



SHARING SUCCESS

A Step-by-Step Guide
for Communicating School
Health Achievements



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health. Preventing Disease.

Acknowledgements

The National Association of Chronic Disease Directors extends its appreciation to the following individuals who provided valuable input on this guide. Their affiliations were current as of their most recent involvement. This guide does not necessarily represent the official views of these individuals or their respective organizations.

[Dana Carr \(Author\)](#)

Moringa Policy Consulting

[Jyotsna Blackwell, Melissa Fahrenbruch,
and Holly Hunt](#)

Centers for Disease Control and Prevention

[Laura Frankel DeStigter](#)

National Association of Chronic Disease Directors

[Nicole Klein](#)

Washington Superintendent of Public Instruction

[Sara Lasker](#)

Wisconsin Division of Public Health

[Abby Lowe-Wilson](#)

National Association of Chronic Disease
Directors

[Amanda K. Martinez](#)

National Association of Chronic
Disease Directors

[Jon Morgan](#)

Wisconsin Department of Health Services

[Esther Mune](#)

Georgia Department of Public Health

[Laura Saperstein](#)

Delaware Division of Public Health

[Rose Sutherland](#)

Nevada Department of Health
and Human Services

[Mary Teachout](#)

Michigan Department of Education

[Sharonlee Trefry](#)

Vermont Department of Health

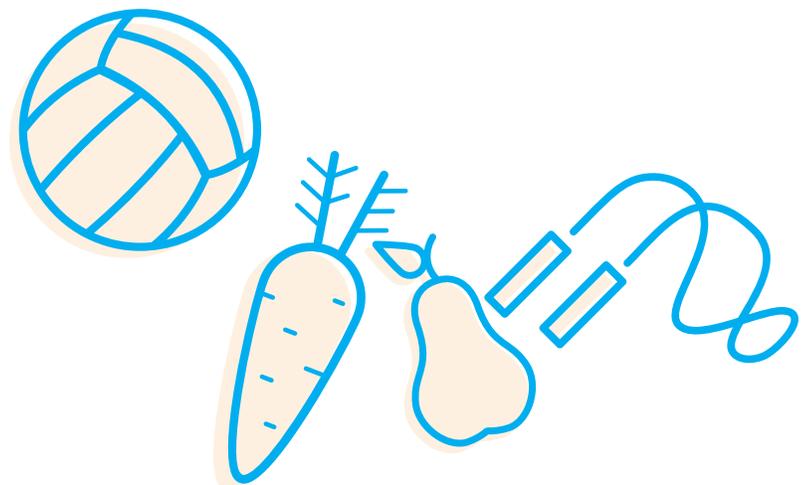


Table of Contents

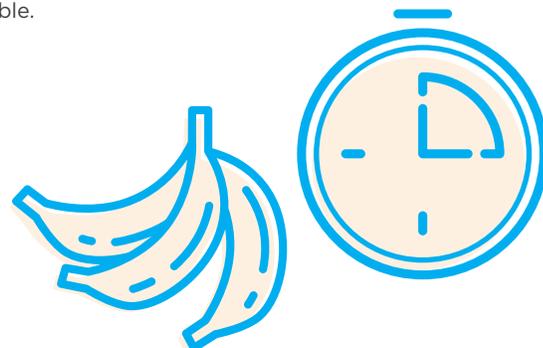
Introduction.....	4
Steps for Effective Communication	5
Step 1: Why? Define the purpose	6
Step 2: Who? Identify the audience and the messenger	7
Step 3: How? Select the best communication methods	8
Step 4: What? Craft appealing messages.....	9
Step 5: When? Time messages for maximum impact	11
Step 6: And then what? Evaluate message effectiveness	13
Conclusion	14
Appendix A: Types of Communications Platforms	15
Appendix B: Communications Planning Worksheet.....	27
Appendix C: Success Story Template.....	32
Appendix D: Fast Stats and Facts	34
Appendix E: Resources and Tools	39
References	42

This publication was supported by Cooperative Agreement #5U380T000225-5, funded by the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the author and do not necessarily represent the official views of CDC or the Department of Health and Human Services.

If you require this document in an alternative format, such as large print or a colored background, please contact the Communications and Member Services department at 770-458-7400 or publications@chronicdisease.org.

Resources are included in this guide to provide examples and additional information. Their inclusion does not imply endorsement, nor does it mean that these are the only resources available.

Published 2018



Introduction

Evidence shows that students with adequate nutrition, opportunities to be physically active, and well-controlled chronic conditions perform better in school.¹

Schools across the country have implemented successful policies, practices, and programs to create a healthy school environment that promotes learning.^{2,3} However, key stakeholders, including parents, community partners, and even district leaders, are often unaware of the reach and impact of these efforts.

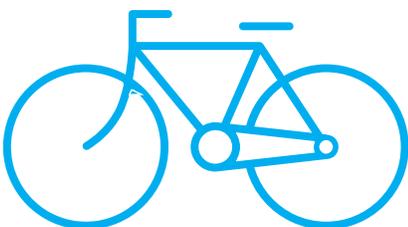
Effective communication builds and sustains support for healthy schools, yet school district staff have few resources to guide them in publicizing their accomplishments. This toolkit is designed to fill this gap by providing step-by-step guidance that school districts and schools can use to communicate their school health successes to audiences such as district leadership, staff, parents, and community partners. Although the toolkit focuses on sharing achievements related to school nutrition, physical education and physical activity, and chronic condition management in schools, the content can be applied broadly to other priorities.

The primary audience for this toolkit is school district and school-level personnel, including

administrators, classroom teachers, physical education and health teachers, school nurses, food service staff, school wellness committee members, and other champions working to improve the health and well-being of students in schools. The secondary audience for this toolkit is state health and education department staff who support school health and may assist in the promotion of school achievements.

This Toolkit:

- Outlines principles for communicating success and creating compelling messages
- Describes different types of communications platforms and provides real-world examples
- Provides a planning worksheet and multiple resources—including a success story template and ready-to-use statistics—to assist districts and schools in developing effective communications





Steps for Effective Communication

Most school staff do not have expertise in public relations and communications and have limited time to devote to publicizing their achievements. This toolkit breaks down the process into a set of simple steps that districts and schools can use to craft tailored, compelling, and effective communications.

Developing messages is likely to be an iterative, overlapping, and dynamic process. These steps are synthesized from several communications resources, which are listed in [Appendix E: Resources and Tools](#).

Steps 1-6



- 1: **Why?** Define the purpose
- 2: **Who?** Identify the audience and messenger
- 3: **How?** Select the best communication methods
- 4: **What?** Craft appealing messages
- 5: **When?** Time the messages for maximum impact
- 6: **And then what?** Evaluate message effectiveness



BEFORE YOU BEGIN

it is helpful to orient yourself to the communications processes in your school district or school. Start by identifying:

- The communications channels already in place, such as established newsletters or websites;
- The deadlines, logistics, and approval process for using these channels;
- The process in place to ensure that the tone, content, and timing of communications are aligned at both the district and school levels; and
- The school staff and community members available to assist you in communicating about your school health efforts and success.

Coordinating with the appropriate staff at the district and school levels will ensure that the information you share does not conflict or compete with other communications. Many school districts and schools have a public information officer or other in-house communications manager who is available to assist staff with developing and disseminating messages, following approval processes, and timing submissions.



STEP 1: Why? Define the Purpose

The first step in developing communications is to identify the purpose, including key themes and supporting messages. To determine the purpose, think about what you would like readers to know, understand, or do after reading the message. Having a well-defined purpose makes it easier to craft clear messages that communicate the main points. Some common purposes for sharing successes include:

- Raising awareness
- Building support
- Providing background information
- Requesting volunteer assistance or contributions
- Giving recognition
- Inviting input or feedback
- Providing the perspectives of students, school staff, parents, or other stakeholders

Communications may have more than one purpose, such as raising awareness *and* building support.

STEP 2: Who? Identify the audience and the messenger

Audience

Determine whom you would like your communication to reach so that the language and content can be tailored to that audience's interests and needs.

The purpose of the message (Step 1) will largely guide the identification of primary and secondary audiences, which could include:

- Students
- School staff
- Education leaders, such as school district or school administrators (e.g., superintendents, principals) and the school board
- Parents and families
- Members of the School Health Advisory Council (SHAC), wellness committee, and/or other health-related groups
- Potential or current community partners and stakeholders
- Local government and other decision-makers

Assessing the audience's knowledge, motivations, attitudes, and preferences allows you to tailor messages and maximize impact.

Knowledge and motivation

- How much does the audience already know about the topic? How much background information is needed to explain the issue?
- What motivates the audience? What type of information or imagery would make the message more compelling?

HELPFUL TIP!



Students and families have a unique perspective, and their voices are valuable in both creating and communicating messages. They can influence and motivate others by providing a personal account of the benefits of a healthy school environment.

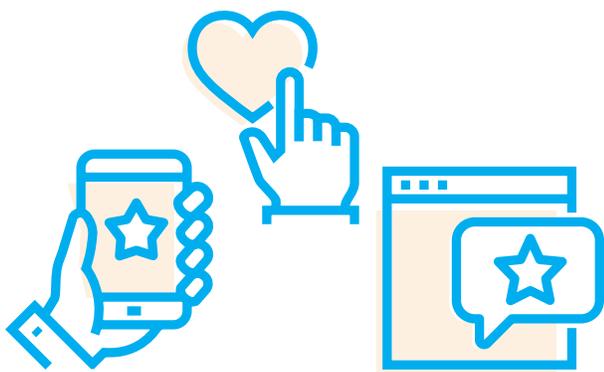
- What unites the audience? What shared symbols or values can you incorporate?

Attitudes

- Are there political or partisan issues that will influence how the message is interpreted? How can the message be framed in a way that is neutral and non-polarizing?
- What is the audience's current opinion? Are they already supportive or do they need to be persuaded?

Preferences

- What is the audience's literacy level?
- Does the audience prefer a language other than English? If so, do you have a reliable translator that can capture the nuance and meaning of your message?
- Which communications platforms does the audience prefer (e.g., social media versus handouts)? See [Appendix A](#) for information about various platforms.



Messengers

The right spokesperson adds credibility and can personalize messages to appeal to the intended audience. If possible, select one or more messengers who are influential and respected by the target audience. For example, school staff may find a message signed by the superintendent more compelling than one from the health department.

HELPFUL TIP!



Be sure your communications adhere to privacy protections. For example, before using photos of students, make sure that all of the students' parents/caregivers have provided written consent for sharing photos. Use extra caution with social media, which can be easily re-distributed.

STEP 3: How? Select the best communication methods

There are many communications platforms to choose from, depending on your purpose, audience, and available resources. [Appendix A: Types of Communications Platforms](#) provides details about an array of options, including a description, key considerations, pros and cons, and examples for each. Types of platforms include:

- School district and school websites
- Social media (e.g. Twitter, Facebook)
- Newsletters and blogs
- Broadcast and print media
- Success stories
- Informational documents and tools
- Presentations
- Videos

To select the best methods for sharing your message, consider the level of detail needed for your purpose and the platforms that most appeal to your audience. The effort required to create communications for different platforms and the potential impact of each approach should also guide your selection. When identifying the best platform, consider:

- Who will create and review the message?
- How much time is available to develop the message?
- How many people do you want to see the message?
- What is the potential impact of each platform?

It is often possible to adapt one core message for multiple platforms and audiences by changing the format.



STEP 4: What? Craft appealing messages

As you create messages, remember the basics of good story-telling. Stories activate parts of the brain that are related to emotional response and empathy,⁴ which helps engage the audience and makes communications more meaningful and memorable. Captivating stories include a scene or setting, characters with distinct traits, a challenge or struggle, and a resolution. Even very short messages, such as those for Twitter, can be framed to highlight how a challenge was overcome.



HELPFUL TIP!

Communications methods, particularly social media, are continually evolving. Be open to trying new platforms that are appropriate for your purpose and audience. Ask your students for ideas. They are typically well-aware of popular platforms and may suggest new ways to share information.

Organizing communications around a storyline helps the audience to connect personally with your efforts and also demonstrates:

- The challenge or problem being solved
- Activities or strategies implemented
- The impact, outcomes, or other highlights of the intervention
- The role of partners or champions (if relevant)
- Stakeholders' perspectives
- Next steps or actions the audience can take

Examples of different types of messages are available in [Appendix A: Types of Communications Platforms](#).

Using Data

Incorporating data within your message provides context and enhances the credibility and impact of messages. Providing simple numbers in a way that is relatable, rather than citing complex

statistics, is best. Examples of data and “fast facts” that can be used in communications are included in [Appendix D: Fast Stats and Facts](#). Including data is particularly useful for communicating the following:

- Scope or scale of a problem
Example: 1 in 4 students in our district do not always have enough food to eat at home.^{5,6}
- Demographics of students affected
Example: Rates of asthma are 10% higher among our Puerto Rican students than White students.⁷
- Scope of an intervention
Example: Our produce markets distribute 2,000 pounds of fresh food weekly.⁸
- District or school’s ratings on state accountability measures or other health and academic indicators
Example: Following our comprehensive attendance initiative, we have cut chronic absenteeism in half.⁹
- Results of an intervention or program, such as the amount of change in health knowledge or behaviors, attendance, test scores, disciplinary referrals, or nurse visits
Example: Following implementation of our new food allergy guidelines, we have not had a single reaction on campus this year.
- Connections to academic outcomes
Example: After adding daily PE, teachers report increased attention in class.¹⁰

Present data in a way that helps the audience more readily understand and relate to the

Consider translating your numbers and data into more relatable, accessible expressions that provide audiences a sense of scale and context. For example, compare:

Together, our students walked 800,000 steps this month!

with

Together, our school walked 800,000 steps this month—enough to go from Arlington to Roanoke!



information. Charts, diagrams, and images illustrate concepts and help the reader quickly process information. Infographics are unique visual tools that combine data with graphics to present information in a way that is easy to understand. Links to infographics can be found in [Appendix E: Resources and Tools](#).

Using Personal Perspective, Anecdotes, and Quotations

Within your overarching storyline, weaving in personal perspectives, anecdotes, and quotations in addition to key data points will create an engaging message that appeals to a range of audiences. Using these personal elements can:

- Illustrate or exemplify a challenge and its importance
Example: Teachers wanted to improve classroom behaviors and increase time on task. They began implementing flexible recess and

brain breaks at times when students needed a change of pace.

- Personalize the issue and help readers understand or relate to the concerns of students and/or school staff

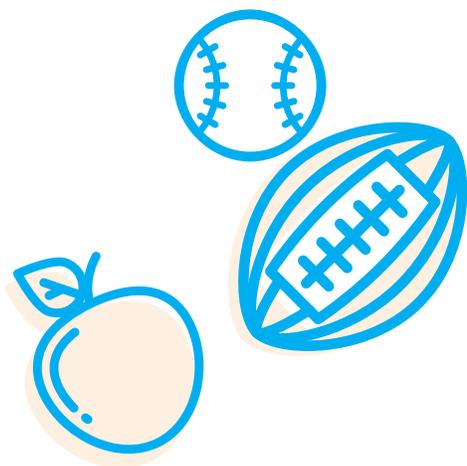
Example: “I used to get really hungry and my stomach would hurt, and it was hard to listen to my teacher. Breakfast before the bell helps me pay attention in class.”

— 3rd grade student

- Demonstrate how a policy or practice affects students

Example: Observing a physical education class, the impact of the new curriculum is obvious: gone are the days of a dozen students standing around at any given time. Now, every child is moving for the entire 45 minutes.

Reflect on the purpose of your communication and the preferences of your audience to balance the use of data and anecdotes. For example, messages intended for decision-makers or funders might feature more data, while messages for parents or the community might emphasize personal experience or anecdotes.



HELPFUL TIP!



Messages that focus on positive and practical opportunities rather than problems and barriers are typically more engaging and persuasive.

STEP 5: When? Time messages for maximum impact

When communicating about school health achievements, think through the optimal time to release messages. One option is to connect with awareness-raising events such as Bike and Walk to School Week, School Breakfast Week, or Asthma and Allergy Awareness month, when stakeholders are already tuned into these issues. Often, national groups will provide communications tools that districts can use or adapt for these events. Another possibility is to coordinate with other information dissemination efforts within your district or school.

Also consider what times might be less ideal for sending out communications, such as the beginning of the school year and right before school breaks, holidays, and weekends. Communications often get lost in the shuffle during these times.

It can be helpful to develop a calendar or schedule to prepare and guide communications efforts over the course of the year.



Tailoring Messages to Educators

School leaders and staff are focused on supporting student academic growth and achievement. Linking messages to these core priorities by using frameworks and terminology that resonate with educators, such as those described below, will increase the impact of communications.

District goals and priorities

Though different terminology may be used, all school districts have a strategic plan with goals and/or priorities. In your communications, reference how school health successes support district goals or priorities to lend additional importance to your accomplishments.

The Every Student Succeeds Act

With the 2015 passage of the Every Student Succeeds Act (ESSA), states now require districts to measure a non-academic quality indicator such as chronic absenteeism or school climate. To grab the attention of school leaders, use ESSA indicators to frame school health successes by demonstrating how improvements

in nutrition, physical education and physical activity, chronic condition management, and other areas help the district to meet ESSA accountability measures.

The Whole School, Whole Community, Whole Child Model

The Whole School, Whole Community, Whole Child (WSCC) model, developed by the Centers for Disease Control and Prevention (CDC) and ASCD, emphasizes a multi-dimensional approach to supporting student success. The WSCC model can provide context and common terminology for communications efforts and provides a framework for discussing the connection between student health and learning. The WSCC model can be used in messaging to:

- Emphasize that a healthy school environment positively influences student achievement
- Demonstrate the importance of an integrated approach
- Call out the multiple components of a healthy school
- Remind stakeholders that school health efforts are important to ensuring equal opportunity for optimal learning and achievement

Whole School, Whole Community, Whole Child Model

A Collaborative Approach to
Learning and Health



STEP 6: And then what? Evaluate message effectiveness

It is important to know if your messages hit the mark so that you can improve future communications. To evaluate effectiveness, first determine what you would consider to be a successful communications effort. Then, collect data to assess whether you met the criteria. Depending on the type of message, you might collect data such as:

- The number of people who saw or were exposed to your message
- The number of comments or likes received on social media platforms

- The quality or content of feedback received
- Actions taken based on the communication, such as the number of volunteers or attendees for an event

An evaluation can be as informal as noting the feedback or outcomes and discussing with colleagues. Alternately, you may choose a more formal evaluation, such as surveying your audience, conducting focus group testing of your messages, or analyzing changes in behavior, attitudes, or knowledge. You can work with partners and stakeholders to design your evaluation, establish indicators, and analyze data.



Conclusion

You are making a difference in your school by helping to create a healthy environment in which students can thrive. Communicating about your efforts will help others understand your work and will build support for school health initiatives. Following the steps outlined in this toolkit will enable you to effectively share your accomplishments and celebrate your success far and wide.

HELPFUL TIP!



Take the time to show your appreciation for those who have helped make your achievements possible and/or assisted with your communications efforts.



Appendix A: Types of Communications Platforms

School District or School Websites	
Description/General Structure	Nearly all districts and schools maintain websites with publicly-accessible information. Websites lend themselves to various formats, ranging from longer stories to Twitter feeds to resource links. Photos and graphics work very well on websites.
Approximate Length	Varies
Ideal Use	Websites disseminate information to a large audience and can be magnified by mentions on social media (see below). Website users may also find the information when on the website for other purposes.
Key Considerations	A “webmaster”—someone who is tasked with managing and updating web content—generally oversees school district and school websites. You may need to coordinate with the webmaster and/or communications staff in order to post to the school’s website. School staff often have designated pages where they can post content and make changes as needed.
Pros	<ul style="list-style-type: none"> • Is publicly available and accessible to community • Can link to other stories or efforts
Cons	<ul style="list-style-type: none"> • Can be difficult or cumbersome to update regularly • Rely on the user coming to the website to find new information
Real World Examples	<ul style="list-style-type: none"> • Boston Public Schools Health and Wellness (Boston, MA) • Greely-Evans, Weld County School District 6 Healthy and Active Fundraisers (Greely, CO) • Greenville County Schools Nutrition Services (Greenville, SC) • Oakland Unified School District Healthy Kids Calendar (Oakland, CA)

Social Media	
Description/General Structure	Social media platforms such as Facebook, Instagram, and Twitter spread information quickly and can reach a large audience. Many districts and schools maintain social media accounts. Posts can include photos and other visuals to enhance or reinforce the message being conveyed.
Approximate Length	Twitter posts are limited to 280 characters (including spaces and punctuation). However, research suggests that shorter Tweets generate more attention and are re-posted more often. ¹¹ The same is true for Facebook, where short posts perform better than longer ones, and posts with images receive 120% more attention than those without. ¹² Instagram is a photo-sharing platform.
Ideal Use	Social media is ideal for making announcements, highlighting programs and activities, sharing results or outcomes, posting photos and videos, acknowledging and thanking partners, asking for volunteers, and interacting with stakeholders.
Key Considerations	<p>District social media accounts are often managed by a few designated users. You will likely need to coordinate with these staff in order to post to the district's or school's accounts. In addition, social media may be blocked on school computers, so internal stakeholders may not have immediate access to postings.</p> <p>Due to the limitations on length, social media posts generally do not include context, background, or nuance. They may include links for users to view additional resources or information. Consider the following when using social media platforms:¹³</p> <ul style="list-style-type: none"> • Promote your profile. Provide links to your Twitter profile or Facebook page on all communications materials to draw followers. • Keep followers engaged. Post information as regularly as possible. • Post related content, such as new research, or the work of your partners and stakeholders. Share related content that supports or amplifies your own messages and strategies.

Social Media (e.g. Twitter, Facebook) — continued	
Pros	<ul style="list-style-type: none"> • Can be generated quickly • Can be shared or re-posted by others • Followers will see updates in their feed
Cons	<ul style="list-style-type: none"> • Distribution depends on account followers • Messages can get lost in the “noise”
Sample Messages to be Adapted <i>(replace sample language in parenthesis with your own information)</i>	<ul style="list-style-type: none"> • We’re getting smart and healthy with our <i>(healthy fundraiser)</i> starting today! We’re excited to support the school and <i>(get healthy, walk more, eat fruit, try smoothies, etc.)!</i> • Does your child have a <i>(chronic condition)</i> action plan? If not, see the school nurse to get started! • Good morning! We’re <i>(eating breakfast, walking and biking to school)</i> so we’re ready to learn! • Wow, we might need new shoes! We trekked from <i>(place to place)</i> this semester! • Meeting PE standards with our <i>(sit ups)</i>!
Real World Examples	<p><i>Making announcements:</i></p> <ul style="list-style-type: none"> • Get those tires aired up & laces ready for #WalkorBikeToSchoolDay next Wednesday! #good2beloe #rrisd1family #rrisd #comingsoon (On Twitter: @LiveOakRRISD, September 28, 2017. Live Oak Elementary School. Austin, TX) • Good Morning, it’s breakfast time! Remember eating a healthy breakfast improves your attention and concentration, so stop by one of our grab & go carts or join us in the cafeteria! #ocpsfns #nsbw18 #nsbw2018 #nationalschoolbreakfastweek #breakfast #eat #learn #schoolbreakfast (On Twitter: @ocps_fns, March 6, 2018. Orange County Public Schools Food and Nutrition Services. Orange County, FL) • Dayton Public Schools is offering asthma education sessions for parents and caregivers to learn more about managing asthma. Dayton Children’s Hospital will be providing refreshments, gift cards and free asthma-friendly cleaning supplies for those who attend. For more information about the sessions and how to sign up, visit http://www.dps.k12.oh.us/.../asthma-education-session-for-fam... #WeAreDPS (On Facebook: Dayton Public Schools, December 5, 2017. Dayton, OH)

Social Media (e.g. Twitter, Facebook) — continued

Real World Examples — continued

Highlighting programs and activities:

- What a fantastic Pop Up Salad Bar at [Buchholz High School](#) this week! We loved testing this new concept featuring Farm to School and local farmers! [Frog Song Organics](#), The Family Garden, [Alachua County Farm to School](#). We were honored to have a visit today from [Fresh From Florida Fresh for Florida Kids Dayle Hayes School Meals That Rock Malissa Marsden](#) (On Facebook: Alachua County Public Schools Food and Nutrition Services, March 22, 2018. Gainesville, FL)
- Today's fun-walking in to a gym of pre-K students and playing with hula hoops for 15 minutes, getting hugs before I leave, and asking if I can come back to play again tomorrow! (On Twitter: @bdevore7, March 5, 2018. Brian Devore. Powder Springs, GA)

Sharing results or outcomes:

- "It's clear from this report that active kids are active learners," said @BCassellius. "Providing a well-rounded education that includes movement and physical education is essential to a child's success in the classroom." MN Dept. Education added, mnhealth @mnhealth News Release: Active elementary school students more likely to have healthy weight, good grades <https://lnks.gd/2/6-JTW6> (On Twitter: @MnDeptEd, December 6, 2017. Minnesota Department of Education. Roseville, MN)

Acknowledging or thanking a partner:

- We thank Dr. Cross for her leadership in the pediatric asthma management program for Shelby county schools! (On Twitter: @uofmnursingdean, September 7, 2017. University of Memphis Loewenberg College of Nursing. Memphis, TN)

Interacting with stakeholders:

- #delachat At a board meeting right now, discussing physical activity in schools. The recommendation is 60 minutes per day. What are your schools doing and how much time is spent per day? (On Twitter: @PrincipalNauman, November 16, 2017. Jenny Nauman, Shields Elementary School. Lewes, DE)

Newsletters and Blogs	
Description/General Structure	<p>Regular, periodic newsletters from school administrators, Parent Teacher Organizations/Associations (PTOs/PTAs), school districts, and community are a great way to share news, updates, or highlights related to successful school health initiatives. Newsletters can be sent via email or distributed in paper copy.</p> <p>Blogs offer a slightly less formal way to share information on a periodic basis—even as frequently as daily or weekly—usually with a group of subscribers. Blog entries can be posted on the school district or school website, your own personal website, or another organization’s blog.</p>
Approximate Length	<p>Newsletter articles can be several paragraphs. If there are fewer stories in the newsletter edition, or you are writing about a high-interest topic, you can expand more.</p> <p>Research suggests that blog posts should take about seven minutes to read, which translates to about 1,400 to 1,750 words.¹⁴</p>
Ideal Use	<p>Typically, newsletters and blogs have a fairly limited readership, so they are ideal for providing tailored information to a specific audience. Newsletters and blogs can accommodate editorial pieces and stories that require more background information or details.</p>
Key Considerations	<p>Identify submission deadlines and editorial guidelines, where relevant, prior to drafting your communication.</p> <p>There are many free tools available, including Blogger and WordPress.</p>
Pros	<ul style="list-style-type: none"> • Can provide more depth • Can link to other stories • Can be published on a routine basis
Cons	<ul style="list-style-type: none"> • Might not be widely distributed • Take more time to write

Newsletters and Blogs — continued

<p>Sample Message</p>	<p>Blog Post</p> <p>This year, our school started an initiative to better understand the challenges that prevent some students from attending school each day. As educators, we want our students at school each day, ready to learn. After some research, we found that the majority of students who miss five or more days of school each semester are staying home due to chronic health conditions, with asthma being the most common condition. To address this, we worked with the local pediatric association and the community hospital to better coordinate care for these students. Our environmental services team took action to reduce the number of asthma triggers in our buildings. Our school nurse worked with families and students to create chronic condition management plans, educated students about managing their conditions, and assisted students with recommended treatment protocols. As a result, we saw 167 fewer absences among the students with asthma in the last school year. “I know I’m able to get the nebulizer treatment I need to prevent asthma attacks at school in the morning, so asthma doesn’t keep me home anymore.” – 7th grade student</p>
<p>Real World Examples</p>	<ul style="list-style-type: none"> • Los Angeles School District’s Café LA Blog: This blog highlights school food innovations and successes (Los Angeles, CA) • Fairview PE Blog: This blog describes physical education efforts by a PE teacher at Fairview Elementary School. (Milwaukee, WI)

Broadcast or Print Media	
Description/General Structure	Broadcast and print media outlets offer professional communication skills and can help share successes, raise awareness, or express concerns to a broad audience. This platform requires that a media outlet be willing to report on the story.
Approximate Length	Determined by the media outlet.
Ideal Use	This format can promote successes, illustrate changes, and/or provide background information to the public.
Key Considerations	Broadcast and print media include state and local newspapers, magazines, and news shows, and often have large audiences. A broadcast or print media feature typically requires outreach and relationships with reporters. Developing a press release is one way to attract media attention.
Pros	<ul style="list-style-type: none"> • Broad distribution for greater impact • Validates the importance of a story • Exciting way to share
Cons	<ul style="list-style-type: none"> • School officials can lose control of the story • School staff may have to pitch idea to reporters
Real World Examples	<p>Press release:</p> <ul style="list-style-type: none"> • New asthma program helps student attendance and performance, Kemp PreK-6 School, April 7, 2016. (Dayton, OH) • Healthy Hoops Campaign Encourages Fitness, Nevada Department of Health and Human Services, January 26, 2016. (Carson City, NV) <p>Newspaper articles:</p> <ul style="list-style-type: none"> • School Notes: Board to Discuss Policy for Increased Recess, The Frederick News-Post, November 7, 2017. (Frederick, MD) • Physical education op-ed strikes a chord, The News & Observer, October 14, 2017. (Raleigh, NC) • DPS mobile clinic to assist students, families who deal with asthma, abc22now.com, January 19, 2017. (Dayton, OH) • Walk Across America: McDowell students participate in walking challenge; Old Fort walked most miles, mcdowellnews.com, January 27, 2018. (Marion, NC)

Success Stories	
Description/General Structure	<p>Success stories offer a format for sharing more details about policies, practices, and systems to improve school health. They include information such as:</p> <ul style="list-style-type: none"> • Context and challenge facing the school • Activity or program description • Important partnerships and resources • Results • Lessons learned and next steps <p>See Appendix C for a template.</p>
Approximate Length	Success stories are typically one to five pages in length.
Ideal Use	Success stories help educators in other districts and schools replicate or adapt effective models.
Key Considerations	Success stories are most effective when they include outcome data.
Pros	<ul style="list-style-type: none"> • More in-depth • Can be used to inform strategic thinking and planning • Can provide useful, actionable information for other schools/districts
Cons	<ul style="list-style-type: none"> • Take more time to research, synthesize, and draft • Might need additional approval from school district/school
Sample Message	<p>Challenge: Due to long bus rides and limited opportunities to participate in afterschool sports, many students in the district were not engaging in physical activity outside of the school day. Student surveys showed that only 28% of students met the recommended guideline for daily physical activity. Educators noticed that students were frequently tired and inattentive during class and wanted to provide additional opportunities to be active.</p>

Success Stories — continued

<p>Sample Message</p>	<p>Program Description: Over the course of spring semester, a math teacher, physical education teacher, and vice principal met to examine available options and resources. There was no extra funding for new classes, electives, or clubs; no time during the school schedule for more breaks between classes; and limited outdoor facilities. The team decided to work with community partners to identify opportunities for afterschool physical activities. The team collaborated with the Boys and Girls Club and YMCA to allow students from one of the high schools to participate in their afterschool activities such as sports, walking clubs, and aerobics classes. A business adjacent to the high school campus allowed students to use their field in the afternoon for sports and games. The local transportation agency worked with the district to coordinate transportation home for students after activities, if necessary.</p> <p>Results: The team of teachers and administrators surveyed the students after three months to determine the impact of the afterschool physical activities. The number of students being physically active for the recommended amount of time each week increased by 5%. Teachers reported that their students were alert in class and were more engaged. Teachers also reported seeing new connections between peer groups.</p> <p>Quotes:</p> <ul style="list-style-type: none"> • “It’s great that the kids have more opportunities to be active. I see a difference in their focus during class”— English 9 teacher • “Through our new afterschool clubs, I’ve met new people and now look forward to coming to school!”— 10th grade student <p>Next steps: Administrators are working with local business to secure additional funds to create similar partnerships and extend these opportunities to the other schools in the district.</p>
<p>Real World Examples</p>	<ul style="list-style-type: none"> • CDC Healthy Schools Healthy Schools Across the United States • CDC Division of Adolescent and School Health Success Stories • NACDD’s Achieving Impact: State Successes in Improving School Nutrition, Physical Education, Physical Activity, and the Management of Chronic Health Conditions in Schools • Alliance for a Healthier Generation’s Healthy Kids Learn Better Wellness Stories. • PE for All Colorado’s PE Success Stories

Informational Documents and Tools	
Description/General Structure	Materials such as talking points, recommendations, report cards with district- or school-level data, and summaries can be used to help external partners, funders, and decision-makers (such as school board members) understand the needs of your district or school and highlight or promote healthy school environments.
Approximate Length	The length of the document will depend on the need, but these communications are typically concise and strategic and often include graphics and bullet points.
Ideal Use	These communications can be used to summarize key themes, evidence, data, and information. District data report cards are ideal for summarizing and sharing information with parents and families.
Key Considerations	Consider your audience and what information is most important to convey. District leaders may want to see the connections between school health and the district’s strategic goals, as well as the link between learning and healthy school environments. Families might be most interested in how the initiative impacts their students’ learning environment.
Pros	<ul style="list-style-type: none"> • Can be repurposed for multiple similar uses • Can link learning and health in concrete ways
Cons	<ul style="list-style-type: none"> • Might require multi-stakeholder approval • For publicly-facing documents, may require board approval
Real World Examples	<ul style="list-style-type: none"> • Chicago Public Schools’ school progress reports includes a graphic that shows if a school has achieved “Healthy CPS” status, as well as data on school climate and safety, based on Chicago Public Schools’ 5Essentials from the My Voice, My School survey. (Chicago Public Schools, Chicago, IL) • Washington State Research Review: School-based Health Interventions and Academic Achievement provides important new evidence that links students’ health and academic performance. It identifies proven health interventions and practical resources that can positively affect both student health and academic achievement. (Washington State Board of Health, Washington State Office of Superintendent of Public Instruction, and the Washington State Department of Health, Olympia, WA)

Presentations	
Description/General Structure	<p>There are many opportunities to share school health achievements through presentations at events and convenings such as:</p> <ul style="list-style-type: none"> • School Health Advisory Council, Wellness Council, and other health and safety-related meetings • School board meetings • PTA meetings • Community group or partner meetings • Back-to-school night • Professional development days
Approximate Length	Varies based on the audience and forum and can range from a few minutes to longer; typically less than 1 hour.
Ideal Use	Formal and informal presentations provide the opportunity to connect personally with audiences. During presentations, you can respond to questions or concerns and receive feedback. These interactions build relationships with students, colleagues, families, and community stakeholders.
Key Considerations	In general, presenters should be well-versed in and comfortable with the content they are delivering. As with all communications, brevity is important. Stories and visuals can be used to help connect abstract ideas to concrete actions and outcomes. Multiple presenters can deliver a presentation to highlight partnerships and collaboration.
Pros	<ul style="list-style-type: none"> • Allows interaction • Promotes discussion and exchange of ideas
Cons	<ul style="list-style-type: none"> • May require attendance at additional meetings and events outside of normal working hours • Requires preparation of materials and comfort with public speaking • Can be time consuming
Real World Examples	<ul style="list-style-type: none"> • NACDD Presentation on the Whole School, Whole Community, Whole Child Model • CDC Healthy Schools Presentation on School Health Guidelines to Promote Healthy Eating and Physical Activity

Videos	
Description/General Structure	Videos typically combine interviews with footage of school health programs in action. They can be shared through websites and social media.
Approximate Length	Typically a few minutes in length.
Ideal Use	Videos are a highly engaging way to highlight the impact of your work.
Key Considerations	Videos take time and resources to produce and are best used to highlight initiatives that have achieved significant and visible impact. Having students create videos can be a cost-effective approach.
Pros	<ul style="list-style-type: none"> • Engaging • Visual • Often elicit an emotional response from the view
Cons	<ul style="list-style-type: none"> • Time consuming to produce • Requires specialized equipment and knowledge
Real World Examples	<ul style="list-style-type: none"> • Whole School, Whole Community, Whole Child Video Series (NACDD) • Walk to School Day (Mesquite Elementary School, Gilbert Public Schools, Gilbert, AZ) • Breakfast in the Classroom in Compton Schools (Compton Unified School District, Compton, CA) • Arlington Public Schools: Implementing the Whole Child Framework (Arlington Public Schools, Arlington, VA)



Appendix B: Communications Planning Worksheet

General Considerations

Is approval needed? If yes, who needs to approve?

How much time is required for review/clearance/approval?

When is the target release date for the communication?

STEP 1: Why? Define the Purpose (check all that apply)

- Raise awareness
- Build support
- Provide background information
- Request volunteer assistance or contributions
- Give recognition
- Invite input or feedback
- Share the perspectives of students, faculty, parents, or other stakeholders
- Other

What are the main points the audience should know or understand?

1) _____

2) _____

3) _____

Do we want our audience to take action? If yes, what do we want people to do?

STEP 2: Who? Identify the Audience and the Messenger

	Primary Audience	Secondary Audience
Who do we most want to read/hear this message?		
What do we know about our audience? <ul style="list-style-type: none"> • What does the audience already know about the topic? • What motivates the audience? • What unites the audience? • Are there political or partisan issues that will influence how the message is interpreted? • What is the audience’s current opinion about the issue? • What is the audience’s literacy level? • Does the audience prefer a language other than English? • Which communications platforms does the audience prefer (e.g., social media versus handouts)? 		
Who is respected by the audience and would be an effective messenger?		
How can we involve students or families in creating or delivering this message?		

STEP 3: How? Select the Best Communication Methods

Who can and should be involved in creating and reviewing the message?

How much time is available to develop the message?

How many people do we want to see the message?

What is the potential impact of each platform?

What communications platform do we want to use to convey our message?

- School district or school website
- Social media
- Newsletter or blog
- Broadcast or print media
- Success story
- Informational document or tool
- Presentation
- Video

STEP 4: What? Craft Appealing Messages

What are the main components of our story?

Characters: _____

Scene/Setting: _____

Challenge/Barrier: _____

Intervention: _____

Resolution: _____

What data would be helpful to include?

How can we translate data into a story or visual?

What personal perspectives, anecdotes, or quotations can we include?

What photos can we use? If photos include students, have parents/caregivers provided consent?

How does our message connect with district/school goals, priorities, and/or accountability measures?

How can we use the WSCC framework?

STEP 5: When? Time for maximum impact

When do we want to release the communication? Can we align with other events (i.e., Bike and Walk to School Day, Asthma Awareness Month, etc.)?

STEP 6: And then what? Evaluate effectiveness

How will we define effectiveness?

How will we know if we have been effective?



Appendix C: Success Story Template

Title

- What is your overall message?
 - How will you capture the reader's attention?
-

Problem/Challenge Overview

- What is the challenge that you addressed? What did you seek to improve?
 - Who is affected?
 - Why is it important?
 - What data or facts describe the challenge?
-
-
-
-

Activity or Program Description

- What did you do to address the problem/challenge?
 - Where did the activity or program take place, when did it occur, and who was involved?
 - Did you encounter any barriers to implementing the activity or program? If so, how did you overcome them?
 - How was the activity or program designed to meet the specific needs of your district or school?
 - What is innovative about the activity or program?
-
-
-
-

Results and Impact

- How did you evaluate the activity or program?
- What were the specific results?
- What data, quotes, and personal stories are available to demonstrate positive changes?

Summary and Conclusion

- How would you sum up the problem, program, and results in one sentence?
- What are the most exciting changes?
- What are the lessons learned from this work?
- What are the next steps to sustain and/or build on the success?

Adapted from:

Centers for Disease Control and Prevention. Success Story Development Guide (NCCDPHP).
Available at: <https://nccd.cdc.gov/nccdsuccessstories/writingresources.aspx>

Centers for Disease Control and Prevention. Success Story Template for DASH Funded Partners.
Available at: https://www.cdc.gov/healthyouth/stories/pdf/success_story_template.doc.

Centers for Disease Control and Prevention. Communities for Public Health, Storytelling Template.
Available at: https://www.cdc.gov/phcommunities/docs/evolve_storytelling_template.doc.



Appendix D: Fast Stats and Facts

The information below can be incorporated into communications to provide evidence or serve as a point of comparison. The statistics were current as of publication; you may wish to check the data source for more recent updates. The Healthy Schools [Health and Academics](#) webpage and Division of Adolescent and School Health [Data and Statistics](#) webpage, both from CDC, are excellent sources of additional evidence and statistics.

State and local data can be more compelling than national statistics and should be prioritized when available. Sources include CDC’s [Youth Online](#), [diversitydatakids.org](#), [KIDS COUNT](#), [County Health Rankings and Roadmaps](#), state and local education and health departments, and local hospitals or foundations.

General Health and Academics	
Fast Fact	Data Source/Citation
Students learn better when they are healthy, well-nourished, and physically active.	<ul style="list-style-type: none"> Centers for Disease Control and Prevention. Health and Academic Achievement. Washington, DC: US Department of Health and Human Services; 2014. Basch C. Healthier Students are Better Learners: A Missing Link in Efforts to Close the Achievement Gap. Equity Matters: Research Review No. 6. New York: The Campaign for Educational Equity; 2010.
Healthy students perform better on multiple measures: academic performance, education behavior, and cognitive skills and attitudes.	<ul style="list-style-type: none"> Michael S, Merlo C, Basch C, Wentzel K, Wechsler H. Critical connections: Health and Academics. <i>Journal of School Health</i>, 2015; 85(11):740-58. Bradley B & Greene A. Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents’ academic achievement and health behaviors. <i>Journal of Adolescent Health</i>, 2013; 52(5):523-32.
Students who attend schools with positive and safe school environments tend to exhibit improved achievement and health behaviors.	

Physical Activity	
Fast Fact	Data Source/Citation
Students who are sedentary (sitting quietly) before a test have lower levels of brain activity than students who take a 20-minute walk before a test.	<ul style="list-style-type: none"> Hillman C, Pontifex M, Raine L, Castelli D, Hall E, Kramer A. The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. <i>Neuroscience</i>, 2009; 159(3): 1044-1054.
Physically active students are more likely to have better grades, attendance, and classroom behavior.	<ul style="list-style-type: none"> Centers for Disease Control and Prevention. Health and Academic Achievement. Washington, DC: US Department of Health and Human Services; 2014.
Higher participation in physical activity in school, including physical education, recess, and physical activity breaks, is associated with improved academic outcomes and classroom behavior as well as enhanced concentration, memory, and attention.	<ul style="list-style-type: none"> Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010. Fedewa A. The effects of physical activity and physical fitness on children's achievement and cognitive outcomes: A meta-analysis. <i>Research Quarterly for Exercise & Sport</i>, 2011; 82(3): 521-35. Álvarez-Bueno, Pasce C, Cavero-Redondo, Sánchez-López M, Garrido-Miguel M, Martínez-Vizcaíno V. Academic achievement and physical activity: A meta-analysis. <i>Pediatrics</i>, 2017; 140(6): e20171498.
Time spent on physical activity during the school day neither detracts nor distracts from academics.	<ul style="list-style-type: none"> Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.
Twenty-seven percent of youth were physically active at least 60 minutes per day on all 7 days before the survey.	<ul style="list-style-type: none"> Trends in the Prevalence of Physical Activity and Sedentary Behaviors National YRBS: 1991- 2015
Fifty-one percent of youth attend physical education classes at least once per week.	

Physical Activity — continued	
Fast Fact	Data Source/Citation
Thirty percent of youth attend physical education classes 5 days per week.	<ul style="list-style-type: none"> • Trends in the Prevalence of Physical Activity and Sedentary Behaviors National YRBS: 1991- 2015 • Centers for Disease Control and Prevention. Results from the School Health Policies and Practices Survey. Washington, DC: US Department of Health and Human Services; 2016.
Sixty-five percent of districts require that elementary schools provide students with regularly scheduled recess.	
Though 50% of districts recommend that elementary schools offer regular classroom physical activity breaks, only 11% of districts require breaks. Thirty-nine percent and 28% of districts recommend regular classroom physical activity breaks for middle and high schools, respectively, but only 8% of districts require breaks for middle schools and 2.2% of districts require them for high schools.	

Nutrition and the School Food Environment	
Fast Fact	Data Source/Citation
Eating breakfast is associated with higher grades.	<p>Centers for Disease Control and Prevention. Making the Connection: Dietary Behaviors and Academic Grades. Washington, DC: US Department of Health and Human Services; 2015.</p> <p>Centers for Disease Control and Prevention. Health and Academic Achievement. Washington, DC: US Department of Health and Human Services; 2014.</p>
Participation in the United States Department of Agriculture’s National School Breakfast Program is associated with higher grades and test scores, lower rates of absenteeism, and improved concentration and memory.	
Not eating enough fruits, vegetables, and dairy is associated with lower grades.	

Nutrition and the School Food Environment — continued

Fast Fact	Data Source/Citation
Nutrition standards required under the 2015 Healthy and Hunger-Free Kids Act have led to students choosing healthier foods without decreasing school meal participation.	Johnson DB, Podrabsky M, Rocha A, Otten JJ. Effect of the Healthy Hunger-Free Kids Act on the Nutritional Quality of Meals Selected by Students and School Lunch Participation Rates . <i>JAMA Pediatr.</i> 2016;170(1):e153918.
Thirty-eight percent of elementary schools, 44% of middle schools, and 44% of high schools require policies prohibiting student access to vending machines during the school day.	Centers for Disease Control and Prevention. Results from the School Health Policies and Practices Survey . Washington, DC: US Department of Health and Human Services; 2016.
In an average week, 20% of youth ate fruit or drank 100% fruit juices three or more times per day.	Trends in the Prevalence of Physical Activity and Sedentary Behaviors National YRBS: 1991- 2015
In an average week, 15% of youth ate vegetables three or more times per day.	

Chronic Conditions

Fast Fact	Data Source/Citation
Students with chronic health conditions may miss more school than their peers, possibly leading to decreased academic achievement. But research also suggests that students with well-managed conditions have better academic outcomes.	Centers for Disease Control and Prevention. Research Brief: Chronic Health Conditions and Academic Achievement . Washington, DC: US Department of Health and Human Services; 2017.
Students diagnosed with asthma are more likely to have lower grades than those without asthma.	Centers for Disease Control and Prevention. Making the Connection: Other Health Behaviors and Conditions and Academic Grades . Washington, DC: US Department of Health and Human Services; 2015.

Chronic Conditions — continued	
Fast Fact	Data Source/Citation
Students who had at least one asthma attack in the previous 12 months missed a combined 10.5 million days of school.	Centers for Disease Control and Prevention. Asthma Facts—CDC’s National Asthma Control Program Grantees . Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2013.
Nationwide, 22.8% of high school students had ever been told by a doctor or nurse that they had asthma.	Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance System .
Students with dental pain were almost four times more likely to have a low grade point average.	Seirawan H, Faust S, Mulligan R. The Impact of Oral Health on the Academic Performance of Disadvantaged Children . <i>American Journal of Public Health</i> , 2012; 102 (9): 1729.
Students who needed dental care missed more than twice as much school compared to those with access to care.	
Approximately 8% of children have food allergies — roughly two children in every classroom.	Gupta RS, Springston MR, Warriar BS, Rajesh K, Pongracic J, Holl JL. The prevalence, severity, and distribution of childhood food allergy in the United States. <i>Pediatrics</i> 2011; 128(1):e9-17.
About 16–18% of children with food allergies have had a reaction at school.	Centers for Disease Control and Prevention. Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs . Washington, DC: US Department of Health and Human Services; 2013.
About one quarter of severe and potentially life-threatening allergic reactions at schools occurred in children with no previous food allergy diagnosis.	
Sixty-one percent of districts allow standing orders for administration of quick-relief inhalers, 83% for epinephrine auto-injectors (e.g., Epi-Pen), and 50% for insulin.	Centers for Disease Control and Prevention. Results from the School Health Policies and Practices Survey . Washington, DC: US Department of Health and Human Services; 2016.



Appendix E: Resources and Tools

General Communications Resources

- CDC's [Guide for Writing for Social Media](https://www.cdc.gov/socialmedia/tools/guidelines/pdf/guidetowritingforsocialmedia.pdf) provides information on writing for social media channels, particularly Facebook, Twitter, and mobile phone text messaging. The guide is intended for a beginner audience, although some readers with an intermediate level may find it useful. Available at: <https://www.cdc.gov/socialmedia/tools/guidelines/pdf/guidetowritingforsocialmedia.pdf>
- CDC's [The Health Communicator's Social Media Toolkit](https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf) provides information on using social media—from determining which channels best meet your communication objectives to creating a social media strategy. Available at: https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf
- CDC's [Tools and Templates for Health Marketing](https://www.cdc.gov/healthcommunication/toolstemplates/index.html) offers tools, templates, and shortcuts that can save time and make communications more effective. Available at: <https://www.cdc.gov/healthcommunication/toolstemplates/index.html>
- Chip and Dan Heath's *Made to Stick: Why Some Ideas Survive and Others Die* (New York, NY: Random House, 2007) is a practical guide to effective communication. Drawing on psychosocial studies on memory, emotion and motivation, the authors describe key principles for making ideas unforgettable.
- The Robert Wood Johnson Foundation's [message research studies](#) provides guidance on choosing terminology and framing that will resonate with various audiences, including parents, teachers, students,

education stakeholders and business leaders. Available at: <https://www.rwjf.org/en/library/research/2017/09/healthy-schools-research.html>

Communicating about Physical Activity, Nutrition, and Chronic Condition Management

- Alliance for a Healthier Generation's [Healthy Kids Learn Better](#) and [Active Kids Learn Better](#) resources provide a variety of tools including visuals and “quote cards” that can be shared on social media. Available at: https://www.healthiergeneration.org/about_childhood_obesity/wellness_stories/healthy_kids_learn_better/
- Attendance Works' [messaging materials](#) help educators, families, businesses, and community leaders communicate about chronic absence, which is often related to chronic conditions. Resources include season-specific messaging, handouts for families, presentations, tips, posters, and banners. Available at: <http://www.attendanceworks.org/resources/messaging/>
- CDC's [Health and Academics](#) provides research on the link between health and academics, including evidence-based messages for specific audiences related to promoting health in schools. Available at: https://www.cdc.gov/healthyschools/health_and_academics/index.htm
- The National Academy of Science's [Educating the Student Body: Taking Physical Activity and Physical Education to School](#) report and graphics are intended to help schools provide 60 minutes of physical activity before, during, and after the school day. Available at: <https://www.nap.edu/read/18314/chapter/1>

- The Robert Wood Johnson Foundation's [Healthy School Environments](#) site includes a range of visual tools, infographics, and other materials that educators can use to promote healthy school policies and practices. Examples of available infographics include [Active Kids Learn Better](#), [Leaps and Bounds: The Many Rewards of Physical Activity](#), [Every Child Deserves Healthy School Meals](#), and [A Clear Call for Healthy Snacks at School](#). Available at: <https://www.rwjf.org/en/library/collections/healthy-school-environments.html>
- USDA's Food and Nutrition Service [Team Nutrition Graphics Library](#) offers visual resources related to school meals, nutrition education, and Local Wellness Policies. Available at: <https://www.fns.usda.gov/tn/graphics-library> and <https://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit>



Whole School, Whole Child, Whole Community (WSCC) and Other School Health Resources

- Alliance for a Healthier Generation's [Wellness Policy Communication Checklist](#) includes tips for developing a communications plan to build a broader level of support for wellness policy goals. Available at: https://www.healthiergeneration.org/_asset/vl2lol/Communication-Checklist--Building-Support-and-Celebrating-Success.pdf
- Alliance for a Healthier Generation's [Youth Engagement Guide](#) provides guidance on how to work with youth on school health and can inform efforts to include young people in communicating school health successes. Available at: https://www.healthiergeneration.org/_asset/tmby3k/youthengagement_guide_v8-2.pdf
- ASCD's [WSCC](#) resources and links to healthy schools resources include information that can be used to describe and promote the model. Available at: <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>
- CDC's [School Health Guidelines](#) provide best practices for promoting healthy eating and physical activity in schools. Available at: <https://www.cdc.gov/healthyschools/npao/strategies.htm>
- CDC's [Success Stories](#) illustrate the exemplary work conducted by CDC's funded partners. Available at: <https://www.cdc.gov/healthyyouth/stories/index.htm>
- CDC's [WSCC](#) resources provide background on the WSCC model that can be incorporated into communications. Available at: <https://www.cdc.gov/healthyschools/wsc/index.htm>

- NACDD's [A Guide for Incorporating Health & Wellness into School Improvement Plans](http://c.ymcdn.com/sites/www.chronicdisease.org/resource/resmgr/school_health/NACDD_SIP_Guide_2016.pdf) outlines opportunities to incorporate health and wellness-related goals into improvement plans. The guide highlights examples from schools and districts that have done this successfully. Available at: http://c.ymcdn.com/sites/www.chronicdisease.org/resource/resmgr/school_health/NACDD_SIP_Guide_2016.pdf
- NACDD's [Achieving Impact: State Successes in Improving School Nutrition, Physical Education, Physical Activity, and the Management of Chronic Health Conditions in Schools](https://c.ymcdn.com/sites/chronicdisease.site-ym.com/resource/resmgr/school_health/NACDD_TheWholeSchool_FINAL.pdf) highlights the school health achievements of select states and local districts/schools. Available at: http://c.ymcdn.com/sites/www.chronicdisease.org/resource/resmgr/school_health/NACDD_SuccessStories_FINAL.pdf
- NACDD's [The Whole School, Whole Community, Whole Child Model: A Guide to Implementation](https://c.ymcdn.com/sites/chronicdisease.site-ym.com/resource/resmgr/school_health/NACDD_TheWholeSchool_FINAL.pdf) provides step-by-step guidance for districts and schools seeking to adopt and implement the WSCC model. Available at: https://c.ymcdn.com/sites/chronicdisease.site-ym.com/resource/resmgr/school_health/NACDD_TheWholeSchool_FINAL.pdf



References

- ¹ Centers for Disease Control and Prevention. (2014). *Health and Academic Achievement*. Washington, DC: US Department of Health and Human Services. Available at: https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf. Accessed March 8, 2018.
- ² Turner L, Ohri-Vachaspati P, Powell L, Chaloupka FJ. (2016). Improvements and disparities in types of foods and milk beverages offered in elementary school lunches, 2006-2007 and 2013-2014. *Prev Chronic Dis*, 13:150395. Available at: https://www.cdc.gov/pcd/issues/2016/15_0395.htm. Accessed March 8, 2018.
- ³ Centers for Disease Control and Prevention. (2016). *School Health Policies and Practices Study*. Washington, DC: US Department of Health and Human Services; 2016. Available at: <https://www.cdc.gov/healthyyouth/data/shpps/index.htm>. Accessed March 8, 2018.
- ⁴ Stephens G, Silbert L, Hasson U. (2010). Speaker-listener neural coupling underlies successful communication. *Proc Natl Acad Sci USA*, 107(32): 14425-14430.
- ⁵ Based on Stampas T and Koible W. (2016). New York City's Meal Gap: 2016 Trend Report. New York, NY: Food Bank for New York City. Available at: <https://www.foodbanknyc.org/wp-content/uploads/Meal-Gap-Trends-Report-2016.pdf>. Accessed March 28, 2018.
- ⁶ Based on Dewitt, David. (October 9, 2016). Report Charts food insecurity for children in Appalachia. The Athens News. Available at: https://www.athensnews.com/news/local/report-charts-food-insecurity-for-kids-in-appalachia/article_adb37040-8e4f-11e6-961b-2375be588542.html. Accessed March 28, 2018.
- ⁷ Based on: The Allergy and Asthma Foundation of America and the National Pharmaceutical Council. (2005). *Ethnic Disparities in the Burden and Treatment of Asthma*. Washington, DC and Reston, VA: The Allergy and Asthma Foundation of America and the National Pharmaceutical Council. Available at: <http://www.aafa.org/media/Ethnic-Disparities-Burden-Treatment-Asthma-Report.pdf>. Accessed March 28, 2018.
- ⁸ Based on: Oakland Unified School District Nutrition Services. Available at: <https://www.ousd.org/Page/17002>. Accessed March 28, 2018.
- ⁹ Based on: Brown R and Jackson J. (2014). *Attending School Every Day: Making Progress, Taking Action in Oakland Schools*. Oakland, CA: Oakland Achieves Partnership. Available at: <https://oaklandachieves.files.wordpress.com/2014/09/oakachattendancesfinal.pdf>. Accessed March 28, 2018.
- ¹⁰ Based on: Centers for Disease Control and Prevention. (2010). *The association between school based physical activity, including physical education, and academic performance*. Atlanta, GA: U.S. Department of Health and Human Services. Available at: https://www.cdc.gov/HealthyYouth/health_and_academics/pdf/pape_paper.pdf. Accessed March 28, 2018.
- ¹¹ Track Social Blog.(2012). *Optimizing Twitter Engagement: Part 3, Tweet Length*. Available at:

References

<http://tracksocial.com/blog/2012/10/optimizing-twitter-engagement-part-3-tweet-length/>.

Accessed March 8, 2018.

¹² Visually. (2013). The Impact of Photos on Facebook Engagement. Available at: https://visual.ly/community/infographic/social-media/impact-photos-facebook-engagement?utm_source=visually_embed. Accessed March 8, 2018.

¹³ Centers for Disease Control and Prevention. (2011). *Health Communicator's Social Media*

Toolkit. Washington, DC: US Department of Health and Human Services. Available at: https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf.

Accessed March 8, 2018.

¹⁴ Sall M. (2013). *The Optimal Post is Seven Minutes*. Medium Data Lab. Available at: <https://medium.com/data-lab/the-optimal-post-is-7-minutes-74b9f41509b>. Accessed March 8, 2018.

The National Association of Chronic Disease Directors (NACDD) and its more than 6,500 members seek to strengthen state-based leadership and expertise for chronic disease prevention and control in states and nationally. Established in 1988, in partnership with the U.S. Centers for Disease Control and Prevention, NACDD is the only membership association of its kind to serve and represent every chronic disease division in all states and U.S. territories.

National Association of Chronic Disease Directors

325 Swanton Way • Decatur, GA 30030 • info@chronicdisease.org
chronicdisease.org



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS

Promoting Health. Preventing Disease.