



Promoting Physical Activity and Healthy Nutrition in Afterschool Settings: Strategies for Program Leaders and Policy Makers



U.S. Department of Health and Human Services
Administration for Children and Families
Child Care Bureau





PROMOTING PHYSICAL ACTIVITY AND HEALTHY NUTRITION IN AFTERSCHOOL SETTINGS:

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August 2006





The Afterschool Investments Project

The Child Care and Development Fund (CCDF) provides federal resources for child care that support both direct services and quality enhancements. The U.S. Department of Health and Human Services' Child Care Bureau awards CCDF grants to states, territories, and tribes. With nearly half of the children receiving services being of school or kindergarten age, CCDF provides significant funding for afterschool care in a variety of settings. The majority of CCDF dollars are used to provide subsidies to eligible low-income children under age 13. A portion of CCDF funding is also used for quality improvement initiatives, such as professional development and technical assistance, with the goal of building the capacity of states to deliver quality services including programs before and after-school, during summers, and on school holidays.

To support state efforts to provide quality afterschool opportunities, the Child Care Bureau awarded a technical assistance contract on out-of-school time to The Finance Project and its partner, The National Governors Association Center for Best Practices. The Afterschool Investments project provides technical assistance to Child Care and Development Fund grantees and other state and local leaders who support afterschool efforts. The goals of the project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs, and providing models, strategies, and tools for coordination with other programs and sectors.

To meet these goals, the Afterschool Investments Project:

- Develops state profiles of afterschool resources, policies, and issues;
- Creates tools and materials to support the development and sustainability of afterschool efforts; and
- Provides technical assistance at meetings and conferences around building state collaborations for afterschool.

For more information about the project or to submit a request for technical assistance or information, contact The Finance Project at (202) 587-1000 or by email at afterschool@financeproject.org, or visit <http://www.nccic.org/afterschool>.



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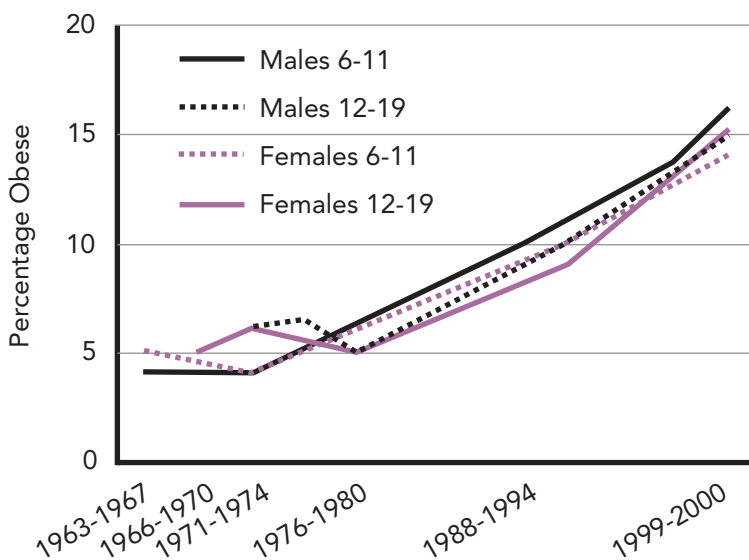




Childhood obesity has emerged as a public health problem of formidable proportions. But amidst the startling statistics there are stories of creative strategies communities throughout the county that are implementing to reverse childhood obesity trends by promoting healthy lifestyles for children and youth. This strategy brief outlines the important role that afterschool programs can play in efforts to prevent childhood obesity. It includes ideas for incorporating nutrition and physical activity into afterschool programming, strategies for financing these efforts, and examples of policies that can support and encourage the afterschool community’s endeavors to steer children toward healthy choices.

How Bad Is the Childhood Obesity Problem?

Nationwide, an estimated 9 million children and adolescents ages 6 to 19—15 percent of the nation’s children—are considered obese.¹ For children aged 6 to 11, the prevalence of obesity has more than tripled since the 1970s.²



Defining Childhood Obesity

The Body Mass Index, or BMI, is a measure that adjusts weight for height and is the calculation most commonly used to determine if a person is obese. For children, obesity is defined as a BMI at or above the 95th percentile for children of the same age and sex.

For more information, see <http://www.cdc.gov/nchs/dataawh/nchsdefs/bmi.htm>.

Source: Adapted from Preventing Childhood Obesity: Health in the Balance, Institute of Medicine, 2005. Obesity is defined as BMI at or above age- and gender-specific 95th percentile cutoff points.

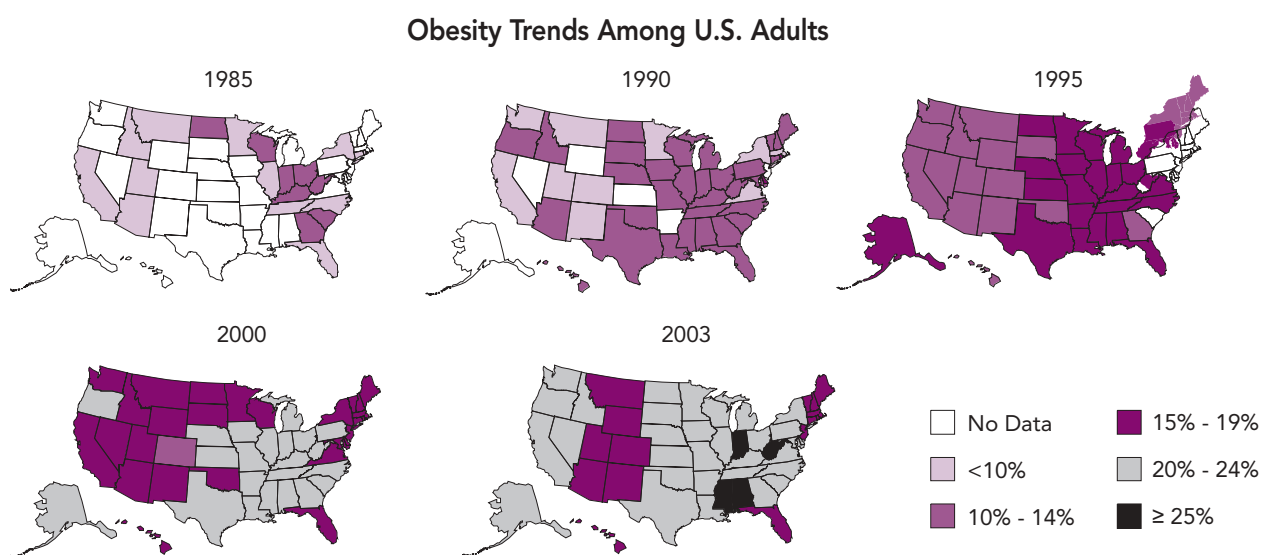


¹ Institute of Medicine of the National Academies, *Preventing Childhood Obesity: Health in the Balance*, (Washington, D.C.: National Academies Press, 2005).

² Ibid.

What's at Stake for Overweight Children?

Obese children are not only at risk for serious health problems in adulthood, they also experience adverse effects on their physical and mental health in childhood. Many develop multiple risk factors for heart disease while still adolescents. Once rare in children, incidence of type 2 diabetes—formerly referred to as “adult onset” diabetes and a consequence of obesity—has risen tenfold and now accounts for over a third of new cases of diabetes in adolescents.³ Overweight children are also more likely to be teased and ostracized, which can have devastating consequences on self-confidence, placing them at risk for depression.⁴ Longer-term impacts on mortality and health care costs are also staggering. This generation of children may be the first in centuries to have a shorter life span than their parents, and hospital costs related to childhood obesity have quadrupled in the past 25 years to almost \$127 million in 1999.⁵



Why Has Obesity Become So Prevalent in Children and Adolescents?

Many factors—including genetics, poor diets, sedentary lifestyles and suburban sprawl—have been blamed for the rapid escalation in numbers of overweight children.⁶ While no single factor is responsible for the entire increase, each has contributed to an environment in which children participate in fewer physical activities and practice poor dietary habits.

Lack of physical activity: Schools strapped for funding and seeking to maximize instructional time have eliminated or reduced many physical education and athletic programs in the past

³ O. Pinhas-Hamiel et al, “Increasing Incidence of Non-insulin Dependent Diabetes Mellitus in Children and Adolescents,” *Journal of Pediatrics* (1996), 127:608-615.

⁴ Marla E. Eisenberg et al. “Association of Weight-based Teasing and Emotional Well-Being Among Adolescents,” *Archives of Pediatrics and Adolescent Medicine* (2003), 157:733-738.

⁵ S. Jay Olshansky et al, “A Potential Decline in Life Expectancy in the United States in the 21st Century,” *The New England Journal of Medicine* 352, no. 11 (2005): 1138-45; Wang G, Dietz WH, “Economic Burden of Obesity in Youths Aged 6 to 17 years: 1979-1999,” *Pediatrics* 2002,109(5):E81-1.

⁶ Institute of Medicine, op cit.



decade; only 8 percent of elementary schools and 6.4 percent of middle schools provide daily physical education during the school year.⁷ Today's children rarely ride bicycles or walk to school, often because schools are located on the periphery of the community or require crossing busy streets or navigating unsafe neighborhoods. Children ages 8 to 18 spend an average of 4.5 hours per day watching television and movies or playing video games. One study found that each additional hour of TV watching increased a child's risk of obesity by 2 percent, due largely to the consumption of high-fat, sugary snacks while watching TV.⁸

Poor dietary habits: While physical activity has declined, children's average daily food intake has steadily increased over the past quarter-century. Much of this caloric increase has come from foods of little nutritional value. By the time they are 14 years of age, 32 percent of girls and 52 percent of boys are consuming three or more servings of soda every day; French fries account for 46 percent of vegetable servings for children ages 2 to 19.⁹ Cultural factors also contribute to these dietary habits; consumption of meals at fast food restaurants has tripled in the past 30 years,¹⁰ and the typical American child sees 40,000 television commercials per year, the majority of them for candy, soda, and fast food.¹¹

Nutrition and Physical Activity Guidelines for Children and Adolescents

In 2005, the Department of Health and Human Services and Department of Agriculture released the latest version of Dietary Guidelines for Americans. Recommendations for children and adolescents include:

- **Physical Activity:** Engage in at least 60 minutes of physical activity on most—preferably all—days of the week.
- **Food Groups to Encourage:** Consume whole-grain products often. Children 2 to 8 years should consume 2 cups per day of fat-free or low-fat milk or equivalent milk products. Children 9 years of age and older should consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.
- **Fats:** Keep total fat intake between 30 to 35 percent of calories for children 2 to 3 years of age and between 25 to 35 percent of calories for children and adolescents 4 to 18 years of age, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils.

For more information, see www.healthierus.gov/dietaryguidelines/.

⁷ C.R. Burgeson et al, "Physical Education and Activity: Results from the School Health Policies and Programs Study 2000," *Journal of School Health* 2001, 71(7): 279-239.

⁸ W. Dietz and S. Gortmaker, "Do We Fatten Our Children at the TV Set? Obesity and Television Viewing in Children and Adolescents," *Pediatrics* 75(1985):807-B12; Oded Bar-Or, "Juvenile Obesity, Physical Activity, and Lifestyle Changes," *The Physician and Sports Medicine*, 28: 51-58, 2000.

⁹ J.F. Guthrie and J.F. Morton, "Food Sources of Added Sweeteners in the Diets of Americans," *Journal of the American Dietetic Association*, 100:43-51.

¹⁰ Elizabeth Frazao, ed., *America's Eating Habits: Changes and Consequences*, (Washington, D.C.: U.S. Department of Agriculture, 1999).

¹¹ Kaiser Family Foundation, *The Role of Media in Childhood Obesity*, (Menlo Park, Calif.: Author, 2004)



How Can Afterschool Programs Help?

Just as the causes of childhood obesity are varied and complex, solutions will also have to be multifaceted and comprehensive. While afterschool programs cannot single-handedly reverse health and cultural trends decades in the making, they are an ideal venue for contributing to the improved health and physical activity of children.



Afterschool programs:

- Serve many groups of children most at risk for being overweight —specifically minorities and those in poverty;
- Occur during a time of day when children are likely to be sedentary if not given active options;
- Reach children at the developmental stage when they are forming the health patterns they will carry into adulthood;
- Provide meals and snacks that can serve as nutritious examples for dietary habits;
- Act as liaisons to parents who make critical nutrition and physical activity decisions for their children;
- Have experience in making learning fun and modifying lessons for the needs of their students and clients;
- Offer a supportive, safe environment in which children can feel comfortable trying new activities and building new skills; and
- Are led by caring adults who can act as role models with positive influence on children’s health and nutrition choices.

Though afterschool programs are well-positioned to address health, physical activity, and nutrition issues, they need guidance to do so. The following sections outline specific ways in which the afterschool field can contribute to the burgeoning obesity prevention movement, and provide examples of how these ideas have been applied on the federal, state, and local levels. The strategies discussed here fall into three broad categories:

- Incorporating physical activity and nutrition into afterschool programming;
- Using policy levers to build provider capacity and facilitate the afterschool community’s involvement in policy discussions; and
- Accessing resources and developing financing strategies.



Afterschool Program Elements that Promote Healthy Lifestyles

Afterschool programs are structured in a number of different ways. Some emphasize homework assistance and mentoring, while others focus on enrichment activities such as drama, art, and sports, or a combination of these. Programs occur in a range of settings and may occur before and afterschool, on school holidays, and during summer months. Regardless of structure, location, and resources, all afterschool programs have opportunities to incorporate elements into their program that will encourage children and youth to be healthy. Ideas for increasing physical activity, promoting good nutrition, and educating parents follow.

Talking About Health So Youth Will Listen

There is a reason this brief talks about “obesity” when discussing medical conditions and “health and physical activity” when discussing afterschool programming. In addition to feeling that it is inappropriate to label growing, changing children as “obese,” researchers have also found that youth do not always understand what it means to be obese. Additionally, they respond better to messages that encourage “activity” rather than “exercise.” Youth also define being a healthy weight not by using the Body Mass Index calculation, but by being comfortable with their bodies and having self-confidence. Finally, youth need to know that there are immediate positive benefits of healthy eating and physical activity.

For more information on talking about health and physical activity in a way that resonates with children and youth, see http://www.cdc.gov/nccdphp/dnpa/physical/pdf/exec_summary_2000.pdf.

Increasing Physical Activity

Physical activity can have an enormous impact on improving a child’s physical and emotional well-being. Research has shown that increased exercise and sports participation can simultaneously help children maintain a healthy body weight, enhance their self-confidence, and offer “opportunities for social contact, nurturing, and maturational guidance.”¹² Yet a quarter of adolescents report that they engage in no physical activity during their free time.¹³ Afterschool

¹² Institute of Medicine, op cit.

¹³ Centers for Disease Control and Prevention, “Physical Activity Levels Among Children aged 9-13 years: United States, 2002,” *Morbidity and Mortality Weekly Report*, 52: 785-788, 2003.



programs across the country have pioneered a number of innovative physical activities to help children achieve the level of activity they need. In addition, many national, state, and community-level campaigns and initiatives offer resources and support that can benefit after-school programs. Some interesting examples include:

- **Girls on Track** is a year-long program in Vermont that uses games, interactive learning, and training workouts to expose middle school girls to healthy lifestyle choices. The program begins with an intensive eight-week summer session, where the girls train for a 5K race and explore a number of relevant issues including goal-setting, addressing challenges and overcoming barriers, building self-esteem and positive body image, and understanding the importance of good nutrition. During the school year, the program switches to monthly activities and introduces the girls to alternative forms of physical activity ranging from hiking to yoga. The program culminates in May, when the state's 20 sites meet to run the "YAM Scram" (a two-mile run) in the Vermont City Marathon. Girls on Track is funded in partnership by the Vermont Department of Health, Blue Cross Blue Shield of Vermont, and the American Heart Association. For more information see http://healthvermont.gov/family/gt/girls_on_track.aspx.
- The **Promoting Healthy Activities Together (P.H.A.T.) Campaign** was developed by the California Adolescent Nutrition and Physical Activity (CANFit) Program. This statewide, non-profit organization's mission is to engage communities and build their capacity to improve the nutrition and physical activity status of California's low-income African American, American Indian, Latino, Asian American, and Pacific Islander youth age 10 to 14. The PHAT Campaign utilizes a community-based approach which embraces music, dance, emceeing, and other elements of hip-hop culture (in community centers, schools, afterschool programs, and other organized settings) to deliver important messages about healthy eating and physical activity. As a follow-up to the P.H.A.T. campaign, CANFit created a multi-media package to encourage community-based organizations to use hip-hop to keep youth active and to educate them about the importance of healthy eating. Each package contains a video that includes 15 minutes of educational messages and a 40 minute instructional hip-hop dance routine, a music CD that features original tracks, and a 36-page guidebook filled with information, resources, and discussion activities. For more information on the P.H.A.T. curriculum, go to: <http://www.canfit.org/phat/>.
- **VERB™ It's what you do** is a national campaign coordinated by the Centers for Disease Control and Prevention to encourage young people ages 9 to 13 to be physically active every day. The campaign has shown a 34 percent increase in weekly free-time physical activity among 8.6 million children ages 9 and 10. Afterschool programs can download materials—including kits to help children create new games and explore games from around the world, a tool to help track daily physical activity, and ideas for rewarding completed physical activity goals. For more information, go to <http://www.cdc.gov/youthcampaign/>.¹⁴

¹⁴ Though funding for the VERB campaign has been discontinued, as of October 2006, the VERB website and related resources remain accessible.





Ideas for Afterschool Programs with Limited Space and Limited Resources

Afterschool programs without access to expensive sports equipment or large playgrounds can still incorporate health and wellness into their curriculum. Many of the resources mentioned throughout this brief can be downloaded for free and implemented indoors. Additional ideas include:

The San Diego County Office of Education Afterschool Physical Activity Web site, designed to promote physical activity and good health through fun activities. The Web site offers program staff a wide array of activities, including “Street Games,” “Multicultural Activities,” and “Sports with a Twist.” These activities require relatively little “real” equipment and rely on creative use of household materials and limited space. Funding for the site was provided by the CDC. For more information, see: <http://www.afterschoolpa.com/home.html>.

goCyberCamp, a Web-based “camp” for kids ages 8 to 12, which features activities that teach kids about healthy living. The “Canteen” on goCyberCamp includes fun, interactive games that teach kids about exercise and how to make wise decisions in selecting healthy snacks. The National Cooperative Extension System and the National 4-H Youth Development Program developed goCyberCamp with a grant funded by the AT&T Family Care Development Fund—a joint project of AT&T, the Communications Workers of America, and the International Brotherhood of Electrical Workers. For more information, go to <http://gocybercamp.org>.

Promoting Good Nutrition

Afterschool programs provide opportunities for children to not only consume nutritious snacks but also to learn real-life strategies for evaluating food options and making healthy choices. Many programs have developed creative ideas for giving children the skills and information they need in order to build healthy and nutritious eating habits.

- **Power of Choice** is a curriculum for afterschool providers developed through a partnership between the U.S. Department of Agriculture and the Food and Drug Administration. This resource guide is intended to help afterschool program coordinators develop activities that promote healthy eating and physical activity choices among adolescents. The guide contains many quick and simple activities that require little or no preparation time, such as making four different kinds of drinks and analyzing their nutrients by using Nutrition Facts label skills, or scooping fat (shortening) into a plastic bag and determining how much of it is in a favorite food. The curriculum contains a CD with ten interactive sessions, activities, recipes, posters, and videos. To download this guide, go to: http://www.fns.usda.gov/tn/Resources/power_of_choice.html.



- The **Edible Schoolyard** at Martin Luther King, Jr. Middle School in Berkeley, California established school gardens and afterschool cooking classes that have increased interest and understanding of healthy food preparation. Fully integrated into the school's curriculum, the Edible Schoolyard used a "seed to table" approach to promote healthy eating. Students participate in all aspects of the food production process, including the preparation of beds, planting of seeds and seedlings, tending crops, and harvesting produce. The seed to table experience exposes children to different subjects, such as ecology and nutrition, and fosters an appreciation of meaningful work, as well as fresh and natural food. For more information about this program and resources for starting a school garden and kitchen, see <http://www.edibleschoolyard.org>.



Teaching "Energy Balance" Combines Physical Activity and Nutrition

ReCharge! is an afterschool program developed by a partnership between Action for Healthy Kids and the National Football League and designed for students in grades 3 to 6 to learn about and practice good nutrition and physical activity habits. ReCharge! uses concepts of "Energy In" and "Energy Out" to teach students about nutrition and physical activity and how to balance calorie intake with calorie expenditure. Lessons also focus on teamwork and goal-setting. ReCharge! was developed by content and afterschool experts with guidance from a panel of 25 education, fitness, nutrition, and afterschool organizations. The program promotes national standards for health education, physical activity and parent involvement, and the 2005 USDA Dietary Guidelines.

For more information, see <http://www.actionforhealthykids.org>.





Lessons from the Field: Integrating Health and Nutrition into Academic Content

With all that they do, afterschool programs may be leery of adding health and nutrition programming to their already long list of activities. Health and nutrition doesn't have to be a separate item on the list—it can be integrated into a variety of current activities. The following examples illustrate how programs have successfully integrated health and nutrition into their afterschool curricula.

Planet Health is an interdisciplinary curriculum developed by the Harvard School of Public Health to teach middle school students about nutrition and physical activity. Four simple health themes can be integrated into physical education, language arts, math, science, and social studies classes. The lessons encourage active, inquiry-based learning, emphasize literacy across the curriculum, and address national and state learning standards. The physical education lessons are designed to convey the Planet Health themes of increasing activity and improving dietary quality without detracting from important physical activity time. Curriculum packets include: ready-to-use lesson plans; materials for Power Down, a two-week campaign to reduce television viewing time; FitCheck, a self-assessment tool to help students track and improve their activity levels, and reproducible worksheets. Components of the Planet Health curriculum could be adapted to afterschool programs wishing to incorporate wellness activities in their repertoire. For more information, go to: http://www.hsph.harvard.edu/prc/proj_planet.html.

Project LIFE is an afterschool program in the Appalachian region of North Carolina focused on developing physical activity, health, and nutrition activities that link with the North Carolina Standard Course of Study objectives. For example, the science objectives in the state call for inquiry-based practice and opportunities for making and testing hypotheses. To address this objective while encouraging physical activity, staff engage the students in an activity where they hypothesize about which types of physical activities have a greater effect on heart rate or which ways of measuring one's pulse is most accurate. Children then make predictions, test the hypotheses, and chart the results. For more information on Project LIFE see the financing profile on page 27 of this publication.

The First Tee of Denver is a non-profit organization dedicated to providing affordable golf experiences for Denver children. The group has formed a partnership with Denver Public Schools to provide afterschool sessions in which students make golf clubs. The sessions emphasize reading and writing, and also teach mathematics and reasoning skills. Students then use the clubs they make on the golf course, where they are exposed to a sport they can participate in throughout their lives as well as to a "life skills" philosophy that teaches lessons about achieving goals and responding to adversity. Students can earn extra time on the green by participating in a "Read and Swing" afterschool literacy program which rewards completion of reading goals with free sessions at the driving range and free rounds of golf. For more information, see <http://www.denvergov.org/Golf/>.



Engaging Parents to Encourage Healthy Choices at Home

Parents are key partners in the fight to prevent childhood obesity. The pervasiveness of contradictory and confusing information on proper diet and exercise has made it critical to re-educate parents about the importance of good nutrition and physical activity, particularly since they often serve as the primary role models for their children. Many afterschool programs are involving parents in activities designed to promote good dietary and exercise habits in order to reinforce healthy behaviors at home.

- **We Can! (Ways to Enhance Children’s Activity and Nutrition)** is a national public outreach program created by the National Institutes of Health to encourage healthy weights for children. In addition to community and youth outreach, We Can! provides resources to educate parents and caregivers about how they can support healthy choices and educate their children about the importance of good nutrition. We Can! encourages parents and primary caregivers to:
 - Increase the availability and accessibility of healthy foods in the home;
 - Limit the availability and accessibility in the home of sweetened beverages, high-fat foods, and energy-dense foods with low nutrient value;
 - Enjoy small portions at home and at restaurants;
 - Support and enable family physical activity;
 - Support and enable reduced screen time.

We Can! has produced *Families Finding the Balance*, a handbook for parents that provides background information on the obesity epidemic, and practical, useful tools to help families adopt healthier lifestyles. For more information, visit <http://wecan.nhlbi.nih.gov>.

- **Team Nutrition** is a USDA initiative that helps foodservice personnel provide nutrition education for children and their caregivers and provide support to healthy eating and physical activity. Team Nutrition encourages parents and schools to work together to help children understand the importance of healthy eating and physical activity at home. For more information, go to <http://teamnnutrition.usda.gov/team.html>.
- **Eat Smart. Play Hard.™** is a national nutritional education and promotion campaign designed by the USDA’s Food and Nutrition Services to convey science-based, behavior-focused, and motivational messages about healthy eating and physical activity. The campaign uses a character named “Power Panther” to communicate its four major themes to children and caregivers, including the importance of eating breakfast, balancing your day with food and activity, and taking family time to emphasize being



active. The campaign aims to promote wellness and encourage families to adopt behaviors consistent with the new dietary guidelines. One of the main target audiences is school-aged children; as such, an array of support materials is available to help caregivers implement activities, including posters, “Power Panther” costumes, and slogans. For more information about this program, go to: <http://www.fns.usda.gov/eatsmartplayhard/About/overview.html>.

Putting It All Together: A Comprehensive Resource to Find Program Ideas

In 2005, the U.S. Department of Health and Human Services’ Child Care Bureau launched **Fit Source**—an interactive Web site for child care and afterschool providers looking for resources to help address the nation's childhood obesity epidemic. The site allows providers to easily search for a variety of physical activity and nutrition resources by age, topic, and keywords. Providers will find: games and activities, lesson plans, healthy recipes, information for parents, physical activity campaigns, funding strategies, informational resources, and Spanish language Web sites. The site links to existing federal resources and was developed after receiving input from over 100 child care providers about their needs.

Fit Source is found on the National Child Care Information Center's Web site at <http://nccic.org/fitsource>.

Addressing Cultural Influences on the Health of Children

Media-Smart Youth is a media literacy initiative that encourages young people ages 11 to 13 to become more aware of the role media play in shaping their attitudes and behaviors related to nutrition and physical activity. The National Institute for Child Health and Human Development and the Academy for Educational Development have developed, pilot-tested, and revised an interactive curriculum geared to youth in after-school programs. The curriculum encourages young people to establish physical activity and healthy eating as values in their lives, empowers youth to discern how media may influence choices concerning their health, and provides youth an opportunity to develop local campaigns to promote physical activity and good nutrition for their peers.

For more information, go to: <http://www.nichd.nih.gov/msy/>.





The Challenge for Afterschool Providers

Fostering healthy lifestyles in children and youth is a complex and multifaceted problem. It follows, then, that successful prevention initiatives will require a concerted and coordinated effort on the part of policy makers, schools, employers and workplaces, local community service providers, and health providers to address the many dimensions of this problem. The diversity of existing federal funding opportunities permits program developers to begin to think broadly about options for financing afterschool nutrition and physical activity efforts. However, community leaders still face many obstacles to taking promising efforts to scale. Some of the challenges include:

Federal/State/Local Agency Coordination. Many agencies are involved in overseeing different aspects of the physical activity and nutrition issue. At the federal level, the Departments of Health and Human Services and Agriculture each have a role. Likewise, many state and local agencies also have important roles to play. It will take great effort, planning, and cooperation for these various governmental and nongovernmental agencies and departments to work together in an effective way.

Funding. Currently, few funding streams exist that specifically target obesity prevention. Rather, health, physical activity, and nutrition are often tied to other initiatives such as cancer or diabetes prevention, school lunch programs, food stamps, and afterschool programs. Without the availability of a dedicated funding stream, program leaders will need to blend together funding from a variety of sources. Funding successful prevention practices that address the multiple needs of the target population will require a range of coordinated funding strategies.

Identification and Sharing of Best Practices. Reversing the obesity trend will involve the testing and evaluation of innovative practices across a range of programs and policy areas. Key to stemming the tide of obesity is the ability of innovators to share promising practices and to learn from each other's efforts. Creating the infrastructure for collecting, examining, and sharing best practices across a wide range of providers and agencies is another challenge.

Developing Broad Public Messages. The epidemic caused by unhealthy behaviors stems from a combination of factors that are part of larger societal trends. Public awareness and education about the range of issues that are contributing to the problem can be part of the solution.





Developing Policies to Provide Support and Build Capacity for Afterschool Programs

While afterschool providers have a variety of opportunities to incorporate health, nutrition, and physical activity into their programs, policy makers also have a number of opportunities to guide and encourage these efforts. Supportive policies can help afterschool providers by:

- Educating them about health, physical activity, and nutrition and holding them accountable for incorporating these principles into their programs;
- Facilitating their access to federal food programs;
- Informing them of promising practices in the afterschool wellness field; and
- Involving them in relevant policy discussions.

Develop Health and Nutrition Guidelines and Training for Afterschool Providers

Afterschool program directors face the same onslaught of health-related information that inundates the general public—each new day means a new study, statistic, or trend related to physical activity and nutrition. Even the most well-intentioned providers may be overwhelmed when sifting through various news reports to figure out how their suggestions and data apply to the children in their programs. Thoughtful policies can outline standards and guidelines for providers who want to implement healthful programs but struggle to do so. These guidelines, along with training on how to implement them, can help spread awareness of health and nutrition issues to afterschool providers who may not have considered the impact their programs can have on the children they serve. Supportive policies also can hold providers accountable for incorporating health and nutrition guidelines into their programs by integrating them with licensing and accreditation standards.

- In 2002, the **Massachusetts Office of Child Care Services** (OCCS, now the Department of Early Education and Care) collaborated with the Harvard School of Public Health and Massachusetts Department of Education's USDA Nutrition Education Program to develop the **Healthy Kids Move** training curriculum to educate child care providers on the state's new health-related licensing requirements. The six-hour training and 150-page manual instruct child care providers and other youth-serving professionals on relevant statistics, physical developmental milestones, and proper nutrition. Healthy Kids Move offers information on incorporating physical activity into children's days and healthy nutrition habits into meals and snacks. It also provides information on how to adapt activities for children with special needs, share strategies with families, and observe the impact of physical activity and nutrition guidance on the health of the children in the program. OCCS has conducted train-the-trainer sessions with all Child Care Resource and Referral agencies in the state, who are in turn training the child care community. For more information, visit <http://www.eec.state.ma.us>.
- The **Florida Children's Forum** division of school-age services offers training in the **Sports, Play, and Active Recreation for Kids (SPARK)** curriculum to school-age child care providers throughout Florida. SPARK sessions provide participants with tips to increase the quality and quantity of physical activity in their programs, with a focus on helping children develop healthy lifestyles, motor skills, and social and personal skills. For more information, see <http://www.flchild.com/schoolage.htm>.
- The **National AfterSchool Association (NAA)**, a professional membership organization for school-age child care providers, grants accreditation to programs which meet established quality criteria. NAA accreditation standards require that programs provide children with opportunities to play outdoors for at least 30 minutes out of every three-hour period and have suitable playground equipment. Some states reward providers that achieve accreditation with higher reimbursement rates when serving children that receive federal child care subsidies. For more information, see <http://www.naaweb.org>.
- The **National Institute on Out-of-School Time (NIOST)** recently published a report that investigates the links between NAA standards and available physical activity and nutrition programs and curricula. Afterschool programs may want to review this report before investing in a particular curriculum. The report is available for download at <http://www.niost.org/publications/healthy%20choices%20afterschool.pdf>.

Help for Afterschool Programs to Access Food and Nutrition Entitlement Programs

Afterschool programs play an important role in providing children with healthy and nutritious food. The federal government provides free and reduced-price lunches and snacks for eligible children in schools, child care centers, and afterschool programs through several USDA programs:



- The **National School Lunch Program (NSLP)** includes an afterschool snack program which provides reimbursement for snacks to school-sponsored afterschool programs. A school-sponsored program can either be operated by a school or another organization, and may be located on or off school grounds. Generally, the program will provide snacks for eligible children up to age 18 who either reside in a low-income area or household.
- The **Child and Adult Care Food Program (CACFP)** provides reimbursement for snacks, and, in some cases, meals to afterschool programs that are operated by schools, local government agencies, and private non-profit organizations.
- The **Summer Food Service Program (SFSP)** is a federal nutrition program available to schools, local government agencies, and private non-profit organizations to feed children during summer vacation and—for students attending year-round schools—during breaks that replace a traditional summer vacation.

By accessing these programs, afterschool providers supply eligible children with a substantial portion of the nutrition they receive each day while also gaining access to informational resources and educational materials about proper nutrition. Accessing these funds can be administratively complex, sometimes requiring staff and resources unavailable to many small afterschool programs. In response to this challenge, organizations and partnerships have emerged to help afterschool programs navigate the system and simplify access to funds. A number of states and communities have intermediary organizations to assist afterschool programs. For example:

- The **Children’s Hunger Alliance** of Ohio, works to maximize and leverage USDA nutrition funds for eligible programs, and helps afterschool programs access funds. For more information, see page 26.
- The **Food Research and Action Center (FRAC)** has developed a toolkit for afterschool programs to access federal food programs. The toolkit provides an overview of each federal nutrition program and step-by-step instructions for participating and receiving funding. The toolkit is available online at http://www.frac.org/Afterschool_Guide.pdf.

Encourage and Disseminate Research on Afterschool Programs’ Impact on Health

The potential of afterschool programs to have lasting impact on child health is clear, yet little is known about which specific approaches have the most significant results. Studies that track health behaviors in children and adolescents rarely isolate afterschool programs’ effects on changing those behaviors. Programs that implement creative approaches to promoting health and nutrition need guidance in how to best assess the impact of obesity prevention efforts on children’s health. Studies of “what works” can be shared with the afterschool community and translated into user-friendly guidelines and assessment tools for use by program providers. Examples of promising studies currently being conducted include:



- The **Girls Health Enrichment Multi-Site Studies (GEMS)**. GEMS studies are testing interventions to prevent excessive weight gain in African-American adolescent girls. Four separate clinical trials are being conducted in two phases over seven years. One pilot study conducted by the University of Minnesota developed an afterschool program called *Girlfriends for KEEPS: Keys to Exercising, Eating, Playing, and Sharing* that focused on increasing physical activity and healthful eating and incorporated a family involvement component. Early measurements indicated that the program was well-attended and well-received, and that participants decreased consumption of soda and high-fat snacks. Researchers concluded that afterschool obesity prevention models hold promise for future efforts. Another site found that a summer day camp model may also be effective. For more information, see http://www.epi.umn.edu/cyhp/r_gems2.htm.
- The **Trial of Activity for Adolescent Girls (TAAG)**. The goal of the TAAG study is to determine if linking schools to community organizations can help limit the reduction in physical activity that commonly occurs in middle school girls. The project is operating in 36 middle schools in six sites throughout the country. Sixth grade girls in treatment schools receive afterschool physical and health education classes focused on their preferences and participate in physical activity programming developed in partnership with community groups. The study will compare girls receiving this intervention to a control group to determine if they engage in more physical activity, improve physical activity or body composition, and change attitudes or beliefs about physical activity. For more information, see <http://www.csc.unc.edu/taag/desc.php>.

Involve Afterschool Providers in Childhood Obesity Policy Discussions

Schools, communities, and states are implementing a range of policies designed to ensure that students are engaged in physical activity and have access to nutritious foods. Supportive policies are prohibiting access to vending machines in schools, mandating time for recess and physical education, and redesigning neighborhoods to encourage walking and biking. Many of these approaches affect the afterschool community and can benefit from including afterschool providers in their development.

- **Local Wellness Policies.** When federal nutrition programs were reauthorized in 2004, the legislation added a new requirement for school districts (local educational agencies, or LEAs) participating in child nutrition programs such as the free and reduced-price meals program. Each participating LEA is now required to create, by the 2006-07 school year, a local wellness policy that outlines its goals for nutrition education, physical activity, and other school-based wellness initiatives. The LEA is required to include students, parents, school administrators, the school food authority, the school board, and the public in developing the local wellness policy. School districts have flexibility in how they define the school day and have the option to include afterschool program activities as a part of a school wellness plan. District leaders and afterschool providers can work

together to ensure that afterschool and child care providers are key partners whose needs and concerns influence the content of plans. For more information, see <http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>.

- **Physical Activity Requirements.** Nearly all states have some type of physical education requirement for schools. In response to the childhood obesity epidemic, many states are revising these requirements to increase opportunities for physical activity. Legislation enacted in Kentucky in 2005, for example, mandates 30 minutes of exercise each day for elementary school students. Some worry that strict mandates will strain budgets of schools if they are required to hire additional physical education instructors and negatively impact educational achievement if physical activity detracts from instructional time. Afterschool programs that are school-based or school-linked can ease the strain of implementing such requirements by extending both learning time and physical activity time. Involving afterschool programs in these policy discussions can help both legislators and educators think of creative ways to achieve their shared goals for healthy children while taking advantage of the expertise and resources of afterschool programs in their communities. For more information on state childhood obesity-related legislation, see <http://www.ncsl.org/programs/health/childhoodobesity-2005.htm>.
- **Built Environment Designs.** Many local governments, task forces, and community organizations are assessing whether the “built environment” in their communities is conducive to physical activity. They are evaluating factors such as whether sidewalks promote walking through neighborhoods and how local facilities meet the need for sports and recreation. Given that changes to the built environment can enhance opportunities for children and youth to be more physically active, these policies have a significant effect on the ability of afterschool programs to provide opportunities for physical activity. When communities develop surveys, plans, and mapping tools to assess the “built environment,” they can carefully consider the needs of a range of community programs and partners including afterschool programs. For more information on children’s health and the built environment, see <http://www.cdc.gov/healthyplaces/healthtopics/children.htm>.

Finding Resources and Developing Creative Financing Strategies

The above discussion shows that a variety of promising initiatives aimed at preventing childhood obesity are already underway at the national, state, and community levels. Identifying relevant funding sources and developing creative financing strategies to support and sustain this work is critical for making progress toward healthier outcomes for children and youth.



Financing Strategies for Afterschool Programs to Consider

The following framework of financing strategies developed by The Finance Project may be helpful for programs and communities to think about as they work to promote nutrition and physical activity as part of afterschool programming.¹⁵ Decisions about which strategy or combination of strategies is most appropriate will depend on the nature and scope of the afterschool program and the economic and political environments in which it operates.

STRATEGY 1: Making Better Use of Existing Resources

Among the most ambitious efforts to improve financing and make resources go further are those that reshape the way dollars already in the system are spent. This is especially true of those funds that benefit families served by several agencies and programs. Vulnerable families and those at highest risk typically have multiple needs and receive services from more than one agency or program. Efforts to make better use of existing resources frequently focus on coordinating and streamlining these services to reduce administrative costs; shifting funding from more restrictive and costly programs to less restrictive and less costly, community-based services; and improving efficiency by making better use of non-monetary resources and creating greater economies of scale.

STRATEGY 2: Maximizing Federal and State Revenue

A wide variety of federal funding streams are available to support healthy lifestyles for children, including nutrition and physical activity components. Typically these funds are narrowly focused on a target population or an approach to dealing with one aspect of a multifaceted problem. Entrepreneurial program leaders can educate themselves about the various types of federal funding streams that might support nutrition and physical activity efforts and then work with the relevant decisionmakers to access these funds.

STRATEGY 3: Creating More Flexibility in Existing Categorical Funding

Most funding streams are categorical; they tend to support programs and services with narrowly-defined families deemed eligible under law. The result at the community level has been a plethora of programs and services that are disconnected and duplicative. Providing the customized help that many children, youth, and families require is difficult when services are not easily coordinated. Strategies to create more flexible funding can be key to developing comprehensive community support systems and paying for an array of needed services when one funding stream cannot do the job alone and blended funds are preferable. The common objective of these strategies is to enable community leaders to provide an array of coordinated, community-based supports and services.

STRATEGY 4: Building Public-Private Partnerships

Another important category of financing strategies that can extend the reach of public sector funding is the creation of public-private partnerships. Partnerships between government, community non-profit organizations, charitable foundations, corporations, the faith community, and others provide valuable avenues for broadening the base of financial support for community programs and services, as well as providing new leadership for these initiatives.

STRATEGY 5: Creating New Dedicated Revenue Streams

Finally, dedicated revenue sources that raise or direct public funds for specific purposes are an important category of strategies to generate funding for services that improve the health of families and children. These funds can be generated privately at the program level through fundraising, fees, and unrelated business income. Alternately, they can be generated publicly by state and local governments through the creation of special taxing districts, special tax levies, guaranteed expenditure minimums, trust funds, and fees or other narrowly based taxes.

¹⁵ Cheryl Hayes, *Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives* (Washington, DC: The Finance Project, 2002).



Programs and policy makers interested in learning more about **Strategy 2: Maximizing Federal Funding** should review the chart in Appendix on page 29.¹⁶ This chart provides an overview of potential strategies that may be used in afterschool programming and a sampling of appropriate federal funding sources that can support these strategies.

Other examples of financing strategies may include more program-level approaches like blending funding streams, coordinating programming efforts, tapping into existing funding streams, building a pot of flexible dollars, and integrating low-cost activities. Afterschool programs seeking funds to support physical activity and nutrition efforts will need to employ a variety of funding strategies. The following examples illustrate how a diverse group of providers have accessed a variety of sources and strategies to finance their obesity prevention efforts.



Leveraging Dollars to Support Physical Activity and Nutrition Efforts

The YMCA of Santa Clara County, California had a long-term goal of building capacity in the after-school community to provide physical activity and nutrition opportunities for children. Although they always had health and wellness as part of their mission, program leaders wanted to be more strategic in ensuring that the curricula used by their 57 afterschool programs—including 32 licensed child care providers—was consistent with this mission. The description below shows how this organization has used both grant writing and partnerships to secure a diverse portfolio of funding sources to support their efforts to integrate physical fitness and nutrition into their afterschool programming.

The YMCA of Santa Clara County, California formed a partnership with the YMCA of Mid-Peninsula to write a **Carol M. White grant**, a federal discretionary grant that can be used to initiate, expand, and improve physical education programs, to provide training and education of teachers and staff, and to purchase physical activity equipment. They have used these funds to support their afterschool programming, including purchasing nutrition and physical activity-based curricula, providing training to teachers on the use of curricula, overhauling their snack program, expanding their physical activity programming to three days a week and 45 minutes a day, creating and disseminating a weekly family newsletter on nutrition and physical activity, and holding family nights four times a year. In addition, they have used some of the Carol M. White funds to enhance physical activity programming for teens including hip-hop classes, martial arts, yoga, strength training, rock climbing, hiking, and body positive classes. In the next phase of the Carol M. White grant, the YMCA partnership has agreed to train all afterschool programs in the county on nutrition and physical activity.

The YMCA partnership used the Carol M. White grant to leverage other dollars to support their efforts. The YMCA is working with the **County Office of Education** to develop a teacher institute around physical activity and nutrition. Each school will identify a “Physical Education and Nutrition Champion” to complete the training. YMCA staff will work to weave physical activity and nutrition information into the current district curricula. The goal is for each “Physical Education and Nutrition Champion” to be a leader in helping their schools develop local wellness policies. In turn, the afterschool programs will support the schools by reinforcing their “Fit for Learning” curricula in afterschool activities.

The Santa Clara YMCA has also formed a partnership with their **County Public Health Department**. They developed a joint training effort in which the YMCA staff train the Public Health staff on physical education information, and in turn, the Public Health staff train the YMCA staff on nutrition information. Each group shares knowledge and skills that could be used by the other to build their organization’s capacity and provide coordinated training to community providers. The County Public Health Department is also the recipient of one of the **Steps to a HealthierUS** grants, a federally-funded cooperative agreement that supports community and school-based initiatives to promote better health and prevent disease, with specific priorities on diabetes, obesity and asthma. The Santa Clara YMCA has partnered with the County Public Health Department to reach school-age children, one of the target populations.

The Santa Clara YMCA has been conscientious about sustaining this work after their major funding ends. They have used funds to build the infrastructure of their physical activity and nutrition initiative by purchasing equipment and curricula and training staff. Sites that have participated in these efforts have committed to incorporating the lessons learned into their curricula. Finally, they continue to build partnerships and leverage additional dollars to continue their efforts.

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Using Intermediaries to Build the Capacity of Afterschool to Incorporate Physical Activity and Nutrition into Their Programming

Some states and communities have non-profit agencies or government structures that serve as intermediaries. These intermediaries provide training, technical assistance, and resources for afterschool programs to incorporate physical activity and nutrition activities into their programming. The next example is a non-profit organization from Ohio that is working on several fronts to support the nutrition and physical activity movement in afterschool programs.

The **Children's Hunger Alliance** is an Ohio-based non-profit agency dedicated to expanding access to food, nutrition education, and quality afterschool child care. Their core business is brokering federal meal programs for schools and afterschool programs—in other words, they help make it easier for afterschool programs to partner with schools and providers to access the food and nutrition services funding. Over time, they have expanded their efforts to provide resources to encourage nutrition and physical activity in afterschool programs.

The Children's Hunger Alliance has successfully worked with various state agencies to gain support for their efforts. They have received **Temporary Assistance for Needy Families (TANF)** funds from their local Child and Family Services Agency to evaluate food and physical activity components of local afterschool programs. As a result of the evaluations, afterschool programs are offered technical assistance through a partnership with the local **YMCA**. The YMCA provides assistance for setting up physical activity programming; the Hunger Alliance provides the nutrition and meal expertise.

They also applied for and received a grant from the **Ohio Commission on Minority Health** to promote The Coordinated Approach to Child Health (CATCH) evidence-based physical education curriculum in afterschool programs and to initiate demonstration projects in four sites. This initial work led to the curricula expanding to dozens of afterschool programs across the state. The initiative continues and is now supported by the **Ohio Department of Education**.

A partnership between the Children's Hunger Alliance and the **United Parcel Services (UPS)** led to a mini-grant program for initiatives that have interest in enhancing and supporting the Action for Healthy Kids (AHK) capacity-building goals, including afterschool physical activity and the development of school wellness councils. The UPS funds have allowed for the 10 regional zones within Ohio to bring school and afterschool folks together to instruct them on how to create wellness councils and improve the nutrition and physical activity environment and program through conferences, meetings, and direct consultations, depending on the zone. In conjunction with these regional zone conferences, Ohio Action for Healthy Kids and its partners have state level trainings for developing wellness councils in a 'train the trainer' type model. They provide a toolkit that includes afterschool nutrition and physical activity for trainers.

The Children's Hunger Alliance also partners with **Huntington Bank** and area faith-based afterschool programs to form the Instructing Metropolitan Professionals About Community Teaching (IMPACT) partnership. The IMPACT partnership works to build the capacity of afterschool programs through mini-grants, quarterly development trainings, and technical assistance visits. A portion of the IMPACT work involves improving the nutrition and physical activity components of faith-based programs in the partnership.

Finally, the Hunger Alliance utilizes the resources of the **AmeriCorps** service program to promote nutrition and physical activity. Their AmeriCorps for Healthy Kids members serve the community at various host sites throughout the state. Members teach a nutrition education curriculum and the CATCH physical education curriculum to low-income afterschool, school, and summer youth programs in Ohio. Both the program and the students benefit; the Hunger Alliance saves on staffing costs to provide nutrition and physical activity services, and AmeriCorps students receive a modest living allowance and funds to finance their professional education and development.

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Maximizing State and Federal Revenue While Building a Pot of Flexible Dollars

While providers need to keep abreast of the funding opportunities from both federal and state agencies, sustainability of programs is more likely if afterschool leaders can create a diverse funding portfolio that will support their work. Included in the mix of dollars that programs should seek are funds that are not tied to any agendas or requirements. These so-called “flexible dollars” may come from private donors, savings garnered from doing work more efficiently, or fundraising activities. The project described below has done well with coordinating dollars from several funding sources. In addition, the program leaders have involved the youth participants in fundraising activities to build flexible dollars for the program.

Project LIFE (Learning Involves Physical activity for Everyone) is an afterschool initiative that serves high-risk children, youth, and families in a consortium of schools in three economically depressed and rurally isolated counties in the Appalachian region of North Carolina. The focus of the afterschool programming in Project LIFE is building youth resilience through physical activity and health-related activities. A key feature of the project is connecting the nutrition and physical activity activities to state learning standards. Parental involvement is promoted through various family night activities, and activities are planned in ways that are engaging and provide authentic, experiential academic enrichment while enhancing community involvement.

Project LIFE leaders are interested in sustaining their efforts. Their philosophy of sustainability includes building positive program visibility; community awareness; youth participation; and local, state, regional, and national recognition of the program’s value; and developing multiple sources of support. They have found ways to coordinate different local, state, and federal funding streams to support their goal of providing health and wellness activities to families. Currently the project is supported by a blend of sources including a consortium **21st Century Community Learning Centers** grant, a state grant from the **Office of Juvenile Justice**, as well as **local funds from the Boards of Education, counties, and town councils**. In addition, Project LIFE has formed partnerships in each of the participating counties with 501(c)(3) organizations willing to serve as fiscal agents.

The director of Project Life has also encouraged students to be partners in fundraising. For example, this past year, students in one county organized a community run. The students mapped out the route for the 5K run and worked with law enforcement officials to ensure a protected running path. Students wrote to Runner’s World magazine to ask them to publicize their event. The magazine not only provided publicity, but also donated supplies for each contestant. The fee for the run was \$25, with a sliding scale if more than one family member registered; participants who couldn’t afford the fee were sponsored and wrote thank you letters to sponsors. The local wellness center held a celebration after the run, and most participants received prizes donated from local businesses. After all expenses were paid, the students raised over \$5,000 in flexible funds that support the program.

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The table below summarizes the strategies used by each of the examples discussed on pages 25-27.

	Making Better Use of Existing Resources	Maximizing Federal and State Revenue	Creating More Flexibility in Existing Categorical Funding	Building Public-Private Partnerships	Creating New Dedicated Revenue Streams
YMCA of Santa Clara County, CA		✓		✓	
Children's Hunger Alliance, OH		✓	✓	✓	
Project Life, NC	✓	✓	✓		✓



Conclusion

Afterschool programming is the ideal setting for promoting healthy lifestyles among school-age children. The examples provided in this publication are meant to encourage program leaders and policy makers to continue to think creatively about incorporating nutrition and physical activity into afterschool programming as well as craft policies and develop financing strategies to ensure that this work is done effectively and efficiently.

Acknowledgments

This brief was prepared by Dionne Dobbins-Harper and Lucinda Fickel of The Finance Project, for the Afterschool Investments Project, a multiyear technical assistance effort funded by the Child Care Bureau of the U.S. Department of Health and Human Services. The authors would like to thank the many individuals who contributed their comments and guidance on earlier drafts, including, Sharon Deich and Michelle Jones of The Finance Project; Sandra Williams at the Department of Health and Human Services; and Steve Fowler from the Afterschool Alliance. Many thanks, also, to the numerous program developers who were willing to share their experiences to educate others in the field, including Mary Hoshiko, Bricca Sweet, and J. D. Beiting.

APPENDIX

Potential Federal Funding Opportunities For Afterschool Nutrition and Physical Activity By Category

Healthy Lifestyles

Targeting Obesity

- State Nutrition and Physical Activity Programs to Prevent Obesity and Related Chronic Diseases
http://www.cdc.gov/nccdphp/dnpa/obesity/state_programs/

Targeting Special Populations

- Health Disparities in Minority Health Grant Program
http://www.federalgrantswire.com/health_disparities_in_minority_health.html
http://www.educationmoney.com/prgm_93.100_minr.html
- Children, Youth, and Families at Risk State Strengthening Projects
http://www.csrees.usda.gov/nea/family/in_focus/youthdev_if_cyfar.html

General Health and Wellness

- Steps to a HealthierUS Cooperative Agreement
<http://www.healthierus.gov/steps/index.html>
- Preventive Health and Human Services Block Grant
<http://www.cdc.gov/nccdphp/blockgrant/>

Physical Activity

- Carol M. White Physical Education Program
<http://www.ed.gov/programs/whitephysed/index.html>
- National Youth Sports Program Fund
<http://www.nyscorp.org/nysp/home.html>

Physical Activity and Nutrition Education

- Team Nutrition Training Grant
http://www.federalgrantswire.com/team_nutrition_grants.html
http://www.educationmoney.com/prgm_10.574_agric.html
<http://www.fns.usda.gov/tn/Grants/2006app.html>
- 21st Century Community Learning Centers Block Grant
<http://www.ed.gov/programs/21stcclc/index.html>

Parent Involvement

- Parent Resource Information and Resource Centers Grant Program
<http://www.pirc-info.net/>
- Even Start Program: State Agency Block Grant
<http://www.ed.gov/programs/evenstartformula/index.html>

Access to Safe Environment

- Community Development Block Grant Program
<http://www.hud.gov/offices/cpd/communitydevelopment/programs/index.cfm>

Access to Adequate Amounts of Healthy Food

- National School Lunch Program/National School Lunch Program: Afternoon Snacks
<http://www.fns.usda.gov/cnd/Lunch/default.htm>
<http://www.fns.usda.gov/cnd/Afterschool/default.htm>
- National School Breakfast Program
<http://www.fns.usda.gov/cnd/breakfast/>
- Summer Food Service Program
<http://www.fns.usda.gov/cnd/summer/>
- Child and Adult Care Food Program
<http://www.fns.usda.gov/cnd/Care/CACFP/cacfpfaqs.htm>
- Food Stamp/Food Stamp Nutrition Education Program
<http://www.fns.usda.gov/fsp/>
<http://www.fns.usda.gov/fns/nutrition.htm>
- Women Infants and Children (WIC)/ WIC Farmers Market Program
<http://www.fns.usda.gov/wic/>
<http://www.fns.usda.gov/wic/FMNP/FMNPfaqs.htm>
- Community Food Project
http://www.federalgrantswire.com/community_food_projects.html



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