

APPENDIX H

Action For Healthy Kids – District #1 Action Plan

Purpose: To create a one year plan for district wellness improvement efforts and resources for implementation.

Overall School District Wellness Goal:

A heightened recognition of the importance of school wellness and nutrition in relation to academic achievement.

District-level outcome (*Describe a physical activity related outcome that you hope to see over time, related to the goal*):

Encouraging students to exercise 60mins or more a day.

District-level outcome (*Describe a nutrition related outcome that you hope to see over time, related to the goal*):

Increased acceptance of whole grain foods, legumes, and vegetables.

Improvement Plan:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>C. Resources Available</i> <i>D. Resources Needed</i> <i>(financial, human, political & other)</i>	Potential Barriers <i>What could possibly hinder your action steps?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Identify participating schools	Food Service, Associate Superintendent/Co-Chair of Wellness Committee	January 2012	A. Willing staff, looked at schools not already apart of other wellness programs/grants B.	Staff not willing to assume the additional responsibility	Food service, Project Coordinator – as needed via phone, email, and/or in person
Step 2:	School	Ongoing	A. Accessible areas for	Limited	Project Coordinator,

<p>Make exercise fun through Walking Clubs, afterschool wellness programs, opportunities for intramural sports</p>	<p>champions/program advisors, administrators, Project Coordinator, and other school staff</p>	<p>through June 2012</p>	<p>“play” and fun activities, volunteers from individual schools and UCONN students</p> <p>B. Community partner volunteers and parents, Financial support from National Dairy Council,</p>	<p>space/availability in schools additional programs, school rules/regulations regarding school activities, support from school staff and administrators</p>	<p>school “champions” – monthly/as needed via phone, email, and/or person</p>
<p>Step 3: Promote the introduction of healthier foods to students and encourage acceptance</p>	<p>Food service, students, Project Coordinator, UCONN student volunteers</p>	<p>Ongoing through June 2012</p>	<p>A. Kitchen, Fresh fruit and vegetable costumes, Fresh Fruit and Vegetable Program, students</p> <p>B. Additional volunteers to further encourage students, new recipes, Dairy Council money to purchase new products</p>	<p>Time and funds to develop multiple new products and encourage acceptance.</p>	<p>Project Coordinator, school “champions”, students and staff, Food Services – monthly/as needed via phone, email, and/or in person</p>
<p>Step 4: Promote health and wellness in the community</p>	<p>School administrators and school “champions”, students, Project Coordinator, UCONN student</p>	<p>Ongoing</p>	<p>A. Organic Garden and Garden Club, Foodology Club, Health and Wellness Fair</p> <p>B. Organic Garden,</p>	<p>Environmental challenges/Weather</p>	<p>Project Coordinator, school “champions”, students, staff – monthly/as needed via phone, email, and/or in person</p>

	volunteers		connect with local food pantries to make fruits and vegetables accessible to those in need, hydroponic garden, assistance from maintenance department		
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Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Student and staff participation in exercise programs and nutrition activities. Feedback from and staff, students, administrators, and parents.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

New items introduced on school lunch menus. Ongoing implementation and participation in exercise programs and nutrition activities to make wellness sustainable.

Action For Healthy Kids – District #2 Action Plan

Purpose: To create a one year plan for school district wellness improvement efforts and resources for implementation.

Overall School District Wellness Goal:

To help students discover new paths to exercise and nutrition.

District-level outcome (*Describe a physical activity related outcome that you hope to see over time, related to the goal.*):

Students to become more physically active, while learning about the local area.

District-level outcome (*Describe a nutrition related outcome that you hope to see over time, related to the goal.*):

Students to become more familiar with different kinds of Fruits and Vegetables while learning about the nutritional values.

Improvement Plan:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>E. Resources Available F. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>What could possibly hinder your action steps?</i>	Communications Plan <i>Who is involved? What methods? How often?</i>
Step 1: Schools will start after school walking clubs	Elementary and Middle Schools will form a team to set up walking clubs and work with students on skills	Teams to be set up by October 28 th , with clubs to be started by mid-November	A. Staff is available to run clubs B. Staff will need to be paid a small stipend, and small incentives will need to be purchased	Poor weather may cause people to get discouraged and drop out	Each school team to report in on a regular basis on progress. Communication to be by e-mail.
Step 2: High School students will	Teacher will work with class to plot out hikes	Start the class process by October	A. Teacher is willing to incorporate into class	There may not be enough class time to accomplish everything	Teacher and Principal are involved. School Print Shop to do

do up brochures of hikes around town for younger students and families	and produce brochures	28 th . It will need to be fit into the curriculum	B. Costs for printing brochures, and possibly bus transportation to hikes.		printing.
Step 3: Plan different weeks to learn about nutrients in fruits and vegetables at the elementary school level	Elementary schools have the fresh fruits and vegetables daily and we would pick 5 or 6 weeks to focus on a nutrient. Each week of the F&V would focus around this and have learning activities done by RD Students	F&V Program already in place. Once RD students are in place, we can set up the curriculum	A. F&V program in place. Staff willing to help. B. RD Students needed to help plan curriculum for the weeks	Unavailability of RD students to plan the lessons	RD students to plan lessons. Food Service Director and Kitchen Managers to plan menu and purchase proper foods. Principal and teachers to promote it
Step 4: Tasting sessions in middle school to learn about different foods	5 or 6 times during the year, the students would have taste samples of different food groups, and learn the value	RD Students will need to be lined up, but we will hopefully have the first one in November	A. Tasting done during lunch waves B. Money needed to purchase samples, and RD students needed to teach the sessions	Unavailability of RD students to plan the lessons	RD students to plan lessons. Food Service Director and Kitchen Managers to plan menu and purchase proper foods. Principal and teachers to promote it

	of these from RD Students				
Step 5: High school students to work on videos about nutrition to share with younger students	Teacher to work with students on content and school tech dept to work with students on videos about nutrition.	By the first of November we will have a meeting with the students and Tech dept to work out the details.	A. Teacher and Tech Dept in place B. Need money for camera and disks so they can record Need RD students to help plan content.	Lack of interest of students	Teacher and Tech Dept to plan content and do taping with help of RD students

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Each school will report in online on a regular basis on their progress, and we will have occasional meetings as needed.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

We would like to do an end of year rally to celebrate our successes, as well as to bring all ages together. We are hoping this will be an opportunity for students from all age groups to work together.

Action For Healthy Kids – District #3 Action Plan

Purpose: To create a one year plan for school district wellness improvement efforts and resources for implementation.

Overall School District Wellness Goal:

To have at least two schools from the district participate in the Healthier US School Challenge by the end of the 2011-2012 school year.

District-level outcome (*Describe a physical activity related outcome that you hope to see over time, related to the goal.*):

To have participating students achieve the recommended 60-minutes of daily physical activity for children and teens.

District-level outcome (*Describe a nutrition related outcome that you hope to see over time, related to the goal.*):

Increased students awareness and access of nutritionally sound foods (fruits and vegetables, whole grains, fat-free and low-fat dairy, and lean protein) in and outside of the cafeteria. Increased awareness and purchasing of nutritionally sound foods by parents and caregivers for the home environment.

Improvement Plan:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>G. Resources Available</i> <i>H. Resources Needed</i> <i>(financial, human, political & other)</i>	Potential Barriers <i>What could possibly hinder your action steps?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Identify participating schools	Food Service	September, 2011	A. Staff, school demographic data B.	School administration/faculty choosing not to participate, conflict with other school wellness programs	Food service, Project Coordinator – as needed via phone, email, and/or in person
Step 2: Provide an	Food Service, Project	September, 2011 – June,	A. Copy machine, paper, bilingual scripter for	Time restraints	Food service, Project Coordinator – monthly via

AFHK section in “Nutrition Nuggets” (monthly nutrition education take home handout) to parents of students	Coordinator	2012	Spanish handouts B. AFHK Project Coordinator to write AFHK piece		phone, email, and/or in person
Step 3: Provide nutrition education to students and parents	Food Service, UCONN, Project Coordinator, AFHK School “champions”	October 2011-May 2012	A. Food service administration, UCONN students, teachers, students and their families, PTO, dietitians, school administration B. Permission from local supermarket (supermarket tour for parents and high school students), transportation, nutrition education materials, support from school, local organizations for health fair event	Not enough parent participation/belief barriers of nutrition, low teacher and administrator acceptance of nutrition education, limited volunteers for events, insufficient budget for schools, limited transportation to local grocery store for tour/workshop	Food service, Project Coordinator, school administration, school teachers – as needed via phone, email, and/or in person
Step 4: Implement	Food Service, UCONN	October 2011-April	A. Food service staff, UCONN students, Project	Poor student engagement,	Food service, Project Coordinator, school

Game On! Taste Tests in elementary school	students, Project Coordinator, School “champions”	2012	Coordinator, Food service vendors, kitchen, cafeteria B. Financial support from National Dairy Council	unwillingness to try new foods, poor acceptance from food service staff	administration, school “champions” – as needed via phone, email, and/or in person
Step 5: New opportunities for physical activity in and after school	School Wellness Committee, PE teachers, UCONN students, school “champions”	November 2011-June 2012	A. Staff for afterschool wellness program, UCONN students, Project Coordinator, gymnasium, outside play area, school “champions”, students B. Financial support from National Dairy Council to afford Game On! and Fuel Up to Play 60 resources	Limited space/availability in schools additional programs, school rules/regulations regarding before/after school activities, support from school teachers and administrators	Project Coordinator, school “champions” – monthly/as needed via phone, email, and/or person

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Positive reaction to taste tests from students and school staff, positive reaction from parents of school wellness programs and nutrition/physical activity messages, quality and quantity of nutrition education in schools from UCONN students, new wellness programs being held at schools, parent/community involvement, increased AFHK membership, increased usage of the FUTP60 website by school advisors and teams.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

New and/or ongoing nutrition and physical activity initiatives will continue into the following school year through the use of purchased materials, supplies, equipment and help from school, parent, and community volunteers.

APPENDIX I

Data Tables for Baseline and Exit School Wellness Environment Surveys

	#1. Has your school ever used the School Health Index or other self-assessment tool to assess your policies, activities, and programs in the following areas? Scale 1-5						2. Does your school have a school improvement plan? 1=Yes; 2=No				
	1a. PA				1b. Nut				2. SIP		
	Baseline	Exit	Change		Baseline	Exit	Change		Baseline	Exit	Change
School #1	2	2	0		2	2	0		1	1	0
School #2	2	4	2		2	4	2		1	1	0
School #3	1	1	0		1	1	0		1	1	0
School #4	2	2	0		2	2	0		1	1	0
School #5	5	5	0		5	NA	NA		1	1	0
School #6	2	2	0		2	2	0		1	1	0
School #7	2	4	2		2	4	2		1	2	-1
School #8	5	5	0		5	5	0		1	1	0
School #9	5	1	-4		5	NA	NA		1	1	0
School #10	5	5	0		5	5	0		1	1	0
School #11	5	5	0		5	5	0		NA	1	NA

School Averages (rounded to the nearest whole unit):	3	3	0	3	3	0				
School Totals:								YES = 10	YES = 9	CHANGE = -1
								NO = 0	NO = 1	

	2a. If yes, does your school's written SIP include health related goals and objectives on any of the following topics?									
	a. Health Education Scale: 1-5			b. Physical Education and Physical Activity Scale: 1-5			c. Nutrition Services and Food and Beverages at School Scale: 1-5			
	Baseline	Exit	Change	Baseline	Exit	Change	Baseline	Exit	Change	
School #1	2	2	0	2	2	0	1	1	0	
School #2	4	1	-3	2	1	-1	2	1	-1	
School #3	1	1	0	1	1	0	1	1	0	
School #4	3	2	-1	3	3	0	3	2	-1	
School #5	2	5	3	2	5	3	2	5	3	
School #6	1	1	0	1	1	0	1	1	0	
School #7	2	4	2	2	4	2	2	4	2	
School #8	1	5	4	1	5	4	1	5	4	
School #9	2	3	1	2	3	1	2	3	1	

School #10	5	4	0		5	4	0		5	4	0
School #11	NA	4	NA		NA	4	NA		NA	2	NA
School Averages (rounded to the nearest whole unit):	2	3	1		2	3	1		2	3	1
	d. Health Services Scale: 1-5				e. Mental Health Services Scale: 1-5				f. Healthy and safe school environment Scale: 1-5		
	Baseline	Exit	Change		Baseline	Exit	Change		Baseline	Exit	Change
School #1	1	1	0		1	1	0		5	5	0
School #2	2	1	-1		2	1	-1		4	4	0
School #3	1	4	3		1	4	3		1	4	3
School #4	3	3	0		3	3	0		4	3	-1
School #5	2	5	3		2	5	3		5	5	0
School #6	1	1	0		1	1	0		5	5	0
School #7	2	4	2		2	4	2		4	4	0
School #8	1	5	4		1	5	4		1	5	4
School #9	4	3	-1		2	3	1		5	3	-2
School #10	5	3	-2		4	4	0		2	4	2
School #11	NA	4	NA		NA	4	NA		NA	4	NA

School Averages (rounded to the nearest whole unit):	2	3	1		2	3	1		4	4	0
	g. Family and Community Involvement Scale: 1-5				h. Faculty and Staff Health Promotion Scale: 1-5						
	Baseline	Exit	Change		Baseline	Exit	Change				
School #1	5	5	0		1	1	0				
School #2	4	4	0		3	3	0				
School #3	5	4	0		1	1	0				
School #4	4	3	-1		2	2	0				
School #5	5	5	0		2	5	3				
School #6	5	5	0		1	1	0				
School #7	4	4	0		2	4	2				
School #8	5	5	0		1	5	4				
School #9	5	3	-2		5	3	-2				
School #10	4	4	0		5	4	0				
School #11	NA	4	NA		NA	2	NA				
School Averages (rounded to the nearest	5	4	-1		2	3	1				

whole unit):								
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3. Is your school required to report to your district each of the following types of information regarding implementation of the local wellness policy?											
a. Number of minutes of physical education per grade Scale: 1-5				b. Rates of student participation in school meal programs Scale: 1-5				c. Revenue from sale of foods and beverages from school-sponsored fundraisers, vending machines, school stores or a la carte lines in the school cafeteria Scale: 1-5			
	Baseline	Exit	Change		Baseline	Exit	Change		Baseline	Exit	Change
School #1	5	5	0		5	5	0		5	5	0
School #2	5	5	0		5	5	0		5	5	0
School #3	5	5	0		5	5	0		5	5	0
School #4	3	5	2		5	5	0		1	1	0
School #5	5	5	0		5	5	0		2	5	3
School #6	5	5	0		5	5	0		1	1	0
School #7	5	4	0		5	4	0		1	4	3
School #8	5	5	0		5	5	0		1	1	0
School #9	4	NA	NA		5	NA	NA		3	NA	NA

School #10	5	NA	NA		5	NA	NA		5	NA	NA
School #11	5	5	0		5	5	0		5	2	-3
School Averages (rounded to the nearest whole unit):	5	5	0		5	5	0		3	3	0
d. Number of minutes of physical activity outside of physical education (e.g., classroom physical activity breaks, free time physical activity or recess) Scale: 1-5											
	Baseline	Exit	Change								
School #1	4	5	1								
School #2	5	5	0								
School #3	1	1	0								
School #4	1	1	0								
School #5	5	2	-3								
School #6	1	5	4								
School #7	1	4	3								
School #8	1	5	4								

School #9	3	NA	NA	
School #10	5	NA	NA	
School #11	NA	2	NA	
School Averages (rounded to the nearest whole unit):	2	4	2	

	#4. Has your school or school district ever assessed the district's Local Wellness Policy? Scale: 1-5				#5. Does your school district have a School Health Advisory Board? Scale: 1-5				#6. Does your school have a School Wellness Committee? Scale: 1-5		
	Baseline	Exit	Change		Baseline	Exit	Change		Baseline	Exit	Change
School #1	1	1	0		NA	NA	NA		1	4	3
School #2	5	NA	NA		3	5	2		5	3	-2
School #3	1	4	3		1	5	4		1	1	0
School #4	2	2	0		NA	2	NA		2	3	1
School #5	4	5	1		5	5	0		5	5	0
School #6	5	5	0		5	5	0		5	5	0

School #7	NA	4	NA		5	4	0		5	4	0
School #8	5	5	0		5	2	-3		5	5	0
School #9	4	NA	NA		2	NA	NA		5	NA	NA
School #10	3	NA	NA		5	NA	NA		5	NA	NA
School #11	1	2	1		5	5	0		1	2	1
School Averages (rounded to the nearest whole unit):	3	3	0		4	4	0		3	4	1

	7. Did students' families help develop or implement policies and programs related to...? 1=Yes; 2=No						
	a. Physical Activity			b Nutrition and Healthy Eating			
	Baseline	Exit	Change		Baseline	Exit	Change
School #1	2	2	0		2	2	0
School #2	2	2	0		1	2	-1
School #3	2	2	0		2	2	0
School #4	2	2	0		2	2	0
School #5	2	2	0		2	2	0

School #6	2	2	0		2	2	0
School #7	2	2	0		2	2	0
School #8	2	1	1		2	1	1
School #9	2	2	0		2	2	0
School #10	1	1	0		1	1	0
School #11	2	2	0		2	2	0
School Totals:	YES = 1	YES = 2	CHANGE = +1		YES = 2	YES = 2	CHANGE = 0
	NO = 10	NO = 9			NO = 9	NO = 9	
School Improvements:			1 of 11 schools improved				1 of 11 schools improved

	8. Did community members help develop or implement policies and programs related to each of the following? 1=Yes; 2=No						
	a Physical Activity				b Nutrition and Healthy Eating		
	Baseline	Exit	Change		Baseline	Exit	Change
School #1	2	2	0		2	2	0

School #2	2	2	0		1	2	-1
School #3	2	2	0		2	2	0
School #4	1	1	0		2	2	0
School #5	2	1	1		2	1	1
School #6	2	1	1		2	1	1
School #7	2	2	0		2	2	0
School #8	2	1	1		2	1	1
School #9	2	1	1		2	1	1
School #10	2	1	1		1	1	0
School #11	2	2	0		2	1	1
School Totals:	YES = 1	YES = 6	CHANGE = +5		YES = 2	YES = 6	CHANGE = +4
	NO = 10	NO = 5			NO = 9	NO = 5	
School Improvements:			5 of 11 schools improved				5 of 11 schools improved

	9. Did your school provide parent with health information designed to increase parent and family knowledge of each of the following? 1=Yes; 2=No						
	a Physical Activity				b Nutrition and Healthy Eating		
	Baseline	Exit	Change		Baseline	Exit	Change
School #1	2	1	1		1	1	0
School #2	1	1	0		1	1	0
School #3	2	2	0		2	1	1
School #4	2	1	1		2	1	1
School #5	1	1	0		1	1	0
School #6	1	1	0		1	1	0
School #7	2	2	0		2	2	0
School #8	1	1	0		1	1	0
School #9	1	1	0		1	1	0
School #10	1	1	0		1	1	0
School #11	1	2	-1		1	1	0
School Totals:	YES = 7	YES = 8	CHANGE = +1		YES = 8	YES = 10	CHANGE = +2
	NO = 4	NO			NO = 3	NO	

		= 3			= 1	
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	10. Outside of school hours or when school is not in session, do children or adolescents use any of your school's indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons? 1=yes; 2=no				11. Does your school offer opportunities for all students to participate in intramural activities or physical activity clubs? Scale: 1-5				12. Does your school participate in the Healthier US School Challenge (HUSC) sponsored by the US Department of Agriculture (USDA) Scale: 1-5 (stage of change 1=weakest)		
	Baseline	Exit	Change		Baseline	Exit	Change		Baseline	Exit	Change
School #1	1	1	0		2	5	3		1	2	1
School #2	1	1	0		5	5	0		2	4	2
School #3	2	1	-1		5	5	0		1	4	3
School #4	1	2	1		5	4	0		NA	1	NA
School #5	1	1	0		5	5	0		2	2	0
School #6	1	1	0		5	5	0		1	2	1
School #7	1	1	0		5	4	-1		2	4	2
School #8	2	2	0		4	1	-3		1	5	4
School #9	2	1	-1		1	5	4		3	NA	NA

School #10	1	2	1		5	1	-4		3	1	-2
School #11	1	1	0		4	2	-2		NA	4	NA
School Totals:	YES = 8	YES = 8	CHANGE = 0		4	4	0		2	3	1
	NO = 3	NO = 3									
School Improvements:											6 of 8 schools improved

	13. When foods or beverages are offered at school celebrations, how often are fruits or non-fried vegetables offered? 1=not offered; 2=never; 3=rarely; 4=sometimes; 5=Always or almost always			14. At your school, are candy, meals from fast food restaurants, or soft drinks promoted through the distribution of products, such as t-shirts, hats, and book covers to students? 1=yes; 2=no		
	Baseline	Exit	Change	Baseline	Exit	Change
School #1	4	5	1	2	2	0
School #2	5	4	0	2	2	0
School #3	4	4	0	2	2	0
School #4	5	4	0	2	2	0

School #5	4	4	0		2	2	0
School #6	4	4	0		2	2	0
School #7	3	3	0		2	2	0
School #8	4	4	0		2	2	0
School #9	4	5	1		2	2	0
School #10	5	5	0		2	2	0
School #11	4	5	1		2	2	0
School Averages (rounded to the nearest whole unit):	4	4	0				
School Totals:					YES = 0	YES = 0	CHANGE = 0
					NO = 11	NO = 11	

	15. Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in each of the following locations?										
	a. In the school building? Scale: 1-5			b. On school grounds including on the outside of the school building, on playing fields, or other areas of the campus? Scale: 1-5			c. On school buses or other vehicles used to transport students? Scale: 1-5				
	Baseline	Exit	Change		Baseline	Exit	Change		Baseline	Exit	Change

School #1	5	5	0	5	5	0	5	5	0
School #2	5	5	0	5	5	0	5	5	0
School #3	1	5	4	1	5	4	5	5	0
School #4	5	3	-2	5	3	-2	5	3	-2
School #5	5	5	0	5	5	0	3	5	2
School #6	5	5	0	5	NA	NA	5	5	0
School #7	5	5	0	5	5	0	5	5	0
School #8	5	5	0	5	5	0	5	5	0
School #9	2	NA	NA	2	NA	NA	2	NA	NA
School #10	5	NA	NA	5	NA	NA	5	NA	NA
School #11	5	2	-3	5	4	-1	5	2	-3
School Averages (rounded to the nearest whole unit):	5	4	-1	5	5	0	5	4	-1
	d. In school publications (e.g. newsletters, newspapers, web sites or other school publications)? Scale 1-5								
	Baseline	Exit	Change						

School #1	5	5	0
School #2	5	5	0
School #3	1	5	4
School #4	5	3	-2
School #5	5	5	0
School #6	5	5	0
School #7	5	5	0
School #8	5	5	0
School #9	2	NA	NA
School #10	5	NA	NA
School #11	5	2	-3
School Averages (rounded to the nearest whole unit):	5	4	-1

	16. During the last school year, did your school do any of the following?									
	a. Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages. Scale 1:5			b. Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating. Scale: 1-5			c. Provided information to students or families on the nutrition and caloric content of foods available. Scale: 1-5			
	Baseline	Exit	Change	Baseline	Exit	Change	Baseline	Exit	Change	
School #1	NA	NA	NA	2	4	2	4	4	0	
School #2	4	5	1	4	5	1	5	4	0	
School #3	1	1	0	1	1	0	1	4	3	
School #4	1	4	3	3	4	1	1	3	2	
School #5	1	2	1	5	4	0	5	5	0	
School #6	1	2	1	5	4	0	5	4	0	
School #7	2	4	2	5	4	-1	2	4	2	
School #8	5	5	0	5	5	0	5	5	0	
School #9	2	NA	NA	5	4	-1	5	4	0	
School #10	1	NA	NA	4	NA	NA	5	NA	NA	
School #11	2	1	-1	5	4	-1	5	2	-3	
School Averages (rounded to the nearest whole unit):	2	3	1	4	4	0	4	4	0	

School Improvements:			5 of 8 schools improved				3 of 10 schools improved				3 of 10 schools improved
	d. Conducted taste tests to determine food preferences for nutritious items. Scale: 1-5			e. Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics. Scale: 1-5							
	Baseline	Exit	Change		Baseline	Exit	Change				
School #1	3	4	1		2	3	1				
School #2	3	4	1		2	2	0				
School #3	1	3	2		1	1	0				
School #4	4	4	0		2	3	1				
School #5	5	5	0		2	3	1				
School #6	5	4	0		NA	4	NA				
School #7	3	4	1		3	4	1				
School #8	5	5	0		1	5	4				
School #9	5	4	-1		2	4	2				
School #10	5	NA	NA		5	NA	NA				
School #11	5	4	-1		5	4	-1				
School Averages (rounded to the nearest whole unit):	4	4	0		2	3	1				
School Improvements:			4 of 10 schools improved				6 of 9 schools improved				

APPENDIX J

School Satisfaction Results from Exit School Wellness Environment Survey

17. Which school wellness program did your school implement this school year? (Check all that apply)

	Game On!	Fuel Up to Play 60	Students Taking Charge	Other	Open ended
School #1	X			X	Afternoon Recharge
School #2		X			
School #3			X		
School #4		X			
School #5		X		X	Participant in CHS with support from CT Dept. of Ed
School #6				X	Local Program
School #7		X			
School #8		X			CSHLP
School #9	X				
School #10					
School #11				X	

18. How helpful were the following resources?

Scale 0=Did not use; 1=Not at all helpful; 2=Somewhat helpful; 3=Helpful; 4=Extremely helpful

	Webinars	AFHK Website	Project Blog	Project Coordinat -or	Resources from other schools	Other	Open ended
School #1	0	4	0	4	0	4	Intern happens to be a fitness trainer and expertise and interest was tapped
School #2	2	3	3	4	2	1	
School #3	3	3	3	3	3		
School #4	0	3	0	4	0		
School #5	4	4	3	4	4		Wellness team
School #6	2	2	2	2	2		
School #7	2	1	1	1	1		
School #8	0	3	0	4	0		
School #9	0	2	1	3	4		
School #10							
School #11	0	3	0	4	3	4	Food Service Director; Nutritionist from local hospital
School Averages:	1.3	2.8	1.3	3.3	1.9	3	

19. On a scale of 1 to 5 (1=Not Well Received; 5=Extremely Well Received) how well received was the wellness programming implemented at your school this year by each of the stakeholder groups listed below.

	a. Students	b. Parents	c. Teachers	d. Administrators	e. Other School Staff
School #1	5	5	3	5	3
School #2	5	4	4	5	4
School #3	4	3	3	4	4
School #4	3	2	4	4	4
School #5	5	4	4	5	4
School #6	5	5	5	5	5
School #7	2	1	1	1	1
School #8	5	5	5	5	5
School #9	5	1	2	5	3
School #10					
School #11	4	2	4	3	4
School Averages:	4.3	3.2	3.5	4.2	3.7