



Program Champion

Orientation Materials

July 26, 2004

Program Champion Orientation

I. Purpose, goals and rationale

Purpose

The purpose of the Program Champion intervention component is to help plan for and support institutionalization of TAAG intervention activities during the active intervention phase of TAAG. While we have many strategies in place to give us confidence in achieving our primary outcomes at 8A, we have few strategies in place to give us confidence in seeing sustained change at the individual and school level once the active phase of the intervention is complete (8B measures). While we have designed elements of the TAAG intervention with an eye to sustainability (specifically training teachers to implement the curricular activities and working with community and school stakeholders to increase opportunities for physical activity by improving existing and developing new programs), without an intervention phase dedicated to sustainability, we have little in place to insure that the TAAG intervention will not follow the usual course of research-based school health promotion studies which is deterioration over time.

Goals

The goals of the Program Champion Intervention component are to:

- A. Identify individuals within schools and communities who have the interest, energy, abilities and time to help maintain TAAG intervention objectives after the active intervention phase of the grant (when research dollars are available for intervention activities) is complete.
- B. Develop a system for training program champions through formal workshops and more informal technical assistance to continue TAAG intervention components
- C. Develop a system for helping program champions meet the challenges of implementation including 1) continuing PE and HEAC training; 2) finding resources and overcoming logistical challenges to reproduce TAAG intervention materials including student and teacher materials, promotional materials, and other supporting materials; 3) continue to promote PA and market PA opportunities for girls; and 4) continue to work with community stakeholders to provide more PA opportunities for girls outside of the school day.
- D. Develop a system for helping program champions problem solve barriers to institutionalization and to adapt the TAAG intervention to better fit the needs of the school and community
- E. Develop guidelines for TAAG sites on ways to continue to offer technical assistance (without additional TAAG resources) to schools after the active intervention phase (year 05) is completed.

Rationale

The empirical literature contains some reports on the sustainability of school-based health promotion research. The question of sustainability is informed by the theory of Diffusion of Innovation that posits that there are several phases in the diffusion of an innovation. Innovations are defined as ideas, practices or objects that are perceived as new by units of adoption and four stages are posited: 1) Dissemination-

schools are made aware of programs and encouraged to adopt them; 2) Adoption- schools make a commitment to adopt the program; 3) Implementation- schools deliver the program on a trial basis; and 4) maintenance or institutionalization of the program- schools consider the program as an essential element of their on-going activities. Kanter describes institutionalization as, “..when the structures surrounding a change also change to support it... we say that a change is institutionalized-that it is now part of legitimate and ongoing practice, infused with value and supported by other aspects of the system.” (page 299 as reported on page 64 of Goodman and Steckler, 1989.) Obviously, in the active intervention phase of TAAG, we will get schools to phase 3 of implementation. The challenge we face in achieving positive outcomes at 8B is one of making the activities that are TAAG, part and parcel of how schools “do business”.

Two research trials were funded in the 1980s specifically to examine how health promotion innovations were diffused in schools: 1) the North Carolina School Health and Tobacco Education project (SHTEP) (Smith et al, 1995; Steckler et al, 1992; McCormick et al, 1995) and 2) The Smart Choices Diffusion Study (Parcel et al, 1989;1995). Other research trials including CATCH (Institutionalization of a school health promotion program: the CATCH-ON experience, Special Issue, Health Education and Behavior, August, 2003; Osganian et al, 2003) and SPARK (McKenzie et al 1997) have also studied the institutionalization of health promotion programs in schools after the active intervention phase of the research is complete. Across the board, research on institutionalization shows that sustainability of programs is very difficult to achieve.

Smith et al (1995) and Loughlin et al (1998) offer the most comprehensive factors found to be predictive of the diffusion of programs. Using the experience from the SHTEP study, Smith et al (1995) articulate 10 “lessons learned.”

- A. Environmental turbulence influences health curriculum adoption and implementation
- B. Health curriculum implementation is affected by standardized testing in other areas
- C. Problems arise when health is taught within other curriculum areas, notably PE and science
- D. Schools are often under pressure to offer a variety of highly visible, separate prevention programs
- E. Leadership for health is critical to the adoption and implementation of school health instruction
- F. Health education often is implemented without adequate K-12 planning
- G. Program champions and patron saints are critical to the implementation of school health education.
- H. School personnel need assistance in planning and implementing health instruction. Training is essential.
- I. When provided a curriculum, some teachers without training for that curriculum still implement.

- J. When provided a curriculum and specific training, teachers sometimes fail to implement the curriculum, or implement it as designed.

Loughlin (1998) conducted a meta-analysis to investigate factors related to the perceived sustainability of 189 heart-health promotion interventions initiated by public health departments or research. They interviewed key informants about programs meeting study criteria and then examined correlates of sustainability. "Independent correlates of perceived sustainability included intervention used no paid staff (OR= 3.7 ;CI= 1.8,7.5), there was a good fit between the local provider and the intervention (OR= 2.4; CI= 1.2-5.0) and there was the presence of a program champion (OR=2.3; CI= 1.2,4.4) " pp 702.

The TAAG Program Champion intervention component draws on the research suggesting the importance of a program champion. Quoting Loughlin (1998), "...the presence of a program champion who strongly advocated the continuation of the intervention was important to sustainability, supporting Goodman and Steckler's findings that institutionalization is almost guaranteed if there is a program champion and if the members of the organization support the intervention." (Pg 710.) **The TAAG Program Champion (PC) intervention component will attempt to develop program champions, prior to the end of the intervention, and will test our ability to identify and train program champions as part of the active intervention phase.** Other research on sustainable programs identified the contributions of program champions post hoc. To our knowledge, no other school-based health promotion research has actively recruited individuals into the PC role and developed their capacity as program promoters for the purpose of sustainability and institutionalization.

II. What kind of person would make a good PC and what does a PC do?

Steckler and Goodman's work on Program Champions (also referred to as Boundary Spanners) suggest that the most effective types of people to champion programs and to aid in institutionalization are those who can "span" both the administrative and the implementation levels in schools. An idea program champion is one who can garner political support for an innovation at the decision-making level of an organization (e.g., principal, school superintendent) but can also help the implementers of the innovation (e.g. the PE teacher, the people putting on programs) obtain the resources and the assistance that they need. A program champion may be an assistant principal, a parent who is well known, respected and active in the school community, or even a community agency person who has worked in and actively supported the school in the past. One of our first tasks will be to identify program champions in each school catchment area.

Program Champion Characteristics

- A. Since this will not be a full-time job, school/catchment areas may need a person who is already doing something related in the school or community agency; someone who may be able to "add on" to what they are already doing.
- B. Someone who has some stability in the school and community agency, i.e., not a new hire, rather someone who has some history in the school and/or community.

- C. Have connections to school and/or community agency administrators and decision makers.
- D. Has some experience, is respected, not a junior person. Has experience working in a school environment and is respected by school staff and students.
- E. Has commitment to the school, to middle school students and to physical activity.
- F. Has a flexible schedule and has time to devote to being a program champion.

The roles and responsibilities of a Program Champion are described below:

Program Champion Roles and Responsibilities

- A. Become familiar with all components of the TAAG intervention.
- B. Problem solve with TAAG staff around institutionalization of TAAG; e.g., how to produce materials, how to identify and garner other needed resources.
- C. Work with schools and community agencies to adapt TAAG interventions to local circumstances; assist in decision making about program adaptation.
- D. Team with other program champions to implement TAAG intervention components (i.e., school and community champions should work together.)
- E. Engage in advocacy for TAAG interventions in the school and the community; advocate at school and community agency policy and administrative levels.
- F. Engage in long-term planning; work on acquiring needed resources, organizational changes, and personnel for the long-term maintenance of TAAG interventions.

III. Identifying and Hiring PCs

Each school/catchment area will have at least one designated and trained PC and likely not more than 4 PCs. The total amount of money available to PC per school/catchment area is \$8,000 so each intervention site, in cooperation with each school/catchment area, will need to make decisions about how to make the best use of these funds to implement the requirements of the PC intervention component. (See section IV below for a listing of minimal requirements for the TAAG PC intervention component.) Keep in mind that a solid link to the community is a requirement and responsibility of at least one PC. If only existing school staff is brought on as PCs, their role as a community link for enhancing PA opportunities for girls outside of school must be emphasized and a clear plan for linkages articulated.

Funding that is available for PCs must go toward efforts directly related to sustainability of TAAG in year 06 of the grant and beyond. If sites propose to use the money for program champions (\$8000/school/catchment area) in a different manner, they must submit the rationale and their new proposal to the PC task force for approval. Our concern is for consistency of implementation across the 6 field centers.

In addition to money set aside to pay PCs, the additional funds from NHLBI to help train and work with PCs include:

- A. Additional effort from a TAAG site interventionist to work with PCs: \$12,000-\$15,000
- B. Local mileage: \$3000
- C. Miscellaneous print materials: \$250* (The CC will be receiving additional funds for TAAG materials (teacher manuals, etc.) to be given to the PCs.)
- D. A face-to-face training on PCs: \$1000

* To facilitate PCs' printing of materials, consider purchasing them a Kinkos card (like a debit or phone card). Another option is to submit a purchase order to an office supply store that does copying and offers other services and supplies that the Program Champion may need. A PO will allow your site to see what types of purchases are being made for tracking purposes.

The school administrator and the TAAG intervention staff would identify potential program champions. These potential program champions would be individuals in the school and community who:

- A. Are known and respected in the school and/or community.
- B. Can work at both the administrative and the implementation levels within a school.
- C. Have shown a strong interest and commitment to the TAAG intervention.

A criterion for the PC would be the anticipation that the individual would be at the school or in the community for at least the next 2 years (helping to insure that the PC would have the same members between 8A and 8B measurement periods and their agreement to participate in trainings during the active intervention phase). There may be some financial incentives for PCs post the 8A phase; we are hoping to be able to fund JUST the PCs in year 06 of the grant (\$8,000/school/catchmnet area or \$24,000/field site). We will not know if those funds are available until later in Year 05. Other school staff who get funding from TAAG as part of their role in other elements of the TAAG intervention would be eligible to be PCs, as long as they have time to spend in PC-related tasks, and would continue to receive their promised compensation for their intervention work.

Hiring of potential PCs may happen in a variety of ways. Sites have proposed the following methods

- A. An open interview process (post a job description, interview and hire the best candidate(s) See Appendix for a sample of a job posting for the program champion (SDSU)
- B. Provide additional funds to a teacher or community agency person to take on additional responsibilities for TAAG. Identify those people through recommendations from school administrators, TAAG staff and community staff

Mechanisms for hiring PCs may vary and must be approached carefully. A school staff that is already paid as a full-time employee might not be able to be paid

additional money to fulfill PC duties. A full-time employee hired to be a PC might have difficulty in attending events and/or trainings that occur during the school day. Money for substitutes might be required for a PC who is also a full-time teacher and should be anticipated in the budget. For full-time employees employed outside of the school, some assurances with their employer about availability during the workday would be useful. In some cases, hiring the PCs as consultants through the university, school district or community agency will be the simplest way to get them paid. Be sure to anticipate the amount of time it may take to set up arrangement to compensate PCs.

Sites might decide that they would like the roles, responsibilities and funding for the PC to be documented and agreed upon by relevant stakeholders (e.g., the PC, the principal, the community agency, the university staff). The appendix includes a sample MOU that could be adapted to fit the particular needs of your site and catchment areas.

IV. Minimum requirements for PC implementation to meet TAAG guidelines

We anticipate that there will be a need for flexibility across sites in implementing the PC guidelines. Still, some consistency is required in order to evaluate the feasibility and effectiveness of this intervention component. The following elements of the TAAG PC guidelines must be in place at each field center:

- A. **Between 1-4 individuals, per school/catchment area, identified as PCs and receiving, in year 05, compensation for their role as PC.** Compensation for PC is to be \$8000 per school/catchment area. If sites propose to use the money for program champions in a different manner, they must submit the rationale and their new proposal to the PC task force for approval. At least one of the hired PCs must provide a strong community link.
- B. **Evidence of training PCs at each school on the TAAG goals, intervention components and ways to sustain TAAG after the active intervention phase.** Section V, "Minimal training activities and duties of the PC by TAAG intervention component" outlines the minimal training and duties of the PCs. A checklist will be developed from this document that allows documentation of the training/minimal duty and also identifies how the training/duty was accomplished (e.g., meeting with TAAG interventionist; attended regular training, observation of a class, etc.) This checklist may also be developed for process evaluation.
- C. **PCs will submit action plans by April 05, listing their plans for implementing TAAG in the following year.**
- D. **PCs will submit implementation checklist monthly.** A process form will be developed to document monthly activities. In addition, sites may want to develop logs or checklists to document how paid PCs are using their time. See the Appendix for three sample "accountability forms." (Program Champion Monthly Report, Program Champion Log Sheet, and Liaison Monthly Report.)
- E. **Completion of other TAAG PC process evaluation (TAAG PC process evaluation will be developed).**

V: Minimal training activities and duties of the Program Champions by TAAG intervention component

This section outlines the activities that program champions should be exposed to during the 2004-2005 school year as part of training. There will be variability across sites with regard to how many program champions will be involved, their prior experience with TAAG and their roles in the schools and communities. Sites will have the discretion to train all their PCs in all of these roles or to train different PCs for different roles. It is ideal to have all PCs trained in all the components in order to increase the chances for sustainability. Short term and long term activities are outlined below but no set timeline is suggested since we expect variability in the experience of the PCs hired at sites. For example, a PC who has had little experience with TAAG might require more time to complete the short term goals while a PC who has taught a TAAG component (a PE teacher or a teacher who taught HEAC) will move more quickly to working on long-term goals. The following are the MINIMUM duties, but the more the Program Champion is involved in, the more successful the sustainability may be.

1. HEAC

Short term:

- A. If possible, attend the full day HEAC teacher training
- B. Meet with the primary TAAG HEAC interventionist and, using the HEAC training materials (Powerpoint in Appendix):
 1. Review all HEAC goals and objectives (7th and 8th grade)
 2. Review the format of the HEAC lessons (7th and 8th grade)
 3. Review the 2 types of HEAC lessons possible (classroom and PE)
 4. Become familiar with all of the HEAC materials (7th and 8th grade)
 5. Review the set-up of lessons and the topics covered, goals and objectives of each lessons
- C. Schedule at least 2 visits to a HEAC lesson (one in a classroom and one in a PE class, if possible) with the TAAG HEAC interventionist to observe an actual lesson
- D. With direction from the TAAG interventionist, begin to help problem solve implementation issues that come up in the delivery of the current school year (2004-2005), 8th grade, HEAC.

Long term:

- A. Create and document an action plan for how TAAG HEAC will be implemented in school year 2005-2006 and beyond, including:
 1. In what classes will HEAC be taught?
 2. Who will teach HEAC?
 3. How will designated teachers be trained?
 4. How will materials be transferred to appropriate teachers?

5. How will reproducible materials be reproduced?
6. How will feedback or assistance in implementing HEAC occur?

2. PE

Short term:

- A. If possible, attend the full day PE teacher trainings and the 2 PE boosters
- B. Meet with primary TAAG PE interventionist and, using the PE materials provided (PE Essential elements):
 1. Review the TAAG PE vision, objectives and PE intervention strategies
 2. Review the PE workshop objectives and the concepts to be emphasized during workshops and booster trainings.
 3. Become familiar with the TAAG PE materials
 4. Review the PE sample activities
 5. Review how to use the activities in the card box and task card file
 6. Review how to fit TAAG PE intervention strategies into established PE units
 7. Review the types of support activities that might be offered during a school visit
- C. Schedule at least two visits to a PE class with the TAAG PE interventionist to observe an actual lesson
- D. With direction from the TAAG interventionist, begin to help problem solve implementation issues that come up in the delivery of the current school year (2004-2005) for PE.

Long term:

- A. Create and document an action plan for how TAAG PE will be implemented in school year 2005-2006 and beyond, including:
 1. Who will teach TAAG PE?
 2. How will designated teachers be trained?
 3. How will materials be transferred to appropriate teachers?
 4. How will reproducible materials be reproduced?
 5. If needed, how will new PE equipment be purchased?
 6. How will feedback or assistance in implementing PE occur?

3. PPA

Short term:

- A. Meet with primary TAAG PPA interventionist and, using the PPA training manual:
 - 1. Review the TAAG PPA background, goals, definitions and objectives
 - 2. Review targets for programming and reach and the TAAG standards for quality PA programs.
 - 3. Review the purpose of doing one-on-ones and the process of doing one-on-ones
 - 4. Review the structure and function of the PPA planning committee
 - 5. Review PPA implementation strategies (checklist, tips, mini grants, etc.)
 - 6. Review sample tools produced to date
 - 7. Share other PPA materials as developed
- B. Attend as many Planning committee meetings as possible
- C. Conduct at least two new or previously conducted one-on-one interviews
- D. Observe, from start to finish, at least two PPA-sponsored programs
- E. With direction from the TAAG interventionist, begin to help problem solve implementation issues that come up in the delivery of programs for the current school year (2004-2005).

Long term:

- A. Create and document an action plan for how programs will be planned, funded, delivered in school year 2005-2006 and beyond, including:
 - 1. How will we sustain the current partners and programs?
 - 2. How will we replenish programs?
 - 3. How will we promote programs?
 - 4. How will we find funding and financial support for programs?
 - 5. How will we handle transportation issues?
 - 6. Who will be the fiscal agent for finances involved in programming?
 - 7. If feasible lead the PPA planning committee meetings beginning in late spring and begin to plan with other planning committee members activities for the summer and next school year.

4. Promotions

Short term:

- A. If possible, attend any school kickoff events, back to school programs, assemblies that include some promotion of TAAG
- B. Participate, to the extent feasible, in helping to implement the fall TAAG pedometer challenge in at least one school

- C. If a passport challenge is planned, participate, to the extent feasible, in helping with the implementation of the TAAG Passport programs
- D. Review the goals and objectives of TAAG promotions and the use of a social marketing framework and market segmentation
- E. Review with the TAAG interventionist the TAAG Promotions protokit, the Online Promotions Resource Center Website, the electronic bulletin board, OTHER?
- F. With the help of the TAAG interventionist, design and create at least 2 promotional posters, flyers, or PA announcements

Long Term

- A. Create and document an action plan for how programs and physical activity opportunities will be promoted in the school year 2005-2006 and beyond, including:
 1. What special events will we run and how will we implement them?
 2. What support (financial, personnel and other) do we need to continue to produce flyers, posters, etc.. and how will we obtain the support?
 3. What other methods will we use to promote physical activity?

5. Finding resources to support TAAG intervention goals

Short term:

- A. Attend the grant writing workshop put on by site interventionists (use or adapt workshop developed by Tulane)

Long term:

- A. With the help of the site interventionists, identify one community-based grant, develop fund-raisers, or find other funding sources that would support TAAG-related activities and complete and submit the grant application

VI. Training/Coordinating PCs with Year 05 intervention activities

We suggest four training topics for the PCs, conducted by site interventionists. This section suggests what might be covered in each training; sites will have liberty to accomplish these training tasks as they see fit. These trainings are meant to be specific content areas that need to be covered with all PCs. The method of providing this information and training can be flexible across schools and sites. For example, some sites might choose to gather all their PCs together for specific training events and some sites might choose to do one-on-one trainings with PCs. All training areas must be covered by the Program Champion "team" in each school/catchment area but not all PCs need to be trained in all area. For example, one PC may be trained in HEAC-PE and another might be trained in PPA, promotions and funding.

The goal of the first training topic area is to introduce the PCs to TAAG and the goals of the TAAG PC component. The second training topic area goes into more detail on the elements of TAAG as they are designed for the intervention trial and

to give PCs some training on obtaining additional funds. The third training topic area will provide information on how to problem solve issues that may come up in implementation and institutionalization and to provide more detailed information and advice on working with our schools and communities based on the TAAG experience to date. The final training topic area will focus on how they will adapt TAAG in year 06 so that TAAG, or at the least elements of TAAG, can be sustained outside of the main intervention trial and without additional resource support from TAAG intervention or research staff. During this final training phase, PCs will begin to develop action plans for sustainability.

Training #1- orientation to TAAG; goals, purposes, rationale for the PC component, getting them started in TAAG intervention involvement. (See appendix for sample outline for first training.)

First PC training would include:

A. Orientation and overview training/meeting

1. Recognition of the person chosen as PC; their commitment, standing in school, and community. Honor the champion.
2. Overall goals of TAAG - Rationale for TAAG
3. Why PC? Goal of institutionalization of programs
4. Role/responsibilities of PC
5. Overview of TAAG components
6. Progress reports for accountability

B. Orientation/involvement/observation of:

1. HEAC - PE training - boosters
2. PPA programs - PPA meetings, conducting one-on-ones, using the observation checklist for new PPA programs.
3. Promotional events

Training #2 would include:

A. Training on implementing TAAG

1. Reproducing TAAG promotional materials
2. Organizing and promoting TAAG events
3. Training and supporting PE and HEAC teachers teaching TAAG
4. Working with community agencies for PA programming
5. Writing community grants or other methods to obtain resources to continue TAAG activities

Training #3 would include:

A. Problem solving

1. Meeting challenges and adapting TAAG to meet the needs of the school and community.
2. Setting priorities for school and community intervention strategies.

3. Learning to be an advocate for TAAG.

Training #4 would include:

What elements of TAAG can be implemented in their school/catchment area and to what level.

- A. Developing action plans for next year.

The action plan will ask the PCs to identify their plans for implementing the following activities in school year 2005-2006 and beyond. One Action Plan will be developed for all sites and may also serve as process evaluation.

In addition, the PC would work informally and interactively with the TAAG intervention staff. Intervention staff would engage program champions in on-going TAAG intervention activities during year 2 of the intervention, including staff development trainings, PPA planning and events, promotional events including pedometer challenge.

VII. Timeline for activities

The following are benchmarks for the TAAG PC activities:

May-July 04:

- A. Meet with school principals and, if appropriate, community agency leaders, and PPA planning groups to discuss the concept of TAAG PCs, review rationale, goals and objectives and get their sense of support for the idea and their suggestions about how to identify, hire, and arrange for financial compensation of the PCs.

August-September 04:

- A. Institute the process (agreed upon between principals, community agency people and in accordance with TAAG guidelines) to hire and pay the PCs.
- B. Conduct a 1st training of the PCs- emphasis on TAAG intervention activities, what is TAAG, how to use TAAG materials and resources, importance of continued implementation
- C. Invite PCs to participate in 8th grade TAAG intervention trainings or PPA meetings that are occurring, any school kick-offs or teacher orientation meetings.
- D. Conduct 2nd formal training. This includes a thorough review of: TAAG HEAC and PE (goals and objectives, materials, how the components have been implemented to date in the school); TAAG promotional activities, materials and resources (goals and objectives, promotional events that have been and will be conducted, the TAAG protokit, electronic bulletin board, and the on-line calendar and resource center on the TAAG website); and TAAG PPA (goals and objectives, list of community partners, programs conducted to date, goals for 8th grade year, etc.)
- E. Site interventionists participate in on-going training and consultation via conference calls and possibly a face to face training*
- F. Process evaluation is conducted as planned

September 04- December 04:

- A. Site interventionists continue to work with school and community PCs conducting face-to-face and on-the-job training.
- B. As appropriate, involve PCs in 8th grade intervention work as part of their training.
- C. Site interventionists participate in on-going training and consultation via conference calls and possibly a face to face training*
- D. Process evaluation is conducted as planned

January 05- May 05:

- A. Continue on the job training as appropriate.
- G. Conduct 3rd and 4th PC training- emphasis on problem solving, finding funding and support for continuation of TAAG activities, adapting TAAG to meet the needs of the school/community
- H. Begin to discuss and plan for continuation of TAAG intervention activities in year 06. Have PCs, in cooperation with school administration and community stakeholders, come up with an Action plan for year 06. TAAG site interventionists will help identify ways to reduce barriers to implementation.
- I. Site interventionists participate in on-going training and consultation via conference calls and possibly a face to face training*
- J. Process evaluation is conducted as planned

June 05:

- A. Site interventionists cease training and directed consultation with PC

July 05- May 06

- A. PCs at each school/catchment areas work on their plans for sustainability as possible.
- B. Complete process evaluation to document institutionalization efforts.

* Training for the PC component will be ongoing. We anticipate that there will be 2-3 phone training/consultations per semester between the TAAG interventionist working with PCs and the TAAG PC working group. If possible, calls with the PCs will be scheduled.

VIII. Process evaluation for PC

Process data for the TAAG PC component will be developed

References

Laughlin et al, (1998) "Correlates of the sustainability of community-based health promotion interventions" *Preventive Medicine*, 27: 702-712.

Smith, Steckler et al, (1995) "Lessons learned about disseminating health curricula in schools" *Journal of health Education*, 26: 37-43.

Goodman and Steckler (1989) "A model for the institutionalization of health promotion programs" *Family Community Health*, 11 (4); 63-78

CATCH Institutionalization Special Edition (2003) *Health Education and Behavior*

McKenzie et al, (1997) "Long term effects of a physical education curriculum and staff development program: SPARK" *RQES*, 68: 280-291.

Parcel et al, (1995) "Diffusion of an effective tobacco prevention program, Part 2: Evaluation of the adoption phase," *Health Education Research*, 10: 297-307.

Appendix



Position Description

TAAG Program Champion

The TAAG Program Champion positions require a two-year commitment. Two school and or community representatives will be paid a stipend to work with TAAG staff during the 2004-2005 school year to implement the TAAG intervention objectives. During the 2005-2006 school year the Program Champions will work to maintain these objectives when the intervention phase of the research study has concluded and TAAG intervention staff are no longer in the school.

The Program Champions' job responsibilities are associated with two types of activities. One person can be assigned for each piece, or the Program Champions at the school may decide how to split the responsibilities between themselves:

- 1) maintaining school-based programs such as TAAG PE, Health Education, and promotional activities
- 2) maintaining and supporting physical activity programming for girls (TAAG PPA activities)

Responsibilities of Both Champions

- Become familiar with all components of the TAAG intervention
- Problem solve with TAAG staff around institutionalization of TAAG; e.g. how to produce materials, how to identify and garner other needed resources
- Work with schools and community agencies to adapt TAAG interventions to local circumstances; assist in decision making about program adaptation

School-based Responsibilities

- Assume a leading role in the TAAG intervention staff development workshops scheduled for the fall, winter and spring of the 2004-2005 school year: Full-day PE workshop week of Aug. 23; Full-day HEAC workshop week of Aug. 9; the 2 half day PE workshops to be scheduled.
- Plan and coordinate the TAAG Pedometer Challenge for 8th grade girls scheduled for the fall of the 2004-2005 school year.
- Participate in TAAG PE classroom visitations to support PE teachers in implementing TAAG strategies.
- Participate in TAAG 7th and 8th grade Health Education with Activity Challenges lesson observations and provide teacher support.
- Continue the promotion of physical activity in the school (i.e. maintaining the TAAG bulletin board, program flyers, teacher recognition, and parent newsletter announcements).

Programs for Physical Activity (PPA) Responsibilities

- Assist in the facilitation of PPA meetings; e.g. arrange dates and coordinate with members to attend the meetings and ensure minutes are taken, follow-up with members after each meeting.
- Assist with the implementation of PPA programs; e.g. find locations for activities, coordinate with the school to determine time & dates, help trouble shoot issues related to transportation, cost, supervision, etc.
- Encouraging the involvement of students, especially girls, in physical activity opportunities by:

- Distributing flyers, submitting PA announcements, posting notices, etc.
- Coordinating lunchtime or after school physical activity promotions
- Observe PPA programs and complete program check-lists.
- Conduct periodic one-on-ones with potential PPA partners to increase participation and programs.
- Assist with grant writing to obtain additional funds for physical activity programming for girls.

Stipend

Each Program Champion will receive approximately \$3,600 during the 2004-2005 and the 2005-2006 school years (contributing approximately 10 hours per week).

Program Champion Characteristics

The Champions should be individuals who are/is:

- Committed to being at the school for at least the next 2 years
- Respected by teachers, staff, and students at the school
- Displays leadership skills through personal initiative
- Role models for positive physical activity involvement
- A PE teacher (ideally for one of the champions)
- Available before school, lunchtime, or after school hours (one champion only)

Champions will Receive On-the-Job Training by:

- Working closely with the TAAG staff to support and coordinate TAAG-related activities during the 2004-2005 school year.
- Receiving training and materials created for the TAAG intervention to help maintain the TAAG intervention concepts.

Sample

TAAG logo or University letterhead

MEMORANDUM OF UNDERSTANDING BETWEEN

San Diego State University TAAG (Trial of Activity of Adolescent Girls),

_____ MIDDLE SCHOOL,

_____ and _____
(Name of Program Champion) (Name of Program Champion)

Trial of Activity for Adolescent Girls (TAAG), a project of the San Diego State University

Foundation, _____ Middle School, _____ and
(Name of Program Champion)

_____ agree an important factor in establishing good health habits
(Name of Program Champion)

for students is to provide many opportunities for students to engage in physical activities. Therefore, all entities agree to meet the following guidelines/requirements for the sustainability of an active and healthy environment at school and in the community.

TAAG Objective: To test the effectiveness of the institutionalization of a coordinated school- and community-based intervention to prevent the decline in physical activity levels of students, especially girls, in middle school through the incorporation of the Program Champion intervention component.

This Memorandum of Understanding identifies elements of the Program Champion institutionalization plan important for successful ongoing integration of the TAAG intervention after the university research funding is no longer available to continue the TAAG project.

The TAAG University Partner agrees to:

- Provide orientation and training for the Program Champions during the 2004/2005 school year to adequately prepare them for the ongoing implementation of the Program Champion component.
- Provide a total of \$8000 in funding of the Program Champions during the 2004/2005 school year to compensate them for their involvement in the noted responsibilities.

The Program Champions (name) _____ agree to:

- Contribute approximately 10 hours per week.
- Submit a monthly implementation checklist.
- Become familiar with all components of the TAAG intervention.
- Problem solve with TAAG staff around institutionalization of TAAG for the 2005/2006 year; e.g., how to produce materials, how to identify and garner other needed resources.

- Work with schools and community agencies to adapt TAAG interventions to local circumstances; assist in decision making about program adaptation.
- Team with other program champions (i.e., school and community champions should work together.)
- Engage in advocacy for TAAG interventions in the school and the community; advocate at school and community agency policy and administrative levels.
- Engage in long-term planning through the development of an action plan for 2005/2006 school year; work on acquiring needed resources, organizational changes, and personnel for the long-term maintenance of TAAG interventions.
- Complete process evaluation.

The School agrees to:

- Support the efforts of the TAAG staff and the Program Champions to integrate the Program Champion component.

By signing this Memorandum of Understanding (MOU), all entities agree to fulfill the requirements outlined above. Although the signing of this document is not a formal undertaking, it implies that the signatories will strive to reach, to the best of their ability, the objectives and requirements stated in this MOU.

The terms of this MOU will be in effect _____ through _____.
(MM/DD/YR) (MM/DD/YR)

School Principal Signature _____ Date _____

Program Champion Signature _____ Date _____

Program Champion Signature _____ Date _____

University TAAG Signature _____ Date _____



Program Champion Log Sheet

Name: _____ **Week of:** _____
School: _____ **SSN#:** _____
Home Address: _____

DATE	ACTIVITY SUMMARY	HOURS
TOTAL HOURS:		

MILEAGE

Mileage will only be reimbursed for travel between TAAG activities.

DATE (MM/DD/YY)											Total Auto Mileage
<i>Time</i>	START	END	START	END	START	END	START	END	START	END	
FROM:											
TO:											
TO:											
AUTO MILEAGE:											

ADDITIONAL EXPENSES

Submit itemized receipts with this form in order to process the reimbursement.

DATE	RECEIPT #	AMOUNT	DESCRIPTION

**PLEASE RETURN COMPLETED TIMESHEETS TO THE TAAG SCHOOL MAILBOX BY
 WEDNESDAY OF THE FOLLOWING WEEK**

PROGRAM CHAMPION'S SIGNATURE:	DATE:
TAAG COORDINATOR'S SIGNATURE	DATE:

Liaison Monthly Report

Name: _____

Month: _____

How many one on one's have you done this month?	
How many one on one's have you done total?	
How many partner's meetings have you had? (include school liaison, community agency rep and a University rep [community liaison])	
How many team meetings have you had? (School liaison and community liaison and sometimes other local volunteers)	
How many programs have been held to date?	
How many events have been held to date?	
How many programs are scheduled for the future?	
Are programs successfully implemented and attended?	
Have you been able to (or had someone else) review programs for TAAG standards?	
Have you done any TAAG presentations this month? (if so list for what... i.e. PTA meeting, open house...etc)	
How many TAAG PA programs have you observed? (list)	

List Key activities completed this month: _____

List all ongoing programs/events

Programs/Events	Start date	End Date	How many times/week	Estimate # of girls participating in each session

List promotional strategies used and describe what they were promoting: _____

What is going well? _____

What have been your challenges? _____

What do you need help with? _____

Program Champion Monthly Report

Name	
School	
Date	

Program Champions

Activity	Date/Hrs	Objective
1. Attend PC Orientation		
2. Attend PC Training #2		
3. Attend PC Training #3		
4. Attend PC Training #4		
5. Meet with PC Coordinator		

TAAG PE

Activity	Date/Hrs	Objective
1. Attend PE Fall 2004 Training		
2. Meet with PE Interventionist		
3. Observe TAAG PE		
4. Meet with TAAG PE Teacher		
5. Attend PE Booster Training		
6. PE Materials		

TAAG Health Education and Activity Challenges

Activity	Date/Hrs	Objective
1. Attend HEAC Fall 2004 training		
2. Meet with HEAC Interventionist		
3. Observe TAAG HEAC (classroom or PA version)		
4. HEAC Materials		

TAAG Programs for Physical Activity

Activity	Date/Hrs	Objective
1. Attend PPA planning meeting		
2. Meet with PPA representative		
3. Observe PPA program		
4. PPA Materials		

TAAG Promotions

Activity	Date/Hrs	Objective
1. Meet with Promotions Coordinator		
2. Promotions at TAAG School		
3. Promotional Materials		

Review of goals from previous month:

Goals for upcoming month:

The Vision of TAAG PE

The vision of TAAG PE is to promote daily PE programs that provide girls with opportunities to participate in enjoyable moderate to vigorous physical activity (MVPA) and learn movement and behavioral skills. TAAG expects these behaviors to generalize to other times of the school day and away from school.

Most students spend some time in physical education, but studies show that students, particularly girls, are often not very active during their physical education class. TAAG PE is designed to increase physical activity during physical education class, and to provide activities that will be particularly appealing and enjoyable for girls. The emphasis of TAAG PE is enjoyable activity, development of a variety of physical activity skills, and an active lifestyle now and for a lifetime.

TAAG PE Objectives

During TAAG physical education, girls are:

1. Engaged in moderate to vigorous physical activity (MVPA) at least 50% of class time
2. Provided many opportunities to participate, practice skills, and be physically active
3. Provided opportunities to be successful and enjoy physical activity
4. Encouraged to participate in physical activity outside of class

- ◆ Because most PE classes are coeducational, the goals of TAAG apply to all students in class, not just girls.

Physical Activity Outside of PE

Promoting activity outside of PE is one of the 4 key objectives of the TAAG PE intervention. TAAG PE specialists are encouraged to work closely with other staff and school administrators to encourage involvement in out-of-PE physical activities. Efforts within the TAAG PE intervention to promote activity outside of PE include:

1. Emphasizing the importance of out-of-PE activity during all workshops and boosters and highlighting strategies teachers can use to achieve this objective.
2. Prompting and reinforcing teachers during workshop debriefing sessions on how to specifically address increasing activity beyond PE class.
3. Providing teachers a 4-hour booster session, "Promoting Physical Activity Outside of PE" with suggestions on events and ideas to better promote activity throughout the school day.
4. Providing a chapter in the TAAG PE Teacher's Guidebook, "Beyond PE: Promoting Activity Outside of PE" that lists specific suggestions and ideas teachers can use to work towards promoting activity outside of class.
5. Encourage teachers and students active involvement with the other TAAG intervention components.

TAAG Physical Education Intervention Strategy

The TAAG Physical Education intervention strategy includes:

- Providing annual staff development workshop and booster sessions for all PE providers
- Supplying girl-friendly materials and equipment
- Providing on-site support and consultations

TAAG PE Workshop Objectives

- Inform participants of TAAG mission and goals
- Encourage teachers to examine their current physical education curricula, their own instructional skills, and the school environment relative to the TAAG mission
- Develop teachers' organizational, management, and instructional skills
- Help teachers implement and develop more active and girl-friendly physical education units and activities (Some sample activities are provided by TAAG).
- Develop teachers' commitment to promoting physical activity and the TAAG mission through PE, extracurricular activities, and out-of-school programs

Concepts Emphasized During Workshops and Boosters

- ↳ *Maximizing MVPA:* TAAG will provide PE staff with key strategies for increasing students' activity levels (e.g., high activity roll taking, small sided games). A special emphasis will be placed on ways to reduce management time (e.g., choosing teams quickly, accessing and putting away equipment) in order to increase students' activity time.
- ↳ *Teaching Styles and Strategies:* TAAG in-services will encourage participants to use a variety of teaching methods to address the many ways adolescents learn. Attendees should be encouraged to consider using "thoughtful" (girl-friendly) language and visuals. In-service instructors will model these teaching strategies with attendees.
- ↳ *Skill Progressions:* In-service facilitators will share skill progression techniques that are generalizable to many sports and activity units. The goal will be to reduce teachers' instruction time and increase students' activity levels. Instruction will emphasize methods of conducting skill drills that engaged students in high levels of activity. Because more activity (and skill development) occurs during lessons when every learner has a piece of equipment, teachers will be encouraged to share resources and include more individual and partner vs. group student configurations.
- ↳ *New Activities/Modified Traditional Sports:* Traditional sports often provide low levels of activity due to waiting time (e.g., softball), or because of limited opportunities to touch the ball (football, 11 on 11 soccer). To increase student activity levels and provide more skill practice, in-service attendees will receive sample curricula and instructional techniques for teaching modified sports games. Activity units (7), particularly those that are girl-friendly and provide choices will be developed and offered to participants. When needed, PE staff will be encouraged to invite community volunteers with specialization in a specific activity area to assist in PE activities. TAAG cannot mandate that a specific activity unit (e.g., girl's football, Irish dancing) is included in all schools. Because of sustainability issues, TAAG staff will not teach classes themselves.
- ↳ *Action Planning:* In-service attendees will be encouraged to examine their own department's yearly plans in relation to recommendations from TAAG, the Surgeon General's Report on Physical Activity, and Health and Healthy People 2010 Goals. Participants will be prompted to include girl-friendly and lifetime physical activities. School staff will be encouraged to select two goals—one that would increase

students' activity levels during PE class and one that would promote physical activity out-of-class. Progress on goals and barriers will be discussed at boosters.

- ‡ *Reaching Standards:* TAAG will support the engagement of teachers in reaching established district, state, and national PE objectives (e.g., NASPE) while maintaining a primary focus on reaching TAAG outcome measures.
- ‡ *Filtering of Resources:* During year two of the intervention, commercial products and resources will be provided to teachers to supplement the TAAG sample activities. Resources may include books, videos, and other materials helpful to implement a developmentally appropriate girl friendly environment. During workshops, teachers will be guided on how to review, filter and modify existing materials to align more closely with the TAAG key objectives.

TAAG PE Strategies

We provide:

TAAG PE Workshops for 2 years (total of 6)

A. Fall (Full-day)

- TAAG Key Objectives
- Action Plan strategies to reach Objectives #1 and #2
- Overview of TAAG Activities
- Demonstration of sample activities and lesson format

B. Winter (Half-day booster)

- TAAG Key Objectives & review Fall workshop
- Action Plan strategies to reach Objective #3
- Cooperatives and motivating girls
- Demonstration of strategies
- Sharing of successes and challenges

C. Spring (Half-day booster)

- TAAG Key Objectives & review from Winter booster
- Action Plan strategies to reach Objective #4
- Promoting physical activity outside of PE class
- Demonstration of strategies
- Sharing of successes and challenges
- Plan for next year
- Choose NEW activities

Materials to help reach TAAG PE objectives:

- *TAAG Physical Education Teacher's Guidebook*
- *TAAG Physical Education Sample Activity Box*
- *TAAG Physical Education Task Card File*
- *Videos and music CD's*

Girl Friendly Equipment

- For units found in TAAG PE Sample Activity Box
- Purchased with PE department input
- Variety of sizes, shapes, weights, colors

On-Site Support

- Twice monthly visits
- Serve as a TAAG resource
- Technical assistance
- Provide feedback
- Help with problem solving

Teachers provide:

Attendance at all workshops

Willingness to try new things

- Teaching units new to you
- Using a variety of management and instructional strategies
- Providing choices in a variety of ways

Sharing your experiences with others

- Teachers at your school site
- Teachers at other TAAG schools

TAAG PE Sample Activities

Warm Ups

Health Related-Fitness

Skill builders and Mini-Games

Individual Activities

- Jump Rope

Team Activities

- Soccer
- Basketball (to be added Winter, Year 1)

Dance and Rhythmic Movements

- Jump Bands

Stunts and Tumbling (to be added Spring, Year 1)

Games and Cooperatives

- Cooperatives
- Cultural Games (to be added Spring, Year 1)

Group Fitness

- Kickboxing (to be added Spring, Year 1)
- Step Aerobics

Additional Activity Resources

Throughout the intervention, additional physical education resources and materials will be provided to teachers and schools. Resources and equipment may include books, videos, and other materials helpful to implement a developmentally appropriate girl friendly environment. Additional activity themes may include:

- ❑ **Dance:** Line Dances, Cultural Dances, and Hip-Hop
- ❑ **Group Fitness:** Aerobics Dance Routine, Yoga Fit, Body Pump, Pilates, Resistance Training, Power Walking/Pedometer, etc.
- ❑ **Individual Sports:** Pickleball, Rollerblading/Skating, and Tennis
- ❑ **Group Sports:** La Crosse, Volleyball, Flag Football, Softball, and Hockey
- ❑ **Games:** Scooter Games, Frisbee Games, and Outdoor Winter games
- ❑ **Other:** Teachers indicate selected topics of interest.

Schedule of Visits

On-site visits will be made to schools by the TAAG Physical Education Interventionist throughout the two intervention years. During the first year, a minimum of one visit every two weeks will be made with each teacher (although every teacher may not be observed there will be some contact with every teacher every two weeks). During the final intervention year, visits will be made approximately every three weeks.

- ◆ **Observation and Feedback:** TAAG physical education staff may observe full or partial lessons and provide written feedback regarding the lesson. After observing a PE class, interventionists can make positive comments and suggestions for improving the lesson and leave a TAAG Lesson Feedback Sheet with the teacher in his/her box while maintaining a copy for reference (See Appendix C *Providing Postive Feedback to Teachers* and Appendix D for the *PE Teacher Feedback Sheet* in).
- ◆ **Technical Support:** TAAG physical education staff should be prepared to address TAAG PE related questions. Examples include questions about specific activities (logistics, rules, strategies); skill development, behavior management techniques; equipment use, purchase, storage and maintenance. TAAG Tip sheets are also designed to provide supportive written information regarding implementation.
- ◆ **Modeling:** If requested, TAAG PE staff may teach full or partial lessons. The goal is to assist the teacher in understanding certain activities, transitions, management techniques, formations or other TAAG PE related skills.

Sample Outlines for First Training

1. **Recognize PCs, their accomplishments and the strengths they bring to the project.**
2. **Overview of TAAG**

The Trial of Activity for Adolescent Girls (TAAG) presents an opportunity to test the benefits and effectiveness of school- and community-based physical activity programs in middle school girls. TAAG is a randomized, multi-center field trial of 36 middle schools with the goal of reducing the decline in physical activity in adolescent girls. Primary Aim

The primary aim of TAAG is to determine if an intervention that links schools to community organizations reduces the age-related decrease in moderate to vigorous physical activity (MVPA) in middle school girls. We hypothesize that the intervention will reduce by half the decline in physical activity between 6th and 8th grade in girls, (Too much info? If this is for TAAG staff, we already know, if this is for PCs it may be more complicated than they need to know).

Secondary Aims

Secondary aims include those at the individual, environmental (school and community), and maintenance (one year after the intervention) levels. One of our secondary aims includes determining if the effects observed after the two-year intervention are maintained in 8th grade girls one year later.

3. **Purpose and goals of the PC**

The purpose of the Program Champion intervention component is to provide and plan for the institutionalization of TAAG intervention activities during the active intervention phase of TAAG. While we have many strategies in place to give us confidence in achieving our primary outcomes at 8A, we have few strategies in place to give us confidence in seeing sustained change at the individual and school level once the active phase of the intervention is complete (8B measures). While we have designed elements of the TAAG intervention with an eye to sustainability (specifically training teachers to implement the curricular activities and working with community and school stakeholders to increase opportunities for physical activity by improving existing and developing new programs), without an intervention phase dedicated to sustainability, we have little in place to insure that the TAAG intervention will not follow the usual course of research-based school health promotion studies which is deterioration over time.

Goals

The goals of the Program Champion Intervention component are to:

1. Identify individuals within schools and communities who have the interest, energy, abilities and time to help maintain TAAG intervention objectives after the active intervention phase of the grant (when research dollars are available for intervention activities) is complete.
2. Develop a system for training program champions through formal workshops and more informal technical assistance to continue TAAG intervention components.
3. Develop a system for helping program champions meet the challenges of implementation including a) continuing PE and HEAC training; b) finding resources and overcoming logistical challenges to reproduce TAAG intervention materials including student and teacher materials, promotional materials, and other supporting

- materials; c) continue to promote PA and market PA opportunities for girls; and d) continue to work with community stakeholders to provide more PA opportunities for girls outside of the school day.
4. Develop a system for helping program champions problem solve barriers to institutionalization and to adapt the TAAG intervention to better fit the needs of the school and community.
 5. Develop guidelines for TAAG sites on ways to continue to offer technical assistance (without additional TAAG resources) to schools after the active intervention phase (year 05) is completed.

4. Roles of the Program Champion

Program Champion Roles and Responsibilities

- A. Become familiar with all components of the TAAG intervention.
- B. Problem solve with TAAG staff around institutionalization of TAAG; e.g., how to produce materials, how to identify and garner other needed resources.
- C. Work with schools and community agencies to adapt TAAG interventions to local circumstances; assist in decision making about program adaptation.
- D. Team with other program champions to implement TAAG intervention components (i.e., school and community champions should work together.)
- E. Engage in advocacy for TAAG interventions in the school and the community; advocate at school and community agency policy and administrative levels.
- F. Engage in long-term planning; work on acquiring needed resources, organizational changes, and personnel for the long-term maintenance of TAAG interventions.

5. Overview of TAAG components : See Table on following page

Overview of TAAG Components

Core Component	Objectives	Summary of Intervention Strategies	Primary Material/ Producibles
TAAG Promotions	<p>Promote awareness of and participation in specific TAAG intervention activities and events through print and electronic channels that successfully reach diverse segments of girls. Create programming (including student special events and school reward programs) that reinforce girls' participation in physical activity or schools' involvement in TAAG intervention objectives. Inform families of TAAG events and encourage them to facilitate their daughters' choices to be active.</p>	<p>Direct messaging via print and electronic media Possible promotional activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School-wide kick-off event <input type="checkbox"/> School Recognition Program <input type="checkbox"/> Passport Program <input type="checkbox"/> Pedometer Challenge <input type="checkbox"/> Fliers <input type="checkbox"/> Posters <input type="checkbox"/> Website <input type="checkbox"/> Announcements <input type="checkbox"/> _ Bulletin <input type="checkbox"/> Parent Newsletter <p>Etc.</p>	<p>Promotional Materials (print and electronic) Manual of Operations</p>
TAAG Health Education with Activity Challenges	<p>Develop behavioral and communication skills to increase physical activity. Increase awareness and utilization of community-based physical activity resources. Promote the enjoyment of physical activity</p>	<p>Provide a multiple unit, 2 year (7th and 8th grade) health education curriculum focusing on physical activity that can be taught in either a traditional classroom setting or in PE class Provide in-service training and regular on-site consultation with the designated teachers</p>	<p>Teachers' Manuals Student workbooks/ supporting material Manual of Operations</p>
TAAG Physical Education	<p>Provide a PE experience where girls are engaged in MVPA 50% of class time Provide a PE experience where girls experience many opportunities to successfully participate in a choice of activities, increase competence in skill development, and enjoy physical activity during PE class Encourage girls to participate in physical activity outside of PE class</p>	<p>Provide in-service training (one full day training each year; 2 booster trainings each year) Provide regular on-site consultation to PE specialists</p>	<p>PE Resource Manual Sample Unit Activities Manual of Operations</p>

Overview of TAAG Components

Core Component	Objectives	Summary of Intervention Strategies	Primary Material/Producibles
TAAG Partners for Physical Activity	<p>Provide and promote a variety of accessible, safe and fun physical activity programs and opportunities during the school day, after school, on the weekends and in the summers, with multiple options available at all times.</p> <p>Provide a minimum of 30 minutes MVPA per session? in TAAG-sponsored and/or promoted physical activity programs.</p> <p>Work to advance school-wide change, including policy change, that promotes and supports physical activity.</p>	<p>Develop and maintain school, community, and university (do we want to remove university since we want our role to pull out?) partnerships that work to:</p> <ol style="list-style-type: none"> 1) increase the number of available programs involving physical activity in schools and the community (including developing new programs and enhancing existing programs) 2) improve access and reduce barriers to program participation 3) promote attendance and reinforce participation in programs and activities 	<p>Partnership Materials/Resource Manuals Manual of Operations</p>