# The OSNAP Guide:

# A Step by Step Process for Improving Nutrition and Physical Activity in Out of School Settings

This guide is designed to help organizations that serve children implement the Out Of School Nutrition and Physical Activity Initiative (OSNAP), a program designed to improve physical activity and nutrition practices and policies

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# Nutrition and Physical Activity Glossary of Terms

**Commercial Broadcast TV/Movies** is any screen time shown primarily for entertainment purposes; this includes shows or movies without commercials but shown for entertainment purposes.

**Digital Devices** include computers (desktop, laptop, tablets like iPads, etc.) cell phones, handheld game systems, iPods, and televisions.

**Groups of children** are those that are formally designated by the program, i.e. groups that are determined by age, grade, gender etc. for activities. Questions that refer to "groups of children" do not refer to smaller, more informal groups of friends formed by the children themselves.

**Instructional Computer/Digital Device Use** is time on a digital device (usually a computer) for educational purposes. An instructor must be overseeing and guiding what students are doing on the computers, and educational computer use emphasizes academic enrichment and instruction. For example, this type of computer use could involve games that promote acquisition of math skills, or use of a word processing application to write a paper or story. In general, unsupervised time on the internet or playing computer games is considered *recreational* computer use, not instructional computer use.

**Moderate physical activity** is any activity requiring more movement than sitting or standing (including activities such as walking, stretching, running, or throwing).

**OST or Out of School Time programs can happen before school, after school, during vacation periods, or during the summer.**

**Outside drinks and food** are items that are brought in from home, outside restaurants or convenience stores, purchased from vending machines on site, or distributed by program partners during activities. This would include any food or drink that is not part of the afterschool snack program, including foods used in celebrations.

**Screen Time** includes time watching television and DVDs, using computers, and/or playing video games. This includes time on hand-held electronic devices like phones,

**Sugary drinks** are drinks with sugar added to them. They include soda, sweetened iced teas, fruit punches, fruit drinks (such as lemonade), sports drinks, sweetened water (e.g. Vitamin water), and any 100% juice greater than 4 ounces (a half a cup) in size.

**Trans fats** are in any food items that contain "partially hydrogenated vegetable oil" on the list of ingredients.

**Vigorous physical activity** is any activity requiring more energy than walking (including activities such as playground free play, jogging, or swimming).

**Water served** refers to drinking water that is distributed as part of the program snack, either via pitchers, bottles, or a cooler or water jug in the snack area. This does NOT include water children drink from a water fountain or from coolers outside of the snack room and snack time.

**Whole grains** are foods that contain a whole grain as the first ingredient on the label. Examples of whole grains are whole wheat, whole corn, barley, oats, and rye.

# OSNAP Guide Overview

Promoting healthy practices and policies in out-of-school time can be easy and fun! The Out of School Time Nutrition and Physical Activity Initiative (OSNAP) has developed a number of strategies to help guide you through the process of improving out-of-school time (OST) program practices and policies related to nutrition, activity and screen time.

**What is OSNAP?**

The Out of School Nutrition and Physical Activity Initiative (OSNAP) began as a collaborative project between the Harvard School of Public Health Prevention Research Center and local afterschool program providers in Boston, Massachusetts. The goal of OSNAP is to identity and support lasting and cost-effective policy and practice strategies that promote increased access to healthy foods and beverages, physical activity opportunities, and reduced screen time in out-of-school-time (OST) settings. The OSNAP Initiative works by bringing together afterschool program providers to learn from one another and set goals to meet the following standards:

1. Provide all children with at least 30 minutes of moderate to vigorous physical activity every day (include outdoor activity if possible).
2. Offer 20 minutes of vigorous physical activity 3 times per week.
3. Ban sugar-sweetened drinks from being served at the program.
4. Ban sugar-sweetened drinks from being brought into the program.
5. Offer water as a beverage at snack every day.
6. Offer a fruit or vegetable option at snack every day.
7. Ban foods with *trans* fats.
8. **When serving grains for snack (like bread, crackers, and cereal), serve whole grains.**
9. Eliminate use of commercial broadcast TV/movies.
10. Limit computer use to homework or instructional (i.e., teacher-led) time only.

**Who is this guide for?**

This guide is designed with both afterschool program site directors and OSNAP Coordinators in mind.  Whether you work for a school district, a department of public health, an organization such as the Y or Boys and Girls Club, or run an afterschool program, these materials can help support your health and wellness goals.  We provide you not only materials that you can use immediately with children and families, such as the Food & Fun Afterschool curriculum, but also training templates and action planning guides that you can use to get OST program staff on board, organized, and excited to promote healthy practices and policies.  These materials were developed with the input of afterschool program providers and have been tested in programs serving kids ages 5-12.  In general, this guide uses "you" to mean staff at an OST

> ### What is an OSNAP Coordinator?
>
> The person who organizes and delivers the OSNAP Initiative across multiple sites.  OSNAP Coordinators may work for an organization that runs OST programs (like a regional Boys & Girls Club office) or another agency that brings together OST programs to promote health (like a department of public health).

program, usually the director. In places where we provide information especially for OSNAP Coordinators we highlight the text with a grey box. As an OSNAP Coordinator, you might find it helpful to copy pages from this guide and use them as handouts when working with sites.

**Highlights of the OSNAP Implementation Guide and Resources**

The OSNAP package contains numerous resources and step-by-step instructions to help you promote healthy practices and policies.

- The **Glossary** provides a handy reference for key terms used in OSNAP and their meanings.

- The **OSNAP Change Model** walks you through a series of steps that programs have used to create healthy changes in OST. This comprehensive approach takes staff from start to finish as they assess physical activity, nutrition, and screen time practices and policies, identify areas for improvement, learn in a series of collaborative meetings, build communication for healthy messaging, set goals for change, re-evaluate practices and policies, and celebrate successes.

- The **Change Tools** are materials to help you assess how well your program is meeting the OSNAP Standards.

- The OSNAP Initiative follows a collaborative learning model, bringing staff from different afterschool sites together to share with and learn from each other. The **OSNAP Learning Community Facilitator's Handbook** is a comprehensive guide to organizing and leading these meetings, and the OSNAP **Learning Community PowerPoint slides** are ready to be used in any Learning Community.

- The **Action Planning Tool** is designed to help your team set goals and identify action steps for creating healthier nutrition, physical activity, and screen time practices at your program.

- The **Tip Sheets** and **Fast Maps** help staff identify and overcome frequent barriers in creating and sustaining healthy afterschool practices and policies.

- The **Policy Writing Guide** helps programs promote and sustain physical activity and nutrition changes with sample language that can be used in program handbooks to clearly outline program rules and expectations.

**OSNAP.org**

The OSNAP.org website is designed for use by afterschool programs and other organizations interested in practices and policies related to healthy foods, drinks, and physical activity.

- Under the "Quick Start" menu, you will find information and resources sorted by OSNAP topic areas.
- The "My OSNAP" menu contains the overview of the OSNAP Change Model, as well a section to set up a personal MyOSNAP account. With the creation of a free account, you can digitally complete the practice and policy assessments. Then, the website will use your assessments to generate a feedback report based on the OSNAP standards. You can then use the Action Plan Builder to create your personalized action plan, selecting from a variety of goals that support the OSNAP standards or creating your own. These reports and action plans will be saved and available to you any time that you log in to MyOSNAP.

- The "Resources" menu contains a wealth of information and resources to help your program improve practices and policies. Whenever this guide mentions a resource, it can be found under that menu.

# 10 Basic Goals:
## OSNAP Standards for Nutrition and Physical Activity in Out-of-School Time Programs

Everything in OSNAP is geared to help you achieve 10 simple standards. The goals of the OSNAP Standards for Nutrition and Physical Activity are aimed to help program leaders create healthier OST practices and policies. These OSNAP Standards are based on current scientific evidence about healthy eating and physical activity. They have been developed for part-day out-of-school time settings, like sport programs and after school programs, but can easily be modified for full day programs like summer camps.

For each OSNAP Standard below, we provide a brief rationale and a few suggested strategies for putting them into practice at your out-of-school time program. For more ideas on incorporating these standards into your program, check out the Tip Sheets in the Change section.

It is important to keep families involved and educated about healthy eating and physical activity so they can reinforce the OSNAP Standards at home. Use the Parent Handouts and Parent Communications from Food & Fun to help develop and maintain your connection with families (see the *Communicate* section that starts on page 37 of this guide or find them online).
http://foodandfun.org/?p=learn/staff/info&subject=Articles%2C+Emails%2C+and+Handouts

**OSNAP Standard #1: Provide all children with at least 30 minutes of moderate to vigorous physical activity every day (include outdoor activity if possible)**
**OSNAP Standard #2: Offer 20 minutes of vigorous physical activity 3 times per week**

**Rationale:** Children 6-17 years old need at least 60 minutes or more of physical activity every day. Most of the 1 hour or more a day should be moderate or vigorous physical activity. Children should participate in vigorous activity on at least 3 days per week. Examples of moderate physical activity are bike riding, hopscotch and playground play. Vigorous activity are more intense and make you sweat, like running, basketball, and aerobic dancing. Regular physical activity is important for maintaining a healthy weight and preventing chronic diseases like heart disease, diabetes, high blood pressure, and osteoporosis.

**Suggested strategies**

- Schedule at least 30 minutes of physical activity every day.
- Convert cafeteria or classroom areas for dance or fitness if activity space is limited.

**OSNAP Standard #3: Do not serve sugary drinks.**
**OSNAP Standard #4: Do not allow sugary drinks to be brought in during program time.**

**Rationale:** The amount of sugar-sweetened drinks that children drink has significantly increased over the past 20 years. Sugar-sweetened drinks are the top source of added sugar in kids' diets. Examples of sugar-sweetened drinks are soda, sweetened iced teas, fruit punches, fruit drinks, and sports drinks. Consuming sugar-sweetened drinks has been associated with obesity in children. They provide a lot of calories with little to no nutritional benefit. These beverages also lead to dental cavities. If you serve 100% juice, limit to 4 ounces per day.

**Suggested strategies:**

- Offer water instead of sugar sweetened drinks every day.
- Implement policies that prevent the use of vending machines during program time.
- Restrict bringing drinks in from outside the program.

**OSNAP Standard #5: Offer water as a drink at snack every day.**

**Rationale:** Water is a great drink choice for kids. It keeps them hydrated, it is calorie-free, and it is almost cost free from the tap! Replacing caloric beverages with water at snack time saves money and is an easy way to eliminate calories from sugar-sweetened drinks. Our bodies are the best judge of how much water we need. Teach kids to take a drink of water whenever they are thirsty.

**Suggested Strategies**

- Serve tap water instead of bottled water- it costs only a few pennies!
- Serve water in a pitcher with cups at the snack table every day.

**OSNAP Standard #6: Offer a fruit or vegetable option every day at snack.**

**Rationale:** Children should eat at least 5 servings of fruits and vegetables daily. However, most U.S. children are only eating about 2 1/2 servings each day. Fruits and vegetables contain vitamins, minerals, and fiber. They protect against heart disease, stroke, high blood pressure, and some cancers. The fiber and water in fruits and vegetables also help you feel full. Serving 100% fruit juice does not substitute for whole fruit because juice does not contain fiber.

**Suggested strategies**

- Use taste tests to learn kids' preferences and to find new fruits and vegetables that kids like.

- Cut and peel fruits and vegetables before serving so they are easier for kids to eat.

**OSNAP Standard #7: Do not serve foods with trans fat.**

**Rationale:** The type of fat you eat is more important than the total amount of fat in your diet. Avoid foods with trans fat, which is a type of unhealthy fat. Trans fat has many harmful effects on your body. It is commonly found in packaged bakery foods (like muffins, brownies, cookies, and crackers) and deep fried foods (like chicken fingers, fish sticks, and French fries). Products labeled as 0 grams trans fat can still have up to 0.49 grams per serving by law. Instead of relying on the nutrition label, avoid foods with the words "partially hydrogenated vegetable oil" on the ingredient list; this means the food contains trans fat.

**Suggested strategies**

- Read nutrition labels and only select foods with no partially hydrogenated oils in the ingredient list.

- Review vendor lists and only order foods without trans fat.

**OSNAP Standard #8: When serving grains (like bread, crackers, and cereals), serve whole grains. Whole grains should be listed as the first ingredient.**

**Rationale:** Whole grains contain fiber, vitamins, and healthy fats that can lower your risk for heart disease and diabetes. They can also help you feel full longer. Refined "white" flour and sugar do not have these nutrients or health benefits. Serve whole grains instead of refined ones whenever possible. Whole grain options are often available at the same price as refined options.

**Suggested strategies**

- Select breads, crackers, and, cereals that list a whole grain as the first ingredient on the label. Examples are whole wheat, barley, oats, and rye.
- Select foods containing at least 3 grams of fiber and 5 grams of sugar or less per serving.

**OSNAP Standard #9: Eliminate use of commercial broadcast and cable TV and movies.**
**OSNAP Standard #10: Limit computer and digital device time to homework or instructional only (instructional is defined as academic, teacher-led programming).**

**Rationale:** Children should spend no more than a total of 2 hours each day watching TV, playing video games, or surfing the web. These activities can lead to overeating, less physical activity, and a higher risk for becoming overweight. TV watching also may influence children to make unhealthy food choices because they see a lot of advertisements for foods that are high in sugars and calories. Setting limits on kids' TV, video game, and computer time is important for their health.

**Suggested strategies**

- Remove TVs from the out-of-school time space or cover them with a cloth so they can't be seen.
- Instead of turning on the TV or computer games, try new indoor games or an arts and crafts project if weather limits outdoor playtime.

## References for the OSNAP Standards and Rationales

1. Centers for Disease Control and Prevention; Childhood Overweight and Obesity. www.cdc.gov/obesity/childhood/causes.html.

2. American Academy of Pediatrics; Prevention of Pediatric Overweight and Obesity: Family Portal. www.aap.org/obesity/families.html?technology=1.

3. Harvard School of Public Health; The Nutrition Source. www.hsph.harvard.edu/nutritionsource.

4. United States Department of Agriculture; Mypyramid.gov. www.mypyramid.gov.

5. U.S. Department of Health and Human Services; Physical Activity Guidelines for Americans. www.health.gov/paguidelines/factsheetprof.aspx .

6. Wang YC, Bleich SN, Gortmaker SL. Increasing caloric contribution from sugar-sweetened beverages and 100% fruit juices among US children and adolescents, 1988-2004. Pediatrics. 2008 Jun;121(6):e 1604-14.

7. Ludwig DS, Peterson KE, Gortmaker SL. Relation between consumption of sugar-sweetened drinks and childhood obesity: a prospective, observational analysis. Lancet. 2001 Feb 17;357(9255):505-8.

8. Mozaffarian D, Katan MB, Ascherio A, Stampfer MJ, Willett WC. Trans fatty acids and cardiovascular disease. N Engl J Med. 2006 Apr 13;354(15):1601-13.

9. Wiecha JL, Peterson KE, Ludwig DS, Kim J, Sobol A, Gortmaker SL. When children eat what they watch: impact of television viewing on dietary intake in youth. Arch Pediatr Adolesc Med. 2006 Apr; 160(4):436-42.

# Getting Started: Working with Afterschool and Other Community Programs

The OSNAP model for change suggests bringing together multiple programs or agencies to share ideas and learn from one another. While you can use all of the OSNAP materials on your own, OSNAP encourages these group meetings (called Learning Communities). Here, we suggest two ways that you might form these meeting groups. Learning Communities are detailed further in "Step 2- Learn" and the **OSNAP Learning Community Facilitator's Handbook** walks through the process of organizing Learning Communities in extensive detail. The **Facilitator's Handbook** is available online at: http://osnap.org/resources/osnap-materials/osnap-learning-collaboratives/.

*If you work for an afterschool program provider:*

If you work on site at an afterschool program, you might consider collaborating with other afterschool sites. These sites could be ones that are members of the same organization (like the Y), or they can be other programs that operate nearby. One advantage to such collaborations is the opportunity to share ideas and creative strategies that different sites come up with in promoting change and addressing challenges.

## For OSNAP Coordinators!

If you work for a central organization or agency (like the Boys and Girls Club or the Y) that oversees afterschool programming at many different locations, then you will want to identify target sites to start the initiative. You might consider whether you want to pilot a program with just a few programs or whether you want to implement nutrition and physical activity changes with all of your programs. You may also wish to use some of the OSNAP materials mentioned above to help get each individual site interested and excited about promoting nutrition and physical activity.

## For OSNAP Coordinators!

*If you work for an agency that wants to help afterschool programs promote health:*

Your first step is to identify and recruit community partners who are afterschool providers.
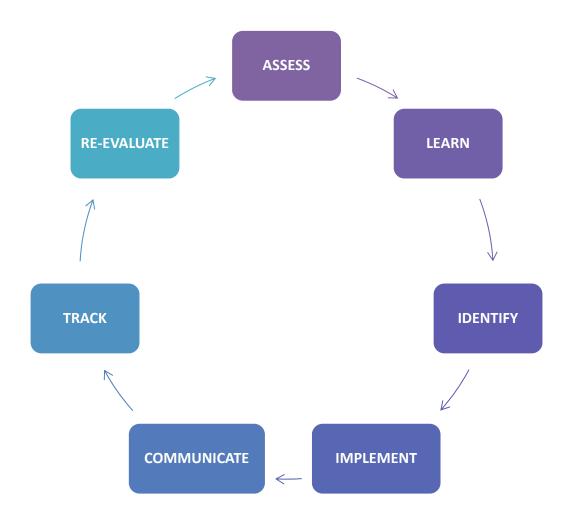
You can send the OSNAP Recruitment letter introduce yourself and the OSNAP Initiative to potential partners. There are fields in the letter for you to include information about your organization and interest in promoting nutrition and physical activity in OST. We suggest including the OSNAP overview 1-pager (http://osnap.org/wp-content/uploads/2013/08/OSNAP-overview-1-pager.docx) in your communication with any organizations or programs that you hope to partner with. We encourage you to meet with potential partners in person, whenever possible. By meeting, you show your commitment to promoting nutrition and physical activity in out of school time, which may help program staff feel that this is an important cause and something that they're going to be supported in doing.

If you can't arrange an in-person meeting, then you should attempt to reach your partners on the phone. This early step lays the groundwork for a positive partnership.

Additionally, in order to introduce your staff or your prospective site partners to the main points of the OSNAP initiative, you may find some of the OSNAP PowerPoint Slides a helpful resource (http://osnap.org/wp-content/uploads/2013/07/Learning-Community-1-Powerpoint_package_Jan2013.pptx).

Once you have recruited programs, you should consider jointly signing a Memorandum of Understanding (MOU) that lays out the expectations. We've included a template MOU that you can adapt to your needs, either by changing the text as you desire or by simply inserting the appropriate parties in the fields currently highlighted with {brackets}. This is available online at: http://osnap.org/wp-content/uploads/2013/08/OSNAP-MOU.doc.

# The OSNAP Change Model: Overview

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              ASSESS

  RE-EVALUATE          LEARN



  TRACK                    IDENTIFY



     COMMUNICATE      IMPLEMENT
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This seven-step change model outlines the entire process of identifying areas for improvement, implementing changes, making changes sustainable for the long term, and celebrating your successes!  This section will walk you through each of the seven steps in the process:

- o **Assess** – evaluate the practices and policies at your program
- o **Learn**– meet with other afterschool programs to learn new information, skills, and strategies about providing healthy food and physical activity
- o **Identify** – set goals based on the assessment results and create action plans that will help achieve those goals
- o **Implement** – take action steps that help you meet your goals
- o **Communicate** – reach out to families, staff, and other stakeholders about your healthy changes
- o **Track** – revisit your action plans and monitor your progress toward your goals
- o **Re-evaluate** & **Celebrate** – take another assessment and see if your action steps have resulted in the improvements that you planned for.  Celebrate your hard work and achievements!

# The OSNAP Change Model: Step 1 - Assess

You may have just started thinking about making healthy changes to your out-of-school practices and policies, or perhaps you have been working towards improvements for some time. Wherever you may be, figuring you what your program is doing really well and identifying areas for improvements in healthy eating and physical activity is an important step.  By taking a specific look at the ways that your program operates and the policies you have, you will be better able to understand both your strengths and areas where there is room for improvement.  The OSNAP Initiative starts with two assessments, the **5-Day Practice Assessment** and the **Policy Assessment**.  "Practice" refers to the day-to-day activities that happen at your site.  "Policies" refer to the written documents that explain the guidelines and expectations for operation. Completing these assessments over time will help you track your progress and easily share your successes with others. Assessment, or evaluation, can be particularly important if you have received or hope to apply for grant funding to implement nutrition and physical activity changes.

## Assessing Practice

OSNAP starts with a Practice Assessment to identify areas where you could improve physical activity, nutrition, and screen time practices in your program.  Researchers have found this 5-day assessment to be a valid and reliable tool, which means that afterschool sites have used it to consistently and accurately describe what is happening in their programs.  This tool is available online in both a printable and digital format: http://osnap.org/tools/practice-assessment/introduction/.

The assessment includes a glossary of key terms relating to the OSNAP Standards as well as instructions.   The assessment should be completed by someone (site director, staff member or independent consultant) who is able to make observations each day (Monday–Friday) for one week at each out of school time program. The person completing the assessment should make sure to observe children at snack time and when they are physically active. It should take 5-10 minutes to fill out the form at the end of the day.  It is important to honestly assess what happens during the afterschool day so that the results can be used to help set and meet goals for improving nutrition and physical activity practices.  This will give your team the most complete picture of how your programs align with the nutrition and physical activity OSNAP Standards, which specify the goals of OSNAP.

Remember: If it is not possible to complete the 5-day Practice Assessment given time or staff constraints, even a few days of the full assessment is better than nothing.

Name: _____    Site: _____    Date: _____

**Instructions:** Throughout the afterschool day, take time to observe how nutrition and physical activity are being promoted at your program. Check the boxes to mark what you see. If you're not sure about an answer, take your best guess.

**Physical Activity & Screen time**

1. How many minutes do you think the <u>typical child</u> at your program was physically active today?

☐ 0 minutes    ☐ 1-14 minutes    ☐ 15-29 minutes    ☐ 30-44 minutes    ☐ 45-59 minutes    ☐ 60 minutes or more

2. Did your program offer any physical activity time today (for example, free play outside or sports/dance programming)?    ☐ Yes    ☐ No

   3. What is the <u>most</u> amount of physical activity time that was offered to any group of children today?

   ☐ No PA offered    ☐ 1-14 minutes    ☐ 15-29 minutes    ☐ 30-44 minutes    ☐ 45-59 minutes    ☐ 60 minutes or more

   4. What is the <u>least</u> amount of physical activity time that was offered to any group of children today?

   ☐ No PA offered    ☐ 1-14 minutes    ☐ 15-29 minutes    ☐ 30-44 minutes    ☐ 45-59 minutes    ☐ 60 minutes or more

   5. How many children do you think were active when they attended physical activity time?

   ☐ No PA offered    ☐ None to 1/4 of kids    ☐ More than 1/4 to half of kids    ☐ More than half to 3/4 of kids    ☐ More than 3/4 to all kids

6. How many minutes do you think the <u>typical child</u> at your program was engaged in <u>vigorous</u> physical activity (i.e. activity more than a walk) today?

☐ 0 minutes    ☐ 1-9 minutes    ☐ 10-19 minutes    ☐ 20-29 minutes    ☐ 30-59 minutes    ☐ 60 minutes or more

7. Did your program offer any <u>vigorous</u> physical activity time today?    ☐ Yes    ☐ No

   8. What is the <u>most</u> amount of vigorous physical activity time that was offered to any group of children today?

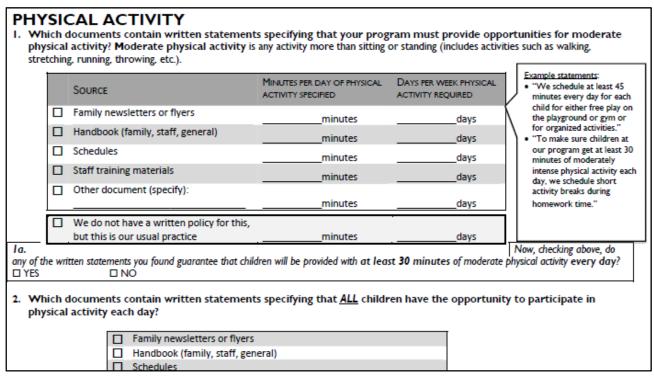Excerpt from the first page of the Practice Assessment.

# Assessing Policy

The inclusion of the policy assessment underscores how important it is to have organizational memory around your best practices. While you may feel that changing practices is the real challenge that you face, policies provide an important tool in communicating your practices, not only to parents, but also to staff, partners, and program participants. The power of nutrition, physical activity, and screen time policies is that they are written statements that help schools and programs stick to their goals in the long term and hold families, staff, and students accountable for what they do.

The OSNAP "**Policy Assessment"** can help you keep track of your program's policies for nutrition, physical activity, and screen time. The tool can help you identify what policies you already have that meet your goals around nutrition and physical activity as well as what policies you may want to strengthen or create.

In order to conduct the Policy Assessment, you will need to gather copies of the documents you have. Policies are usually found in family or staff handbooks or in newsletters and flyers given to families, training materials for staff, or schedules and menus.

The Policy Assessment can be completed by anyone who has access to the necessary materials. Additional instructions and the assessment tool are found online at: http://osnap.org/tools/policy-assessment/policy-self-assessment-introduction/. Note that the assessment can be completed online through a MyOSNAP account or you can print a paper copy.



Excerpt from the first page of the Policy Assessment.

## Tips for completing the assessments

- Review the questions and the glossary to make sure you know what information you'll need to report on.  If you are working with an OSNAP Coordinator, seek clarification on any items that you still have questions about.

- For the practice assessment, consider your program's schedule ahead of time. Use it to plan your observations.  Consider:  *When are snack and physical activity offered?  Are they offered at different times or all at once?  Do kids break out into different groups? If so, where in the building do these groups meet?*

- Plan your practice assessment so that you can observe all of the physical activity and snack groups.   You may not be able to see everything that's going on in the program, but this planning will ensure you prioritize when to be where.   It is important that the person who completes this assessment can observe all or most physical activity time during your program.

- You can also recruit help from your staff to help you complete the practice assessment.  Work with group leaders (you can train them ahead of time on the assessment tool too) to accurately report the activities and participation of all children in their group and then come together at the end of the day to complete an overall assessment of the practices at your program.

- Take notes while you are observing your program on page 5 of the 5-day assessment.

- Take 5-10 minutes at the end of the program day to summarize your observations on the 5-day assessment tool.  Your memory will be the freshest then.

- Collect all official documents that you can.  If you are new to the program, ask other staff members who have worked there if there are any other documents, handouts, booklets, training guides, memos, letters to parents, procedure manuals, etc. that exist.  Alternatively, you could assign the Policy Assessment to the staff member(s) who are likely to know the materials best.  Remember that at the end, all the information should appear together in a single Policy Assessment.

- Look for both digital documents (saved on computers or even posted to your organization's webpage) and hard copies of documents.

## For OSNAP Coordinators!
### Tips for guiding sites through the assessment process

If you work for an organization such as a school district, department of health, or central agency overseeing individual afterschool programs, here are some additional steps you may wish to take.  These are not requirements, but these strategies have been used in the past and found to be helpful.

- Provide each participant with 5 copies of the Practice Assessment (one for each day: labeled Monday - Friday), which includes instructions and a glossary.
- If a program does not run Monday-Friday, encourage sites to fill out 5 consecutive days of programming.
- Remind sites that completing even a few days of assessments is better than none – even just one day!
- Walk the site directors (or whoever will be completing the assessments) through the glossary of terms and the ways that different questions are scored. By verbally explaining the structure and purpose of the assessments, staff may be more invested in taking time to survey their programs and complete the assessment.
- The primary purpose of these assessments is to help programs improve. You should explain the process of evaluation and planning for change to your participants; the information from the assessments should not be used in a punitive way. If sites express concerns, underscore how important it is that they complete the assessments honestly, and have a frank discussion about how the assessments will be used.
- It may be challenging to locate and identify all of the places where policies would be located. Encourage participants to complete the policy assessment to the best of their abilities and use the policy assessment as a way to understand the general policies and procedures of the organization better.
- Offer an incentive for completing the assessment each day. For example, you can offer a $20 or $25 gift card to programs that complete each day of the assessment. You may also offer "partial credit" – so for each day that was completed, you provide a certain amount (e.g., $4 or $5).
- Explain to sites that they will need to complete both the Practice and Policy Assessments prior to the first Learning Community and bring those results with them to the Learning Community.
- We recommend starting with the practice assessment before the first Learning Community, and asking programs to gather their policies and documents. Use the first Learning Community as an opportunity to review the practice assessments. Remind sites to collect their policies/documents if they haven't done so already. Have programs bring those documents either to you at the first Learning Community, or ahead of time to hold on to. At the second Learning Community, introduce the policy assessments and work through them together, as much as possibility. This is a great way to introduce policy assessment to programs who may never have participated in such an activity before.
- Send an email or have a phone call at least one full week before your first Learning Community reminding sites to bring the completed assessments with them. This way, if they've forgotten, they still have a full week to complete the assessments.

# The OSNAP Change Model: Step 2 - Learn

The OSNAP Initiative follows a collaborative learning model, bringing staff from different afterschool sites together to share with and learn from each other changes that support physical activity and healthy eating. Even if you are a program that is doing the OSNAP initiative by yourself, it can be helpful to get your staff to meet together to make the most effective changes. Those who are in charge of snacks, physical activity, and administration might not know much about the challenges that their coworkers in other positions face. Together, you can brainstorm innovative changes that improve nutrition and physical activity at your program.

In the OSNAP Learning Communities sessions, participants learn background information and skills to promote physical activity and healthful foods/beverages; have opportunities to share barriers, strategies, and successes; and develop and refine action plans in program teams. These sessions walk participants through the activities and topics that are covered in this guide, like the creation of Action Plans (described in Part 3- Identify) and the resources available (described in Part 4 – Implement).

In addition to the material presented below, there is the **OSNAP Learning Community Facilitator's Handbook**, which provides much more in-depth information about organizing, planning, and leading the Learning Community meetings. Available online at: http://osnap.org/resources/osnap-materials/osnap-learning-collaboratives/.

### Logistics
The three sessions typically take place over the course of one school year, and are designed to be offered in three-hour sections.

## For OSNAP Coordinators!

If you work with many programs, consider offering multiple opportunities to attend a Learning Community meeting. This way, competing demands/schedules are less likely to present significant barriers. For example, you could offer one meeting Tuesday morning, one Wednesday during lunch hours, and one Thursday evening. If you are working with just a few people, you might find it helpful to use a free online scheduling tool like the polls on Doodle.com to figure out a date and time that works for everyone.

We have found that attendance is higher when the Learning Community meetings are offered at an afterschool site. It also helps to consider accessibility. If most people will drive, is there sufficient parking? If most people take public transit, is your meeting site readily accessible? Provide clear directions so everyone knows where go.

Also, if you intend to offer continuing education credits (described on page 21), then you may need to add an additional one-hour training in order to reach 10 hours. A specific training in one of the curricula, like Food & Fun Afterschool, or physical activity programs, like SPARK, can fill this additional time.

**Materials**

In addition to the comprehensive **Facilitator's Handbook,** the OSNAP Learning Community PowerPoint slides are available at: http://osnap.org/resources/osnap-materials/osnap-learning-collaboratives/.

The three sessions cover the following topics:

- Learning Session 1: Nutrition and Physical Activity in Out of School Time Programs

    o In this session, there is an overview of the OSNAP Standards and the scientific rationale behind them.  The OSNAP coordinator talks about the benefits of incorporating nutrition and physical activity in out of school time programs and introduces the Food & Fun Afterschool curriculum.  The OSNAP coordinator also describes the importance of policy to the process of making sustained healthy changes.  Participants should come with the 5-day Practice Assessment already completed, and in the session they will score and review the assessment.  Finally, program teams will develop action plans with practice, policy, and communication action steps to work towards nutrition and physical activity areas for improvement.

- Learning Session 2: Implementing Nutrition and Physical Activity Improvements

    o In this session, the group begins by checking in on Action Plans and discussing successes and challenges that have been encountered in the process.  Then the OSNAP coordinator covers specific strategies and resources for developing nutrition and physical activity policies.  There is another component that focuses on promoting healthy eating and drinking.  The OSNAP coordinator also demonstrates creative new ways to get kids moving, and there is time allotted at the end for revising Action Plans.

- Learning Session 3: Sustaining Change in Out of School Time Programs
    o In the third and final session, there is again time for everyone to share their stories of triumphs and challenges.  The group discusses nutrition and physical activity communication and policy strategies, how staff can be healthy role models for children.  The OSNAP coordinator provides healthy alternatives for celebrations and rewards.  Finally, strategies (including staff hiring and staff training) for implementing and sustaining changes are discussed.

To accompany the Learning Communities, OSNAP provides template **evaluation forms** that you can have your participants fill out to gauge their impressions of the session and determine where they may need additional support.  Available online at: http://osnap.org/resources/osnap-materials/osnap-learning-collaboratives/.

### Out of School Time Nutrition & Physical Activity Initiative—Learning Community 3

Please use the scale provided to rate the usefulness of the workshop by placing an "X" in the appropriate box for each item.

| Program Segment | Very Useful | Somewhat Useful | Not Useful | N/A |
|---|---|---|---|---|
| Progress Review | | | | |
| Sharing improvements/written documents | | | | |
| Skills Development | | | | |
| Healthy eating strategies | | | | |

**Example of an evaluation form from a Learning Community**

# For OSNAP Coordinators!

## OSNAP Email Templates

Use the provided templates to make email invitations, reminders, and follow-ups quick and easy. There is a template for an email **invitation** for each of three Learning Community meetings designed to go out about one month before the meeting date. The **reminder** emails are intended to go out about one week prior to the meetings and then be resent the day before. Finally, the **follow up** emails are intended to be tailored for each site, attaching the action plan and any supportive materials that came out of the meeting.  Available online at:
http://osnap.org/wp-content/uploads/2013/08/OSNAP-Email-Templates.docx

### Follow up

Hi [site director name],

Thank you so much for attending our [1st/2nd/3rd] learning community meeting of the year. It was great to have you there setting goals and action steps for improving the nutrition and physical activity practices and policies at your program. Attached is your action planning document.  Please take a look to make sure this reflects your goals and action steps as you see them.

Below is a link to [insert any relevant links] **on our Food and Fun/OSNAP website.** I've also

## For OSNAP Coordinators!    Innovation Proposals

If you are able to access funding to help programs make changes, you may consider having sites submit Innovation Proposals. These are essentially small grant applications, in which a site proposes a change they would like to institute, describes what sort of materials they would need to create this change, and submits their application to you. Sites could request money for more equipment for active games, a water cooler or reusable water bottles for all of the students for taking water outside, or any number of other ideas that help them achieve the OSNAP Standards and the goals specified in their Action Plans. The choice is theirs! You should specify the maximum award amount based on the availability of funds. Depending on your budget, awards could range from $50-$200, or even more if funds are available. You can choose whether the proposals will be competitive (meaning that you decide which applications are the most worthy of funding) or whether everyone who submits a proposal to support their Action Plan goals can receive funds. There is a **template for the Innovation Proposals** on OSNAP.org at http://osnap.org/wp-content/uploads/2013/08/OSNAP-Innovation-Proposal.doc. You can walk through your expectations for their submissions during any of the Learning Communities, but keep in mind that the earlier you get them thinking, the longer they will have to make progress towards change.

For a more thorough guide to organizing and leading these sessions, please see the **OSNAP Learning Community Facilitator's Guide.**

## For OSNAP Coordinators!

## Continuing Education/Professional Development

You may be in a situation where offering continuing education or professional development credits for attending your Learning Community meetings may be an option—and a powerful incentive! Full participation in Learning Communities can equal 10 credit hour if you supplement the Learning Community sessions with an additional one-hour training in order to reach 10 hours. A specific training in one of the curricula, like Food & Fun Afterschool, or physical activity programs, like SPARK, can fill this additional time.

If you are unsure whether the time in Learning Communities is eligible for professional development credits, we encourage you to contact whoever is responsible for managing the professional development process for your organization. This could be a school district, which often works with partnering organization and agencies that provide professional development. Since policies vary by district, you should contact the district to see if it's possible for participation in the Learning Communities to count toward professional development requirements. Some localities simply have a form that staff fill out to request professional development credit for a particular activity.

Another option is to apply to a licensing agency that licenses afterschool programs and become a registered course that provides continuing education units (CEUs). In Massachusetts, for example, MassAEYC governs this process. Their process for granting CEU credit for courses is described here:

http://www.massaeyc.com/ceu.html#WriteApplic.

You could begin by looking for The National Association for the Education of Young Children (NAEYC) affiliate in your state here:  http://www.naeyc.org/affiliates/offices.

There may be fees associated with offering a course.  You may also be expected to have certain credentials as an instructor, and you may have to prepare a syllabus or some other description of the course.

## For OSNAP Coordinators!

### College Credit

In the past, the OSNAP Initiative has worked with local colleges to offer course credit for attending and fully participating in the series of Learning Communities.  If you have a local partner who works in higher education, you may wish to explore this as a possibility, especially if you know that members of your staff are enrolled as students.  If you don't have an existing partner, you could consider surveying your staff to see how many would be interested in pursuing college credit and get their suggestions for partner schools.

### Certificates of Completion

Whether you want to celebrate everyone who participated or you need to give a formal acknowledgement of participation, there is an OSNAP template for a **Certificate of Completion** that you can adapt.  Available online at:
http://osnap.org/wp-content/uploads/2013/08/Certificate-of-Completion.docx

# The OSNAP Change Model: Step 3 - Identify

*Note: If you are participating in a Learning Community (Step 2) then the processes described in this section will happen during your Learning Communities.*

## Compiling the results from Practice and Policy Assessments

Now that you've completed your assessments, it's time to look at the results.

If you are using OSNAP.org, the website will generate an Assessment Report for you that covers both the Practice and Policy Assessments. This is found under "Step 4: The Report and Goal Selection" if you are logged in to MyOSNAP. (http://osnap.org/tools/self-assessment-report/).

If you are not using MyOSNAP online, then you will use two forms: the **OSNAP Practice Assessment Areas for Improvement: Practice Report** and the **OSNAP Policy Assessment Areas for Improvement: Policy Report** to help you tabulate your responses. These forms are available for download here: http://osnap.org/resources/osnap-materials/. These forms will help you identify areas your organization can take action on to improve the health of kids. Make sure you have all of your self-assessments in front of you. Ideally you will have a Practice Assessment completed for each of the days your program operates during a normal week and a single policy assessment. Complete the two report forms using the results of your assessments.

**OSNAP Practice Assessment Areas for Improvement: Practice Report**

Now that you've completed your daily self-assessment, use this form to help you see where your program is currently at regarding the OSNAP standards. This form will help you identify areas your organization can take action on to improve the health of kids.
**Instructions**
Make sure you have all of your self-assessments in front of you. Ideally you will have a self-assessment completed for each of the days your program operates during a normal week. Complete this form using the results of your self-assessments.

| OSNAP Standards | Instructions | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | # Days OSNAP Goal was Met |
|---|---|---|---|---|---|---|---|
| Provide all children with at least 30 minutes of moderate to vigorous physical activity every day (include outdoor activity if possible) | Go to question # 4: Check for each day you answered 30 minutes or more was the least amount of physical activity time offered to any group of children<br>This would mean you checked one of the following boxes:<br>☐ 30-44 minutes<br>☐ 45-59 minutes<br>☐ 60 minutes or more | ☐ | ☐ | ☐ | ☐ | ☐ | # Days checked ____ |
| Offer 20 minutes of vigorous physical activity 3 times per week. | Go to question # 9: Check for each day you answered 20 minutes or more of vigorous activity was the least amount of vigorous activity offered to any group of children.<br>This would mean you checked one of the following boxes:<br>☐ 20-29 minutes<br>☐ 30-59 minutes<br>☐ 60 minutes or more | ☐ | ☐ | ☐ | ☐ | ☐ | # Days checked ____ |
| Eliminate use of commercial broadcast TV/movies. | Go to question # 10: Check for each day you answered **NO** to this question. | ☐ | ☐ | ☐ | ☐ | ☐ | # Days checked ____ |

**Excerpt of the OSNAP Practice Assessment Areas for Improvement: Practice Report. Also available here: http://osnap.org/resources/osnap-materials/**

## OSNAP Policy Assessment Areas for Improvement- Policy Report

**Program Name:** _____ **Date:** _____

Now that you've completed your policy self-assessment, use this form to help you see where your program currently meets the OSNAP environmental standards. This form will help you identify policy areas that your organization may see a need for action.

**Instructions**
Make sure you have your policy self-assessment in front of you. For each standard, check your response to the relevant question on the self-assessment, as outlined in the "Self-Assessment Criteria" column. If you have a "yes" answer for the relevant question, answer "yes" under the "Policy Status" column; if you do not have a policy that specifically meets the goal, check the No box. If you have a policy that partially meets the goal, first check NO, then check the Partially Meet Goals Box. If you have no policy statement at all, check Do Not Meet Any of the Goal. For questions that may not apply to your program, check N/A. Write in the last column where you found the policy, if it exists (e.g. parent handbook, schedule).

| OSNAP Standards | Self-Assessment Criteria | Policy Status | Where is the policy written? Write in the document type. |
|---|---|---|---|
| Include 30 minutes of moderate physical activity for every child every day (include outdoor activity if possible). | Check your response on question 3a. Do you have written statements that meet **all three** of the goals listen in questions 1a, 2 and 3? | ☐ YES<br>☐ NO<br>↳ ☐ PARTIALLY MEET GOALS<br><br>☐ DO NOT MEET ANY OF THESE GOALS | |
| Offer 20 minutes of vigorous physical activity 3 times per week. | Check your response on question 4a. Do you have a written statement that includes all of these components? | ☐ YES<br>☐ NO<br>↳ ☐ PARTIALLY MEET GOAL<br><br>☐ DO NOT MEET GOAL | |

Excerpt of the OSNAP Policy Assessment Areas for Improvement: Policy Report. Also available here: http://osnap.org/resources/osnap-materials/

# Action Plan

Once you have the result of your assessments, the next step in the process is the completion of the **Action Plan.** This is designed to help your team set goals and identify action steps for creating healthier nutrition, physical activity and screen time practices at your program. The OSNAP Action Plan (http://osnap.org/wp-content/uploads/2013/07/OSNAP-Action-Planning-Document.pdf) provides an outline for getting specific about:

- Your goals (What is it you want to do? What nutrition or physical activity standard would you like to improve?)
- Action steps for change (What are the small, concrete steps you will need to take to make that goal a reality?)
- Responsibilities (Who will be in charge of doing each of the steps?)
- Timeline (What is the target date for completing each action step? What is the status of these steps at each Learning Community meeting?)
- Timelines (When will each step be completed?).

For each identified goal, you should consider action steps for not only your standard *practices*, but also ways to integrate those practices through your program's *policies* and the ways that you will *communicate* this information to children, parents, and staff.

If you are using myOSNAP online, then "Step 5, Action Plan Builders" (http://osnap.org/tools/goals-and-planning/) will guide you through the creation of an Action Plan.

Now that you have set your goals, take some time to break down each goal into action steps. Please make sure to address the 3 types of action steps for each health goal. List any people you think need to be involved with each action step and set a target date for completion to help you prioritize each area for improvement. Also, record any possible barriers you anticipant and how you might try to overcome them.

- **Practice action steps** refer to changes that you can make during the day-to-day operations at your site. Examples might include, including more children in scheduled physical activity or offering water at the table during snack time.
- **Policy action steps** refer to changes that you can make to the rules and structure of the program. Examples might include, scheduling more daily physical activity time or including a ban on outside foods and drinks in the staff and family handbook.
- **Communication action steps** refer to ways you can communicate healthy information, practices or policies to families, program partners, and children. Examples might include distributing monthly health newsletters or using Food & Fun units.

| Actions to reach Goal #1 | People involved | Target date for completion | LC 2 Status | LC3 Status | End year Status |
|---|---|---|---|---|---|
| Goal #1 is: | | | | | |
| Practice Action Steps <br> • <br> • <br> • | | | | | |
| Policy Action Steps <br> • <br> • <br> • | | | | | |

Excerpt from the Action Plan.

There is also a **sample completed Action Plan**, so you can see how it works. Available here: http://osnap.org/resources/osnap-materials/.

As you work through the Action Plan, think about setting *SMART* goals -- **Specific, Measurable, Achievable, Relevant, and Time-bound.**

- **Specific:** Goals should address the five Ws… who, what, when, where, and why. Is your goal vague? If so, rephrase your goal in a way that answers those 5 Ws.

- **Measurable:** Goals should include amounts, so that you can tell whether you're doing "enough." For example, instead of saying "We will offer longer breaks" say "We will offer 10 minute exercise breaks at the end of every homework session."

- **Achievable:** Goal objectives should be within your control and influence; a goal may be a "stretch" but still achievable. Is the goal realistic with the available resources? Is the goal achievable within the timeframe you've set? If you set really ambitious goals that require cooperation from others who are in positions of power, think about interim goals. For example, maybe you want to ban vending machines, but your city has a contract with the vendors. A smaller goal might be "make a pitch to the mayor about why junk food in vending machines should be banned from afterschool programs."

- **Relevant:** Are the goals you set relevant to your program and promoting nutrition and physical activity? Setting a goal of eliminating all computer time might not be relevant for a program that is based in academic enrichment. Make sure that your goals relate to your program's objectives and the OSNAP objectives.

- **Time-bound:** This one, which means that you set deadlines, is already included in the Action Plan for you!
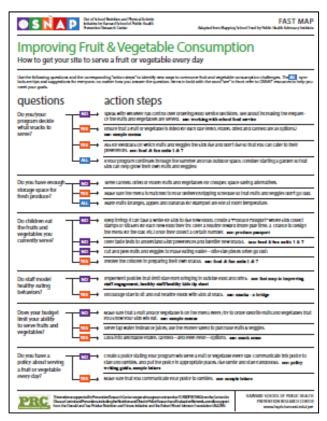
In the Action Plan, there is also space to specify barriers that might need to be addressed or additional resources staff may need to reach their goals. While completing the Action Plan your team should think about the barriers you anticipate and brainstorm solutions or ways to avoid the barriers. The **Tip Sheets** and **Fast Maps** are broken down by OSNAP Standards and describe barriers that other sites have faced and strategies to overcome them. These may be especially useful resources as you think through your action steps. Available online at: (http://osnap.org/resources/tip-sheets/ & http://osnap.org/resources/fast-maps/).

In setting your goals, there are two approaches that are commonly taken. One approach is to see what goals your site is already really close to achieving. For example, if you already offer 20 minutes of physical activity to children every day, it could be an easy move to get over the 30 minute mark. Or perhaps you could easily add pitchers of water to every table during snack time. Whatever the change is, you might want to start by setting goals that you are confident you can do easily. You could think of this as the low-hanging-fruit approach. This can be particularly good if your staff or program participants are nervous about making changes to nutrition or physical activity practices or feel that change is complicated. Starting with successes can be helpful in motivating your team to set increasingly challenging goals.

The other approach is to see what are the goals that you seem the farthest from, and look at these as important fixes that, once you reach your goals, will really have made a big difference in your programs. You may have to spend time talking about barriers, challenges, and strategies for overcoming these obstacles, but there is a big payoff.

Both of these options are valid ways to approach your plans for change. It may be useful to purposefully mix these tactics – look for areas where there is the greatest potential impact from changes and couple those goals in those areas with goals in other areas where your program is already making improvements. Of course, you are welcome to mix and match your goals in any way that you see fit!

## Fast Maps



http://osnap.org/resources/fast-maps/

The **Fast Maps** are designed to help you and your staff identify action steps that help you reach OSNAP goals. These tools pay special attention to systematic challenges that go beyond the site level. For example, addressing issues of limited space for physical activity in afterschool programs might involve meeting with school principals or partnering with nearby community spaces. Fast Maps help users identify who they might need to involve and what steps they might need to take to address more complex practice and policy changes. The challenges, questions, and suggested strategies we present are informed by past experiences of afterschool programs. Once you've decided on a OSNAP goal that you'd like to work toward, use the related Fast Map to figure out what key actions can support your goal.

Fast Maps can be found online here:

## Tip Sheets

To assist programs with identifying viable and practical action steps, OSNAP offers nine topic-specific **Tip Sheets**. The Tip Sheets, informed by out of school time program experiences, are practical guides designed to simplify healthy changes and describe promising practices for afterschool staff. They also include fun facts, stories, and web resources that staff can share with kids and their families or use for planning more healthy programming. At OSNAP.org, you will find Tip Sheets on these topics:

- o   Fruits & Veggies
- o   Whole Grains
- o   Trans Fats
- o   Water
- o   Sugar-Sweetened Beverages
- o   Screen Time

- o Physical Activity
- o Balancing Academic Priorities with Physical Activity
- o Staff Engagement

Tip Sheets can be found online here: http://osnap.org/resources/tip-sheets/

## OSNAP RESOURCES TO ASSIST WITH YOUR ACTION PLAN

OSNAP offers many tools that you may find helpful as you plan to promote healthy nutrition and physical activity in your program.  These resources include:

- *Tip Sheets*
- *Quick  Maps*
- *Sample Menus*
- *Sample Schedules*
- *Food & Fun Afterschool curriculum*

These resources are described in more detail in the next section, *Implement.*  They are all available online under the Resources tab of the OSNAP.org website.

# The OSNAP Change Model: Step 4 - Implement

Once you and your staff have decided upon an action plan, it's time to turn those goals into reality! OSNAP provides a variety of resources to assist you in making changes and communicating practices, policies, and information with parents, children, and partners. In this section, you will find a description of these resources. The resources themselves can be accessed online at http://www.OSNAP.org and http://www.foodandfun.org/.

## Curriculum: Food & Fun Afterschool

To get the children at your program excited about the changes you're making, the Food & Fun Afterschool curriculum offers a variety of lessons and activities. The curriculum, which focuses on the same 10 goals as the OSNAP Initiative, is designed to incorporate lessons and activities about healthy eating and physical activity into regular afterschool program schedules. Food & Fun Afterschool includes 11 teaching units that encourage healthy behaviors through active play, literacy and math skills development, creative learning, and hands-on snack time activities. With over 70 activities to choose from and a user-friendly layout for each lesson, Food & Fun makes it simple to promote healthy eating and physical activity in your program every day! The curriculum can be found online at the Food & Fun Afterschool website, http://www.foodandfun.org In addition to the curriculum, there are also training videos, available on our YouTube channel: http://www.youtube.com/user/FoodandFunVideos

| Unit | Theme |
|------|-------|
| Unit 1: Take a Bite! | Fruits and vegetables |
| Unit 2: Get Moving | Physical Activity |
| Unit 3: Be Sugar Smart | Sugar-Sweetened Drinks |
| Unit 4: Go For Good Fat | Healthy and Unhealthy Fats |
| Unit 5: Go for Whole Grains | Whole Grains |
| Unit 6: Super Snacks | Healthy Snacking |
| Unit 7: Mix it Up | Fruits and Vegetables |
| Unit 8: Tune Out the TV | Reduce TV viewing |
| Unit 9: Play Hard | Physical Activity |
| Unit 10: Be Active, Stay Cool | Keeping Hydrated |
| Unit 11: Food & Fun Finale! | Food & Fun Review |

To download the entire curriculum, visit:
http://www.foodandfun.org/resources/misc/ffcomplete.pdf

## Policy Writing Information

### OSNAP Guide for Writing After-School Wellness Policies

This guide provides suggestions for language that can be directly inserted into parent or family handbooks, staff handbooks, general program handbooks, letters to families, staff training materials, or even schedules and menus. The suggested language in this guide lays out policies that match with the OSNAP standards listed above. Including these policies will help ensure that your program meets these goals and sticks with them in the future. Supplementary language for other policies that support healthy eating, increased physical activity, and reduced screen time are also included at the end of this guide. When possible, several options have been provided for each goal so that you can choose language that best fits your individual program.

Each piece of policy language is followed by an explanation of how practices would have to be changed to implement the policy. This is so that the implications of including each policy are very clear. While the language in this guide can, of course, be changed, it is important to carefully think about what your changes might mean for practice. For example, a policy that states that parents *should* stop from sending in sugary drinks is weaker than a policy stating that parents *must* stop from sending them in. Using "should" means that following the policy is encouraged, but not required, while using "must" means that the policy is a hard-and-fast rule. Most of the pieces of policy language in this guide have already been used with after-school programs, so we know they can work. The Guide is available on the OSNAP website here (both digitally and as a downloadable .pdf file): http://osnap.org/resources/policy-writing-guide/ .

## Nutrition Information & Resources

Unless otherwise listed, these resources are available online at: http://osnap.org/resources/healthy-snacks-and-beverage-resources/

**Sample Menus**
We provide menus covering a full month of healthy snacks that meet the OSNAP Standards with foods that are commonly available from food service providers. These menus are suitable for programs working with the National School Lunch Program.

**Snack Sense (Handout)**
From the Food and Fun materials, Snack Sense includes tips for buying healthy and inexpensive snacks, information on each of the OSNAP Standards, budget-friendly sample snack menus, and a shopping guide.  Available online at:
http://foodandfun.org/resources/pdf/snackSense.pdf

**Healthier Whole Grain Snack Options (Handout)**

http://foodandfun.org/resources/pdf/handouts/healthywg.pdf

**How Sweet Is It? (Handout)**

A handy guide to the amount of sugar and calories in soda, juice, sports drinks, and other popular beverages from The Nutrition Source.  The front of the guide graphically depicts the number of teaspoons of sugar found in various drinks. The back of the guide has a more comprehensive list of common beverages and their sugar and calorie content.  Found online at:

http://www.hsph.harvard.edu/nutritionsource/files/2012/10/how-sweet-is-it-color.pdf

**Alternatives to Food as a Reward (Handout)**
Created by states' Departments of Education, these two useful resources offer idea for other ways to incentivize children. They can be found via OSNAP.org resources or online at:

http://healthymeals.nal.usda.gov/hsmrs/Connecticut/Food_As_Reward.pdf          and http://www.michigan.gov/documents/mde/foodrewards_290201_7.pdf

**Healthy Celebrations  (Handouts)**
We recognize that programs often want to hold holiday or birthday celebrations, and these resources offer ideas for giving those celebrations a healthy make-over! Specific foods and non-food ideas are given.

Healthy Celebrations CT

http://www.cspinet.org/nutritionpolicy/healthycelebrationsCT.pdf

Healthy School Celebrations

 http://cspinet.org/new/pdf/healthy_school_celebrations.pdf

Healthy Holidays  http://www.cspinet.org/nutritionpolicy/mphaideas.pdf

Healthy Halloween http://www.cspinet.org/new/pdf/halloween.pdf

### Healthy Fundraising (Handouts)
Fundraising with nonfood items and healthy foods demonstrates your commitment to promoting healthy behaviors. It supports the messages you are giving children about health, instead of contradicting them. This resource from Connecticut has many alternative fundraising ideas. Found here:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy_Fundraising.PDF

In case you need some help convincing people that non-food fundraising can be successful, these resources offer additional information:

"Sweet Deals" http://cspinet.org/new/pdf/sweet_deals_one-pager.pdf (short version)

The long version, here: http://www.cspinet.org/new/pdf/schoolfundraising.pdf includes contact information for vendors that can supply non-food fundraising supplies.

### Water Pitcher Sanitation Guidelines (Handout)
If you choose to use water pitchers to provide water during snack time, this handout describes proper sanitation practices.

### Guide: Working with Food Service
Especially if you are working with an entire school district or large agency, you may end up speaking with a central food service provider. This guide to working with Food Service aims to help afterschool staff and coordinators that receive snacks and/or meals from school Food and Nutrition Service (FNS) Departments to work towards meeting the Out of School Time Nutrition and Physical Activity (OSNAP)
Standards, keeping program requirements and cost in mind.

### Template: Letter to partners
In addition to resources designed to help you with communication with families, there is also a template letter to help you convey your new or existing policies about snack foods with your partner organizations. Even if you tell your partners about the policy, it can be useful to follow up in writing just so everyone is on the same page. Available online here: http://osnap.org/resources/healthy-snacks-and-beverage-resources/.

Site letterhead here

Date

Dear [Partner Organization/ Contact Name],

Thank you for your commitment to our students at [SITE NAME]. We feel fortunate to benefit from the time and energy that [ORGANIZATION NAME] is able to contribute to our program.

As you may be aware, this year we are working with researchers at the Harvard School of Public Health on a project to improve nutrition and physical activity in our afterschool program. We have been looking at all aspects of our program, and because you are our partner, we feel it is important to include you. This year we are hoping to [SITE-SPECIFIC GOALS HERE... ex., serve more fruits and vegetables, eliminate unhealthy snacks and serve more foods with whole grains. -- USE ACTION PLANNING SHEET FROM LEARNING COLLABORATIVE]. In order to achieve these goals, we need your help. Therefore, we ask that you consider the following requests:

1. Please avoid serving children unhealthy foods, whether as a snack item, a celebration treat, or a reward. This includes things like candy, sugary drinks like soda and juices, chips, cookies, fast-food, fruit roll-ups, cupcakes and ice cream.
2. If you would like to provide students with a snack, we hope that you offer them fresh fruits and vegetables (for example, orange slices, grapes, strawberries, clementines, cucumber spears, celery sticks, bell pepper slices). Water is a terrific beverage to provide, and fruit-flavored seltzer water is a healthy and fun option (just make sure there's no extra sugar!).
3. If you would like to reward children with prizes, we encourage you to consider non-food items like pencils, pens, highlighters, erasers, or stickers.
4. Please don't allow students to purchase unhealthy snacks or beverages from vending machines during your program.

If you have any questions about the changes we are trying to make this year, you can reach [NAME] at [CONTACT INFO, either phone or email or both].

Thank you,

[NAME and TITLE]

**Sample letter to other programs working at your site about outside snacks.**

## Physical Activity Information

Links to additional resources can also be found online at:
http://osnap.org/resources/physical-activity-resources/.

**Sample Schedules**

We offer some sample ways that other programs have incorporated at least 30 minutes of physical activity into their schedules each day of the week.

http://osnap.org/resources/physical-activity-resources/

**Child Care Weather Watch**

From the Iowa Department of Health, this table categorizes what conditions are safe for outside play.  Available here:
http://www.idph.state.ia.us/hcci/common/pdf/weatherwatch.pdf

**Jammin' Minutes (online)**

If you struggle to find big blocks of time for physical activity, try integrating some short bursts of activity.  Jammin' Minutes offers many ideas.  Available online here:
http://www.jamschoolprogram.com/

**Playworks Playbook (online)**

Playworks is a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity to low-income schools at recess and throughout the entire school day.  This Playbook has a variety of indoor and outdoor games that get kids active in encouraging, inclusive ways.  You can request a free digital copy of the Playworks Playbook online at:
http://www.playworks.org/games/playworks-2010-2011-playbook

**Energizers (online)**

Energizers offers a packet of physical activity ideas that are designed to be done in small or cramped spaces, like a classroom.  This packet contains ideas and instructions for activities that are suitable for kids in grades K-5.
 http://www.eatsmartmovemorenc.com/Energizers/Texts/K-5-Energizers.pdf

**After School Physical Activity Guidelines (online)**

The State of California has established ten guidelines that afterschool programs can follow to implement high-quality physical activity.  This manual explains the rationale for each of the guidelines and may be useful as you brainstorm ideas to make your program more active and write your own policies.  Their rationales may be helpful if you have to explain to others why you believe that making certain changes is important.
http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf

**SPARK (online)**

SPARK After School Program targets out-of-school physical activity programs (e.g., after school, YMCA, Boys and Girls Club, recreation center, day care center, or camps). They offer curriculum and trainings to help your staff get kids to participate in physical activity in ways that are inclusive and fun.  Their materials and services do cost money. http://www.sparkpe.org/after-school/training/

## Staffing Information

### Getting Staff On Board! (Handout)

Getting other staff onboard with healthy eating and physical activity changes is a challenge many programs face. Some staff members might be hesitant about their knowledge of what "healthy" means, while others might feel conflicted because they drink too much soda, don't eat enough healthy foods, or spend more time in front of the television than being physically active. This information sheet covers some of the issues you may face, as well as tips for discussing the OSNAP Initiative with your staff. Available online at:
http://www.foodandfun.org/resources/pdf/training/staff.pdf

### Job posting language (Handout)

Having the right staff on your team goes a long way to continuing to build an afterschool program that is vibrant, energy filled, and committed to healthy habits.  To help you attract the best candidates for employment, we've put together some suggested language that you can add to your current job descriptions.  Consider including one or many of the phrases to convey your expectations about the qualities you are looking for in a candidate. Remember, people of all ages, genders, and body types can work to promote healthy child development. This language is not intended to identify the best athletes or healthiest eaters, but people who are committed to helping kids live an active, healthy life. You are welcome to adapt this language in ways that may better align with the structure of your job description or mission of your organization.  Available online at:
http://osnap.org/wp-content/uploads/2013/07/OSNAP-Job-Description-Language-Interview-questions.pdf.

### Interview Tips & Questions (Handout)

To help you get a full awareness of the best candidates for employment, the **Interview and Hiring Guide** contains tips and suggested interview questions.  As you plan your interviews, consider using these 7 simple steps and including these questions to understand how potential new hires fit with your position and think about nutrition, physical activity, and healthy living.  Available online at:
http://osnap.org/wp-content/uploads/2013/07/OSNAP-Job-Description-Language-Interview-questions.pdf.

## Language for Enhancing Job Descriptions to Attract Staff Committed to Healthy Child Development

Having the right staff on your team goes a long way to continuing to build an afterschool program that is vibrant, energy filled, and committed to healthy habits. To help you attract the best candidates for employment, we've put together some suggested language that you can add to your current job descriptions. Consider including one or many of these phrases to convey your expectations about the qualities you are looking for in a candidate. Remember, people of all ages, genders, and body types can work to promote healthy child development. This language is not intended to identify the best athletes of healthiest eaters, but people who are committed to helping kids live an active, healthy life. You are welcome to adapt this language in ways that may better align with the structure of your job description or mission of your organization.

### General description/expectations:

- [Program name] is committed to providing a healthy experience for children after school. Our staff serve as role models for a healthy, active life.

**Excerpt from the Interview and Hiring Guide**

# The OSNAP Change Model: Step 5 - **Communicate**

In addition to improving the practices, policies, and offerings of the afterschool program, a key component of promoting healthy change is communicating your goals and expectations to key parties. In addition to communicating with the children you serve, it is important to also involve the children's families, your staff, the additional organizations and agencies you may partner with, along with other community partners.

For example, if you decide that to work on banning sugar-sweetened beverages from your program, then effectively communicating this message with…

- …children might help you avoid conflict and confrontations with students who want to use vending machines or stop at a corner store on their way to your program.
- …parents may reduce the number of parents who pack common sugary drinks (e.g., sports drinks or fruit punch) in snacks, or who give their child money to spend on vending machines for snacks.
- …other organizations will let groups you rely on for programming, whether it's a dance teacher, music volunteer, or tutor, know that even though they want to reward students, throwing them a party with soda and junk food is not the way it's done at your program!
- …program staff will help promote healthy role modeling and send a clear and consistent message about how important your program believes it is for kids to have healthy things to drink.

OSNAP offers a variety of resources to help you communicate your messages. The following pages describe these resources.

## Food & Fun Materials

To help you frame your discussion, there are many parent education materials available through Food & Fun Afterschool, based around 10 thematic units that reflect the OSNAP Standards.   For each unit, three types of resources, explained below, are available in Spanish and English.  The handouts are also available in Chinese.  All of these resources can also be found digitally at:

http://foodandfun.org/?p=learn/staff/info&subject=Articles%2C+Emails%2C+and+Handouts

The **Newsletter Articles** are designed to be inserted directly into your existing parent newsletter or bulletin, or the templates (right) can serve as a guide to start up a newsletter for a program.



Example Newsletter from Food & Fun  parent communication  resources



Example Parent Handout in Spanish on whole grains

The **Parent Handouts** are 1-page information sheets that can be sent home in a mailing or be available for pick up at your program's sign-out area.

The **Email messages** are similar to the handouts, but are slightly shorter and are great for reaching parents who respond well to email.

**Email Message**
*Use this sample message to communicate with parents by email.*

Subject line: Healthy Habits Power Tips—Fats in foods

Dear *(insert program name)* Parents:

This month the *(insert program name)* will be doing several fun activities with your children that teach them about fats in foods.

The key messages for parents are:

- The type of fats in the foods you eat is more important than the total amount.
- Eat "good for you" fats found in fish and plant sources like vegetable oils (such as olive and canola), nuts, and seeds.
- Limit saturated fats found in butter, whole milk, and red meat.
- Avoid trans fats found in fast food, packaged baked goods like cookies and muffins, stick margarine, and any food with "partially hydrogenated vegetable oil" or "shortening" in the ingredients list.
- Limit fast food to no more than once per week when you really need the convenience.

The key messages we'll be teaching kids are:

- You need to eat fat to keep your body healthy, but not all fats are the same. Try to choose fats that are good for your body.
- Fats from fish, nuts, and seeds are healthy for your body.
- Limit fats from animal sources, like butter, whole milk, and red meat
- Do not eat trans fats found in fast food like French fries and baked goods like cookies.

Use these **Healthy Habits Power Tips** to help you select and prepare foods with healthy fats. Pick one tip that you want to try right away, and **go for it!**

- **Choose low fat dairy** (1% or skim milk) when you shop and order out. Milk is the biggest source of saturated fat for children, so you can make a big difference with this one change. Children under 2 years old should continue drinking whole milk for proper growth and nutrition.
- **Minimize fast food eating.** Foods served in fast food restaurants are often high in unhealthy saturated and trans fats. Save fast food eating for when you *really* need convenience.
- **Read labels** when you purchase foods to avoid products with *trans* fat. Look for 0g *trans* fats AND read the ingredients to avoid foods with "partially hydrogenated vegetable oils." Many manufacturers are reducing or eliminating them from their products.
- **Cook with liquid oils** (high in unsaturated fats), not butter (high in saturated fat), stick margarine, shortening, or lard (all high in *trans* fats).

To learn more about choosing foods with healthy fats visit www.hsph.harvard.edu/nutritionsource/fats.html. For more information on the health effects of *trans* fats, and which food products are *trans* fat free, click on www.BanTransFats.com.

**Sample email message ready to be personalized for your program and sent out to parents**

Each of these resources is available for each thematic unit.

| Unit | Theme |
|---|---|
| Unit 1: Take a Bite! | Fruits and Vegetables |
| Unit 2: Get Moving | Physical Activity |
| Unit 3: Be Sugar Smart | Sugar-Sweetened Drinks |
| Unit 4: Go For Good Fat | Healthy and Unhealthy Fats |
| Unit 5: Go for Whole Grains | Whole Grains |
| Unit 6: Super Snacks | Healthy Snacking |
| Unit 7: Mix it Up | Fruits and Vegetables |
| Unit 8: Tune Out the TV | Reduce TV viewing |
| Unit 9: Play Hard | Physical Activity |
| Unit 10: Be Active, Stay Cool | Keeping Hydrated |
| Unit 11: Food & Fun Finale! | Food & Fun Review |

**Healthy Places Healthy Kids Poster**

The **Healthy Places Healthy Kids Poster,** part of the Food & Fun Second Edition curriculum, communicates the OSNAP Standards in a fun and colorful way to anyone who visits your program. It serves as a great reminder of the healthy practices and policies programs aim to achieve. If you want it to be truly poster-sized, then you can have it printed by a local copy shop. The poster can be found online at: http://osnap.org/resources/posters/.

## Sample letters to families regarding policy changes

In the Toolkit under **Policy Letter Template** (found on the website at http://osnap.org/resources/policy-writing-guide/ and also in the Policy Writing Guide) are templates for letters that you can edit as you please to communicate with families about any changes you make regarding snacks, physical activity, or screen time. Some letters contain different options for the language you could use, depending on what your policy or practices are. For the language you don't want to use, just delete it!

The following letters can be easily adapted to suit your needs:

-Letter explaining a ban on *all* outside foods and beverages
-Letter explaining a ban on outside sugar-sweetened beverages only
-Letter asking parents to only send in healthy snacks
-Letter explaining drinking water policy
-Letter explaining importance of physical activity in afterschool programs
-Letter explaining reductions in screen time

All are available digitally here: http://osnap.org/wp-content/uploads/2013/02/Sample-Family-Letters.docx.

In addition, some of the letters have suggestions for flyers or other parent communication materials you could use from the *Food & Fun* curriculum to supplement the letter.
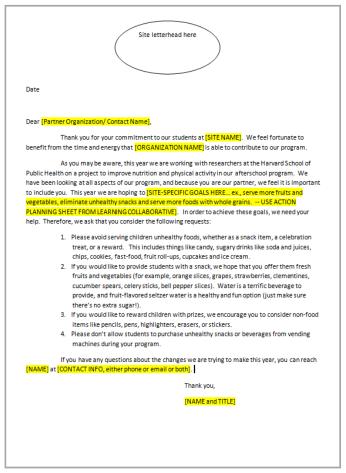


**Example letter from the Policy Writing Guide**

**Sample letters to program partners regarding policy changes**

In addition to resources designed to help you with family communication, there is also a letter template to help you convey your new or existing policies with your partners. These are other individuals or groups who work with the children in your program who may not be your employees and may still use food as a reward, among other things. For example, the volunteer math tutor who comes to your program likes to give small candies as rewards to students for getting the right answer, and the dance instructor always throws student a party with cupcakes and soda after their final recital. This letter kindly explains your expectations that they support your initiative to provide a healthy place for children.

There are letters for snack policies and screen time policies, which can be found in the Toolkit as **OSNAP Partner School Letter-Food** and **OSNAP Partner School Letter-Screen time**. Even if you tell your partners about the policy, it can be useful to follow up in writing just so everyone is on the same page. Downloadable templates available here: http://osnap.org/resources/healthy-snacks-and-beverage-resources/

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Site letterhead here

Date

Dear [Partner Organization/ Contact Name],

Thank you for your commitment to our students at [SITE NAME]. We feel fortunate to benefit from the time and energy that [ORGANIZATION NAME] is able to contribute to our program.

As you may be aware, this year we are working with researchers at the Harvard School of Public Health on a project to improve nutrition and physical activity in our afterschool program. We have been looking at all aspects of our program, and because you are our partner, we feel it is important to include you. This year we are hoping to [SITE-SPECIFIC GOALS HERE... ex., serve more fruits and vegetables, eliminate unhealthy snacks and serve more foods with whole grains. -- USE ACTION PLANNING SHEET FROM LEARNING COLLABORATIVE]. In order to achieve these goals, we need your help. Therefore, we ask that you consider the following requests:

1. Please avoid serving children unhealthy foods, whether as a snack item, a celebration treat, or a reward. This includes things like candy, sugary drinks like soda and juices, chips, cookies, fast-food, fruit roll-ups, cupcakes and ice cream.
2. If you would like to provide students with a snack, we hope that you offer them fresh fruits and vegetables (for example, orange slices, grapes, strawberries, clementines, cucumber spears, celery sticks, bell pepper slices). Water is a terrific beverage to provide, and fruit-flavored seltzer water is a healthy and fun option (just make sure there's no extra sugar!).
3. If you would like to reward children with prizes, we encourage you to consider non-food items like pencils, pens, highlighters, erasers, or stickers.
4. Please don't allow students to purchase unhealthy snacks or beverages from vending machines during your program.

If you have any questions about the changes we are trying to make this year, you can reach [NAME] at [CONTACT INFO, either phone or email or both].

Thank you,

[NAME and TITLE]

**Sample letter to other programs working at your site about outside snacks.**

## Getting Staff On Board! (Handout)

Getting other staff on board with healthy eating and physical activity changes is a challenge many programs face. Some staff members might be hesitant about their knowledge of what "healthy" means, while others might feel conflicted because they themselves may not have healthy habits. This information sheet covers some of the issues you may face, as well as tips for discussing the OSNAP Initiative with your staff. Available here: http://www.foodandfun.org/resources/pdf/training/staff.pdf

# The OSNAP Change Model: Step 6 – Track

Once you've created your action plan, implemented changes, and are full-swing into the school year, it can be easy to forget about tracking your progress. We suggest you revisit your action plan at least every 3 months to keep up your momentum.

## Revisiting your Action Plan

When you first completed the Action Planning Guide, you set many goals and deadlines for when each step would happen. Go back and revisit that guide, now using the additional columns to keep track of your progress. If you are participating in Learning Communities, then these columns are labeled "LC2 Status" and "LC3 Status" and can be updated at each learning community meeting. If you are working independently, the Action Planning Guide has columns for reporting your 3-month and 6-month status. Both forms have an end-of-year column.

Looking at your initial goals, which steps have been accomplished? Is there someone that you meant to contact, but then forgot, or never got a response? Is there something that needs your review or approval before it can be implemented? Are there any intermediate steps that you need to take that you didn't think of when you first completed the Action Plan? Use this document to keep a written record of all the steps you've taken, your successes and challenges, throughout the year. If you make a lot of progress, you may wish to add goals throughout the year or complete a new Action Plan for yourself. Remember that the resources mentioned earlier, like the [Tip Sheets and Quick Guides,](#) can be helpful in brainstorming solutions and new goals.

## What if I'm not meeting my goals?

If you return to track your progress and feel like you haven't accomplished any of the goals you set for your program -- don't get discouraged! Change can be a slow and complicated process, and the important thing is that you keep trying. You can seek support from colleagues who have a role similar to yours, or from other partners who might be able to offer advice. Even making a small change is a step in the right direction! You might also reflect on your Action Plan and consider where the biggest challenges were. Did you start out with really big, sweeping goals? Maybe it would help to set more incremental goals. Think about setting *SMART* -- Specific, Measurable, Achievable, Relevant, Time-bound goals (described in the *Identify* section, page 26).

Even if you met just one of your goals, that is still cause for celebration! See below for tips on how to acknowledge your successes.

## What if I accomplish all of my goals?

Wow, great job! Your goals were clearly SMART (see above) goals to begin with. Now is a great time to move onto the next stage (see below) and re-evaluate your program

and identify additional areas that you could strengthen. This involves looking back at your initial practice and Policy Assessments as well as conducting a new assessment to see if your changes have actually produced a healthier practices and policies for the children in your program. You should also take time to celebrate your accomplishments (ideas in the next section).

## Re-evaluate

It is important to re-evaluate to see how your programs are changing to impact kids' physical activity and nutrition. Many programs choose to evaluate first at the beginning of their program cycle (e.g. the start of the school year) and then re-evaluate towards the end of their cycle (e.g.6-9 months later towards the end of the school year).

To re-evaluate, fill out the practice assessment again, assigning someone to make observations each day for one week during out of school time programming. Comparing the results from each time period will give the most complete picture of the progress you've made towards achieving the OSNAP Standards. Some action steps will take longer to complete than others, so feel free to re-evaluate as often as you would like.

These assessments can be used as evaluation tools, which can be particularly important if you have received or hope to apply for grant funding to implement nutrition and physical activity changes.

### Thinking about going forward

Once you've reached your goals of promoting nutrition and physical activity in your program, it's important to think about ways to make sure these changes stick over the long term. The worksheet "**5 Step approach to Implementing and Sustaining Nutrition and Physical Activity Change**" guides you through thinking about ways to make the program changes from OSNAP stick over the long term and ways to spread changes within your larger organization. It starts by helping you think through the successes you want to focus on; it's best to focus on changes you've noticed by conducting the assessments at 2 or more points in time. Then you can brainstorm ways you can make these changes stick in the long term by getting the right staff on board, continuing to track your progress, making policy changes, and ensuring the support of leaders in your organization. You also might want to think about how you can share your successes with other programs like yours to order to reach more kids with healthy programs and places. Available online here: http://osnap.org/wp-content/uploads/2013/07/5-Step-approach-to-lmplementing-and-Sustaining-Nutrition-and-Physical-Activity-Change.pdf

> **A 5 Step approach to Implementing and Sustaining Nutrition and Physical Activity Change**
>
> You can use this worksheet to help brainstorm ways to make the program changes from OSNAP stick over the long term and think of ways to spread changes within your larger organization.
>
> **Step 1: Use credibility gained from short-term success to press for bigger change in your organization**
>
> What are 1 or 2 short-term successes that you want to share with others within your organization? *Make sure to describe **how** new practices and policies are leading to improvements at your program and **why** this new way is preferable to the old way of work.*
>
> _____
>
> _____

*Excerpt from the OSNAP 5 Step Approach to Implementing and Sustaining Nutrition and Physical Activity Change*

## Celebrate!

Identify the action steps and goals your programs accomplished. Communicate these successes with staff, parents, and children via newsletters, meetings, or celebrations. Remember to plan a *healthy* celebration! Maybe you want to treat the staff to a fun activity, like bowling, roller skating, or a picnic as your next staff meeting. Are there any staff members who deserve special recognition? In what ways does your program honor people?

See these resources for additional ideas:

http://www.cspinet.org/nutritionpolicy/healthycelebrationsCT.pdf

http://cspinet.org/new/pdf/healthy_school_celebrations.pdf

We also invite you to submit your successes, including strategies for completing action steps and goals, to the Harvard School of Public Health Prevention Research Center. We love to hear about your accomplishments and we are always eager to share your ideas and successes with other out of school programs.