WORKING DRAFT: Local Wellness Policy Development and Implementation  
A Focus on Assets Mapping

# Purpose

This Asset Mapping template was developed as part of a set of resources to support Supervisory Unions/Districts (SU/SDs) and Independent Schools in local wellness policy (LWP) development and implementation activities This tool supports goal setting and action planning processes as outlined in the updated Vermont Model [Local Wellness Policy Guide](https://education.vermont.gov/documents/local-wellness-policy-guide) and should be completed by local wellness policy teams and/or wellness community advisory councils (see [16 V.S.A. § 136](https://legislature.vermont.gov/statutes/section/16/001/00136)), and referenced, along with needs assessment data, when developing and prioritizing goals for Nutrition Education, Nutrition Promotion, Competitive Food Programs, Physical Education, Physical Activity, and Comprehensive Health Education.

This document is considered a working draft, and as additional guidance documents are developed related to LWP implementation this guidance will be edited to ensure consistency across resources.

# Background

In 2021, the Vermont State Legislature passed [Act 66](https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT066/ACT066%20As%20Enacted.pdf), which required the inclusion of Comprehensive Health Education in Local Wellness Policies and resulted in an update to Vermont’s School Wellness Policy Guidelines and Implementation resource developed in 2019 (developed in accordance with [Local School Wellness Policy Final Rule](https://www.federalregister.gov/documents/2016/07/29/2016-17230/local-school-wellness-policy-implementation-under-the-healthy-hunger-free-kids-act-of-2010) and [USDA’s Smart Snacks Nutrition Standards for all Foods Sold in Schools,](https://www.federalregister.gov/documents/2016/07/29/2016-17227/national-school-lunch-program-and-school-breakfast-program-nutrition-standards-for-all-foods-sold-in) as required by the [Healthy, Hunger-Free Kids Act of 2010](https://www.congress.gov/bill/111th-congress/senate-bill/3307)). The updated Model Local Wellness Policy Guide launched for the 2023 – 2024 academic year should be referenced by SU/SD staff and teams using these implementation tools. While asset mapping is not a federal or state required component of Local Wellness Policy development and implementation, it directly supports those processes which are required by law (e.g., action planning and assessment) and can also serve as a resource for other SU/SD initiatives and priorities.

# Asset Mapping to Support Local Wellness Policy Development

Asset mapping is a process of identifying and analyzing available resources and assets within a given context. Local wellness policy teams can make better decisions on how to allocate resources, address gaps, and invest in plans that will best meet their wellness goals by having a comprehensive understanding of available local resources. Through mapping the collective knowledge, skills, and assets of the school and local community, asset mapping also builds connections between individuals and organizations. Not all local assets may be known by those on the local wellness policy team and it is suggested that direct connections with local stakeholders (e.g., surveys, interviews, etc.) are made as part of the mapping process (see [Asset Mapping: A Guide for Education Innovation Clusters](https://digitalpromise.org/wp-content/uploads/2018/09/asset-mapping.pdf) for more considerations/protocols in the asset mapping process).

# Asset Mapping Process and Template

Below describes the basic steps in an asset mapping process. The template following the asset mapping process outline is included to support SU/SDs in documenting and communicating their local wellness policy asset maps.

1. **Source Organization/Individual:** Identify individuals, associations, and institutions that are potential partners/supporters of wellness initiatives in your school/district community within each of the domains listed below. These organizations/individuals can include local organizations, healthcare providers, local businesses, mental health services, and other groups that are able to contribute to wellness promotion. In this process, attention should be given to identifying and engaging with diverse voices and groups (as data, for instance, consistently shows that LGBTQ+ and BIPOC students in the state [report](https://www.healthvermont.gov/sites/default/files/document/hsi-yrbs-2021-full-report.pdf) lower levels of physical and mental health than their peers). Including the individuals on the wellness team in this chart, and their assets, can also better inform how the team works together.
2. **Assets in Goal Area:**  Detail the tangible (e.g., a physical space or infrastructure) and intangible (not physical in nature, e.g., social connections, expertise, etc.) assets of each source identified and clearly explain the connection, availability, and accessibility of these goal-specific assets using the chart below. The focus of this process should be on identifying those tangible and intangible assets that can be leveraged to support action plans associated with each of the local wellness policy goal areas. Because of this it is important that the assets that are described are centered around their potentially utility to wellness efforts at large, and are not specific to how they may serve a pre-determined goals or action plans as this may narrow possibilities. Furthermore, this asset map may serve purposes beyond those specific to local wellness policy work (e.g., [Safe and Healthy Schools Continuous Improvement Planning- “Human, material, and fiscal resources supporting implementation](https://education.vermont.gov/documents/education-quality-continuous-improvement-template)”), so it is important to be inclusive of the range of resources the SU/SD has access to in these areas. An asset may also be decision-making or implementation capacity, as not all elements of an action plan may be directly implemented by those on the wellness team, so it is important to identify decision makers and actors in this chart/document as well.
3. **Assessment/Reflection Notes:** Assess the resources, expertise, and services that can contribute to support the local wellness policy implementation. This asset analysis will be important information for the wellness team when goals need to be prioritized and action plans developed for each LWP goal area. Also, determine what assets need further development. This understanding of need can guide future efforts in seeking funding, grant opportunities, or partnerships to address the identified gaps. Through this gap analysis professional learning needs of supervisory union/district staff and faculty may also be identified. A list of state level resources, organized by domains, is provided below to also guide next steps in asset development.

# Local Wellness Asset Map Template1

|  |  |  |  |
| --- | --- | --- | --- |
| Local Wellness Policy Goal Area | Source (Organization/Individual) | Asset in Goal Area | Assessment/Reflection  Action Planning Notes |
| **Nutrition Education** | **Blank Cell** | **Blank Cell** | **Blank Cell** |
| **Nutrition Promotion** | **Blank Cell** | **Blank Cell** | **Blank Cell** |
| **Competitive Food Programs** | **Blank Cell** | **Blank Cell** | **Blank Cell** |
| **Physical Education** | **Blank Cell** | **Blank Cell** | **Blank Cell** |
| **Physical Activity** | **Blank Cell** | **Blank Cell** | **Blank Cell** |
| **Comprehensive Health Education** | **Blank Cell** | **Blank Cell** | **Blank Cell** |
| **Other Wellness** | **Blank Cell** | **Blank Cell** | **Blank Cell** |

**1Technical Directions:** Download this document for best use. Add rows as needed.

# State Level Resources and Organizational Links

The following list of organizations and individuals, organized by domain, provide direct service, support, and/or funding to educators and educational organizations. These organizations may be able to identify or provide direct resources at the local level (some at no or little cost).

Nutrition Education

(See also [Supports and Resources for Comprehensive Health Education](https://education.vermont.gov/documents/supports-and-resources-for-comprehensive-health-education-vermont-local-wellness-policy-guide))

* [[Shelburne Farms](https://shelburnefarms.org/)](https://shelburnefarms.org/)
* [Weight Inclusive Nutrition Research Group](https://site.uvm.edu/efpope/)
* [VT FEED](https://vtfeed.org/)

## Nutrition Promotion

(See also [Supports and Resources for Nutrition Promotion](https://education.vermont.gov/documents/supports-and-resources-for-nutrition-promotion-vermont-local-wellness-policy-guide))

* [School Nutrition Association of Vermont](https://www.snavt.org/resources)
* [VT FEED](https://vtfeed.org/)

## Competitive Food Programs

(See also [Supports and Resources for Competitive Food Programs](https://education.vermont.gov/documents/supports-and-resources-for-competitive-food-programs-vermont-local-wellness-policy-guide) and [Support and Resources for Nutrition Services](https://education.vermont.gov/documents/supports-and-resources-for-nutrition-services-vermont-local-wellness-policy-guide))

* [Institute of Child Nutrition](https://www.snavt.org/resources)
* [Healthy Roots Collaborative](http://healthyrootsvt.localfoodmarketplace.com/)
* [Addison County Relocalization Network](http://www.acornvt.org/)
* [Green Mountain Farm to School](http://greenmountainfarmtoschool.org/)
* [Food Connects](http://www.foodconnects.org/)
* [VT FEED](https://vtfeed.org/)

## Physical Education

(See also [Supports and Resources for Physical Education](https://education.vermont.gov/documents/supports-and-resources-for-physical-education-vermont-local-wellness-policy-guide))

* [National Academy of Health and Physical Literacy](https://nahpl.org/)
* [Society for Health and Physical Educators- Vermont](https://www.shapevt.org/shape-vt-resources.php)

## Physical Activity

(See also [Supports and Resources for Physical Activity](https://education.vermont.gov/documents/supports-and-resources-for-physical-activity-vermont-local-wellness-policy-guide))

* [Local Motion](https://www.localmotion.org/)
* [Girls on the Run](https://www.gotrvt.org/)
* [Inclusion Matters](https://inclusionmatters.org/)

## Comprehensive Health Education

(See also [Supports and Resources for Comprehensive Health Education](https://education.vermont.gov/documents/supports-and-resources-for-comprehensive-health-education-vermont-local-wellness-policy-guide))

* [Outright Vermont](https://outrightvt.org/schools-and-communities/)
* [Prevention Works](https://preventionworksvermont.org/prevention-community/)

Other Wellness (See also [Supports and Resources for Other Wellness](https://education.vermont.gov/documents/supports-and-resources-for-other-wellness-vermont-local-wellness-policy-guide))

* [Building Effective Supports for Teaching (BEST)](https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports/best-project)
* [Vermont Education Health Initiative](https://vehi.org/)
* [Vermont Care Partners](https://vermontcarepartners.org/about/)
* [Center for Health and Learning](https://healthandlearning.org/about/staff/)
* [PBIS Vermont](https://www.pbisvermont.org/)
* [Envision Program – Promoting Healthy School Environments](https://www.healthvermont.gov/environment/school/envision-program)

If you have questions about how to use this document or you would like to recommend assets not currently listed for inclusion in the resource section above please contact [Ian.Burfoot-Rochford@vermont.gov](mailto:Ian.Burfoot-Rochford@vermont.gov), Health and Physical Education Specialist, Student Pathways Division.

If you have questions that pertain specifically to Child Nutrition or federal requirements pertaining to Local Wellness Policies reach out to [Mary.Krueger@vermont.gov](mailto:Mary.Krueger@vermont.gov), Director Child Nutrition Program, Federal Education Programs Division.