

University of Wollongong - Research Online

Thesis Collection

Title: Practical methods to evaluate school breakfast programs: a case study

Author: P Wayne Miller

Year: 2009

Repository DOI:

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Research Online is the open access repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

2009

Practical methods to evaluate school breakfast programs: a case study

P. Wayne Miller
University of Wollongong

Follow this and additional works at: <https://ro.uow.edu.au/theses>

University of Wollongong

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Recommended Citation

Miller, P. Wayne, Practical methods to evaluate school breakfast programs: a case study, Doctor of Philosophy thesis, School of Health Sciences, University of Wollongong, 2009. <https://ro.uow.edu.au/theses/3059>

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

NOTE

This online version of the thesis may have different page formatting and pagination from the paper copy held in the University of Wollongong Library.

UNIVERSITY OF WOLLONGONG

COPYRIGHT WARNING

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site. You are reminded of the following:

Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material. Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

PRACTICAL METHODS TO EVALUATE SCHOOL BREAKFAST PROGRAMS

A CASE STUDY

A thesis submitted in fulfillment of the
requirements for the award of the degree

DOCTOR OF PHILOSOPHY

from

UNIVERSITY OF WOLLONGONG

by

P. Wayne Miller

Bachelor of Education (Avondale College)
Master of Human Movement Studies (University of Queensland)

SCHOOL OF HEALTH SCIENCES
2009

THESIS CERTIFICATION

I, P. Wayne Miller, declare that this thesis, submitted in fulfillment of the requirements for the award of Doctor of Philosophy, in the School of Health Sciences, University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. The document has not been submitted for qualifications at any other academic institution.

(Signature)

October 2009

ACKNOWLEDGMENTS

There are many people who have contributed to and made completion of this work possible. It is really a journey that started when the decision was made to enter academia in 1981 ten years after leaving school. Thanks Yvonne (Woodberry) for taking the time to reignite literary skills and to prepare me for mature age exams. Thanks Jim (Hanson) for stirring the passion for living life to the full and for taking me as a student to the Commonwealth Games in Brisbane and the Australian Council for Health Physical Education and Recreation Conference at the University of Queensland. Your unique brand of mentoring set in motion the rich and rewarding career I have enjoyed as an academic.

I also thank the administration of Avondale College for their support through my Master of Human Movement Studies degree at the University of Queensland and through this doctoral program. A combined ten years of financial support and release from full-time duties bears testament to their belief in the professional development of staff. To the staff of the Faculty of Lifestyle Education and Visual Communication at Avondale where I served as Dean from 1999–2008, I thank them for entrusting me with the position and particularly for their patience during these last five years when I was often distracted by the research project.

A huge thank you goes to my principal supervisor Associate Professor Heather Yeatman and co-supervisor Professor Tony Worsley. Their professional support and personal encouragement for this wayward student throughout the entire life of the project has been exemplary. To Heather particularly, your contribution to the outcome is immense. To partner investigator Dr John Ashton, I give my thanks and sincere appreciation for allowing me to make the project mine and for supporting the new direction that entailed.

During the project I have had the privilege of working directly with some 120 program personnel committed to the delivery of the Good Start Breakfast Club program. I thank the children at participating schools who completed surveys and talked to me about their breakfast clubs. I am in awe of the community volunteers and teachers who turn out before school each day, when many of us are still brewing our morning coffee, to feed hungry children and maybe just as importantly to connect as people who care. Not enough that they volunteer their time to serve breakfast regularly to energetic children, about 90 gave freely of their time to complete surveys, attend full-day workshops (some more than once) and to talk to me about the evaluation process and particularly to share their thoughts about empowerment evaluation. I am also indebted to the 20 or so state and regional Red Cross managers and their breakfast club coordinators who by their attendance at our inaugural empowerment evaluation workshop held over two days in 2005 at Red Cross House in Sydney, contributed so much to the direction of

the evaluation. To the three who went on to be intensively involved throughout the project I am particularly indebted. I offer sincere thanks to the executive personnel from Red Cross, Sanitarium and the Adventist Development and Relief Agency who initially, somewhat tentatively, came with me on the empowerment evaluation journey, who demonstrated their emerging acceptance of the approach by engaging in a half-day workshop, and provided additional funding at crucial times during the project.

To Dr June Lennie, a private evaluation and research consultant, who collaborated with me as ‘evaluation expert’ for the 10 empowerment evaluation workshops conducted during the project and who encouraged and gave me confidence to submit abstracts to conference convenors and to refereed journals I offer my sincere thanks for her assistance with the project and for her enormous contribution to my professional life.

To my immediate family, thanks to all for your love and support. Your contribution over the years has been steadfast. To my parents in-law and to Mum and Dad, thanks for modelling behaviour constants that are a true inspiration. Your encouragement throughout the journey is much appreciated.

Finally I dedicate this work to my wife Jennifer, the love of my life. Jen, words cannot express the depth of gratitude I have for the inevitable sacrifices you were called on to make. There is a new day ahead and I look forward to life with you unconstrained and undistracted by less important pursuits.

PUBLICATIONS ARISING FROM THE THESIS

The following publications and presentations have arisen directly from the work conducted for this thesis.

Publication in Refereed Journal

Miller, W. & Lennie, J. (2005). Empowerment evaluation: A practical method for evaluating a national school breakfast program. *Evaluation Journal of Australasia*, 5(2), 18–26.

Publications in Conference Proceedings

Miller, W. & Lennie, J. (2005). Empowerment evaluation: A practical method for evaluating a school breakfast program. Paper presented at the International Conference of the Australasian Evaluation Society, Brisbane, 10–12 October.

Miller, W., Lennie, J. & Yeatman, H. (2006). Challenges and issues in applying empowerment evaluation principles in practice: Case study of the evaluation of a national school breakfast program. Paper presented at the International Conference of the Australasian Evaluation Society, Darwin, 4–7 September.

Miller, W. & Yeatman, H. (2008). Who is being served? A critical view of national school breakfast program outcomes utilising empowerment evaluation. Paper presented at the International Conference of the Australasian Evaluation Society, Perth, 10–12 September.

Additional Conference Presentation

Miller, W. & Yeatman, H. (2008). Empowerment evaluation. Did the approach work with a national school breakfast program in Australia? Paper presented at the Annual Conference of the American Evaluation Association, Denver, Colorado, 5–8 November.

ABSTRACT

This study reports the use of empowerment evaluation with a national school breakfast program in Australia known as the Good Start Breakfast Club (GSBC).

The project comprised two key aspects. First, the empowerment evaluation (Fetterman, 2001) approach was used as the framework to develop a 'practical' methodology desired by the program managers (Australian Red Cross) and major sponsor (Sanitarium Health Food Company at the time of the study) to evaluate their program. Good Start Breakfast Club personnel engaged in a process of self-evaluation and, in so doing, a suite of 'practical' evaluation tools was developed. During the application of empowerment evaluation the researcher served as facilitator and evaluation 'coach', offering evaluation expertise throughout the process. Second, the impact that empowerment evaluation has had on the delivery of the GSBC program is reported in this case study. These impacts were examined at two main levels: first on the capacity of program personnel to contribute to the evaluation, and second on changes that occurred in relation to program delivery as a result of the empowerment evaluation.

Eighty Good Start Breakfast Club personnel took part in ten empowerment evaluation workshops during 2005 to: identify key program activities for investigation; gather baseline data about the strengths and weaknesses of the activities; suggest goals and strategies to monitor and improve the activities identified; and to develop evaluation tools designed to provide evidence of success.

The empowerment evaluation approach was successful in generating a high level of cooperation and commitment from workshop participants to the on-going evaluation process. It was also effective in building evaluation capacity in the relatively short period of the study with participants reporting having had their knowledge and understanding of participatory program evaluation enhanced. Nine evaluation instruments were trialled during 2006 with respect to four key program activities: providing a healthy breakfast to children in greatest need; positively changing or influencing the eating habits of children; improving the learning capacity/learning environment of children attending the GSBC; and social interaction in the GSBC environment.

The research project makes a significant contribution to the field of evaluation practice on at least two fronts. First, early versions of the case study have contributed to the professional field of program evaluation with presentations made at three international conferences of the Australasian Evaluation Society, one at the annual conference of the American Evaluation Association and a paper published in the *Evaluation Journal of Australasia*. It is advancing

knowledge about a contemporary program evaluation approach and about a community-based program of significant public interest in Australia. Second, evaluation methods and associated tools were prepared and implemented at trial sites by non-specialist program personnel in preparation for widespread use across the Good Start Breakfast Club program. Three survey instruments were subsequently rolled out across the program in three Australian states. It is envisaged that the findings of this study and the results derived from the on-going evaluation of the Good Start Breakfast Club, while of particular significance to the program's sponsors, will be applicable to sponsors of school breakfast and other community-based programs throughout the world.

TABLE OF CONTENTS

	Page
THESIS CERTIFICATION	i
ACKNOWLEDGEMENTS	iii
PUBLICATIONS ARISING FROM THE THESIS	v
ABSTRACT	vii
 CHAPTER 1—INTRODUCTION	 1
1.0 Summary of the thesis	1
1.1 Rationale	1
1.2 Purpose of the study	2
1.3 Context of the study	2
1.4 Significance of the study	2
1.5 Overview of the remaining chapters	2
 CHAPTER 2—LITERATURE REVIEW	 5
2.0 Introduction	5
2.1 Evaluation approaches considered for this thesis	6
2.1.1 Program evaluation and complex human initiatives	6
2.1.2 Trends in program evaluation in human services	7
2.2 The traditional evaluation paradigm	7
2.3 Contemporary program evaluation	9
2.3.1 Utilization-focused evaluation	9
2.3.2 Theory-driven program evaluation	12
2.3.3 Results-oriented management	15
2.3.4 Inclusive evaluation	17
2.3.5 Implications for this thesis	18
2.4 Empowerment evaluation – the evaluation approach chosen for this thesis	19
2.4.1 The principles of empowerment evaluation	20
2.4.2 Empowerment evaluation in practice	21
2.4.3 Australian empowerment (evaluation) literature	21
2.4.4 The place of empowerment evaluation in the evaluation profession	22
2.4.5 The suggested limitations	23
2.4.6 The argument for empowerment evaluation	25
2.5 The case study as a research strategy	26
2.5.1 Introduction	26
2.5.2 Types of case studies	27
2.5.3 Criteria for judging quality of case studies	27
2.5.3.1 Construct validity	27
2.5.3.2 Internal validity	28
2.5.3.3 External validity	28
2.5.3.4 Reliability	29
2.5.4 Preparation for data collection	29
2.5.5 Collecting evidence	29
2.5.6 What makes an exemplary case study?	30
2.5.7 Summary	30
2.6 Literature associated with breakfast and school breakfast programs	31
2.6.1 Breakfast and nutrition	31

2.6.2	Evidence for the effects of breakfast on neurological and psychological function	32
2.6.3	The effects of breakfast on school performance, cognitive function and behaviour	32
2.7	School breakfast programs.....	33
2.7.1	School breakfast programs in the US, Canada and the UK	33
2.7.2	School breakfast programs in Australia	35
2.7.3	The Good Start Breakfast Club program	36
2.7.4	Reported benefits of school breakfast programs.....	37
2.7.5	Unstated consequences and shifting motivations associated with school breakfast programs.....	38
2.8	Conclusion.....	39
CHAPTER 3—METHODOLOGY		41
3.0	Introduction	41
3.1	Research Design.....	41
3.2	Overall data collection and management.....	43
3.3	Facilitation of workshops and interviews	43
3.4	Participants.....	43
3.4.1	Access to participants	43
3.4.2	Sampling details of personnel who became involved in the evaluation of the GSBC project.....	45
3.5	Stages of the Study.....	46
3.5.1	Stage I	47
3.5.2	Stage II.....	50
3.5.3	Stage III.....	56
3.6	Data analysis	56
3.7	Ethical and privacy issues.....	57
3.8	Limitations of the study	58
CHAPTER 4—RESULTS OF PRELIMINARY SURVEY AND EMPOWERMENT EVALUATION WORKSHOPS		59
4.0	Introduction	59
4.1	April 2005—Survey distributed nationally to volunteers and teaching staff.....	61
4.1.1	Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	63
4.2	May 2005—Workshop with ARC managers and GSBC regional coordinators.....	64
4.2.1	Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	67
4.3	July 2005—Workshops with volunteers and teaching staff	69
4.3.1	Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	72
4.4	October 2005—Workshop with GSBC research partnership group.....	73
4.4.1	Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	76
4.5	Workshops to research develop and plan the trial of evaluation tools.....	79
4.5.1	Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	82
4.6	Conclusion	83

CHAPTER 5—RESULTS OF THE APPLICATION OF EVALUATION TOOLS	85
5.0 Introduction	85
5.1 Post-workshop reality check	85
5.2 Sydney A—Providing a healthy breakfast to children in greatest need (Part 1)	86
5.2.1 Greatest needs and stigma survey	86
5.2.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	93
5.3 Sydney A—Providing a healthy breakfast to children in greatest need (Part 2)	94
5.3.1 Average nutrient uptake instrument	94
5.3.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	95
5.4 Sydney B—Positively changing or influencing the eating habits of children	98
5.4.1 Food habits surveys	98
5.4.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	106
5.5 Western Sydney—Local and school community adopts changed attitudes and behaviour towards breakfast/ Gaining community support	106
5.5.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	107
5.6 Western NSW A – Improving the life skills of children attending the GSBC/Social interaction in GSBC environment	108
5.6.1 Instrument to observe social interaction in the GSBC environment	108
5.6.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	116
5.7 Western NSW B—Recruiting, training and retaining volunteers	117
5.7.1 Volunteer training surveys	117
5.7.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels	118
5.8 Western NSW C—Improving the learning capacity / learning environment of children attending the GSBC	120
5.8.1 Social behaviour and learning capacity survey	121
5.8.2 Breakfast Club Survey for K–2	127
5.8.3 Survey about breakfast and the provision of breakfast at a state high school	127
5.8.4 Effects associated with these empowerment evaluation events at stakeholder/ individual/evaluation participants, program and organisational levels	136
5.9 The National roll-out of the evaluation	137
5.10 Conclusion	138
CHAPTER 6—RESULTS OF INTERVIEWS WITH PROGRAM PERSONNEL ABOUT THE PRINCIPLES OF EMPOWERMENT EVALUATION, INTERVIEWS WITH PARTICIPATING CHILDREN, AND A CONVERSATION WITH A COMMUNITY GROUP ASSOCIATED WITH A GSBC SCHOOL	139
6.0 Introduction	139
6.1 Interview responses from program personnel asked to comment on the adherence of the evaluation of the GSBC to the principles of empowerment evaluation	144
6.1.1 Improvement	144

6.1.2	Community ownership.....	147
6.1.3	Inclusion.....	149
6.1.4	Democratic participation.....	151
6.1.5	Social justice.....	155
6.1.6	Community knowledge.....	158
6.1.7	Evidence-based strategies.....	160
6.1.8	Capacity building.....	162
6.1.9	Organisational learning.....	164
6.1.10	Accountability.....	166
6.1.11	Summary.....	171
6.2	Interview responses from children to questions about participation in the breakfast club at their school	173
6.3	A conversation with a community group associated with a Central Coast Public School about the breakfast club operating at the school	176
6.4	Conclusion	185
CHAPTER 7—DISCUSSION		187
7.0	Introduction	187
7.1	The contribution of this study to the evaluation profession.....	187
7.1.1	Conceptual clarity	188
7.1.2	Methodological specificity.....	188
7.1.3	Documenting outcomes	191
7.1.4	Interviews with program personnel	191
7.2	Using empowerment evaluation to evaluate large-scale school breakfast programs	192
7.2.1	Evaluating the ‘wonderful’ program.....	192
7.2.2	Turnover of GSBC staff at all levels.....	193
7.2.3	Capacity of empowerment evaluation to fulfil different expectations of participants.....	193
7.2.4	The role of ‘evaluation coach’ and ‘critical friend’ within the empowerment evaluation approach	196
7.2.5	Time and timing difficulties.....	199
7.2.6	Empowerment evaluation - process versus outcome	199
7.2.7	Modifying empowerment evaluation.....	200
7.3	Conclusion	200
CHAPTER 8—CONCLUSIONS		203
8.0	Introduction	203
8.1	An assessment of the project in relation to the principles of empowerment evaluation.....	204
8.2	Key learnings	206
8.3	and finally... ..	207
REFERENCES		209
APPENDICES		219
LIST OF TABLES		xiii
LIST OF FIGURES.....		xvii
ACRONYMS AND ABBREVIATIONS.....		xix

LIST OF TABLES

	Page
Table 1: Contrasting evaluation approaches used to conduct an evaluation of Saint Paul Open School	11
Table 2: GSBC program personnel and others who contributed directly to the empowerment evaluation and to the case study	44
Table 3: Summary of various methods proposed to undertake evaluations at six pilot sites	52
Table 4: 10-key program activities and summary of ratings from volunteers and teaching staff via questionnaire in April 2005	61
Table 5: Key program activities and summary of ratings from workshops with GSBC coordinators and managers in May 2005	65
Table 6: Examples of goals, strategies and forms of evidence for 2 of the 10 program activities identified by GSBC coordinators and managers in May 2005	66
Table 7: Key program activities and summary of ratings from workshops with GSBC volunteers and teaching staff from Sydney, Greater Western Sydney and Western NSW in July 2005	70
Table 8: Key program activities identified as most important by April, May and July cohorts	70
Table 9: Examples of goals, strategies and forms of evidence for 2 of the 9 program activities identified by GSBC volunteers and teaching staff from Sydney, Greater Western Sydney and Western NSW in July 2005	72
Table 10: Key program activities and summary of ratings from workshop with GSBC research management group in October 2005	74
Table 11: Examples of goals, strategies and forms of evidence for 2 of the 5 program activities identified by the GSBC research management group in October 2005	75
Table 12: The evolution of key program activities chosen for investigation and the combined average rating for the activity by the workshop groups	78
Table 13: Key GSBC activities addressed in workshops at six pilot sites in December 2005	80
Table 14: Roles of workshop participants at six pilot sites in December 2005	81
Table 15: Evaluation methods proposed and tools trialled at six pilot sites	87
Table 16: Teacher's rating of the effectiveness of breakfast clubs in attracting children in 'greatest need' to participate	89
Table 17: Reasons teachers believe children attend breakfast club	90

Table 18:	Teacher’s rating of the level of stigma associated with breakfast club attendance	91
Table 19:	Average food consumed each meal by children attending a breakfast club operating at a school on the northern beaches of Sydney	95
Table 20:	Nutrients contained in the average meal consumed by children attending a breakfast club operating at a school on the northern beaches of Sydney	96
Table 21:	Food and drinks consumed on day of survey by children who participate in a breakfast club operating at an inner-city school in Sydney	101
Table 22:	Food and drinks consumed on day of survey by a combined sample (breakfast club and non-breakfast club) of children attending an inner-city school in Sydney	102
Table 23:	Students from breakfast club sample who don’t eat breakfast on the weekend, who eat breakfast on one weekend day and who eat breakfast on both weekend days	104
Table 24:	Students from whole of school sample who don’t eat breakfast on the weekend, who eat breakfast on one weekend day and who eat breakfast on both weekend days	104
Table 25:	Students from breakfast club sample who sometimes skip breakfast on school days	104
Table 26:	Students from whole of school sample who sometimes skip breakfast on school days	105
Table 27:	Reasons why children who attend breakfast club skip breakfast	105
Table 28:	Reasons why children from the whole of school sample skip breakfast	105
Table 29:	Observation proforma to record social interaction in the GSBC environment	110
Table 30:	Social interaction in two Good Start Breakfast Clubs in Western NSW	112
Table 31:	Responses to a survey about their training experiences from 5 GSBC volunteers at a Central Coast Public School	119
Table 32:	Teachers rating on the capacity of the GSBC to influence social behaviours of participating children	122
Table 33:	Social behaviours teachers believe are influenced by breakfast club attendance	122
Table 34:	Teachers rating on the capacity of the GSBC to influence the learning capacities of participating children	124
Table 35:	Student learning behaviours teachers believe are influenced by breakfast club attendance	125
Table 36:	Responses from K–2 students to statements about breakfast, breakfast club attendance and their rating of the breakfast club /10	128

Table 37:	Sample of food and drink consumed before their first class by students at the WNSWC State High School.....	130
Table 38:	Number of school days per week that students usually eat something before their first class.....	131
Table 39:	Location where students had breakfast on the day of the survey	131
Table 40:	Student responses to the question of whether they usually have breakfast on weekends	132
Table 41:	Reasons given by students for why they eat breakfast	132
Table 42:	Students reporting that they sometimes skip breakfast on school days.....	132
Table 43:	Reasons given by students for skipping breakfast.....	133
Table 44:	Number of students indicating there had been a breakfast club operating at their primary schools	133
Table 45:	Number of students who regularly attended the breakfast club at their primary school	133
Table 46:	Number of students reporting a breakfast club/café operating at their present school	134
Table 47:	Number of students who regularly attend the breakfast café at the school	134
Table 48:	Student responses to statements about the breakfast cafe and their rating of the breakfast café out of 10	135
Table 49:	Local school community and GSBC program personnel involved in interviews with the researcher	141

LIST OF FIGURES

	Page
Figure 1: Winning New Jobs Program Theory	14
Figure 2: Basic types of designs for case studies	27
Figure 3: Relationship of empowerment evaluation with the case study.....	42, 60
Figure 4: The empowerment evaluation of the GSBC scored along five dimensions	189

ACRONYMS AND ABBREVIATIONS

ADRA	Adventist Development and Relief Agency
ARC	Australian Red Cross
GSBC	Good Start Breakfast Club
MOU	Memorandum of Understanding
NRL	National Rugby League
NSW	New South Wales
PSSA	Primary School Sports Association
RPG	Research Partnership Group
Sanitarium	Sanitarium Health Food Company
Sydney A	Pilot Site A in Sydney
Sydney B	Pilot Site B in Sydney
UOW	University of Wollongong
WNSW	Western New South Wales
WNSWA	Pilot Site A in Western New South Wales
WNSWB	Pilot Site B in Western New South Wales
WNSWC	Pilot Site C in Western New South Wales
WS	Pilot Site in Western Sydney

