

**Physical Activity Equipment, Nutrition Education
and School Breakfast Program Start-Up
Needs Assessment**

RESULTS AND RECOMMENDATIONS

Final Report to the HNHfoundation

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Physical Activity Equipment, Nutrition Education and School Breakfast Program Start-Up Needs Assessment

Final Report to the HNHfoundation

INTRODUCTION

Regular physical activity substantially reduces the risk of dying of coronary heart disease, the nation's leading cause of death, and decreases the risk for stroke, colon cancer, diabetes, and high blood pressure. It also helps to control weight; contributes to healthy bones, muscles, and joints; reduces falls among older adults; helps to relieve the pain of arthritis; reduces symptoms of anxiety and depression; and is associated with fewer hospitalizations, physician visits, and medications. In addition, physical activity need not be strenuous to be beneficial; people of all ages benefit from participating in regular, moderate-intensity physical activity, such as 30 minutes of brisk walking five or more times a week.

Despite the proven benefits of physical activity, more than 50% of American adults do not get enough physical activity to provide health benefits. Twenty-five percent of adults are not active at all in their leisure time. Activity decreases with age and is less common among women than men and among those with lower income and less education.¹

Insufficient physical activity is not limited to adults. More than a third of youth in grades 9-12 do not regularly engage in vigorous-intensity physical activity. Daily participation in high school physical education classes dropped from 42% in 1991 to 32% in 2001.²

State-specific data collected by the Behavioral Risk Factor Surveillance Survey (BRFSS) measures physical activity in populations. Based on responses regarding the type and frequency of various forms of physical activity, individuals are classified according to their participation in: any leisure time physical activity; regular and sustained physical activity for 30 minutes or more, 5 or more times a week; and regular and vigorous activity: engage in 20 or more minutes of physical activity at 50% capacity (involving large muscle groups), 3 or more times weekly. New Hampshire BRFSS data reveal that 73.3% of New Hampshire residents participate in any leisure time physical activity, but only 21.8% engage in regular and sustained physical activity and 24% engage in regular and vigorous physical activity.³ There are no data published for children's physical activity behaviors in New Hampshire.

Eating breakfast is another important component of a healthy lifestyle. Many children do not eat a nutritious breakfast every morning. Often families are living on very tight budgets and can't afford to provide good breakfasts at home every day nor the money to buy them at school. Regardless of income, families today live busy lives that often make it difficult to sit down long enough in the morning to eat a nutritious breakfast. Sometimes children may have long commutes to school or long periods between breakfast at home and school lunch, making breakfast at school an important option.

Nationally, on a typical day during the 2004-05 school year, 9.2 million children in more than 80,000 schools and institutions participated in the School Breakfast Program. Of these children, 82 percent received free- or reduced-price breakfasts. New Hampshire schools serve over two million breakfast meals in over 70 percent of schools in a school year. But in that same time period the same students consume more than 30 million lunch meals.⁴ According to the Food Research and Action Center (FRAC), New Hampshire is ranked in the lower quartile

with six other states in supporting and funding school breakfast. On May 19, 2006, the New Hampshire Legislature passed HB-1249. This bill appropriates \$100,000 for the fiscal year ending June 30, 2007 to reimburse schools which serve qualifying breakfast meals to pupils. This legislation helps support school breakfast, yet there is much work to be done to make breakfast available in all schools in New Hampshire. In addition, research has shown that children who eat breakfast have higher academic scores and studies also show that breakfast eaters are less apt to be obese.⁵

An additional concern is lack of nutrition education in schools and other places where children spend large amounts of time. There are many opportunities for nutrition education, but often schools and other programs serving children do not have the means to incorporate it into their offerings, or don't know who in their community could provide nutrition education. Because eating habits developed in childhood have the potential to last a lifetime, it is important for children to learn what constitutes good nutrition as well as how to incorporate healthy eating habits into their daily lives.

Physical Activity Equipment, Nutrition Education and School Breakfast Program Start-Up Needs Assessment

At the request of the HNH*foundation*, UNH Cooperative Extension proposed the following plan for a needs assessment of physical activity equipment, the availability of school breakfast, and nutrition education at selected sites in New Hampshire:

1. A comprehensive needs assessment of physical activity equipment and the availability of school breakfast and nutrition education will be focused on towns and cities that fall into the NH Child Potential Index - Wealth Clusters as designated by NH Kids Count data.⁶ Additionally, schools with free- and reduced-price lunch participation of 50% or higher will also be included as high priority sites.
2. The needs assessment will focus primarily on schools, with additional inventories being conducted at selected recreational programs, Head Start programs, YMCA/YWCA's, Boy's and Girl's Clubs and Family Resource Centers.
3. The needs assessment will capture both playground equipment and other types of equipment considered portable, i.e. jump ropes, balls, etc.

The implementation of this proposal included:

- identifying schools and other facilities that provide care for children up to the fourth grade level,
- obtaining listings of those facilities, phone numbers, and contact names,
- developing a survey which would assess access to physical activity equipment, nutrition education programming, and participation in a breakfast program,
- working with a research firm to conduct the survey,
- interpreting the results, and
- making recommendations to the HNH*foundation*.

Assisting UNH Cooperative Extension with this project, was a University of New Hampshire student who contributed more than 78 hours as part of a two-credit course. His duties included cross-matching all of the school and facility lists against Kids Count wealth cluster 4 and 5 towns, being trained by the research firm to assist with the telephone surveying, conducting telephone survey calls, and input into the analysis and interpretation of the survey results.

EXECUTIVE SUMMARY

Physical Activity Equipment, Nutrition Education and School Breakfast Program Start-Up Needs Assessment

PURPOSE

The purpose of this study was to provide the HNH *foundation* with an assessment of physical activity equipment, breakfast program participation, and nutrition education programming for children through third grade. Specifically, the research aimed to:

1. Determine the ability of facilities to provide physical activity, breakfast, and nutrition education for children below Grade 4.
2. Determine the types of organizations that are most in need of funding.

METHODOLOGY

The results of this report are based on a telephone survey administered by RKM Research and Communications. A random probabilistic technique was used to sample respondents from the state of New Hampshire. The survey yielded data from 150 completed interviews, with 2,250 calls made in an attempt to contact 829 organizations in order to obtain these 150 completed surveys.

The maximum margin of error for the survey of 150 respondents is +/- 8.0 percent. That means, in theory, in 19 times out of 20, the results found in the sample will differ by no more than plus or minus 8.0 percentage points in either direction from what would be obtained by interviewing all of the individuals living within the sample regions.

The surveys were administered using a computer-assisted telephone interviewing (CATI) system. The CATI system allows data to be entered directly into a computerized database as interviews are conducted, providing a highly reliable system of data collection. A central polling facility in Portsmouth, New Hampshire was used to administer the survey. All interviews were conducted by trained and professionally supervised interviewers.

RESULTS

Although the interest in receiving a grant for funding formal physical and nutrition education programs is near-unanimous, there are clearly some facilities that need funding more than others. These facilities have neither a formal physical education program nor a formal nutrition education program and, therefore, should be given first priority.

Although facilities reported having a formal physical education program for children under fourth grade, the amounts of weekly physical activity and physical education equipment that children at some specific facilities get is below average.

After the above two groups of facilities, priority should be given to schools that have formal physical and nutrition education programming, but do not have a breakfast program.

ORGANIZATION OF THIS REPORT

One of the most important goals of this project is to ensure that the data are accessible to everyone interested in the results of the study. The first step in understanding the data is to review the questionnaire used to conduct the survey, since it is through this tool that the results are gathered. This instrument can be found in Appendix B.

This report presents the results of the study in three ways. First, the report includes a descriptive narration of substantive findings organized into chapters. Notably, the narrative section of the report is followed by a summary and analysis chapter that can be used to quickly identify the most important findings — as well as their significance.

Second, the advanced analyst can find detailed cross-tabulation tables with appropriate statistical tests in Appendix A.

Because the specific questions found in the questionnaire are often abbreviated or paraphrased in the narrative, graphic and cross-tabulation sections of the report, it is particularly important to reference the actual questionnaire wording when analyzing the results.

2006 EQUIPMENT NEEDS ASSESSMENT

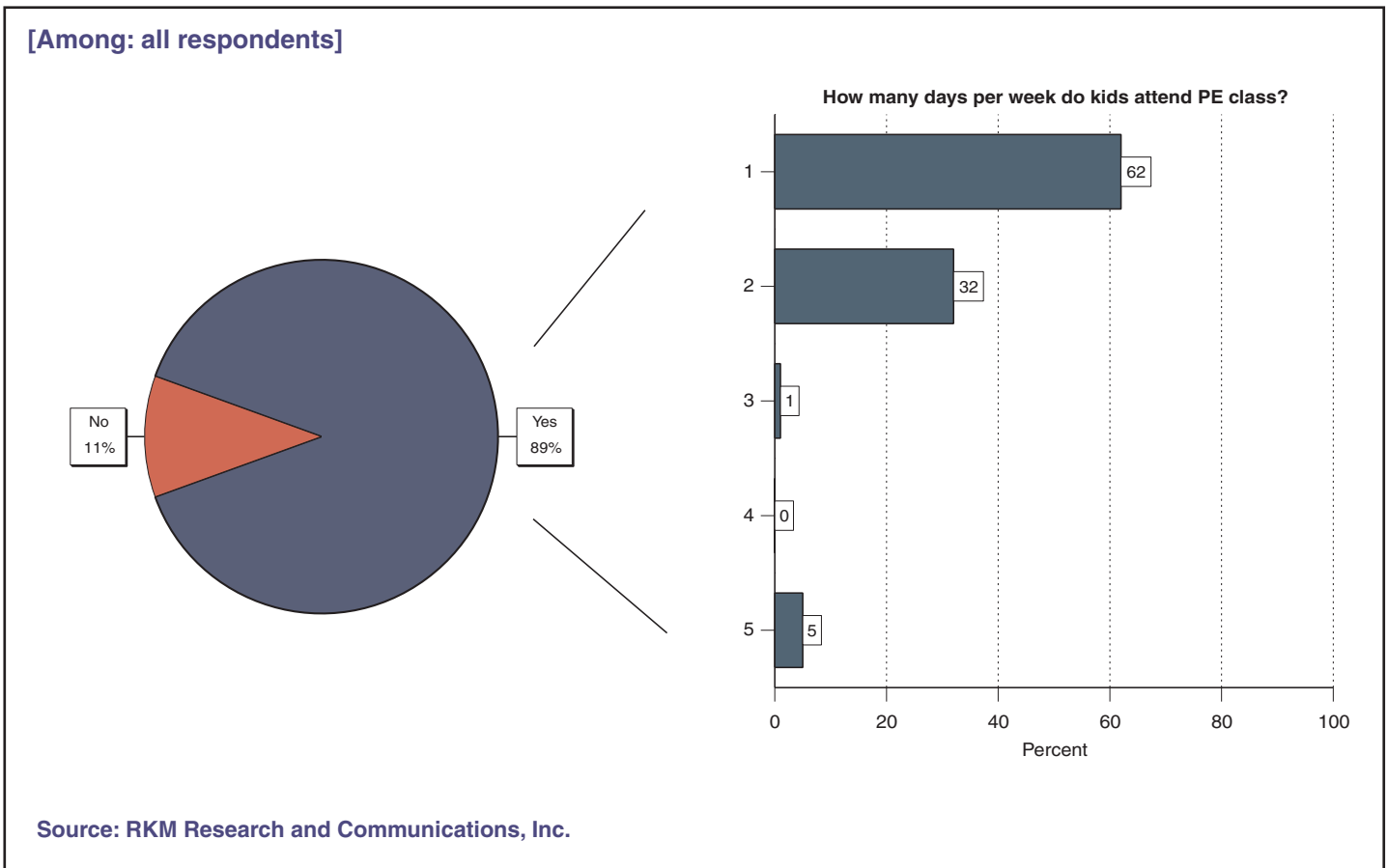
PHYSICAL EDUCATION

Most facilities provide formal physical education to children under fourth grade.

Respondents were asked whether children under fourth grade have a formal physical education class. Eighty-nine percent of respondents said yes.

Ninety-eight percent of elementary schools offer formal physical education to children under fourth grade, compared with 44 percent of other facilities.

Do children through 3rd grade have a formal physical education class?

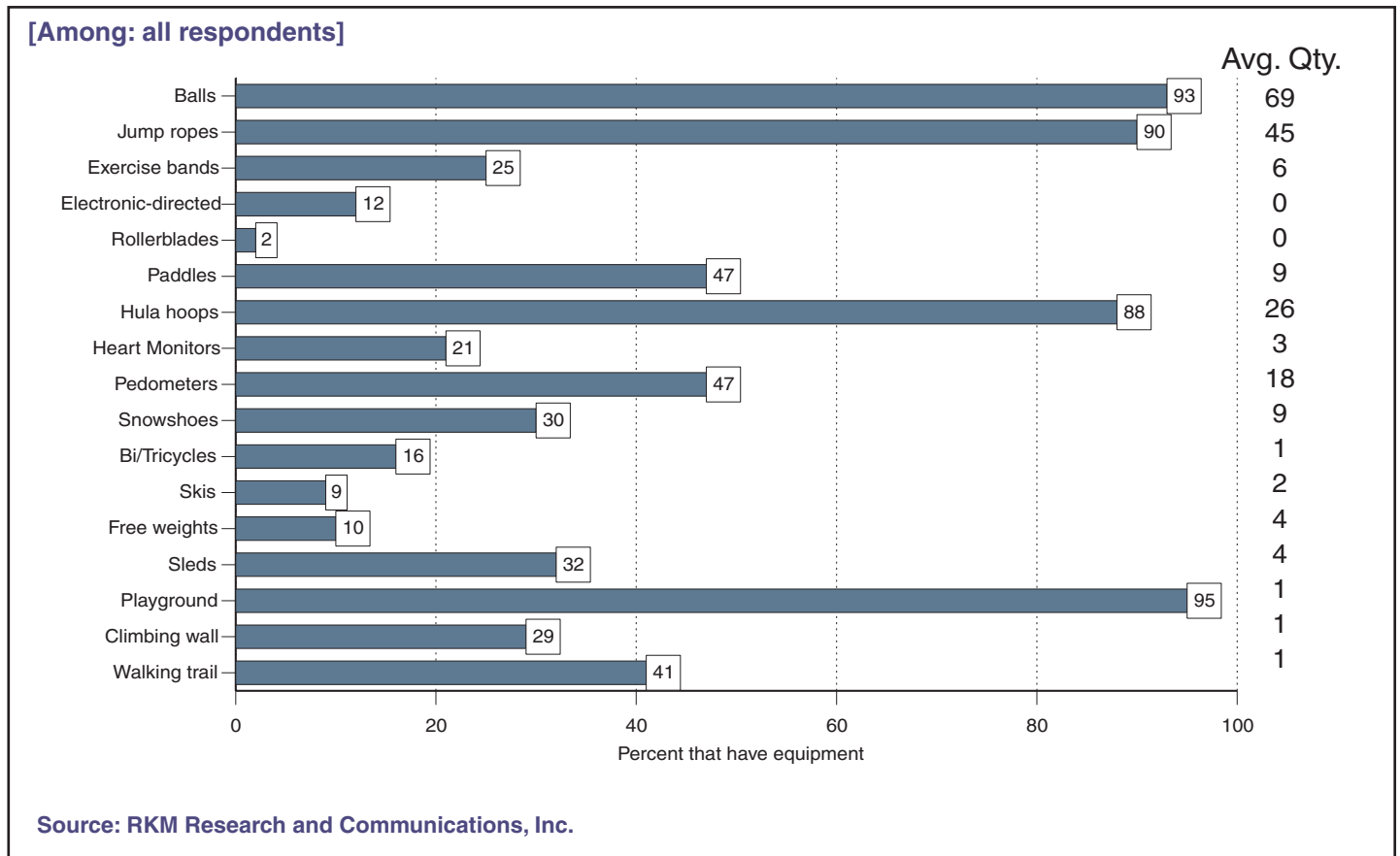


Among facilities that offer formal physical education to children under fourth grade, 62 percent said that the children attend physical education classes *once* per week and 32 percent said that they attend the classes *twice* per week.

Balls, jump ropes and hula hoops are the most common types of physical education equipment available at facilities.

Respondents were asked to indicate the types and quantities of physical education equipment that their facility has. The majority of respondents reported that their facility has *balls* (93%), *jump ropes* (90%) and *hula hoops* (88%). Many respondents also reported that their facility has *paddles* (47%), *pedometers* (47%) and *sleds* (32%).

Availability of P.E equipment at facility:

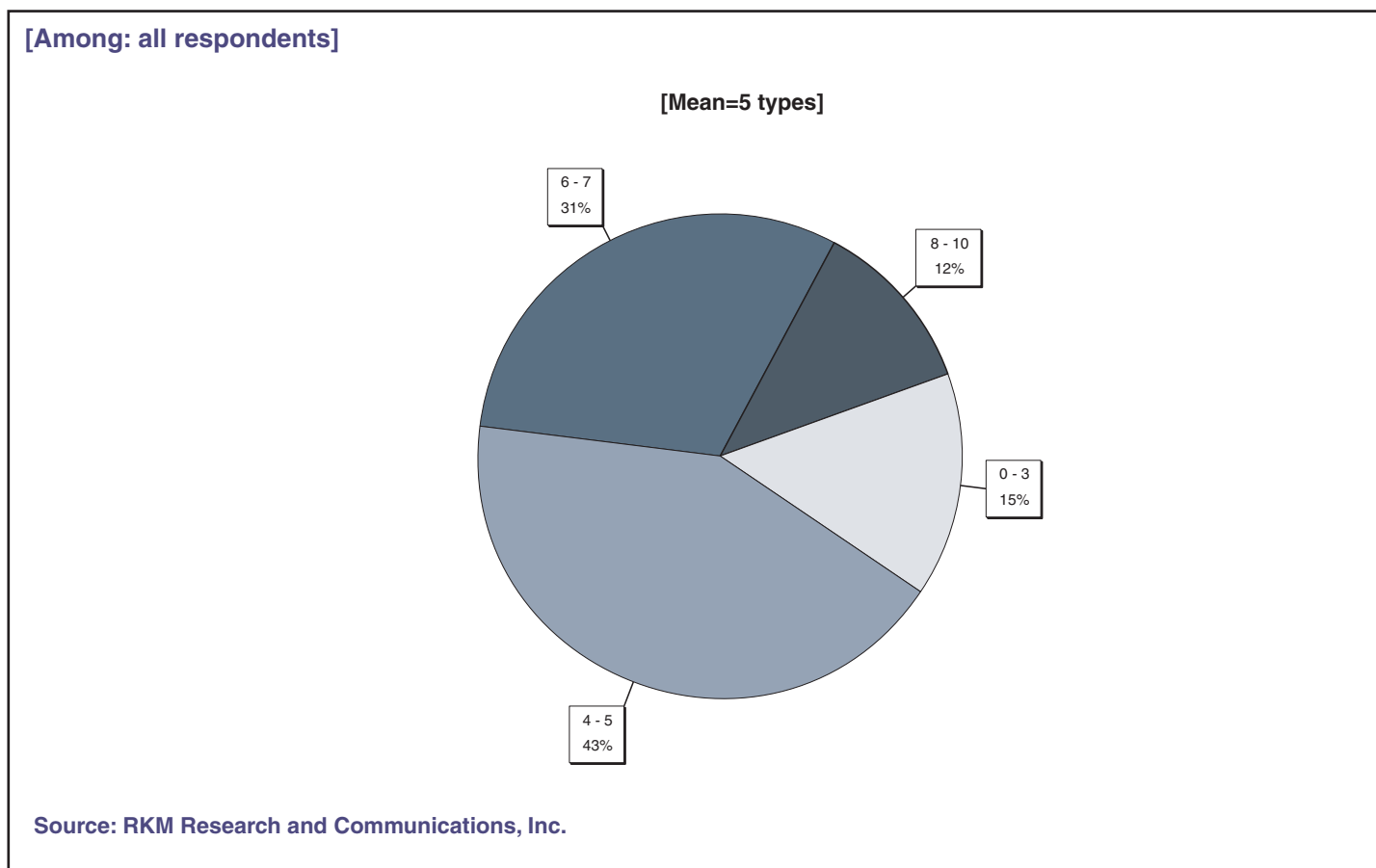


Most facilities have four to seven different types of physical education equipment available.

Seventy-four percent of respondents indicated that their facility has *four to five* (43%) or *six to seven* (31%) different types of physical education equipment available. Fewer respondents indicated that their facility has *fewer than four* (15%) or *more than seven* (12%) different types of physical education equipment available.

Both elementary schools and other facilities for young children have an average of five types of physical education equipment at their site.

Types of P.E. equipment available at facility:



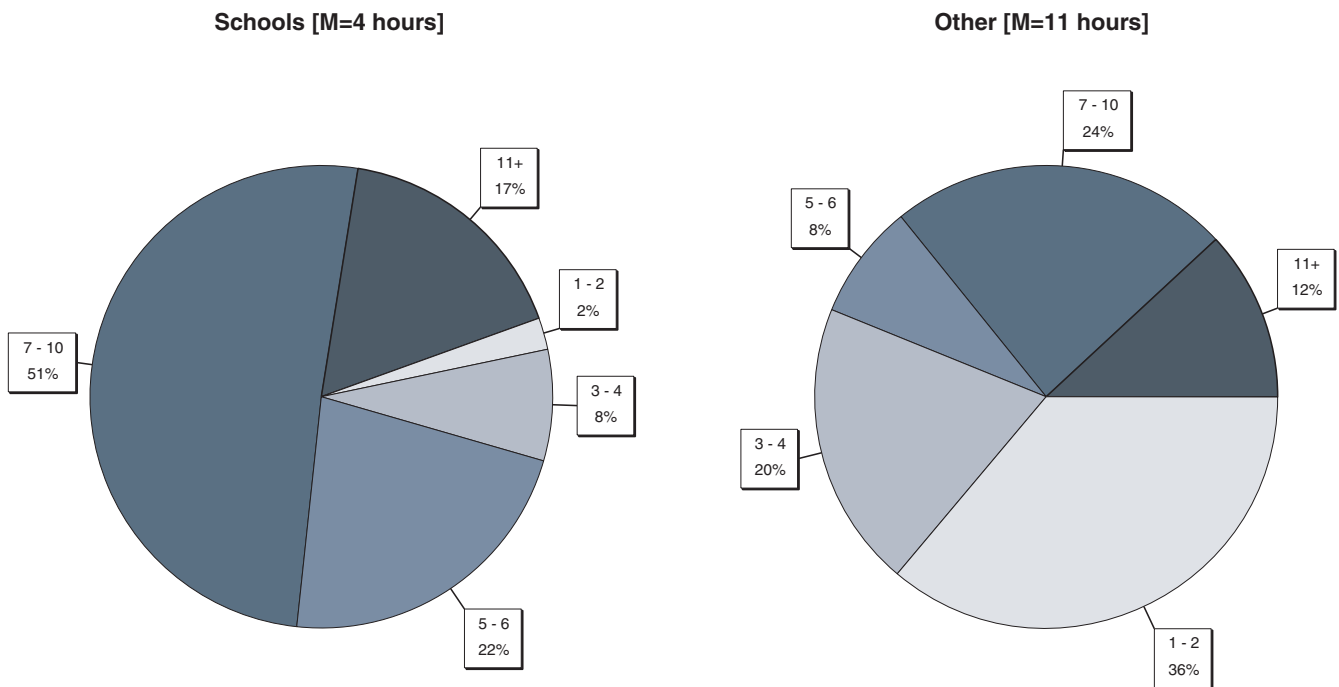
On average, children in elementary schools engage in less physical activity than those in other facilities.

Respondents were asked to indicate the number of hours per week that children engage in physical activity. The majority of respondents indicated that children engage in physical activity *three to four* (47%) or *five to six* (20%) hours per week.

Children in elementary schools engage in physical activity an average of four hours per week. Children in other facilities, on the other hand, engage in physical activity an average of 11 hours per week.

Hours per week children engaged in physical activity?

[Among: all respondents | compared by facility type]



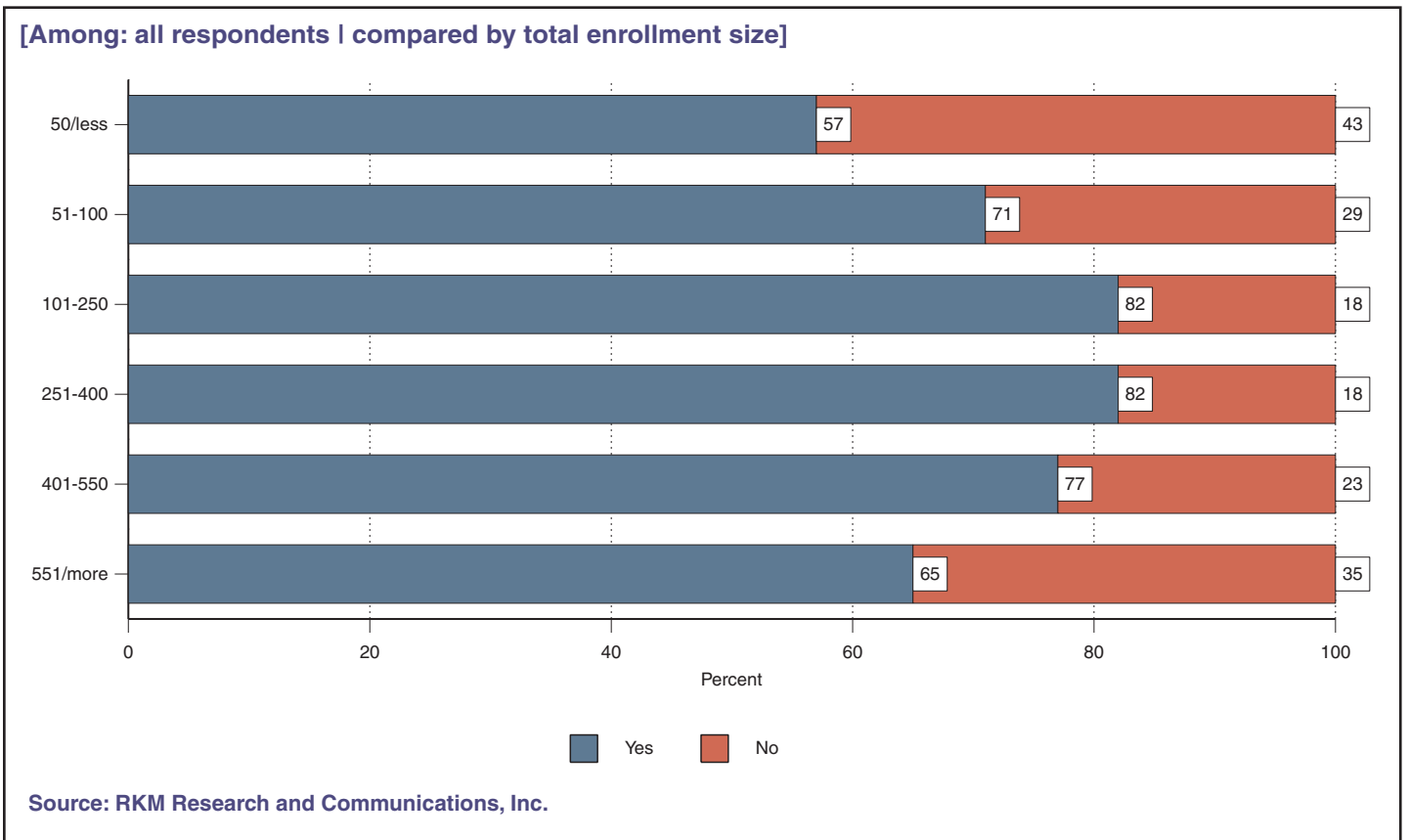
Source: RKM Research and Communications, Inc.

The majority of respondents expect their facilities to purchase more physical education equipment in the future.

Seventy-five percent of all respondents reported that they expect their facility to purchase more equipment in the future.

Mid-sized facilities are more likely to purchase more physical education equipment than either smaller or larger facilities.

Do you expect equipment to be purchased by your site in the future?

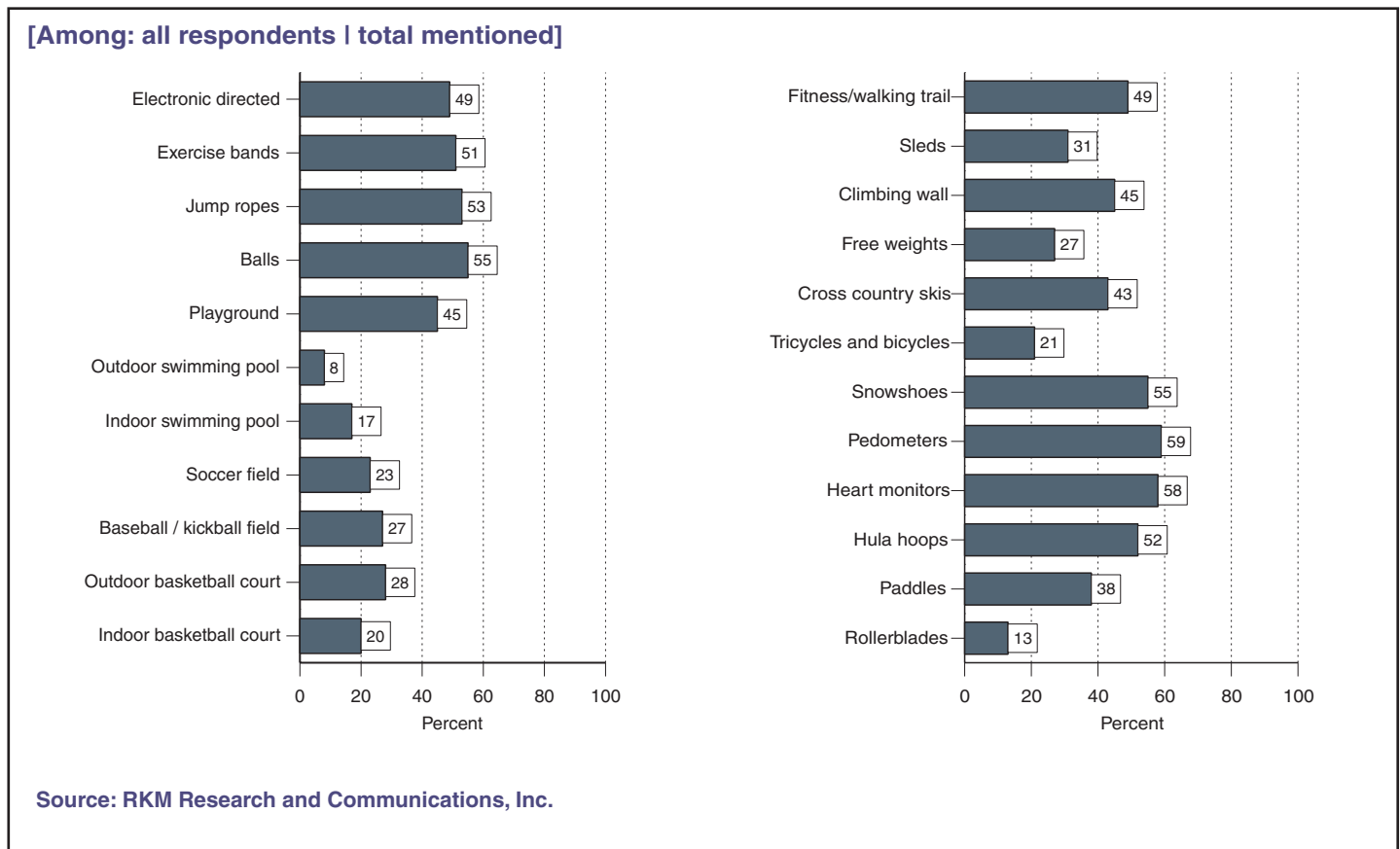


Most respondents who expect their facility to purchase more physical education equipment in the future reported that their facility would purchase *balls* (70%), *jump ropes* (61%) and *hula hoops* (54%).

Pedometers and heart monitors are the most desired physical education equipment.

Respondents were asked to identify the types of equipment that they would like to see at their facility. The most frequently identified types of equipment are *pedometers* (59%) and *heart monitors* (58%). There is also strong desire for *snowshoes* (55%), *balls* (55%) and *jump ropes* (53%).

What equipment would you like to see at your site?



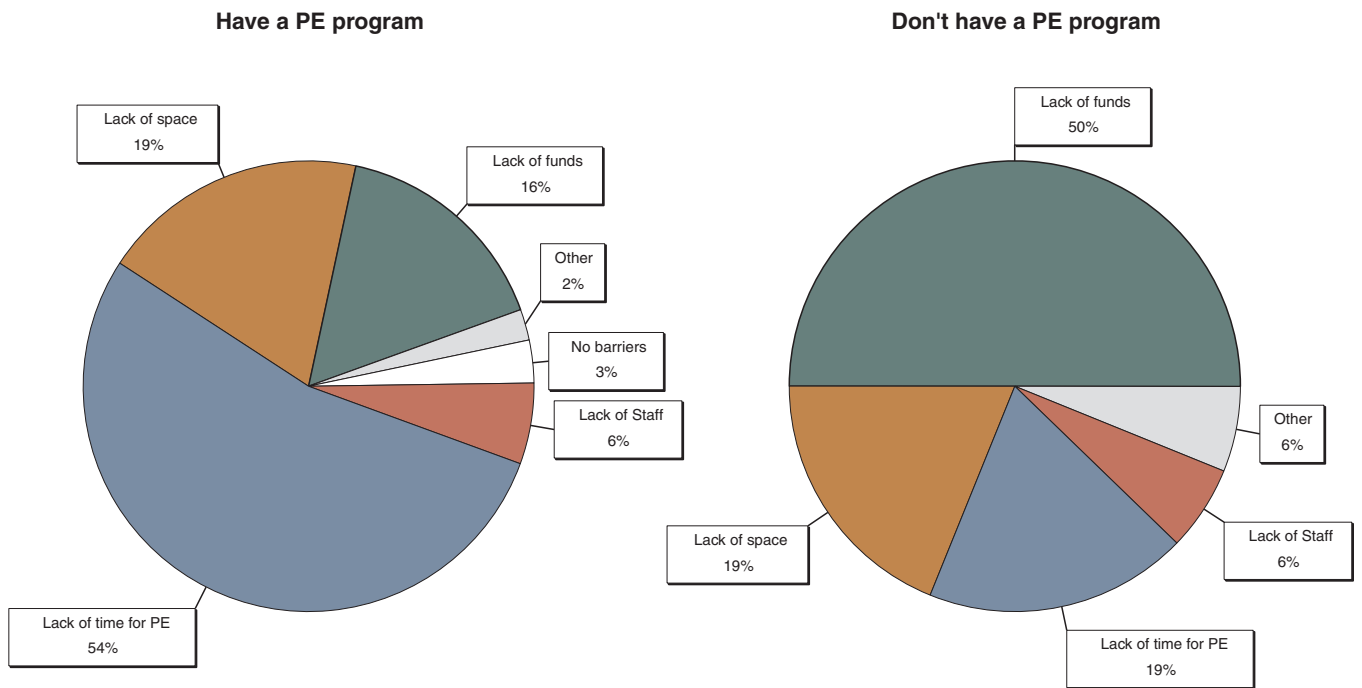
Facilities that do not have a physical education program cite a lack of funding.

Respondents were asked to identify the single most important barrier to increasing physical activity among children under fourth grade. Among respondents whose facilities have a physical education program, 54 percent blame *lack of time for physical education*, while fewer blame *lack of funds* (16%), *space* (19%) or *staff* (6%).

Among respondents whose facilities do not have a physical education program, 50 percent blame *lack of funds*, while fewer blame *lack of time* (19%), *space* (19%) or *staff* (6%).

Single most important barrier to increasing children’s physical activity?

[Among: all respondents | compared by PE program at facility]



Source: RKM Research and Communications, Inc.

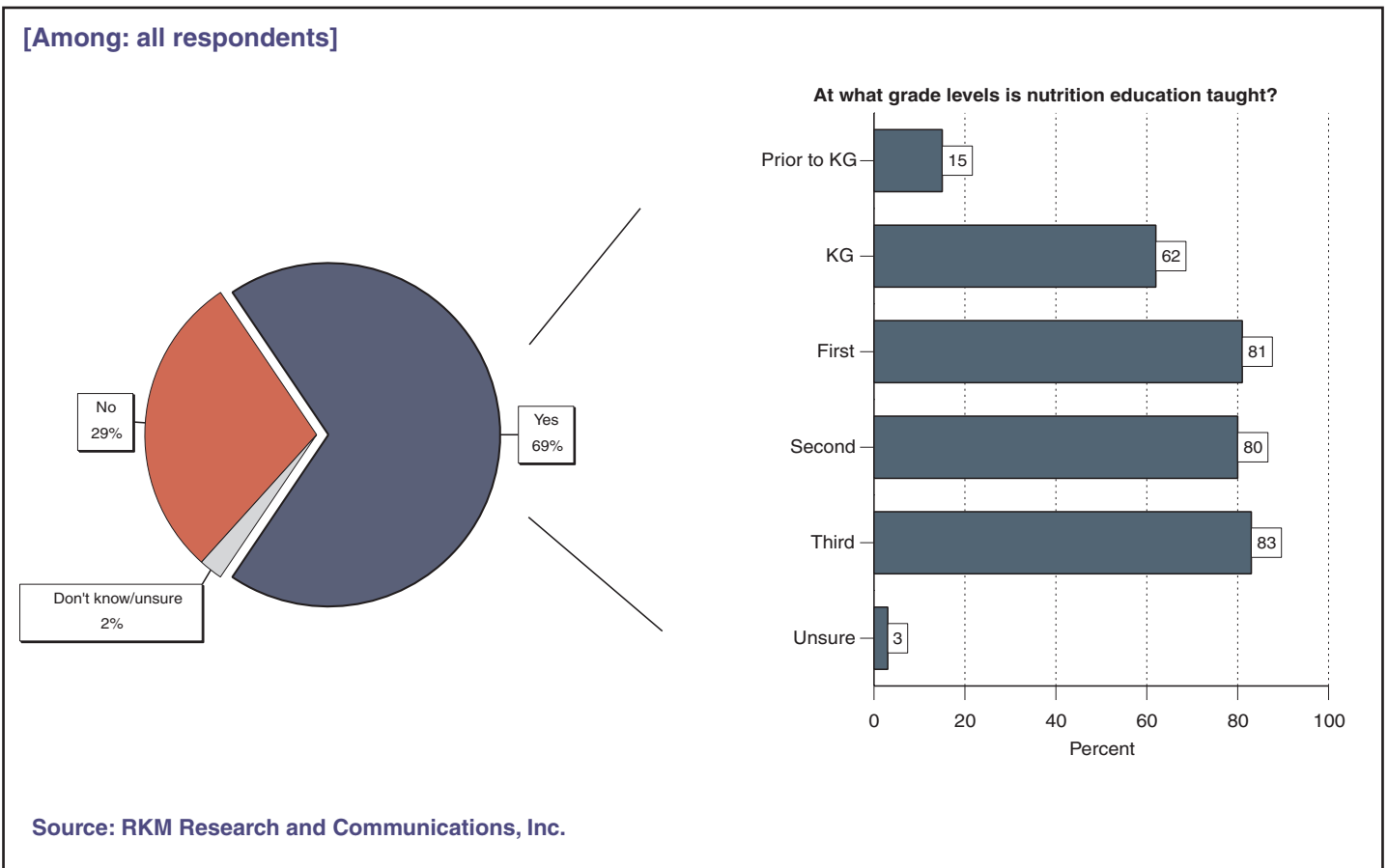
NUTRITION EDUCATION

The majority of facilities offer formal nutrition education to children under fourth grade.

Sixty-nine percent of respondents reported that their facilities offer nutrition education to children under fourth grade. Nutrition education is offered most frequently to children in *first* (81%), *second* (80%) and *third* (83%) grade.

Seventy-six percent of elementary schools offer formal nutrition education to children under fourth grade, compared with 32 percent of other facilities for young children.

Do children through 3rd grade receive formal nutrition education?



Aside from formal nutrition education, 92 percent of respondents reported that children at their facility receive informal nutrition education through *teachers* (41%), *nurses or guest speakers* (15%), *receiving healthy food* (22%) and *receiving nutrition-related reading material* (14%).

SCHOOL BREAKFAST

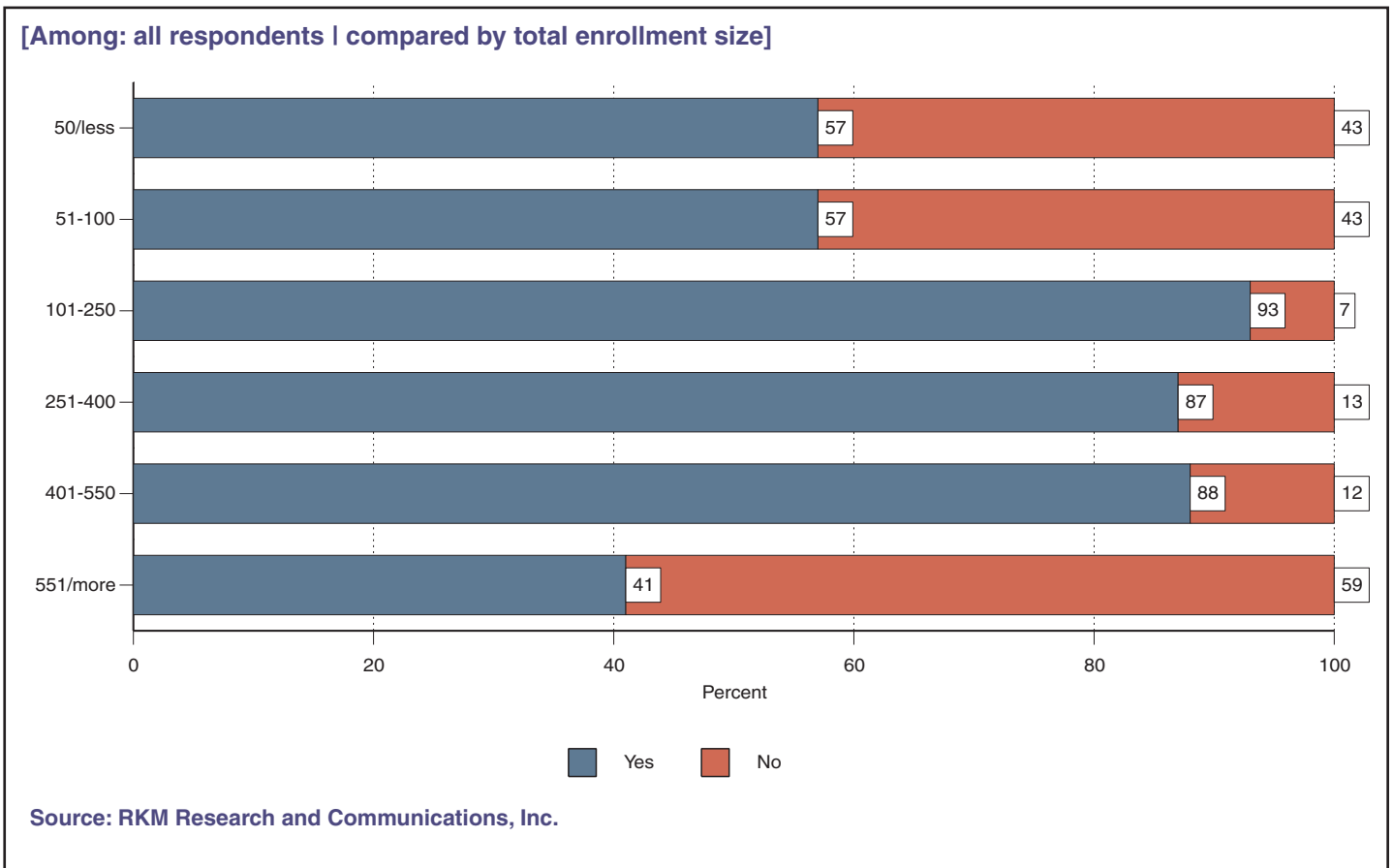
Small facilities and very large facilities are less likely to have a breakfast program for children under fourth grade.

Seventy-five percent of all facilities have a breakfast program for children under fourth grade. However, facilities with 100 children or fewer and those with more than 550 children are far less likely to have breakfast programs than mid-sized facilities.

Respondents whose facilities do not offer a breakfast program were asked why such a program is not available. Among elementary schools, 41 percent reported that their children *eat breakfast before they arrive*, 14 percent said that they *lack funds for such a program* and four percent said that *they provide healthy snacks instead*.

Among other facilities, 56 percent said that they *are not full-day programs like schools*, 12 percent said that their children *eat breakfast before they arrive* and six percent said that they *lack funds for such a program*.

Is there a breakfast program available to children through 3rd grade at your facility?



Among respondents whose facilities do not currently have a breakfast program, only three percent reported that their facility plans to start one in the next 12 months.

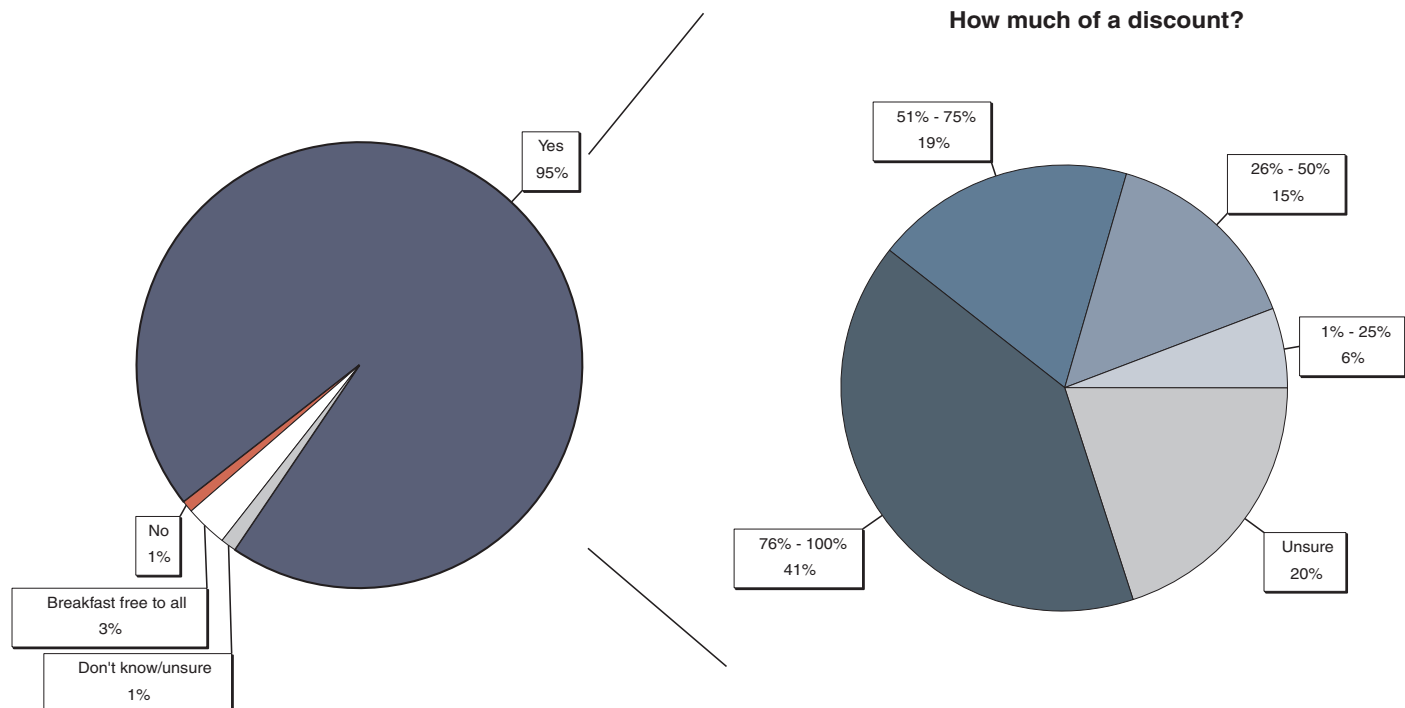
Most facilities that offer a breakfast program also offer discounts to low-income children.

Among the facilities that offer a breakfast program for children under fourth grade, 95 percent also offer discounts to low-income children. The majority of these facilities offer discounts of *over 50 percent* (60%), while fewer facilities offer discounts of *under 50 percent* (21%).

Do low-income children receive a reduced cost?

[Among: facilities that offer a breakfast program (75%)]

How much of a discount?



Source: RKM Research and Communications, Inc.

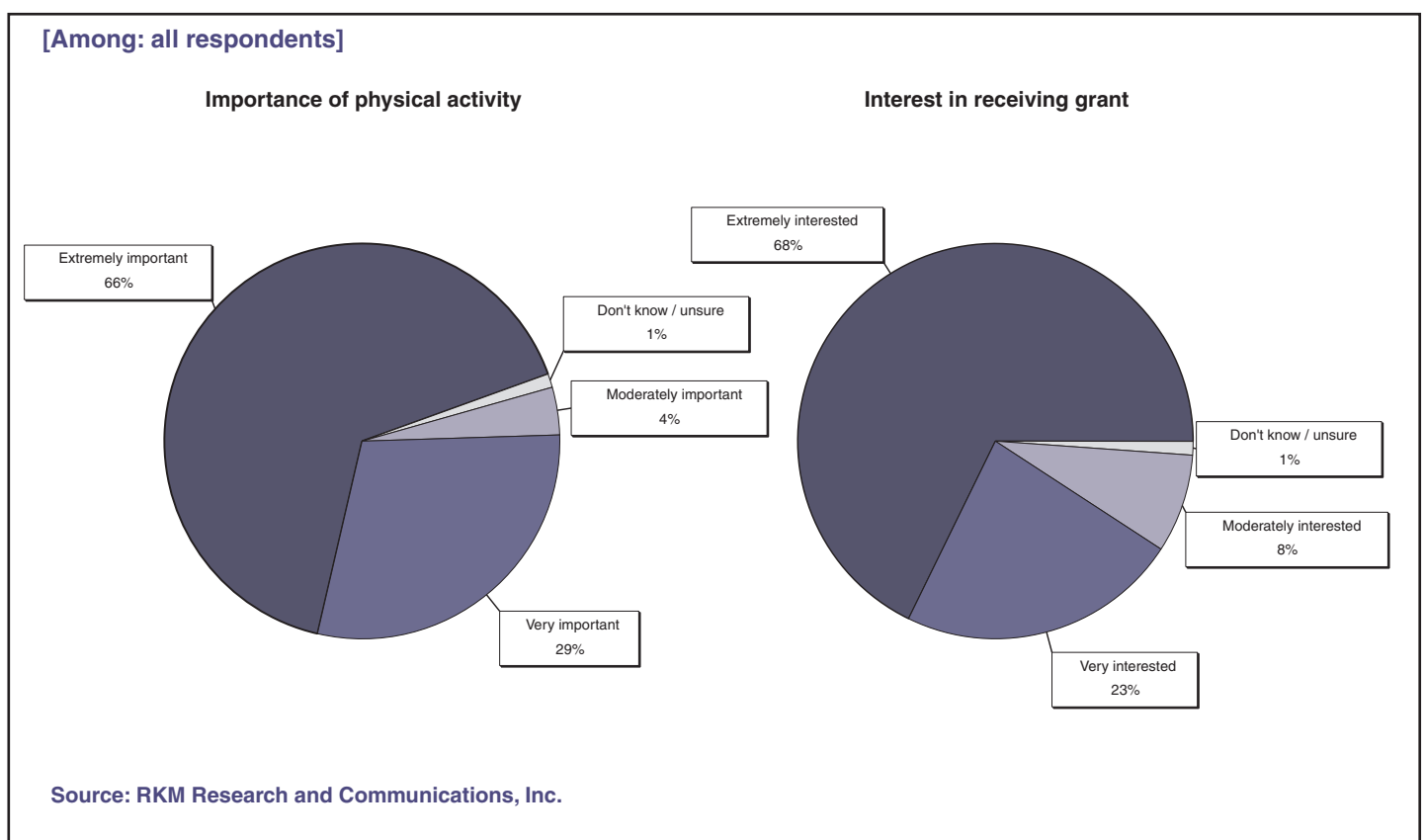
Attitudes Toward Physical Activity, Nutrition Education and School Breakfast Program Start-Up Grant

The vast majority of facilities recognized the importance of providing physical activity programs to young children and are interested in receiving a grant for this purpose.

Respondents were asked how important they think it is that children under fourth grade engage in more physical activity. Nine-five percent of respondents feel that this is *very* (29%) or *extremely* (66%) important.

Respondents were then asked about their interest in receiving a grant that would help provide physical activity equipment, nutrition education curricula and supplies, and assistance in starting school breakfast programs. Ninety-one percent of respondents are *very* (23%) or *extremely* (68%) interested in receiving the grant. An additional eight percent are *moderately interested*.

How important is it for young children through 3rd grade to get more physical activity?



SELECTED SUMMARY ANALYSIS

Some facilities do not have a formal physical education program or a formal nutrition education program.

Although the interest in receiving a grant for funding formal physical and nutrition educational programs is near-unanimous, there are clearly some types of facilities that need the grant more than others. These facilities have neither a formal physical education program nor a formal nutrition education program and, therefore, should be given first priority.

Examples from the survey of facilities with neither physical education nor nutrition education programming:

[Among: all respondents]

	City/Town	Phone	Contact Name	Contact Phone
School:				
Live and Learn at Mast Way Elementary	Lee	603-231-5099	Margaret Foehl	603-231-5099
Others:				
YMCA	Rochester	603-332-7334	Ryan Ivers	603-332-7334
Gorham Community Learning Center	Gorham	603-466-5766	Susan Cloutier	603-466-5766
Boy Scouts of America, Daniel Webster Council	Manchester	603-625-6431	Kevin Cartwright	603-625-6431
Boys and Girls Club of Greater Derry	Derry	603-434-6695	Arthur Mclean	603-434-6695
Merrimack YMCA	Merrimack	603-881-7778	Kim Hickman	603-881-7778
Hanover After School Program	Hanover	603-643-2411	Bonna Wieler	802-333-3549
Nashua Brank YMCA	Nashua	603-882-2011	Tami Chevalier	603-882-2011
Village After School Program	Gilford	603-524-6978	Geraldine McKenna	603-293-7965
After School Program-Conant	Concord	603-225-4862	Kim Benton	603-225-4862
The Family Connections Center (NH DOC)	Laconia	603-528-9266	Kristina Toth	603-528-9266
Family Resource Center of Gorham	Gorham	603-466-5190	Catherine McDowell	603-466-5190

Facilities where children get below-average amounts of weekly physical activity and physical education equipment should also be targeted.

Although most of the following facilities reported having a formal physical education program for children under fourth grade, the amounts of weekly physical activity and physical education equipment that children at these facilities get is below average.

Examples from the survey of facilities with the least amount of weekly exercise and physical education equipment:

	City/Town	Phone	Contact Name	Contact Phone
Schools:				
Pleasant Street School	Laconia	603-524-2168	Charles Dodson	603-524-2168
Weston School	Manchester	603-624-6347	Lizabeth MacDonald	603-624-6347
Groveton Elementary	Groveton	603-636-1806	Carol Frizzell	603-636-1437
Pittsfield Elementary	Pittsfield	603-435-8432	John Freeman	603-435-8432
Concord Heights Neighborhood Family Center	Concord	603-225-0832	Ed Barnwell	603-225-0830
Mast Way School	Lee	603-659-3001	Catherine Baker	603-483-8694
Valley View Community Elementary	Farmington	603-755-4757	Cynthia Sparks	603-755-4757
Gonic School	Rochester	603-332-6487	Martha Wingate	603-332-6487
Wilson School	Manchester	603-624-6350	Linda R. Heath	603-624-6350
Milton Elementary	Milton	603-652-4539	Stephanie Robinson	603-652-4539
Mason Elementary	Mason	603-878-2962	Kenneth Griffin	603-878-1411
Wentworth Elementary	Wentworth	603-764-5811	Keith Charpentier	603-764-5811
Sullivan Central School	Gilsum	603-352-2226	David Mousette	603-352-2226
Auburn Village School	Auburn	603-483-2769	Anita Johnson	603-483-2769
Pollard Elementary	Plaistow	603-382-7146	Michelle Auger	603-382-7146
New Durham Elementary	New Durham	603-859-2061	Barbara Reed	603-859-2061
Richard Maghakian Memorial	Brookline	603-673-4640	Kevin Stone	603-673-4640
Rollinsford Grade School	Rollinsford	603-742-2351	Jay Roy	603-742-2351
Derry Village School	Derry	603-432-1233	Stephen Miller	603-432-1233
Griffin Memorial School	Litchfield	603-424-0078	Stacy Maghakian	603-424-5931
Others:				
Casey Family Services: Franklin CELEBRATES	Concord	800-417-7375	Lynn Stanley	603-224-8909
YWCA	Manchester	603-625-5785	Cat Allard	603-625-5785
Hillsboro Child Development Center	Hillsborough	603-464-3136	Donna Godron	603-464-3136
Franklin Head Start	Franklin	603-934-2161	Elizabeth Hennessey	603-225-3295
YMCA Camp Coniston After School Program - Plainfield	Grantham	603-863-1160	Jane Amey	603-863-1160
The Children's Place and Parent Education Center	Concord	603-224-9920	Barbara Teittinen	603-226-0507

Schools that have formal physical and nutrition education programs but no breakfast program should be the next priority.

After the first two groups of facilities, priority should be given to schools that have formal physical and nutrition education programs but do not have a breakfast program. ⁷

Examples from the survey of facilities that have formal physical and nutrition education but no breakfast program:

	City/Town	Phone	Contact Name	Contact Phone
Schools:				
Washington Elementary	Washington	603-495-3463	Suzanne Lull	603-495-3463
Maple Avenue School	Goffstown	603-497-3330	Marc Boyd	603-497-3330
Hallsville School	Manchester	603-624-6332	James Davenport	603-624-6332
Unity Elementary	Newport	603-542-5888	Chip Baldwin	603-542-5888
Lyme Elementary	Lyme	603-795-2125	Lisa Damren	603-795-2125
Swasey Central School	Brentwood	603-642-3487	Joan Ostrowski	603-642-3487
Memorial School	Bedford	603-627-1776	Pam Ilg	603-627-1776
Derry Montessori Childrens Center	Derry	603-432-8345	Donna Compagna	603-434-0575
Windham Center School	Windham	603-432-7312	Marjorie Leahy	603-432-7312
Thorntons Ferry School	Merrimack	603-889-1577	Leslie Carter	603-889-1577

RECOMMENDATIONS

UNH Cooperative Extension has reviewed the conclusions of the survey and provides the following recommendations to the HNHfoundation Board of Directors:

1. The findings from this telephone survey reinforce the belief that there are schools and other facilities that need additional physical activity equipment in order to support adequate and sufficient fitness activities for youth.
2. These findings also support the belief that schools and facilities in Kids Count wealth clusters 4 and 5 should be considered more seriously for funding than other wealth clusters.
3. In addition, those schools without a breakfast program would benefit greatly from receiving start-up funds, if they have the infrastructure to sustain such a program.
4. Although pedometers and heart monitors are the most desired physical education equipment, jump ropes, balls, snow shoes, hula hoops and similar types of equipment are more appropriate for this age group and could be purchased in greater quantity to be more accessible in a classroom, than stored centrally in a school or other facility. Further, these varieties of equipment can be used in all four seasons.
5. Electronic programs such as Dance, Dance Revolution, are popular and could be purchased by facilities that have the equipment to use them.
6. Some pieces of equipment would be less appropriate for children under fourth grade such as exercise bands. These may be difficult for very young children to use and, although bands build muscle, they do little to promote the vigorous activity that burns calories. It is important for young children to engage in physical activity instead of muscle building activity.
7. If an organization were to make a capital investment, walking trails are a good investment and could be used in all four seasons. Playgrounds are in the category of a capital expenditure and could be considered for funding with matching funds. HNH*foundation* might consider dedicating a portion of the available funds for this project as matching funds to town recreation departments, schools, or other youth-serving programs to create walking, fitness trails or playgrounds.
8. Although it is positive that nutrition education is offered, the quality of the curriculum and frequency of interventions needs to be further investigated. When entities apply for a grant, the HNH*foundation* needs to query the quality and frequency of nutrition education offered and provide guidance and direction to assure quality curricula are properly chosen.⁸
9. Based on the results of the survey, the HNH*foundation* RFP should include questions that relate to whether the facility has a formal physical education program, the types and quantity of physical education equipment, the number of hours children are engaged in physical activity, whether they offer nutrition education, what nutrition curricula they use, and if they offer a breakfast program. This will assist the HNH*foundation* in making decisions about providing funding. The draft HNH*foundation* Project Application in Appendix F. includes these questions.

APPENDIX A: DETAILED CROSS-TABULATIONS

Data Analysis

Detailed results of the survey including cross-tabulation tables are available from UNH Cooperative Extension. These results include univariate and bivariate analyses of the data. A frequency distribution for each individual item, or descriptive statistic, will be shown in the “total” column.

In these detailed results frequency distributions for each item included on the questionnaire are shown in the tables. In all cases, cross tabulation results are also shown. This type of bivariate analysis examines differences between subgroups of the overall population.

In cases where cross-tabulation results are presented, a chi-square test, an independent t-test for means, or a Z-test for independent percentages is shown. In most cases, a chi-square test is used where comparisons are made for categorical and ordinal variables. A t-test (or means test) is used in cases where comparisons are made for measurement variables. A Z-test is used in cases where comparisons are made between independent population percentages (i.e. multiple response options).

The purpose of these statistical tests is to determine whether or not the observed difference between sub-groups in the sample is due to sampling error or whether it is due to a real difference in the population. When the results are statistically significant, it strongly suggests that the observed difference between sub-groups is due to a real difference in the population, and not due to sampling error.

A chi-square significance level of .05 indicates significance at the 95 percent level. In other words, it is 95 percent likely that the results are due to a real difference between comparison subgroups. A chi-square significance level of .01 indicates significance at the 99 percent level. When a t-test or a Z-test is shown, lower- and upper-case letters will indicate significance at the 90 and 95 percent levels, respectively.

APPENDIX B: QUESTIONNAIRE USED IN THE STUDY

>int1< Hello, my name is _____, and I'm calling from RKM Research and Communications on behalf of the University of New Hampshire Cooperative Extension. We're conducting a survey of facilities in New Hampshire who serve children kindergarten through third grade and we would like to ask you a few questions. Please be assured that this is not a sales call. The survey will take approximately 10 minutes to complete. Your participation is voluntary. If you decide to participate, you may refuse to answer any question you do not want to answer or you may end the interview at any time.

The purpose of the survey is to identify schools and facilities who may be eligible for grant monies to improve physical education opportunities for young children.

First, are you the person who would know the most about the availability of physical activity equipment, nutrition education and breakfast and lunch programs at your site?

“Would that be you?” or “Is there someone at your site that I could speak with?”

<1> Yes - eligible respondent Continue
 <2> Call back Setup an appointment
 <3> No Thank and terminate

<8> Language barrier Thank and terminate
 <9> Refusal Thank and terminate

>s01< What is your position?

<1> Principal
 <2> Vice principal
 <3> Phys-ed director
 <4> Phys-ed teacher
 <5> School nurse
 <6> General administrator

<88> Other

>s02< Thank you very much for helping us with this important study. We really appreciate your help.

Would you describe your facility as:

<1> Elementary school
 <2> Head Start program
 <3> YMCA / YWCA
 <4> Girl's / Boy's Club
 <5> Family Resource Center
 <6> School Age Child Care program
 <7> Town Recreation Program

<88> Other [specify]
 <99> Unsure / refusal [terminate]

Availability of Physical Equipment:

>q01< Do young children through 3rd grade at your site have a formal physical education class?

<1> Yes [go to q01a]
 <2> No [go to q02_1]

<99> Unsure/refusal [go to q02_1]

>q01a< On average, how many days per week do children attend physical education class?

<1> 1
 <2> 2
 <3> 3
 <4> 4
 <5> 5

<99> Unsure / refusal

>q02_1< Please tell me if your facility is equipped with the following exercise equipment: a Playground?
 <1> Yes
 <2> No

>q02_2< Approximately how many pieces of the following equipment do you have?
 ...Balls?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_3< ...Jump ropes?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_4< ...Exercise bands?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_5< ...Dance Dance Revolution, Virtual Biking, Virtual Ping Pong or any other software/electronic
 directed physical activity?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_6< ...Rollerblades?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_7< ...Paddles? (definition: a small wooden bat with a flat surface, used for hitting balls in various
 games. For example, ping pong)
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_8< ...Hula hoops?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_9< ...Heart monitors?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_10< ...Pedometers?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_11< ...Snowshoes?
 <0> none
 <1-20> Record number
 <99> Unsure

>q02_12< ...Tricycles and bicycles?
 <0> none
 <1-20> Record number

>q02_13< ...Cross country skis?
 <99> Unsure
 <0> none
 <1-20> Record number

>q02_14< ...Free weights?
 <99> Unsure
 <0> none
 <1-20> Record number

>q02_15< ...Sleds?
 <99> Unsure
 <0> none
 <1-20> Record number

>q02_16< ...Climbing wall?
 <99> Unsure
 <0> No
 <1> Yes

>q02_17< ...Fitness trail or walking trail with or without fitness stations?
 <99> Unsure
 <0> No
 <1> Yes

>q02_18< Please list the other types of physical activity equipment available to young children through 3rd grade at your facility
 <99> Unsure
 <0> No other equipment
 <1> Other equipment [specify. Can name up to three things]

>q03< Approximately how many hours each week are young children through 3rd grade engaged in physical activities at your facility, if any?
 <99> Unsure / refusal
 <0> none
 <1-50> hours per week

>q04< Do you expect equipment to be purchased by your site in the future?
 <99> Unsure / refusal
 <1> Yes [go to q04a]
 <2> No [go to q05]

>q04a<

What specifically is being purchased?

(Read list - Circle all mentioned)

- <1> indoor basketball court
- <2> outdoor basketball court
- <3> baseball / kickball field
- <4> soccer field
- <5> indoor swimming pool
- <6> outdoor swimming pool
- <7> playground
- <8> balls
- <9> jump ropes
- <10> exercise bands
- <11> Dance Dance Revolution or other software / electronic directed physical activity
- <12> rollerblades
- <13> paddles
- <14> hula hoops
- <15> heart monitors
- <16> pedometers
- <17> snowshoes
- <18> tricycles and bicycles
- <19> cross country skis
- <20> free weights
- <21> climbing wall
- <22> sleds
- <23> fitness / walking trail with or without fitness stations

- <88> Other [specify]
- <99> Unsure / refusal

>q05<

What equipment would you like to see at your site?

(Read list - Circle all mentioned)

- <1> indoor basketball court
- <2> outdoor basketball court
- <3> baseball / kickball field
- <4> soccer field
- <5> indoor swimming pool
- <6> outdoor swimming pool
- <7> playground
- <8> balls
- <9> jump ropes
- <10> exercise bands
- <11> Dance Dance Revolution or other software / electronic directed physical activity
- <12> rollerblades
- <13> paddles
- <14> hula hoops
- <15> heart monitors
- <16> pedometers
- <17> snowshoes
- <18> tricycles and bicycles
- <19> cross country skis
- <20> free weights
- <21> climbing wall
- <22> sleds
- <23> fitness / walking trail with or without fitness stations

- <88> Other
- <99> Unsure / refusal

>q06< Please identify the single most important barrier to increasing the amount of physical activity among young children through 3rd grade at your facility?

Record open-end response

>q07< What other comments do you have about physical activity or physical activity equipment?

Record open-end response

Nutrition education:

>q08< Do young children through 3rd grade at your facility receive nutrition education and information on a formal basis?

<1> Yes [go to q09]

<2> No [go to q10]

<99> Unsure / refusal [go to q10]

>q09< At what grade level (s) is nutrition education delivered?

(Select all that apply)

<1> prior to kindergarten

<2> kindergarten

<3> first

<4> second

<5> third

<99> Unsure / refusal

>q10< Do young children through 3rd grade receive nutrition education and information in any informal way at your facility?

<1> Yes [go to q10a]

<2> No [go to q11]

<99> Unsure / refusal [go to q11]

>q10a< Please describe how they receive that information

Record open-end response

>q11< Is there a need for nutrition education curricula and support materials at your site?

<1> Yes

<2> No

<99> Unsure / refusal

Breakfast program:

>q12< Is there a breakfast program available to young children through 3rd grade at your site?

<1> Yes [go to q13]

<2> No [go to q12b]

<99> Unsure / refusal [go to q12b]

>q12b< Why isn't a breakfast program offered at your site?

Open-end response

>q12c< Do you plan to start a breakfast program at your site in the next 12 months?

<1> Yes

<2> No

<99> Unsure / refusal [go to q15]

>q13< How many days per week is there a breakfast program available to young children through 3rd grade at your site?
 <1> 1
 <2> 2
 <3> 3
 <4> 4
 <5> 5
 <6> 6
 <7> 7

 <99> Unsure / refusal

>q14< Are low-income young children through 3rd grade eligible to participate in your breakfast program at a reduced cost?
 <1> Yes [go to q14a]
 <2> No [go to q15]

 <99> Unsure / refusal [go to q15]

>q14a< How much of a discount?
 <0-100> Record percentage

 <-9> Unsure / refusal

Attitudes toward physical activity:

>q18< How important is it for young children through 3rd grade to get more physical activity?
 Read responses:
 <1> Extremely important
 <2> Very important
 <3> Moderately important
 <4> Not too important
 <5> Not important at all

 <99> Unsure / refusal

>q19< Do you think that young children through 3rd grade at your site get enough physical activity at your site?
 Read responses:
 <1> More than enough
 <2> Enough
 <3> Less than what they should get

 <99> Unsure / refusal

Interest in HNH foundation grant:

>q20< How interested would your site be in receiving a grant provided by a New Hampshire Foundation to provide physical activity equipment, nutrition education curricula and supplies, and assistance in starting school breakfast programs at your site?
 Read responses:
 <1> Extremely interested
 <2> Very interested
 <3> Moderately interested
 <4> Not too interested
 <5> Not at all interested

 <99> Unsure / refusal

Demographics:

>d01< Approximately how many young children through 3rd grade are currently enrolled in your site?
 <0-100000000> Record number

 <-9> Unsure / refusal

APPENDIX C: LIST OF TOWNS REPRESENTED IN SURVEY

Alton	Hooksett	Rumney
Amherst	Jaffrey	Sanbornville
Ashland	Jefferson	Somersworth
Auburn	Keene	Stark
Barnstead	Kingston	Stratham
Barrington	Laconia	Sunapee
Bartlett	Lancaster	Tamworth
Bath	Landaff	Thornton
Bedford	Lebanon	Troy
Belmont	Lee	W. Stewartstown
Berlin	Lisbon	Warner
Bethlehem	Litchfield	Washington
Bradford	Loudon	Wentworth
Brentwood	Lyme	West Franklin
Bristol	Lyndeborough	Whitefield
Brookline	Madbury	Wilton
Campton	Manchester	Windham
Canaan	Marlow	Wolfeboro
Canterbury	Mason	
Chichester	Meredith	
Claremont	Merrimack	
Colebrook	Milan	
Concord	Milton	
Cornish	Munsonville	
Ctr. Sandwich	Nashua	
Derry	New Castle	
Dover	New Durham	
Dublin	New Hampton	
E. Swanzey	New Ipswich	
Effingham	New London	
Enfield	Newmarket	
Epsom	Newport	
Errol	North Conway	
Exeter	North Stratford	
Farmington	Northfield	
Franconia	Nottingham	
Franklin	Pembroke	
Gilford	Peterborough	
Gilsum	Pittsburg	
Goffstown	Pittsfield	
Gorham	Plaistow	
Grantham	Plymouth	
Groveton	Portsmouth	
Hampton Falls	Raymond	
Hanover	Rindge	
Harrisville	Rochester	
Hillsborough	Rollinsford	

APPENDIX E: REFERENCES

1. Centers for Disease Control and Prevention (200). Physical Activity for Everyone: The Importance of Physical Activity, <http://www.cdc.gov?nccdphp>.
2. Ibid.
3. Findings from the Behavioral Risk Factor Surveillance System in New Hampshire, 2000, New Hampshire Department of Health and Human Services, Office of Community and Public Health Division of Epidemiology and Vital Statistics, Bureau of Health Statistics and Data Management.
4. School Nutrition Association, Breakfast First event, March 9, 2006.
5. Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *J Am Diet Assoc.*, 2005 May;105(5):743-60.
6. NH Kids Count 2006. Annie E. Casey Foundation, 2006 Data Book. <http://www.aecf.org/kidscount>.
7. RKM Research and Communications, Portsmouth, NH.
8. Doherty, W. New Hampshire Nutrition Education Curriculum Guide. University of New Hampshire Masters of Science in Nutritional Science, May 2002.

APPENDIX F. DRAFT APPLICATION

HNH*foundation*

14 Dixon Avenue, Concord, New Hampshire 03301

Phone: 603-229-3260 Fax: 603-229-3259

E-mail: info@hnhfoundation.org Web: www.hnhfoundation.org

A REQUEST FOR PROPOSALS TO PROMOTE PHYSICAL ACTIVITY AND HEALTHY EATING TO REDUCE THE PREVALENCE OF OBESITY AMONG NH'S SCHOOL CHILDREN

PROPOSAL COVER SHEET

Please submit this form along with the attachments requested.

**Completed proposals and this cover sheet must be received by 5:00 pm
on the deadline date.**

Profile of Applicant Organization (Do not exceed this page. All sections must be completed.)

Name of School: _____

Address: _____

Telephone No: _____ Fax No: _____

Grades: _____

Name of School Administrator/Principal: _____

If activities are to be carried out in more than one school, attach a sheet with the above information for each school.

Contact for Proposal

Name of Project Director: _____

Name of School: _____

Address: _____

Telephone No: _____ Fax No: _____ E-mail: _____

If funded, check should be made out to: _____

And mailed to: _____

For which of the following areas are you applying:

Physical activity equipment _____

Nutrition education curricula/materials _____

(Requested materials should conform to the NH Nutrition Curriculum Guide, Nutrition Assessment Tool at: <http://www.shhs.unh.edu/hmp/NHHSC/index.html>)

School breakfast equipment _____

What is the goal (or objective) that funding your request will achieve?

Specify the items you would like the grant to fund:

Item	Number Desired	Cost per unit
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total amount requested _____

Number of children who would benefit from this grant _____

Indicate how the items requested would be used and the frequency of use:

Describe how you plan to evaluate the impact of your request at your facility.
