the social cognitive theory. The application of social cognitive theory to health promotion and behavioral change is the model for HKC evaluation. Social cognitive theory seeks to affect health knowledge, self-regulatory skills (motivation and decision-making), and self-efficacy (confidence level) by offering programs that work through these components. The Healthy Kids Challenge "Hear-See-Do" focus emphasizes commitment to promote both passive and active learning within every aspect of the program. HKC recognizes the impact of social support on children's attainment of the desired immediate outcomes (health knowledge, self-regulatory skills, and self-efficacy) and eventually better health outcomes.

Social cognitive theory holds that social-environmental contingencies, personal cognitive capabilities, and behavioral skills are linked and interact (Bandura 1977,1986). Interventions based on this theory target each of these components to influence the adoption of a new health-enhancing behavior (Perry,

Story, & Lytle, 1997). Specifically, Bandura (1997) has recommended four components for programs to promote health behaviors: an informational component to increase knowledge, a component to teach self-regulatory skills, a component to increase self-efficacy (confidence level) in self-regulatory skills, and a component to increase social support for behavior change. HKC actively pursued this model when designing the program model and all four components are enacted through the HKC “Hear, See, Do” methodology.

Studies present evidence of success with the following variables which are components of HKC programs:

- Nutrition information. The type of information provided to participants in order to increase knowledge and facilitate motivation is critical. Information that is understandable, personally and culturally relevant, and that increases one’s knowledge about the particular behaviors associated with poor health outcome is more helpful than general health information (e.g., prevalence or etiology of a particular disease) (Fisher & Fisher, 2000).
- Self-regulatory. Teaching self-regulatory skills is an important component. Teaching self-regulatory skills can be accomplished by providing social models who themselves are successful at engaging in healthy behaviors. Increasing self-efficacy about the ability to apply these skills in everyday life can solidify these skills.
- Self-efficacy (confidence in being able to achieve wellness goals). Teaching self-efficacy involve having children understand realistic goal setting and rehearse or practice the behaviors that lead to the ability to practice health promoting behaviors.
- Social support. Components of the social cognitive theory have been widely applied and tested among community and school-based interventions designed to promote health behaviors in children and adolescents (Botvin, Eng, & Williams, 1980; Perry, Kelder, & Klepp, 1994; Perry, Killen, Telch, Slinkar, & Danaher, 1980). An extensive body of research has documented that self-efficacy is an important mediator of health behavior (e.g., Colletti, Supnick, & Payne, 1985; Conditte & Lichtstein, 1981; Holman & Lorig, 1992; Strecher, DeVellis, Becker, & Rosenstock, 1986). Thus, although the model itself is difficult to test (Fisher & Fisher, 2000), empirical support for components of the model and the usefulness of the model in designing health promotion programs is well documented.

In addition, HKC incorporates the components of comprehensive, coordinated school health education advocated by Centers for Disease Control and Prevention and National Association of State Boards of Education and others:

- Advocates for comprehensive school health education suggest that in addition to developing health curriculum, school-based health services, and health-enhancing environments, comprehensive programs also need to include the development of health policy, community partnerships, providing healthy food services, offering counseling, providing physical education, and offering health promotion for staff and faculty (Allensworth & Kolbe, 1987). In this light, HKC has positioned itself as a flexible and broad-based intervention that aims to give kids access to health information and healthy role models in all aspects of the community to encourage healthy living as a habit. HKC has worked to incorporate education and encouragement of teacher and staff health choices in order to truly alter the attitudes and behaviors of the community interacting with the children.

3. Results

Action-Based Workshops

Using a Likert-like scale, HKC's trainings and presentations are consistently rated "exceptional" or "better than expected".

Demonstrated Action: County health educators made follow-up visits to childcare participants in their facilities 1 week after a HKC training and found a high confidence level for making changes and actions taken, including healthier food options, policy enhancements, parent connections, and healthy messages. "We are so excited...." Platte County Health Department Educator.

Easy to Use Information: "I loved that activities were easy directions, things you could learn quickly." Teacher, Concordia Missouri

Year-long Distance Assistance and Support Program

Schools participate at their own level of readiness and needs. For example, some teams start with a well developed team and others have not been developed. Following are some results from Orlando, FL schools that opted to participate in yearlong distance assistance and support.

Of 20 Orlando Schools participating in HKC's year-long assistance and support program –

- **64%** Started or enhanced (or expanded) a KidLink team
- **71%** Started or expanded healthy eating options (classroom, vending, school store, etc.)
- **64%** Added minutes of physical activity to the day
- **57%** Started or expanded a staff wellness plan
- **86%** Started or expanded staff participation in wellness actions
- **64%** Started or expanded school food service actions (i.e., marketing to increase participation)
- **86%** Started or increased nutrition education

Materials

HKC resources have been tested by teachers for usability and perceived educator value. Resources are developed with teachers by Healthy Kids Challenge dietitians, with health promotion experience working with schools and communities dating by to the 1990's.

"It is extremely important to build awareness for a healthy lifestyle. By making it interactive for the children I think it is easier for them to grasp. This is also easily maintained. This program has helped me a lot! It's given me so many tools in order to increase physical activity and healthy eating in my school. These changes are only the beginning; there is so much we can do! The changes will continue because of the success we have had with them as well, healthy change will continue to grow and improve." PE Teacher, River Oaks Elementary, Virginia

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- Strecher, V. J., DeVellis, B. M., Becker, M. H., & Rosenstock, I. M. (1986). The role of self-efficacy in achieving health behavior. *Health Education Quarterly*, 13, 73-91.

5. Awards & Honors

Healthy Kids Challenge is a recipient of the American Dietetic Association's Anita Owen Award for Most Innovative Educational Program and the C.A.N. and the Advertising Council -Community Action Network (CAN) Community Action Networks Service Award Honoring the Media & Corporate Communities for Outstanding Solutions to Social Problems.

Cooking Light named HKC one of the "Top 12 Change Makers in Nutrition" over the past 25 years. A Cooper Clinic study awarded HKC a "Silver" ranking for programming.

XII. Supplemental Healthy Lifestyle Choices (HLC) Information

1. Results

The Pacific Institute for Research and Evaluation (PIRE) conducted a three-year evaluation of HLC programming and documented the following outcomes:

a. Children exposed to HLC programming have significantly higher health knowledge than peers without HLC. In fact, children with vastly different standardized test scores achieved comparable scores in the HLC Health Literacy Challenge after multi-year exposure.

b. Children are putting their health knowledge into action.

Multiple qualitative assessments show students exhibiting fewer behavioral problems in the classroom, eating more nutritious foods at lunchtime and playing more safely on campus. An online survey of 99 teachers found that 72% had observed some profound changes in at least one student attributed to HLC, and 69% said HLC is impacting, in part or fully, the overall academic achievement of their students.

c. HLC's Healthy School Culture Program increased school climate scores over a two-year period.

In a pilot with six public schools (3 urban/3 suburban), participants showed increases in 25 of 28 culture indicators including double-digit increases in 19 of 28 items.

The biggest gains in school climate included:

- Clarity regarding acceptable behaviors (+ 29.2%)
- Teachers who do not have to yell to get students attention (+ 27.5%)
- Students who appear happy to be at school every day (+23.3%)
- Quality of student – staff relationships (+21.6%)
- Quality of parent – staff relationships (+20.3%)

d. Knowledge gains from HLC are translating to behavior change in the home. In separate interviews with 77 parents and their children, parents indicated and children confirmed that 44% had advocated to help a family member quit smoking. Other significant behavior changes noted in the home include:

- -84% made positive changes in their eating habits
- 71% were making safer choices in and around the home
- 69% were exercising more
- 51% had improved their relationships with friends and family

2. Why implement HLC?

A comprehensive evaluation of six public school pilot sites (3 urban/3 suburban) produced incredible results in schools participating in HLC's curriculum and culture program. In pre and post culture surveys the program sustained, and in many cases, increased school climate scores within a two-year period.

Participants showed increases in 25 of 28 culture indicators, including double-digit increases in 19 of 28 items, including:

- **Quality of staff to parent relationships (+20.3%)**
- **Clarity regarding acceptable behaviors (+29.2%)**
- **Teachers who did not have to yell to get students attention (+27.5%)**
- **Students who appear happy to be at school each day (+23.3%)**
- **Quality of staff to student relationships (+21.6%)**

Positive behaviors practiced at school are making their way into the home. Interviews with 77 parents documented the following significant behavior changes in their children:

- **84% made positive changes in their eating habits**
- **71% were making safer choices around the home**
- **69% were exercising more**
- **51% had improved their relationships with family and friends**
- **44% had advocated to help a family member quit smoking**

3. HLC Scope & Sequence

To see a sample of HLC Scope & Sequence go to:

www.sparkpe.org/coordinated-school-health/health-education/