Development of a Resource to Sustain and Strengthen Local Wellness Initiatives

National Food Service Management Institute
The University of Mississippi
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National Food Service Management Institute
The University of Mississippi

Building the Future Through Child Nutrition

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PURPOSE

The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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EXECUTIVE SUMMARY

The purpose of this project was to develop a Web-based resource for school nutrition (SN) professionals to focus on communication, leadership and monitoring/evaluation activities that lead to successful sustainability and strengthening of wellness initiatives.

The data collection for the project included two phases:

- Convene an expert panel to establish consensus for a set of questions related to sustainability of local wellness policies (LWP); and
- Survey a national review panel to confirm the findings of the expert panel.

The confirmed statements were used to develop both content and format of the resource to assist school districts and school sites in evaluating objectives and activities for their LWP.

The resource was developed as a workbook to engage the district- and school-level monitors/evaluators in the development of an effective evaluation program. The content of the resource describes the evaluation process as a series of action steps. Each step is 2 - 4 pages long and includes background information, tips, and additional information to help the monitor/evaluator conduct an evaluation that will be worth the effort. Each step contains an example evaluation of an objective carried through the process, starting at selection (Step 1) to communication of findings and recommendations (Step 8). The example is designed to help the

monitor/evaluator apply the background information to the evaluation. Listed below are the eight steps:

- Step 1: Select an objective/activity to evaluate
- Step 2: Select your measurement type
- Step 3: Determine what you will measure
- Step 4: Select data collection tool
- Step 5: Collect your data
- Step 6: Analyze the collected data
- Step 7: Determine what your results mean
- Step 8: Communicate your results

The resource also includes a glossary and a section on *Evaluation Aids and Examples* that includes the following:

- List of Potential Factors to Measure
- Example of a Checklist
- Example of an Observation Form
- Example of a Survey
- Example of a Participation Log
- Evaluation Math
- Examples of Presentation Slides
- Resources on Evaluating Local Wellness Policies

The components of the workbook were designed to lead up to the action plan, which describes what the monitors/evaluators are prepared to do. The workbook learning environment

supports each learning stage, and the progress toward developing an evaluation plan is documented in the workbook.

INTRODUCTION

A local wellness policy (LWP) is required under the Child Nutrition and Reauthorization Act of 2004 to improve student health and to provide more healthful environments on school campuses (Child Nutrition and WIC Reauthorization Act of 2004). Responsibility for developing, implementing and monitoring the LWP initiatives is at the local level in order to address the individual school districts' needs.

The Team Nutrition Local Wellness Policy Demonstration Project (LWPDP) documented the development and early implementation phases of LWPs (Wood, Cody & Nettles, 2010). The results of that project included the following key findings:

- School administrators, staff, and their attributes (i.e., leadership, personal commitment, and personal perspective) were the most critical assets in developing, implementing and sustaining the LWP.
- Communication is vital to successful implementation and sustainability of an LWP.
- Technical assistance is essential to help districts and schools monitor progress and report change.
- Sustainability requires both stability and planned revision to maintain relevance and provide continuous improvement.

The National Food Service Management Institute, Applied Research Division (NFSMI, ARD) followed up the LWPDP with a descriptive case study of school nutrition (SN) directors at four districts to explore LWP sustainability strategies for middle schools (Osowski & Nettles, 2011) and a later national survey of SN directors and other school administrators that collected information on school district practices designed to sustain LWP initiatives (Osowski & Nettles, 2012). One focus of the latter study was identification of monitoring/evaluation practices used to

measure progress for LWP initiatives. Respondents to the survey identified a need for the following training and resources to effectively sustain LWP initiatives:

- Strategies to monitor and evaluate the LWP activities (54.8%);
- Checklists to monitor progress or observe activities related to the LWP (47.7%);
- Professional development/training moduled on LWP monitoring and evaluation (41.6%); and
- Strategies for reporting results to the School Board, media, and community (37.6%).

Sustainability and strengthening of wellness initiatives both require self-assessment and evaluation of progress. Results of the LWPDP and the follow-up NFSMI, ARD survey of SN directors and other school administrators consistently report the need for technical assistance in monitoring/evaluation of their LWPs. Most school districts participating in the LWPDP reported that they had not started, or were not sure how to proceed with, the monitoring/evaluation of their wellness policies. The districts also reported that the primary need for technical assistance focused on help in monitoring/evaluation of wellness policies. These findings were supported in the NFSMI, ARD national survey of SN professionals, where respondents reported the need for strategies to monitor, evaluate and report progress toward meeting LWP goals, as well as the need for a professional development/training module on LWP monitoring and evaluation.

Although the Centers for Disease Control and Prevention (CDC) provides technical assistance on evaluation to their funded partners and offers some examples of program evaluation, these are not specific to evaluation independently developed for local wellness initiatives (CDC, 2009). The School Nutrition Association (2011) has technical assistance for implementing wellness policy initiatives, but does not offer evaluation resources. According to

Agron and colleagues (2010), there is an opportunity for school wellness stakeholders to build capacity for training, resources and strategies to monitor and evaluate their wellness policies.

This project addressed the opportunity described by the LWPDP, the follow-up NFSMI, ARD project, and the Agron study to develop a resource to help school districts evaluate their own wellness initiatives.

Purpose of the Project

The purpose of this project was to develop a Web-based resource for SN professionals that would focus on communication, leadership and monitoring/evaluation activities that lead to successful sustainability and strengthening of wellness initiatives. The project objectives were the following:

- Develop self-assessment tools for specific characteristics of sustainable wellness initiatives, including leadership, communication, and monitoring;
- Develop sample protocols for evaluating local wellness initiatives, training, and action plans; and
- Validate the tools and protocols through expert review by SN professionals.

METHOD

Research Plan

The data collection for the project included two phases. The first phase was to convene an expert panel to establish consensus for a set of questions related to sustainability of local wellness policies (LWP). The second phase was to survey a national review panel to confirm the findings of the expert panel. The confirmed statements were used to develop both the content and format of the resource to assist school districts and school sites in evaluating objectives and activities for their LWPs.

Informed Consent

Researchers followed consent procedures established by the Human Subjects Protection Review Committee at The University of Southern Mississippi for this project. Expert panel members signed an informed consent form to acknowledge their voluntary participation and acceptance of any risks or benefits. All reported data are aggregate data, and no identifying codes are used to distinguish specific participants, either for the expert panel or for the national review panel. National panel members' completion and return of survey materials served as consent.

Expert Panel Activities

The expert panel was composed of ten members: two SN directors, a school district wellness policy coordinator, a school district superintendent, two university faculty members/project coordinators with experience in both school nutrition programs and evaluation, two state agency personnel, and federal partners from the Centers for Disease Control and Prevention (CDC) and the Food and Nutrition Service of the United States Department of Agriculture (USDA). First, these individuals participated in pre-meeting activities conducted electronically to establish their experience in monitoring/evaluation of LWPs and to establish a

common vocabulary related to evaluation. These pre-meeting activities were followed by a one-and-a-half day, in-person, modified, focus-group session to establish practice and needs statements to guide development of the resource.

The pre-meeting activities were conducted through electronic mail (e-mail). In the first e-mail, participants were asked to introduce themselves to each other by providing their names and answering the following questions: “Have you tried to monitor or evaluate a wellness objective or activity for which you had no appropriate measure? If so, what were you trying to monitor or evaluate? What measures, if any, did you consider using?” In the second e-mail, participants were asked to use standard definitions to complete an evaluation grid (Figure 1). Process measures were defined as measurements that evaluate resources that are available to use. Outcome measures were defined as measurements that evaluate a result of an activity, and impact measures were defined as measurements that reflect the extent of change in the total student/staff/community.

Figure 1

Pre-meeting Activity: Measuring Implementation of Local Wellness Policy Objectives

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National Food Service Management Institute
Applied Research Division

Below is an activity that may be a part of a Local Wellness Policy objective. Consider how you would measure implementation of the activity and complete the grid. The comment section is for you to record ideas beyond the grid. **Please do not spend more than 30 minutes on this exercise.**

Activity 1: Before and after school walk around the track

What to measure	How to make measurements	How to analyze what is measured	What standards, if any, do you measure against	Type of measurement: process, outcome, impact*	Comments

*For the purpose of this activity, consider the following very brief definitions.

- Process measure – measurement that evaluates resources that are available to use; examples include personnel time, facility use, class sessions, supplies, etc.
- Outcome measure – measurement that evaluates a result of an activity; examples include number of miles walked by a student or faculty member, change in endurance, number of whole wheat servings selected from a line, opinions (students, teachers, parents, community organizations) on what to include in an afterschool program that includes physical activity and nutrition education; these may be related to a standard (local, state, national)
- Impact measure – measurement that reflects the extent of change in the total student/staff/community population; examples include the total level of participation by students/staff/community, the percentage reached of a target goal

The National Food Service Management Institute, Applied Research Division (NFSMI, ARD) convened the expert panel in Hattiesburg, MS, January 10-11, 2012. Listed below are the goals for that meeting:

1. Reach consensus on statements on strengthening and sustaining an LWP. The areas covered by these consensus statements included leadership, communication, monitoring (collecting agreed upon information), tools, and evaluation (analyzing and drawing conclusions from monitoring information). The expert panel also discussed the methods of measuring process measures, outcome measures, and impact measures.
2. Provide input on the content and format of the proposed resource using questions asked in a modified focus group (Figure 2).

Figure 2

Focus Group Questions

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National Food Service Management Institute
Applied Research Division
Expert Panel Work Group Session
January 10 - 11, 2012

Lead in: The major focus of Local Wellness Programs (LWP) is on reducing childhood obesity. Improving general health outcomes may also be a focus of a district LWP. Today we're looking at how monitoring and evaluation function to measure whether we are successfully reducing childhood obesity. There are many smaller measures that we can make along the way to measure this progress. We may need to step outside of the normal pre-test/post-test of knowledge and comprehension to make the best measures of our programming efforts. We're going to discuss this using our framework of

- What to measure;
- How to make measurements;
- How to analyze what is measured;
- What standards, if any, to measure against; and
- Types of measures (and how to use them).

We are trying to focus on the school/district environment, where the major focus is on student learning and resources for monitoring and evaluation are limited.

Question 1: Please think about what measures are useful in knowing whether a school or district is helping to reduce childhood obesity. What comes to mind?

Question 2: Please think about how measures are made on school campuses and in school-based programs. How would you describe the process for making measurements?

Question 3: Please think about how data collected in monitoring/evaluating LWP are analyzed. What are the processes and products of this analysis?

Question 4: Please think about using standards as a way of comparing school and district data to the greater environment or national goals. How helpful do you think it is to compare school or district measures to standards?

Question 5: Consider process, outcome, and impact measures. What uses do you find for each type of measure?

Prior to the meeting, participants were sent a form, “Draft Statements on Strengthening and Sustaining Local Wellness Policies for Building Consensus.” The specific statements were drawn from previous research studies (Wood, Cody & Nettles, 2010; Osowski & Nettles, 2011) and from discussions between the researchers. Expert panelists were asked to complete their responses and to bring their completed documents to the meeting. At the meeting, they worked through the statements as a group to reach consensus. After the meeting, the compiled consensus statements and the meeting notes were sent to them for confirmation. Based on notes from the expert panelists, small edits were made in the original statements. An additional statement was added to the list at the discretion of the researchers, “Reporting the results of monitoring for LWP is a responsibility that can be assigned to a committee or a group of individuals.”

National Panel Activities

A convenience sample of 100 SN professionals was created, and it included at least one professional from each state. These professionals were invited by e-mail to participate in the review of the expert panel draft consensus statements, and they were also e-mailed a statement about characteristics of a successful resource. The survey included demographic questions on region of employment, job category, and experience in working on evaluation of LWP; Likert scaled responses on the level of agreement for the draft consensus statements (strongly agree, agree, disagree, strongly disagree, no opinion); and Likert scaled responses on the level of agreement for the expert panel’s descriptions of a successful resource (very important, important, somewhat important, unimportant). The survey was administered through an online survey tool (SurveyMonkey®, http://www.surveymonkey.com). Survey responses were accepted for surveys that were submitted with incomplete responses, and all percentages reported were based on submitted responses.

Development of the Resource

The researchers developed the framework for the resource based largely on the characteristics of a successful resource developed by the expert panel and confirmed by the national panel. The focus of this development was on a resource that could be available online and include self-training, as specified by the panels.

RESULTS

Expert Panel

Abbreviated expert panel responses to the pre-meeting activities are in Figures 3 and 4. The range of responses reflected diverse backgrounds and different approaches to evaluation, ranging from less participation to experience developing statewide and national programs. Over half of the expert panelists reported difficulty determining measures to use in evaluation, or they reported not having made measures yet (Figure 3).

Figure 3

Examples of Measuring Implementation of Local Wellness Policy Objectives and Activities
(Responses of Expert Panel Compiled and Edited)

Resource to Sustain and Strengthen Local Wellness Initiatives
National Food Service Management Institute
Applied Research Division
Expert Panel Work Group Pre-meeting Activity

Member	**Have you tried to monitor or evaluate a wellness objective or activity for which you had no appropriate measure? If so, what were you trying to monitor or evaluate?** **If so, what were you trying to monitor or evaluate?**	**What measures, if any, did you consider using?**
1	I can think of several expected or proposed outcomes of implementation of wellness policies or wellness activities that I have found difficult to measure. I will focus on one - how to measure the impact of school-based wellness initiatives (such as reduction or elimination of high sugar beverages/foods or the expansion of serving whole grain foods in the school cafeteria) on the foods served at home.	We've tried to get some anecdotal data through surveys and interviews but we're not sure that this has resulted in valid data.

Member	Have you tried to monitor or evaluate a wellness objective or activity for which you had no appropriate measure? If so, what were you trying to monitor or evaluate? If so, what were you trying to monitor or evaluate?	What measures, if any, did you consider using?
2	The Wellness Committee hosted an all district employee health fair. It was the spring teacher's institute for our district. It was given great attention by administration. The attendance and verbal comments measured the success of the program.	I thought a good follow up measure would be to look at change in insurance claims, repeated blood work results, and change in wellness activities in the district.
3	Truthfully, if I am going to evaluate something I try to make sure I have appropriate measures. If I did not have the appropriate measures it would make it more difficult to evaluate the results. For example, we wanted to monitor students BMI.	We used the BMI standards from CDC.
4	We have tried to measure LWP implementation both among a small number of schools … and on a state-wide level and have had difficulties finding appropriate measures.	
5	If I were trying to evaluate a nutrition-related salad lunch potluck type event with a name-that-fruit/vegetable fun quiz, I would consider using measures such as willingness to try new foods, new fruits/vegetables tried in the salad, liking the new food they tried, increased knowledge of various fruits/vegetables, change in attitude towards certain fruits/vegetables, number of responses correct in quiz, willingness to try number of fruits/vegetables that appeared on the potluck table and the nutrition quiz.	

Member	**Have you tried to monitor or evaluate a wellness objective or activity for which you had no appropriate measure? If so, what were you trying to monitor or evaluate?** **If so, what were you trying to monitor or evaluate?**	**What measures, if any, did you consider using?**
6	Although I have not tried to monitor or evaluate a wellness objective or activity, I have seen school districts struggle with monitoring and evaluating their LWP initiative as a whole.	
7	This past year we purchased water dispensers for our school cafeterias so that fresh, chilled water could be offered to students at meal times.	We conducted a survey of cafeteria leads to assess the impact of this initiative on a. their set-up/tear-down time; b. quantity of students drinking water; c. change in quantity of students drinking milk.
8	I have not tried to monitor or evaluate a wellness objective or activity. However, I would like to have measures to evaluate or monitor local wellness policy efforts.	
9	… we were interested in both physical activity and nutrition aspects of the wellness policies. On the physical activity side, we wanted to know if schools were able to increase their average minutes of physical education and physical activity, their use of physical activity or removal of as punishment, and the presence of before and after-school physical activity programs	
10	No efforts yet.	

Panelists reported over 21 different measures that they would make to evaluate the proposed activity, "Before and after school walk around the track." Examples of these are in Figure 4. Anecdotally, expert panelists reported that they were unfamiliar with the definitions for process, outcome and impact measures used in the exercises (Figure 4) and had a difficult time making those distinctions. The expert panel recognized that outcome measures and impact measures could be the same, if the total potential population was participating in an activity.

Figure 4

Measuring Implementation of Local Wellness Policy Objectives and Activities
(Abbreviated Responses of Expert Panel Compiled and Edited)

Resource to Sustain and Strengthen Local Wellness Initiatives
National Food Service Management Institute
Applied Research Division
Expert Panel Pre-meeting Activity

Activity: Before and after school walk around the track

What to measure	**How to make measurements**	**How to analyze what is measured**	**What standards, if any, do you measure against**	**Type of measurement: process, outcome, impact***
Steps taken toward implementation of the activity (responsibilities assigned, timeline created, resources identified, communication plan in place, etc.)	Interviews with key stakeholders; surveys	Change in status over time	Degree of completion of implementation steps	Process
Resources used for implementation of the activity	Create a list of staff, materials, resources, costs required for implementation and monitoring	Compare to budget for activity	Percentage of resources used	Process
Perceived impact of program on student attendance, ability to concentrate in class, etc.,	Survey for students Survey for staff			Impact

What to measure	**How to make measurements**	**How to analyze what is measured**	**What standards, if any, do you measure against**	**Type of measurement: process, outcome, impact***
Percentage of participants in the program over time 1. Students 2. Faculty/staff 3. Parents 4. Class groups 5. Club groups 6. Other groups	Record the number of participants time (logs or observation) compared to the number of potential participants	Compare participation levels at various intervals of the program over time Calculate participation rates and changes over time	Compare participation rates with other before- and after-school programs Pre-set goals	Impact
Frequency/consistency walked (individual or group)	Self-reported log of minutes/days walked; observation of minutes/days walked	Descriptive frequencies Changes over time	National PA/PE requirements and/or State PA/PE requirements Pre-set goal	Outcome/Impact
Distance walked (individual or group)	Measure distance with self-reported logs, pedometers, number of miles measured by # of laps completed (and assume that a certain # of laps = 1 mile, so calculate distance accordingly	Descriptive; individual tracking and analysis Change over time Relate to something significant, i.e., walk across the USA	Compare to average activity for age groups: state average, national average, and school average Pre-set goals	Outcome/Impact

*For the purpose of this activity, consider the following very brief definitions.

- Process measure – measurement that evaluates resources that are available to use; examples include personnel time, facility use, class sessions, supplies, etc.
- Outcome measure – measurement that evaluates a result of an activity; examples include number of miles walked by a student or faculty member, change in endurance, number of whole wheat servings selected from a line, opinions (students, teachers, parents, community organizations) on what to include in an afterschool program that includes physical activity and nutrition education; these may be related to a standard (local, state, national)
- Impact measure – measurement that reflects the extent of change in the total student/staff/community population; examples include the total level of participation by students/staff/community, the percentage reached of a target goal

The expert panel reduced the number of consensus statements from 65 in the draft list to 28 (Figure 5), largely by eliminating some statements and consolidating others. Notably, the expert panel eliminated all statements relating specifically to school nutrition (SN) directors, highlighted the use of district-level wellness committees, and consolidated the 13 communication statements into a single statement encompassing all stakeholders and local wellness policy (LWP) components. The expert panel recognized the importance of leadership at all levels, and they supported shared responsibility for district and school administrators. Although they placed primary decision-making on evaluation at the district level, the expert panel specified that all levels of administration should support and endorse the evaluation structure, including monitoring activities and tools. They also noted that flexibility may be needed for monitoring at specific school sites, and that the likelihood of sustainability is enhanced when accountability for performing evaluation activities exists at all levels.

The expert panel described a successful resource using concepts that described both content and format. Their primary description for the content of a successful resource was one that includes an annotated listing of resources with access information; customizable, simple-to-use tools; training; and a list of possible measures and how to make the measures. Their format description included the following terms: credible, evidence-based, free, user-friendly, reliable, and online.

Figure 5

Consensus Statements from the Expert Panel Meeting

Resource for Sustaining and Strengthening Local Wellness Initiatives
National Food Service Management Institute, Applied Research Division
Expert Panel Work Group Session
January 10 - 11, 2012
Approved February 3, 2012

Leadership

1. Sustaining LWP requires that LWP goals be written into the school improvement plan.
2. Sustaining LWP requires support and endorsement from the school board.
3. Sustaining LWP requires leadership from the top-level school site administrator, i.e., principal.
4. Sustaining LWP requires leadership of a school site-level wellness committee or another established committee that addresses wellness issues.
5. Sustaining LWP is enhanced when components of the policy are integrated across the curriculum.
6. Decision-making on evaluation of all LWP goals is the responsibility of the district-level wellness committee, in consultation with content area experts and the district curriculum director.
7. Content for what will be monitored resides at the district and school site levels and aligns with the goals of the LWP.
8. Decisions on who will perform monitoring activities reside at the district level, i.e., superintendent, and at the school site level i.e., principal.

Communication

9. Sustaining and strengthening LWP requires that goals, activities, results and accomplishments be communicated to students, parents/guardians, teachers, community/media, school site administrators, school boards and district administrators on an ongoing basis.

Monitoring

10. Monitoring tools are determined by a district wellness committee in consultation with the district-level administration.
11. Monitoring tools are supported and endorsed by district-level administration.
12. Monitoring tools are supported and endorsed by the school site-level administration after district approval.
13. Monitoring tools may also be determined by a school site-level wellness committee for school site-specific wellness initiatives.
14. Evaluating a LWP is a responsibility assigned to a committee or to a group of individuals.

15. Reporting the results of monitoring for LWP is a responsibility assigned to a single individual.
16. Monitoring of LWP requires that information be collected at the beginning of the objective/activity and at intervals throughout the school year.
17. Monitoring of LWP requires use of a district-level standard procedure with flexibility for individual school site-level goals.
18. Monitoring of LWP may include interviewing participants.
19. Monitoring may include interviews or surveys of the individuals who are implementing the LWP.
20. The likelihood of sustainability is enhanced when accountability measures exist at all levels.

Tools

21. Tools should have standard components, while still allowing for customization of tools at the district, school site, and monitor levels.
22. Tools should have information on how to pilot test before collecting information (not at school site level).
23. Training on tools and information collection procedures should be provided to monitors at the school site level by the district.
24. The monitoring tool may have a statistical tool built into it that automatically populates information to aid in evaluation.

Evaluation

25. Evaluation of monitoring information may occur at the district and school site levels.
26. Evaluation of LWP may include using monitoring information to make comparisons over time or to a standard value for a goal or activity.
27. Evaluation of LWP may include using monitoring information to make comparisons to a district or school site goal value.
28. Evaluation of monitoring data may require statistical analysis.

National Panel

The national panel included individuals throughout the USDA regions, with limited representation from the Northeast (8.9%) and greater representation from the Mountain Plains (24.4%) and Southeast (22.2%). Of the participants, 68.0% were district-level SN staff, 22.2% were state-level SN staff, and others were either school site-level SN staff (2.2%) or university faculty members (6.7%). Experience in evaluating LWPs was high, with 80% reporting that they "have worked extensively on LWP evaluation" or "have had some direct experience working on

evaluation of an LWP." Most respondents reported having LWP evaluation experience at the school-site level (26.7%) and/or at the district level (71.1%).

The national panel agreed with the expert panel consensus statements over 90% of the time. The following statements had the least congruence, with more than 10% of the national panel in disagreement with the expert panel:

- Decisions on who will perform monitoring activities reside at the district level, i.e., superintendent, and at the school site level, i.e., principal (11.1% disagree or strongly disagree).
- Monitoring tools may be determined by a school site-level wellness committee for school site-specific wellness initiatives (11.4% disagree; 2.3% have no opinion).
- Reporting the results of monitoring for LWP is a responsibility that can be assigned to a single individual (59.1% disagree or strongly disagree; 9.1% have no opinion).
- Evaluation of monitoring data requires statistical analysis (21.5% disagree or strongly disagree; 21.4% have no opinion).

The national panel largely agreed with the expert panel's characteristics of a successful resource. The following is the rank in order from highest to lowest of characteristics considered "very important" or "important" by the national panel:

- User friendly (100%)
- Not labor- or time-intensive (100%)
- Tools are simple to use. (100%)
- Reliable (100%)
- Available online (98%)
- Includes training components (95%)

- Training components can be self-delivered. (95%)
- Credible and evidence-based (95%)
- Free for users (95%)
- Tools include built-in analysis feature. (95%)
- Tools can generate reports that can be edited or customized. (95%)
- Includes list of possible measures and how to make them (93%)
- Tools are customizable. (93%)
- Includes listing of and annotation for existing tools (with links to them) (88%)
- Includes new tools to fill gaps where tools do not currently exist (88%)
- Tools do not require formal validation studies at the school site. (89%)
- Created by a credible entity with a recognizable name (79%)

These data are consistent with written comments made by national panelists:

- “Resources and tools need to be kept simple and clear with time allotments/goals.”
- “PLEASE keep as simple as possible and SHORT.”
- “Has to be as simple as possible; we have not time to do complex statistical analysis.”
- “Monitoring tool needs to be simple and efficient.”
- “Whatever tool that is used has to be incredibly simple and easy to use.”

Resource Development

The consensus statements and the characteristics of a successful resource developed by the expert panel and confirmed by the national panel guided development of the resource to sustain and strengthen LWPs. A workbook to engage the district- and school-level monitors/evaluators in the development of an effective evaluation program in a step-by-step format framed the resource to make the learning efficient. The content of the resource describes

the evaluation process as a series of action steps (Appendix). These steps are explained in the resource. Each step is 2 - 4 pages long and includes background information, tips, and additional information to help the monitor/evaluator conduct an evaluation that will be worth the effort. Within the 2 - 4 pages for each step is an example evaluation of an objective carried through from selection (Step 1) to communication of findings and recommendations (Step 8). The example is designed to help the monitor/evaluator apply the background information to the evaluation. Listed below are the eight steps:

Step 1: Select an objective or activity to evaluate.

Step 2: Select your measurement type.

Step 3: Determine what you will measure.

Step 4: Select a data collection tool.

Step 5: Collect your data.

Step 6: Analyze the collected data.

Step 7: Determine what your results mean.

Step 8: Communicate your results.

The resource also includes a glossary and a section on *Evaluation Aids and Examples*. The *Evaluation Aids and Examples* section includes the following titles:

- List of Potential Factors to Measure
- Example of a Checklist
- Example of an Observation Form
- Example of a Survey
- Example of a Participation Log
- Evaluation Math

- Examples of Presentation Slides
- Resources on Evaluating Local Wellness Policies

The components of the workbook were designed to lead up to the action plan, which describes what the monitors/evaluators are prepared to do. The workbook learning environment supports each learning stage, and the progress toward developing an evaluation plan is documented in the workbook:

- The role of leadership is included in instructions to seek help from the wellness committee for making objectives and activities measurable and for having measurement tools approved by leadership.
- Communication is the specific focus of Step 8 in the resource, “Communicate Your Results.”
- Monitoring is the focus of Steps 2-5: “Select Your Measurement Type,” “Determine What You Will Measure,” “Select a Data Collection Tool,” and “Collect Your Data.” These sections also focus on tool types and selecting/customizing the tools that you use. There are examples of checklists, observation forms, surveys, participation logs, measuring devices, and administrative records that can be mined as a data source. There are also links to free online calculators and survey generators to help monitors with their tool development and data analysis.
- Evaluation includes Steps 6 and 7: “Analyze the Collected Data” and “Determine What Your Results Mean”.
- The primary characteristics recommended for a successful resource have been met. The resource will be free and available online. The resource is in a workbook format that includes user-friendly, self-delivered training components, such as narrative

information, definitions, examples, tips, best practice guidance and additional resources that are broken into steps with sections to record action plans to maximize efficiency and effectiveness. Tools are simple to use and customizable, and potential measures are listed to stimulate thinking at the local level.

- The resource is a reliable guide based on research of SN professionals and created by the National Food Service Management Institute, Applied Research Division, to help school personnel with their initial evaluation efforts for LWP.

The resource does not include automated components recommended for a successful resource, because these are beyond the scope of this project.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this project was to develop a Web-based resource for school nutrition (SN) professionals that would focus on communication, leadership, and monitoring/evaluation activities that lead to successful sustainability and strengthening of wellness initiatives.The project objectives were the following:

- Develop self-assessment tools for specific characteristics of sustainable wellness initiatives, including leadership, communication, and monitoring;
- Develop sample protocols for evaluating local wellness initiatives, training, and action plans; and
- Validate the tools and protocols through expert review by SN professionals.

These objectives were accomplished through the following actions:

- Convene an expert panel to build a consensus structure that considered leadership, communication, monitoring, tools and evaluation statements as the core of the resource; and to describe characteristics of a successful resource to guide development of the *Resource to Sustain and Strengthen Local Wellness Initiatives;*
- Confirm the work of the expert panel through review by a national panel of SN professionals, with over 90% congruence;
- Use the guidance from the expert panel and the national panel to develop the *Resource to Sustain and Strengthen Local Wellness Initiatives* as a Web-based, free workbook. The workbook will take SN and other school professionals step-by-step through an initial evaluation process and records their progress in action steps that can be shared and reviewed.

As in earlier studies (Osowski & Nettles, 2012; Wood, Cody & Nettles, 2010), the consensus statements built by the expert panel and confirmed by the national panel highlight the importance of leadership, communication, and evaluation in sustaining and strengthening a local wellness policy (LWP). Evaluation is the gear to drive continuous improvement. It connects the activities supported by leadership to meet LWP goals and the information needed to show the progression toward those goals through communications to stakeholders. Data from this project continue to document that monitoring and evaluation are considered time-consuming and difficult to accomplish and that there is disagreement over how monitoring tasks should be assigned. Specific findings from this project include the following:

- There is agreement that evaluation is a shared responsibility, which includes district administrators, school-site administrators, and district- and school-site wellness committees.
- Communication to all stakeholders is key to sustaining and strengthening LWP. It is important that stakeholders be kept informed of LWP goals, activities, results and accomplishments.
- Monitoring tools are primarily determined at the district level and are endorsed and supported at all administrative levels.
- The role of monitoring is not clearly established at the district or school-site level. The tasks associated with monitoring are on-going, may be time-consuming, and require a diverse research and communication skill set. While the expert panel felt that the responsibility for monitoring could be assigned to an individual, the national panel disagreed and reported that it should be assigned to a committee or group of individuals, possibly recognizing the diverse skills needed for successful evaluation

and the likelihood that these tasks would be in addition to other tasks assigned to professionals in smaller school districts and for school sites.

- Complex analysis is not expected for evaluation of LWP at the district or school-site levels.

Having this Web-based resource available as a workbook guide for initial evaluation of LWP objectives and activities will, hopefully, encourage more districts and school sites to begin their monitoring and evaluation activities. The workbook itself can be used as an individual or group training tool, as a planner for wellness committees and other groups to develop their evaluation plans, and as a record of progress for successive individuals/groups who continue the initial evaluation efforts. Knowing the progression toward meeting LWP goals can be a driving force behind continuous improvement to improve LWP goals and to increase impact of LWPs.

There are several limitations to the project that can be addressed in future efforts. First, users have not evaluated the workbook. While it was developed to meet the requirements expressed by the expert panel and the national panel, it has not been implemented. Users can be surveyed to determine what improvements and additions are needed.

While the expert panel and national panel noted that automated tools would be desirable, this development was beyond the scope of this project. Future projects might focus on developing automated tools for several specific objective/activity types that are common among LWPs. This list of specific objectives and activities could be determined by review of LWPs or by expert panels. There are likely many commonalities among LWPs, since many were developed following state guidelines or recommendations from professional groups (Wood, Cody & Nettles, 2010).

This resource was developed to help small to medium-sized local school districts and school sites with their initial evaluation efforts of specific objectives and activities. It does not focus on the more global evaluation of total LWP.

Ongoing marketing of the resource through professional networks should be done to let potential users know of its availability. The resource will also need to be maintained and updated once it is available online.

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Appendix

Resource to Sustain and Strengthen Local Wellness Initiatives

National Food Service Management Institute
The University of Mississippi

Resource
to Sustain and Strengthen Local Wellness Initiatives

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Applied Research Division
The University of Southern Mississippi

Resource to Sustain and Strengthen Local Wellness Initiatives

National Food Service Management Institute
The University of Mississippi

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National Food Service Management Institute
The University of Mississippi

Building the Future Through Child Nutrition

The National Food Service Management Institute was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

Purpose
The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

Mission
The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

Vision
The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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Table of Contents

Introduction: The 8 Step Process

This *Resource to Sustain and Strengthen Local Wellness Initiatives* was developed because the 2010 *Sustainability of School Wellness Policy Initiatives* national survey conducted by the National Food Service Management Institute, Applied Research Division (NFSMI, ARD) and the 2009 *USDA Team Nutrition Local Wellness Demonstration Project* both documented that school districts and school sites were unsure about how to start the monitoring and evaluation requirements of the Local Wellness Policy legislation. This evaluation gap is important because without evaluation school districts and school sites cannot report progress toward meeting their goals in a meaningful way or plan for continuous improvement. Since the policies are local, there is not a State or Federal evaluation process in place for school districts and sites to follow.

This resource was developed for school districts and school sites that are starting to evaluate components of their local wellness policies. It is a guide for individuals and evaluation teams that want step-by-step instructions for conducting their evaluation, deciding what their results mean and communicating their findings to stakeholders. It is designed to meet the initial needs of school districts and school sites that do not have personnel who are trained in evaluation and who do not have evaluation as core job components.

The resource was developed with the involvement of school nutrition (SN) professionals in several stages. First, an expert panel was convened to draft practice statements to capture issues identified in previous research and in their professional experiences on strengthening and sustaining local wellness policies. This panel included national, state, and district level personnel, including a school superintendent. After the expert panel convened and completed their discussions, their outcomes, including the practice statements, were summarized and sent back to them for confirmation. Once the expert panel members confirmed the meeting outcomes, the practice statements were sent to a national review panel composed of state and local SN professionals and university faculty with SN evaluation experience for comment and validation. The national review panel validated the expert panel practice statements, which form the basis for the content of this resource.

The basic principle of this resource is that effective evaluation is an important tool for improving school environments to achieve student wellness.

- Effective evaluation measures improvement in small changes.
- The process of evaluation is
  - integrated into management and curriculum and is
  - continuous and sustainable.

Evaluation helps you to assess what you value, i.e., what you have planned to accomplish.

To guide your evaluation efforts, the content of the resource describes the evaluation process as a series of action steps. These steps are explained in the resource. Each step is 2–4 pages long and includes background information, tips, and additional information to help you conduct an evaluation that will be worth your effort. Within the 2–4 pages for each step is an example evaluation of an objective carried through from selection (Step 1) to communication of findings and recommendations (Step 8). This example will help you apply the background information to your evaluation. Following the steps in this resource will help you to build and sustain a strong wellness effort in your school district. The steps are:

Step 1: Select an objective/activity to evaluate
Step 2: Select your measurement type
Step 3: Determine what you will measure
Step 4: Select a data collection tool
Step 5: Collect your data
Step 6: Analyze the collected data
Step 7: Determine what your results mean
Step 8: Communicate your results

Introduction: The 8 Step Process

The resource also contains a glossary and a section on Evaluation Aids and Examples that includes:

- Resources on Evaluating Local Wellness Policies
- List of Potential Factors to Measure
- Example of a Checklist: *What Do You Do for Exercise?*
- Example of an Observation Form: *Observation of Track Walking Before or After School*
- Example of a Survey: *My Track Walking Time*
- Example of a Participation Log: *Sign In, Please!*
- Evaluation Math
- Examples of Presentation Slides

To get the most out of this resource, complete each step before moving to the next step. Write your decisions in the workbook so that you can describe them to your stakeholders later. If you have problems, write them in the workbook so that you can make changes in future evaluation efforts. In addition to helping you with your evaluation efforts, your workbook can be helpful to colleagues who work with evaluation in the future because they will be able to learn from your efforts.

Is Your Local Wellness Policy Ready for Effective Evaluation? To develop an effective evaluation you must have measurable goals and/or objectives. Sometimes the terms "goal" and "objective" are used interchangeably. In other cases the term "goal" has a broader meaning that is related to a longer-term aim, and the term "objective" describes the specific steps that you plan to take to reach the goal. Either way, you will need to review your policy to determine what measures will show your progress toward meeting your goals.

The wording in your plan, whether it describes only goals or both goals and objectives, is important because it tells you what you will be evaluating. It tells the

- who,
- what,
- where
- when (sometimes) and
- how much (sometimes)

that you will

- measure,
- record, and
- report

in order to make decisions for continuous improvement.

General statements that do not have the *who, what, when,* or *where* components are not likely to be evaluated in a way that helps you to determine whether you are accomplishing what you have planned to accomplish. Most measurable goals/objectives will include numbers.

- An example of a measurable objective is, "Students will exercise 15 minutes/day at school outside of physical education classes."
- A weaker, less measurable objective would be, "Physical activity is available in afterschool programs."

The first objective can be measured in a meaningful way that tells stakeholders what progress you are making toward improving wellness in the school community. It can also be strengthened later by adding more minutes as you work toward continuous improvement. The second is a "yes" or "no" that does not measure student participation and does not tell you whether there is value in a program.

If your policy's goals and objectives do not tell you what you will be evaluating, consult with your Wellness Committee or other responsible unit requesting that they make the goal/objective measurable before you do your evaluation. The Resources on Evaluating Local Wellness Policies section in the Evaluation Aids and Examples (p 31) can help you develop measurable goals/objectives. Once you have a policy with measureable goal/objectives, you are ready to begin the evaluation process.

Step 1

Select an objective/activity to evaluate

Your Local Wellness Policy has many goals. Select the *goal* that you want to evaluate, and then pick the *objective* or *activity* from the goal to evaluate.

A goal or objective may have several associated activities. Each of these activities contributes to meeting the goal/objective.

As described in the Introduction, your goal/objective must be *measurable* for you to move forward in your evaluation.

Example

Broad Goal: To provide opportunities for all students to improve their fitness levels outside of the school curriculum

Specific goal/Objective: Students will exercise 15 minutes/day at school outside of physical education classes.

Anatomy of the Goal/Objective:

Students – part of school community to be evaluated (who)

Will exercise – defined as continuous movement (what)

15 minutes/day – (how much)

at school – site of activity and of measurement (where)

outside of physical education classes – definition limits measurement (when)

Activity to evaluate: Before- and after-school walk around the track

Definitions

Activity: Specific action that you are taking toward meeting an objective; short term, limited action that has measurable components

Goal: Purpose that you hope to achieve, such as improving nutritional health or physical fitness; longer term aim based on ideas that may not be strictly measurable and may be an ideal that leads to continuous improvement

Measurable: Can be quantified to determine amounts of a specified unit; for example, time can be measured, i.e., is measurable

Objective: Effort that you have planned toward achieving a goal; mid-term plan that has measurable components that are achievable within a timeframe; this may also be a specific goal

Your Local Wellness Policy may have used the terms "goal" and "objective" interchangeably. If this is the case, your action plan (below) may list only a goal or an objective. Goals, objectives and activities can all be measurable.

Your plan may have used objectives to describe activities. If this is the case, your action plan (below) may list only an objective to evaluate instead of listing separate activities.

Don't be concerned if you have only a goal listed. If the goal is measurable (see the Introduction and Anatomy of the Goal/Objective), you are ready to start your evaluation.

ACTION PLAN

Goal that you will evaluate:

Objective that you will evaluate:

Activities that will be included under the goal/objective:

Step 2

Select your measurement type

You can measure your activity several ways. The way that you measure your activity determines the type of information that you get.

Process measures tell you about resources that you are using. These are important later when you show how you have used your current resources or communicate needs for additional resources.

Outcome measures tell you what happens when you implement an activity. If this is a new activity that you are trying out, you will have an outcome measure; this measure will give you an idea of whether the activity is likely to be successful for your school site or district.

If you have an activity that is ready to be fully implemented, you will want to make an *impact measure*; this measure will tell you how much of your population you have reached and/or how close you are to your goal/objective.

Outcome measures and impact measures are similar. The difference is looking at the total potential participants (impact) versus looking at the activity of only those who participate (outcome).

Example

Activity to evaluate: Before- and after-school walk around the track

Potential process measures:

- Resources used for implementation of the activity
- Facility use: total time and number of times in a week that the track was made available before and after school

Potential outcome measures:

- Number of students who are able to participate
- Minutes of walking time for students

Potential impact measures:

- Number of students who participate compared to the number of potential participants
- Number of students who walk an average of 15 minutes/day compared to the number of potential participants

Definitions

Impact measure: Measurement that reflects the extent of change in the total student/staff/community population; examples include the total level of participation by students/staff/community, the percentage reached of a target measure, etc.

Outcome measure: Measurement that evaluates a result of an activity; examples include number of miles walked by a student or faculty member, change in endurance, number of whole grain servings selected from a line, etc.

Process measure: Measurement that evaluates resources that are available to use; examples include personnel time, facility use, class sessions, supplies, etc.

Best Practice

In most cases it is useful to select both a process measure and either an outcome or impact measure. This allows you to communicate both resource use and progress toward your goal/objective.

Action Plan

Activity that you will evaluate:

What type(s) of measures will you use?

Step 3

Determine what you will measure

What you measure needs to align with your goal. It should be directly related to goal progress. If your goal specifies minutes of activity, then it is describing one of the measures that you will need – minutes. Other measures, such as facility use, gender of participants, etc., may help to explain your goal, too.

Example

Activity to evaluate: Before- and after-school walk around the track

These are examples of what you might choose to measure. You do not have to use all potential measures to evaluate your activity. Choose the measures that are do-able and are most useful to you.

Process measure:

Facility use: Total time and number of times in a week that the track was made available before and after school

Impact measures:

- Number of students who participate compared to the number of potential participants
- Number of students who walk an average of 15 minutes/day compared to the number of potential participants

Tip

These are examples of factors that you might measure. There is a more comprehensive list in the Evaluation Aids and Examples, List of Potential Factors to Measure (page 32). These are examples only. You can develop your own factors to measure. The factors that you measure should be items that help you to determine whether you are meeting your goal and what resources you are using to meet your goal.

Potential process measures:

- Resources
  - Cost of equipment and supplies
  - Personnel time and oversight, amount and/or cost
- Steps taken toward implementation of goal/objective
  - Responsibilities assigned
  - Timeline created

Potential outcome and impact measures:

- General
  - Number of participants in an activity (may also record grade level, gender, participants in extramural sports, etc.)
  - Percentage of actual participants to potential participants
- Nutrition education
  - Knowledge
  - Food choices and behaviors
- Physical Fitness
  - Knowledge
  - Fitness choices and behaviors

Action Plan

Process measure(s), if applicable:

This aligns with the goal because:

Outcome measure(s), if applicable:

This aligns with the goal because:

Impact measure(s), if applicable:

This aligns with the goal because:

Step 4

Select a data collection tool

Data collection tools include:

- Checklists
- Observation forms
- Surveys or questionnaires
- Participation logs and sign-in sheets
- Pedometers or other measuring devices
- Records kept by administrative staff, such as calendars

You may already have some tools available to you. For example, the process measure on times and days that the school track is available may be on the school calendar.

In other cases you may need to find or develop a tool to collect your data. You may need to adapt tools to your use by changing, adding, or deleting questions or other components.

You want to have a tool that meets YOUR needs and that is not too hard to use. It may be tempting to collect more information than you need, but that takes a lot of time, both for collection and analysis. Keep the tool as simple as possible.

Seek input and approval for your tool from your Wellness Committee. You need to have your tool approved by an administrative authority, such as your principal or superintendent. This will help with cooperation during your data collection. Tools that record individual health data must meet specific legal requirements to protect student rights.

Example

Activity to evaluate: Before- and after-school walk around the track

Process measure:

Facility use: total time and number of times in a week that the track was made available before and after school

Potential Tool: Calendar or other record kept by administrative staff

Impact measures:

- Number of students who participate compared to the number of potential participants
- Number of students who walk an average of 15 minutes/day compared to the number of potential participants

Potential Tools:

- Participation log at track entrance
- Observation form to record counts of students who enter track
- Survey to ask students to record their track use before or after school

Best Practice

If you are planning to make comparisons within your district or with other districts or to standard values, you will want to be sure that the tool that you use is comparable to the tools that they used.

Examples of Tools

Examples of tools, including a checklist, an observation form, a survey and participation log, are available in the Evaluation Aids and Examples (page 30). These are just examples. You will want to modify them for your use.

Whatever tool you choose, you will want to carefully consider how you will use it to collect your data. The better the tool, the better the data, and the better the decisions that you can make regarding your policy.

Surveys may take some additional time to develop and analyze, but they can provide a lot of information in a short time.

More Information on Developing Free Online Surveys

Free survey tools are available to help you develop, distribute and analyze surveys. Some tools are free for limited surveys, i.e., a certain number of questions or a certain number of respondents. You will need to check out the websites for their current offerings.

Survey Monkey ®: http://www.surveymonkey.com

Kwik Surveys ®: http://kwiksurveys.com/

Action Plan

What tool(s) will you use? Include a copy of your tool, if it is a checklist, observation form, survey, or participation log/sign-in sheet

Step 5

Collect your data

You will usually need to collect data several times during your evaluation period. This is also called *monitoring*. A single snapshot is not a very good measure of what is happening throughout the school year. At a minimum you would collect data at the beginning of the school year (or when an activity is introduced) and at the end of the school year to see progression. Collecting data several times during the school year gives you a better picture of what is happening, especially for activities that may be seasonal.

It is always better to measure, record, and verify. For example, you might think that a school track is accessible every day before school, but it would not be accessible during teacher workdays, inclement weather, etc. Verification gives you more accurate data.

Making measures more than one way can be helpful, too. For example, you might collect most of your data with student self-reports on logs or surveys and *validate* those findings with a once-a-month observation.

Example

Activity to evaluate: Before- and after-school walk around the track

Process measure:

Facility use: total time and number of times in a week that the track was made available before and after school

Tool: Calendar or other record kept by administrative staff

Mark the open track days on the calendar. Verify that the track was open on days that were marked on the calendar. You may need to check with the track coach to be sure that the times are accurate. If inclement weather made it necessary to cancel track time, note that, too. A standard month of before and after school track access would be about 40 potential time slots. School sports teams may have claimed some of the after-school slots, and some of the slots may have been cancelled by rain, snow, or other inclement weather. The total number of accessible times will be important to know because it helps to define your resource availability.

Impact measures:

Number of students who participate compared to the number of potential participants

Number of students who walk an average of 15 minutes/day compared to the number of potential participants

Collect information in a participation log at the track entrance. The participation log gives you an advantage of being able to track individual students or to simply count the number of students who sign-in for a session. Tracking individual students can be very time-consuming, but it allows you to know how many different students have participated in a time period. For example, you may average 45

Collect your data (continued)

students/session, but, during a given month, this may represent 346 different students.

Use an observation form to record counts of students who enter track. This can be a simple hash mark for each student who enters the track. You can use this method to track the number of students/session, but you cannot track individual students using this method unless the recorder knows each student.

Use a survey to ask students to record their track use before or after school. This method is a self-report. It has some advantages, though. You can ask students questions about their participation, such as how many times a week they participate, the time of day they participate, how many laps they walk, how they feel about participating, whether they walk as an individual or with a friend or group. You may also ask them what limits their participation to help you improve their access. Surveys may take some additional time to analyze, but they can provide a lot of information in a short time.

Definitions

Monitor: To check a measurable unit regularly to track progress

Validate: To confirm

Best Practice

It is good to do a practice run with your tool to be sure that it works for you. If you have problems during your practice run, you can make changes to the tool before your "real" data collection.

Action Plan

How often will you collect data?

Will you collect data in different ways? If so, how will you use these ways to validate your findings?

What will you do if the data are not in agreement?

Step 6

Analyze the collected data

There are many ways to analyze data. Basically, you want to describe what your population, usually students, has done. This is usually reported as *frequencies* – either the number of students in categories or the *percentage* of students in categories. These numbers are called descriptive statistics because they describe what you have measured. This is what you will typically need in your evaluation. There are other statistical tests that can describe relationships among measures, but these are more complicated and are beyond the scope of this guide.

For example, you may have two categories – individuals who have participated in an activity and individuals who have not participated in the activity. This would be the simplest division of students. You could just report the number of students who participate, but this is an incomplete picture because it does not tell you how many students were possible, i.e., *potential* participants.

To give a better picture you could report the number of students who participated and the number of students who did not participate. You can do this with the *actual* number of participants or as a percentage of the total potential participants.

The following are examples of ways that you might examine data for an activity that occurs three times during the school year. Only the values are given below. The calculations are detailed in the Evaluation Aids and Examples, Evaluation Math (p 38).

For a single offering of the activity, you might describe the frequency of participation. For example, if there are 236 students on a campus and 42 of them participated, you would have 18% of potential participants participating. In describing the percentage of potential participants you are making an impact statement.

Example

Activity to evaluate: Before- and after-school walk around the track

Process measure:

Facility use: total time and number of times in a week that the track was made available before and after school

Determine the actual access potential for the track. From the notations on your calendar tool you can count the number of before-school slots available to walkers and the number of after-school slots available to walkers. For example, in a semester (September – December) of 70 potential track days (140 potential track times counting before and after school), you may find that 15 before-school times were cancelled because of weather and 35 after-school times were cancelled because sports teams needed the track. This means that you had 140 potential track times or 64% actual access by the student body (75% before-school and 30% after-school).

Impact measures:

- Number of students who participate compared to the number of potential participants
- Number of students who walk an average of 15 minutes/day compared to the number of potential participants

Determine student participation.

- Using participation logs, you can count the number of participants in each session. To compare this value to your potential participants, you would determine the percent participating. For example, if you averaged 45 students/session and your school had 725 students, your average percentage participation/session would be 6%.

Analyze the collected data (continued)

Average participation would tell you the typical participation level. For example, if participation over three months is 18%, 24%, and 21%, the average participation would be 21%.

Total student participation describes the number of different students who participate. For example, if you have 142 different students who have participated in one or more of the activities, your total student participation would be 60%.

Individual student participation can be described further as the number of times students have participated. For example, you might have 84 students who have participated in one activity, 39 students who have participated in two activities and 19 students who have participated in all three activities. This participation can be reported two different ways. It can be reported as a percentage of total potential participation or as a percentage of students who participated in at least one activity.

- As a percentage of total potential participants (236 students) 36% participated in one activity, 17% participated in two activities, and 8% participated in three activities.
- As a percentage of the 142 participating students, 59% participated in one activity, 27% participated in two activities and 13% participated in three activities.

It is important to determine how you want to analyze your data, i.e., what questions you want to answer. You can analyze data different ways to make different points. For example, in the above case, few students participated in all three activities, but you cannot tell this from average participation.

You may also want to compare your results to a *standard* value, such as a national or state recommendation or requirement. In many cases this standard value may be the basis for your goal/objective.

From your participation log you can count the number of different students who have participated. Although this would be cumbersome, the data are useful because they give a different picture of participation. You can report these data as the total number of participants or as the percentage of potential participants. For example, if 346 students were recorded on the participation logs at least once and your school had 725 students, your percentage participation would be 48%.

You can add to your evaluation by determining the number of students who participated at least 5 times, at least twice a week, etc.

- Using student survey data, you could potentially determine the number of students who report walking only before school, the number of students who report walking only after school, and the number of students who report walking both before and after school. You could also determine the percentage of the potential participants in each category and compare those percentages to determine whether there is a difference in before-school participation and after-school participation.
- Using observation forms you can count the number of students that you observe walking and compare this value to your potential participants, just as you did with the participation logs.
- If you have a student self-report (either participation logs or survey data) and observational data, you can verify your data. Don't expect the values to be the same, but they should be close.

Use the same process to determine the number of students who walk an average of 15 minutes/day compared to the number of potential participants.

Note: Your survey may have additional information that may help you to make

Analyze the collected data (continued)

It is important to recognize the limitations of your data. The above example does not give reasons that students did not participate in all three activities.

- For the second activity, there may have been incentives, such as t-shirts for participants. These incentives may not have been offered for other activities.
- For the second activity, there may have been requirements that sports teams participate.
- During the first activity, there may have been inclement weather, such as rain or a very cold day.
- School busses may have been late arriving, limiting the participant base, even though the potential base was 236 students.

The above example does not describe the composition of the student participants. We do not know grade level or gender, for example.

decisions. For example, students can have the opportunity on the survey to tell you how they feel about their walking participation and whether they walk with friends or groups. This information doesn't describe progress toward your goal or objective, which is the primary reason for doing your evaluation. However, it does help you to make decisions toward continuous improvement.

Definitions

Actual: Number of individual or units measured or counted

Frequency: Number of units or observations in a category

Participation: Act of sharing activities of a group

Percentage: Part of a whole expressed as hundredths; for example, 10 of 50 = 20 of 100 or 20%; calculation used to make comparisons easier

Potential: Total number of individuals or units possible

Standard: A reference point that serves as a basis for comparison

Best Practice

Check to be sure that you can answer your questions with the data that you are collecting and your method of analysis. If you cannot answer your questions with your action plan, you will need to revise your action plan to collect the data that you need and to analyze it so that you can answer your questions.

When you are describing your total participant group, your percentages should add up to 100%. They may be one percent different because of rounding, but they should be close to 100%. If they are not, you have a math error.

Online Calculators

There are online calculators available to help you calculate percentages. These include calculators at http://www.percentagecalculator.net/ and http://www.onlineconversion.com/percentcalc.htm.

Action Plan

What questions do you want to answer with your data?

How will you analyze your data in order to answer your questions?

How will you determine potential participation, accounting for bus transportation, school schedules, and other factors that may affect student participation?

Step 7

Determine what your results mean

The data that you have collected and analyzed should answer some of the questions that you have related to your goal. It should tell you where you are in relation to your goal or to a specific objective under your goal or to an activity that supports your goals/objectives.

When you think about your results you may also have questions that you cannot answer. You may want to build on your evaluation tool to measure these in your next evaluation period.

- Your observation may have been that you had more boys or more students from older grades participating in an activity. If you did not gather this information this year, you may want to collect it next year. It could help you determine barriers to participation by girls or students in lower grades.
- You may want to evaluate additional activities related to the goal for next year to get a better picture of how close you are to meeting the goal.

In addition to answering specific questions about your progress toward meeting your goal, your information should help you make recommendations for further action. To make a good recommendation, you will need to consider such questions as:

- What successes did you see?
- What are barriers to meeting the goal's target?
- What resources do you need to meet your target?
- What do you need to do for continuous improvement, especially if you have met your current goal?

Example

Goal/objective: Students will exercise 15 minutes/day at school outside of physical education classes.

Describing successes:

Success might be increasing student participation, including access for an additional group or improving the outcomes for those who are already participating.

Success might be reducing the cost of participation or improving a participation venue.

Describing barriers:

Riding a bus could be a barrier to participation if the bus schedule does not allow participation by some students. In the example above, the potential population was described as every school student. However, some students who ride busses may not have an opportunity to walk the track before school or after school. If the potential population is described as students who do not ride a bus, the average participation by potential students will increase.

Since the track was only accessible about half of the time for students who were participating in track walking, adding track facilities may increase participation. You can use information from a student survey to help determine this, if you ask questions about why students do or do not participate.

Clarifying the goal:

If a goal target is 15 minutes/day, you need to consider two components – length of time and unit of participation. Having students walk an hour and fifteen minutes one day a week, averaging 15 minutes/day, does not meet the intent of the goal.

Determine what your results mean (continued)

If the intent of the goal target is to burn a minimum number of calories, this would need to be specified in some way, perhaps by describing the intensity of exercise or by giving a list of activities that meet the goal definition. In this case, running, jumping rope, playing basketball, and swimming would likely meet criteria, but playing baseball likely would not.

Thinking about what your results mean is a very important part of evaluation. It is a major step toward making recommendations for continuous improvement.

It is helpful to discuss your analysis with others, perhaps your Wellness Committee, to describe your major successes and barriers. Evaluation does not just describe problems. It also celebrates successes.

ACTION PLAN

How will you determine what your results mean?

Who/what groups will you meet with to determine the meaning of your results?

How will you alter your evaluation for the next cycle to capture information that will help you to reduce barriers to future success?

Step 8

Communicate your results

It is important to target your communication. This means that you may need to tell the same story, or parts of it, different ways to different groups. It is helpful to have individuals from your target group review your communications before you release them. They may find problems with the communications, even if there are no actual errors.

Make your communication critical and concise. Make it possible for individuals to ask questions. At meetings, this means leaving time for questions from the audience. For print materials, Web announcements and other venues, this may mean giving your audience a number to call, an email address to write or some other method of reaching the appropriate person. You may also set up question boxes or have open appointment times to meet with individuals who have questions. People who have questions are interested in what you are doing and may want to become more involved. They may also have good ideas about additional evaluation.

The content of your communication has several parts:

- Context – who, what, when, etc.
- Process – tools and analysis
- Findings
- Recommendations
- Illustrations

Example

Goal/objective: Students will exercise 15 minutes/day at school outside of physical education classes.

Communication venues and audiences:

- School board meeting
- Staff meeting
- PTA/PTO meeting
- Students
- Community

Communication instruments:

- Presentation – all groups
- Brochures – all groups
- Bulletin board or poster – PTA/PTO, students
- Radio/television interview – community

The school cafeteria is an especially good place to communicate both availability of activities and current status of activities. This can be done with bulletin boards/posters, table tents, and menus.

Presentation software can help you develop slides that can be presented to an on-site audience, converted into bulletin boards or posters, and shown in a television interview.

Sample slides for a presentation based on evaluation of this goal/objective are in the Evaluation Aids and Examples, Examples of Presentation Slides (page 39). Note the following:

- The presentation includes some context by giving the goal, objective and activity. You can make this detailed for a first presentation and shorter for later presentations to the same audience. It is always important to provide context for a group meeting because members may change, i.e., you may have new school board members, new staff, new parents. It

Communicate your results (continued)

may not be new to you, but it will be new to some.

- Graphics make the slides more enjoyable to view, but they should not detract from your message. Note the difference in presentation for narrative (word) slides and chart slides. Chart slides have an advantage in presentations because you don't read them to your audience; instead you describe them.
- Many of the slide titles are questions. This engages the *stakeholder* and tells them what they should learn from your presentation or bulletin board/poster.

Definitions

Stakeholder: Individual or group that has an interest in the development, implementation and impacts of a policy goal/objective

Tip

To make the best use of your time, plan to re-purpose components of your communication in several venues. For example, you can use a presentation slide as a bulletin board or poster, if you enlarge it sufficiently. Many different companies, local and online, can enlarge and print your posters. Check with your local print shop or search for an online printer using the term "print posters" in your search box.

Resources for Developing a Presentation

PowerPoint is proprietary commercial software that you can use to develop slides. PowerPoint is a component of Microsoft Office. Information on PowerPoint, including help with developing effective slides, is available at http://www.office.microsoft.com/en-us/powerpoint/. You may have PowerPoint available to you as a component of your office software.

Google Docs can also be used to develop a presentation. Google Docs is free and is available at http://www.google.com/google-d-s/presentations/. Information on using the presentation software at Google Docs is available at this site, too.

Action Plan

What stakeholders will you target for your communications?

What communication formats will you use?

What community media outlets will you use?

What in-school outlets will you use?

Determine your communications' budget so that you will know what is possible in terms of bulletin boards, pamphlets, etc.

Glossary

Activity: Specific action that you are taking toward meeting an objective; short term, limited action that has measurable components

Actual: Number of individual or units measured or counted

Frequency: Number of units or observations in a category

Goal: Purpose that you hope to achieve, such as improving nutritional health or physical fitness; longer term aims based on ideas that may not be strictly measurable and may be an ideal that leads to continuous improvement

Impact measure: Measurement that reflects the extent of change in the total student/staff/community population; examples include the total level of participation by students/staff/community, the percentage reached of a target measure, etc.

Measurable: Can be quantified to determine amounts of a specified unit; for example, time can be measured, i.e., is measurable

Monitor: To check a measurable unit regularly to track progress

Objective: Effort that you have planned toward achieving a goal; mid-term plan that has measurable components that are achievable within a timeframe

Outcome measure: Measurement that evaluates a result of an activity; examples include number of miles walked by a student or faculty member, change in endurance, number of whole grain servings selected from a line, etc.

Participation: Act of sharing activities of a group

Percentage: Part of a whole expressed as hundredths; for example, 10 of 50 = 20 of 100 or 20%; calculation used to make comparisons easier

Potential: Total number of individuals or units possible

Process measure: Measurement that evaluates resources that are available to use; examples include personnel time, facility use, class sessions, supplies, etc.

Stakeholder: Individual or group that has an interest in the development, implementation and impacts of a policy goal/objective

Standard: A reference point that serves as a basis for comparison

Validate: To confirm

Evaluation Aids and Examples

Resources on Evaluating Local Wellness Policies

Action for Healthy Kids Wellness Policy Tool: This tool has an overall plan for creating, implementing and evaluating Local Wellness Policies. Available at

http://www.actionforhealthykids.org/for-schools/wellness-policy-tool/

The section on evaluating wellness policies has a good overview of steps required to evaluate overall policies. Available at

http://www.actionforhealthykids.org/for-schools/wellness-policy-tool/wellness-tool-8.html

You can register to participate in their Wellness Policy Tracker at

http://www.a4hk.org/policymonitor/trackerregister.php.

Wellness School Assessment Tool (WellSAT) is a product of the Rudd Center for Food Policy and Obesity at Yale University. It is a standardized, quantitative tool for assessing the comprehensiveness and strength of school wellness policies. It is not designed for assessing the implementation of wellness policies. Available at

http://wellsat.org/

Center for Disease Control (CDC) *School Health Index* (SHI): Self-Assessment & Planning Guide. The SHI is a planning tool that can help schools improve their health and safety policies. It focuses on comparing the school's current practices with best practices and helping to establish an improvement plan. It includes physical activity and health. Available at

http://www.cdc.gov/healthyyouth/shi/

List of Potential Factors to Measure

This is not a comprehensive listing. It is a list of examples. You can develop your own factors to measure, based on your goals/objectives.

Potential process measures:

- Resources
  - Cost of equipment and supplies
  - Personnel time and oversight, amount and/or cost
  - Time available for activity
  - Accessibility to equipment, i.e., time that equipment is available
- Steps taken toward implementation of goal/objective; for examples:
  - Responsibilities assigned
  - Timeline created
  - Resources identified
  - Communication plan in place
  - Comparison of implementation plan to actual progress

Potential outcome and process measures:

- General
  - Number of participants for an activity
  - Percentage of actual participants to potential participants
  - Minutes of participation, individual (average and range)
  - Minutes of participation, total group
  - Self-reported attitudes and changes, students and staff
    - Attitudes toward program
    - Health behaviors
    - Student attendance
    - Ability to concentrate in class

Nutrition education

- Knowledge
  - Demonstrated ability to read and use Nutrition Facts Panel information
  - Demonstrated ability to read and use menu information
  - Demonstrated knowledge of foods to increase, such as fruits and vegetables, whole grains, and low-fat and fat-free dairy products
  - Demonstrated knowledge of food components to decrease, such as sodium
- Food choices and behaviors
  - Number of servings of fruit, chosen and consumed
  - Number of servings of vegetables, chosen and consumed
  - Number of servings of whole grains, chosen and consumed
  - Number of servings of low-fat and fat-free dairy products, chosen and consumed
  - Number of different fruit choices in a week, chosen and consumed
  - Number of different vegetable choices in a week, chosen and consumed
  - Number of foods that students can prepare for themselves
  - Number of foods that students report preparing for themselves in a week

Physical Fitness

- Knowledge
  - Demonstrated knowledge of the minimal amount of activity needed per day
  - Demonstrated knowledge of higher calorie vs lower calorie activities
- Fitness choices and behaviors
  - Number of different physical activities engaged during the week
  - Minutes of participation in physical activity, daily, weekly
  - Distance walked or run
  - Calories burned in exercise
- Other
  - Curricular time for physical activity
  - Groups or teams formed outside of extramural sports
  - Participant injuries, number of participants and percentage of participants
  - Level of fitness or physical assessment
    - Fitnessgram®
    - BMI
    - Endurance

Example of a Checklist

What Do You Do for Exercise?

Which sports or games have you played this month? Check the sport and where you played it. If you played it at school and outside of school, check both.	At School	Outside of School
Baseball	☐	☐
Basketball	☐	☐
Football	☐	☐
Dancing	☐	☐
Golf	☐	☐
Gymnastics, yoga, cheerleading	☐	☐
Jumping rope	☐	☐
Running for track	☐	☐
Soccer	☐	☐
Swimming	☐	☐
Tennis	☐	☐
Walking for distance, such as around a track	☐	☐
Other: Please tell us what you did.	☐	☐

Think about all of your sports and games. In total, about how much time did you spend each day on them? _____ minutes each day

Notes:

- This checklist can help you to determine the range of activities for student participation. To develop your own checklist, you might want to have a student focus group describe their activities. That way, you can include activities that you may not have considered.
- This is a student's self-report. Self reports are not always accurate, but they can provide information that you cannot collect otherwise.
- This checklist can help you to see what facilities might be useful investments to increase physical activity or areas that might have potential to engage more students.
- Active time is hard to measure. There is a lot of "standing time" in most sports. For example, baseball players are not moving much of the time. Also, students may not measure their time. This measure of time is not very accurate.
- You might want to make the checklist form more inviting with clipart or colored paper.

Example of an Observation Form

Observation of Track Walking Before or After School

Date: _____

Beginning time: _____

Ending time: _____

Observer: _____

Indicate the number of participants in the right column	# Participants
Number of students participating	
Number of boys participating	
Number of girls participating	
Number of students who walk at least fifteen minutes	
Number of students who walk at least once around the track	
Number of students who walk at least twice around the track	
Number of groups or teams walking together around the track	

Conditions that may have affected participation, such as inclement weather:

_____

Notes:

- This observation can help to quantify the number of participants. You can record the number of participants, and you can compute the percentage of actual participants to potential participants. You can compare the number/percentage of boys to girls to describe the participation further.
- If you complete this observation once a week, twice a month, or several times a semester, you will be able to show trends in participation, such as greater participation during some times of year.
- Your objective is written in minutes, so you need to complete item 4 on the checklist to evaluate your objective. The other items can help you with your future plans and with explanations.
- Using the information on the number of times students walked around the track, you can make a rough calculation of the total activity of the group.
- Recording the number of groups or teams walking together can help to show engagement and may predict continuing effort, since peer motivation may increase participation.
- If you have a large number of participants, it may be difficult for one observer to count the participants and determine the number of times they circle the track. Consider having helpers or combining this data with participation logs (self-reports).

Example of a Survey

My Track Walking Time

Please tell us about your participation in the track-walking program. We'll use the information to help us improve. Please check your answer.

Example of a dichotomous (yes/no) question:

Did you walk around the track at least once so far this year?

- ◯ Yes
- ◯ No

Examples of multiple choice questions:

When do you walk around the track?

- ◯ Before school
- ◯ After school
- ◯ Both before and after school
- ◯ I do not walk around the track.

How many times a week do you usually walk around the track?

- ◯ None
- ◯ One
- ◯ Two
- ◯ Three
- ◯ More than three

How many minutes do you usually walk?

- ◯ Less than 10
- ◯ 10 – 14
- ◯ 15 minutes or longer

How many laps around the track do you usually make?

- ◯ None. I do not walk around the track.
- ◯ One
- ◯ Two or three
- ◯ More than three

Which of the following would likely increase the number of laps that you make? Check all that apply.

- ◯ Getting to school earlier
- ◯ Having a friend or a group to walk with
- ◯ Participating in a contest to earn prizes
- ◯ Other, please describe:
- ◯ Nothing. I do not walk around the track.

Example of rating scale question:

If you have walked around the track, which of the following terms best describes your last experience in walking the track? Please circle your answer.

- ◯ Very pleasant
- ◯ Somewhat pleasant
- ◯ Neither pleasant nor unpleasant
- ◯ Somewhat unpleasant
- ◯ Very unpleasant

Example of open-ended question:

On days that you do not participate in the track walking, please state your reason to not participate?

_____

My Track Walking Time (continued)

Notes:

- Writing focused, simple questions will help you to get the information that you need. There are many types of questions. In this example, we have included dichotomous questions (questions with two possible answers), multiple choice questions (questions with three or more different categories), rating scale questions (measure attitudes), and open-ended questions that ask more in-depth questions.
- Survey questions may seem easy to write, but they can be tricky. It is good to have several people from your participant group read your questions and tell you how you might improve. Sometimes it may be difficult to answer a question as written.
- Be sure that your tool collects information in the form (units of measurement) that you need.
- Using an online survey system can help you link questions so that the participant only sees questions that apply to them. For example, if a students answers "no" to the first question, the student would not see the multiple choice or rating questions. They would only see the open-ended question.

Example of a Participation Log

Sign In, Please!

Date: _____

Name	Minutes walked	Number of Laps around Track

Notes:

- This is a student's self-report. Self reports are not always accurate, but they can provide information that you cannot collect otherwise.
- You may get some made-up names. This does not matter in terms of collecting group data. You can just count "Mickey Mouse" as a participant.
- Depending upon your group, be prepared to have some data that you cannot use. No student is going to do 400 laps around the track before school starts. Carefully consider your potential maximum before you put out the participation log and eliminate unreasonable records.
- If you have a large number of participants, you may want to have several different sign-in stations.
- You might want to make the participation log more inviting with clipart or colored paper.
- Combining participation logs with sporadic observation can give you more confidence in your data.
- While it takes time to record the number of different students who have walked, this can be valuable data to show level of participation. Another way to do this is to give each student a token to put in a collection box one time that they have participated. Then you can count the tokens instead of looking for names.

Evaluation Math

Percentage of potential participants:
If there are 236 students on a campus and 42 of them participated in an activity, you would have:

- 42 participants and
- [42/236][100] = 18% of potential participants

Average Participation (typical participation level):

If you have an activity that occurs each month, the participation over three months could be:
Month 1: 18%
Month 2: 24%
Month 3: 21%
[18+24+21]/3 = 21% average participation

Total student participation (number of different students who participate):
If you have 142 different students who have participated in an activity that has occurred three times during the year and 236 students on campus, you would have:

- 142 participants overall
- 236 students on campus
- [142/236][100] = 60% total student participation

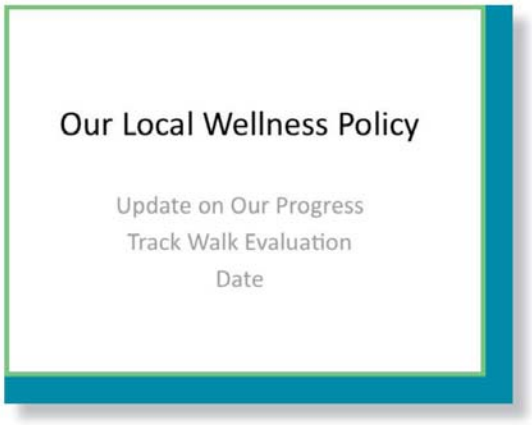
Note that some students may have participated more than one time, but this is not considered.

Individual student participation can be described further by the number of times students have participated. This may be described for the total number of students on campus or for the group of students who have participated in at least one activity session. For example, if you have

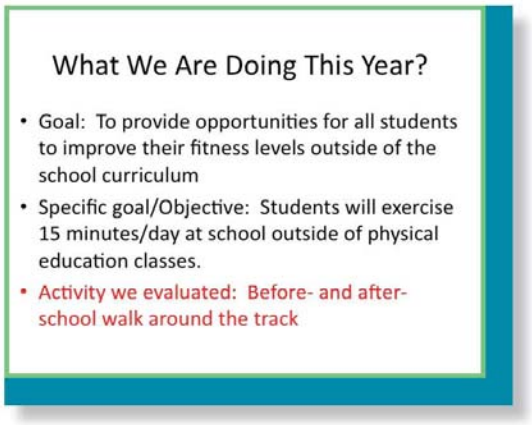
- 84 students who participated in one activity session
- 39 students who participated in two activity sessions
- 19 students who participated in three activity sessions
- 236 students on campus
- 142 participants overall (number of different students who participate)
- [84/236][100] = 36% of students on campus participated in one activity session
- [39/236][100] = 17% of students on campus participated in two activity sessions
- [19/236][100] = 8% of students on campus participated in three activity sessions
- [84/142][100] = 59% of participants participated in one activity session
- [39/142][100] = 27% of participants participated in two activity sessions
- [19/142][100] = 13% of participants participated in three activity sessions

Examples of Presentation Slides

Slide 1: This is a typical title slide. You may want to include the name of the presenter or the name of the group that planned and implemented the evaluation.

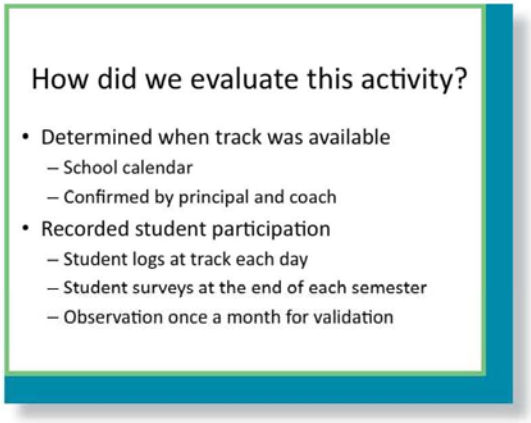


Slide 2: This slide is a context slide. It tells the audience what you will be describing and how it fits into your Local Wellness Policy.

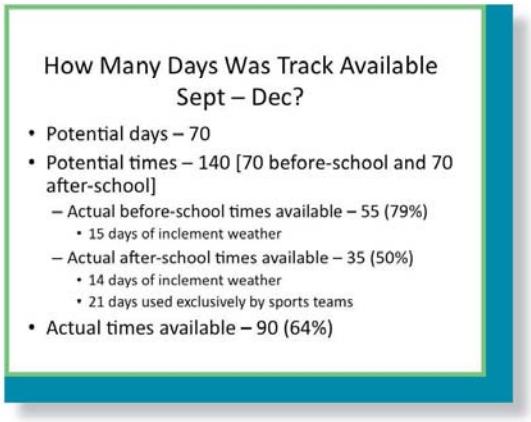


Examples of Presentation Slides

Slide 3: This slide tells the audience what you did. This is important because it tells them the source(s) of your information.

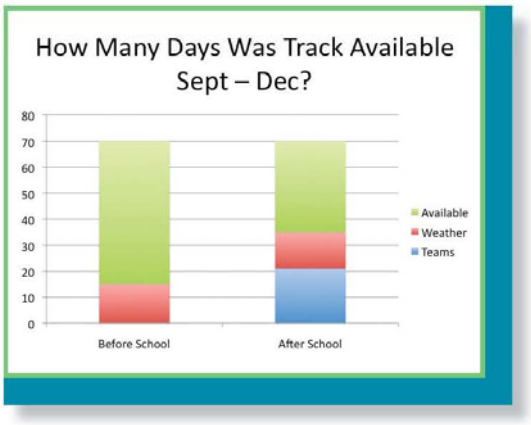


Slide 4: This gives your process data in narrative.

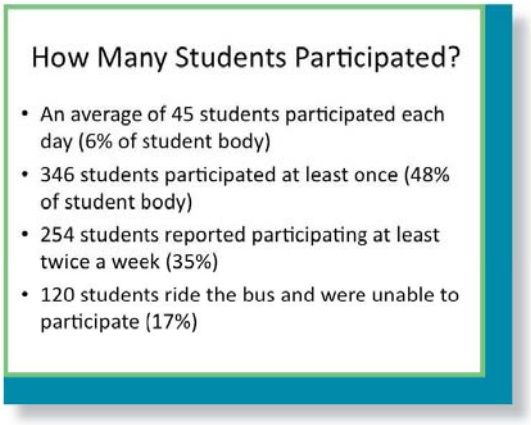


Examples of Presentation Slides

Slide 5: This gives your process data as an illustrated chart. This is an alternative to the narrative format.

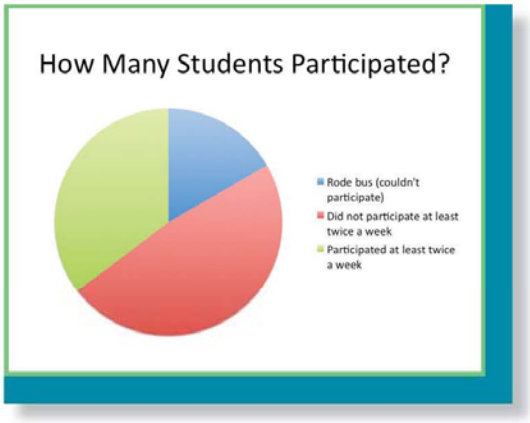


Slide 6: This is a potential impact slide. It is a narrative of how many students participated. It gives a lot of information in a small space and can replace slides 7 & 8, but it is not visually appealing.

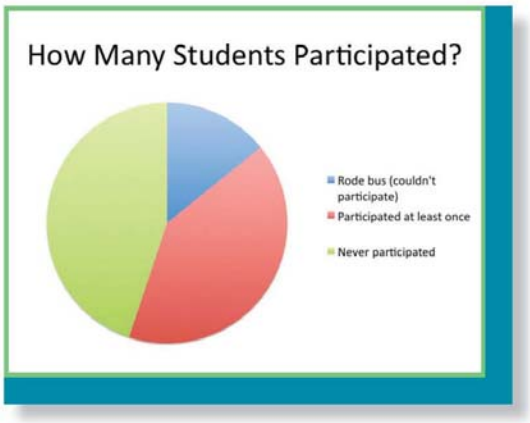


Examples of Presentation Slides

Slide 7: This is a potential impact slide in a pie chart. It has some of the same information as Slide 6, but it is a different format.

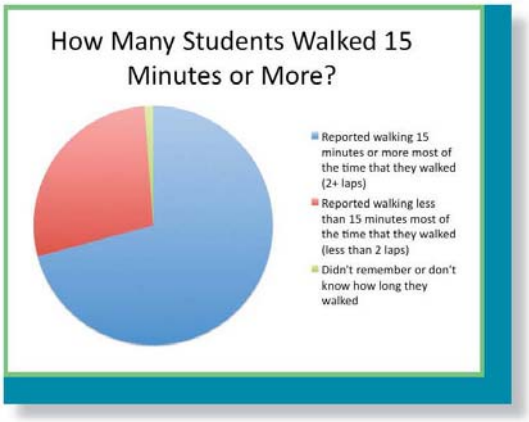


Slide 8: This is a potential impact slide in a pie chart. It has some of the same information as Slide 6, but it is a different format.

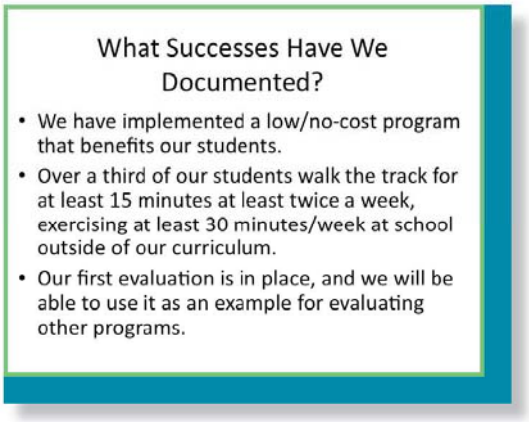


Examples of Presentation Slides

Slide 9: This is a potential impact slide in a pie chart. It focuses on the specific objective, i.e., walking 15 minutes outside of the school curriculum. Note that it is estimating the 15 minute walk time by comparing it to 2+ laps around the track.

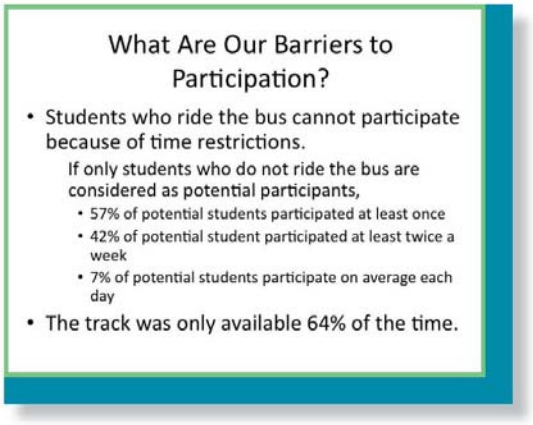


Slide 10: This slide gives the audience an overview of your successes. This is important, especially since some of those successes may be institutional efforts, such as the evaluation itself, which will not be recognized in other parts of the presentation.

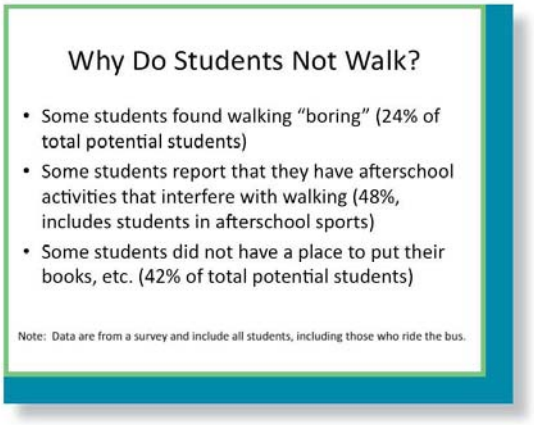


Examples of Presentation Slides

Slide 11: This slide gives the audience some information on barriers to meeting your objective. It will suggest improvements that may be made to increase participation, i.e., impact. These are barriers related to process, i.e., resources.

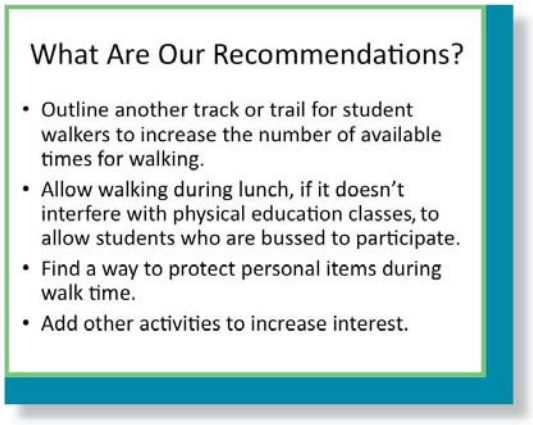


Slide 12: This slide is a different view of barriers. It describes what participants have said about their constraints that may or may not be solvable by the school district.

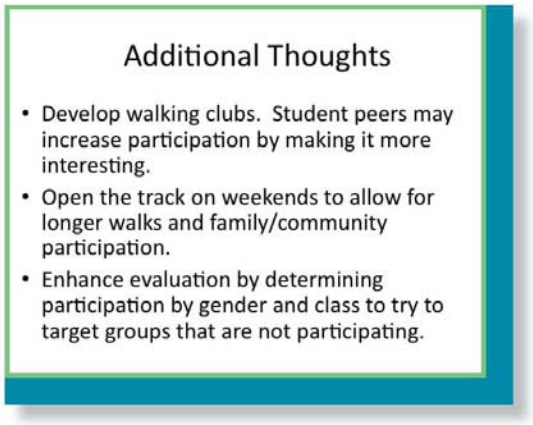


Examples of Presentation Slides

Slide 13: This is the "so what" of evaluation – recommendations for continuous improvement. These recommendations may be from the evaluator(s), the Wellness Committee or other groups who have reviewed the data.

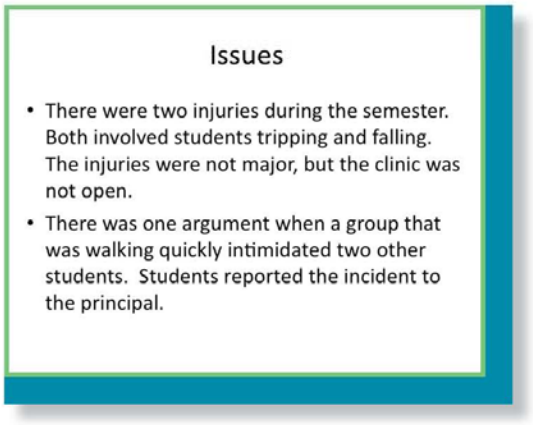


Slide 14: These are additional ideas from the evaluator(s), the Wellness Committee and/or other groups that have reviewed the data. They may be beyond direct application of the evaluation data, but they are possibilities to discuss and consider.



Examples of Presentation Slides

Slide 15: Every activity includes a risk. This slide describes two issues that arose during the activity. The issues may be addressed as a part of continuous improvement.



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