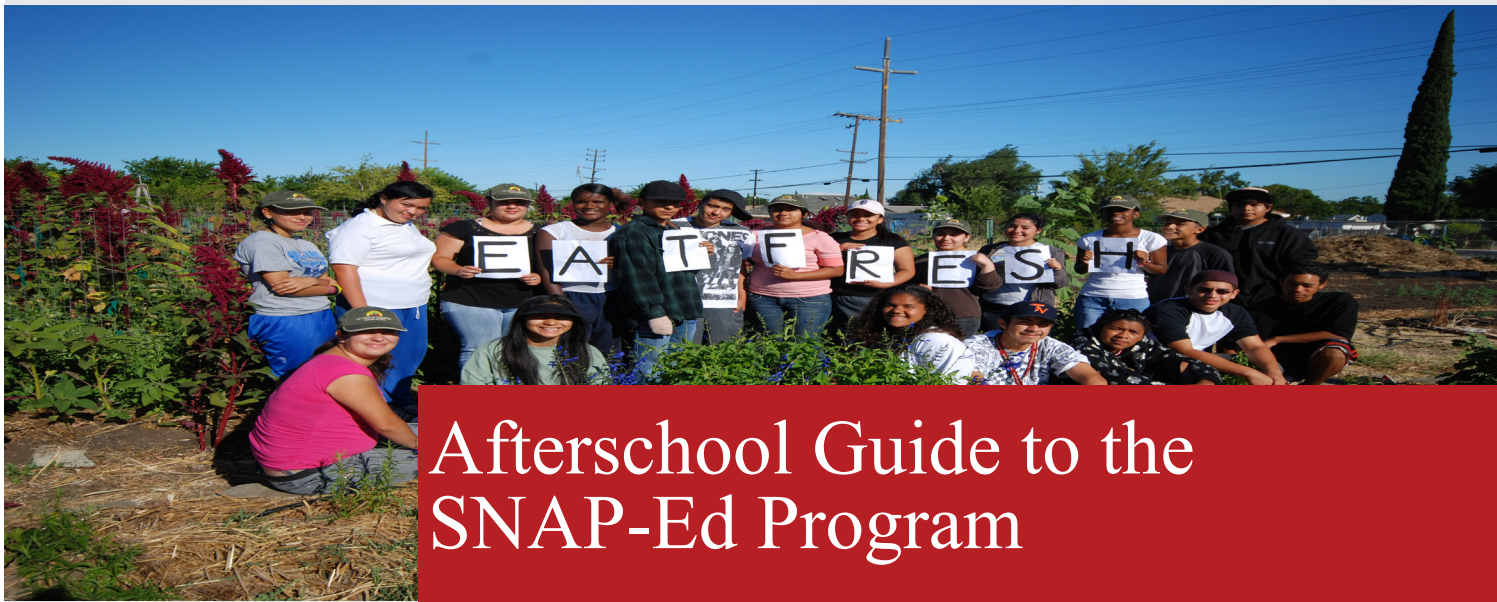




**Healthy
Behaviors
INITIATIVE**

Changing Lives, Saving Lives



Afterschool Guide to the SNAP-Ed Program

What is SNAP-Ed and What's New?

SNAP-Ed is federal funding for nutrition education targeted at people who are low income. It comes from the Supplemental Nutrition Assistance Program (SNAP—formerly food stamps and now CalFresh in California) through the CA Department of Public Health's (CDPH) Nutrition Education and Obesity Prevention (NEOP) Branch.

Under changes in the Healthy Hunger-Free Kids Act of 2010, NEOP (formerly the Network for a Healthy California) shifted a large proportion of its funding to local health departments (LHDs). FFY 2013 (October 2012–September 2013) was a transition year. Many school districts and afterschool programs lost funding, but there are opportunities to re-engage and partner with LHDs.

New funding allocations for LHDs are based on county poverty populations, which has resulted in major shifts in county funding. See Attachment 1 at http://www.ccscenter.org/afterschool/documents/LHDFundingAllocations_FFY2013-FFY2016.pdf for information about your local health department's funding levels (with the exception of the 17 smallest county allocations). The total LHD allocation for FFY 2014 is \$58m, decreasing to \$53m in FFY 2016. The three priority areas for this funding are to 1) increase access to and consumption of healthy foods; 2) decrease consumption of less healthy foods and beverages, and increase consumption

of water; and 3) increase physical activity opportunities throughout the day. Primary target populations are children and parents who are low income (185 percent of federal poverty level). If 50 percent or more of the school population is participating in the free and reduced price lunch program, the school site is considered to have an eligible target population. LHD "deliverables" for FFY 2014 address these priority areas, with their success measured by statewide surveys that include children, teens and adults. In addition, LHDs need to address environmental supports through implementation of one or more nutrition and physical activity standards or environmental supports to nutrition education. For a more detailed description of the LHD deliverables, go to <http://www.cdph.ca.gov/programs/cpns/Documents/Deliverables%20Document%20FFY%202014%20Final.pdf>

LHDs are being advised NOT to develop new curricula or materials, but to use NEOP-approved curricula and resources.



For more information

You can go to CDPH's NEOP web site and see the information provided to LHDs.

<http://www.cdph.ca.gov/programs/cpns/Pages/LHDInitiative.aspx>

In addition, the following NEOP web site provides information about NEOP programs, guidance, and resources:

<http://www.cdph.ca.gov/programs/cpns/Pages/default.aspx>

You can also contact Kathy Lewis at the Center for Collaborative Solutions (kathyblewis@ccscenter.org or 916-505-4281) for additional background/information.

What's in it for you?

LHDs are encouraged to work with schools and afterschool/summer programs to reach children and parents to increase nutrition and physical activity opportunities that increase access to and consumption of healthy food and beverages. Working with your LHD to improve the health of your students can have positive payoffs for your students, their families, and your staff. The bottom line is that kids who are physically fit and eating well attend school (and afterschool) more regularly and do better academically! Children who are overweight or obese are at a huge risk for developing type 2 diabetes and other chronic diseases in their lifetime. For children of color, the chances are that half will develop type 2 diabetes in their lifetime unless something is done—and the effects of diabetes are devastating! You can improve the odds for your students, and you'll literally be saving their lives. Whether you are already doing something positive in nutrition education, physical activity, and/or food security or are interested in increasing your ability to address childhood obesity but aren't yet actively doing something, your LHD can help you in the following ways:

1. Partner with you to strengthen your district's wellness policy development and implementation, and include your program.
2. Help you partner with your district's food services department to start serving Child and Adult Care Food Program (CACFP) meals or improve the quality of the snacks/meals you provide.
3. Provide support for increasing access to healthy food and beverages (including water) throughout your program. Specifically, they can:
 - a. Help with engaging farmers/growers in farm-to-school program and providing Harvest of the Month produce items in cafeterias.
 - b. Develop a school gardening project including garden-based nutrition education.
 - c. Support implementation of healthy food procurement policies in vending machines, fundraiser activities, and school/afterschool events.
 - d. Provide support for healthy school/afterschool campaigns.
4. Help you achieve your obesity prevention and health goals in partnership with your district.
5. Help increase your school day's commitment to your obesity prevention work. This could include providing support for aligning health promotion during the school day with the work that you're doing in afterschool.
6. Provide local data to help you understand the statistics and risk factors for the children and families in your community. The data are also excellent for grant-writing.
7. Help conduct a healthy school/afterschool assessment with a comprehensive report to evaluate your obesity prevention work.
8. Provide free nutrition education resources to improve your practices and reach your children and families with childhood obesity prevention strategies. These can include curricula, posters, recipes, materials and food supplies for nutrition education and tastings.
9. Help you improve the physical activity you offer.
10. Provide free training to improve your practices and reach your children and families with childhood obesity prevention strategies.
11. Help you engage parents/families through back-to-school nights, open houses, health fairs, PTA meetings to inform and provide training to parents in nutrition education/obesity prevention interventions and campaigns.
12. Use your expertise in a partnership model to expand the reach of the work that you are doing already (potential future funding through the LHD or other grants).
13. Partner with you to seek funds for community-based interventions to expand this work.
14. Contract with you to use your expertise in reaching your children and families, training school-day staff, or educating parents/guardians. Or provide funding to you for doing parts of this work or helping other sites do this work.

What's in it for your local health department?

There are many reasons that an LHD would want to work with your program.

1. Afterschool programs serve the SNAP-Ed target population (50 percent free and reduced lunch is equivalent to 185 percent of poverty—their target population).
2. Afterschool programs provide access to their target population of children and youth over time, increasing the likelihood of success in improving healthy eating and physical activity behaviors and addressing childhood obesity.
3. Afterschool programs provide access to families over time. LHDs don't have to chase them down.
4. Afterschool programs can be a gateway to working with a school district and can ensure that the same messages and policies are in place throughout the whole day, increasing the impact of any school day interventions.
5. Afterschool programs have existing ASES/21st CCLC funding that can be leveraged to address the SNAP-Ed objectives (cost-effective for the LHD).
6. Afterschool programs have an infrastructure to build on (staff, components, administrative support, facilities).
7. Afterschool programs have the flexibility to address nutrition education through enrichment and building on snack or meal time.

Note: Nutrition education can use existing curricula, supplemented with resources like Harvest of the Month, and incorporating hands-on work in healthy cooking classes and school gardens.

8. Afterschool programs already offer physical activity that can be expanded or strengthened.
9. Afterschool programs have the time for students to engage in projects that lead to changes in their own behavior, their families' behavior or their school's student behavior.
10. High quality afterschool programs have a strong youth development emphasis, which encourages student-led work that is more effective in promoting change. Students become an additional resource in effecting change for their peers, families and community. Project-based learning can focus on changes that students want to see in their communities related to healthy eating, physical activity and food security.
11. Afterschool programs can promote water consumption throughout program hours and can initiate projects to improve access to water throughout the school day.
12. Afterschool programs often have partnerships with community organizations to increase access to healthy foods (food banks, for example) or to increase access to family benefits that will increase healthy food access (such as SNAP or food stamps, WIC). Afterschool programs can encourage student participation in school breakfast and lunch programs.
13. Afterschool program staff often are low-income themselves, and can be role models of change for students AND beneficiaries of positive changes in their own eating and physical activity.
14. Afterschool programs can often develop even stronger wellness policies than the school district, while complementing the district's policies.
15. Afterschool programs are an ideal platform for implementing obesity prevention work using the social-ecological model. Interventions that address the broadest level of the social-ecological model are called policy-systems-environmental changes. NEOP supports the social-ecological model because it is more effective in impacting behavior change. For more information on the social-ecological model, go to <http://www.cdph.ca.gov/programs/cpns/Documents/Network-SEM.pdf> and <http://www.balancedweightmanagement.com/TheSocio-EcologicalModel.htm> (good description of the relationship among individual, interpersonal, organization, community, and policy but slightly different than CDPH model).

The Healthy Behaviors Initiative case studies illustrate the social-ecological model in afterschool programs.

Go to <http://www.ccscenter.org/afterschool/HBI%20Case%20Studies>.

For additional information on the kind of obesity prevention work afterschool can do, read the Healthy Behaviors guide, Changing Lives, Saving Lives, A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security, which is full of illustrations and guidance. It can be downloaded from <http://www.ccscenter.org/afterschool/Step-By-Step%20Guide> or you can contact Kathy Lewis for a hard copy. This document is an approved NEOP resource.

WHERE DOES AFTER-SCHOOL FIT IN?

Although LHDs are not required to partner with schools/afterschool programs, schools and afterschool programs (including summer programs) provide them access to their target populations and provide a platform for meeting their priorities. LHDs can partner with schools/afterschool programs in a variety of ways—providing nutrition education and PA expertise directly, helping schools strengthen their wellness policies, assessing where they are today (and evaluating changes in outcomes); using school/afterschool expertise to achieve common goals through partnerships; and/or subcontracting with districts, county offices of education (COE), and afterschool programs to do this work.

Schools and afterschool are equipped to help address a variety of strategies that LHDs might use to address their priority areas, including community engagement, nutrition education, public relations events/media, Rethink Your Drink, and youth engagement. LHDs are required to establish a County Nutrition Action Plan (CNAP) with input from county stakeholders. The CNAP work offers an opportunity for afterschool programs to engage in planning and implementation of county-wide efforts with a variety of other stakeholders. CNAP committees include all funded providers plus organizations that are involved in this work.

NEOP has encouraged LHDs to work with COEs and large school districts in order to maximize their reach. The Center for Collaborative Solutions (CCS), which is responsible for the Healthy Behaviors Initiative under SNAP-Ed or NEOP funding, will continue to be involved in sharing with LHDs about why working with afterschool/summer programs is important as part of a school-based strategy. CCS can provide examples from the Healthy Behaviors Learning Center programs and the changes they've made to address childhood obesity.

To get started and find out what's happening in your county:

1. You can join your County Nutrition Action Plan (CNAP) Committee (required in all LHD-funded counties) to find out what's going on, build relationships and find out about any Requests for Application (RFA).
 - a. Share what you're already doing and offer to share your resources
 - b. Be prepared with your own success stories—including outcomes from your work
 - c. Identify what current resources are available from your LHD and use them to improve your program
 - d. Identify opportunities for taking action on projects together
 - e. Identify what your priorities would be if you had additional resources or funding.

CNAP Committees are a great way to begin long-lasting relationships not only with your LHD, but with other members of the Committee. Those relationships can pay large dividends for you and your program over time as you find ways to partner to achieve common goals.

2. You can contact your local health department to learn what their plans are for working with schools/afterschool programs in your county. See the following link to the NEOP Project Directory (arranged by the seven new regions) for contact names, FFY 2014 allocations (including the 17 smallest counties), as well as a brief narrative description of what the LHD is planning to do and, in some cases, with whom. You can also use this contact information to find out the name of the person responsible for the CNAP in your county.

<http://www.cdph.ca.gov/programs/cpns/Documents/2014%20Project%20Directory.pdf>

This Directory contains contact names for the seven new Training Resource Centers that are tasked with supporting the LHDs in their regions and facilitating a multi-county coalition. The Training Resource Centers assume some of the responsibilities of the former Regional Networks for a Healthy California. (Note: Those Regional Networks and/or Collaboratives may continue to exist with outside funding.)

3. Your LHD could be doing partnership work and/or issuing an RFA for the school/afterschool program to perform some of the work under their SNAP-Ed grant. If you're already doing this type of work, you should consider responding with your school district to any RFA. It is unlikely that LHDs will consider afterschool programs separate from the school districts they serve due to the added complexity and the overlapping target population. If you feel qualified to compete for a contract, let the LHD know that you want to receive any RFAs that they release, and see if your district(s) wants to partner with you.
4. Get involved with your school district's wellness policy committee—afterschool can make an important contribution! And, this could position you to be part of a school-afterschool team that would be valued by the LHD.