

WELLNESS

A Framework for Implementing a District-Wide School Wellness Needs Assessment: Using the WSCC Model

*Megan Weemer, Andrew Eberline, Joey Lee,
Tyler Kybartas, Emily Jones*

Abstract

Poor nutrition and insufficient amounts of physical activity are key contributing factors to childhood obesity and can adversely affect the physical, social, and emotional health, along with the academic success, of today's youth. Comprehensive school-based initiatives, in combination with broader community efforts that target these behaviors, can help youth to develop and sustain healthy lifestyles through the adolescent years. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes the connection between health and academic achievement and highlights the importance of school wellness assessments, stressing that schools serve as the nucleus in providing these supports with input, resources, and collaboration from the community. Inadequate amounts of attention have been given to the process of conducting school wellness assessments that promote collaboration between university research teams and key school district stakeholders. This article presents the process of conducting a district-wide wellness assessment with the WSCC model as the conceptual framework. It outlines practical steps for other districts to replicate and key collaboration

Megan Weemer, Department of Health Sciences, A.T. Still University. Andrew Eberline, School of Kinesiology and Recreation, Illinois State University. Joey Lee, Department of Health Sciences, University of Colorado, Colorado Springs. Tyler Kybartas, School of Kinesiology and Recreation, Illinois State University. Emily Jones, School of Kinesiology and Recreation, Illinois State University. Please send author correspondence to meganweemer@atsu.edu

principles, along with the specific use of a unique wellness assessment tool that includes a readiness for change component. It also discusses challenges and opportunities encountered, lessons learned along the way, and implications for school administrators and school health practitioners.

Unhealthy eating habits and inadequate physical activity levels are prevalent among school-aged youth in the United States. Schools influence the food consumption habits of and provide physical activity opportunities for youth, and such roles affect the subsequent obesity rates of youth (Brownson et al., 2005). With this in mind, multiple national health organizations agree that schools are a key setting for supporting youth wellness behaviors (Centers for Disease Control and Prevention [CDC], 2019a). The U.S. Department of Agriculture (USDA) requires school districts to have a local wellness policy that includes goals for nutrition promotion and education, physical activity, and other activities that support student wellness (Food and Nutrition Service, 2019). Promoting healthy behaviors among students is a critical component of the mission of schools, which are uniquely positioned to integrate healthy activities within school plans, policy, and practices that promote student health and learning outcomes (Harvey et al., 2018). However, the USDA also requires schools to evaluate their school wellness programming, implementation of their school wellness policy, and progress toward physical activity and healthy eating goals (Food and Nutrition Service, 2019). Despite the importance of assessing school wellness efforts, schools often find it challenging to establish a school wellness evaluation plan and implement procedures to collect and evaluate their local data to assess progress toward wellness goals and identify needs to prioritize in future school wellness planning (Sanchez et al., 2014).

While most U.S. schools provide some type of physical activity and nutrition programming, many lack the skills or capacity to conduct comprehensive evaluation plans. Specifically, budget constraints, increased pressure to improve scores on standardized tests, competing priorities and lack of time for both administrators and teachers, lack of support from key stakeholders, lack of resources, along with a lack of readiness for change (Agron et al., 2010; Schuler et al., 2018; Quirk, 2021) are barriers to implementation of

comprehensive wellness evaluation plans. Frameworks such as the Whole School, Whole Community, Whole Child (WSCC) model highlight the importance of conducting school wellness assessments and emphasize that schools serve as the nucleus in providing health and educational support to students with input, resources, and collaboration from the community (Chiang et al., 2016). Assessing school health programs and services is a critical step in identifying and reinforcing strengths and improving weaknesses of school-based wellness environments and in understanding progress made toward healthy eating and physical activity goals (CDC, 2019a). In addition, comprehensive school wellness needs assessments provide districts and schools with direction and insight into potential leverage points for implementing new wellness programming, establishing community partnerships, developing or revising school wellness policies, and modifying or enhancing the school environment to promote and support student health. School wellness needs assessment processes equip school wellness leaders with the knowledge to create a list of priorities that are informed through an evaluative process.

Collaborations between university research teams and key school district stakeholders are an underutilized mechanism for providing support and expertise to school districts for conducting comprehensive school wellness needs assessments. Although implementing, evaluating, and enforcing school wellness programming is challenging, utilizing the assistance of community partners (i.e., local universities, public health agencies, YMCAs, and other non-profit organizations) is one key to success (Harvey et al., 2018). Such collaborations are mutually beneficial. Schools provide extensive local knowledge and expertise and a means to collect and disseminate information, which is important in academic settings. University research teams provide expertise in evaluation, data analysis, and (subsequent) program planning. They also expand the capacity of school staff by contributing to the process of conducting the needs assessment. Furthermore, such collaborations influence policy implementation at the community level, thus reinforcing healthy practice norms for families, community members, students, and school personnel (Harvey et al., 2018).

In this article, we discuss the process of a university–school district collaborative process utilized in a district-wide comprehensive

school wellness needs assessment evaluation with the WSCC model as the conceptual framework. Herein, we share practical steps for other school districts to replicate, assessment tools utilized in facilitating the school wellness needs assessment process, and key collaboration principles. In addition, we discuss the challenges and opportunities encountered, lessons learned along the way, and implications for school administrators and school health practitioners.

Method

Project Development

Led by Emily Jones, a university faculty member, a research team for building partnerships within the local community was created. An informal lunch-and-learn event, facilitated by the institution's Office of Community Engagement, provided an opportunity for us, as the research team, to meet with the assistant superintendent of a large local school district. Conversations initially revolved around required fitness data collection and analyses requirements but quickly shifted to district- and school-level wellness. The district was due for a triannual wellness evaluation based on a USDA policy requirement (Food and Nutrition Service, 2019). While the timing was opportune, the district wanted to use the collected data to make meaningful improvements related to wellness.

Jones met with multiple entities who might be interested in wellness opportunities and environments. The multidisciplinary team consisted of faculty members (Physical Education Teacher Education, Community and Health Education, Exercise Science, and Geography), individuals from the county health department, and faculty members from two additional higher education institutions who were trained in evaluating school wellness. This creation of the university and local partnerships prepared to systemize the evaluation process and translate quality processes enhanced the evaluation for the district at large.

Key Stakeholders

Key stakeholders connected to the school district included various school staff, such as administrators, school directors of food service, nurses, nutrition classroom teachers, physical educators, and parents/community members. These stakeholders provided multiple

perspectives of health and wellness from insider and outsider vantage points. They also provided information on strengths, areas of growth, and potential outcomes, guiding the creation of wellness plans from individual schools and the district at large.

Instruments

We selected assessment tools for this project on the basis of identified needs, directions, and interests of the collaboration's key stakeholders. School and university stakeholders wanted to establish a long-term partnership that would begin with the university research team providing assistance and support with conducting and analyzing the school wellness needs assessments but would grow into additional support and assistance with identifying, planning, and implementing school wellness programming in future years. Given the school's interest and our expertise in physical activity, nutrition programming, and school wellness environments, data collection instruments that capture various aspects of school wellness needs across three ecological levels—community, organizational/school, and individual/behavioral—were selected. The WSCC model was used as a framework.

School-Level Data

School Wellness Environment Profile. The School Wellness Environment Profile (SWEP; Lee & Welk, 2018) assesses the status of physical activity and food environments, practices, and policies in schools with questions that capture information from nine domains of the school environment. These nine domains include physical education ($n = 10$ questions), classroom physical activity ($n = 5$), recess ($n = 5$), physical activity before and after school ($n = 10$), family and community engagement ($n = 10$), staff involvement ($n = 5$), school food environment ($n = 10$), school wellness policies ($n = 5$), and school wellness teams ($n = 5$). For this study, we took interview questions from the SWEP on the basis of stakeholder group expertise. The SWEP was completed during small focus group interviews with different stakeholder groups. The format of the interviews allowed groups to reach a consensus in response to each item. The SWEP includes 65 items on a scale of 0 = *No*, 1 = *Partially*, and 2 = *Yes*. For total scores for each domain, the responses to the items within each subscale were averaged together. This ensured a

consistent range across the nine subscales. We provided the district and each individual school with a SWEP report detailing the status of their school wellness environment across each assessed domain. The SWEP report information allowed for identification of strengths and weaknesses for each school and district; as such, each school and district gained a focus for future district/school wellness planning (e.g., school health improvement plan) and goal setting. On the SWEP report, the schools also received a “medal” that indicated the degree to which they reported being compliant with USDA Final Rule on School Wellness Policy requirements. This indicated their progress toward fulfilling the mandates in the policy. See Appendix A for an example of a SWEP report.

School Wellness Readiness Assessment. The School Wellness Readiness Assessment (SWRA) tool measures a school’s readiness for change (Lee & Welk, 2018; McLoughlin et al., 2020). This assessment includes organizational level items as well as individual level items. This bi-level approach allows for the assessment of a school’s readiness to implement wellness initiatives and to assess readiness in key settings such as the classroom, lunchrooms, and physical education. The SWRA includes 40 items on a 5-point Likert scale ranging from 0 *strongly disagree* to 4 *strongly agree*. Each stakeholder completed the assessment individually and anonymously in a paper-pencil format. We then averaged each of the 40 items for a total school readiness score. We average all responses from each stakeholder for an overall school readiness score.

School Tour. The principal conducted school tours prior to or after all stakeholder interviews. School tours allowed us to gather information about the physical environment of each school. This gave us the opportunity to give physical context to strengths and areas of improvement provided from the SWEP data. Additionally, we took field notes during the tours to provide a qualitative data source to the school environment.

Field Notes. We took hand-written field notes during each site visit to provide a qualitative insight into the stakeholder focus group discussions and item ratings. Field notes also included non-verbal behaviors, contextual details of responses, and background or historical information from participants (Phillippi & Lauderdale, 2017). Additionally, field notes taken during the school tour allowed

us to gather a qualitative narrative of the physical environment for each school. Each of us made field notes in our own style throughout the site visits.

Community-Level Data

Asset Mapping. Semistructured focus group interviews with stakeholders were conducted after SWRA administration. We asked stakeholder groups to identify individuals, associations, institutions, physical spaces, and contributors to the local economy that support and/or promote healthy lifestyles through physical activity, fitness, or wellness. These were designed to be organic discussions within each stakeholder group and to help capture community assets for each school. Additionally, these discussions helped capture areas in the community identified as areas that were not assets or needed improvement in wellness initiatives. We took field during these discussions to gather all assets from each stakeholder group.

Student-Level Data

An important component of any district wellness needs assessment process is collecting information about student-level metrics. While plans for doing so in this project were established with the participating district, those plans were unable to be fulfilled due to the onset of the COVID-19 pandemic. Details about the planned student level wellness evaluations are provided in the Youth Activity Profile section.

Youth Activity Profile. The Youth Activity Profile (YAP; www.youthactivityprofile.org) is a validated, online survey tool that was designed to assist schools in assessing each student's physical activity behaviors and in aggregating information about student physical activity behaviors to school and district levels (Bai et al., 2017; Saint-Maurice & Welk, 2015). The YAP is a simple recall-based assessment tool that asks students to report about their physical activity and sedentary behaviors generally and over the past seven days (both at school and at home). Students respond to 15 questions across three domains (five questions per domain): physical activity at school (transportation to school, physical activity during physical education, physical activity at recess, physical activity in classrooms, and transportation from school), physical activity at home (physical activity before school, physical activity after school, physical activity

in the evening, physical activity on Saturday, and physical activity on Sunday), and sedentary behaviors and habits (watching TV, playing video games, using the computer, using a cell phone, and overall sedentary behaviors). Student and school responses to YAP questions are converted into estimates of students daily physical activity minutes through prediction algorithms developed through a unique calibration process (Saint-Maurice & Welk, 2015). This enables the YAP to provide accurate group-level estimates of physical activity for school evaluations at classroom, grade, school, and district levels. The school and district can use the estimates to facilitate school wellness needs assessment evaluations, goal achievement, and future planning. We plan to use the YAP for future iterations of the project. See Appendix B for an example of a school-level YAP report.

Physical Fitness. A common component of any physical education program is youth fitness assessments (e.g., FitnessGram; <https://fitnessgram.net/assessment/>). Common components of health-related and physical fitness assessments within physical education curriculum typically include cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition assessments (Plowman & Meredith, 2013). A plan was established with the school district to have physical education teachers share the results of their fitness assessments with us; however, this was not accomplished due to the COVID-19 pandemic. We plan to collect this information in future iterations of the project.

Social and Emotional Learning. Through the needs assessment process, we determined that the district desired to assess student social-emotional learning competencies, specifically grit, self-management, self-efficacy, effort, and emotional regulation. The Panorama Social-Emotional Learning Questionnaire is a validated, online survey that measures students mindsets, behaviors, and attitudes in schools and beyond the classroom at elementary and secondary levels. The survey help educators assess and improve their students' social-emotional learning competencies. We established a plan for the school districts to utilize the Panorama Social-Emotional Learning Questionnaire and share the results with us. Due to the COVID-19 pandemic, data collection was delayed. We plan to collect this data in future iterations of the project.

Data Collection Procedures

School site visits were conducted within eight K–12 schools in a Midwestern school district in the fall of 2019 ($n = 6$ Elementary, $n = 1$ Junior High, $n = 1$ High School). Each site visit included six focus group interviews (each 45 min) with four to six participants representing a specific stakeholder group, including classroom and physical education teachers, recess monitors, school nurses, after-school physical activity program leaders or directors, food service personnel, parent/community members, and building administrators. Site visits allowed us to obtain in-depth, firsthand information regarding the status of school-level physical activity, nutrition, wellness opportunities, programs, and environments within the select district. The questions were derived from the SWEP. During the interviews, we encouraged each stakeholder group to discuss each question openly to come to a consensus on an answer. We took field notes to capture discussions for each question. Following the SWEP, we gave the SWRA to each stakeholder in a pencil-paper format. After the administration of the SWRA, we asked each stakeholder group about community assets and weaknesses important to their school; this allowed us to create asset maps. After or before all stakeholder group interviews, the principal conducted a school tour.

Discussion

The complexity of student health and well-being (including physical, cognitive, mental, and emotional health) requires coordination across a wide range of disciplinary experts. There have been calls for greater alignment between educational leaders, community entities, and health sectors to “improve each child’s cognitive, physical, social, and emotional development” (CDC, 2021). Public health and child welfare frameworks such as the WSCC and Systems of Care (SoC) explicitly call for increased collaboration across community agencies, schools, and families for improved access and availability of child-centered, evidence-based supports that are responsive to the cultural, racial, and sociocultural differences of the populations they serve (Lewallen et al., 2015; Stroul, 2002; Stroul & Friedman, 1986). Yet collaboration and bridge building across sectors presents a host of challenges, including conflicting or incongruent philosophies, priorities, politics, policies, and practices. And for a positive, working

relationship between schools and community agencies to be established, it is imperative that a “common vision for a more physically active culture” be established from the beginning (Brusseau et al., 2015, p. 373).

School systems that have benefited from federal mandates such as the UDSA Final Rule must provide regular accountability reports of school- and district-level wellness policy implementation and initiatives. Policy evaluation can be a significant undertaking, especially because each school has unique attributes and contextual factors that influence performance. Therefore, one approach that counteracts this is establishing ongoing agreements and partnerships with entities with expertise in program evaluation and school wellness that help plan and carry out a comprehensive evaluation process. Doing so can provide an outside, objective assessment of school wellness and produce robust, actionable, and tailored outcomes for school- and district-level personnel.

Using a whole school, ecological approach such as the WSCC model can guide data collection and interpretation of findings. Selecting the WSCC model for this project not only provided a structure for gathering individual, organizational, and community-level data but also assisted in interpretation of the data. It helped us to better understand the interrelated and complex nature of individual health behaviors, community factors, and school policies, practices, and procedures that facilitate and impede healthy habits. Data reports from the SWEP and SWRA were shared with school- and district-level administrators and used in the establishment of school-level wellness priorities and drove the district-level wellness committee’s 3-year strategic plan. The district wellness committee has outlined priorities, measurable goals, and action items on the basis of the outcomes from the needs assessment process. Additionally, future programming and partnerships are being established on the basis of needs/asset assessments. This planning will help bring the action items to fruition.

Lessons Learned

The wellness evaluation project in this study was possible in large part due to the ongoing relationship development and trust between the school personnel and the university research team. This section presents key lessons learned and challenges/opportunities

encountered in terms of (a) collaboration principles imperative to project success, (b) communication tactics needed for navigation of contrary views, and (c) cognitive flexibility necessary in planning, collecting, and reporting school- and district-level findings. Inherent within each lesson learned is the aim of building a collaborative relationship that extends beyond the conclusion of the project and serves as a catalyst for continual, integrated health/wellness systems and structures improvement.

Collaboration Principles

Community-engaged scholarship encompasses several key principles that lead to high-impact outcomes, extended reach, and a scope that serves beyond a single population segment. We outline collaboration principles as guideposts for teams interested in engaging and furthering the mission of community-engaged scholarship. Collaboration principles imperative to the success of this project include the following:

- **Planning and implementation:** Stakeholder involvement was essential and critical. We took an inclusive approach to participant selection, on the basis of those who would be affected by the project.
- **Mutually agreed upon goals, vision, and outcomes:** Key stakeholders mutually chose goals and outcomes.
- **Clarified roles and responsibilities:** Responsibilities and roles were determined through communication of clear roles and expertise and through knowing the resources available.
- **Honest and clear communication:** Regular, frequent communication among the partners built cohesion and helped them avoid unnecessary conflict. Designation of key persons for this communication increased the likelihood of success.
- **Open and two-way sharing of information:** Keeping each other up to date about matters that affected the collaboration was vital.
- **Share progress and challenges:** Regular sharing of progress, challenges, and successes was planned and carried out. This ensured the project was appropriately responsive and adapted as needed.

Communication Tactics

Open and clear communication is critical and necessary for healthy collaborative and reciprocally beneficial initiatives. Throughout a project, it is essential to have regular and ongoing dialogue between the research team and school stakeholders. This serves multiple purposes, including negotiating expected outcomes, establishing credibility of research team members, exploring shared interest or expertise, and avoiding burdensome request of staff and school personnel. In addition, communication within the research team is critical.

Ensuring team members are trained on the data collection protocol and comfortable administering each phase is a considerable task. One important aspect of the protocol training is preparing to navigate contrary views that emerge during the focus groups and guiding the group toward a collective response. For example, stakeholders will hold individual views and opinions that differ from other stakeholders', yet the SWEP requires a single response. This requires the research team members to capture the outlier perspective while listening for and responding to the contextual details of the conversation (history, people, processes, policies, etc.) without passing judgment or affirming socially desirable responses.

Cognitive Flexibility

Community-engaged scholarship, such as this, demands that players commit to ongoing dialogue about the purpose, process, and planned outcomes. It can be difficult and sometimes seemingly impossible for a participant to revise mid-stream; however, this work requires a considerable amount of cognitive flexibility in all involved. Cognitive flexibility allows individuals to consider the multifaceted nature of an issue, explore and see it from various perspectives, and adapt to the changing situation or environment. This dynamic attribute is a necessity for community-engaged research because often the work occurs outside at least one of the partners' typical environments—requiring enhanced awareness, confidence, and adaptability.

A limitation in the planned project is the omission of social and emotional learning as a component of wellness. In response, the team explored options for integrating social and emotional learning into the plan and revised to meet the voiced need. This example of cognitive flexibility requires a shift that is not simple but strengthens

the project and partnership by further aligning the plan with the context-specific needs of the community. Actively listening to stakeholders about the variability within specific schools in terms of norms, climate, previous successes, and needs requires team members to be aware of the nuances in language shared, confident in the plan, and adaptable when unanticipated challenges arise during on-site data collection.

Cognitive flexibility also emerges when stakeholders are asked to think of community assets that serve (or could serve) as a wellness support for students and their families. This task requires individuals to think of a place, space, person, or business and consider how it has supported, does support, or could support wellness. The identification of places, spaces, persons, and businesses alone requires awareness of community assets—then tasks the person to adjust their thinking about the assets toward whether the entity meets an existing need.

A next step in translating this information into meaningful partnerships and programs that capitalize on assets is sharing the asset maps with community agencies and thus enhancing awareness and encouraging adaptability in how assets can support and enhance local school wellness and wellness behaviors of students and families. Agencies should include representatives from multiple sectors such as business and industry, university personnel and students, governmental and nonprofit agencies, and beyond to explore the power of connectivity, collaboration, and shared vision.

Throughout the phases of data collection, analysis, data interpretation, and dissemination, it is important for the research team to exercise cognitive flexibility by engaging in continuous reflection. Given the interdisciplinary nature of the research team, each member approaches the project from a different lens and therefore brings a richness to data interpretation. By keeping the conversations open and welcoming the diverse professional perspectives, the team can respectfully pose questions regarding the sufficiency of the collected data to answer the research questions and, more importantly, to capture information that is additive and valuable for the school district and stakeholders. This example of cognitive flexibility strengthens not only the interpretation and representation of data for the stakeholders but also the quality of interactions of professionals across

disciplines. It also paves the way for future school wellness projects designed and carried out by cross- and interdisciplinary teams. One approach to fostering these interactions and translating information into partnerships is hosting a gathering with stakeholders at which needs assessment and identified asset data are presented. The vision and priorities should be shared during the gathering, along with parameters for partnership and a call-to-action for collaborative partnerships. Providing time and space for partners to gather allows for opportunities for new introductions and crowdsourcing of ideas for future resource sharing, program design, or capacity development.

Implications for School Administrators and Practitioners

Creating a school environment that promotes healthy behaviors, specifically opportunities for healthful eating and physical activity, can lead to both improved student health and improved academic outcomes. Assessing these school health programs and services is a critical step in identifying and reinforcing strengths and improving weaknesses of school-based wellness environments (CDC, 2019b). This project provides a road map that school districts can use to conduct a comprehensive assessment of school health policies and practices. Such an assessment can help build upon strengths and identify gaps and needs. Using the framework provided, schools can promote and implement health-enhancing programs across the WSCC components and foster collaboration among key stakeholders within the school and community. Capitalizing on university–district partnerships can make better use of time and financial resources and can establish a synergy between schools and community organizations.

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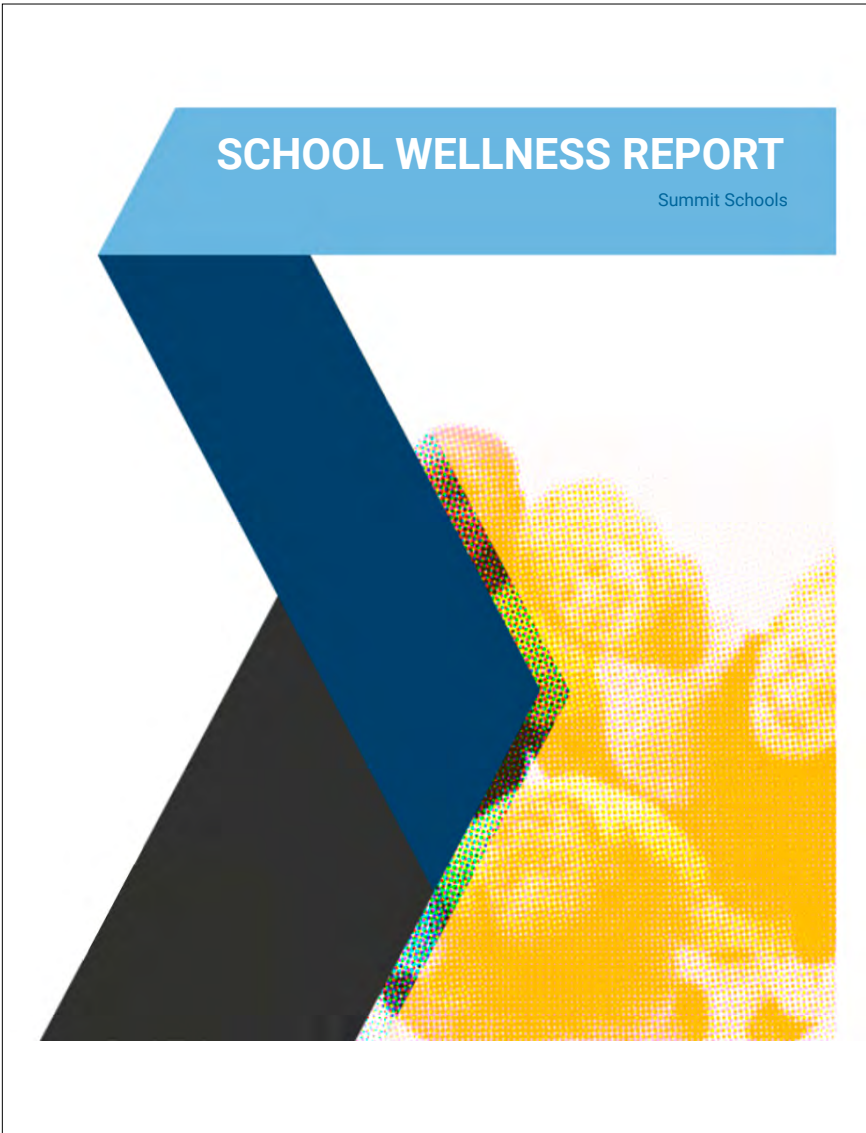
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Appendix A

Example of a SWEP Report

Lee, J. A., McLoughlin, G. M., & Welk, G. J. (2020). School wellness environments: Perceptions versus realities. *The Journal of School Nursing*, 38(3), 241–248. <https://doi.org/10.1177/1059840520924453>



WELLNESS REPORT - CSPAP

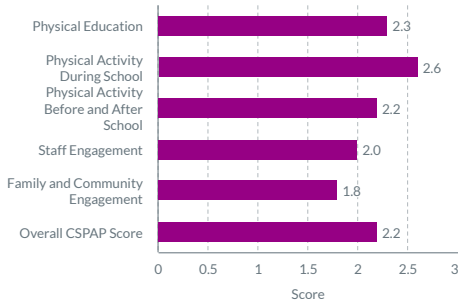
MAY 2020

Summit Schools



Comprehensive School Physical Activity Program Scorecard

Comprehensive School Physical Activity Program Scorecard



Questions are scored on a 0-3 scale, with 3 being the best score possible.

Interpreting Your Results

Each bar represents a different component of your school wellness environment. Higher scores are indicated by longer bars and higher numbers.

- **High:** scores between 2.5-3.0 reflect areas of the school wellness environment where optimal programs and practices are in place.
- **Medium:** scores between 2.0-2.49 reflect areas where positive programming and practices are in place, but where there is potential to improve.
- **Low:** Scores below 2.0 reflect areas of the school wellness environment where new initiatives could enhance the overall school wellness environment.

Comprehensive School Physical Activity Programming (CSPAP)

What is a CSPAP?

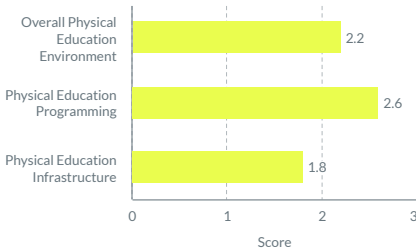
Schools play an important role in contributing to children and adolescents achieving the nationally recommended 60 minutes of physical activity each day. A Comprehensive School Physical Activity Program (CSPAP) is a framework for planning and organizing physical activities in and around the school day. A CSPAP is a multi-component approach where schools integrate opportunities for students to be physically active at school and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement.





School Wellness Environment Profile - Physical Education

Physical Activity Before and After School Status



Physical Education

The Physical Education score indicates the status of programming and physical activity opportunities. High scores indicate programs that incorporate physical activity opportunities that meet all students needs while also promoting students' physical literacy.

Physical Education is important for helping students develop lifelong physical activity habits. It also gives students the chance to explore different activities and identify those that they enjoy the most. Optimal programming is achieved through the use of "Quality Physical Education" strategies and providing students with adequate space and equipment for Physical Education.

Next Steps

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School Wellness Environment Profile - Physical Activity during School

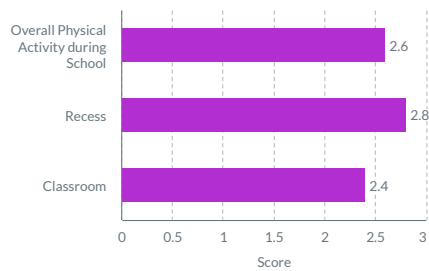
Physical Activity during School

The Physical Activity during School scores indicate how well physical activity is integrated throughout the school day and into the school's core values. Recess is an important element of school day physical activity.

Methods for promoting a healthy recess environment include providing 20 minutes of recess daily without weather or disciplinary restrictions.

Strategies for providing physical activity throughout the school day include embracing classroom activity breaks and implementing policies to protect or require daily physical activity for students.

Physical Activity during School Status



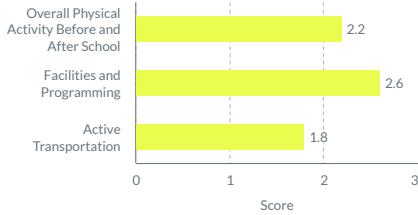
Next Steps

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School Wellness Environment Profile - Physical Activity Before and After School

Physical Activity Before and After School Status



Physical Activity Before and After School

The Physical Activity Before and After school scores indicate the extent to which your school provides activities, space, and equipment for students outside of the school day.

Strategies for promoting physical activity outside of the school day include providing access to play spaces and offering activity programming before and after school. Many schools support and promote before & after school activity by organizing or facilitating active transportation initiatives, such as Walking School Buses or Safe Routes to School programming.

Next Steps

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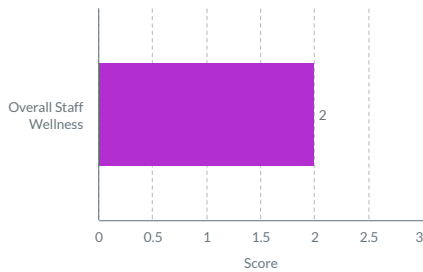
School Wellness Environment Profile - Staff Wellness

Staff Wellness

The Staff Wellness scores indicate how well a school supports and encourages staff to lead healthy lifestyles, support school wellness initiatives, and pursue professional development for integrating healthy activities or lessons in school.

Effective Staff Wellness environments can be operationalized by having an active school wellness team and implementing best practices regarding School Wellness Policy initiatives. In addition, schools can support staff in leading healthy lifestyles and role modeling healthy behaviors to students by providing wellness opportunities and programs.

Staff Wellness Status



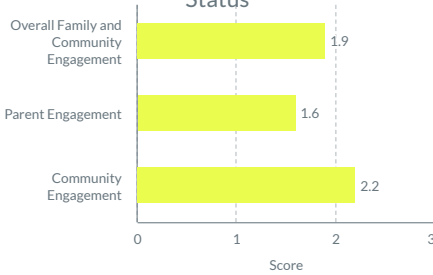
Next Steps

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School Wellness Environment Profile - Family and Community Engagement

Family and Community Engagement Status



Family and Community Engagement

The Family and Community Engagement scores indicate how well the school engages parents and community organizations in school wellness programs and initiatives.

Strategies for engaging parents include having effective communication streams and inviting parents to join in school wellness planning and decision-making.

Schools can occasionally not realize how many potential wellness partners exist in their communities. Many not-for-profit organizations and local businesses have interest and capacity for supporting wellness programming in schools. Finding community organizations to partner with is a critical practice for optimizing schools wellness.

Next Steps

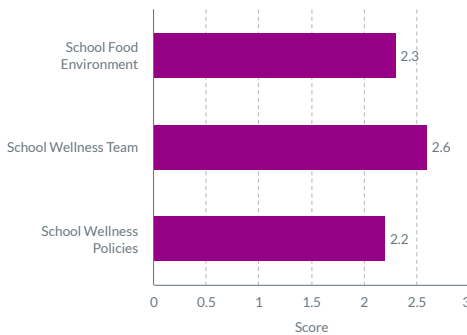
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WELLNESS REPORT - Environment / Policy



School Wellness Environments & Policies

School Wellness Environment



Questions are scored on a 0-3 scale, with 3 being the best score possible.

Interpreting Your Results

Each bar represents a different component of your school wellness environment. Higher scores are indicated by longer bars and higher numbers.

- **High:** scores between 2.5-3.0 reflect areas of the school wellness environment where optimal programs and practices are in place.
- **Medium:** scores between 2.0-2.49 reflect areas where positive programming and practices are in place, but where there is potential to improve.
- **Low:** Scores below 2.0 reflect areas of the school wellness environment where new initiatives could enhance the overall school wellness environment.

School Wellness Environments and Policies

School Wellness Environments

In 2016, the United States Department of Agriculture (USDA) Food and Nutrition Service passed legislation governing school wellness policies. The ruling affects all schools that participate in the National School Lunch Program and/or School Breakfast Program. The ruling requires schools to establish and operationalize effective school wellness policies, to meet specified nutrition standards in the lunchroom and broader school food environment, and to evaluate the implementation of physical activity and nutrition programming and progress towards specified goals. The new regulations are intended to strengthen school wellness efforts, as well as increase transparency and accountability.



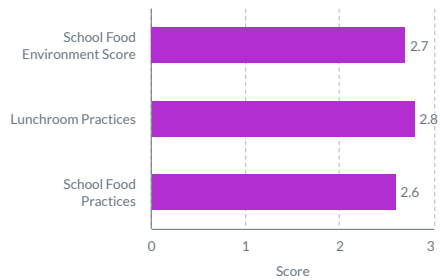
School Wellness Environment Profile - School Food Environment

School Food Environment

The School Food Environment scores indicate how well a school offers & encourages healthy food choices, and engages students in the lunchroom environment and the healthy eating practices and norms used throughout the school.

Strategies for providing a healthy school food environment includes incorporating Smarter Lunchroom Initiatives, such as offering a variety of fruits and vegetables each day in multiple locations and using visually appealing displays. Staff can play a role in modeling healthy eating habits and avoiding the consumption of unhealthy foods in the classroom.

School Food Environment



Next Steps

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School Wellness Environment Profile - School Wellness Policies

School Wellness Policies



School Wellness Policies

The School Wellness Policies scores indicate school staff engagement in school wellness initiatives and the function of your school wellness team.

School Wellness Policies and Teams are critical for establishing the school requirements for wellness and action steps for implementing policies and other wellness initiatives.

It is important to be sure that all school staff are informed about the school wellness policy and that wellness teams work towards taking steps to implement action steps that support school policies and student wellness.

Next Steps

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Appendix B

Example of a School-Level Youth Activity Profile Report

Youth Activity Profile: Summary report—Active schools. (2021).
Iowa State University, Department of Kinesiology. <https://youthactivityprofile.org/modules/yap/files/YAP-Group-Report-Sample.pdf>

YOUTH ACTIVITY PROFILE

Summary Report

Active Schools

Start: 2018-01-01
End: 2021-02-15

Schools

Luth Elementary School	Example 2.0	Monroe Elementary
17	16	1

The Youth Activity Profile (YAP) is designed to facilitate the assessment and promotion of physical activity in youth. It is designed specifically for school applications and is ideally used as part of broader strategies to adopt and implement Comprehensive School Physical Activity Programming (CSPAP) as endorsed by the Centers for Disease Control (CDC). The assessment provides a valuable learning experience for youth but is designed primarily to evaluate class or school-level patterns. Thus, the tool is designed to help students learn while also providing teachers and schools with information to assess programming and student needs. The present report captures data from the classes/schools selected above. Separate reports can be run for different segments to enable comparisons. The breakdown of the selected sample is shown below:

Grade Level	Count
Elementary	17
Middle	16
High	1

School	Count
Elementary	17
Middle	16
High	1

Items and Scoring of the Youth Activity Profile

The Youth Activity Profile assessment consists of a series of 15 simple equations that captures time spent in physical activity - both at school and at home. It also captures discretionary time spent in sedentary behaviors (e.g. screen time). The data are compiled and processed using prediction equations to provide estimates of the time spent in physical activity and sedentary behavior. The diagram at right shows the individual items and how they are aggregated to produce the summaries on the report. It is important to emphasize that the values represent averages for the sample and not for individual students. The data are intended to assist school leaders in understanding youth physical activity and sedentary behaviors and in facilitating and evaluating CSPAP approaches aimed at enhancing physical education and promoting active and healthy schools*.

IOWA STATE UNIVERSITY
Department of Kinesiology

For additional information, visit <http://www.youthactivityprofile.org>

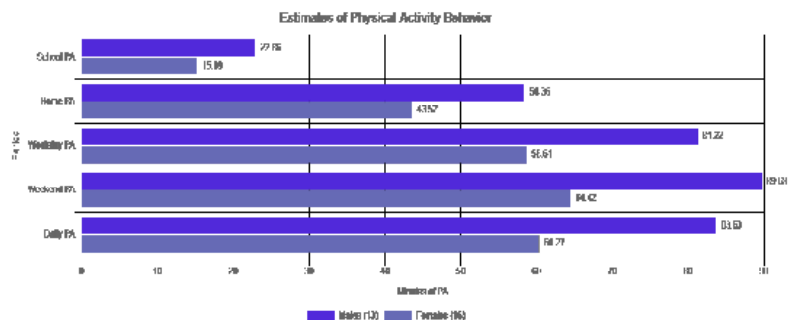
*Schools interested in learning how to adopt and implement CSPAP methods are encouraged to connect to the network of schools in the **ActiveSchools Initiative**

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Summary Report

Active Schools

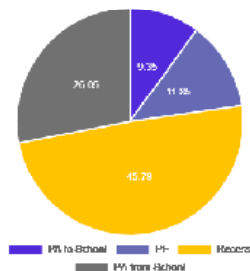
The following report provides a summary of data compiled from the Youth Activity Profile (YAP) at your school. The items on the YAP are intended to help schools evaluate overall levels of physical activity and sedentary behavior. The report provides estimates of the average amount of time that youth spend being active (both at school and at home) as well as estimates of sedentary behaviors outside of school. However, it is important to emphasize that these are estimates based on the students reported behaviors. The main value of the report is that it can provide ideas for goal setting and a way to evaluate changes over time.



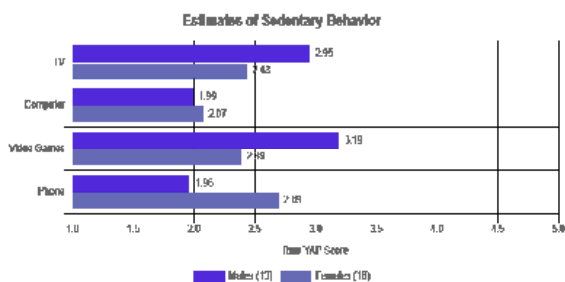
This chart shows the breakdown of students' physical activity during and outside of school, as well as over the whole day, for males and females. Recommendations from the Centers for Disease Control emphasize that children should aim for 60 minutes or more of physical activity each day. Boys and girls may have different interests and preferences (and these preferences change over time). Therefore, it is important to consider ways to promote active lifestyles both at school and at home.

This chart depicts the patterns across the school day and provides a breakdown of the relative contributions from different school / time segments. This information can help in identifying the amount of activity in PE or how to promote activity across the school day. Widely endorsed models of Comprehensive School Physical Activity Programming (CSPAP) emphasize the importance of promoting activity across the school day.

Allocation of Physical Activity at School



YOUTH ACTIVITY PROFILE



1 = Low amounts of sedentary behavior

5 = High amounts of sedentary behavior

Overall Sedentary Behavior:
Males - 75.2 minutes
Females - 80.6 minutes

This chart provides a view of the scores for sedentary behaviors. While it is normal to spend some time in all of these areas, it is important to try to minimize extended periods of sedentary behaviors. Established public health guidelines emphasize that children should try to reduce their sedentary behavior and non-educational screen time to less than 120 minutes per day. Programming at school can help youth learn the importance of active lifestyles and can remind them to minimize their sedentary behavior at home.

WHERE TO GO FROM HERE?

Take a look at our helpful hints to use this report for positive curricular and school-wide changes.



Take a look at your PE lessons
How much activity are your students getting in PE? If this is lower than you thought, try to reduce time that students are sitting down and increase activity time.



Consider adding activity breaks into classroom activities
Periodic breaks help to increase student focus and create a more engaging learning environment.



Set some goals
Consider ways that your school can promote activity during other times such as by enhancing recess, promoting walk to school programming or by offering after school activities.



Share this report
Involve school administrators, community leaders, and parents in the process of creating a more active school environment.

IOWA STATE UNIVERSITY
Department of Kinesiology

For additional information, visit <http://www.youthactivityprofile.org>

*Schools interested in learning how to adopt and implement CSPAP methods are encouraged to connect to the network of schools in the [ActiveSchools](#) Initiative

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