

# State Education Agency Implementation Survey

---

## I. INTRODUCTION AND CONSENT

You are invited to participate in this survey as a state-level awardee of CDC's Healthy Schools Program—you may know this as the Healthy Schools Program (we will refer to this as the Healthy Schools Program in this survey). ICF is conducting an evaluation of the Healthy Schools Program to understand how state and district level education agencies are supporting schools to create healthier environments. The purpose of this survey is to learn how states are implementing infrastructure, professional development, and technical assistance activities to achieve healthy schools.

This survey should take about 60-75 minutes to complete. The survey should be completed by the staff person within your organization who is most knowledgeable about your agency's implementation of CDC's Healthy Schools Program. The person who completes the survey should reach out to other staff within your organization as needed in order to respond accurately to all of the questions in the survey. **Please respond to the questions with regard to your state education agency's implementation of the Healthy Schools Program.**

Participation in this survey is voluntary and you may choose not to respond to any question. If you decide to not participate there will be no penalties of any kind. If desired, you may complete the survey over multiple sittings. After you begin, you may save, exit, reenter, and continue the survey where you left off. Taking part in the interview will cause no risk. You will receive no immediate benefit for participating in the survey other than the knowledge that you are helping to contribute information that will be used for program improvement. Your name will not be associated with the information that you share for the purpose of this evaluation. However, findings will be reported in relation to your state education agency. The results of the survey will be used to improve support and implementation of school health programs.

If you have questions about this evaluation please contact the evaluation team lead, Isabela Lucas, at 404-592-2155 or [Isabela.lucas@icf.com](mailto:Isabela.lucas@icf.com). For questions regarding your rights related to this evaluation you can contact ICF's Institutional Review Board (IRB) representative at [Carole.Harris@icf.com](mailto:Carole.Harris@icf.com).

Please **choose one of the options below** and click "next" to confirm:

- I have read the above information and I voluntarily agree to participate in this survey
- I have read the above and **I DO NOT** wish to participate in this survey. (If you choose this option you will not be allowed to continue the survey.)

**Next**

## II. SEA SURVEY

### General Information

1. Agency/Organization name: \_\_\_\_\_
2. Job title: \_\_\_\_\_
3. Describe your role within your state education agency (SEA). \_\_\_\_ (OPEN FIELD)
4. Describe your role with the Healthy Schools Program funded by the CDC. \_\_\_\_ (OPEN FIELD)

### Infrastructure Development

Reminder: Please respond to the questions with regard to your SEA’s implementation of the Healthy Schools Program.

5. Has your SEA established a statewide school health coalition? Y/N (SKIP TO Question14 under Professional Development and Training)
6. What is the name of the coalition?  
 \_\_\_\_\_
7. What role does your SEA play in the statewide school health coalition?
  - a. Sole leader and/or coordinator
  - b. Co-lead/coordinator
  - c. Participant
8. In what year was the school health coalition established? (Please provide a 4 digit year, such as 2010) \_\_\_\_ (OPEN FIELD)
9. What is the current status of the statewide school health coalition?
  - a. In early stages of development
  - b. Partially established
  - c. Fully established
10. Was the coalition established to fulfill requirements of the Healthy Schools Program? Y/N
11. Which of the following stakeholder groups are represented on the statewide school health coalition (SSHHC)? (Select all that apply).
  - a. Health and physical education staff
  - b. Nutrition service staff
  - c. Student or student organization representative
  - d. Parents or parent organization representatives
  - e. School administrators
  - f. District administrators
  - g. School nurses or other health-care providers

- h. Religious or civic leaders
  - i. Community organizations
  - j. Other (please specify)
- 

12. Which of the following areas of expertise are represented by members of the statewide school health coalition (SSHC)? (Select all that apply).

- a. Nutrition
  - b. Physical education/physical activity
  - c. Management of chronic conditions
  - d. Out of school time
  - e. Professional development (PD)
  - f. Technical assistance (TA)
  - g. Evaluation
  - h. Surveillance
  - i. Community/parent engagement
  - j. Teaching and instruction
  - k. Other (please specify)
- 

13. To what extent is each item a current priority for the statewide school health coalition? (Scale of 1-4; 1 = not a priority; 2 = low priority; 3 = moderate priority; 4 = very high priority).

- a. School nutrition/healthy eating
- b. Physical education/physical activity
- c. School health services and management of chronic health conditions
- d. Health impacts on academic achievement
- e. Childhood obesity
- f. Integration of health promotion in out of school time
- g. Others (e.g., social emotional learning, mental health, etc.) (please specify) \_\_\_\_\_

### Professional Development and Training

14. Does your SEA have a cadre of trainers who provide professional development and training to LEAs, schools, and other school health professionals? Yes / No

- a. How many active trainers are part of the cadre?

15. Please indicate how much you agree or disagree with the following statement: My SEA uses CDC's Professional Development and Training Tools, Professional Development Practices (also known as CDC's Professional Development Practices) to plan and deliver trainings to LEAs and school staff. (Scale of 1-5; 1

= strongly disagree; 2 = disagree; 3 = neither disagree nor agree; 4 = agree; 5 = strongly agree).

16. Which of the following topics related to school health infrastructure are addressed by the SEA’s professional development and training offered to LEA and school staff? (Select all that apply).

Topics of PD/Training	Offered to LEAs	Offered to Schools
<b>School health infrastructure</b>		
a. School Health Index	<input type="checkbox"/>	<input type="checkbox"/>
b. Improving, implementing, and evaluating local wellness policies	<input type="checkbox"/>	<input type="checkbox"/>
c. School staff involvement and wellness	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

17. Which of the following topics related to creating supportive nutrition environments are addressed by the SEA’s professional development and training offered to LEA and school staff? (Select all that apply).

Topics of PD/Training	Offered to LEAs	Offered to Schools
<b>Creating supportive nutrition environments</b>		
a. CDC’s Comprehensive Framework for Addressing the School Nutrition Environment and Services	<input type="checkbox"/>	<input type="checkbox"/>
b. Smart Snacks Standards	<input type="checkbox"/>	<input type="checkbox"/>
c. Smarter lunchroom strategies	<input type="checkbox"/>	<input type="checkbox"/>
d. Establishing standards for all competitive foods	<input type="checkbox"/>	<input type="checkbox"/>
e. Prohibiting advertising of unhealthy foods	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

18. Which of the following topics related to physical activity and physical education are addressed by the SEA’s professional development and training offered to LEA and school staff? (Select all that apply).

Topics of PD/Training	Offered to LEAs	Offered to Schools
<b>Physical activity and physical education</b>		
a. Using the Physical Education Curriculum Analysis Tool	<input type="checkbox"/>	<input type="checkbox"/>
b. Comprehensive School Physical Activity Programs to improve physical education and physical activity in schools	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing, implementing and evaluating multi-component PE/PA policies	<input type="checkbox"/>	<input type="checkbox"/>
d. _____	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

19. Which of the following topics related to managing chronic health conditions are addressed by the SEA’s professional development and training offered to LEA and school staff? (Select all that apply).

Topics of PD/Training	Offered to LEAs	Offered to Schools
<b>Managing chronic health conditions</b>		
a. Establishing systems for the management and support of students with chronic health conditions	<input type="checkbox"/>	<input type="checkbox"/>
b. Delivering disease specific education and awareness programs for students and school staff	<input type="checkbox"/>	<input type="checkbox"/>
c. Coordinating health services with community health care providers to better manage emergency and routine needs of students identified with chronic health conditions	<input type="checkbox"/>	<input type="checkbox"/>
d. Coordinating communication about care plans to ensure continuation of care between school and out-of-school settings	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

20. Which of the following topics related to school health before or after school programming (i.e., out-of-school time) are addressed by the SEA’s professional development and training offered to LEA and school staff? (Select all that apply).

Topics of PD/Training	Offered to LEAs	Offered to Schools
a. Physical activity before and after school	<input type="checkbox"/>	<input type="checkbox"/>
b. The role of out-of-school time programs in supporting student health and academic achievement	<input type="checkbox"/>	<input type="checkbox"/>
c. Healthy Eating and Physical Activity (HEPA) in Out-of-School Time Standards	<input type="checkbox"/>	<input type="checkbox"/>
d. Policies and practices to address the needs of students with chronic health conditions during out-of-school time activities	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

21. Which of the following topics related to health education and curricula are addressed by the SEA’s professional development and training offered to LEA and school staff? (Select all that apply).

Topics of PD/Training	Offered to LEAs	Offered to Schools
a. Importance of quality health education curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. Health Education Curriculum Analysis Tool	<input type="checkbox"/>	<input type="checkbox"/>
c. National Health Education Standards	<input type="checkbox"/>	<input type="checkbox"/>
d. Characteristics of an Effective Health Education	<input type="checkbox"/>	<input type="checkbox"/>

Topics of PD/Training	Offered to LEAs	Offered to Schools
Curriculum		
e. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

### Direct Support/Technical Assistance

22. Which of the following national tools and resources does the SEA promote to its stakeholders through technical assistance? (Select all that apply.)

National Tools and Resources	SEA Promotes/ Disseminates the Tool/Resource
a. Comprehensive Framework for Addressing the School Nutrition Environment and Services	<input type="checkbox"/>
b. National Health Education Standards	<input type="checkbox"/>
c. Characteristics of an Effective Health Education Curriculum	<input type="checkbox"/>
d. Healthy Eating and Physical Activity (HEPA) in Out-of- School Time Standards	<input type="checkbox"/>
e. Parents for Healthy Schools	<input type="checkbox"/>
f. Physical Education Curriculum Assessment Tool (PECAT)	<input type="checkbox"/>
g. Professional Development and Training Tools, Professional Development Practices	<input type="checkbox"/>
h. School Health Guidelines to Promote Healthy Eating and Physical Activity	<input type="checkbox"/>
i. School Health Index (SHI)	<input type="checkbox"/>
j. Strategies for Recess in Schools	<input type="checkbox"/>
k. Recess Planning in Schools	<input type="checkbox"/>
l. WellSat 2.0	<input type="checkbox"/>
m. Whole School, Whole Community, Whole Child (WSCC) Model	<input type="checkbox"/>
n. Other (please specify) _____	<input type="checkbox"/>

23. Which of the following tools or methods does the SEA use to promote school health and increase awareness and action among the public and decision makers? (Select all that apply.)

- a. Media campaign(s)
- b. Model policy
- c. School health action plans
- d. School improvement plans
- e. State obesity plan
- f. State-level policy
- g. State Plan for Every Student Succeeds Act (ESSA)

h. Other (please specify) \_\_\_\_\_

24. Which of the following topics related to school health infrastructure are addressed by the SEA’s direct support/technical assistance offered to LEA and school staff? (Select all that apply.)

Topics of Direct Support/Technical Assistance	Offered to LEAs	Offered to Schools
<b>School health policies and practices</b>		
a. Development and implementation of school health action plans	<input type="checkbox"/>	<input type="checkbox"/>
b. Development and operation of school health councils	<input type="checkbox"/>	<input type="checkbox"/>
c. Facilitate, monitor, and document the use of the School Health Index (SHI)	<input type="checkbox"/>	<input type="checkbox"/>
d. Development and dissemination of model wellness policy language	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

25. Which of the following topics related to creating supportive nutrition environments are addressed by the SEA’s direct support/technical assistance offered to LEA and school staff? (Select all that apply.)

Topics of Direct Support/Technical Assistance	Offered to LEAs	Offered to Schools
<b>Creating supportive nutrition environments</b>		
a. Implementing federal nutrition standards for competitive foods consistent with Smart Snacks in School	<input type="checkbox"/>	<input type="checkbox"/>
b. Ensuring foods and beverages sold or served outside of school meal programs are nutritious	<input type="checkbox"/>	<input type="checkbox"/>
c. Prohibiting the use of foods and beverages as rewards	<input type="checkbox"/>	<input type="checkbox"/>
d. Restricting marketing of foods and beverages that do not meet the Smart Snacks in School standards	<input type="checkbox"/>	<input type="checkbox"/>
e. Promoting foods and beverages that support healthy diets through increased access to healthier food options	<input type="checkbox"/>	<input type="checkbox"/>
f. Using verbal prompts on school lunch fruit and vegetable consumption to promote healthy eating	<input type="checkbox"/>	<input type="checkbox"/>
g. Implementing point-of-purchase promotions	<input type="checkbox"/>	<input type="checkbox"/>
h. Increasing access to free drinking water	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

26. Which of the following topics on supportive environments for physical education and physical activity through Comprehensive School Physical Activity Program (CSPAP) are addressed by the SEA’s direct support/technical assistance offered to LEA and school staff? (Select all that apply.)

Topics of Direct Support/Technical Assistance	Offered to LEAs	Offered to Schools
<b>Physical activity and physical education</b>		
a. Process of developing CSPAPs (e.g., physical education, physical activity during recess, classroom and before/after school; staff involvement; family and community)	<input type="checkbox"/>	<input type="checkbox"/>
b. Recess planning	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom physical activity	<input type="checkbox"/>	<input type="checkbox"/>
d. Quality physical education	<input type="checkbox"/>	<input type="checkbox"/>
e.		
f. Physical activity before and after school	<input type="checkbox"/>	<input type="checkbox"/>
g. Staff involvement in physical activity	<input type="checkbox"/>	<input type="checkbox"/>
h. Family and community involvement in physical activity	<input type="checkbox"/>	<input type="checkbox"/>
i. Evaluation of CSPAP	<input type="checkbox"/>	<input type="checkbox"/>
j. Implementation of the Physical Education Curriculum Analysis Tool and other evidence-based resources for physical education and physical activity	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

27. Which of the following topics related to managing chronic health conditions are addressed by the SEA’s direct support/technical assistance offered to LEA and school staff? (Select all that apply.)

Topics of Direct Support/Technical Assistance	Offered to LEAs	Offered to Schools
<b>Management and support of students with chronic health conditions in schools</b>		
a. Establishing a system for the management and support of students with chronic health conditions in schools	<input type="checkbox"/>	<input type="checkbox"/>
b. Selecting and providing disease specific education and awareness programs for students and school staff	<input type="checkbox"/>	<input type="checkbox"/>
c. Coordinating school, family, and community efforts to better manage emergency and routine care needs of students identified with chronic health conditions	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

28. Which of the following topics related to school health before or after school programming (i.e., out-of-school time) are addressed by the SEA’s direct support/technical assistance offered to LEA and school staff? (Select all that apply.)



Topics of Direct Support/Technical Assistance	Offered to LEAs	Offered to Schools
<b>School health before or after school programming</b>		
a. Integration of health promoting activities in out-of-school time, such as increasing access to healthy foods and beverages, physical activity and care coordination for students with chronic condition	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementation of evidence-based policies and practices (e.g., HEPA standards)	<input type="checkbox"/>	<input type="checkbox"/>
c. Assessment of current activities and development and implementation of an action plan that reflects local assets, constraints, context, and readiness	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
29. What other types of resources and support are you providing to LEAs and schools to promote the implementation of school health policies and practices? (Select all that apply.)		
a. Equipment, describe: _____		
b. Funding for LEAs (e.g., mini-grants)		
c. Funding for schools		
d. Guidance documents/toolkits (e.g., model local wellness policies)		
e. Promotional materials		
f. Staffing		
g. Other (please specify)		
_____		

### Implementation Facilitators and Barriers

30. Please indicate how much you agree or disagree with each of the following statements about supports available to implement school health strategies at the state/SEA level. (Scale of 1-5; 1 = strongly disagree; 2 = disagree; 3 = neither disagree nor agree; 4 = agree; 5 = strongly agree)
- a. Financial resources at the state level are sufficient
  - b. SEA leadership is engaged and supportive
  - c. LEA leadership/administrators are engaged and supportive
  - d. School level leadership/administrators are engaged and supportive
  - e. Stakeholder buy-in and support is sufficient at the state level
  - f. SEA staff have adequate time and capacity to implement strategies
  - g. SEA staff have access to adequate resources, tools or guidelines
  - h. SEA staff have access to technical assistance
  - i. SEA staff have time and support to attend trainings and participate in technical assistance

- j. Necessary partnerships are in place at the state level
- k. State partners are supportive and have sufficient resources
- l. The statewide school health coalition is strong and supportive
- m. District level interest and support is sufficient
- n. State level policies are supportive of school health
- o. District level policies are supportive of school health
- p. Local level policies are supportive of school health
- q. Local facilities and environments are suitable to support school health strategies
- r. Other supports (please specify): \_\_\_\_\_

### Support from CDC to SEAs

31. How satisfied are you with the TA you receive from CDC and its partners to support your efforts to implement the healthy schools program? (*Scale of 1-4; 1 = not satisfied; 2 = slightly satisfied; 3 = moderately satisfied; 4 = very satisfied*).
32. For which of the following topics has the SEA received TA or direct support from CDC or its partners? (Select all that apply).
- a. Health education
  - b. Media campaigns
  - c. Model policies
  - d. School health action plans
  - e. School health guidelines
  - f. School improvement plans
  - g. State obesity plan
  - h. State-level policies
  - i. State Plan for Every Student Succeeds Act (ESSA)
  - j. Other (please specify)
33. How much do you prefer each of the following modes of TA support when working with CDC or its partners? (*Scale 1-4; 1 = not preferred; 2 = slightly preferred; 3 = moderately preferred; 4 = highly preferred*).
- a. One-on-one consultation (in-person, by phone, or email)
  - b. Peer-facilitated learning
  - c. On-line communities of practice
  - d. Site visits
  - e. Routine monitoring via conference calls or virtual meetings
  - f. Listservs

- g. In-person grantee meetings
- h. Other (please specify) \_\_\_\_\_

**This is the end of the survey, please click the submit button.**

Thank you very much for taking the time to participate in this survey! Your responses will contribute greatly to the evaluation of the Healthy Schools Program. If you have any questions or concerns, or would like to add something after submitting the survey, please contact Isabela Lucas at [isabela.lucas@icf.com](mailto:isabela.lucas@icf.com) or 404-592-2155.