

Making a Difference: The Impact of School & After School Wellness Policies

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Congress Concerned about Obesity

➤ Public Law 108.265 Section 204, under the Child Nutrition and WIC Reauthorization Act of 2004, requires that "each local education agency ... shall establish a local school wellness policy for schools under the local educational agency by school year 2006"

➤ **Local (School) Wellness Policy components**

- Goals for nutrition education, physical activity and other school-based activities
- Nutrition guidelines for all foods available on each campus
- Guidelines for reimbursable school meals
- A plan for measuring policy implementation
- School and community involvement

School Wellness Policies: Why?

➤ Reach beyond USDA-funded meal programs to influence childhood health

➤ **Put responsibility at the local level**

➤ Recognize the critical role of schools in curbing the epidemic of childhood overweight

➤ Provide an opportunity for school districts to create an environment conducive to healthy lifestyle choices

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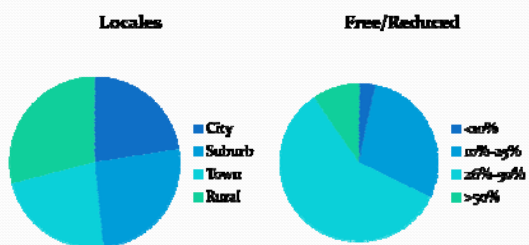
Project Collaborators

- FNS/State Cooperative Agreements
 - California – more stringent regulations for food
 - Pennsylvania – food incentives
 - Iowa – no statewide guidelines beyond USDA
- State project directors/social scientists
- National Food Service Management Institute (PI) – Dr. Mildred (Missy) Cody
- FNS Project Coordinator – Dr. Yibo Wood

Participating School Districts

- Selection of districts
 - Size
 - Percent of Free/Reduced Meals
 - Urban/town/suburban/rural
 - Diversity of students
 - Other criteria by States
- Demonstration Districts (19) – early training
- Comparison districts (12) – later training

School District Characteristics



Collecting Information

- Data extraction from policies
- Online surveys
- Interviews
- Environmental observations
- Records of meals served

Who, How, and What?

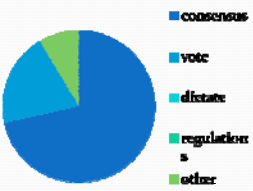
- Who participated?
 - Principals, food service directors, physical education teachers, school nurses (100%)
 - Superintendents, individual parents, health education teachers, curriculum directors (80 - 100%)
 - Few organizations that sell food/beverages to students (38-41%)
- How were decision made?
- What generated controversy?

How Decisions Were Made

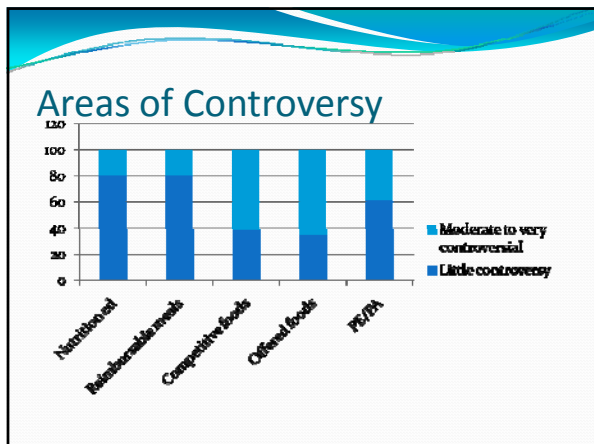
Top 5 information sources

- USDA
- State DOE
- Action for Healthy Kids
- School Nutrition Association
- CDC

Decision-making Process



Decision-making Process	Relative Frequency
consensus	High
vote	Medium
dictate	Low
regulations	Low
other	Low



- ### Strengths and Barriers
- Significant strengths
 - Local administrative support
 - School staff expertise and support
 - Wellness priorities
 - Other strengths – community support and expertise
 - Slight barrier – financial impact
 - Significant barrier – time

- ### What's in the LWP?
- 90% developed from organization templates
 - Show values, if not original wording
 - Some weakened by limiters
 - Ongoing activities as sustainable goals
 - Attempts to harmonize food service with other foods available on campus
 - Curricular goals for nutrition education and physical education

You Are a Constituency

Use your power...
You have a role to play

- ❖ Communicate
- ❖ Seek funding for training or environmental improvements
- ❖ Implement best practices
- ❖ Build and sustain...aspire, transform

Your children...your communities...your schools

What Do People Feel Good About?



SAN MARCOS
UNIFIED SCHOOL DISTRICT
engaging students...inspiring futures

School & Community

KEY COMPONENTS TO SUCCESS:

2. Student Programs
1. After School Programs
3. Community Involvement

After School Programs



After School Programs

Student Involvement



Wellness Initiatives

Community Engagement



Collaboration

Partnering with San Marcos Unified School District

- Participating with the District Wellness Council
- Comprehensive District Wide Plan
- Meeting the district's Wellness Policy needs
- Plans for the 2009-2010 school year



Teacher Training Workshop



January 2007

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