



School Health Connections
Summary of Coordinated School Health Materials
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I. Overall CSH

Source	Title and Brief Description	Date Developed
Centers for Disease Control and Prevention (CDC)	Healthy Youth! Coordinated School Health Programs – Summary of CSH model and the eight components of CSH. (CDC website) http://www.cdc.gov/HealthyYouth/CSHP/	Updated 2008
Making Health Academic (Education Development Center)	What is a Coordinated School Health Program (web-based) – describes CSH (8 components); why schools and communities need CSH, key strategies to guide your approach. Particularly useful segments are “CSHPs At a Glance” and “Concept to Action.” Includes a section on “Roles for everyone” – teachers, families, NGOs and CBOs, administrators and school districts, state agencies and all partners. http://www2.edc.org/MakingHealthAcademic/ <i>[Note: Copyright]</i>	2003
American School Board Journal	The Healthy Approach: Coordinated school health programs show proper nutrition, exercise and learning go hand-in-hand.	2007

California Department of Education (CDE)	<p>Narrowing the Achievement Gap – Making Connections to Coordinated School Health –Defines the achievement gap, identifies strategies to close the gap, reviews causes and solutions, summarizes CSH and how it can be used to narrow the gap. [PowerPoint.] http://www.californiahealthykids.org/Pages/articles/closing.ppt</p> <p>California School Health Coordinator Leadership Institute: Linking Health and Learning – Section 4. Presentation by Jeri Day. Describes key documents and resources. Thorough description of the California’s CSH Blueprint and the Health Framework. [PowerPoint.]</p>	2009 Date not available
Society of State Directors of Health, Physical Education and Recreation; and ASTHO	<p><u>Making the Connection: Health and Student Achievement</u> -- Provides insight into and support for coordinated school health programs (CSHPs) by reviewing some of the primary research that support components of coordinated school health programs. It is designed to be a persuasive presentation that is backed by credible research. [PowerPoint] http://www.californiahealthykids.org/articles/makingtheconnection.ppt</p>	2002
Maine (from website)	<p>Introduction: Guidelines for CSH – Provides description, definition of the 8 components, rationale, best practices, steps with explanations [1.) Establish essential structures, 2.) Assess needs, 3.) Plan, 4.) Implement and evaluate process, 5.) Evaluate, celebrate, sustain], and references. Several items from Making Health Academic. http://www.maineeshp.com/</p>	2009
Maine (from website)	<p>Guidelines for Coordination -- Quality CSH programs have 7 elements of excellence. (one pager) http://www.maineeshp.com/guidelines.html</p>	2002
Maine (updated → from e-mail)	<p>Coordinated School Health Programs Eight Components – The 8 components with a slight change in the wording of the component language.</p>	2009
Maine (updated → from e-mail)	<p>Coordinating School Health in Maine -- Presentation on CSH. Includes a number of slides from Health is Academic about a coordinated system in schools. Includes a community focus, identifies steps to CSH in schools. [PowerPoint] www.maineeshp.com/PowerPoint/TrainingD9597.ppt</p>	2000

Maine (updated → from e-mail)	Best Practices for Coordinating School Health Programs – Summarizes elements of excellence that experts in school health generally agree constitute quality programs. One page summary sheet and one page of references.	2009
Maine (updated → from e-mail)	Coordinating School Health Programs: General Tips – Summary sheet (Systems change, process/product, program development phases, leadership, team approach.	2009
Maine (Adapted from Ohio)	Becoming an Articulate Advocate for Health Promoting School Communities – Describes the process and message for being a “one-minute advocate.”	2007
Michigan (from website)	Coordinated School Health Initiatives: An Overview – Presentation by Elizabeth Coke Haller on CSH. Main objectives: provide an overview of systems change through CSH initiatives; share research on links between health status, health behavior, and academic achievement; gain a greater understanding of the influences of school health programs on student success; share success stories and programs available. PowerPoint— http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29823---,00.html	2005
Colorado	Coordinated School Health Programs – Presentation on CSH. Includes the 8 components, the benefits of CSH, link between health and academic success, description of “what it looks like,” and examples of successes from districts.[PowerPoint] Coordinated School Health Overview (PowerPoint Presentation, 3.7mb)	2007
Rocky Mountain Center for Health Promotion and Education	What’s New in Coordinated School Health – Includes Colorado’s “Roadmap to Healthy Schools”, Healthy Schools Leadership Retreat materials (Best Practices, CSH 101, CSH 201, Engaging Students, Facilitation Skills, High Functioning Teams, Garnering Administrative Support, Conducting Effective Meetings, School Health Centers and CSH, Translating Policy into School-level Practice and more.) http://www.rmc.org/csh/news.html	2009

II. Connection Between Health and Academic Success

Source	Title and Brief Description	Date Developed
Active Living Research, Robert Wood Johnson Foundation	<p>Active Education: Physical Education, Physical Activity and Academic Performance – Brief summarizing peer-reviewed research on the relationship between physical activity and academic performance among children and adolescents.</p> <p>http://www.rwjf.org/files/research/20090925alractiveeducation.pdf</p>	2009
Commission to Build a Healthier America, Robert Wood Johnson Foundation	<p>Issue Brief: Education Matters – A large body of evidence links education with health. Focuses on three ways that education can influence health: (1) health knowledge and behaviors; employment and income, and (3) social and psychological factors, including sense of control, social standing and social support. In addition, explores how educational attainment affects health across generations, and the social and economic advantages it represents.</p>	2009
CDC	<p>Student Health and Academic Achievement (website) -- Summary of data on health and academic achievement.</p> <p>http://www.cdc.gov/healthyyouth/health_and_academics/index.htm</p>	2009
The California Endowment, Hewlett Foundation, Irvine Foundation; Developed by WestEd and Lee Institute at UCSF	<p>The Critical Connection Between Health and Academic Achievement: How Schools and Policy Makers can Achieve a Positive Impact – This paper describes how students' health make an impact on their educational achievement. It describes steps policy makers can take to better address student health in schools. In addition, this paper is intended to spur discussion and additional research on how to meet physical, mental and social needs in our students that will help them achieve better academic outcomes.</p> <p>http://www.schoolhealthcenters.org/docs/TCE_WhitePaper.pdf</p>	2009
WestEd	<p>Student Health Risk, Resilience, and Academic Performance -Summarizes results of an important new study that describes how secondary students' health risks and access to developmental supports in California are related to academic performance as measured by state standardized test scores. More specifically,</p>	2005

	the study describes how physical activity, nutrition, school safety, substance use, and factors influencing school connectedness are related to academic performance, both concurrently and to improvements across time. [PowerPoint] http://www.wested.org/chks/pdf/ensuring_nclb.ppt	
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III. School Health Councils

Source	Title and Brief Description	Date Developed
American Cancer Society	<p><i>Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils.</i> (AAP, ASHA, Iowa Department of Public Health, National Center for Health Education) – Assists school districts in developing new school health councils, strengthening existing school health councils and maintaining them as effective entities that support and guide school health practices, programs, and policies. It is tailored to the planning needs of school district staff responsible for school health. The guide can also be useful to parents and other community partners interested in promoting the development in promoting the development of a school health councils. Sections include step-by-step approach: (1) convening a council, (2) creating a vision and building ownership, (3) developing an action plan (4) taking action and getting results, and (5) maintaining momentum (includes evaluation).</p> <p>Includes a CD-ROM with worksheets, samples, info sheets, scripts and transparencies. http://www.cancer.org/downloads/PED/Guide_to_Community_School_Health_Councils.pdf</p>	2003
American Cancer Society	<p><u>Improving School Health: A Guide To School Health Councils (PDF, 4.5mb)</u>-- Research shows that the most effective vehicle for interacting with the local community on school health issues is through a School Health Council (SHC). This guide from the American Cancer Society (ACS), presents an overview of SHCs, and how local ACS offices can influence their function. (20 pages)</p>	1999

North Carolina Healthy Schools	<p>Effective School Health Advisory Councils: Moving from Policy to Action – Designed for school personnel who are seeking information on developing and operating a School Health Advisory Council (SHAC). The information is organized in a easy-to-use “how-to” style. The guide assists districts in developing, revitalizing or strengthening SHACs with the intent to support and guide school health practices, programs and policies. Sections include setting the stage, developing effective SHAC, conducting needs assessments, developing an action plan, taking action and maintaining momentum, and funding and grant writing. (123 pages). Includes worksheets, info sheets and transparencies/handouts. http://www.nchealthyschools.org/docs/schoolhealthadvisorycouncil/advisorycouncilsmanual.pdf.</p>	2003
National PTA	<p>Resolution on School Health Councils -- Resolution on school health councils by the national PTA. http://www.pta.org/2011.htm</p>	No date available
Colorado	<p>Team Tracking Tool – Tool to track annual progress of your CSH team.</p> <p>Coordinated School Health Team Checklist – Helps to document that all 10 elements of CSH are in place http://www.rmc.org/CSH/roadmap.html</p>	No date available

IV. Policy

Source	Title and Brief Description	Date Developed
CA Project LEAN/ CDPH and CA School Boards Association	<p>Successful Students Through Healthy Food and Fitness Policies—Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide -- Policy resource guide designed for use by school board members and school administrators who want to positively affect the health of students. The guide offers a step-by-step approach for creating a healthy school environment so students can practice healthy eating habits while at school. Includes sample policies. http://www.californiaprojectlean.org/</p>	2005

CA Project LEAN/ CDPH	<p>Reaching School Board Members Guide -- Guide helps advocates convey their nutrition policy message effectively while at the same time helping school board members gain the information they need to create effective nutrition policies. Available in English and Spanish. http://www.californiaprojectlean.org/Assets/1019/files/RSBM%20English.pdf</p>	2004
CA Project LEAN/ CDPH & UC Berkeley	<p>Policy in Action: A Guide to Implementing Your Local School Wellness Policy -- User-friendly guide is designed to serve as a roadmap for implementing school nutrition and physical activity policies, including local wellness policies. Includes helpful hand-outs to develop your plan of action for implementing your policy. http://www.californiaprojectlean.org/</p>	2006
Bridging the Gap, Robert Wood Johnson Foundation	<p>Local Wellness Policies: Assessing School District Strategies for Improving Children’s Health. School Years 2006-2007 and 200-2008. Executive Summary – Presents the most comprehensive review of Local Wellness Policies to date. Uses research to set a baseline for examining and ultimately improving these policies. Summarizes major findings on nutrition education, school meals, competitive foods and beverages and physical activity/physical education. Discusses policy opportunities. http://www.bridgingthegapresearch.org/research_products/</p>	2009
Prevention Institute	<p>Joint Use 101 – Three-page fact sheet that provides background information on joint use, why it is needed, where it is happening, how it works, successful partnerships, and how to get involved. http://www.jointuse.org/wp-content/uploads/2009/06/jointuse101_final.pdf</p> <p>Joint Use Locator – Interactive web-based tool to find nearby joint use agreements. These successful JUA can be used as examples for policy makers in new areas. http://www.jointuse.org/resources/joint-use-locator/</p> <p>General Joint Use Issues -- website focusing on issue with resources and interactive tools. http://www.jointuse.org/</p>	2009

<p>National Policy and Legal Analysis Network to Prevent Childhood Obesity (nplan)</p>	<p>Checklist for Developing Joint Use Agreements -- Many communities lack safe, adequate places for children and their families to exercise and play. Schools might have a variety of recreational facilities—gymnasiums, playgrounds, fields, courts, tracks—but many districts close their property to the public after school hours because of concerns about costs, vandalism, security, maintenance, and liability in the event of injury. City, county, and town governments can partner with school districts through what are known as joint use agreements to address these concerns. This checklist is designed to identify issues for the parties to consider when developing a JUA to share existing facilities. http://nplanonline.org/products/checklist-developing-joint-use-agreement-jua</p> <p>Sample Joint Use Agreements</p> <p>Outdoor during non-school hours http://nplanonline.org/products/joint-use-agreement-1-opening-outdoor-school-facilities-use-during-non-school-hours</p> <p>Indoor and outdoor during non-school hours http://nplanonline.org/products/joint-use-agreement-2-opening-indoor-and-outdoor-school-facilities-use-during-non-school-ho</p> <p>School Facilities for Use During Non-School Hours & Authorizing Third Parties to Operate Program http://nplanonline.org/products/joint-use-agreement-3-opening-school-facilities-use-during-non-school-hours-authorizing-thi</p>	<p>2009</p>
<p>National PTA</p>	<p>Resolution on School Health Councils -- Resolution on school health councils by the national PTA. http://www.pta.org/2011.htm</p>	<p>No date available</p>
<p>Maine (Developed by North Carolina Public Health Academy)</p>	<p>Understanding Public Health Advocacy – A series of sheets that summarizes public health advocacy and the steps to take in creating an advocacy campaign. Provides worksheets (and completed examples) on (1) Goals, (2) Objectives, (3) Strategies and Action Steps, and (4) Evaluation plan www.ncpublichealthacademy.org/AdvocacySection-2.pdf</p>	<p>No date available</p>

Maine (Updated → from e-mail)	Why Use the School Health Index (SHI) -- One page summary on why teams should use the SHI, local and state uses, advantages of using the SHI, and what the SHI will enable teams to do.	2009
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V. Assessment

Source	Title and Brief Description	Date Developed
CDC	School Health Index: Assessment and Planning Guide (Elementary; Middle/High School) – <u>Purpose</u> : To help schools assess and improve their health and safety policies and programs in the context of a coordinated school health program. <u>How it's used</u> : A school health team completes eight self-assessment modules to identify strengths and weaknesses of school health policies and programs. A step-by-step action plan to improve prioritized areas is developed. The SHI currently addresses physical activity, healthy eating, tobacco use prevention, unintentional injury and violence prevention, and asthma. https://apps.nccd.cdc.gov/shi/default.aspx	2005
CA Project LEAN	School Health Index (adapted) – Adapted from CDC's School Health Index. English- and Spanish-language modified version that focuses only on nutrition, physical activity, and physical education and reflects California's nutrition standards (SB 12 & SB 965). http://www.californiaprojectlean.org/	No date available
CA Project LEAN	School Food and Beverage Marketing Assessment Tool -- tool kit addresses the issue of marketing unhealthy foods and beverages on California school campuses. http://www.californiaprojectlean.org/	2006
CA Project LEAN	Captive Kids: Selling Obesity at Schools. An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in School -- Tool kit addresses the issue of marketing unhealthy foods and beverages on California school campuses and was produced as a result of the growing public concern over the	2006

	obesity epidemic and the role that marketing plays in establishing eating patterns. http://www.californiaprojectlean.org/Assets/1019/files/CK2007.pdf	
Michigan Department of Community Health	Michigan Tools for Healthy Schools – Local and state-level needs assessment tools to support CSH. http://www.mihealthtools.org/hsat/	2008

VI. Developing School-based Action Plans

Source	Title and Brief Description	Date Developed
American Cancer Society	<i>Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils.</i> (AAP, ASHA, Iowa Department of Public Health, National Center for Health Education) – Assists school districts in developing school-based action plans to support and guide school health practices, programs, and policies. The plans are developed through school health councils. It is tailored to the planning needs of school district staff responsible for school health. The guide can also be useful to parents and other community partners interested in promoting the development in promoting the development of a school health councils. Sections include step-by-step approach: (1) convening a council, (2) creating a vision and building ownership, (3) developing an action plan (4) taking action and getting results, and (5) maintaining momentum (includes evaluation). Includes a CD-ROM with worksheets, samples, info sheets, scripts and transparencies http://www.cancer.org/downloads/PED/Guide to Community School Health Councils.pdf	2003
Colorado Connections for Healthy Schools (Education, PH, Rocky Mountain Center for HP&E, Center for Research Strategies)	Roadmap to Health Schools: The Colorado Model – Step-by-step guide to implementing and tracking a successful CSH program at the building level. http://www.rmc.org/CSH/roadmap.html SMART Check List http://www.rmc.org/CSH/Docs/SMART Objectives Worksheet.pdf	2007

<p>Michigan Healthy Schools Program (Education, Health, Extension, Team Nutrition and Dairy Industry)</p>	<p>Michigan Tools for Health Schools – Local- and state-level data and needs assessment tools to support Coordinated School Health. Lays out the tools that can be used to gather data on need for school districts.</p> <p>On-line Healthy School Action Tools – A set of online tools to help Michigan schools create healthier environments. Describes the process → (1) Assess; (2) Plan (create SMART goals with help from resource guide, set priorities, create action plan) & Act (monitor progress); Brag a Bit (recognition program and success stories). Provides information about the available tools, and gives background info about how the HSAT was developed. http://www.mihealthtools.org/hsat/</p> <p>Healthy School Action Tool – Check list to assess PANT issues. Tool was adapted from the SHI (nutrition, PA and tobacco), the Planning Guide (CDV) and Changing the Scene (USDA). Includes CSH team, school health policies, environment (PA, nutrition/healthy eating, food and beverage choices, tobacco.) Serves as assessment tool to determine how school policies and environment compare to state recommendations</p>	<p>2008</p> <p>Began in 2004; expanded in 2007.</p> <p>No date available</p>
<p>North Carolina Healthy Schools</p>	<p>Effective School Health Advisory Councils: Moving from Policy to Action – While the title is specific to developing and operating SH Advisory Councils, it has all the components for designing an action plan. The information is organized in an easy-to-use “how-to” style. The guide assists districts in developing, revitalizing or strengthening SHACs with the intent to support and guide school health practices, programs and policies. Sections include setting the stage, developing effective SHAC, conducting needs assessments, developing an action plan, taking action and maintaining momentum, and funding and grant writing. (123 pages). Includes worksheets, info sheets and transparencies/handouts. http://www.nchealthyschools.org/docs/schoolhealthadvisorycouncil/advisorycouncilsmanual.pdf</p>	<p>2003</p>
<p>United Kingdom (NHS, Health, Education,</p>	<p>School Handbook: A Guide to Healthy Schools Enhancement Models – Tool to help schools become part of the Healthy Schools enhancement model. Provides a step-by-step approach to the model. Audience for the guide is the Healthy Schools coordinator in schools. http://resources.healthyschools.gov.uk/s/Enhancement (Handbooks on right side)</p>	<p>2009</p>

	(Note: Copyrighted)	
Healthy Schools South West/ NHS / United Kingdom	Healthy Schools Mapping Tool – User Manual. Purpose of tool is to help you set priorities for Healthy Schools Plus. The Mapping tool contains a collection of relevant National indicators and other data related to children’s health and well being. You can make comparisons between local area, and regional and national values. (copyrighted) www.swpho.nhs.uk/resource/view.aspx?RID=35476	2009
Maine (from website)	Guidelines for CSH – Provides intro to CSH, rationale, best practices and step-by-step description of the following 5 stages ([1.) Establish essential structures, 2.) Assess needs, 3.) Plan, 4.) Implement and evaluate process, 5.) Evaluate, celebrate, sustain. http://www.maineeshp.com/guidelines.html	Website = 2009
Maine (updated → from e-mail)	Sample Action Plan Guide – Provides a chart with steps to take and examples. Chart includes action description, activities, lead person, timeframe, evaluation method/documentation. Factors to Consider When Setting Priorities for CSHP – Brief explanation on the key factors to use when determining priorities. Includes (1) importance, (2) commitment, (3) Feasibility and (4) Student Need. Includes a chart to determine point totals. Adapted from CCD’s SHI. Final Action Plan and Evaluation – Provides chart with section for problem statement and solution. (See hard copies – will be added to website soon.)	2009
CA PTA	Implementing and Evaluating Action Plans – Works you though the process of developing and evaluating plan. Provides an agenda for chairperson and facilitator. States roles, brainstorming rules and how to prioritize. http://www.capta.org/sections/programs/downloads/cc-implement.pdf	No date available

UC Davis CRESS Center	<p>Community School Partnerships Toolkit: Tools for building Strong School and Community Partnerships – Toolkit presents tools to guide any school that wants to improve student achievement, youth wellbeing and ties to families and communities. It gives step-by-step instructions to create strong community school partnerships.</p> <p>http://hsfo.ucdavis.edu/node/640</p> <p>Entire section on sustainability</p>	2009
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VII. Creating and Implementing CSH Evaluation Plans

Source	Title and Brief Description	Date Developed
CDC	<p>Using Program Evaluation to Improve Programs-Includes developing a strong program plan, documenting what happened in your program, improving your program, and conducting an in-depth evaluation</p> <p>http://www.cdc.gov/HealthyYouth/evaluation/expectations.htm</p>	2008
CDC	<p>Physical Activity Evaluation Handbook – Provides tools for state and local agencies and CBOs that are evaluating physical activity programs.</p> <p>http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf</p>	2002
Action for Health Kids	<p>Criteria for Evaluating School-based Approaches to Increasing Good Nutrition and Physical Activity – Criteria developed by expert panel. Types of approaches included: policy, intervention, program, and practice. Two levels of criteria were established: essential and critical.</p> <p>One key finding was that evaluations of methods and approaches often overlook the needs and priorities of those who will adopt and implement them, and be held accountable for the results. To effectively evaluate school-based innovations, criteria must reflect the needs of all relevant stakeholders.</p> <p>http://www.actionforhealthykids.org/resources/research-and-reports/criteria-for-evaluating-school-based-approaches-to-increasing-good-nutrition-and-physical-activity-full-report.html</p>	2004

CDE and CDPH	California School Health Coordinator Leadership Institute: Linking Health and Learning – Section 7. Evaluation: Process, Impact and Outcome. Includes samples of evaluating local institutes. Also includes the evaluation conducted by Samuels and Associates, with a section that describes an evaluation plan to ensure consistency across institutes – (1) measuring overall effectiveness, (2) changes in knowledge and skills and (3) assessing the impact of CSHLI on schools and districts.	2009
Maine (adapted from CA PTA)	Evaluating the Action Plan – Chart to evaluate progress in implementing the action plan. Includes action steps, estimated time, actual time, action taken, responses, modifications to plan and continuing action needed.	No date available
UC Davis CRESS Center	Community School Partnerships Toolkit: Tools for building Strong School and Community Partnerships -- Toolkit presents tools to guide any school that wants to improve student achievement, youth wellbeing and ties to families and communities. It gives step-by-step instructions to create strong community school partnerships. Includes a section on measuring progress and evaluating results. Describes the steps in evaluation planning including determining data sources. http://hsfo.ucdavis.edu/node/640	2009

VIII. Partnerships

Source	Title and Brief Description	Date Developed
NASBE	<i>How Schools Work and How to Work with Schools</i> - a primer for health professionals and others who seek to serve children and youth in school settings. Includes an overview of the core mission of education; a background chapter on how education works at the school, district, state, and national levels; as well as many practical tips for how to work effectively with educators, school administrators, and policymakers. (48 pp.) http://nasbe.org/hswhws/offer.html	2003

NACDD	<p>Partnering for Success: How Health Departments Work and How to Work with Health Departments - Focuses on creating healthy schools and the many ways in which health departments can be of support to education departments, schools, and community leaders. The publication is designed to help readers better understand how state and local public health systems are structured, their roles, what types of programs they administer, the support and resources they can offer to school health programs, and how to take advantage of those resources.</p> <p>http://www.chronicdisease.org/i4a/pages/index.cfm?pageid=3320</p>	2009
UC Davis CRESS Center	<p>Community School Partnerships Toolkit: Tools for building Strong School and Community Partnerships -- Toolkit presents tools to guide any school that wants to improve student achievement, youth wellbeing and ties to families and communities. It gives step-by-step instructions to create strong community school partnerships.</p> <p>http://hsfo.ucdavis.edu/node/640</p>	2009
Maine (Updated → from e-mail)	<p>Twelve Recommendations for Effective Teams – helpful hints on making teams work well.</p> <p>CSH School Health Leadership Team Representatives – Template for designated representative and contact info for the 8 components of CSH. Includes a column that lists possible member suggestions.</p> <p>Inventory of Interpersonal Skills – A listing of seven categories (e.g. relationships with peers and supervisors, team dynamics, relationships with team members) and characteristics within each category that can be rated by the individual.</p>	<p>2009</p> <p>2009</p> <p>2009</p>

IX. Youth Development/Youth Involvement/Resiliency

Source	Title and Brief Description	Date Developed
CDC	<p>Fostering School Connectedness – Version for teachers/other school staff; school districts/school administrators; and parents. Includes six action steps/strategies to increase school connectedness.</p> <p>http://www.cdc.gov/healthyouth/adolescenthealth/connectedness.htm</p>	2009
California Project LEAN	<p>Playing the Policy Game -- Tool kit highlights nutrition and physical activity policies in the school and community that teens can pursue with adult guidance. The booklet includes a collection of activities and success stories of California teens making nutrition and physical activity policy changes in their communities.</p> <p>Playing the Policy Game outlines activities which drive the policy change process. Each step of the process is described in detail. <i>(Also in Spanish)</i></p> <p>http://www.californiaprojectlean.org/</p>	2004
WestEd (Also under Resilience and Youth Development)	<p>Student Health Risk, Resilience, and Academic Performance -Summarizes results of an important new study that describes how secondary students' health risks and access to developmental supports in California are related to academic performance as measured by state standardized test scores. More specifically, the study describes how physical activity, nutrition, school safety, substance use, and factors influencing school connectedness are related to academic performance, both concurrently and to improvements across time. [PowerPoint]</p> <p>Ppt: http://www.wested.org/chks/pdf/ensuring_nclb.ppt</p>	2004 or 2005

X. Data (Also refer to California CDC Plan for data sources)

Source	Title and Brief Description	Date Developed
CDC	Youth Risk Behavior Survey (future years) http://www.cdc.gov/HealthyYouth/yrbs/index.htm	
UCLA & CDPH	California Health Information Survey http://www.chis.ucla.edu/	
Annie E. Casey	Kids Count Data Book: State-by-state indicators of child well-being; state profiles, graphs, maps and rankings http://datacenter.kidscount.org/	
CDC	School Health Policies and Program Study: periodic national survey; assesses policies and programs at state, district, school and classroom levels; K-12. http://www.cdc.gov/healthyYouth/shpps/index.htm	
Lucile Packard	Kidsdata.org – provides data for cities, school districts and counties in California. Tracks hundreds of indicators on health and well-being of children. http://www.kidsdata.org/	
WestEd	California Health Kids Survey http://www.wested.org/cs/we/view/pj/245	
CDE	Physical Fitness Test http://www.cde.ca.gov/ta/tg/pf/pftresults.asp	
Children Now	California Data Book http://www.childrennow.org/index.php/learn/reports_and_research/article/198	
CA. Dept. of Health Care Services	Pediatric Nutrition Surveillance System http://www.dhcs.ca.gov/services/chdp/Pages/PedNSS2008.aspx	
Child Trends	Child Trends Data Bank http://www.childtrendsdatbank.org/	
Federal Interagency Forum on Child and Family Statistics	Child Stats http://childstats.gov/index.asp	

XI. 8 Components of CSH

Category	Source	Title and Brief Description	Date Developed
Nutrition	CDC	<p>Strategies for Establishing School Food Safety Programs – CDC has identified eight key strategies for states to adopt in addressing food safety in schools. This piece describes those strategies, along with suggested action steps that states can implement in support of the strategies.</p> <p>http://www.cdc.gov/healthyouth/foodsafety/strategies.htm</p>	2008
Nutrition [Also school environment]	USDA	<p>Changing the Scene – complete action kit with action guide, resource materials, brochures, transparencies, video and CD ROM (Order – www.fns.usda.gov/tn)</p> <p>http://www.fns.usda.gov/TN/Resources/changing.html</p>	2000
Nutrition & Physical Activity (LWP) [Also school environment]	CA Project LEAN/ CDPH & UC Berkeley	<p>Policy in Action: A Guide to Implementing Your Local School Wellness Policy -- User-friendly guide is designed to serve as a roadmap for implementing school nutrition and physical activity policies, including local wellness policies. Includes helpful hand-outs to develop your plan of action for implementing your policy.</p>	2006
Physical Education & Physical Activity	CDC DASH	<p>Youth Physical Activity: The Role of Schools – 2page back-to-back (4 pg) fact sheet for schools on how PA helps, how much is needed, data on youth activity, what is MVPA, what schools can do to be active, and resources.</p> <p>http://www.cdc.gov/HealthyYouth/physicalActivity/guidelines.htm</p>	2009
Physical Activity	CDC DASH	<p>Youth Physical Activity Guidelines Toolkit – Guide includes instructions for facilitators, PowerPoint presentations activities (see below), fact sheets (included in this section of the CSH materials chart), newsletter articles.</p> <p>Power Point Presentations:</p> <ul style="list-style-type: none"> • The Role of Schools in Promoting Youth Physical Activity [ppt 1.9K] [pdf 1.1M] 	2009

		<ul style="list-style-type: none"> • The Role of Communities in Promoting Youth Physical Activity [ppt 1.2M] [pdf 998K] • The Role of Families in Promoting Youth Physical Activity [ppt 1.4M] [pdf 939K] • The Role of Schools, Families and Communities in Promoting Youth Physical Activity [ppt 2.0M] [pdf 1.0M] 	
Physical Activity	CDC DASH	<p>KidsWalk-to-School. Community-based program aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults. It also encourages collaboration among partners to create an environment that is supportive of walking and bicycling to school safely http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm</p>	2007
Physical Education [Also Health Education]	CDC DASH	<p>Physical Education Curriculum Analysis Tool (PECAT) Purpose: To enable users to analyze written physical education curricula based on alignment with national standards, guidelines, and best practices for quality physical education programs. How it's best used: A committee completes the preliminary curriculum analyses (accuracy, acceptability, feasibility, and affordability), analyzes the content and student assessment components of the written curriculum, and develops a curriculum improvement plan. http://www.cdc.gov/healthyyouth/PECAT/</p>	2006
Physical Education	CDE	<p>2009 Physical Education Framework http://www.cde.ca.gov/C/cr/cf/documents/2009peframework.pdf</p> <p>Physical Education Content Standards http://www.cde.ca.gov/C/cr/cf/</p>	2008 2005
Health Education	CDE	<p>Health Framework for California Public Schools: Kindergarten through Grade Twelve. http://www.cde.ca.gov/C/cr/cf/documents/healthfw.pdf</p> <p>Health Education Model Content Standards for California Public</p>	2003 2008

		<p>Schools: Kindergarten through Grade Twelve. http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf</p>	
Health Education	CDC	<p>Comprehensive Health Education – Key elements of comprehensive health education, which is part of an overall coordinated school health programs (web) http://www.cdc.gov/healthyYouth/CSHP/comprehensive_ed.htm</p>	Updated 2008
Health Education	Making Health Academic	<p>Action Steps for Implementing Comprehensive School Health Education (web-based)--identifies actions step for schools and districts, state and national organizations, and colleges and universities. http://www2.edc.org/MakingHealthAcademic/Concept/actions_education.asp</p> <p>[Note: Copyright]</p>	2003
Health Education	CDC	<p>Health Education Curriculum Analysis Tool (HECAT) - Purpose: To help schools, school districts and others to analyze health education curricula based on alignment with national health education standards and characteristics of effective health education curricula. How it's used: A committee completes analysis of preliminary curriculum considerations (accuracy, acceptability, feasibility, and affordability) and curriculum fundamentals (teacher materials, instructional design, instructional strategies and materials), analyzes the breadth and depth of health-topic concepts and skills in a written curriculum, and completes a summary curriculum score that is used to inform decisions about curriculum selection and revision. Multiple curricula can be analyzed and compared using the same tool. http://www.cdc.gov/healthyyouth/PECAT/</p>	2007
Health Education	CDC	<p>BAM! Body and Mind -- an online destination for kids 9-13 years old. BAM! Body and Mind gives them the information they need to make healthy lifestyle choices. The site focuses on topics that kids told us are important to them — such as stress and physical fitness — using kid-friendly lingo, games, quizzes, and other interactive features.</p> <p><i>BAM! Body and Mind</i> also serves as an aid to teachers, providing them with interactive, educational, and fun activities that are linked to the national</p>	2002

		<p>education standards for science and health.</p> <p>Kids http://www.bam.gov/ Teachers http://www.bam.gov/teachers/index.htm</p>	
Health Education	EPA	<p>SunWise Tool Kit – Tool kit for K-8 containing cross curricular classroom lesson and background information about sun protection and the environment. Includes ways to include families and community partners.</p>	No date available
Staff Wellness	Directors of Health Promotion and Education	<p>School Employee Wellness: A Guide for Protecting the Assets of Our Nations Schools – Designed to help schools, districts, and states develop comprehensive school employee wellness programs. Provides guidance for obtaining program support, developing a school employee wellness team, using data to optimize the program and implementing policies and practices to support employee wellness. Includes PP and step-by-step guide (assessment staff interest, surveys, check list to track activities based on the four stages of change) www.schoolempwell.org</p> <p>Note: Copyright</p>	2006
Health Services	Lead groups: American Academy of Pediatrics and the National Asssoc. Of School Nurses	<p>Health, Mental Health and Safety Guidelines for Schools -- Purpose of Health, Mental Health and Safety Guidelines for Schools is to help those who influence the health and safety of students and school staff while they are in school, on school grounds, on their way to or from school, and involved in school-sponsored activities. The guidelines recognize that the primary mission of schools is to educate students. Schools also have a responsibility for students' health and safety while they are at school. By addressing health, mental health, and safety issues (including transportation and motor vehicle safety), schools can improve students' academic performance today and contribute to their increased longevity and productivity long after they leave school. (300 professionals for 30 different organizations.) http://www.nationalguidelines.org/</p>	2004

Health Services	National Assembly on School-based Health Care (NASBHC)	H1N1 – Toolkit for Schools and SBHCs —talking points, advisory committee on IZ Vaccine recommendations, CDC School Tool Kit http://www.nasbhc.org/site/c.jsJPKWPFJrH/b.2564543/apps/s/content.asp?ct=7473785	2009
Health Services	California School Health Centers	Tools for School Health Centers -- Comprehensive set of tools and resources for starting and operating school health centers: (1) How to –TA from CSHC (2) How to Start a School Health Center (3) How to Find and Develop Funding Streams (4) How to Develop High Quality Programs and Services (5) How to Engage the Community (6) How to Advocate for a School Health Center (7) How to Improve Cultural Competence (8) Web-based Nutrition and Physical Activity Toolkit (coming soon) http://www.schoolhealthcenters.org/tools2.asp	Varies
Health Services	Starlight Starbright Children's Foundation and The California Endowment	Starlight Starbright Asthma Toolkit - Asthma tool kit for schools in California. Ensures that school personnel are educated about asthma. Kits are provided free of charge to schools in California through a cooperative agreement with the Centers for Diseases Control and Prevention, Division of Adolescent and School Health. http://www.redorbit.com/news/health/266595/starlight_starbright_childrens_foundation_and_the_california_endowment_team_up/index.html	2005
Health Services	CDC	Guidelines for School Health Programs to Prevent Unintentional Injuries and Violence: Summary – 4 page fact sheet. Designed to help state and local education agencies/schools promote safety and help schools be safe places for students to learn. Includes 8 recommendations for K-12. http://www.cdc.gov/HealthyYouth/injury/pdf/summary.pdf	2008
Parents and Community	CA Project LEAN/ CDPH	Parents in Action!: A Guide to Engaging Parents in Local School Wellness Policy -- Toolkit provides resources and tools that will help school stakeholders engage parents in Local School Wellness Policy (LSWP) implementation, monitoring, and evaluation. Parents in Action! provides stakeholders with a process for engaging parents in advocating for the improvement of the school environment and increased healthy food and	2008

		<p>physical activity opportunities through the LSWP. The toolkit provides strategies for reaching parents, resources for assessing the school environment, fact sheets on relevant school nutrition and physical activity topics, parent education resources, and resources that will assist with the advocacy process.</p> <p>http://www.californiaprojectlean.org/</p>	
Parents and Community (or PA)	CDC DASH	<p>Youth Physical Activity: The Role of <u>Families</u> – 2 page back-to-back (4 pg) fact sheet for parents on how PA helps, how much is needed, data on youth activity, what is MVPA, what families can do to be active, and resources</p> <p>http://www.cdc.gov/HealthyYouth/physicalActivity/toolkit/factsheet_pa_guidelines_families.pdf</p>	2009
Parents and Community (or PA)	CDC DASH	<p>Youth Physical Activity: The Role of <u>Communities</u> – 2 page back-to-back (4 pg) fact sheet for community members on how PA helps, how much is needed, data on youth activity, what is MVPA, what communities can do to be active, and resources</p> <p>http://www.cdc.gov/HealthyYouth/physicalActivity/toolkit/factsheet_pa_guidelines_communities.pdf</p>	2009
Environment	CDC	<p>Sun Safety-- Skin Cancer School Health Guidelines – Schools need to be sun-safe places to reduce children’s exposure to UV radiation. Schools also can teach students the knowledge, motivation, and skills they need to adopt and maintain sun-safe behaviors for a lifetime. School-based programs on sun safety are an effective way to teach children at an early age how to protect themselves and help decrease their risk of developing skin cancer as adults.</p> <p>http://www.cdc.gov/healthyouth/skincancer/guidelines/summary.htm</p>	2002
Environment	CDC	<p>Shade Planning for America’s Schools – Created to support school communities in implementing the Guidelines for School Programs to Prevent Skin Cancer and to help schools create and maintain a physical environment that supports sun safety by ensuring that school grounds have adequate shade. Chapters include the purpose of the manual, strategies for providing shade, planning for shade, case studies, and conducting shade audits.</p> <p>http://www.skincancerprevention.org/Portals/0/pdf/Shade_Planning.pdf.</p>	2002