

FOSTERING COLLABORATION AND ESTABLISHING LOCAL PRACTICES

Although the primary mission of schools is education, neither students nor staff can be successful when health-related factors interfere with teaching and learning. A coordinated approach to school health incorporates the structures and practices needed to address these health-related factors. This chapter provides the following:

- ✧ An overview of steps schools and districts can take to foster collaboration and create local practices to organize a systematic approach to coordinated school health
- ✧ Guidance for strategies to coordinate health education, programs and services, and to assess the need for related community-based services in the context of a coordinated school health approach

Actions schools and districts can take to incorporate a coordinated approach to school health into the education system include the following:

1. ***Ensuring Leadership***—oversight and support
2. ***Organizing School Health Teams***—structures for coordinating activities
3. ***Conducting an Assessment***—determining what is needed and what is already in place to address those needs
4. ***Creating an Action Plan***—setting priorities, developing implementation strategies, and evaluating the process
5. ***Developing a Communications Plan***—communicating with and involving the community

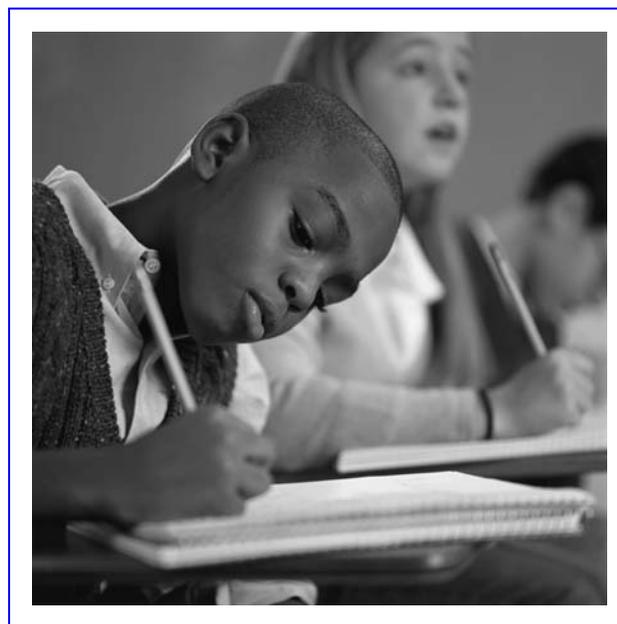


Step 1: Ensuring Leadership

Committed leadership is essential for the successful implementation of a coordinated approach to school health. The school board needs to develop policies that clearly state the district's commitment to promoting the health of the school community. Policies also need to articulate administrators' responsibilities for the oversight of a coordinated school health approach. Administrators need to set the tone for districts and schools and create a climate that supports student achievement and well-being.

The district superintendent is responsible for policy implementation and ideally will take the lead in establishing a coordinated approach to school health. Principals, as gatekeepers for what occurs at the building level, are charged with ensuring that health problems do not interfere with students' ability to learn. Necessary actions for school leaders include the following:

- ✧ Preparing a plan based on identified needs with input from school and community stakeholders, including families, students, teachers and staff, and community agencies
- ✧ Appointing a representative district-level team
- ✧ Appointing a qualified school health coordinator and providing that coordinator with the necessary resources (space, time, funding) to assist with the coordination of policies and programs
- ✧ Ensuring compliance with all school policies including school health policies
- ✧ Conducting regular evaluation and reporting on program implementation



Fit, Healthy, and Ready to Learn, published by the National Association of State Boards of Education (http://www.nasbe.org/healthy_schools/FHRTL.htm), provides guidance for education administrators and policymakers, school staff, and interested community members to develop policies to address school health-related goals. CSDE's *Action Guide for School Nutrition and Physical Activity Policies* provides comprehensive guidance for school districts on developing, implementing and evaluating local policies to promote healthy eating and physical activity (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>.)

Step 2: Organizing School Health Teams

An effective approach to coordinated school health requires the involvement of:

1. A district-level school health team or council
2. A district-level school health coordinator
3. Building-level school health teams and coordinators

A school health team may also be referred to as a school health council, school health advisory council, wellness team, or coordinated school health team, among other names. For this document, the school health team will be referred to as the *school health council*. A description of each type of council and its role follows.

1. **District-level school health council:** Policies and actions tend to be more comprehensive and effective when developed with input from those whom they affect. The appointment of a district-level team to coordinate school health activities will lay the foundation for a districtwide, systematic approach to policy development, implementation and monitoring. A coordinated approach to protecting and promoting the health and well-being of students and staff brings together a broad range of school and community stakeholders. These include representatives of comprehensive school health education, physical education, food services, health and mental health services, staff wellness, a healthy school environment, families, and community agencies. Involving these stakeholders contributes to the integration of the components that affect the school community's health and safety. This coordinated approach:
 - ✧ Makes possible the communication of a variety of perspectives, interests, and concerns
 - ✧ Contributes to districtwide ownership of outcomes
 - ✧ Needs to be incorporated into district and school improvement plans as an essential element of the district's educational mission

District administrators may choose to use an existing district-level team such as the school wellness team, a drug-free schools team, Team Nutrition, a school improvement team, an emergency preparedness team, or a similar group instead of creating a new team. The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) requires all school districts that participate in federally funded school meal programs to establish a local school wellness policy through a process that involves parents, students, school representatives and the public. **Many districts may already have laid the foundation for establishing a school health council or wellness council when meeting the requirements of federal legislation and the coordinated approach to school health may be a natural continuation of the work of this group.**

2. **District-level school health coordinator:** A school health coordinator identified by the superintendent is responsible for organizing the district team, maintaining communication among team members, managing the needs assessment and planning process, monitoring progress, and advocating for curricula, programs and services to meet the physical, social and emotional needs of students. District administrators need to ensure that the coordinator has adequate time, space, clerical support and other resources to carry out this work.

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3. **Building-level school health teams:** Most school health activities are implemented at the school level. Consequently, with leadership from the principal and technical support from the district health coordinator, each school needs to take responsibility for curricula, programs and services within its building. This requires forming a building-level school health team to develop, implement and monitor health-related activities. District leadership needs to communicate to principals that it is the principal's role to (1) establish a school health team or use an existing team, (2) ensure that actions are integrated into activities throughout the building, and (3) periodically monitor the team's progress.

School health-team members at the building level commonly include the following:

- ✧ *school principal*
- ✧ *school nurse*
- ✧ *health education teacher*
- ✧ *physical education teacher*
- ✧ *school medical adviser*
- ✧ *family and consumer sciences teachers*
- ✧ *other classroom teachers*
- ✧ *mental health professionals*
- ✧ *foodservice director*
- ✧ *teachers*
- ✧ *school facilities manager*
- ✧ *parents*
- ✧ *students*
- ✧ *representatives of youth-serving and health-related community agencies*

A building-level school health coordinator manages communication, organizes meetings and, with the support of the school health team, works for the effective, efficient implementation of health-related activities. Again, instead of forming a new council, the principal may choose to build on an existing team such as the wellness team, an indoor air quality team or a school improvement team. The school health council aims to promote the health of students and staff to ensure that health issues do not interfere with learning and teaching. Since healthy students learn better, addressing curricula, programs and services would complement the work of the school improvement team, which commonly addresses site-based management with the goal of improving student performance.

Resources for organizing both district- and building-level school health councils include the following:

- ✧ *Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Councils* provides a five-step approach to planning, developing, maintaining, and evaluating school health teams or councils. http://www.healthyschoolsms.org/ohs_main/documents/SchoolHealthCouncilsGuide.pdf
- ✧ *Forming a School Health Team* describes school health team membership. <http://www.cdc.gov/HealthyYouth/SHI/training/10-Resources/docs/Team.pdf>

Step 3: Conducting an Assessment

Before developing a plan, schools, districts and community groups need to gather data to determine what is already in place and where the gaps are. Many schools already have many of the components of a coordinated school health approach in place. What they may not have is a system in which the components work together to ensure that students are engaging in health-promoting behaviors or receiving the education and services to help them do so.

Questions to ask include the following:

1. What laws and regulations apply to school health?
2. What is the health status of our district's or school's students? What behaviors are putting the health status of our district's or school's students at risk?
3. What is our district or school doing to promote the health of our students, including promoting physical activity and health education, programs and services? What are the gaps? Are community organizations and services involved in the school efforts? How well do our current activities meet the guidelines suggested in this document for each component of a coordinated school health approach?

In conducting the assessment, districts need to identify applicable laws and regulations, local student health status, and existing health programs and services.

Laws and regulations. Applicable state and federal laws and regulations are referenced in Chapter 3, Sections 1-8, at the end of the description for each component of the coordinated school health approach.

Student health status and risk behaviors. School health priorities should address the specific health status of the school's or district's students. This information can also provide a baseline for future assessment of progress. Data sources include the following:

- ✧ **School nurse or school-based health center:** The school nurse or health center can report the numbers and kinds of health problems for which students visit the nurse's office or the health center; the number of referrals for substance abuse, asthma, overweight individuals, etc.; and the number of and reasons for absenteeism.
- ✧ **School medical adviser:** The school medical adviser, who is also often a community provider, can provide information on health trends among the pediatric and adolescent populations.
- ✧ **Local health department:** The local health department can provide information about the occurrence of disease and health safety violations that can affect student health.
- ✧ **Police department:** The police department can provide data on substance abuse offenses, motor vehicle accidents, violence, etc.
- ✧ **Hospitals and social service agencies:** Hospitals and social service agencies can provide data on illness, injury and referrals for mental, family and social problems.

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- ✧ **State agencies:** State agencies, including the State Department of Education and the State Department of Health, regularly gather data and can provide assistance with obtaining relevant health data. Some state data sources include the following:
 - Child Well-Being Data Reports: http://www.ckidslink.org/pub_issue_15.html
 - Connecticut School Health Survey (Youth Tobacco Survey and Youth Risk Behavior Survey): <http://www.dph.state.ct.us/PB/HISR/CSHS.htm>
 - School Health Profiles: <http://www.cdc.gov/healthyyouth/profiles/index.htm>
http://www.educationconnection.org/prog_sde_school.htm
 - School Health Policies and Programs: <http://www.cdc.gov/healthyyouth/shpps/index.htm>
 - Strategic School Profiles: <http://www.csde.state.ct.us/public/cedar/profiles/index.htm#go>

Existing health programs and services. All schools and districts are engaged in many activities that support the health of their students. Tools for gathering data about existing health programs and services include the following:

- ✧ *School Health Index (SHI): A Self-Assessment and Planning Guide* is designed to help schools identify the strengths and weaknesses of the school health policies and programs, develop an action plan for improving student health, and involve teachers, parents, students and the community in improving school services. There are two tools: one for elementary and one for middle and high school. The self-assessment process allows members of the school community to come together to discuss what their school is doing to promote good health, and develop and prioritize recommendations for improving its school health actions. The SHI includes a tool for identifying those priorities and planning for implementation. The SHI is available at <http://apps.nccd.cdc.gov/shi/default.aspx>.
- ✧ *Creating a Healthy School: Using the Healthy School Report Card*, developed by the Association for Supervision and Curriculum Development (ASCD) with input from a panel of school health experts, is a tool designed to help schools assess the existence of indicators that support health, positive behavior and achievement, and the quality of programming related to each indicator. The Healthy School Report Card also outlines steps to facilitate the implementation of essential structures to support a coordinated school health approach. The publication is available from ASCD at <http://www.healthyschoolcommunities.org>.
- ✧ *Action for Healthy Kids* (<http://www.actionforhealthykids.org>) and the *Alliance for a Healthier Generation* (<http://www.healthiergeneration.org>) are national organizations that provide tools for assessing the status of physical activity and healthy nutrition in schools.



Step 4: Creating an Action Plan

A well-developed plan provides a blueprint for implementation and lays the foundation for effective use of resources. A vision statement sets the stage for planning and clarifies what proposed actions will be designed to accomplish. The school health team develops a vision statement with input from the community to ensure community ownership and support. Steps for addressing the agreed-upon vision include the following:

- ✧ Developing priorities
- ✧ Designing a plan
- ✧ Involving community members
- ✧ Evaluating outcomes
- ✧ Ensuring sustainability
- ✧ Obtaining funding

Developing priorities: The needs assessment will reveal more needs than a school or district can realistically address. The school health team, with input from other interested community members, can establish priorities by determining how the problem relates to achieving its vision. The problem may be a high incidence of a health condition such as being overweight or absenteeism due to asthma, evidence of a widespread health risk such as physical inactivity, or an underdeveloped component of a coordinated school health approach such as inadequate physical education. The following questions can help to prioritize problems:

- ✧ How widespread is the problem?
- ✧ How serious are its consequences?
- ✧ If this problem is addressed, what is the likelihood of success?
- ✧ What will be the costs of addressing this problem, in terms of money, time, and other resources?
- ✧ Who else in the community is addressing this problem? Is there a possibility of tapping into community resources or strengths?
- ✧ Are there legal requirements that affect the need to address this problem?

Designing a plan: A written plan spells out clearly why, how, when and by whom activities will be accomplished. The plan should include the following:

- ✧ a vision or mission statement
- ✧ goals
- ✧ measurable objectives
- ✧ activities to meet the objectives
- ✧ a timeline for completion of actions
- ✧ designation of responsibility for carrying out each activity
- ✧ identification of necessary resources
- ✧ a budget
- ✧ an evaluation plan

Refer to the policy recommendations and implementation strategies in Chapter 3, Sections 1-8, to identify possible strategies for your action plan.

Goals are broad statements of what needs to be accomplished to achieve a vision and address priorities. They can be short-term or long-term. Objectives are statements of what will be done to achieve each goal. Objectives need to be SMART (specific, measurable, achievable, relevant, and time bound). After developing objectives, the school health team decides what activities are necessary to achieve those objectives, who will be responsible for each activity, what resources will be needed and how they will be obtained, and when each action will be completed. Linking objectives to the district's strategic plans can help to ensure sustainability and accountability.

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Involving community members: Most schools and districts already have partnerships with youth-serving community agencies, medical professionals and a variety of other community organizations. These partners can assist with promoting the health of students and staff as members of the school health teams at the district and school level, providers of technical assistance and services, and advocates in the community. Examples include the following:

- ✧ **Local health department.** Local health departments can assist with health education programs, provide health services such as immunizations, or collecting, interpreting and using health data for program planning and evaluation.
- ✧ **Hospitals.** Many hospitals have community relations staff and can assist with activities such as health screening and assessment, health education or organizing health fairs.
- ✧ **Medical professionals.** Medical professionals serve on school health teams in many communities, assist with classroom activities, and advise schools on health-related issues. Medical schools and teaching hospitals may be seeking opportunities for students or interns to work in school settings.
- ✧ **Parks and recreation.** Local park and recreation programs, YMCAs and YWCAs, Boys and Girls Clubs, and other youth-serving agencies frequently have facilities and programs where students and staff can engage in physical activity. Some sponsor after-school programs that can be venues for physical activity and other health-related activities.
- ✧ **Voluntary health organizations.** Voluntary health organizations such as the American Cancer Society, American Heart Association, American Diabetes Association, March of Dimes and American Lung Association have educational materials, programs and trained volunteers who can support school health activities.
- ✧ **Businesses.** Local businesses can promote and sponsor health-promoting activities in the community, donate equipment or provide access to facilities. Such partners include insurance companies, health maintenance organizations (HMOs), or local fitness centers.
- ✧ **Civic organizations.** Civic organizations, such as the Rotary Club and the Lions Club, philanthropic foundations or others may have resources, materials or trained volunteers who can assist coordinated school health activities.
- ✧ **Colleges and universities.** Faculty at local colleges, universities and community colleges can provide technical assistance with planning and evaluation. Student interns can supplement a variety of school health activities at little or no cost.



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Developing outcome measures and evaluating outcomes: Evaluation is a tool for identifying what needs to happen, improving implementation and demonstrating effectiveness. It encompasses:

- ✧ **What needs to happen (formative evaluation).** The needs assessment lays the groundwork for evaluation by providing data for setting priorities, developing goals and objectives, and establishing a baseline with which outcomes can be compared.
- ✧ **Improving implementation (process evaluation).** Examination of whether and how well activities are being carried out can provide data for making adjustments throughout implementations. Questions include:
 - How well are objectives being addressed?
 - Is implementation proceeding as planned, and if not, why not?
 - In what ways can implementation be improved?

The school health team can gather this data through observation, interviews, surveys and record review. School health team meetings should occur on a quarterly basis to enable team members to identify necessary adjustments and ways to make those adjustments.

- ✧ **Demonstrating effectiveness (outcome evaluation).** Outcome measures provide information for describing the impact of implementation. Outcome evaluation will ask questions such as:
 - Are students more physically active?
 - What has been the change in the number of overweight students?
 - Are there fewer absences due to asthma?

Each district may have different outcome questions based on their specific priorities. These questions cannot be answered without baseline data such as the informational data obtained in a needs assessment. Conducting outcome evaluations can require special skills, primarily because it is **difficult to determine whether improved outcomes can be attributed to the program or other factors in the community, such as a media campaign.** A local health department or university may be able to assist districts in identifying and conducting appropriate outcome evaluations.

Resources for evaluation include:

- ✧ *CDC Evaluation Working Group Resources.* Provides basic background information on program evaluation and links to hundreds of manuals, tools, and resources from other organizations. <http://www.cdc.gov/eval/resources.htm>
- ✧ *Evaluating Community Programs and Initiatives, Community Toolbox,* University of Kansas: http://ctb.ku.edu/tools/en/tools_toc.htm
- ✧ *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide,* Centers for Disease Control and Prevention, 2005: <http://www.cdc.gov/eval/evalguide.pdf>
- ✧ *Understanding Evaluation: The Way to Better Prevention Programs,* Westat, Inc., 1993: <http://www.ed.gov/PDFDocs/handbook.pdf>

Additional resources regarding evaluation are included at the end of this section (see Resources on Page 23).

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Ensuring sustainability: Establishing or strengthening a coordinated school health approach requires time, patience and an understanding of the principles of systemic change. Despite common agreement that healthy children learn better, health-related efforts are often the first to go when budget cuts occur. Health-related activities often depend on the presence of and intervention by an advocate or champion or the goodwill of a superintendent or principal. Yet, if a school or district is not committed to integrating an effort, what justification is there for initiating it? Structures and procedures that help to ensure continuation of a school program include the following:

- ✧ An administration-level advocate
- ✧ A fit with a school or district's philosophy or mission
- ✧ Policies that make the school or district accountable
- ✧ Written procedures, goals and objectives
- ✧ Permanent staff assigned to the effort, including a full-time coordinator with stable funding
- ✧ Initial and ongoing professional development, including routine training for new staff to accommodate staff turnover
- ✧ Community involvement and support
- ✧ Ongoing process evaluation with adjustments made as necessary
- ✧ Routine reporting on actions and their effectiveness to the school board, school staff, parents and community members
- ✧ Reliable funding, including line items in the budget

Adapted from Marx, E. & Northrop, D. (1995). *Educating for Health*. Newton, MA: Education Development Center, Inc.

Obtaining funding: A goal of the school health planning process should include gaining support of the school board for the inclusion of health education, programs and services as a line item in the district budget. Most schools and districts already have many components of a coordinated school health approach in place. Before seeking additional funding, determine what the school or district is already supporting and how those existing components and resources can function and work together more effectively. The school health council should also partner with its district grant writers to identify potential funding sources and obtain assistance with grant applications.

Many of the community partners listed on page 18 can offer monetary support, provide in-kind resources and services, and advocate for funding from local tax revenues. Community sources might include local civic organizations, such as the Lions Club or Rotary Club. Insurance companies and health maintenance organizations have foundations and other funding that can sponsor school health activities. Many corporations have foundations or corporate giving programs that support local activities to promote the welfare of community residents. The Foundation Center website provides links to foundations at local, state and national levels (<http://foundationcenter.org/findfunders/>).

Helpful school-health specific websites for identifying funding sources include:

- ✧ A regularly updated list of grant alerts maintained by The Center for Health and Health Care in Schools at <http://www.healthinschools.org/grants/alerts.asp>
- ✧ School health grants and grant writing information at: http://www.schoolhealth.com/shop/ht_grants.asp

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- ✧ U.S. Department of Education Carol M. White Physical Education Program (PEP). Provides grants to initiate, expand, and improve physical education programs for students in Grades K-12 in order to help them make progress toward meeting state standards for physical education. <http://www.ed.gov/programs/whitephysed/index.html>
- ✧ Grant opportunity website maintained by the National Association for Sport and Physical Education (NASPE): http://www.aahperd.org/naspe/template.cfm?template=grant_opp.html
- ✧ Grants.gov provides information on finding and applying for federal government grants and includes over 1,000 grant programs offered by all Federal grant making agencies: <http://www.grants.gov/>
- ✧ US Department of Education Grant Database: <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>
- ✧ CDC Healthy Youth Funding Database (HY-FUND). Contains active information about funding opportunities for adolescent and school health programs: <http://apps.nccd.cdc.gov/HYFund/>
- ✧ Partners in Information Access for the Public Health Workforce, National Library of Medicine. Collaboration of U.S. government agencies, public health organizations and health sciences libraries. Lists opportunities for fellowships, grants and other awards: <http://phpartners.org/grants.html>
- ✧ American Public Health Association: <http://www.aphafoodandnutrition.org/ow5.htm>
- ✧ Robert Wood Johnson Foundation: <http://www.rwjf.org/applications/>



Step 5: Developing a Communications Plan

No matter how well-developed the plan is or how well-designed a program is, if no one takes advantage of the opportunities offered, no one benefits. Social marketing is the use of marketing principles to influence human behavior to improve health or benefit society (Turning Point, n.d.). Social marketing uses a mix of advertising, publicity and personal sales strategies adapted from commercial marketing to influence people's health-related behaviors. Social marketing segments or groups people, using criteria such as people with common risk behaviors, people of the same age or economic status, or people with common preferences for communicating and receiving information. The approach considers the four Ps of marketing (University of Kansas, 2006):

- ✧ Product—What is the targeted person being asked to do (or buy)?
e.g., engage in healthy eating, physical activity, develop health-related policies
- ✧ Price—What will it cost?
e.g., time, money, establishing priorities, i.e., giving up something for something else
- ✧ Place—How and where will the person participate?
e.g., convenience of time and location
- ✧ Promotion—What is the best way to get information to people?
e.g., meetings, face-to-face conversations, e-mail, website

The aim is to make change in organizations or behavior change attractive, affordable and easy to access. Most schools and districts have experience communicating with students, families, staff and the community and know what works best for them.

Ten questions suggested for working toward an initial marketing plan are (Turning Point, n.d.):

1. What is the social (or health) problem we want to address?
2. What actions do we believe will best address that problem?
3. Who is being asked to take that action? (audience)
4. What does the audience want in exchange for adopting this new behavior?
5. Why will the audience believe that anything we offer is real and true?
6. What is the competition offering? Are we offering something the audience wants more?
7. What is the best time and place to reach members of our audience so that they are the most disposed to receiving the intervention?
8. How often, and from whom, does the intervention need to be received if it is to work?
9. How can we integrate a variety of interventions to act, over time, in a coordinated manner, to influence the behavior?
10. Do we have the resources to carry out this strategy alone; and if not, where can we find useful partners?

The following resources contain more information on social marketing:

- ✧ *Strategies for Change: A Field Guide to Social Marketing for School Health Professionals* published by the American School Health Association: <http://www.ashaweb.org/>
- ✧ *Community Toolbox*, University of Kansas: <http://ctb.ku.edu/tools/implementsocialmarketing/>
- ✧ *Turning Point Social Marketing National Excellence Collaboration*, University of Washington: http://www.turningpointprogram.org/Pages/pdfs/social_market/smc_basics.pdf

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- University of Kansas. (2006). Community toolbox: Implement a social marketing effort: <http://www.ctb.ku.edu/tools/implementsocialmarketing/>. Retrieved on December 6, 2006.

Resources

- Action Guide for School Nutrition and Physical Activity Policies*, Connecticut State Department of Education, 2006: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>
- American Public Health Association: <http://www.aphafoodandnutrition.org/ow5.htm>
- Carol M. White Physical Education Program (PEP), U.S. Department of Education: <http://www.ed.gov/programs/whitephysed/index.html>
- CDC Evaluation Working Group Resources: <http://www.cdc.gov/eval/resources.htm>
- CDC Healthy Youth Funding Database (HY-FUND): <http://apps.nccd.cdc.gov/HYFund/>
- Community Toolbox, University of Kansas: <http://ctb.ku.edu/tools/implementsocialmarketing/>
- Creating a Healthy School: Using the Healthy School Report Card*, Association for Supervision and Curriculum Development: <http://www.healthyschoolcommunities.org>
- Criteria for Evaluating School Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, 2004: http://www.actionforhealthykids.org/special_exclusive.php
- Evaluating Community Programs and Initiatives*, Community Toolbox, University of Kansas: http://ctb.ku.edu/tools/en/tools_toc.htm
- Evaluation Primer: An overview of education evaluation*, From Understanding Evaluation: The Way to Better Prevention Programs. Westat, Inc., 1993: <http://www.ed.gov/offices/OUS/PES/primer1.html>
- Federal Government Grants: <http://www.grants.gov/>
- Fit, Healthy, and Ready to Learn*, National Association of State Boards of Education, 2005: http://www.nasbe.org/healthy_schools/FHRTL.htm
- Foundation Center: <http://foundationcenter.org/findfunders/>
- Forming a School Health Team*: <http://www.cdc.gov/HealthyYouth/SHI/training/10-Resources/docs/Team.pdf>
- Framework for Program Evaluation in Public Health*, Centers for Disease Control and Prevention. MMWR 1999; 48(No. RR-11): <http://www.cdc.gov/eval/framework.htm>
- Grants and Grant Writing Information*, School Health Corporation: http://www.schoolhealth.com/shop/ht_grants.asp
- Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, Centers for Disease Control and Prevention, 2005: <http://www.cdc.gov/eval/evalguide.pdf>
- Logic Model Development Guide*, W.K. Kellogg Foundation, 2001: <http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3669> or <http://www.wkkf.org> (search for "Logic Model Development Guide")

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- Nutrition Education: Principles of Sound Impact Evaluation*, U.S. Department of Agriculture, 2005:
<http://www.fns.usda.gov/oane/MENU/Published/NutritionEducation/Files/EvaluationPrinciples.pdf>
- Partners in Information Access for the Public Health Workforce*, National Library of Medicine:
<http://phpartners.org/grants.html>
- Physical Activity Evaluation Handbook*, Centers for Disease Control and Prevention, 2002:
<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>
- Program Development and Evaluation*, University of Wisconsin Cooperative Extension:
<http://www.uwex.edu/ces/pdande/evaluation/index.html>
- Program Evaluation Resources*, Centers for Disease Control and Prevention:
<http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>
- Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Councils*, Iowa Department of Public Health, 2003: http://www.healthyschoolsms.org/ohs_main/documents/SchoolHealthCouncilsGuide.pdf
- Robert Wood Johnson Foundation: <http://www.rwjf.org/applications/>
- School Health Index (SHI): A Self-Assessment and Planning Guide*, Centers for Disease Control and Prevention, 2005: <http://apps.nccd.cdc.gov/shi/default.aspx>
- Strategies for Change: A Field Guide to Social Marketing for School Health Professionals* American School Health Association: <http://www.ashaweb.org/>
- Survey Procedures Quick Tips*, University of Wisconsin Cooperative Extension:
<http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet7.pdf>
- Surveys for Child Nutrition Programs*, National Food Service Management Institute:
<http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>
- The Center for Health and Health Care in Schools*: <http://www.healthinschools.org/grants/alerts.asp>
- The Evaluation Exchange*, Harvard Family Research Project: <http://www.gse.harvard.edu/hfrp/eval.html>
- The 2002 User-Friendly Handbook for Program Evaluation*, National Science Foundation, 2002:
<http://www.nsf.gov/pubs/2002/nsf02057/start.htm>
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