Oakland After School Program
Wellness Learning Community

Evaluation Findings 2010-11

Prepared by Public Profit

[public profit]

[measure and manage what matters.]

Table of Contents

About the Oakland After School Wellness Learning Community 3
Evaluation Questions 5
Scope of Service 5
Progress toward Learning Community Goals 9
Next Steps for the Wellness Learning Community 17
Appendices 19
Staff Survey 19
Wellness Focus Group Format 22
Case Study Format 24

About the Oakland After School Wellness Learning Community

The Oakland After School Wellness Learning Community works to develop the capacity of Oakland after school programs to better identify, access, and coordinate existing wellness resources available in their local communities. The Learning Community encourages after school programs to support and learn from each other and strengthen their advocacy skills to create a larger network of future wellness advocates. The Learning Community specifically serves direct service staff of these programs, addressing the dearth of professional development opportunities for line staff, particularly around health and wellness.

The goals of the Wellness Learning Community include:

1) Strengthen leadership in wellness, nutrition, and physical activity related issues amongst district's after school program; and
2) Build the capacity of district after school leaders to improve their advocacy skills.

Twenty after school programs participated in the Learning Community in the 2010-11 program year.

- Community United
- Franklin Elementary
- Fruitvale Elementary
- Futures Elementary
- Glenview Elementary
- Greenleaf Elementary
- Horace Mann Elementary
- International Community School
- La Escuelita
- Laurel Elementary
- Life Academy
- Lincoln Elementary
- Marshall Elementary
- Met West High School
- Parker Elementary
- PLACE at Prescott
- REACH Academy
- Roosevelt Middle School
- Sequoia Elementary
- Sobrante Park Elementary

Funded by the S.D. Bechtel, Jr. Foundation: Stephen Bechtel Fund, the Wellness Learning Community completed its pilot year between Fall 2010 and Spring 2011. The Wellness Learning Community provided ten hours of professional development through five monthly Learning Community meetings. Each meeting was framed with a "collective skill-building" approach, starting with advocacy skill-building sessions, and then segmented to tailored skill-building sessions within gardening and nutrition issues and physical activity issues. Project partners included staff from CANFIT, the Oakland After School Programs Office and Coordinated School Health Office, Oakland Unified School District's Gardening Education Program, Team Up for Youth, and UC Cooperative.

These community partners leveraged existing resources provided by funding through Oakland Fund for Children and Youth's (OFCY) Out of School Time Healthy Development and Academic Success Grants and existing ASES/21st Century funds designated towards wellness activities.

- Since its inception in 1993, CANFIT has led the field of adolescent nutrition and physical activity by working in partnership with low income communities and communities of color to design innovative, culturally specific interventions that address the root causes of health disparities.
- The Oakland Unified School District After School Programs Office oversees 85 state and federally funded elementary, middle and high school programs, supporting the implementation of quality academic and enrichment out-of-school-time programs for 17,500 students. Nearly all after-school programs in the district are managed by 16 CBOs, local non-profits that specialize in providing out-of-school-time programs to school-age youth. Among school-based after-school programs, approximately 69% are eligible for free or reduced lunch, and 29% are English language learners. Participants represent diverse ethnicities, reflecting the composition of the district with 41% African-American, 38% Latino and 14% Asian.
- The Oakland Unified School District's Coordinated School Health oversees school nutrition, physical activity, and health and wellness programs and policies for the entire District.
- The OUSD Garden Education Program's goal is to provide urban children access to nature and reflect each child's inherent right to the following: 1) access to healthy, locally-produced food, understanding of food systems and the natural cycle, 2) social, economic and health justice, 3) hands-on alternatives to testing-based instruction, 4) self-reliance and character-building opportunities, and 5) connection to local community.
- Team Up for Youth is a community abased organization with the goal to help create after school sports opportunities for girls and boys that build their confidence and skills, connect them to mentors and improve their prospects in school and life.
- The UC Cooperative is part of the national Land Grant system, where selected public institutions of higher learning are charged with providing practical education to the general public through various outreach efforts.

The Learning Community meetings began with a physically active ice breaker led by Team Up for Youth, followed by an advocacy workshop relevant to OUSD nutrition, gardening, and wellness policies. Participants then spent the majority of the meeting in one of two break-out groups: physical activity and gardening. Physical activity strategies were discussed and facilitated by CANFIT and Team Up for Youth, while the district gardening and nutrition coordinator facilitated the gardening portion, alongside the UC Cooperative gardening expert who attended 3 of 5 sessions.

Evaluation Questions

The evaluation is guided by the following questions:

- What are some best practices in the programs that participated in the Wellness Learning Community?
- What impact did the Wellness Learning Community have on after school programs in regards to wellness policies, physical activity, nutrition, and/or gardening?
- What lessons learned from the case examples?

The evaluation team attended four of five Learning Community meetings to better understand the structure and purpose of each meeting, and conducted an end of year focus group to assess participants' experiences. Feedback regarding the Learning Community was also collected through pre and post participant surveys, and through three brief case studies. The evaluation team visited each case study site, conducting semi-structured interviews with participants and their Site Coordinators as well as observing the programs' wellness activities.

Scope of Service

In the 2010-11 school year, 25 staff participated in the Wellness Learning Community, representing 20 programs (17 elementary schools, 1 middle school, and 2 high schools). Of these programs, 17 programs attended Learning Community regularly[1], representing 2,757 youth.

> *I learned a lot from the advocacy sessions that I have taken back to my program. It takes a lot of hard work and dedication. [For instance], to get funding for particular things- it takes a lot of planning, communication and community, survey planning, survey taking- to learn.*
>
> *- Learning Community Participant*

Among participating programs, 1,835 students received an average of 92 hours of instruction in physical activity throughout the year, while 580 students received 33 hours of instruction in gardening. This accounts for just over 10% of students' average time in after-school in the 2010-11 school year, the second most popular activity in after school, after academic support. In the 2010-11 school year, programs offered physical activities such as soccer, African dancing, fitness, dance, basketball, and recreation.

[1] Regular attendance is defined as programs that attended at least 3 of 5 Learning Community meetings.

Table 1. Reach of After School Wellness Activities

2010-11	Number of Students	Average Hours Spent Per Student	Activity Rank *How many activities did youth spend more time in?*[2]
Physical Activity	1,836 students	92 hours	3
Gardening	580 students	33 hours	5

Source: CitySpan participant records for regular program attendees (defined in footnote below)

Learning Community Service Quality

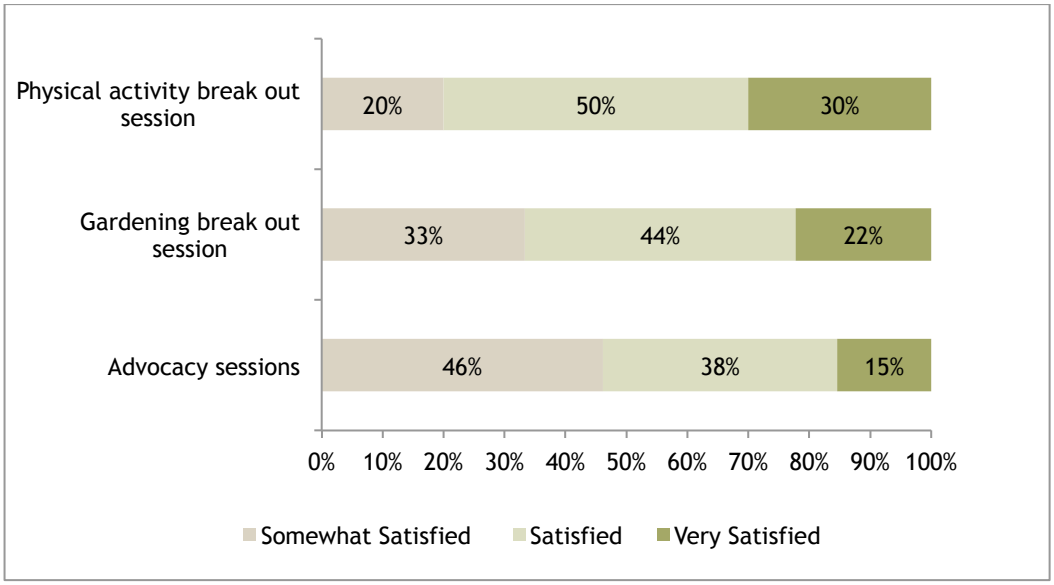
This section summarizes available evidence regarding the effectiveness of the Wellness Learning Community. Members of the evaluation team attended 4 of 5 Wellness Learning Community meetings to better understand the structure and purpose of the meetings. Session topics included understanding the built environment, advocacy skills basics, competitive foods[3] within after school programs, and discussion of challenges and best practices within gardening and physical activities.

Overall, participants were satisfied with the Wellness Learning Community and various aspects of the community. Satisfaction ranged from fifty four percent (54%) of respondents stating they were satisfied or very satisfied with the advocacy sessions to 80% of participants stating that they were satisfied or very satisfied by the physical activity breakout sessions. All respondents (100%) stated they were satisfied or very satisfied by the Wellness Learning Community meetings in general.

[2] Activities by average hours spent: 1) Academic Support, 2) Arts/Cultural Activities, 3) Other/Multiple, 4) Sports/Recreation Activities, 5) Health/Nutrition, 6) Gardening, 7) Leadership Opportunities, 8) College/Career, 9) Family Involvement

[3] Any food sold outside of the school meal program (i.e., bake sales, candy sales).

Figure 1. Learning Community Participants' Satisfaction with Wellness Activities

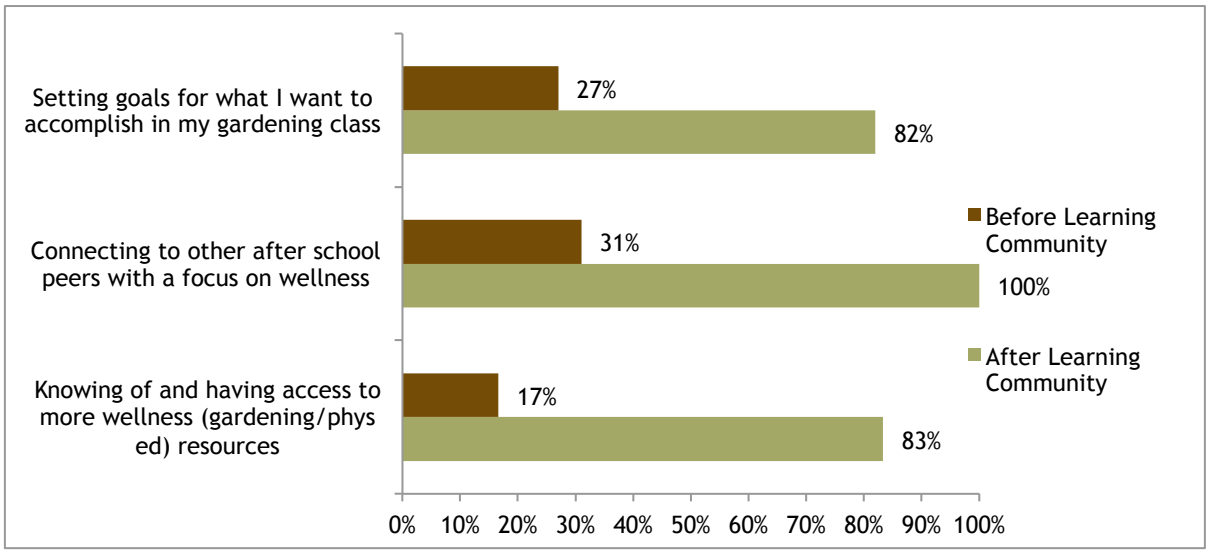


Source: Program Satisfaction Surveys, administered May 2011, n=13

In addition, Learning Community respondents responded to questions about their confidence in a variety of key advocacy and communications skills that the Learning Community sought to improve. The most positive change was in participants' ability to connect to after school colleagues from other programs to discuss wellness and health activities and share resources and strategies, which increased from 31% to 100% of participants confident in connecting with peers. As one participant stated about one of the benefits of the Learning Community, "The resources and support from staff and everyone else [has worked best in the Learning Community]-- sharing other ideas -- especially where we're lacking and others have succeeded."

Finally, participants indicated increased confidence in setting goals in their gardening class and knowing of and having access to wellness resources as a result of their participation in the Learning Community.

Figure 2. Learning Community Participants' Self-Reported Confidence in Wellness Activities



Source: Program Satisfaction Surveys, administered May 2011, n=13

Progress toward Learning Community Goals

Advocacy

Learning Community sessions focused on the importance of advocating for wellness policies, particularly policies that impact low-income communities and communities of color. CANFIT provided strategies and basic tools around advocating in the school district and local community by giving real-life scenarios for participants to identify, create possible solutions, and create possible policy solutions.

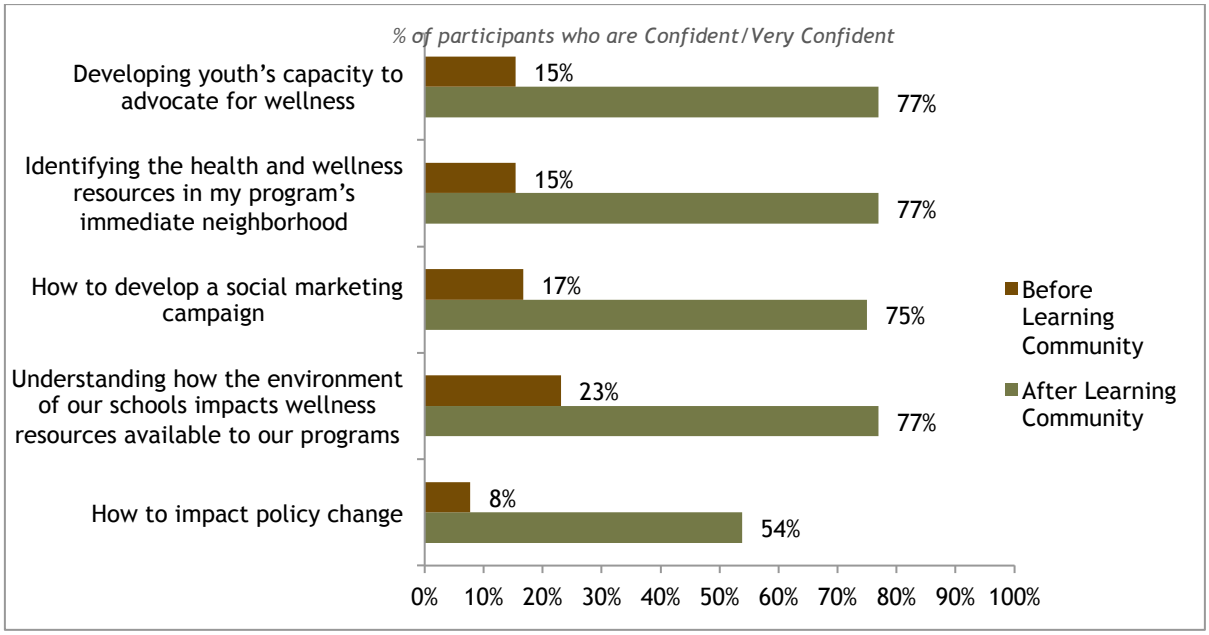
Advocacy in Action!

Many of the programs represented in the Learning Community also transferred their newly learned skills to summer programming, including advocacy and networking to share resources amongst peers in the field. For instance, Dwayne Aikens, a Learning Community participant, worked with CANFIT during the summer to gain access to free and nutritious summer lunch and breakfast for their summer program, We Lead Ours. He was able to leverage his knowledge about the food policies at Oakland Unified School District, advocacy tools learned through CANFIT, and resources provided by the Learning Community to secure meals for 37 youth in kindergarten through eighth grade.

In addition, the program incorporated fun physical activities and advocacy around built environment issues. Within the summer program, students identified water pollution in Oakland as a community problem, and spent the summer researching and identifying the extent of the problem. In the 2011-12 school year, Mr. Aikens will continue the project, leading up to a presentation to City Council about having youth more involved in cleaning the bodies of water in Oakland.

Participants reported increased confidence in all advocacy activities as a result of the Learning Community. Most notable is the increased confidence in staffs' ability to develop youth's capacity to advocate for wellness and identifying the health and resources in the program's community, which jumped from 15% initially feeling confident, to 77% of participants feeling this way. Participants were somewhat less confident in their ability to impact policy change, though about half reported feeling confident in this skill.

Figure 3. Learning Community Participants' Self-Reported Confidence in Advocacy Activities



Source: Program Satisfaction Surveys, administered May 2011, n=13

Policy/Practice

In addition to learning the importance and foundational tools of advocacy, after school staff in the Learning Community engaged in discussions with other programs around concrete practices and District wellness policies that effected their programs, and how to navigate through both programmatic and district issues around nutrition, physical activity, and gardening.

> ***Best Practice***
>
> *We now have time set aside for all students to be physically active at least once a month in our program. We do that once a month for 1st-5th graders- they do something physical before transitioning to the second half of program.*
>
> *- Learning Community Participant*

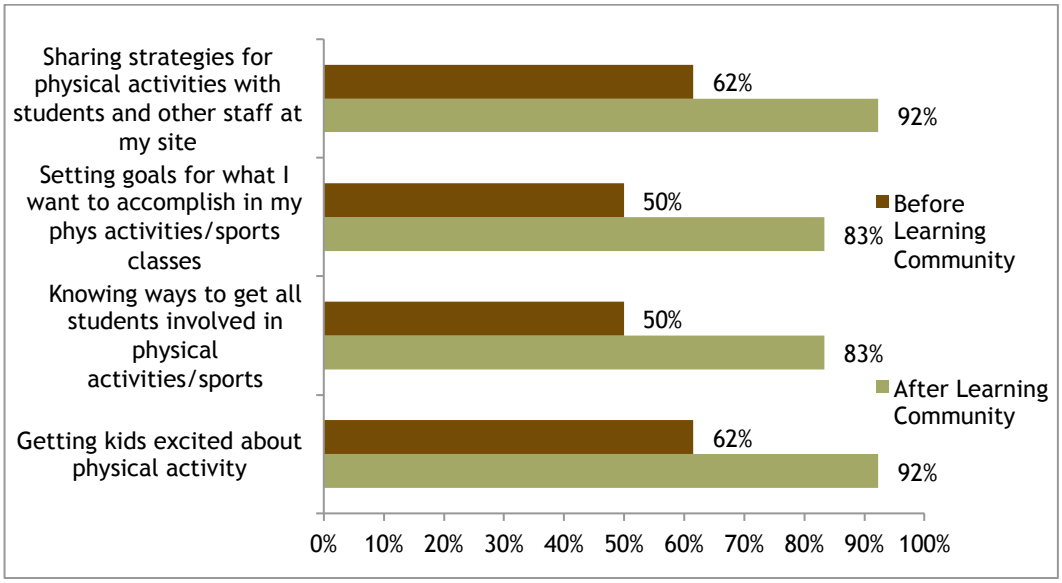
To that end, the Learning Community focused on two breakout sessions dedicated to wellness: physical activity and gardening.

Physical Activity

Physical activity can make a positive impact on both academic success and health while also playing an important role in reducing the obesity epidemic. In Oakland, physical activity was the fourth most commonly offered activity – after academic support, other/multiple, and arts/cultural activities - in the 2011-12 school year. Given the amount of time youth spent in this wellness activity, providing quality physical activity provides a way for students to get active while also promoting positive youth development and relationships.

After school staff in the physical activity breakout session reported increased confidence in providing quality physical activities, starting from setting goals in their classes to knowing ways to get all students involved in physical activities and sports (from half of participants feeling confident/very confident to 83%). In addition, after the Learning Community, 92% of participants felt confident about sharing physical activity strategies with students and staff at their site, compared to only 62% prior to the Learning Community.

Figure 4. Learning Community Participants' Self-Reported Confidence in Providing Quality Physical Activities



Source: Program Satisfaction Surveys, administered May 2011, n=13

Wellness in Action: Case Study of PLACE at Prescott
Physical Activity After School Program

Physical activity is a part of the weekly schedule at PLACE at Prescott. The after school program offers structured physical activities for youth, alongside structured play time/recess so that youth are active at least four times a week during after school. The program served 136 youth in the 2010—11 school year.

During structured play time/recess, most staff are actively engaged with youth, playing basketball, jump rope, and catch with students. In addition, the program has structured activities such as yoga, soccer, basketball, and kickball for students. These organized sports include leadership opportunities for youth and follow a clear progression. For example, during kickball students were assigned roles and responsibilities for the entire month, and staff scaffolded learning kickball- beginning with learning kickball rules and skills for three weeks, and culminating into a week of playing the game.

During the first half of the school year, the outdoor play area was inaccessible due to construction. To work around this, the program offered indoor physical activities, including yoga and Turbokick to kindergarteners. In the second half of the year, the after school program utilized the play area as much as possible- creating different stations during structured play time for youth to choose certain physical activities that are supervised by an adult.

Supervisor provides strong vision, leadership and support for physical activities. Jason Peters, the Site Coordinator at PLACE at Prescott, has worked on creating a strong physical activity component within his program. His vision for the program is that 90% of students are participating and engaged in physical activities during the day, and so walks through the program regularly to ensure that youth are active. He is planning to re-tool his program to provide more space for youth to reflect on physical activities after each activity during a "Coaches' Corner," and to implement more leadership opportunities by having junior coaches, and a Coaches in Training model for youth to gain skills in facilitation, equipment management, conflict management and the like.

Importance of equity within physical activity participation. The after school program had a special focus on girls, with a week in the beginning of the year dedicated to having girls participate in structured game time, including track, soccer, kickball and ga-ga ball. Girls also participated in their own kickball game and jump rope challenge during the school day, a carryover from the after school program.

Youth leaders within sports activities. The after school program provides older youth with opportunities to lead younger students, including facilitating games. In addition, older siblings in neighboring middle schools come by and help students- generally playing games with them- including basketball. As Mr. Peters stated, "When it comes to older [kids coaching] the younger kids, they really like that. A lot of them have younger siblings, so they own up to that, it does a really good job. The kids really buy into it."

Next Steps
As a result of their participation in the Learning Community, PLACE @ Prescott was able to network with various sites to address an ongoing need at their site- to create a sports league where teams from other schools can play against one another and share in resources and experiences. For the next school year, Mr. Peters will continue to foster the connections made to respond to this need that both the youth and parents mentioned for improvement.

Gardening

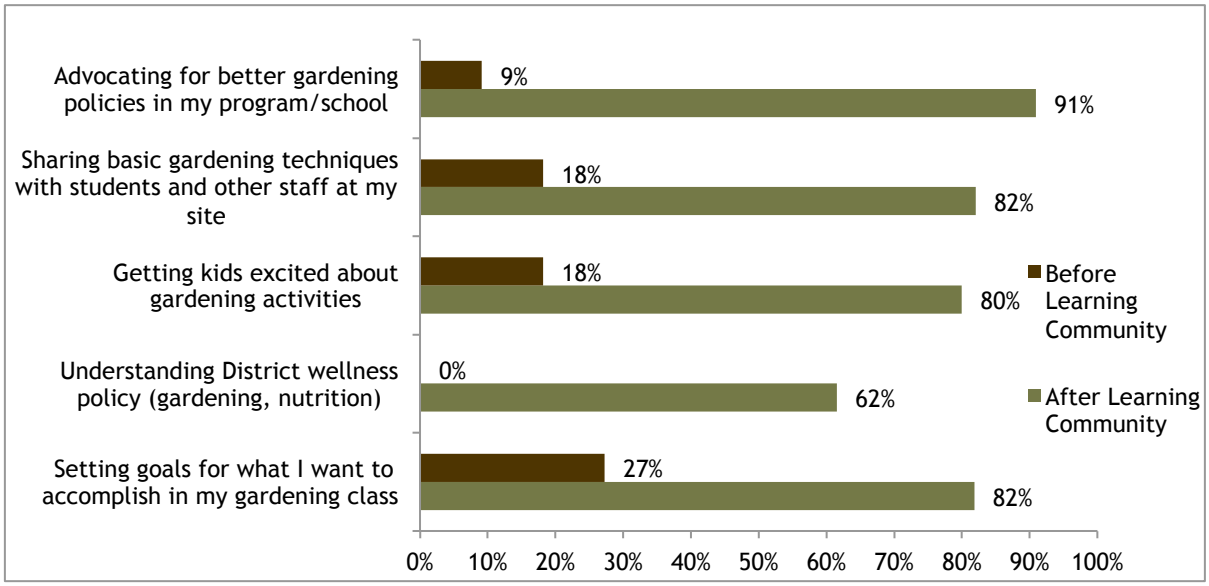
Gardening in after school can benefit students by promoting physical activity and outdoor experiences, motivating youth to eat fruits and vegetables, and helping youth to develop an awareness about the environment while providing opportunities for hands-on, inquiry-based learning.

> *We wouldn't have gotten the Ecoliteracy [training] if it hadn't been for working with [Learning Community provider]. For myself, personally- I've found some gardening and advocacy very useful- since I've had to advocate for our garden with people who aren't big proponents of the gardening program. We've been getting a few lessons from the Learning Community that are really good hints to growing your garden. I've been also able to give some good advice to people. Most of all it's people hear where I'm coming from- here's how I handled that situation. Not widely done as part of teaching. Other people who understand the difficulty and fun- get their insight.*
>
> *- Learning Community Participant*

After school staff in the Learning Community overwhelmingly reported increased confidence in providing quality gardening programs in their after school as a result of their participation in the Learning Community. Ninety one percent (91%) of participants in the gardening breakout session reported feeling confident in advocating for better gardening policies in their program and school. Likewise, while no participant felt confident in understanding the District's wellness policy on gardening and nutrition prior to the Learning Community, 62% of staff felt more confident as a result of participating.

Participating staff also reported feeling more confident in sharing gardening techniques within their programs, setting goals for their gardening classes, and getting students excited about gardening activities, with more than 80% of participants feeling confident in all of these activities as a result of the Learning Community.

Figure 5. Learning Community Participants' Self-Reported Confidence in Providing Quality Gardening Activities



Source: Program Satisfaction Surveys, administered May 2011, n=13

Wellness in Action: Case Study of Greenleaf Elementary Gardening Program

At Greenleaf Elementary's after school program, gardening is offered twice a week. The after school program took over the garden in the 2010-11 school year with the support of the Academic Liaison and principal. The instructor, Liza Schlosser, has participated in the UC Berkeley school garden, OBUGS training, a 3-day training on EcoLieracy, and is versed in the UC Davis Master's Garden handbook. Students are encouraged to taste fruits and vegetables they grow, and any leftover harvest is left in a basket for parents to take at the sign out desk. In the 2010-11 school year, Greenleaf served 146 youth in its after school program.

Youth voice and choice in the garden. Youth are encouraged to take ownership of the garden, particularly by being involved in making decisions about what to plant. From what to grow, to how they've enjoyed the experience, youth are supported to see the garden as 'their' garden. The teacher also asks for their feedback about the garden after each activity to gauge their interest. Each class, Ms. Schlosser assigns students in pairs to garden boxes spread throughout the school campus and asks them to tend the plants. Ms. Schlosser notes that students in the after school program take action when anyone during the school day interferes with the garden, a sign of youth ownership.

Connecting with school day staff, including grounds and maintenance. To facilitate buy-in from school day teachers, Ms. Schlosser is developing curriculum for the garden that complements the school day. In addition, she's developed a relationship with the grounds person, who will take over responsibility of watering the garden during summer when the campus is empty. Ms. Schlosser is considering assigning each interested school day classroom a gardening box; she is also considering aligning the garden to the salad bar and the school's Harvest of the Month program, so that the garden can contribute to both.

Embedding school day content within gardening experience. The gardening program is broken into two separate class activities: the garden maintenance portion, and the in-classroom preparation for gardening. Within in-class prep, students write poems, measure plants' growth to conduct math problems, learn the nutritional and vitamin value of fruits and vegetables, or coordinate art lessons around the gardening activity outdoors.

Encouraging healthy eating. Students are encouraged to try new vegetables that are grown in the garden. During a classroom observation of a gardening activity, youth were excited to try newly harvested plants while planting their own cilantro gardens to take home - a far cry from students in the beginning of the year that refused to eat broccoli. Greenleaf has also implemented a strict policy in their after school program of not allowing any non-nutritious foods from outside of school (barring fundraisers).

Next year, the gardening program will plant more fruits, vegetables, and plants that students are most interested in. The gardening teacher also plans to work more with the school day teachers to support the gardening during the instructional day. Finally, the gardening program is exploring ways to involve parents more in the volunteering and upkeep of the garden and encourage healthy eating.

Best Practices in After School Wellness and Nutrition Activities

The evaluation team identified best practices in wellness and nutrition among Learning Community participants through the three case studies. In general, best practices in wellness activities infuse youth development principles along with content. In addition, more successful wellness activities connect with the school day, providing a consistent message about wellness to students.

Ensuring all students participate. All of the case study programs made an intentional effort to ensure students were active, engaged, and participating in both physical activity and gardening. Strategies included staff partnering students into pairs to work on different garden boxes, having gender-specific games for girls, and providing a variety of physical activities for students to choose- such as dancing, soccer, and football.

Celebrate successes of students; reward students in a way that honors being healthy. Encouraging healthy behavior means praising students for making healthy choices for themselves. In Greenleaf's gardening program, youth take home whatever is harvested in the garden to show parents; at Roosevelt, students are rewarded for good behavior by going bowling, ice skating, or to a baseball game.

Youth leadership opportunities. High quality youth development programs give youth opportunities to lead activities in meaningful ways to facilitate a sense of ownership and responsibility. In the gardening class at Greenleaf, youth are assigned various roles to help with garden maintenance, while at PLACE at Prescott, older youth act as mentors to younger students during unstructured play time.

Connecting to school day. Staff in each of the case study programs understand the school day wellness activities and have created structures for the after school program to complement them. At PLACE at Prescott, for example, the Site Coordinator is developing curriculum for teachers to use during unstructured play time during the school day, as well as developing a Coaches' Corner for youth in the school day to participate as game leaders and facilitators. At Roosevelt Middle School, the program provides organized sports and different sports activities that complement the regular physical education class during the day. At Greenleaf, the Site Coordinator is working with school day teachers to create gardening curriculum while also encouraging school day staff to participate in the upkeep of the garden. As well, the Site Coordinator has built a relationship with the school maintenance and grounds person to sustain the garden over the summer.

Embedding academic content. Guising academic learning in hands on, project-based learning that is different from the school day builds the academic skills of youth. In gardening in particular, integrating math, science, and English into the activities provides youth with an opportunity to practice and reinforce skills learned in the skill day, in a different and applied environment. From writing poetry, making observations and measuring plants' growth, and doing math, this makes the learning intentional while also providing an opportunity for youth to experience academic concepts hands on.

Wellness in Action: Case Study of Roosevelt Middle
Physical Activity After School Program

Roosevelt after school program offers eight sports and physical activities throughout the year as part of its enrichment programming. Students get to select classes every three months, and well-attended classes are kept, while less popular classes are taken off the roster. Physical and sports activities include softball, volleyball, soccer, basketball, flag football, hip-hop dance, modern dance, and bike club. Roosevelt's after school program served 236 middle school youth in the 2010-11 school year.

Unlike school day PE classes, the after school program provides youth with organized sports and team activities- including participating in sports leagues and games with other schools run by Roosevelt's community based organization partner. In addition, youth in the dance classes participate in an end-of-semester showcase, where the dance classes perform routines learned throughout the quarter.

Organizational supports for health and wellness. Roosevelt has been working with Team Up for Youth for three years. Prior to that, Roosevelt worked closely with Sports4Kids (now PlayWorks), a program to improve children's health and well-being through physical activity and safe and meaningful play, sending trainers to work with youth. This has been critical in promoting sports and physical activity at Roosevelt, while also being the support needed to start sports leagues and cross-site coordination of sports activities.

Importance of equity and inclusion within physical activities. Roosevelt's Coordinator, Brenda Saechao described why she recruits female coaches- including dance teachers and a basketball coach. "We are showing girls that physical activities are not just for guys, because now you have a female role model in there." It is also a policy at Roosevelt to actively recruit female youth into their sports programs, and male youth into the dance programs. In addition, the modern dance class learns different cultural dances, including a Chinese fan dance.

Rewarding students with physical and sports activities. Roosevelt's after school program uses physical activity and sports as a reward to show youth that being healthy can be fun, too. For students who have done well on their standardized tests, they are rewarded with opportunities to bowl, ice skate, or other physical activities. The program also periodically gets tickets to sports events that they take youth to as a reward for positive behavior, whether academic or nonacademic.

Next Steps

As a result of their participation in the Learning Community, Ms. Saechao stated that next year, she has plans to focus more on nutritional health, particularly in middle school where it is difficult for youth to access healthy snacks during the program. One way she'd like to promote this is by starting a garden at the school site, connecting nutrition, cooking, and health in the class offering.

Next Steps for the Wellness Learning Community

Learning Community participants expressed satisfaction with the Learning Community activities and suggested improvements in the next year. The evaluation team identified key next steps for the Wellness Learning Community:

Continue sharing practices. Participants noted the value of sharing practices that have worked at their programs and developing solutions for common issues in physical and gardening activities. The diversity of perspectives and ways to collaborate on resources, such as soccer fields and gardening tips, proved invaluable for participants and a practice to devote more time to moving forward.

More strategies around parental involvement. Participants expressed more interest in getting parents involved in wellness activities in any form- from volunteering in the garden or coaching a sports teams, helping to bring in fresh fruits and vegetables for cooking, or participating in physical activity events. Understanding the importance of wellness means making lifelong decisions about health, and bringing parents into these conversations with youth can encourage students to sustain healthy eating and physical activity habits.

Understanding advocacy around nutrition in after school. Because wellness involves both being active and eating well, Learning Community participants expressed an interest in improving the nutrition of the after school, both by understanding District policy and also advocating to improve snacks given to youth through the United States Department of Agriculture.

Ensure consistent participation. While many participants got exposure to the resources that the Wellness Learning Community provided, having a consistent cohort moving forward will ensure that programs are getting the most out of the Learning Community.

Resource-sharing in a common, accessible space. Participants want to be able to access and share wellness resources during the school year in electronic format for those in the Learning Community and other programs to utilize. Participants suggested a central website to access both concrete gardening and physical activity tips and strategies and links to other resources. This centralized resource page would be helpful in developing lesson plans in wellness activities.

Presenting fast, easy to implement physical activities for students. In an already jam-packed after school program schedule, participants seek more quick, easy physical activities that engage students in meaningful way.

Structured opportunities for facilitation and practicing learned strategies within the community. Being able to implement and improve on strategies learned in the Learning Community also means providing the space for participants to practice these skills in a safe and supportive environment. Learning Community partners could design future meetings based on opportunities for participants to apply what has been learn, either through group facilitations/presentations, role-playing activities and lesson simulation.

Integrating the Full Service Community Schools model into meeting topics. As the district moves towards the creation full service community schools, the Learning Community is a great place to talk through the wellness activities that are apart of the full service community school model that currently exist within programs, while also helping to build the capacity in areas where programs need improvement. Helping programs to frame their activities through the lens of the full service community schools will be invaluable for programs moving forward.

Appendices

Staff Survey

For each of the areas listed below, rate your confidence in your abilities BEFORE the Wellness Learning Community and your confidence in your abilities AFTER attending the Wellness Learning Community meetings.

For this section, use the following rating scale:

1 Not At All Confident **2** Somewhat Confident **3** Confident **4** Very Confident

	BEFORE Learning Community	AFTER Attending Learning Community
1. Advocating for better wellness policies in my program/school (i.e., improving nutrition, food environment, improving physical activity environment, etc.)		
2. Developing youth's capacity to advocate for wellness		
3. Understanding how the environment of our schools impacts wellness resources available to our programs		
4. How to impact policy change		
5. Having access to more wellness resources		
6. Connecting to other after school peers with a focus on wellness (including physical activities and/or gardening)		
7. How to develop a social marketing campaign		
8. Identifying the health and wellness resources in my program's immediate neighborhood		
9. Understanding District wellness policy (gardening, nutrition)		
10. Getting kids excited about physical activity		

11. Knowing ways to get all students involved in physical activities/sports		
12. Setting goals for what I want to accomplish in my phys activities/sports classes		
13. Sharing strategies for physical activities with students and other staff at my site		
14. Getting kids excited about gardening activities		
15. Advocating for better gardening policies in my program/school		
16. Setting goals for what I want to accomplish in my gardening class		
17. Sharing basic gardening techniques with students and other staff at my site		

NA Not Applicable (i.e., didn't participate in that breakout group)

18. Which breakout group did you participate in?

☐ Gardening
☐ Physical Activity/Sports

19. Did the format of the Learning Community work for you (i.e., working in 2 different breakout groups- PA and gardening)? Why?

☐ **Yes**, because _____

_____

☐ **Somewhat**, because _____

_____

☐ **No**, because _____

_____

20. In terms of *advocacy* activities, would you have liked more, less, or had just the right amount of advocacy activities?

☐ I would've liked more advocacy activities.

☐ I would've liked less advocacy activities.

☐ We had the right amount of advocacy activities

Please rate your satisfaction for the following activities:

28. We'd love to hear about the great work you are doing! Please share one strategy/promising practice that you are currently implementing in your wellness activities that you are particularly proud of.

	Very satisfied	Satisfied	Somewhat satisfied	Not at all satisfied	Not applicable- not in this breakout
21. Food for meetings	❑	❑	❑	❑	
22. Facilities (Tilden)	❑	❑	❑	❑	
23. Level of interaction with other participants	❑	❑	❑	❑	
24. Advocacy activities	❑	❑	❑	❑	
25. Physical activity/sports breakout	❑	❑	❑	❑	❑
26. Gardening breakout	❑	❑	❑	❑	❑
27. Overall Wellness Learning Community	❑	❑	❑	❑	

Wellness Focus Group Format

Most helpful for me...	15 minutes

Working from a pre-set list of activities, participants use post-it notes to write a sentence or two about why a particular support was "most helpful for me" and post near the name of the activity or support. Will generate a gallery walk-style display for the group to see in common.

Activities for Gallery Walk:

- Advocacy session
- Physical Activity/Sports breakout
- Gardening breakout
- Participation in the Wellness Learning Community

Facilitator reviews the input, and asks for clarification about what made specific supports most helpful for participants, and why certain things were less helpful.

Goals for this activity:

- Allows the group to "settle in" to the reflective mode by focusing on specific activities and events.
- Generates input about effective supports and what helped most.

Participants' plus /delta	25 minutes

Conducted in two rounds. First round draws on independent work/personal thoughts about each participant. Second round is specifically oriented toward responding to others' reflections, reporting whether this is true in their practice.

In the first round, participants are asked to think about/write down/draw for 10 minutes about what is working in the Wellness Community – the "plusses" (5 minutes) and what they would like to change or improve- the "deltas" (5 minutes).

At the conclusion of the individual reflection time, facilitator takes 10 minutes to record reflections, grouping by theme, where applicable.

In the second round, participants take 5 minutes to place colored dots on the plusses or deltas that are "especially true for me".

Facilitator identifies commonly identified areas of strength and opportunities for improvement.

Goals for this activity:

- Engage participants in deep thinking about what is working for them, and what isn't.
- Allow the group to reflect on common challenges and triumphs.

Time machine!	10 minutes

Using half sheets of paper, participants complete as many two-part sentences as they like, and post their results on a sticky-wall.

I used to _____ , but now because of this Learning Community, I _____.

Goals for this activity:

- Encourage participants to see the change in their practice, even in the face of challenging circumstances and setbacks.
- Generates rich material for pre/post word clouds.

Final Question 5 minutes

If you were going to keep attending these sessions, what would you like to see happen in the next round of meetings?

Case Study Format

CASE STUDY FORMAT

Site Coordinator

Program Design

- What's the story behind how the (phys ed/gardening) program has developed to become what it is and what it does today?
- How does your program use stakeholder input to guide the development of the phys ed/gardening program? [Probe: identifying participant and community needs; defining measurable program goals; using appropriate evaluation designs/methodologies; continuously reviewing/refining program design, including policies, content, and practices.]
- What are some things you are doing around wellness that you have or in the process of institutionalizing in the after school program?
- What organizational structures are in place that help to facilitate quality wellness instruction?

Skilled, Caring Staff

- Describe the process of how you recruit and hire qualified and motivated staff/coaches.
    - How do you ensure that coaches have experience in sport, cultural competency, group management, gardening, nutrition?
- What sorts of professional development and team building opportunities are provided to your coaches/staff? Other content specific trainings (gardening/wellness/phys ed)?
- What do you feel are some exceptional practices/strengths the staff have brought to the gardening/phys ed activities?

Equity and Inclusion

- In what ways do you ensure that girls are participating in sports/phys ed activities?
- In what ways do you ensure all students (including boys) are participating in gardening activities?
- How does your gardening or phys ed program tap into the cultural wealth of families? [Use them as coaches, planning an event, etc.]
- In what ways does your program ensure that all students are able to participate- including those with special learning needs or physical disabilities?

Youth Development

- In what ways does your phys ed/gardening program include youth development policies and practices? (I.e., empower youth to set up and prepare for activities, allow them to ask questions, check in with students, etc., include them in development of policies)
- How do you assess students' interests for designing or placement in activities?
- In what ways are students able to take on leadership roles?
- Do you monitor students' academic progress? If so, in what ways?

Conclusion/Wrap-Up

- What are you particularly proud of this gardening/phys ed program for? How did you get there?
- In what ways would you like to see the gardening/phys ed program grow?
- Where do you see the need for support for your gardening/phys ed program?
- What are some challenges in implementing a high quality gardening/phys ed program?
- In what ways are you applying strategies learned in the Wellness Community around advocacy?

Staff

Program Design

- Can you tell me about how the activities have been going this year and in general what you have been doing?
- How does you use stakeholder input to guide the development of your activities? [Probe: identifying participant and community needs; defining measurable program goals; using appropriate evaluation designs/methodologies; continuously reviewing/refining program design, including policies, content, and practices.]

Staffing

- What professional development opportunities have been provided to you?
  What led you to teaching phys ed/gardening?
- What have you learned from the community?
- Will you continue to teach this next year? Why or why not?

Equity and Inclusion

- In what ways do you ensure that girls are participating in sports/phys ed activities?
- In what ways do you ensure all students (including boys) are participating in gardening activities?
- How does your gardening or phys ed program tap into the cultural wealth of families? [Use them as coaches, planning an event, etc.]
- In what ways does your program ensure that all students are able to participate- including those with special learning needs or physical disabilities?

Youth Development

- In what ways does your phys ed/gardening activities include youth development policies and practices? (I.e., empower youth to set up and prepare for activities, allow them to ask questions, check in with students, etc., include them in development of policies, etc.)
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Conclusion/Wrap-Up

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- In what ways would you like to see the gardening/phys ed program grow?
- Where do you see the need for support for your gardening/phys ed program?
- What are some challenges in implementing a high quality gardening/phys ed program?
- In what ways are you applying strategies learned in the Wellness Community around advocacy?
- What have you learned/taken away from the entire Wellness Community (probe: advocacy)?
- In what ways have your wellness practices changed, if at all?