



Adoption and Long Term Outcomes of the Integrated Nutrition & Physical Activity Program (INPAP)

Project Information Sheet

Project Overview

In 1998, the Rocky Mountain Prevention Research Center received funding from the Centers for Disease Control to support dissemination research of a classroom-based nutrition and physical activity program (INPAP) developed and tested in Denver-based schools. The curriculum consisted of 28 lessons addressing literacy, science and math standards through hands-on activities including food preparation. It was first introduced to 2nd graders at Boyd Elementary in rural Alamosa during the 2000-2001 school year and these same children received another set of lessons in 3rd grade. A resource teacher was hired locally, was trained and then taught the lessons both years. The program was successful in positively influencing children's knowledge and self-efficacy regarding nutrition, and making them more aware of the importance of physical activity for overall health (see INPAP project sheet for additional information).

The current phase includes two components: curriculum adoption among teachers at Boyd Elementary; and long term student outcomes. The 2007-2008 school year is the eighth year that INPAP has been conducted at Boyd Elementary School. Teachers are provided preparation support if they agree to teach a minimum of 6 lessons during the year. About half of the teachers at Boyd have continued to teach the lessons, responding favorably to the program. The on-going administration of INPAP in 2nd and 3rd grade at Boyd is funded by the USDA Food Stamp Nutrition Education program. To assess student outcomes, students who received the curriculum starting in 2000 will be compared to students in the grade ahead who did not receive the curriculum.

CURRICULUM ADOPTION AT BOYD

STUDENT OUTCOMES

Research Questions

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| <ul style="list-style-type: none"> How can INPAP best be adapted for sustained use by teachers? Why do teachers choose to use it? How do they integrate it into their other curriculum? | <ul style="list-style-type: none"> Are there detectable longer term effects of INPAP on the attitudes, behaviors and weight of the children who received the lessons in 2nd and 3rd grade from the resource teacher? |
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Timeline – 2000-2002 Students received INPAP lessons

<u>Teachers</u>	<u>Intervention and comparison cohorts</u>
<ul style="list-style-type: none"> Lesson feedback forms All years key informant interviews 2003,2005,2006 	<ul style="list-style-type: none"> Pre-post tests and ht, wt 4th grade Spring tests 5th-8th grade; ht, wt 7th & 10th grade Student qualitative interviews 9th grade

Accomplishments

- Annual review of results by the Project Team
- Expansion of the program into five other elementary schools in the San Luis Valley (partner community)
- Marshall JA. Planning for an education evaluation. In Holden D and Zimmerman M (Eds) *Program Evaluation: From Start to Design*. Sage Publications, expected October 2008

Project Team

Julie Marshall (project leader), Rose Martinez (project manager), Genevieve Coulson (school nurse), Lori Crane (RMPRC Evaluation Core), Jane Martin (curriculum specialist), Querina Martinez (3rd grade teacher), Sue Robinson (2nd grade teacher), Cathy Romaniello (Public Health Nutritionist), Cynthia Valerio (6th-8th grade health teacher), Susie Eavenson (2nd grade teacher). Past members include teachers Bev Fowler, Liz Eckler. For more information about this project, please contact Julie Marshall at 303/315-7596 or julie.marshall@uchsc.edu or Rose Martinez at 719/589-5801 or rosemtz@amigo.net.