

Attachment E-1

**Indicators for School Health Programs: to support Coordinated School Health Programs
(CSHP) to address Physical Activity, Nutrition, and Tobacco Use (PANT),
State Education Agencies
(FY2007)**

**Indicators for School Health Programs:
to support Coordinated School Health Programs (CSHPs) and
to address Physical Activity, Nutrition, and Tobacco Use (PANT)**

**Fiscal Year: March 1, 2007 – February 29, 2008
Division of Adolescent and School Health**

**Program Announcement No. 03004:
Improving the Health, Education, and Well-Being of Young People Through
Coordinated School Health Programs**

Instructions

This set of indicators describes the performance in ten areas of your project to support Coordinated School Health Programs (CSHP): (1) joint activities of the State Education Agency and State Health Agency; (2) activities of state-level coalitions to support CSHP at the local level; (3) CSHP, physical activity, nutrition, and tobacco-use prevention policies; (4) curricula and instruction; (5) assessment of student performance; (6) health promotion and environmental approaches; (7) external collaboration; (8) targeting youth disproportionately affected by chronic disease; (9) project planning; and (10) other information and activities.

A glossary of terms is included at the end of the *Indicators*.

Activities to be reported are those for which **any amount** of DASH funds were used, or in which staff time to develop, implement, or evaluate activities was funded in any amount by DASH. These questions apply only to priority health risk behaviors addressed in Program Announcement 03004, excluding supplementary funding.

Please answer each question carefully and accurately. **Not all items or activities may reflect the emphasis of your plan for the current fiscal year, and therefore you may report that you have not performed activities in those areas by entering zeros. Additionally, you may not currently collect information about some activities. If so, please leave the answer blank.** Please be sure to include materials for those items requesting attachments.

Public reporting burden of this collection of information is estimated to average 9 hours per response, including the time reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a current valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS-E-11, Atlanta, Georgia 30333; ATTN: PRA (0920-0672).

*For further questions or assistance with completing this report
please contact your CDC project officer.*

Person completing the Indicators:

Name: _____

Title: _____

State: _____ Phone: _____

Email: _____



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION**



I. JOINT ACTIVITIES OF THE STATE EDUCATION AGENCY (SEA) AND STATE HEALTH AGENCY (SHA)

1. During FY 2007, did the SEA and SHA have a formal agreement to collaboratively develop a state plan to support implementation of CSHP in school districts (e.g., a current memorandum of understanding or contract)?
- YES
 NO
2. During FY 2007, did the SEA and SHA partnership plan include specific activities to:
- | | YES | NO |
|---|-----------------------|-----------------------|
| A. Seek additional funding | <input type="radio"/> | <input type="radio"/> |
| B. Market or communicate about CSHP (i.e. create awareness or interest in new or on-going CSHP with the general public or partners) | <input type="radio"/> | <input type="radio"/> |
| C. Develop or implement CSHP activities | <input type="radio"/> | <input type="radio"/> |
| D. Develop or implement PANT activities | <input type="radio"/> | <input type="radio"/> |
| E. Develop or change CSHP policy (e.g., statute, model policy, etc.) | <input type="radio"/> | <input type="radio"/> |
| F. Develop or change PANT policy | <input type="radio"/> | <input type="radio"/> |
| G. Share CSHP resources (e.g., databases, information, programs, etc.) | <input type="radio"/> | <input type="radio"/> |
| H. Share PANT resources | <input type="radio"/> | <input type="radio"/> |
| I. Provide CSHP professional development | <input type="radio"/> | <input type="radio"/> |
| J. Provide PANT professional development | <input type="radio"/> | <input type="radio"/> |
| K. Evaluate CSHP activities | <input type="radio"/> | <input type="radio"/> |
| L. Evaluate PANT activities | <input type="radio"/> | <input type="radio"/> |

II. ACTIVITIES OF STATE-LEVEL COALITIONS TO SUPPORT CSHPs

3. Does your state currently have a state-level coalition to support CSHPs?
- YES
 NO → Skip to 8
4. If so, how many CSHP state-level coalitions does your state currently have?
- 1
 2 or more
5. Do any of your state's CSHP state-level coalitions have a written plan (e.g., strategic plan, state blueprint, etc.) to develop or strengthen school health programs statewide?
- YES
 NO → Skip to 7

Please continue on the next page →

6. How many CSHP state-level coalitions have written plans to develop or strengthen school health programs statewide?
- 1
 2 or more
7. During FY 2007, in which of the following activities have any CSHP state-level coalitions been involved?
- | | YES | NO |
|--|-----------------------|-----------------------|
| A. Implement a CSHP state-level coalition written plan | <input type="radio"/> | <input type="radio"/> |
| B. Seek additional funding | <input type="radio"/> | <input type="radio"/> |
| C. Market or communicate about CSHP programs
(i.e. create awareness or interest in new or on-going CSHP programs with the general public or partners) | <input type="radio"/> | <input type="radio"/> |
| D. Develop or implement CSHP activities | <input type="radio"/> | <input type="radio"/> |
| E. Develop or implement PANT activities | <input type="radio"/> | <input type="radio"/> |
| F. Develop, change, or advise on CSHP policy (e.g., statute, model policy, etc.) | <input type="radio"/> | <input type="radio"/> |
| G. Develop, change, or advise on PANT policy (e.g., statute, model policy, etc.) | <input type="radio"/> | <input type="radio"/> |
| H. Share CSHP resources
(e.g., databases, information, programs, etc.) | <input type="radio"/> | <input type="radio"/> |
| I. Share PANT resources
(e.g., databases, information, programs, etc.) | <input type="radio"/> | <input type="radio"/> |
| J. Provide CSHP professional development | <input type="radio"/> | <input type="radio"/> |
| K. Provide PANT professional development | <input type="radio"/> | <input type="radio"/> |
| L. Provide incentives (including financial) to develop or implement CSHP activities | <input type="radio"/> | <input type="radio"/> |
| M. Provide incentives (including financial) to develop or implement PANT activities | <input type="radio"/> | <input type="radio"/> |

III. POLICY

8. During FY 2007, did your project to support CSHP participate in any of the following activities on policy for **CSHP, physical activity, nutrition, or tobacco-use prevention**?
- A. **DEVELOP** (or revise or assist in developing) model policies, policy guidance, or other policy materials to inform policy direction?
- YES
 NO

Please continue on the next page →

FISCAL YEAR 2007 SCHOOL HEALTH PROGRAM INDICATORS

B. DISTRIBUTE to district or school staff established or model policies, policy guidance, or other policy materials to inform policy direction.

	CSHP	PHYSICAL ACTIVITY	NUTRITION	TOBACCO USE
(Choose one for each category)				
YES.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO—we have such policies, but have not distributed them this fiscal year. → Skip to 8C...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO—we do not have such policies. → Skip to 8C.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If YES to any category, provide the total:				
1. Number of schools reached directly.....	1. _____	_____	_____	_____
2. Number of districts reached directly.....	2. _____	_____	_____	_____
3. Number of regional support units reached directly (if applicable).....	3. _____	_____	_____	_____
4. Number of hits on policy web pages (if applicable).....	4. _____	_____	_____	_____
5. Number of listservs, Internet mailing lists, or discussion boards used (do not list number of e-mails posted but the number of electronic distribution lists used).....	5. _____	_____	_____	_____
6. Number of external partners reached directly Please specify type, e.g., CBO, Health Agencies _____	6. _____	_____	_____	_____

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on established or model policies, policy standards, or other policy materials to inform policy direction.

	CSHP	PHYSICAL ACTIVITY	NUTRITION	TOBACCO USE
(Choose one for each category)				
YES.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO→ Skip to 8D.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If YES to any category, provide the total:				
1. Number of professional development <u>events</u> including policy issues.....	1. _____	_____	_____	_____
2. Number of <u>participants</u> in professional development events including policy issues.....	2. _____	_____	_____	_____
3. Number of schools reached directly.....	3. _____	_____	_____	_____
4. Number of districts reached directly.....	4. _____	_____	_____	_____
5. Number of regional support units reached directly (if applicable)	5. _____	_____	_____	_____
6. Number of external partners reached directly Please specify type _____	6. _____	_____	_____	_____

Please continue on the next page →

- D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on established or model policies, policy standards, or other policy materials to inform policy direction.

	CSHP	PHYSICAL ACTIVITY	NUTRITION	TOBACCO USE
(Choose one for each category)				
YES.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO → Skip to 8E.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If YES to any category, provide the total:				
1. Number of schools reached directly.....	1. _____	_____	_____	_____
2. Number of districts reached directly.....	2. _____	_____	_____	_____
3. Number of regional support units reached directly (if applicable).....	3. _____	_____	_____	_____
4. Number of external partners reached directly Please specify type _____	4. _____	_____	_____	_____

Please continue on the next page →

FISCAL YEAR 2007 SCHOOL HEALTH PROGRAM INDICATORS

- E. Assist district or school staff in **policy development** or **policy implementation** on the following topics. (Assistance to districts or schools may be through distributing materials on policy, professional development, or providing individualized technical assistance.)

Coordinated School Health Programs	YES	NO
1. Implementation of CSHP	<input type="radio"/>	<input type="radio"/>
2. Integration of the school health plan into the overall school improvement plan	<input type="radio"/>	<input type="radio"/>
3. Creation, improvement, or maintenance of school health councils and school health teams	<input type="radio"/>	<input type="radio"/>
4. Establishment of, qualifications for, and duties of local district CSHP coordinators	<input type="radio"/>	<input type="radio"/>
5. Implementation of required federal wellness policies	<input type="radio"/>	<input type="radio"/>
Health Education		
1. Requirements for K-12 health education classes	<input type="radio"/>	<input type="radio"/>
2. Certification requirements for teachers of health education	<input type="radio"/>	<input type="radio"/>
3. Nutrition education for students	<input type="radio"/>	<input type="radio"/>
4. Physical activity for students as a regular topic within health education	<input type="radio"/>	<input type="radio"/>
5. Tobacco-use prevention education for students	<input type="radio"/>	<input type="radio"/>
6. Other health education topics (specify): _____	<input type="radio"/>	<input type="radio"/>
Physical Education Policies		
1. Requirements for K-12 physical education	<input type="radio"/>	<input type="radio"/>
2. Certification requirements for physical education teachers	<input type="radio"/>	<input type="radio"/>
3. Prohibiting use of physical activity as a punishment during physical education class	<input type="radio"/>	<input type="radio"/>
4. Other physical education topics (specify): _____	<input type="radio"/>	<input type="radio"/>
Physical Activity Policies		
1. Daily recess or physical activity breaks for elementary students	<input type="radio"/>	<input type="radio"/>
2. Prohibiting denying recess as a punishment	<input type="radio"/>	<input type="radio"/>
3. After-school physical activity and/or intramurals and/or sports clubs	<input type="radio"/>	<input type="radio"/>
4. Other physical activity topics (specify): _____	<input type="radio"/>	<input type="radio"/>
Healthy Eating Policies		
1. Access to school meals for all students	<input type="radio"/>	<input type="radio"/>
2. Nutritional quality of all foods and beverages available on school campuses	<input type="radio"/>	<input type="radio"/>
3. Limiting student access to foods or beverages outside of the federally regulated school meals program	<input type="radio"/>	<input type="radio"/>
4. Promoting school fund-raising campaigns that consist of non-food items or healthful foods	<input type="radio"/>	<input type="radio"/>
5. Classroom guidelines that discourage the use of food as a reward or punishment	<input type="radio"/>	<input type="radio"/>
6. Other healthy eating topics (specify): _____	<input type="radio"/>	<input type="radio"/>
Tobacco-use Prevention Policies		
1. Prohibiting use of tobacco products by students, staff, parents, and visitors on school property, in school vehicles, and at school-sponsored functions away from school property	<input type="radio"/>	<input type="radio"/>
2. Prohibiting tobacco advertising in school buildings, at school functions, or in school publications	<input type="radio"/>	<input type="radio"/>
3. Tobacco-use cessation programs or referrals for students or staff	<input type="radio"/>	<input type="radio"/>
4. Enforcing tobacco-use prevention policies	<input type="radio"/>	<input type="radio"/>
5. Other tobacco-use prevention/cessation topics (specify): _____	<input type="radio"/>	<input type="radio"/>

Please continue on the next page →

IV. CURRICULA & INSTRUCTION

9. During FY 2007, did your project to support CSHP participate in any of the following activities on curriculum and instruction for **physical education**?

A. **DEVELOP** (or revise or assist in developing) physical education curricular standards, frameworks, instructional strategies, or other guidance?

- YES
- NO

B. **DISTRIBUTE** to district or school staff **physical education** curricular standards, frameworks, instructional strategies, or other guidance. (Choose one.)

- YES
- NO—we have physical education curricular standards, frameworks, instructional strategies or other guidance, **but have not distributed them** this fiscal year. → Skip to 9C
- NO—we **do not have** physical education curricular standards, frameworks, instructional strategies, or other guidance. → Skip to 9C

If YES, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____
5. Number of listservs, Internet mailing lists, or discussion boards used (do not list number of e-mails posted but the number of electronic distribution lists used)_____

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on **physical education** curricular standards, frameworks, or instructional strategies.

- YES
- NO→ Skip to 9D

If YES, provide the total:

1. Total number of professional development events including curricula, curricular standards, frameworks, instructional strategies, or other guidance _____
2. Total number of participants in professional development events including curricula, curricular standards, frameworks, instructional strategies, or other guidance _____
3. Number of schools reached directly _____
4. Number of districts reached directly _____
5. Number of regional support units reached directly (if applicable) _____
6. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

FISCAL YEAR 2007 SCHOOL HEALTH PROGRAM INDICATORS

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on **physical education** curriculum or instruction (e.g., help in reviewing, revising, developing, or selecting instructional materials).

- YES
- NO → Skip to 10

If YES, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____

Please specify type _____

10. During FY 2007, did your project to support CSHP participate in any of the following activities on curriculum and instruction to address content areas of **physical activity, nutrition, or tobacco-use prevention in health education**?

A. **DEVELOP** (or revise or assist in developing) health education curricula, health education standards, frameworks, instructional strategies, or other guidance?

- YES
- NO

B. **DISTRIBUTE** to district or school staff **health education** curricula, health education standards, frameworks, instructional strategies, or other guidance.

	PHYSICAL ACTIVITY	NUTRITION	TOBACCO USE
(Choose one for each category)			
YES.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO—we have curricular standards, frameworks, instructional strategies or guidance, but have not distributed them this fiscal year. → Skip to 10C....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO—we do not have such curricular standards, frameworks, instructional strategies, or guidance → Skip to 10C.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If YES for any category, provide the total:			
1. Number of schools reached directly.....	1. _____	_____	_____
2. Number of districts reached directly.....	2. _____	_____	_____
3. Number of regional support units reached directly (if applicable).....	3. _____	_____	_____
4. Number of external partners reached directly Please specify type _____	4. _____	_____	_____
5. Number of listservs, Internet mailing lists, or discussion boards used (do not list number of e-mails posted but the number of electronic distribution lists used).....	5. _____	_____	_____

Please continue on the next page →

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on **health education** curricula, health education standards, frameworks, instructional strategies, or other guidance.

	PHYSICAL ACTIVITY	NUTRITION	TOBACCO USE
(Choose one in each category)			
YES.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO→ Skip to 10D.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If YES in any category, provide the total:			
1. Number of professional development <u>events</u> including curricular standards, frameworks, instructional strategies, or other guidance.....	1. _____	_____	_____
2. Number of <u>participants</u> in professional development events including curricular standards, frameworks, instructional strategies, or other guidance.....	2. _____	_____	_____
3. Number of schools reached directly.....	3. _____	_____	_____
4. Number of districts reached directly.....	4. _____	_____	_____
5. Number of regional support units reached directly (if applicable).....	5. _____	_____	_____
6. Number of external partners reached directly Please specify type _____	6. _____	_____	_____

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on **health education** curriculum or instruction (e.g., help in reviewing, revising, developing, or selecting instructional materials).

	PHYSICAL ACTIVITY	NUTRITION	TOBACCO USE
(Choose one in each category)			
YES.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO→ Skip to 11.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If YES in any category, provide the total:			
1. Number of schools reached directly.....	1. _____	_____	_____
2. Number of districts reached directly.....	2. _____	_____	_____
3. Number of regional support units reached directly (if applicable).....	3. _____	_____	_____
4. Number of external partners reached directly Please specify type _____	4. _____	_____	_____

Please continue on the next page →

V. ASSESSMENT OF STUDENT PERFORMANCE

11. During FY 2007, did your project to support CSHP participate in any of the following activities on the assessment of student performance for **physical education**?

A. **DEVELOP** (or revise or assist in developing) **physical education** frameworks or guidelines for district or school staff about how to assess or measure students' knowledge, skills, and physical activity behaviors?

- YES
- NO

B. **DISTRIBUTE** to district or school staff **physical education** frameworks or guidelines about how to assess or measure students' knowledge, skills, and physical activity behavior? (Do not include materials on how to conduct the Youth Risk Behavior Survey or the School Health Profiles or materials on height or weight measurements.) (Choose one.)

- YES
- NO—we have physical education frameworks or guidelines about how to assess or measure students' knowledge and skills, **but have not distributed them.** → Skip to 11C
- NO—we **do not have** physical education frameworks or guidelines about how to assess or measure students' knowledge and skills. → Skip to 11C

If YES, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____
5. Number of listservs, Internet mailing lists, or discussion boards used (do not list number of e-mails posted but the number of electronic distribution lists used) _____

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on how to assess or measure in **physical education** students' knowledge, skills, and physical activity behavior.

- YES
- NO → Skip to 11D

If YES, provide the total:

1. Number of professional development events including curricula, instructional strategies, content standards, or programmatic strategies _____
2. Number of participants in professional development events including curricula, instructional strategies, content standards, or programmatic strategies _____
3. Number of schools reached directly _____
4. Number of districts reached directly _____
5. Number of regional support units reached directly (if applicable) _____
6. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

- D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on how to assess or measure in **physical education** students' knowledge, skills and physical activity behavior.
- YES
- NO → Skip to 12

If YES, provide the total:

1. Number of schools reached directly _____
 2. Number of districts reached directly _____
 3. Number of regional support units reached directly (if applicable) _____
 4. Number of external partners reached directly _____
- Please specify type _____

12. During FY 2007, did your project to support CSHP participate in any of the following activities on the assessment of student performance for **physical activity, nutrition, or tobacco-use prevention in health education**?

- A. **DEVELOP** (or revise or assist in developing) **health education** frameworks or guidelines about how to assess or measure students' knowledge and skills to district or school staff for physical activity, nutrition, or tobacco-use prevention?
- YES
- NO

- B. **DISTRIBUTE** to district or school staff **health education** frameworks or guidelines about how to assess or measure students' knowledge and skills for physical activity, nutrition, or tobacco-use prevention? (Do **not** include materials on how to conduct the Youth Risk Behavior Survey or the School Health Profiles.)

(Choose one)	
YES.....	<input type="radio"/>
NO—we have health education frameworks, guidelines, or strategies about how to assess or measure students' knowledge and skills but have not distributed them this fiscal year. → Skip to 12C.....	<input type="radio"/>
NO—we do not have health education frameworks, guidelines, or strategies about how to assess or measure students' knowledge and skills. → Skip to 12C.....	<input type="radio"/>
If YES in any category, provide the total:	
1. Number of schools reached directly.....	1. _____
2. Number of districts reached directly.....	2. _____
3. Number of regional support units reached directly (if applicable).....	3. _____
4. Number of external partners reached directly Please specify type _____	4. _____
5. Number of listservs, Internet mailing lists, or discussion boards used (do not list number of e-mails posted but the number of electronic distribution lists used).....	5. _____

Please continue on the next page →

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on how to assess or measure students' knowledge and skills relevant to physical activity, nutrition, or tobacco-use prevention in **health education**.

YES.....	<input type="radio"/>
NO→ Skip to 12D.....	<input type="radio"/>
If YES in any category, provide the total:	
1. Number of professional development <u>events</u> including curricula, instructional strategies, content standards, or programmatic strategies to assess students' knowledge.....	1. _____
2. Number of <u>participants</u> in professional development events including curricula, instructional strategies, content standards, or programmatic strategies to assess students' knowledge.....	2. _____
3. Number of schools reached directly.....	3. _____
4. Number of districts reached directly.....	4. _____
5. Number of regional support units reached directly (if applicable).....	5. _____
6. Number of external partners reached directly Please specify type _____	6. _____

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on assessment or measurement of students' knowledge and skills for physical activity, nutrition, or tobacco-use prevention in **health education**.

YES.....	<input type="radio"/>
NO→ Skip to 13.....	<input type="radio"/>
If YES in any category, provide the total:	
1. Number of schools reached directly.....	1. _____
2. Number of districts reached directly.....	2. _____
3. Number of regional support units reached directly (if applicable).....	3. _____
4. Number of external partners reached directly Please specify type _____	4. _____

Please continue on the next page →

VI. HEALTH PROMOTION AND ENVIRONMENTAL APPROACHES

13. During FY 2007, did your project to support CSHP participate in any of the following activities to help district or school staff to assess, plan, or coordinate **school health programs**?

A. **DEVELOP** (or revise or assist in developing) model programs, guidance, implementation strategies, or other resource materials (not to include policy materials) for district or school staff to promote **CSHPs or PANT** through any of the following:

	YES	NO
A. District-level school health councils	<input type="radio"/>	<input type="radio"/>
B. School-level school health councils	<input type="radio"/>	<input type="radio"/>
C. School health coordinators	<input type="radio"/>	<input type="radio"/>
D. How to secure administrative support for CSHP	<input type="radio"/>	<input type="radio"/>
E. How districts or schools can collaborate with community partners	<input type="radio"/>	<input type="radio"/>
F. How to develop new health-related policies in the context of CSHP	<input type="radio"/>	<input type="radio"/>

B. **DISTRIBUTE** to district or school staff model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to promote **CSHPs** through any of the following:

Program topic (Choose one for each program topic)	YES	NO—we have model programs, guidance, implementation strategies, or other resource materials, but have not distributed them this fiscal year	NO—we do not have model programs, guidance, implementation strategies, or other resource materials
A. District-level school health councils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. School-level school health councils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. School health coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. How to secure administrative support for CSHP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. How districts or schools can collaborate with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. How to develop new health-related policies in the context of CSHP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 13C)

If YES to any of the above, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____

Please specify type _____

Please continue on the next page →

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to promote **CSHPs** through any of the following:

	YES	NO
A. District-level school health councils	<input type="radio"/>	<input type="radio"/>
B. School-level school health councils	<input type="radio"/>	<input type="radio"/>
C. School health coordinators	<input type="radio"/>	<input type="radio"/>
D. How to secure administrative support for CSHP	<input type="radio"/>	<input type="radio"/>
E. How districts or schools can collaborate with community partners	<input type="radio"/>	<input type="radio"/>
F. How to develop new health-related policies in the context of CSHP	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 13D)

If YES to any of the above, provide the total:

1. Number of professional development events including model programs, guidance, implementation strategies, or other resource materials _____
2. Number of participants in professional development events including model programs, guidance, implementation strategies, or other resource materials _____
3. Number of schools reached directly _____
4. Number of districts reached directly _____
5. Number of regional support units reached directly (if applicable) _____
6. Number of external partners reached directly _____
Please specify type _____

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff to promote **CSHPs** (i.e. developing model programs or selecting resource materials) through any of the following:

	YES	NO
A. District-level school health councils	<input type="radio"/>	<input type="radio"/>
B. School-level school health councils	<input type="radio"/>	<input type="radio"/>
C. School health coordinators	<input type="radio"/>	<input type="radio"/>
D. How to secure administrative support for CSHP	<input type="radio"/>	<input type="radio"/>
E. How districts or schools can collaborate with community partners	<input type="radio"/>	<input type="radio"/>
F. How to develop new health-related policies in the context of CSHP	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 14)

If YES to any of the above, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

14. During FY 2007, did your project in support of CSHP participate in any of the following activities to help district or school staff to assess, plan, or coordinate school health programs?

A. **DISTRIBUTE** to district or school staff the *School Health Index* or similar tool to help assess and plan school health programs.

- YES
- NO → Skip to 14B

If YES, what tool(s) were distributed? (Choose all that apply.)

- The *School Health Index*
- A modified version of the *School Health Index*
- Other
Please specify _____

B. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on the *School Health Index* or similar tool to help assess and plan school health programs.

- YES
- NO → Skip to 14C

If YES, provide the total:

1. Number of professional development events _____
2. Number of participants in professional development events _____
3. Number of schools reached directly _____
4. Number of districts reached directly _____
5. Number of regional support units reached directly (if applicable) _____
6. Number of external partners reached directly _____
Please specify type _____

C. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on the *School Health Index* or similar tool to help assess and plan school health programs.

- YES
- NO → Skip to 15

If YES, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

15. During FY 2007, did your project in support of CSHP participate in any of the following activities to help district or school staff to assess, plan, or coordinate **physical education** programs?

A. **DISTRIBUTE** to district or school staff the *Physical Education Curriculum Analysis Tool (PECAT)* or similar tool to help assess and plan **physical education** curriculum.

- YES
- NO → Skip to 15B

If YES, what tool(s) were distributed? (Choose all that apply.)

- The *PECAT*
- A modified version of the *PECAT*
- Other
Please specify _____

B. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on the *PECAT* or similar tool to help assess and plan **physical education** curriculum.

- YES
- NO → Skip to 15C

If YES, provide the total:

1. Number of professional development events _____
2. Number of participants in professional development events _____
3. Number of schools reached directly _____
4. Number of districts reached directly _____
5. Number of regional support units reached directly (if applicable) _____
6. Number of external partners reached directly _____
Please specify type _____

C. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff on the *PECAT* or similar tool to help assess and plan **physical education** curriculum.

- YES
- NO → Skip to 16

If YES, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

16. During FY 2007, did your project in support of CSHP engage in any of the following activities to help district or school staff promote **physical activity**?

A. **DEVELOP** (or revise or assist in developing) model programs, guidance, implementation strategies, or other resource materials (not to include policy materials) for district or school staff to promote **physical activity** through any of the following:

- | | YES | NO |
|---|-----------------------|-----------------------|
| A. Increasing physical activity opportunities during school-day breaks, recess, or in the classroom | <input type="radio"/> | <input type="radio"/> |
| B. Planning or implementing walk-to-school initiatives | <input type="radio"/> | <input type="radio"/> |
| C. Planning or implementing organized physical activity programs beyond physical education or competitive athletics (e.g., intramural sports, physical activity clubs, and other after school activities) | <input type="radio"/> | <input type="radio"/> |

B. **DISTRIBUTE** to district or school staff model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to promote **physical activity** through any of the following:

Program topic (Choose one for each program topic)	YES	NO—we have model programs, guidance, implementation strategies, or other resource materials, but have not distributed them this fiscal year	NO—we do not have model programs, guidance, implementation strategies, or other resource materials
A. Increasing physical activity opportunities during school-day breaks, recess, or in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Planning or implementing walk-to-school initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Planning or implementing organized physical activity programs beyond physical education or competitive athletics (e.g., intramural sports, physical activity clubs, and other after school activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 16C)

If YES to any of the above, provide the total:

1. Number of schools reached directly _____
 2. Number of districts reached directly _____
 3. Number of regional support units reached directly (if applicable) _____
 4. Number of external partners reached directly _____
- Please specify type _____

Please continue on the next page →

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to promote **physical activity** through any of the following:

	YES	NO
A. Increasing physical activity opportunities during school-day breaks, recess, or in the classroom	<input type="radio"/>	<input type="radio"/>
B. Planning or implementing walk-to-school initiatives	<input type="radio"/>	<input type="radio"/>
C. Planning or implementing organized physical activity programs beyond physical education or competitive athletics (e.g., intramural sports, physical activity clubs, and other after school activities)	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 16D)

If YES to any of the above, provide the total:

1. Number of professional development events including model programs, guidance, implementation strategies, or other resource materials _____
2. Number of participants in professional development events including model programs, guidance, implementation strategies, or other resource materials _____
3. Number of schools reached directly _____
4. Number of districts reached directly _____
5. Number of regional support units reached directly (if applicable) _____
6. Number of external partners reached directly _____
Please specify type _____

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff to promote **physical activity** (i.e. developing model programs or selecting resource materials) through any of the following:

	YES	NO
A. Increasing physical activity opportunities during school-day breaks, recess, or in the classroom	<input type="radio"/>	<input type="radio"/>
B. Planning or implementing walk-to-school initiatives	<input type="radio"/>	<input type="radio"/>
C. Planning or implementing organized physical activity programs beyond physical education or competitive athletics (e.g., intramural sports, physical activity clubs, and other after school activities)	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 17)

If YES to any of the above, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

17. During FY 2007, did your project in support of CSHP engage in any of the following activities to help district or school staff promote **healthy eating**?

A. **DEVELOP** (or revise or assist in developing) model programs, guidance, implementation strategies, or other resource materials (**not** including policy materials) for district or school staff to promote **healthy eating** through any of the following:

	YES	NO
A. Improving nutritional quality of school meals	<input type="radio"/>	<input type="radio"/>
B. Marketing healthy school meals	<input type="radio"/>	<input type="radio"/>
C. Improving the nutritional quality of school food and beverages outside of school meals (e.g., vending machines and a la carte)	<input type="radio"/>	<input type="radio"/>
D. Marketing healthy school food and beverage choices outside of school meals (e.g., vending machines, classroom snacks, a la carte)	<input type="radio"/>	<input type="radio"/>

B. **DISTRIBUTE** to district or school staff model programs, guidance, implementation strategies, or other resource materials (**not** including policy materials) to promote **healthy eating** through any of the following

Program topic (Choose one for each program topic)	YES	NO—we have model programs, guidance, implementation strategies, or other resource materials, but have not distributed them this fiscal year	NO—we do not have model programs, guidance, implementation strategies, or other resource material
A. Improving nutritional quality of school meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Marketing healthy school meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Improving the nutritional quality of school food and beverages outside of school meals (e.g., vending machines and a la carte)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Marketing healthy school food and beverages outside of school meals (e.g., vending machines, classroom snacks, a la carte)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 17C)

If YES to any of the above, provide the total:

- Number of schools reached directly _____
 - Number of districts reached directly _____
 - Number of regional support units reached directly (if applicable) _____
 - Number of external partners reached directly _____
- Please specify type _____

Please continue on the next page →

C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to promote **healthy eating** through any of the following

	YES	NO
A. Improving nutritional quality of school meals	<input type="radio"/>	<input type="radio"/>
B. Marketing healthy school meals	<input type="radio"/>	<input type="radio"/>
C. Improving the nutritional quality of school food and beverages outside of school meals (e.g., vending machines and a la carte)	<input type="radio"/>	<input type="radio"/>
D. Marketing healthy school food and beverages outside of school meals (e.g., vending machines, classroom snacks, a la carte)	<input type="radio"/>	<input type="radio"/>

(If NO to all of the above, skip to 17D)

If YES to any of the above, provide the total:

- Number of professional development events including model programs, guidance, implementation strategies, or other resource materials _____
- Number of participants in professional development events including model programs, guidance, implementation strategies, or other resource materials _____
- Number of schools reached directly _____
- Number of districts reached directly _____
- Number of regional support units reached directly (if applicable) _____
- Number of external partners reached directly _____
Please specify type _____

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff to promote **healthy eating** (e.g., developing model programs or selecting resource materials) through any of the following:

	YES	NO
A. Improving nutritional quality of school meals	<input type="radio"/>	<input type="radio"/>
B. Marketing healthy school meals	<input type="radio"/>	<input type="radio"/>
C. Improving the nutritional quality of school food and beverages outside of school meals (e.g., vending machines and a la carte)	<input type="radio"/>	<input type="radio"/>
D. Marketing healthy school food and beverages outside of school meals (e.g., vending machines, classroom snacks, a la carte)	<input type="radio"/>	<input type="radio"/>

(If NO to all of above, skip to 18)

If YES to any of the above, provide the total:

- Number of schools reached directly _____
- Number of districts reached directly _____
- Number of regional support units reached directly (if applicable) _____
- Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

18. During FY 2007, did your project in support of CSHP engage in the following activities to help district or school staff promote a **tobacco-free lifestyle**?
- A. **DEVELOP** (or revise or assist in developing) model programs, guidance, implementation strategies, or other resource materials (not to include policy materials) for district or school staff to plan and implement **tobacco-use prevention** programs for students.
- YES
 - NO

- B. **DISTRIBUTE** to district or school staff model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to help plan and implement **tobacco-use prevention** programs for students.
- YES
 - NO—we have model program, guidance, implementation strategies or other resource materials **but we have not distributed them**→ Skip to 18C
 - NO—we **do not have** model programs, guidance, implementation strategies or other resource materials→ Skip to 18C

If YES to any of the above, provide the total:

- 1. Number of schools reached directly _____
 - 2. Number of districts reached directly _____
 - 3. Number of regional support units reached directly (if applicable) _____
 - 4. Number of external partners reached directly _____
- Please specify type _____

- C. Provide **PROFESSIONAL DEVELOPMENT** to district or school staff on model programs, guidance, implementation strategies, or other resource materials (**not** to include policy materials) to help plan and implement **tobacco-use prevention** programs for students.
- YES
 - NO→ Skip to 18D

If YES to any of the above, provide the total:

- 1. Number of professional development events including model programs, guidance, implementation strategies, or other resource materials _____
 - 2. Number of participants in professional development events including model programs, guidance, implementation strategies, or other resource materials _____
 - 3. Number of schools reached directly _____
 - 4. Number of districts reached directly _____
 - 5. Number of regional support units reached directly (if applicable) _____
 - 6. Number of external partners reached directly _____
- Please specify type _____

Please continue on the next page →

D. Provide **INDIVIDUALIZED TECHNICAL ASSISTANCE** to district or school staff (for example in developing model programs or selecting resource materials) to help plan and implement **tobacco-use prevention** programs for students.

- YES
- NO → Skip to 19

If YES, provide the total:

1. Number of schools reached directly _____
2. Number of districts reached directly _____
3. Number of regional support units reached directly (if applicable) _____
4. Number of external partners reached directly _____
Please specify type _____

Please continue on the next page →

VII. EXTERNAL COLLABORATION

19. During FY 2007, did your project in support of CSHP **COLLABORATE** with any of the following external partners? (Choose YES or NO for each topic.)

EXTERNAL COLLABORATION	CSHP		PHYSICAL ACTIVITY		NUTRITION		TOBACCO USE	
	YES	NO	YES	NO	YES	NO	YES	NO
A. Agencies serving primarily African American youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Agencies serving primarily Hispanic youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Agencies serving primarily American Indian/Alaskan Native youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Agencies serving primarily Asian/Pacific Islander youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Community-based organizations (CBOs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Education organizations (e.g., advocacy, service, professional, or membership associations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Faith-based organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Foundations (private or non-profit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Governor’s appointed council to improve the health of youth (this can include overall health of youth or individual health topics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Health organizations (e.g., advocacy, service, professional, or membership associations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Local education agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Local health agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. State health coalitions or networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. Universities and other institutions of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P. National non-governmental organizations, including state and local affiliates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. Parents/parent groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. School-aged youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S. Others (Specify)_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page →

VIII. TARGETING YOUTH DISPROPORTIONATELY AFFECTED BY CHRONIC DISEASE

20. In FY 2007, did your project in support of CSHP implement PANT programmatic activities (e.g., distributing materials, providing professional development, or individualized technical assistance) **specifically focused** on any of the following youth disproportionately affected by chronic disease? (Choose YES or NO for each topic.)

YOUTH POPULATIONS	MATERIALS DISTRIBUTION		PROFESSIONAL DEVELOPMENT		INDIVIDUALIZED TECHNICAL ASSISTANCE	
	YES	NO	YES	NO	YES	NO
A. African American youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Hispanic youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. American Indian/Alaskan Native youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Asian/Pacific Islander youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Other youth disproportionately affected by chronic disease Please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IX. PROJECT PLANNING

21. In FY 2007, what evaluation activities did you conduct?

	YES	NO
A. Conducted formative evaluation	<input type="radio"/>	<input type="radio"/>
B. Created a logic model	<input type="radio"/>	<input type="radio"/>
C. Wrote SMART objectives	<input type="radio"/>	<input type="radio"/>
D. Conducted process evaluation	<input type="radio"/>	<input type="radio"/>
E. Conducted outcome evaluation	<input type="radio"/>	<input type="radio"/>
F. Other	<input type="radio"/>	<input type="radio"/>

Please specify _____

22. During FY 2007, did your project in support of CSHP have any funding other than DASH funding that supported state-wide activities consistent with those planned by the CSHP state-wide coalition? (May include federal, state, or private funding) (Choose one.)

- YES
 NO → Skip to 23

If YES:

- a. What is the total dollar amount of the funding you received other than DASH funding that supported state-wide activities consistent with those planned by the CSHP state-wide coalition? (Please include federal, state, and private funding):
\$ _____

Please continue on the next page →

23. How many school districts do you have in your state? _____ TOTAL
24. How many regional support units do you use in support of CSHP project activities?
_____ TOTAL (if applicable)

X. OTHER INFORMATION & ACTIVITIES

25. In FY 2007, did you make **PRESENTATIONS** that focused on policy, curriculum, student assessment, or environmental interventions related to physical activity, physical education, nutrition, tobacco-use prevention, health education, or CSHP?

- YES
 NO → Skip to 26

If yes:

- A. How many presentations did you make focused on policy, curriculum, student assessment, or environmental interventions related to physical activity, physical education, nutrition, tobacco-use prevention, health education, or CSHP?

- B. Please check all the topics on which you presented in FY 2007:

- Physical activity
 Physical education
 Nutrition
 Tobacco-use prevention
 Health education
 CSHP
 Other
Please specify _____

- C. Please check all audiences to whom you presented in FY 2007:

- District-level staff or administrators
 School-level staff or administrators
 Staff or students at universities or other institutions of higher education
 Community-based organization staff
 State or local health agency staff
 Legislators
 Parents/parent groups
 School-aged youth
 Other
Please specify _____

26. In FY 2007, did you provide **PRE-SERVICE LEARNING** events that focused on policy, curriculum, student assessment, or environmental interventions related to physical activity, physical education, nutrition, tobacco-use prevention, health education, or CSHP?

- YES
 NO → Skip to 27

Please continue on the next page →

If yes:

A. How many pre-service learning events did you provide focused on policy, curriculum, student assessment, or environmental interventions related to physical activity, physical education, nutrition, tobacco-use prevention, health education, or CSHP?

B. Please check all the topics on which you provided pre-service learning events in FY 2007:

- Physical activity
 - Physical education
 - Nutrition
 - Tobacco-use prevention
 - Health education
 - CSHP
 - Other
- Please specify _____

27. Is there information that we asked for in this year's Indicators that you estimated or guessed at?

- YES
- NO → Skip to 28

A. What kind of information did you estimate or guess at? (Mark all that apply.)

- Distribution of print materials
- Distribution of electronic materials
- Professional development events
- Individualized technical assistance
- Funding dollar amounts
- Presentations

B. On what topics did you estimate or guess at information? (Mark all that apply.)

- Policies
- Curricula and instruction
- Assessment of student performance
- Health promotion and environmental approaches
- Project planning

28. Is there information that we asked for in this year's Indicators that you did not collect at all?

- YES
- NO → Skip to 29

A. What kind of information did you not collect at all? (Mark all that apply.)

- Distribution of print materials
- Distribution of electronic materials
- Professional development events
- Individualized technical assistance
- Funding dollar amounts
- Presentations

Please continue on the next page →

B. On what topics did you not collect information at all? (Mark all that apply.)

- Policies
- Curricula and instruction
- Assessment of student performance
- Health promotion and environmental approaches
- Project planning

29. During FY 2007, did your project to support CSHP conduct any additional, noteworthy, major activities to improve physical activity, nutrition, tobacco-use prevention policies, curriculum, instruction, assessment, collaborations, or CSHP at the local level? Did these activities focus on improving the quality of PANT programs for African American, Hispanic, American Indian/Alaskan Native, Asian/Pacific Islander youth, or other youth disproportionately affected by chronic disease? Please describe in an attached narrative.

30. Please describe in an attached narrative, one specific improvement to your state project to support CSHP during FY 2007 that occurred as a result of your evaluation activities.

31. Please provide information about any additional professional development events or materials distribution activities not captured by the questions above. In particular, please report on activities in meetings or conferences not sponsored by your agency and for which you could not collect information on participants or recipients of materials.

Please continue on the next page →

FISCAL YEAR 2007 SCHOOL HEALTH PROGRAM INDICATORS

32. Please provide any additional general comments or information in the space below.

THANK YOU FOR YOUR RESPONSES. PLEASE RETURN THE INDICATORS.

GLOSSARY

Please refer to the following definitions when answering the questions.

COLLABORATE - Two or more partners jointly plan and implement program activities with definable roles and responsibilities for each partner.

COORDINATED SCHOOL HEALTH PROGRAM (CSHP) - A coordinated school health program is a planned and organized set of courses, services, policies, and interventions designed to meet the health and safety needs of K-12 students. Schools promote optimal physical, emotional, social, and educational development of students by providing health education; physical education; health services; nutrition services; counseling, psychological and social services; and a healthy and safe environment; and by promoting parent/community involvement and staff wellness. A successful and well-coordinated school health program is characterized by administrators, teachers, and school board members who view health protection and promotion as an essential part of the school's mission; a school health council comprised of school, family, and community representatives to ensure a planning process for continuous improvement; a school health coordinator responsible for organizing and managing the school health program; and school staff who help plan and implement a full array of school health courses, services, policies, and interventions.

CSHP STATE-WIDE COALITION - A confederation of organizations with similar goals that agree to work together toward a common goal. People who serve on coalitions, whether professional or volunteer, have obligations to the organization they represent as well as to the coalition.

CURRICULUM - An educational plan incorporating a structured, developmentally appropriate series of intended learning outcomes and associated learning experiences for students; generally organized as a related combination or series of school-based materials, content, and events.

DEVELOPMENT - The process of bringing into being, making active, available, or effective, CSHP-related materials, plans, policies, or activities.

DISTRIBUTE - Putting materials in the hands of appropriate personnel. Distribution may occur in response to requests for materials or through proactive sharing of information.

ENVIRONMENTAL APPROACHES - Those policies and programs that are intended to affect physical surroundings and the psychosocial climate and culture of the school. Environmental approaches include policies, programs, and services that reinforce school health education and physical education curricula as well as contribute to health outcomes for students and staff.

EVALUATION PLAN - A written evaluation plan may include process evaluation, to determine if activities were as planned and how well they were conducted, as well as outcome evaluation, to determine the impact of an activity or program on program objectives.

EXTERNAL PARTNERS - Agencies, organizations, and groups outside your own agency with which you collaborate or associate to further the goals of your CSHP project.

FISCAL YEAR (FY) - March 1, 2007 to February 29, 2008, the budget period for the cooperative agreement.

FORMATIVE EVALUATION - Gathering information during the early stages of your project or program, with a focus on finding out whether your efforts are unfolding as planned, uncovering any obstacles or unexpected opportunities that may have emerged, and identifying adjustments and corrections to your program.

FRAMEWORK - An outline or plan that presents both the content (e.g., important concepts, skills, and generalizations) and the process for developing curricula, instruction, and assessment.

GUIDANCE - A set of strategies that apply frameworks to develop policies, curricula, instruction, and assessment.

HEALTH EDUCATION - Includes planned sequential materials, instructions, and educational experiences delivered in the classroom setting that provide students with opportunities to acquire the knowledge and skills necessary for making health promoting decisions and achieving health literacy. Quality health education is based on sound theories of development and behavior change or empirically supportive practices that result in increased knowledge and positive behavior change.

HEALTHY EATING - Eating behaviors that promote health, growth, and intellectual development; prevent immediate nutrition-related health problems; and reduce risks for long-term chronic diseases (e.g., coronary heart disease, cancer, and stroke). Healthy eating behaviors include a diet consistent with recommendations from the Dietary Guidelines for Americans
<http://www.healthierus.gov/dietaryguidelines/>.

IMPLEMENTATION - To put into effect or accomplish plans, policies, or activities related to CSHP projects.

INDIVIDUALIZED TECHNICAL ASSISTANCE - Tailored assistance to meet site-specific needs with collaborative communication between a specialist and the site. Assistance takes into account site-specific circumstances and culture and can be provided through phone, mail, e-mail, Internet, or in-person meetings.

LOGIC MODEL - A logic model is a pictorial diagram that shows the relationship between your program components and activities and desired health outcomes. A logic model is a planning tool that might describe your entire program or a particular program objective or initiative.

MATERIALS - Resources including written materials (e.g., curricula, training materials, and pamphlets); audio visual materials (e.g., motion pictures and video tapes); pictorials (e.g., posters and similar educational materials using photographs, slides, drawings, or paintings); and electronic resources (e.g., Web sites, PDF files, and PowerPoint files).

MEMORANDUM OF UNDERSTANDING (MOU) - An agreement between agencies specifying the process or procedures for collaborative development of CSHP infrastructure. May also be called a Memorandum of Agreement.

MODEL POLICY - Model policies provide a framework to assist school officials in developing their own state or local policies. They are written as statements of best practice which can be adapted to fit local circumstances. Model policies reflect state-of-the-art, scientifically reliable information on what constitutes effective school health programs and the expert opinions of many reviewers. Included in model policies are excerpts or references to actual national, state, and local policies; a purpose or goals; rationale; and definitions.

NUMBER OF DISTRICTS REACHED DIRECTLY - A district is reached directly when one or more district level staff receives materials, training, or assistance from personnel funded by your CSHP project.

Each district reached is counted only once as being reached for a particular topic regardless of the number of district staff from that district are reached or the number of times district staff are reached.

NUMBER OF EXTERNAL PARTNERS REACHED DIRECTLY - An external partner is reached directly when one or more external partner's staff receives materials, training, or assistance from personnel funded by your CSHP project. Each external partner reached is counted only once as being reached for a particular topic regardless of the number of external partner staff from that external partner are reached or the number of times external partner staff are reached.

NUMBER OF REGIONAL SUPPORT UNITS REACHED DIRECTLY - A regional support unit is reached directly when one or more regional support unit staff receives materials, training, or assistance from personnel funded by your CSHP project. Each regional support unit reached is counted only once as being reached for a particular topic regardless of the number of regional support unit staff from that regional support unit are reached or the number of times regional support unit staff are reached.

NUMBER OF SCHOOLS REACHED DIRECTLY - A school is reached directly when one or more school staff receives materials, training, or assistance from personnel funded by your CSHP project. Each school reached is counted only once as being reached for a particular topic regardless of the number of school staff from that school are reached or the number of times school staff are reached.

NUTRITION - Relates to the foods and beverages people consume.

OUTCOME EVALUATION - Evaluation undertaken to determine if the changes ascribed to a program (e.g., changes in systems, collaborations, policies, or knowledge, attitudes, or behavior among administrators, teachers, school staff, community members, or youth) are associated with program activities.

PARTNERSHIP PLAN - Jointly prepared plans between the state education agency and the state health agency for coordinating administrative responsibilities, establishing reciprocal roles, and complementing school and youth-related health programs across the two agencies.

PHYSICAL ACTIVITY - Any bodily movement produced by skeletal muscles which results in caloric expenditure.

PHYSICAL ACTIVITY, NUTRITION, AND TOBACCO-USE PREVENTION (PANT) PROJECT - Any activities or personnel that are funded in part or in whole, through DASH cooperative agreement 03004 funds for chronic disease prevention through CSHP with a focus on PANT. May include the work of contract staff.

PHYSICAL EDUCATION - A planned and structured program of instruction and learning experiences that enables students to develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life. Other health issues also may be included in physical education curricula, such as nutrition, physical activity, and tobacco-use prevention.

PHYSICAL EDUCATION CURRICULUM ANALYSIS TOOL (PECAT) - A tool for analyzing written physical education curricula to determine how closely they align with national standards for high-quality physical education. The PECAT helps school districts conduct a clear, complete, and consistent analysis of physical education curricula. PECAT results can help users enhance, develop, or select appropriate and effective physical education curricula for the delivery of quality physical education, which will improve the ability of schools to positively influence motor skills and physical activity behaviors among school-age youth.

POLICY - Any mandate issued or policies adopted by school district boards of education, the state school board, state legislature, or other district or state agencies that affects the environment in schools throughout the state. These include policies developed by your state or those based on model policies

developed elsewhere. Sample model policies for PANT are available in *Fit, Healthy, and Ready to Learn: A School Health Policy Guide* (March 2004), developed by the National Association of State Boards of Education (NASBE). Sample policies can be viewed at NASBE's website:

<http://www.nasbe.org/healthyschools/fithealthy.mgi>

PRESENTATION - an informational and awareness raising activity taking at least 30 minutes and no more than 3 hours that focuses on a set of specific public health, curricular, or coordinated school health program topics. Presentations are tailored to specific audiences such as school administrators, faculty, education or health professionals, adolescents, parents, legislators, or community groups.

PRE-SERVICE LEARNING – Pre-service learning provides pre-professionals serving youth (e.g., educators, nurses, counselors) with an understanding of the central concepts, tools of inquiry, and structures of relevant disciplines.

PROCESS EVALUATION - Collecting and analyzing data to determine who, what, when, where, and how much of program activities have been conducted. Process evaluation allows staff to assess how well the program has been implemented.

PROFESSIONAL DEVELOPMENT - Those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators and others who work with youth, so that they might, in turn, improve the learning and health outcomes of children and adolescents. Professional development is consciously designed to actively engage learners and includes the planning, design, implementation, evaluation, and follow-up of professional development events (e.g., training, workshops, conferences, web-based learning, and coaching/mentoring).

PROFESSIONAL DEVELOPMENT EVENT- A set of skill-building processes and activities designed to assist targeted groups of participants in mastering specific learning objectives. Such events are delivered in an adequate time span (at least 3 hours) and may include, but are not limited to, curriculum and other training, workshops, conferences, and on-line or distance learning courses.

PROGRAM - A multi-faceted approach to decrease health risk behaviors that may include a combination of strategies such as one-on-one interventions, policy and climate changes, advocacy, peer interventions, mentoring programs, youth asset development, and outreach.

REGIONAL SUPPORT UNITS - A state-recognized agency or organization (e.g., universities, regional education support agencies, regional offices of education, regional training centers, teacher centers, county superintendent's offices, etc.) that provides professional development, technical assistance, and educational materials to school districts and schools within the state.

SCHOOL - A division of the public school system consisting of students in one or more grades or other identifiable groups organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. Each school usually has an identification number assigned by the state department of education for tracking purposes. Public schools include charter schools, magnet schools, vocational schools, and alternative schools.

SCHOOL DISTRICT - An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms include local basic administrative unit, local education agency, SAU, parish, independent school districts, etc.

SCHOOL HEALTH COORDINATOR - The professional at the district or school level who is responsible for the management and the coordination of all school health policies, activities, and resources.

SCHOOL HEALTH COUNCIL - A school health council (SHC) guides school programming and enables collaborations between the school and the community to improve students' health and learning. Ideally, the

council is comprised of representatives from each of the eight components of a coordinated school health program, as well as parents, students, and other community representatives involved in the health and well-being of students. SHCs establish goals for the school health program and specific priority health issues; facilitate health programming and services in the school and between the school and community; and advocate for effective health policies, programs, and services.

SCHOOL HEALTH INDEX - The *School Health Index* is a self-assessment and planning tool that enables those who use it to identify the strengths and weaknesses of school health promotion policies and programs; develop an action plan for improving student health; and involve teachers, parents, students, and the community in improving school policies and programs.

SERVING PRIMARILY - Agencies whose main focus is on providing services tailored to a specific, identifiable population (e.g., by race, gender, etc.) or increasing the ability of others to provide services to that population.

SMART OBJECTIVES - Objectives are statements that describe program results to be achieved and how they will be achieved. **Specific** objectives include *who* will be targeted and *what* will be accomplished. **Measurable** objectives include *how much* change is expected, specifically enough that achievement of the objective can be measured through counting or documenting change. **Achievable** objectives can be realistically accomplished given your program's existing resources and constraints. **Realistic** objectives address the scope of the health problem and propose reasonable programmatic steps. **Time-phased** objectives provide a timeline indicating when the objective will be met.

SPECIFICALLY FOCUSED ON - Programs or activities that are tailored to a particular, identifiable population (e.g., by race, gender, etc.) or activities to increase the ability of others to provide such services or activities.

STANDARDS - An established set of indicators that describe the knowledge and skills essential to the development of student health literacy and provide the foundation for curriculum development, instruction, and assessment of student performance. Many states use the National Health Education Standards as the foundation for their own health education standards. Standards may be developed for physical education as well as health education. An abbreviated version of the National Health Education Standards developed by the Joint Committee on National Health Education Standards can be found at http://www.aahperd.org/aahe/pdf_files/standards.pdf. Additionally, an abbreviated version of the National Standards for Physical Education, Second Edition, can be found at http://www.aahperd.org/aahe/pdf_files/standards.pdf.

STATE EDUCATION AGENCY (SEA) - The department of state or territorial government responsible for public education policy, funding, monitoring, and training within that state or territory.

STATE HEALTH AGENCY (SHA) - The department of state or territorial government responsible for public health policy, funding, monitoring, and training within that state or territory.

TOBACCO-USE PREVENTION - Interventions that prevent or delay the initiation of tobacco use or reduce the prevalence of tobacco use, including tobacco-use cessation. Interventions may target individuals or groups of youth, in terms of policy and/or environmental changes and may occur in schools or in partnership with community organizations.

YOUTH DISPROPORTIONATELY AFFECTED - In addition to certain ethnic groups that appear to be disproportionately affected with chronic disease, youth who are at risk for chronic disease later in life include those who are obese (overweight), who use tobacco, and/or have high blood pressure.