

# LiveWell Colorado: Go Slow Whoa

---



**Contents**

- A. Executive Summary ..... 1
  - Summary of Key Elements of Business Plan..... 1
    - Brief Description of Scaling/Expansion Initiative ..... 1
    - Brief Description of Outcomes/Impact To-Date..... 1
    - Capital Required for Scaling/Expansion..... 2
    - Timetable for Scaling/Expansion..... 2
    - Geographic Scaling - Proposed Sites and Locations..... 2
- B. Industry and Market Analysis ..... 2
  - Market Context and Need ..... 2
  - Current and Projected Demand ..... 5
  - Ecosystems Analysis..... 6
- C. Strategy and Theory of Change..... 6
  - Description of Organization and Mission ..... 6
  - Description of the Initiative Being Scaled/ Expanded ..... 8
    - How It Advances LiveWell Colorado’s Theory of Change ..... 8
    - Evidence of Outcomes/Impact To-Date..... 9
  - Definition of Social Value Proposition ..... 10
- D. Scaling Plan..... 11
  - Description of Scaling/Expansion Plan..... 11
    - Strategy ..... 11
    - Target Customers/Beneficiaries ..... 12
    - Distribution Plan ..... 12
    - Competitive Advantage and Barriers to Entry ..... 13
    - Core Program Elements and Success Factors ..... 13
  - Twelve Month Operating Plan ..... 16
  - Marketing Plan ..... 18
  - Projected Social Impact ..... 18
  - Vision for Influencing Sector or System Change ..... 19
- E. Evaluation Plan & Knowledge Dissemination Plan ..... 19
  - Plan for Assessing Outcomes/Impact ..... 19
  - Plan for Communicating Impact of Scaling/Expansion Initiative ..... 20
- F. Organization ..... 21
  - Organization History..... 21
  - Organization Structure and Governance ..... 21
  - Current Size and Reach..... 21

Management Team.....	22
G. Infrastructure Requirements.....	22
Investments in Infrastructure Required to Support Expansion .....	22
Other Capacity Building Needs .....	23
H. Financial Plan for the Scaling/Expansion Initiative.....	23
Capital Required to Finance Expansion, by Type of Support.....	23
Fund Development Strategy – Description of Sustainable Economic Model and Timetable.....	23
Current Funders and Commitments .....	24
Projected Funding by Sources of Support.....	24
Pro Forma Financial Projections for Three Years.....	24
Revenue.....	24
Expenses .....	25
Table 7, Projected Expenses for Go Slow Whoa .....	25
Cost per Unit of Service.....	26
I. Risk Assessment and Contingency Plan.....	27

## A. Executive Summary

### Summary of Key Elements of Business Plan

#### Brief Description of Scaling/Expansion Initiative

LiveWell Colorado (LWC) is scaling out *Go, Slow, Whoa* (GSW) from a pilot program in eight Aurora Public Schools (APS) in Colorado to additional schools within APS and three subsequent districts that will increase the reach of the program to 258 (see page 12, LiveWell Colorado School Implementation Schedule) schools and over 110,000 elementary school students in Colorado by the end of 2014. GSW is designed to increase student and school community awareness and consumption of healthy foods and have a long-term effect on childhood obesity. GSW creates healthy children and healthy school environments by teaching children that *Go* foods, or more nutrient dense foods, should be consumed more often than *Slow* or *Whoa* foods that have added fat and sugar and should be eaten less often and in smaller quantities. Based on student data from APS, surveys conducted by LWC, and studies on the impact of obesity on health and the economy, there is strong demand for GSW to have a short-term impact on students' food choices and an anticipated long-term impact on childhood obesity.

#### Brief Description of Outcomes/Impact To-Date

Eight of 31 APS elementary schools implemented GSW through a coordinated model, including APS elementary principals, physical education and classroom teachers, family liaisons, parents, nutrition services departments, school nurses, school district translators and data analysis departments. APS accessed data, personnel and materials to replicate program elements and products and maximize economies of scale. The USDA Food and Nutrition Service, KMGH Channel 7 and the Colorado Rapids (Major League Soccer) team provided additional support. Through these efforts, LWC has seen the results in the pilot APS elementary schools described below.

1. Increased recognition of and improved attitude toward healthy food choices.
2. Increased *Go* food selections in school meals.
3. Transformed school environments that support the GSW message as evidenced by:
  - Six of the eight schools met the USDA Healthier US School Challenge (HUSSC) Bronze award criteria. GSW served as the much-needed promotional vehicle for helping students adopt healthy eating habits and increase consumption of fruits, vegetables and low-fat milk.
  - APS GSW food service managers attended the LWC and the Colorado Health Foundation sponsored Cook for America® Culinary School Food Boot Camp. School food service managers and school site coordinators attended GSW implementation trainings. These programs promote the preparation of fresh food and scratch cooking in school cafeterias at the same or lower costs than schools currently pay for processed, ready to heat and serve foods.
  - Six of the eight schools enrolled in GSW use the USDA SNAP-ED (State Nutrition Assistance Program- Education) PreK-5 classroom nutrition education curriculum. This curriculum meets grade-level standards for literacy and science, involves food preparation and/or tasting, is bilingual, food preparation and nutrition classes, newsletters and activities. The curriculum reinforces the GSW messages through lessons based on the USDA MyPyramid.

- Physical education teachers in the *GSW* schools acted as on-site *GSW* co-coordinators with food service managers and made concerted efforts to provide a joint message about the importance of physical activity along with healthy eating. All PE teachers complete a fall and spring Fitness Gram evaluation that includes student height and weight data to assist tracking and evaluation.
- In addition to LWC and APS, the *GSW* program established community partnerships with KMGH Channel 7, Azteca Colorado, The Colorado Rapids (major league soccer team), USDA SNAP-ED and USDA Team Nutrition Program mascot and support.

### Capital Required for Scaling/Expansion

The program requires \$5,450 in cash and in-kind support per school per year to implement. LWC intends to expand the program to 258 schools within metropolitan Denver through 2014 requiring a total investment of \$586,372 cash and \$819,570 in-kind support.

### Timetable for Scaling/Expansion

Schools implement *GSW* on a voluntary basis. The successes of the program, the momentum building in Colorado around healthy school lunches and active recruitment activities increased demand for the program. After the 2013-2014 school year implementation and additional partners are identified, LWC plans to expand the program to additional, interested elementary schools. The scaling plan described here (including those additional districts) would reach approximately 26 percent of Colorado's 418,000 elementary students.

### Geographic Scaling - Proposed Sites and Locations

Three additional districts are committed to implementing the program over the next three years and many others are interested and included in the implementation schedule. The scaling plan represents approximately 25 percent of Colorado's 1,044 elementary schools.

LWC recognizes that this business plan is developed at a discrete point in time and fully expects to make adjustments and modifications as necessary to accommodate changes in school environments, personnel, etc. The development of this plan caused the organization to be thoughtful and realistic about its approach to scaling and understanding potential challenges and limitations.

## B. Industry and Market Analysis

### Market Context and Need

Childhood obesity has become a major public health crisis over the last several years, with severe impacts on our nation's youth and their future health and productivity. Nationally, more than one-third of children ages 10–17 are obese (16.4 percent) or overweight (18.2 percent). Since 1970, the number of obese children ages 6-11 has quadrupled, and the number of obese adolescents ages 12-19 has tripled<sup>1</sup>. Additionally, there is strong evidence pointing to the potential adverse effects of poor nutrition and physical activity among American children, notably test scores, concentration, absenteeism, and attitude<sup>2</sup>.

Childhood obesity has severe health impacts, with alarming rates of chronic disease in children that previously were diagnosed primarily in adults. For example, 10 years ago type 2 diabetes

<sup>1</sup> F as in Fat, Trust for America's Health and Robert Wood Johnson Foundation, 2010

<sup>2</sup> 2004 - Action for Health Kids research report

was almost nonexistent among children, but in some areas it now accounts for nearly half of new diabetes cases among children or adolescents.<sup>3</sup> An estimated 61 percent of overweight young people have at least one additional risk factor for heart disease, such as high cholesterol or high blood pressure.<sup>4</sup> Obese children and adolescents are also at higher risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem. Obese youth are more likely than youth of normal weight to become overweight or obese adults, and therefore more at risk for associated adult health problems, including heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.<sup>5,6</sup>

Obesity has severe economic consequences as well. According to the American Journal of Health Promotion, obesity is costing U.S. businesses more than \$13 billion annually in health insurance claims, paid sick leave and disability, and life insurance.<sup>7</sup> In Colorado, nearly \$847 million is spent on obesity-related medical costs each year. The total economic cost of overweight and obesity in the United States is **\$270 billion per year**. This is the result of increased need for medical care, loss of worker productivity due to higher rates of death, loss of productivity due to disability of active workers, and loss of productivity due to total disability<sup>8</sup>.

While Colorado is known as the leanest state for adults, it is 23<sup>rd</sup> for children, with the **second-fastest rate of increase** in the nation, according to the 2010 National Survey of Children's Health. More than 1 in 4 (27.2 percent) of Colorado's children ages 10 to 17 are obese and overweight and 28.7 percent of Colorado children ages 2 to 14 are obese and overweight.<sup>9</sup>

Obesity risk factors include social determinants of health that define access to fresh fruit and vegetables, safe environments and income levels that afford opportunities for physical activity, healthcare, and education. The social determinants of health are the circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces: economics, social policies, and politics. Many of the students in the districts selected for scaling *Go, Slow, Whoa* fit the profile for social determinants of health that make healthy eating and active living a difficult rather than easy choice. Childhood obesity is becoming more of a problem for those least able to afford health care. Thomson Medstat<sup>10</sup> investigated the prevalence, cost, and treatment of obesity among children covered by Medicaid compared to those covered by private health insurance and published the following findings:

---

<sup>3</sup>Fagot-Campagna A: Emergence of type 2 diabetes in children: epidemiological evidence. *J Pediatr Endocrinol Metab* 13 (Suppl 6):1395-1402, 2000.

<sup>4</sup>David S. Freedman, William H. Dietz, Sathanur R. Srinivasan, and Gerald S. Berenson, "The Relation of Overweight to Cardiovascular Risk Factors Among Children and Adolescents: The Bogalusa Heart Study," *Pediatrics* 103, no. 6 (1999): 1175-1182.

<sup>5</sup>Daniels SR, Arnett DK, Eckel RH, et al. Overweight in children and adolescents: pathophysiology, consequences, prevention, and treatment. *Circulation*. 2005;111:1999-2002.

<sup>6</sup>U.S. Surgeon General. [Overweight and Obesity: Health Consequences](#). Rockville: MD; 2001.

<sup>7</sup>Smart Business; Jamie Curtis; 03/01/2011; <http://www.sbsonline.com/2011/03/how-childhood-obesity-can-affect-a-business%E2%80%99s-health-care-costs/?full=1>; Accessed 03.20.2011

<sup>8</sup>Society of Actuaries, Obesity and its Relation to Mortality and Morbidity Costs, Dec. 2010

<sup>9</sup>Center for Disease Control, [F as in Fat: How Obesity Threatens America's Future 2010](#), Trust for America's Health, and Robert Wood Johnson Foundation, 2009 and Colorado Department of Public Health and Environment's Child Health Survey, 2008

<sup>10</sup>Thomson Medstat is a global leader in providing integrated information solutions to business and professional customers. Medstat is a Thomson healthcare business which provides services to help manage the cost and quality of healthcare.

- Children covered by Medicaid are nearly six times more likely to be treated for a diagnosis of obesity than children covered by private insurance.
- Children treated for obesity are roughly three times more expensive for the health system than the average insured child.
- Annual healthcare costs are about \$6,700 for children treated for obesity covered by Medicaid and about \$3,700 for obese children with private insurance. In contrast, the same databases estimated the mean expenditures for all privately insured children at \$1,108 and all Medicaid children at \$2,446.
- Children diagnosed with obesity are two to three times more likely to be hospitalized.
- Children who receive Medicaid are less likely to visit the doctor and more likely to enter the hospital than comparable children with private insurance.
- Children treated for obesity are far more likely to be diagnosed with mental health disorders or bone and joint disorders than non-obese children.

LiveWell Colorado piloted *GSW* in the Aurora Public Schools district. A significant amount of data collected on elementary school students in APS clearly demonstrated the need for addressing this issue. LWC believes this demonstrated need may be generalized to other districts based on anecdotal reports from personnel in other districts. PreK-5 student screening results from three APS elementary schools clearly show a need for a promotion and education program to help students learn to select foods and activities that will help them maintain a healthy weight. Body Mass Indices (BMIs) were calculated and students were screened for elevated blood pressures and acanthosis nigricans<sup>11</sup>. A registered school nurse conducted screenings utilizing the Centers for Disease Control screening protocols. Results showed 47 percent of students were overweight or obese and 19 percent were obese. Eleven percent of the fifth grade students had serial elevated blood pressures. Depending on the grade and the school, 14 to 26 percent of the students showed signs of acanthosis nigricans.

Furthermore, BMI analysis shows a trend for increasing BMIs as students advance by grade in elementary school. The trend analysis points to the critical need to prevent further weight gain at the elementary school level (Figure 1).

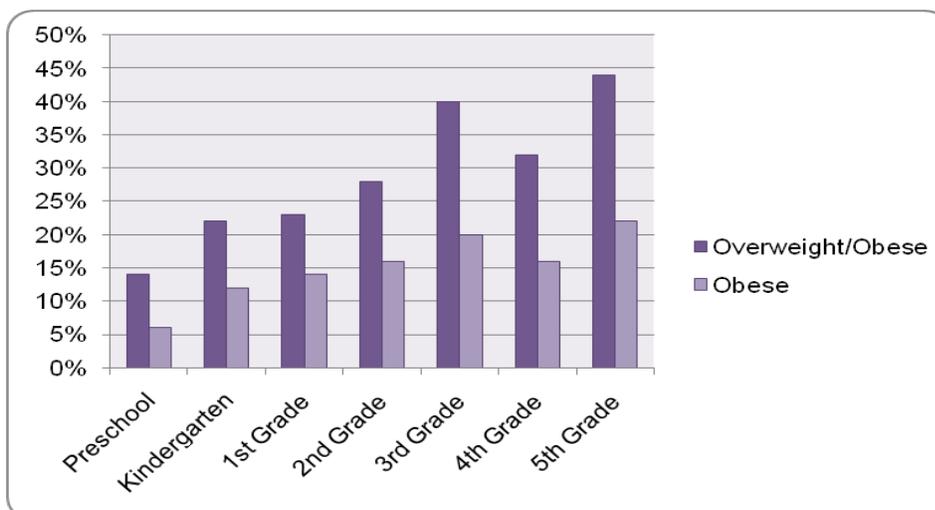


Figure 1 Body Mass Index by Grade

<sup>11</sup> According to Google Health, December 2010, acanthosis nigricans is a skin disorder characterized by dark, thick, velvety skin in body folds and creases. It is most common among people of African descent. Obesity can lead to acanthosis nigricans and it is frequently found in people with diabetes.

APS is one of the most diverse districts in the state and LWC is confident that it is indicative of the potential for success in other districts that have already committed to participate in *GSW*. Sixty-three percent of the approximately 37,000 APS students qualify for free and reduced price lunch. Fifty percent of the students are Hispanic, 20 percent are African American, 23.5 percent are Caucasian, almost 5 percent are Asian, and less than one percent are American Indian. The percentage of students qualifying for free or reduced price lunch is highest in the elementary schools - almost 73 percent of students.

### Current and Projected Demand

Based on a statewide survey of 1,100 adults conducted for LWC in December, 2010, there is strong public demand for a program that addresses childhood obesity through schools and recognition that school-based programs are part of the solution. Eighty-one percent said that it is extremely or very important to raise the public’s awareness of childhood obesity. This ranked higher than obesity in general, and nearly the same as drug abuse and violence (Figure 2).

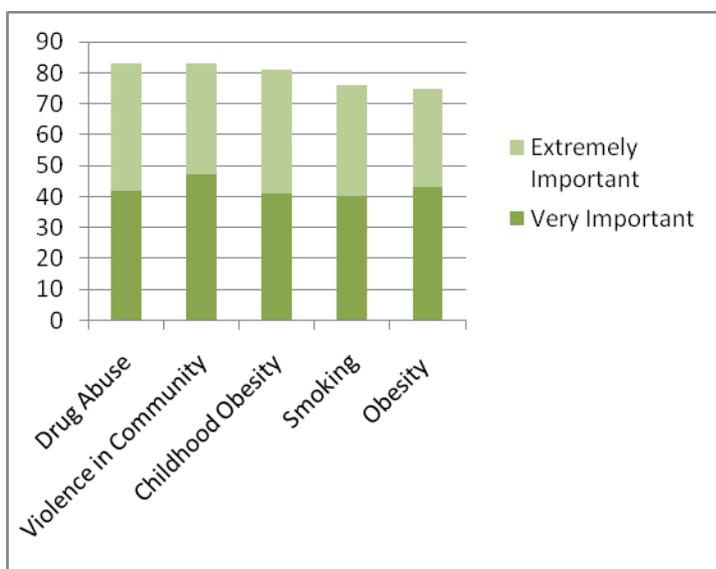


Figure 2, 2010 LWC Statewide Survey of 1,100 Adults

Additionally, half of Colorado adults think that schools should be part of the solution to the state’s obesity problem, and 62 percent thought serving more fruits and vegetables in schools would “definitely” help, (Colorado Obesity Statewide Attitude and Awareness Study, LiveWell Colorado, 2010).

Based on the pilot implementation of *GSW* in APS, it is reasonably easy for schools to adopt this program, especially if the administration, teachers and nutrition team are fully engaged. Because the program was created for and is executed in a school environment, students are already engaged in learning and have an appropriate context for accepting new information. The *GSW* program elements fit into the already existing cafeteria and classroom environment. The USDA SNAP- ED or similar curriculum already taught in the targeted schools augments the messaging of the program. The nutrition curriculum being taught as a complement to *GSW* meets grade-level standards for literacy and science, involves food preparation and/or tasting, and is bilingual. Parent food preparation and nutrition classes, newsletters and activities are components of the curriculum. The curriculum reinforces the *GSW* messages through lessons based on the USDA MyPyramid. *GSW* implementation consists mainly of educational components in the cafeteria,

classrooms, and communications pieces to families, and thus making it simple to execute based on the Implementation Guide and supporting materials developed during the pilot programs.

## Ecosystems Analysis

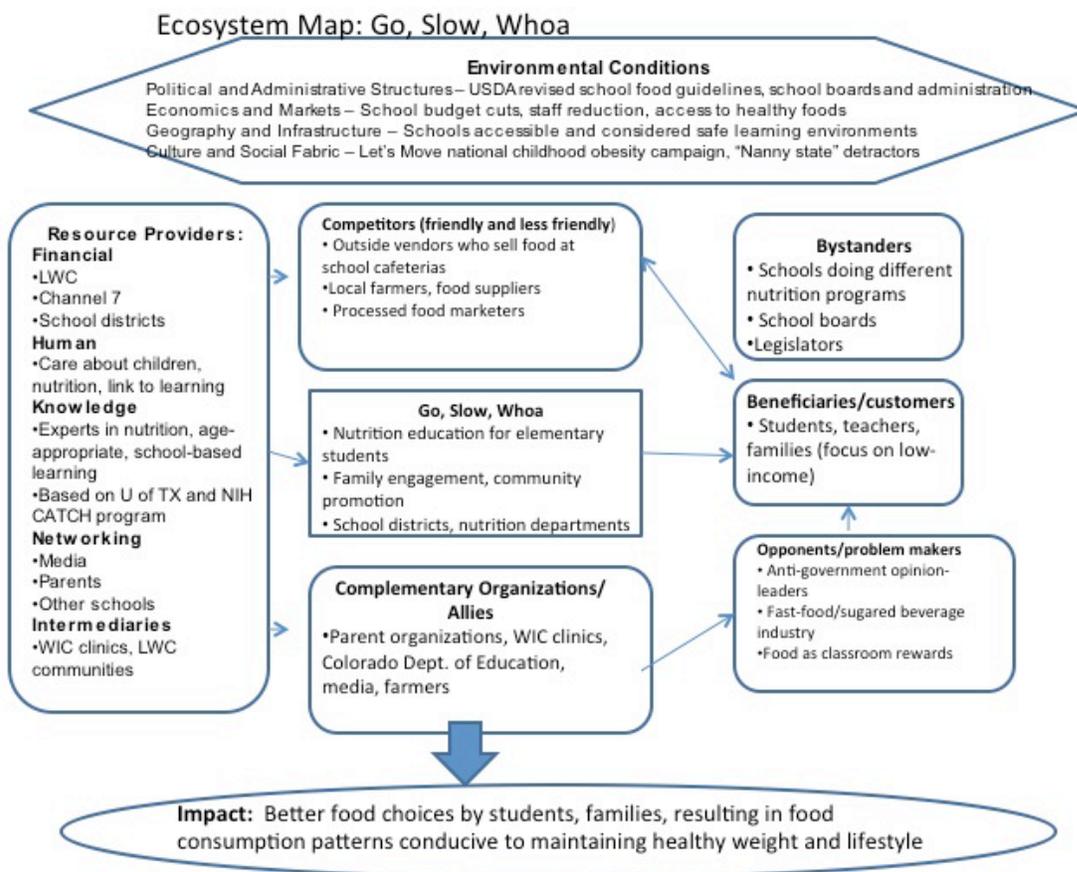


Figure 3 Ecosystem Analysis of Go Slow Whoa

## C. Strategy and Theory of Change

### Description of Organization and Mission

LWC is a nonprofit organization committed to reducing obesity in Colorado by promoting healthy eating and active living. In addition to educating and inspiring people to make healthy choices, LWC focuses on policy, environmental and lifestyle changes that remove barriers and increase access to healthy behaviors. Working in partnership with obesity prevention initiatives across the state, LWC aims to provide every Coloradoan with access to healthy foods and opportunities for physical activity in the places they live, work, learn and play.

Tasked with leading the state’s obesity prevention efforts, LWC is implementing an aggressive five-year strategic plan that was developed with input from hundreds of experts and stakeholders. Priority goals are focused in the following areas:

- Funding local community coalitions throughout the state focused on healthy eating and active living strategies;

- Informing and advancing multi-sector policy efforts with key stakeholders at the local, state and national levels;
- Leading social marketing initiatives that inspire culture shift and motivate sustainable healthy behavior changes.

To achieve these goals, LWC has developed an integrated, multi-sector approach to fighting obesity and has implemented and manages four key initiatives that will impact the rate of obesity in Colorado.

### 1. LiveWell Colorado Communities

LWC's community investment strategy funds community coalitions working on healthy eating and active living strategies at the local level. In 2010, LWC awarded \$3.7 million in funding to 22 communities across the state. In addition to financial support provided through a unique seven year funding cycle, LWC provides technical assistance and opportunities for shared learning and collaborations. Since 2006, the community initiatives program has directly benefited more than half a million Coloradans.

### 2. Policy Agenda

LWC promotes policy efforts that create healthy places—neighborhoods, schools, and worksites—essential to supporting healthy eating and physical activity behaviors. Recognizing the importance of “health in all policies”, LWC collaborates across sectors and is leading the development of a series of Policy Blueprints that assess current initiatives, recommend actionable strategies, and provide overall direction for statewide efforts regarding specific policy topics. LWC's advocacy efforts rely on the strength and voice of the Grassroots Advocacy Power Program (GAPP) participants. GAPP is a group of Colorado citizens who are motivated to actively participate in generating healthier eating and active living opportunities in their community.

### 3. Social Change Efforts

Public awareness, education, and motivation are essential to creating a culture where the healthy choice is the easy choice. LWC launched a multi-media branding campaign in late 2009 that served as a foundation for a larger social change campaign aimed at inspiring a movement that embraces healthy eating and active living habits. In addition, LWC is piloting community-based social marketing programs targeting sustainable individual behavior change with the intent of scaling and replicating successful programs.

### 4. Building a National Model

LWC combines the strengths of a public- private partnership, the independence and innovation of an autonomous organization, and the power of collaborative, multi-sector efforts to address the obesity epidemic. In addition to its statewide focus, LWC is connected on the national level through the National Convergence Partnership, and strives to create a framework, establish policies, and promote strategies that can be replicated throughout the country.

These strategies are supported by the underlying goals of reducing health disparities, building synergy and reducing duplication of efforts among organizations, supporting promising practices and ensuring accountability through rigorous evaluation. GSW is related to the policy agenda at a grassroots level of impacting policies and practices in schools and helps achieve social change by creating cultures in schools where healthy eating is the cool choice.

## Description of the Initiative Being Scaled/ Expanded

*GSW* is a nationally recognized evidence based program. The University of Texas School of Public Health developed *GSW* as a component of the Coordinated Approach to Child Health (CATCH) program and it was adopted by the National Heart, Lung and Blood Institute's WECAN! (Ways to Enhance Children's Activity and Nutrition) program. WeCAN!, a national program recognized by Michelle Obama in her efforts to reduce childhood obesity, is a collaboration between the National Heart Lung and Blood Institute, the National Institute of Diabetes and Digestive and Kidney Diseases, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, and the National Cancer Institute. The well-established CATCH program has been refining and researching its coordinated approach to improving child health, including *GSW*, which was developed to help elementary school students identify healthy foods. *GSW* includes community outreach initiatives, public service announcements and news stories focused on teaching families how to identify the foods they are eating as *GO*, *SLOW* or *WHOA*- "Use the light to eat right." (*GO* Foods—Eat almost anytime - green; *SLOW* Foods—Eat sometimes - yellow; *WHOA* Foods—Eat only once in a while or for special occasions - red.) Unlike some other nutrition programs, there are no forbidden items. A student doesn't need to go without the cookie, necessarily; but he learns it is red (a *Whoa* food), and he/she should be eating a lot less of it than green or *Go* foods.

The LWC *GSW* program includes school menu, school environment, classroom, and parent and community components. Foods served on the school lunch menu are identified as *Go*, *Slow* or *Whoa* and cafeteria signage is posted to help students identify healthy choices. Monthly menus that label foods as *Go*, *Slow* or *Whoa* are available for parents. Nutrition education and promotion programs such as *GSW* have proven to spur positive behavior change in kids. In fact, a recent study<sup>12</sup> showed that after three years, children who received behavioral and nutrition education ate more *Go* foods and fewer *Whoa* foods than those who did not. They also consumed slightly less snack and dessert foods and chose more *Go* versions of desserts.

The expansion of the *GSW* program to 258 elementary schools over the next three years and eventually to several hundred Colorado elementary schools will lead to increased parent, student and community awareness concerning healthful food choices. Integration of the *GSW* program into the student's daily experience will

- Increase recognition of healthy food choices by students
- Increase knowledge about healthy food choice by parents and staff
- Increase *Go* food selections in school meals
- Increase healthy food practices in the home
- Stabilize student BMI
- Align school food policies and meals with the *GSW* program

## How It Advances LiveWell Colorado's Theory of Change

LWC is built upon the theory that a change in environment and policy creating access to healthy eating and active living reduces obesity. *GSW* embodies that theory in its approach to changing school culture. *GSW* educates students on healthy food choices by integrating its curriculum into the students' experiences in classrooms and assemblies, signage, and cafeteria food choices, and

---

<sup>12</sup> Promising Practices. *Know Your Body*. Available at: <http://promisingpractices.info/program.asp?programid=109>. Accessed January 2, 2010.

it is complemented by opportunities for physical activity. Its influence is extended through communication sent to parents and invitations to meetings on healthy living. *GSW*'s efforts are supported through increased access to healthy foods in cafeterias. *GSW* is meant to complement school wellness efforts and not meant to be a stand-alone program. By changing the environment, policies, and practices within the school, students may learn and practice healthier behaviors, which will, in turn, slow the growth rate in BMI and stabilize the rate of increase in overweight and obesity.

### Evidence of Outcomes/Impact To-Date

Pre and post survey results, parent focus groups and impacts to foodservice manager food ordering in the six-week pilot were encouraging.

Indicator Outcome	Results
Increased recognition of Healthy Eating Choice	A set of questions presented two food choices and students identified the food that was the more healthful choice. More students picked the correct healthier choice on the post survey than on the pre survey.
Improved student attitudes about healthy eating	Results showed a small increase in the percentage of children making healthy eating choices (e.g. more students indicating they would eat popcorn without butter at the movies, and selecting low fat or skim milk to drink.)
Increased selection of <i>Go</i> foods from school lunch program	The number of students who indicated it was likely or very likely they could choose and eat a vegetable or a fruit for lunch was slightly higher on the post survey. One of the pilot school's cafeteria managers stated that since initiating the <i>GSW</i> program last spring, her fresh fruit and vegetable ordering has increased by over 50 percent. She shared that students have been more willing to try different fruits and vegetables versus just the usual apples and oranges, and that after a teacher showed the students how to consume the snap peas, the consumption increased.
Improved knowledge of healthful eating concepts	The majority of students correctly categorized six different foods as <i>Go</i> , <i>Slow</i> or <i>Whoa</i> in the post survey.
Transformed school environment that supports the <i>GSW</i> message	Six of the eight <i>GSW</i> schools have met the USDA HUSSC Bronze level criteria for classroom nutrition education, food policy, physical activity and school meals.

**Table 1, Summary of Evaluation Results in Six-Week *GSW* Pilot Program**

These results are consistent with the ancillary Dietary Intervention Study in Children (DISC) sponsored by the National Heart, Lung, and Blood Institute. The study showed that compared to baseline, after three years, children in the intervention group consumed more of the *Go* food choices in all of the food groups except fruit, and they consumed fewer of the *Whoa* food choices with one exception: pizza.

Parents from two focus groups, conducted at *GSW* Parent Breakfasts, indicated they would be able to implement the program in their home and expressed excitement over the school support that they would now have when talking with their children about healthy food choices. Parents from both focus groups expressed an interest in receiving information on how to cook vegetables that their children learned about and modifying their current recipes in order to make them healthier.

## Definition of Social Value Proposition

For school year ending 2011, GSW has been in a pilot phase. The outcomes described above demonstrate the potential impact of GSW in schools working with LWC.

Figure 4, Go, Slow, Whoa Program Logic Model



## D. Scaling Plan

### Description of Scaling/Expansion Plan

#### Strategy

LWC has seen promising impact from the pilot in APS. Based on this early success, LWC will scale out *GSW* to additional schools within APS as well as school districts throughout the metropolitan Denver area.

The mechanism for the scaling initiative will be an affiliation process where moderate or highly receptive schools/school districts will self-select into the *GSW* program based on the priority they place on: implementing healthy eating and active living environmental and policy changes, relying on the established brand recognition and credibility of the program, and contributing readily to the evaluation and building evidence of the strategies, outcomes and impact. LWC's program manager, who was a team member during the pilot in APS, will provide technical assistance. The tool used to help train new schools will be the implementation guide (see appendix) developed during the pilot in APS.

Readiness may be evaluated at multiple levels. First, *GSW* as a program has a high degree of readiness: it has a defined theory of change, curriculum, communication and marketing strategy, and evaluation protocol, and has established outputs and early outcomes. Second, as a state, Colorado has demonstrated its receptivity to healthy school initiatives that allow flexibility for adaption at the local level, and the general public supports healthy eating and active living initiatives. Many schools have already adopted programs to increase fresh food preparation on their campuses and hired wellness coordinators, and the state legislature recently passed a bill promoting physical activity in schools. *GSW* is a promotional tool that school food service personnel see as a much needed program for helping them get the message out about healthy options available in school meals. Finally, LWC as the coordinating agency has a two year history of collaboration with communities and entities statewide. An inherent risk of the readiness factor is launching a regional effort in an environment of impending reduced human resources in schools and the capacity of LWC as a startup and small organization to coordinate multiple moving parts in a volatile period for public schools.

LWC will leverage the resources of its affiliates: schools, school districts, and commercial media sponsor who will provide in-kind support through contributions of personnel, media exposure, and individual fund raising efforts. All three districts have a wellness coordinator, and two are funded by the Tri-County Health Department Communities Putting Prevention to Work grant that focuses on increasing healthy foods and physical activity in schools. Additional funds will be raised by LWC and school districts through foundations and corporations to fill resource gaps.

LWC will target APS, Adams 12 Five Star School District, Cherry Creek School District, and Saint Vrain Valley School District for expansion. Located in the Denver metropolitan area, these four districts enroll 19 percent of Colorado students. Under this program, APS plans to add a minimum of five schools each year for the next two years and afterward will add remaining APS schools. Adams 12 Five Star, Cherry Creek and Saint Vrain Valley each plan to add 12 - 14 schools in the first year.

School principals, *GSW* school site coordinators, and school foodservice managers will receive training on implementing *GSW*. In addition, schools will receive technical assistance, training,

education, and promotional and marketing materials to encourage and support schools in meeting the USDA HUSSC Bronze level. (See brochure in the appendix.) The goal of HUSSC is to improve the health of the nation's children by promoting healthier school environments utilizing research based best practices. To meet this goal, the USDA Food and Nutrition Service (FNS) provides cash incentives to schools that have improved the quality of foods served, implemented a supportive wellness policy that addresses all foods offered in the school environment, and provided students with nutrition and physical education and opportunities for physical activity. School district wellness coordinators will assist with the training, coordination and implementation of the *GSW* program at each of the school sites. Coordinated evaluation efforts will provide feedback to each school on their progress and will add to the regional evidence of *GSW*'s effectiveness. LWC, KMGH Channel 7, and district web sites will all provide stories of successful implementation and resources for parents, teachers and other school districts in Colorado to use.

### **Target Customers/Beneficiaries**

The students in each of the school districts described above will be the primary beneficiaries as well as parents and families who will receive *GSW* information, learn more about healthy eating and gain access to information about changing to more healthy eating habits. The faculty and staff at each school will also get information and participate in activities designed to increase their awareness and knowledge of eating healthy.

### **Distribution Plan**

The table below shows the implementation schedule for schools and districts. There are approximately 418,000 + Colorado elementary students. By the end of the third year, *GSW* will reach a minimum of 20 percent of the Colorado elementary student population. The fourth year, 100 more schools will be added and the *GSW* program will be scaled to serve at least 26 percent of the Colorado elementary student population.

**Table 2, LiveWell Colorado School Implementation Schedule**

DISTRICT	PK-5 Enrollment	Total Number of Elementary Schools	% of Elementary Free/ Reduced Lunch	Fall 2011 GSW Schools	Est. # of New Students	Fall 2012 New GSW Schools	Est. # of New Students	Fall 2013 New GSW Schools	Est. # of New Students	Fall 2014 New GSW Schools	Est. # of New Students	Estimated Number of Total Students
Adams 12 Five Star	20,498	34	51%	0	0	12	7,235	12	7,235	10	6,028	20,498
Cherry Creek	25,193	40	29%	0	0	12	7,558	12	7,558	16	10,077	25,193
APS (Adams-Arapahoe 2&J)	20,677	32	85%	13	8,400	0	0	12	7,754	7	4,523	20,677
St Vrain Valley RE 1J	14,097	28	41%	0		14	7,048	14	7,048	0	0	14,097
Additional School Districts	30,000	124				12	2,903	12	2,903	100	4,194	30,000
	110,465	258										
		Number of GSW Students			8,400		24,744		32,498		44,822	110,465
		Number of GSW schools										
	Total			13		63		125		258		
1044--Total number of Colorado Elementary Schools												
418,000--Approximate number of Colorado elementary students												

**Competitive Advantage and Barriers to Entry**

LWC has growing credibility and a proven track record in working with communities and their varied stakeholders to implement significant change. LWC understands the importance of working closely with constituents to ensure their needs and fears are addressed as they implement innovations. A program manager will oversee training, technical assistance, implementation and evaluation. A significant barrier to entry in future years may be the competition for school personnel time to initiate new programs as state and local funds for schools are reduced due to lower government funding.

**Core Program Elements and Success Factors**

GSW coordinators selected promotional, incentive and classroom educational components based on coordinating classroom nutrition education with promotional messages for classrooms, home and the cafeteria. These specific components were selected based on experience implementing and evaluating the GSW program in other states and on evidence-based nutrition program components for changing student behaviors.

**Table 3, Go Slow Whoa Program Components**

<b>GSW Components</b>	<b>Audience</b>	<b>E/S</b>	<b>\$\$</b>
Cafeteria Point of Service Laminated GSW Prompts	P,S,S	Y	X
Classroom and Cafeteria GSW Posters and Incentive Day Flyers	S, S	Y	X
Denver Channel Website Materials	P,S,S, C	N	
District Wellness Coordinators GSW time	P,S,FS,C	N	X
GSW Evaluation Annual Report	FS, S, LWC	N	X
GSW Parent Information Breakfast	P	Y	X
GSW PSA's	P, S, C	Y	
GSW School and District Web Site	P,S,S, C	Y	
GSW School Coordinators Training	S, FS	N	X
GSW School FS Training	FS	N	X
GSW School Newsletter Articles	P, S, S	Y	X
GSW Training PPP for Parents and Staff	P, FS	Y	
News Coverage	P,S,S, C	N	
Parent Letter from School Principal and District FS Director	P	Y	X
Pre and Post Student Surveys & Collection and Reporting of Cafeteria Food Purchases	FS, S	N	X
School GSW Menus (printed)	P, S, S,C	Y	X
Staff Letter from School Principal and FS Director	S	N	X
Three GSW Student Incentive Days (students are incented to select & consume "go" foods)	S,S	N	X
USDA SNAP-ED Classroom Nutrition Ed. Lessons or Equivalent	S,S	Y	
USDA SNAP-ED Parent Recipes (5) with ingredient GSW classification	P,S,S	Y	X

\$\$-Requires Funding      E/S-English and Spanish  
 S-Students and/or Staff      P-Parents      C-Community      FS-Food Service

**USDA HUSSC Bronze Award as Criteria for Success**

The USDA HUSSC award recognizes schools that improve the quality of foods served and provide students with nutrition education, physical education, and opportunities for physical activity. HUSSC- Bronze level criteria include: 1) school is enrolled as a Team Nutrition school; 2) reimbursable lunches meet the USDA nutrition standards; and 3) school lunch menu allows students to select each of the following food items: a different ¼ cup serving of a vegetable every day of the week; a different ¼ serving of fruit every day of the week; 100 percent fruit juice can be counted as a fruit only once per week; a whole-grain food serving; and only low-fat (1 percent or less) and fat-free (skim) fluid milk, flavored or unflavored, offered each day. *(Please see brochure in appendix for more information.)*

The national program also allows for scaling the program across school districts. Implementing the HUSSC criteria along with the GSW program to educate and promote healthy eating in schools provides a framework for successful GSW implementation and ensures sustainability of the GSW program efforts. The HUSSC is one of the key program's identified by Michele Obama's *Let's Move* initiative to reduce childhood obesity. The HUSSC utilizes evidenced based criteria for awards, but has no promotional component. GSW promotes the school meal and environmental changes to students, staff and parents. Foodservice programs that have made menu changes have repeatedly expressed a need for such a program coordinated with news media to offset the bad publicity and misinformation provided about school meal programs.

**Program Coordinator**

The coordinator provides training and technical assistance to school personnel to ensure schools meet *GSW* criteria, and coordinates the *GSW* program with other district programs targeted to improve student health. This heightens efficiencies and eliminates duplication of effort.

**Table 4, Timetable, Milestones and Measurable Three-Year Performance Goals**

<b>Timetable</b>	<b>Milestones</b>	<b>Goal</b>
Spring/Summer 2011	Five pilot schools complete first year. 13 <i>GSW</i> schools recruited and trained. Evaluation report on first year of <i>GSW</i> .	<p><b><u>Goals for Schools in First Year of <i>GSW</i></u></b> Increased:</p> <ol style="list-style-type: none"> <li>1. Recognition of healthy food choices by students</li> <li>2. Knowledge about healthy food choices by parents</li> <li>3. <i>Go</i> food selections in school meals</li> <li>4. Healthy food practices in home</li> <li>5. Number of schools meet USDA HSUCC criteria</li> <li>6. Participation in school meal program</li> </ol> <p><b><u>Goals for Schools in Year 2 and Beyond:</u></b></p> <ol style="list-style-type: none"> <li>1. Increased presence of <i>Go</i> foods in school menus, classroom snacks and food for school celebrations.</li> <li>2. Increased number of <i>Go</i> foods consumed at lunch and breakfast.</li> <li>3. Demonstrated improvement of student knowledge of <i>Go</i> foods and food selected in school meals measured by student surveys and food services food purchases.</li> <li>4. Increased physical activity opportunities.</li> <li>5. Increased number of schools that meet the HUSSC Bronze criteria (the environmental supporting component).</li> </ol>
Fall 2011	First year report completed. Pre-surveys and kickoff assemblies for new <i>GSW</i> schools completed. Implement <i>GSW</i> in 13 schools. Provide training for three additional districts to begin <i>GSW</i> implementation in the spring of 2012 in 63 schools.	
Spring 2012	Student Post Survey for Fall 2010 <i>GSW</i> schools completed. Student pre-survey for spring <i>GSW</i> schools. Implementation of <i>GSW</i> in elementary schools in three new school districts prepared. Train 50 new <i>GSW</i> schools for Fall 2012.	
Summer 2012	Second year report completed.	
Fall 2012	Pre-surveys and kickoff assemblies for new <i>GSW</i> schools completed.	
Spring 2013	Student Post Survey for fall <i>GSW</i> schools completed. Student pre-survey for spring <i>GSW</i> schools. Train 62 new <i>GSW</i> schools for Fall 2013.	
Summer 2013	Year three survey analysis report completed.	
Fall 2013	Third year report completed. Pre-surveys and kickoff assemblies for new <i>GSW</i> schools completed.	
Spring 2014	Student Post Survey for fall <i>GSW</i> schools completed. Student pre-survey for spring <i>GSW</i> schools. Implementation of <i>GSW</i> in 171 elementary schools in three new school districts completed. Train 133 new <i>GSW</i> schools for fall 2014.	
Fall 2014	Fourth year report completed. Pre-surveys and kickoff assemblies for new <i>GSW</i> schools completed.	
Summer 2015	Summary Report	

## Twelve Month Operating Plan

Table 5, Go Slow Whoa Operating Plan

<i>Month</i>	<i>Task</i>	<i>Personnel</i>
Mar 2011	Meet with Food Service, Wellness Coordinator, District Evaluator, LWC representative, Channel 7 Community Relations Manager to plan SY 2011 implementation at APS Identify schools for training Schedule training for school principals, food service managers, and on-site coordinator for May and Aug Plan the training	LWC Program Manager Program Coordinator
April 2011	Update pre and post evaluation surveys Determine dates for evaluation implementation	Evaluator
May 2011	Sign up participating schools for become a USDA Team Nutrition School Conduct May training for new <i>GSW</i> schools Schedule classroom <i>GSW</i> grades 3-5 pre-surveys to occur prior to assembly Schedule dates for <i>GSW</i> Assembly w/ School Principal, KMGH Channel 7 and LWC	Program Coordinator Evaluator On-site coordinator and Principal
July 2011	Print pre survey materials for distribution in August Print classroom posters, parent and staff letter and menus Order incentives	Program Coordinator
Aug 2011	Conduct August training for new <i>GSW</i> schools Finalize dates for <i>GSW</i> Assembly w/ School Principal, Channel 7 and LWC Provide information on assembly to school staff and parents.	On-site Coordinator
	Finalize dates for classroom <i>GSW</i> grades 3-5 pre-surveys to occur prior to assembly Distribute pre-surveys to schools Collect completed pre surveys from classroom staff and return to Nutrition Services.	Program Coordinator & On-site Coordinator
	Submit Sept. newsletter article for publishing on web site/newsletter	Program Coordinator
	Provide <i>GSW</i> on site training to school food service staff Determine three incentive days for school year	Food Service Manager
Sept 2011	Hold <i>GSW</i> Assembly	Onsite <i>GSW</i> Team
	Work with students on <i>GSW</i> definitions and examples AFTER the assembly	Onsite Coordinator
	Make copies of the following for student Friday folders: 1) Principal and District Nutrition Services' parent letter explaining <i>GSW</i> program 2)October menu with <i>GSW</i> coding sent home in student Friday folder	On-site Coordinator, Food Service Manager and District Manager

<b><i>Month</i></b>	<b><i>Task</i></b>	<b><i>Personnel</i></b>
	Determine Fall incentive day. Request incentive day help from para-professionals (classroom assistants), family liaison and parents. Make copies and distribute Incentive Day flyer to classroom teachers.	Onsite Coordinator & Food Service Manager
	Submit <i>GSW</i> Oct. newsletter article for publishing on web site/newsletter	Onsite Coordinator
	Distribute and post <i>GSW</i> posters for classroom and cafeteria	Onsite Coordinator
Oct 2011	Continue work with students on <i>GSW</i> definitions and examples Compile pre survey results	Onsite Coordinator, Food Service Staff, Teachers, Evaluator
	Submit <i>GSW</i> Nov. Newsletter for publishing on web site / newsletter	Onsite Coordinator
Nov 2011	Coordinate <i>GSW</i> application for Healthier School Challenge Award Continue work with students on <i>GSW</i> definitions and examples	Program Coordinator Onsite Coordinator, Food Service Staff, Teachers
	Submit <i>GSW</i> Jan. newsletter for publishing on web site/ newsletter	Onsite Coordinator
Dec 2011	Recruit additional APS elementary schools for Fall 2012 Recruit St. Vrain/Longmont, Adams 12 and Cherry Creek District elementary schools for Fall 2012 Continue work with students on <i>GSW</i> definitions and examples	LWC Program Manager
Jan 2012	Determine winter incentive day. Request incentive day help from para-professionals (classroom assistants), family liaison and parents. Make copies and distribute incentive day flyer to classroom teachers.	Onsite Coordinator & Food Service Manager
	Continue work with students on <i>GSW</i> definitions and examples.	Onsite Coordinator, Food Service Staff, Teachers
Feb 2012	Determine spring incentive day. Request incentive day help from para-professionals (classroom assistants), family liaison and parents. Make copies and distribute Incentive Day flyer to classroom teachers. Continue work with students on <i>GSW</i> definitions and examples	Onsite Coordinator & Food Service Manager
Mar 2012	Set date for classroom <i>GSW</i> grades 3-5 post-surveys to occur last month of school Submit <i>GSW</i> April Newsletter for publishing on web site/ newsletter Continue work with students on <i>GSW</i> definitions and examples	Co-coordinator / PE Teacher
Apr 2012	Continue work with students on <i>GSW</i> definitions and examples Conduct student post surveys Collect completed post surveys from classroom staff and return to Nutrition Services.	Co-coordinator / PE Teacher
May 2012	Submit summary of incentive days to Nutrition Services	Food Service Staff
June 2012	Summarize post survey results; compile pre and post results and complete final evaluation report	LWC Program Manager

## Marketing Plan

LWC's media partner, KMGH-TV, will promote *GSW* through news stories and a page on its web site. LWC will feature *GSW* in its promotion of its Freshen Up School Food Initiative (this initiative, which includes *GSW* as a component, encompasses several programs that work with schools directly to train cafeteria workers to prepare fresh, made from scratch meals, and motivate and educate students about making healthy food choices) and will also depend on word of mouth promotion through its partner communities. In addition, LWC promotes the program to the students, parents and other schools through:

- School principal letter to parents – informs and educates parents about the program and enlists their support so they encourage healthy food choices at home as well
- Update at parent breakfast events – another opportunity to inform and educate parents and solicit their support
- Assembly – promotes program to students and teachers to educate and get them excited about *GSW*
- Classroom posters – basic fun, colorful poster in each classroom reminding the kids of the program and their *Go, Slow or Whoa* choices
- Laminated cafeteria prompts – laminated cards on cafeteria lines that remind students of their *Go, Slow or Whoa* choices each day
- Cafeteria menus – sent home each month in parent newsletter to remind parents and student of their food choices each day. Each option is labeled *Go, Slow or Whoa* so parents and kids know what their options are
- Principal letter to personnel – informs and educates school staff and teachers about the program so every staff member can take advantage of opportunities to talk with the students about the program, when appropriate
- News coverage — provides a great way to educate the general public and encourage students to watch the news and see what great programs they are participating in at school. The kids love to see themselves on TV!
- PSAs – Public Service Announcements on KMGH TV by local news personality giving healthy *GSW* tips that anyone can incorporate into their lives – general public
- education and positive awareness/reinforcement for students, parents and teachers to see their program on TV
- *GSW* information posted on KMGH TV website and referenced in PSAs and *GSW* promotional segments –informational for general public
- Pre-written articles and recipes related to healthy eating and active living activities for schools to easily include in their monthly school newsletters

## Projected Social Impact

LWC's scaling of *GSW* is intended to have significant impact on school policies and cultures regarding nutrition and food selection in four large school districts in Colorado. Specifically, LWC expects school policies to address the following:

- School districts will engage students, parents, teachers, food service professionals, health professionals, and interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- Students will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; and school district administrators will support policies providing for clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs: School Breakfast Program, National School Lunch Program (including after-school snacks), Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program (including suppers), and strive to meet the requirements of the USDA’s HUSCC.
- Schools and related community services will provide nutrition and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs.

These changes are expected to increase student awareness of healthy eating and, as a result, change student behavior and choices related to foods eaten at school and at home. This is designed to improve the quality of students’ diet, level of physical activity, and academic performance, prevent obesity, and over the long term, stabilize or improve their health.

### **Vision for Influencing Sector or System Change**

Student and community changes related to healthy eating behaviors and lifestyles, when coordinated with *GSW* components and school health and wellness policies, are anticipated to lead to a flat line in the growth of overweight and obese student BMIs. In the longer term, the changes facilitated by *GSW* and other supporting policies, will create demand by the school districts for government commodity products to supply fresh, unprocessed meats, dairy, fruits, vegetables, and grains and create demand for low sodium, low sugar and fat commodity products.

### **E. Evaluation Plan & Knowledge Dissemination Plan**

*GSW* is designed to create awareness and behavior changes among elementary school-aged youth in the area of healthy eating. The *GSW* program has been implemented in APS to leverage the significant environmental and policy changes already in place that allow for healthy food to be obtained, prepared, and served to students and ensure these changes are providing returns through use by students. If demonstrated to be successful, the *GSW* program will not only result in the increased consumption of healthy foods and decreased consumption of unhealthy foods, but provide the needed evidence for additional schools and funders to invest in policies and environmental changes that allow for the provision of healthy food options in elementary schools.

### **Plan for Assessing Outcomes/Impact**

The *GSW* program has a spectrum of intended outcomes ranging from recognition to increased consumption of healthy foods. LWC is conducting research at the “Apparent Impact” Stage and defining targets for outputs and initial outcomes (specifically the pre and post surveys – see logic model). Schools that receive the USDA HUSCC Bronze Award will be using “Proxy Impact” although that is not anticipated until near the end of the project. The following table states the intended short-term and intermediate outcomes and outlines the evaluation plan:

**Table 6, Go Slow Whoa Evaluation Plan**

<b>Indicator</b>	<b>Outcome</b>	<b>Evaluation Tool</b>	<b>Analysis Reporting</b>
Recognition of healthy eating choices	Increase recognition and awareness of healthy food choices by students of “Go” foods	Pre-post surveys of participating students	Pre-post survey comparisons
Improved student attitudes about healthy eating	Increased adoption of healthy food practices in school lunches	Pre-post surveys of participating students	Pre-post survey comparisons
Increased family/community awareness of healthy eating choices	Increased percentage of students eating <i>Go</i> foods at home	Pre-post surveys	Pre-post survey comparisons
Increased participation in school lunch program	Increase the number of students selecting a reimbursable lunch with better food choices	School meal program daily and monthly participation data	Trend analysis of lunch services; matched time frame; % of enrollment
Increased number of schools meeting USDA HSUCC criteria	Improved school environment related to healthy food choices	Survey of schools on the criteria	Survey results reported and note change in status with respect to criteria

In order to monitor the identified outcomes LWC will utilize a combination of qualitative and quantitative metrics. The final data set will include pre/post survey results related to student attitudes and knowledge concerning healthy eating. Data will be collected from the lunch program at all participating school districts concerning the number of meals served and student food selection.

The University of Texas conducted a similar evaluation of the *GSW* program as part of the CATCH program. As part of the evaluation effort, the university developed a pre and post test survey tool to measure knowledge, awareness, and behavior changes. Due to the proven reliability and validity of this survey, LWC will utilize the same survey tool.

### **Plan for Communicating Impact of Scaling/Expansion Initiative**

A summative report concerning program implementation at each participating school district will be developed annually and will include information concerning program implementation and outcomes. The results will include a comprehensive examination of the aforementioned qualitative and quantitative data outlined within the attached logic model. It will be split into three topical areas related to program implementation, student attitudes/behaviors, and family/community effects. Each area will be analyzed with appropriate statistical tests when available. Similarly, qualitative data will be systematically examined to identify potential barriers and areas of strength related to future program implementation. The initial report will serve as a baseline to allow participating school districts and stakeholders to better implement the *GSW* program as well as to inform additional investments in policy and environmental changes that support healthy food access in schools.

Reports on the impact of the *GSW* program will be disseminated to key organizations, agencies, stakeholders, and schools. Dissemination will build a comprehensive understanding of the

combination of interventions required for students to eat healthier foods. Public will for healthier food options in schools already exists throughout Colorado and in a number of school districts. Dissemination of the impact *GSW* is having in increasing healthy food consumption is expected to further enhance interest in ongoing investment, environmental and policy changes, and the utilization of the *GSW* program. The ultimate objective is to leverage district, private, and community resources to reduce the growing prevalence of childhood obesity.

## **F. Organization**

### **Organization History**

Initially established as a grant-making collaborative in 2007 through the support of its initial funders – the Colorado Health Foundation, Kaiser Permanente and the Kresge Foundation – and its partner the Colorado Department of Public Health and Environment, LWC became a 501(c)(3) in the spring of 2008 and formed a board of directors by December 2008. The collaborative funding partnership merged the community based programs of Kaiser Permanente’s Thriving Communities and Colorado Department of Public Health and Environment’s STEP communities to form the LiveWell Community Investment program as well as introduced a branding initiative that continues to evolve today.

The board of directors hired its founding President and CEO in March 2009. Through 2009 and 2010 a management team was assembled to oversee Finance and Operations, Community Investments, Policy and Marketing and Communications.

### **Organization Structure and Governance**

LWC is governed by a 15-member board of directors and board constituted committees for executive, finance and audit, nominating, social marketing, and evaluation. The board of directors, executive and finance committees meet on a monthly basis. The board of directors sets policy, monitors the organization’s finances, represents multi-sector expertise in business, education, healthcare, foundation, and finance. The board meets monthly and provides substantial financial support to the organization for events and other efforts. The board commitment is approximately four hours per month. Last year, 100 percent of board members contributed financially. Board members include representatives from two major funders (Kaiser Permanente and the Colorado Health Foundation) as well as distinguished representatives from many different healthcare and business organizations.

The board of directors hires the President and CEO, reviews her performance, and delegates authority to the executive to assign contracts, hire and terminate personnel, set the budget, and manage operations. A team of four vice presidents reports to the President and CEO and oversees finance and strategy, community investments, communications and marketing, and policy. Four individuals direct and support programs. LWC plans to add three staff positions in 2011. LWC relies on contracts with individuals and companies of varying sizes to exercise their expertise to advance policy and environmental change.

### **Current Size and Reach**

LWC is a statewide initiative, aiming to reach all Coloradoans through policy, environmental and individual behavior change. Since its inception, LWC has reached over one million Coloradoans through community investments, health, work place, or school initiatives.

LWC's budget for 2011 is \$12 million. It serves the state of Colorado and invest in and/or partners with 21 communities across the state including neighborhood communities in the Denver metropolitan area, north and southwest Colorado, northern and southern Front Range, and mountain resort communities. Community investments are scheduled to expand to three additional communities in 2011. LWC's integrated approach also includes multi-sector engagement across all of its initiatives. Representatives from government, education, community based organizations, faith based organizations, and businesses participate in these efforts.

## Management Team

LWC staff is experienced in working collaboratively to inspire and instigate change. Since its inception, the leaders of LWC have focused on building a cohesive team of high-performing individuals who demonstrate passion for the mission of reducing obesity in Colorado as well as initiative, innovation and collaboration. That team is ready to successfully work on scaling Go, Slow, Whoa. LWC recognizes that succession planning is critically important to the sustainability of the organization. However, due to the newness of the organization, a succession plan is not yet in place.

## G. Infrastructure Requirements

### Investments in Infrastructure Required to Support Expansion

The primary investment required for this expansion is training and promotional materials, and assurance that resources are in place and ready to support this initiative in the schools.

Personnel:

1. Program Manager: Rebecca Grupe, Community Relations Director. Oversee business plan and program implementation. Key liaison between LWC and school partners. Ensure goals for *GSW* are being met. Manage evaluation process; track budget; recruit and build relationships with school district and school partners, including media partner KMGH-TV; manage curriculum distribution. Manage program coordinator, manage relationship with KMGH including approving public service announcement copy, recognition of the program on the KMGH website and the production and distribution of the promotional items KMGH sponsored. Manage the printing and schedule of evaluation and secure the graduate student from the University of Colorado School of Public Health to do data entry and evaluation. Coordinate relationship with Colorado Rapids whose mascot participates in the assemblies and coordinate that schedule.
2. Program Coordinator: Judy Schure, Contractor: Develop program materials and resources; communicate with participating and potential school sites and districts; develop implementation guide, work with evaluator; create training agendas, present *GSW* at parent meetings; create assembly scripts and agendas; recruit assembly participants; train food service personnel; write newsletter articles.
3. District Wellness Coordinator—Coordinate with school district nutrition director and *GSW* school site coordinators; communicate with and assist program coordinator in arranging and conducting trainings; coordinate with evaluator to conduct evaluations; coordinate with school nurses or other district personnel to collect student BMI (height and weight data); coordinate *GSW* incentive days; coordinate communication on progress in meetings with Tri-County Health Department and LWC regarding progress toward reducing childhood obesity.
4. School District Nutrition Services Director: works with program coordinator and district wellness coordinator to implement *GSW*; align menus with HUSSC menu planning criteria; identify *Go*, *Slow* or *Whoa* foods on school menus; recruit schools within district

- to participate in *GSW*; promote and communicate program information with school administrators and school board.
5. Food Service Manager: implement *GSW* program in school kitchen, encourage fresh fruit, vegetable, and white milk consumption with students; implement incentives; provide point of service information in the cafeteria.
  6. On-site Coordinators (school designee and food service manager): Coordinate with school staff and teachers; assist with parent meetings, assemblies, school newsletter and *GSW* incentive days.
  7. School District Media Director: promotes *GSW* within the district and community through school publications. Coordinates with program manager on media opportunities.
  8. Television/Newspaper Media Partner: Cover costs of posters and incentives; promote *GSW* on news; post *GSW* program on media website; broadcast *GSW* public service announcement; provide a Masters of Ceremony for school kickoff assembly; and feature school assemblies and parent breakfasts on local news.
  9. Local Sports Team Mascot (optional): help promote and invigorate school assemblies.
  10. Evaluator: Coordinate evaluation following the *GSW* logic model, and evaluation plan; determine sample size for pre and post student surveys and parent focus groups; analyze data; coordinate with *GSW* team to incorporate analysis into the program; provide annual evaluation report.

## Other Capacity Building Needs

### *Training*

School Site Coordinators, foodservice managers and principals attend two trainings. The first training focuses on the implementation of *GSW* via the *GSW* implementation guide. The second training reviews implementation and provides promotional (posters, cafeteria signage, parent and staff letters etc) to the school site coordinators.

A parent informational session on *GSW* is provided at a parent breakfast or other school sponsored parent venue. The training explains the program to the parents and asks for their help in implementation and encouraging students to choose “Go” foods.

*GSW* is not intended to be a stand-alone program. It is working well in APS because it is integrated into the nutrition curriculum and other cultural and policy changes that are underway. This will be true in the other districts as well. Cultural infrastructure and policies to support this are critical to the success of *GSW*.

## H. Financial Plan for the Scaling/Expansion Initiative

### Capital Required to Finance Expansion, by Type of Support

*GSW* requires \$471,490 in foundation grants, \$115,000 in corporate donations, in-kind support of \$521,000 from schools, \$45,900 from a local university for evaluation support, and \$252,670 from a media partner. LWC will not utilize debt to fund this program.

### Fund Development Strategy – Description of Sustainable Economic Model and Timetable

LWC intends to utilize a diverse funding model to launch or expand *GSW* in four school districts. Funds committed by the Colorado Health Foundation will be used to leverage and solicit investments from other philanthropic organizations committed to the reduction and prevention of obesity. Many opportunities exist to partner with corporations interested in

providing healthy foods to schools, students and families. In all of its investments, LWC takes the long view. For instance, in community investments, funding is typically provided for up to seven years.

LWC expects to provide materials and training to school districts for at least five years and is prepared to continue fundraising to meet that commitment, however, during those five years, expectations of the contributions of schools to this program will increase. LWC is already expecting in-kind support in terms of personnel from each school. Schools will provide support for school activities such as stipends and decorations for meetings. Getting schools to provide support will likely be easier after several more years of demonstrated results. However, LWC recognizes that schools are being increasingly squeezed on their budgets and will work with each district to support their *GSW* efforts and develop long-range sustainability plans.

### Current Funders and Commitments

LWC currently receives funding from the Colorado Health Foundation and in-kind support from its participant schools and KMGH Channel 7 and has committed \$25,000 of its operating funds toward this program. Since LWC is a newly established organization, it is beginning the process of researching potential nonprofit and for-profit funding sources utilizing contracted support to research and plan contribution requests.

### Projected Funding by Sources of Support

The main source of support will be foundations, corporations, media, and the participant schools. LWC has identified several national foundations with interests in improving children’s health and will be contacting those funders this year to solicit their support and commitment to *GSW* in Colorado.

### Pro Forma Financial Projections for Three Years

#### Revenue

Table 7, Revenue Projection, Go Slow Whoa

	Fiscal Years				Total
	2011	2012	2013	2014	
<b>Revenue</b>					
Colorado Health Foundation	\$20,000	\$5,000	-	-	25,000
Foundations	22,700	100,000	109,000	214,790	446,490
Corporate	5,000	10,000	40,000	60,000	115,000
In-kind Support, Schools	34,240	94,510	162,770	229,480	521,000
In-kind Support, Evaluation	1,300	6,300	12,500	25,800	45,900
In-kind Support, KMGH 7	64,795	62,625	62,625	62,625	252,670
<b>Total Revenue</b>	<b><u>\$148,035</u></b>	<b><u>\$278,435</u></b>	<b><u>\$386,895</u></b>	<b><u>\$592,695</u></b>	<b><u>\$1,406,060</u></b>

LWC will designate funding from the Colorado Health Foundation toward *GSW* in 2011 and 2012 and is aware of Colorado foundations that have an interest in funding programs to promote health in schools. The organization is also developing a plan to raise sponsorships from corporations of which *GSW* will be a component. Schools will provide in-kind support through donation of personnel time by the school site coordinators, principals and kitchen personnel to implement the program. KMGH 7 will provide media exposure through their web site.

## Expenses

**Table 7, Projected Expenses for Go Slow Whoa**

	Fiscal Years				Total
	2011	2012	2013	2014	
<b>Number of Schools</b>	13	63	125	258	258
<b>Number of Students</b>	8,400	33,144	65,642	110,465	110,465
<b>Expense</b>					
Personnel	\$20,530	\$20,940	\$21,360	\$21,790	\$84,620
Contractors	4,320	4,320	4,320	4,320	17,280
Professional Services	13,460	40,500	49,620	103,580	207,160
Mileage	560	1,130	2,270	2,980	6,940
Promotional Items	4,560	29,500	43,220	85,020	162,300
Printing	1,460	7,890	14,470	30,020	53,840
Food and Beverage	380	3,800	4,712	10,110	19,002
Supplies	150	1,460	1,810	3,880	7,300
Indirect Expense	2,270	5,480	7,090	13,090	27,930
In-kind Expense, Schools	34,240	94,510	162,770	229,480	521,000
In-kind Expense, Evaluation	1,300	6,300	12,500	25,800	45,900
In-kind Expense, KMGH 7	64,795	62,625	62,625	62,625	252,670
<b>Total Expense</b>	<b>\$148,025</b>	<b>\$278,455</b>	<b>\$386,767</b>	<b>\$592,695</b>	<b>\$1,405,942</b>

Since *GSW* is a discretionary program, the expenses associated with that are considered variable since the program could be scaled up or back based on the flow of revenues and school interest.

**Personnel:** .2 FTE community relations director, .02 FTE VP marketing

**Contractors:** Program coordinator 16 hrs/district \* \$65/hr\* 3 districts, evaluator: pre/post surveys and food purchase analysis

**Professional Services:** Graphic designer \$50/page, 50 pages/yr; school training stipends - 2, 4 hr trainings per person; 3 district wellness coordinator @ \$45; each school: site coordinator \$25, kitchen manager \$22, principal \$48

**Mileage:** 3 school districts \* 2 meetings \* 60 mi /meeting \*3 people; 1 person, 258 schools, 30 mi @ 55 ea

**Promotional Items:** Helium balloons, \$50/school; Incentives: 3 per school, \$170/ school/ incentive day

**Printing:** Class room posters, 18x24, 4 color, laminated, 35 per school @ \$.75 ea., cafeteria sign, 18x24, 4 color, laminated, 1 per school @ \$1.5 ea; cafeteria point of service sign, 8.5x11, 1 color, 1 sided, 4 per school @ \$1 ea.; menus, Eng/Sp, 8.5x11, 3 color, 2 sides, 1 per student @ \$.7 ea.; Pre/post student surveys, 17x11, 2 pp, duplicate sides, 4 color, staple & fold, 100 per school @ \$1 ea

**Food and Beverage:** Lunch \$12/pp, \$40 snacks/meeting

Supplies: 258 4GB flash drives @ \$8 ea; 3 folders @ \$.4 per school for training materials @ \$20 stipend per school for supplies

**Indirect Expense:** Calculated at 5% of direct expenses

**In-kind Expense, Schools:** wellness coordinator, 3 @ 160 hrs, \$45/hr; school principal, 3 hrs @ \$48/hr; school site coordinator \$25/hr and kitchen staff \$22/hr, 8 hrs

**In-kind Expense, Evaluation:** School survey, data entry, 100 per school x 2, .50 ea.

**In-kind Expense, KMGH 7:** community relations director; posters for five schools; media - PSA, web site page; incentives for four schools in 2011

Table 8, Cash Flow

Fiscal Years	2011				2012				2013				2014				Total
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Inflow	\$20,000	\$22,700	\$ -	\$10,000	\$20,000	\$50,000	\$45,000	-	\$30,000	\$50,000	\$69,000	-	\$44,100	\$86,000	\$100,000	\$45,000	\$591,800
Outflow	7,923	16,693	14,553	8,523	16,445	40,445	41,065	17,045	21,830	50,850	50,660	25,530	36,358	95,048	99,278	43,608	586,300
Inflow Less Outflow	12,080	6,010	(14,550)	1,480	3,560	9,560	3,940	(17,050)	8,170	(850)	18,340	(25,530)	7,740	(9,050)	270	1,390	5,500
<b>Balance</b>	<b>\$12,080</b>	<b>\$18,090</b>	<b>\$3,540</b>	<b>\$5,020</b>	<b>\$8,580</b>	<b>\$18,140</b>	<b>\$22,080</b>	<b>\$5,030</b>	<b>\$13,200</b>	<b>\$12,350</b>	<b>\$30,690</b>	<b>\$5,160</b>	<b>\$12,900</b>	<b>\$3,850</b>	<b>\$4,120</b>	<b>\$5,510</b>	<b>\$11,010</b>

Table 9, Sources/Uses of Funds

Fiscal Years	2011				2012				2013				2014				Total
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<b>Sources</b>																	
Foundations	\$20,000	\$22,700	-	\$5,000	\$20,000	\$50,000	\$35,000	-	\$30,000	\$40,000	\$39,000	-	\$44,100	\$76,000	\$70,000	\$25,000	\$476,800
Corporate	-	-	-	5,000	-	-	10,000	-	-	10,000	30,000	-	-	10,000	30,000	20,000	115,000
<b>Total Sources</b>	<b>20,000</b>	<b>22,700</b>	<b>-</b>	<b>10,000</b>	<b>20,000</b>	<b>50,000</b>	<b>45,000</b>	<b>-</b>	<b>30,000</b>	<b>50,000</b>	<b>69,000</b>	<b>-</b>	<b>44,100</b>	<b>86,000</b>	<b>100,000</b>	<b>45,000</b>	<b>591,800</b>
<b>Uses</b>																	
Personnel	5,133	5,133	5,133	5,133	5,235	5,235	5,235	5,235	5,340	5,340	5,340	5,340	5,448	5,448	5,448	5,448	84,620
Contractors	780	1,380	780	1,380	780	1,380	780	1,380	780	1,380	780	1,380	780	1,380	780	1,380	17,280
Professional Services	-	7,980	5,480	-	-	21,500	19,000	-	-	26,060	23,560	-	-	53,040	50,540	-	207,160
Mileage	140	140	140	140	280	280	280	280	570	570	570	570	740	740	740	740	6,920
Promotional Items	1,300	1,300	650	1,300	8,780	8,780	3,150	8,780	13,370	13,370	-	16,470	26,120	26,120	-	32,770	162,260
Printing	-	-	1,460	-	-	-	7,890	-	-	-	14,470	-	-	-	30,020	-	53,840
Food and Beverage	-	190	190	-	-	1,900	1,900	-	-	2,360	2,360	-	-	5,050	5,050	-	19,000
Supplies	-	-	150	-	-	-	1,460	-	-	-	1,810	-	-	-	3,880	-	7,300
Indirect Expense	570	570	570	570	1,370	1,370	1,370	1,370	1,770	1,770	1,770	1,770	3,270	3,270	3,270	3,270	27,920
<b>Total Uses</b>	<b>7,923</b>	<b>16,693</b>	<b>14,553</b>	<b>8,523</b>	<b>16,445</b>	<b>40,445</b>	<b>41,065</b>	<b>17,045</b>	<b>21,830</b>	<b>50,850</b>	<b>50,660</b>	<b>25,530</b>	<b>36,358</b>	<b>95,048</b>	<b>99,728</b>	<b>43,608</b>	<b>586,300</b>
<b>Sources Less Uses</b>	<b>\$12,080</b>	<b>\$6,010</b>	<b>\$(14,550)</b>	<b>\$1,480</b>	<b>\$3,560</b>	<b>\$9,560</b>	<b>\$3,940</b>	<b>\$(17,050)</b>	<b>\$8,170</b>	<b>\$(850)</b>	<b>\$18,340</b>	<b>\$(25,530)</b>	<b>\$7,740</b>	<b>\$(9,050)</b>	<b>\$270</b>	<b>\$1,390</b>	<b>\$5,500</b>

Cost per Unit of Service

Cost per school to implement GSW, including in-kind expenses is \$5,450.

## **I. Risk Assessment and Contingency Plan**

### Risk Factor and Contingency #1: School Personnel Engagement

*GSW* primarily depends on the engagement of school personnel to successfully implement and sustain the program. While the program is not time intensive, school personnel work in a challenging economic period with tremendous demands on their time and resources. K-12 school funding at the state level will continue to decline in the near term, straining the capacity of school personnel. School districts may need to reorganize personnel, merge or close schools, increase class sizes and find other ways to incorporate budget cuts while meeting state testing requirements.

To mitigate the risk of low engagement by school personnel, LWC will focus on schools that self-select into *GSW*. The schools that LWC has targeted for participation through 2014 have approached the program coordinator in APS and expressed interest in participating. The budget also designates funds to pay for staff time to incent participation in training. LWC is also leveraging the high level of visibility and public interest in school lunch nutrition that currently exists in Colorado.

### Risk Factor and Contingency #2: Policy and Environmental Change

*GSW* works best in schools that implement policy and environmental change promoting healthy eating and physical activity. Schools implementing *GSW* without changes in policy and environment that support access to healthy foods and physical activity may not succeed.

LWC will review the schools' engagement in environmental and policy change that promotes healthy eating and active living to assess the school's risk of not succeeding with *GSW*. LWC can provide additional technical assistance and alternative engagement practices to promote a broader application of healthy eating and active living in schools.

### Risk Factor and Contingency #3: Affiliation Approach

LWC depends on the collaboration and cooperation of the schools to implement *GSW*. Schools may or may not affiliate with LWC when implementing *GSW*. Schools may choose to implement *GSW* in a manner that does not meet the minimum proposed standards and criteria and sabotages the consistency of evaluation.

A basic standard for implementing *GSW* is expected and will be communicated through a letter of agreement with the school district. The program coordinator will work closely with school district personnel to assure quality controls for *GSW*. If the quality cannot be sustained, LWC will communicate measures that will be taken in cases of noncompliance. The most stringent measure being withdrawal of LWC support for *GSW* in a school or district.

### Risk Factor and Contingency #4: Controversy

*GSW* educates school personnel and students on high nutrition versus low nutrition foods. Food producers who represent foods labeled "slow" or "whoa" may complain or pressure schools to change the designation of their food products.

LWC communications and policy personnel will handle controversy caused by the designation of "slow" and "whoa" foods in schools. LWC takes a nonpolitical, fact-based approach to controversy and strives to find common ground with parties who may not agree with its work.

### Risk Factor and Contingency #5: Evidence

There is a risk that the evaluation of the program will provide evidence that *GSW* does not increase student knowledge of food nutrition or change their behavior.

If evidence does not support the projected outcomes for *GSW*, LWC will review program conditions at the school to assess where weaknesses or points of failure may occur. If evidence mounts that *GSW* does not work, LWC will consult with program creators and create a report on its findings while planning the program's dismantling.

#### Risk Factor and Contingency #6: Financial Support

As a relatively new program for LWC, GSW has not yet established a record for financial support and foundation and corporate support may be difficult to attain.

The largest areas of funding commitment are for training and printing of promotional materials. LWC will adjust the implementation of the program to meet budget projections by either adjusting the numbers of schools participating, adjusting the stipend for training, or consolidating promotional print materials.

#### Exit Strategy

Should LWC experience unsuccessful fund raising, low interest by the schools, or lack of evidence to support the expected outputs or outcomes of GSW, LWC will discontinue affiliating new schools into GSW and complete its commitments to schools still active in the program. LWC will discontinue its affiliation and financial support for schools that do not meet LWC's standards for implementing GSW or the evaluation component.