

# Youth and Out of School Time Programs

2012 Evaluation Report

**Communities Putting Prevention to Work Initiative**

Prepared by the  
CPPW Evaluation Team

University of Arizona  
College of Public Health  
&  
Pima County Health  
Department

## Table of Contents

|   |           |
|---|-----------|
| <b>BACKGROUND</b>   | <b>1</b>  |
| <b>PROJECT DESCRIPTION</b>                                      | <b>2</b>  |
| PROFESSIONAL DEVELOPMENT, TRAINING, AND RESOURCES FOR OST STAFF | 2         |
| YOUTH LEADERSHIP AND ADVOCACY TRAINING AND RESOURCES            | 3         |
| <b>EVALUATION METHODOLOGY</b>                                   | <b>5</b>  |
| SITE DESCRIPTIONS   | 6         |
| DEVELOPMENT AND IMPLEMENTATION OF WELLNESS POLICIES             | 7         |
| CHANGES IN NUTRITIONAL VALUE OF FOOD                            | 9         |
| CHANGES IN PHYSICAL ACTIVITY OPPORTUNITIES PROVIDED             | 11        |
| THE PHYSICAL ENVIRONMENT  | 13        |
| PHYSICAL ACTIVITY/NUTRITION ENVIRONMENT                         | 14        |
| YOUTH ADVOCACY AND LEADERSHIP                                   | 15        |
| AGENCY COLLABORATIONS TO PROVIDE SUPPORT TO OST                 | 16        |
| <b>CONCLUSION</b>   | <b>17</b> |
| <b>REFERENCES</b>   | <b>18</b> |
| <b>APPENDIX 1: PRE/POST SURVEY RESULTS</b>                      | <b>19</b> |
| <b>APPENDIX 2: QUALITATIVE RESPONSES</b>                        | <b>23</b> |

# Youth and Out of School Time Programs

## *United Way of Tucson and Southern Arizona*

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### **Background**

The adult obesity epidemic continues to be on the rise and the number of obese children and adolescents is of grave concern given that overweight or obese adolescents are more likely to be overweight or obese as adults.<sup>1</sup> Over the past three decades, obesity rates have nearly tripled among children and young adults with the proportion of obesity among adolescents, ages 12 to 19, increasing from 5% to 18%. Furthermore, rates among black and Hispanic adolescents were consistently higher compared to white adolescents over this period.<sup>2</sup> The likelihood for developing the risk factors for certain chronic illnesses is higher for obese adolescents. Research has shown that obese youth are more likely to develop pre-diabetes and show at least one risk factor for cardiovascular disease.<sup>3, 4</sup> Most concerning is that with 70% of obese adolescents becoming obese adults, this population will be more at risk for adult health problems associated with obesity such as type 2 diabetes and heart disease.<sup>2</sup>

Successful prevention efforts for adolescents can reduce their risk of becoming obese adults. Incorporating youth leadership advocacy into obesity prevention efforts offers an avenue for youth to learn about and engage in healthy behaviors, while also becoming involved in improving their communities.<sup>5</sup> Interest in youth leadership as an intervention strategy for obesity has grown based upon successful efforts in substance abuse prevention.<sup>6</sup> The core components of this model include education, skill development, and informed community engagement, and can be useful for advocacy influencing nutrition and physical activity behaviors.<sup>5</sup> Engaging youth and increasing school connectedness can lead to healthy behaviors and academic success, as adolescents are instrumental actors in creating a healthy physical activity and nutrition environment for the prevention of adult obesity.<sup>7</sup>

In addition, there are evidence-based strategies that focus on the environment of after school or out of school time programs that are highlighted in the CDC's 2011 Children's Food Environment State Indicator Report.<sup>8</sup> Successful strategies include reducing television time at home, ensuring the availability of drinking water, restrictions on sugary drinks at school, and reduced exposure to advertisements of unhealthy foods.

## ***Project Description***

According to the 2010 Pima County Youth Risk Behavior Survey (YRBS), 12.1% of students in grades 9-12 are overweight and 11.9% of students are obese.<sup>7</sup> There are opportunities to improve the environment of out of school programs in Pima County given that in Arizona middle and high schools, 47.5% offer sugary drinks as rewards, 33.9% offer less healthy foods as competitive foods and 35.1% allow advertising of less healthy foods.<sup>8</sup> Through the *Pima County Putting Prevention to Work Initiative (CPPW)*, **United Way of Tucson and Southern Arizona** implemented strategies designed to create policy, systems and environmental change in out-of-school time (OST) programs by engaging youth and OST program coordinators in assessing the physical activity and nutrition environment and identifying goals to implement change. In addition to providing tools and resources, out-of-school time (OST) staff received technical assistance to increase the physical activity and improve access to healthy foods.

## **Professional Development, Training, and Resources for OST Staff**

Participating OST sites took advantage of training opportunities offered by CPPW and United Way:

- **EMPOWER Pack Program** - is a nutrition and tobacco free program for childcare centers and after-school programs in Arizona to provide a discounted state licensing rate, with the agreement that centers will adopt 10 healthy habits with their participants. United Way of Tucson provided training to 25 OST programs on how to implement these 10 standards into their program.
- **Fall Nutrition Institute/Wellness Policy Training** - A one-time workshop that provided 28 OST participants with information on how to easily incorporate healthy nutrition and physical activity practices into their programs. Topics discussed were healthy celebrations, weaving media into nutrition education, and wellness policy and youth advocacy development. Participants also received \$150 towards nutrition education equipment for their program.
- **Youth in Action's (YIA) Media Smart Youth and Photovoice Training** (See Youth Leadership and Advocacy Training section)
- **Youth Health Leadership Team's (YHLT) Healthy Habits Camp** Training (See Youth Leadership and Advocacy Training section)
- **Healthy Behaviors Conference** - Eight YIA or YHLT OST staff professionals were provided a leadership opportunity to attend a conference in San Diego, Ca to discuss their experiences of implementing youth advocacy programs in nutrition education and learn what other's from different cities are doing to combat childhood obesity.

- ***Jump Into Foods and Fitness Training (JIFF)*** – A one-time training to expand the use of JIFF curriculum developed by Michigan State University Extension to non-Arizona Nutrition Network partners. 11 Participants practiced sample lessons, reviewed facilitation methods, and received equipment to support their efforts in implementing the JIFF program into their after-school.
  - ***CATCH Training*** – A one-time training offered to 60 large after-school organizations an evidence-based, coordinated school health program designed to promote physical activity and healthy food choices in youth. The training provided practices on how to implement activity based programs to keep youth moving, and received CATCH equipment.
  - ***Media Literacy Training*** – A one-time workshop to 25 participants on how to apply critical thinking and media literacy education into nutrition education practices, label reading, and body image.
- ✓ 20 sites received Jump into Foods and Fitness (JIFF) curriculum, cones, jump ropes, scarves, beanbags, music CDs
  - ✓ 42 sites received CATCH curriculum and equipment
  - ✓ 37 sites received \$150 towards nutrition education materials to promote healthy habits in their programs.
  - ✓ 24 Sites received A Teacher’s Guide to Media Literacy book.

## Youth Leadership and Advocacy Training and Resources

Two key projects utilized a youth empowerment model in which youth, ages 11-13, are engaged in making changes to the nutrition and physical activity environment within OST programs.

- **Youth in Action (YIA).** 16 OST program providers received training on media and health literacy, and photo voice, and then received ongoing technical support from CPPW partners, United Way, and a local photographer. The purpose of YIA was to understand how media influences food choices and physical activity. The Media Smart Youth curriculum was used to teach youth to identify areas of their home, school, or neighborhood environment that needed improvement. It provided an opportunity for youth to become an agent of change by using photography to change their community. They do this by first conducting an assessment of healthy and unhealthy environments, and then create a “Social Action Plan” with their photographs. The Social Action Plan told their stories to the larger community and was presented at their schools, OST programs and in front of school officials, their peers, parents and other community leaders.

- ✓ YIA culminated with a community celebration exhibiting photo voice projects from 10 participating OST involving 165 youth, ages 11-13.
  - ✓ 10 YIA sites received the Media Smart Youth curriculum, The Photovoice curriculum, disposable cameras, funds for printing and enlarging photos, and \$150 towards photo exhibit expenses
  - ✓ YIA site coordinators and their youth received individual support and coaching on creating their own written wellness policy.
- **Youth Health Leadership Teams (YHLTs).** The purpose of the Youth Health Leadership Teams project was to increase physical activity, nutrition, leadership and action planning skills, and to inspire others to make healthy choices. The project kicked off with a 2 day Healthy Habits Camp retreat at the YMCA's Triangle Y Ranch. Ten OST sites participated, including YHLT coordinators and over 90 youth. After camp, YHLT sites developed action plans in collaboration with schools, the Community Food Bank, local health centers, and the community at large.
    - ✓ 10 YHLT sites received nutrition education kit, x-box 360 with 3 PA DVDs, Skillastics, flip camera, Empowering Youth Through Nutrition and Physical Activity Manual, Spark book
    - ✓ YHLT site coordinators and their youth received individual support and coaching on creating their own written wellness policy.



## Evaluation Methodology

Evaluation of policy and environmental changes implemented through this project is based on three data collection activities:

- Program staff in 38 out-of-school time (OST) sites completed pre and post surveys on-line. The surveys focused on aspects of the environment conducive to physical activity and nutrition and the implementation of health related policy and practices. Post surveys were conducted approximately one year after the pre assessment.
- *United Way* staff completed an additional questionnaire describing their interactions with each of the 38 agencies.
- A sample of youth participating in the OST programs completed evaluations of their experiences with the program.

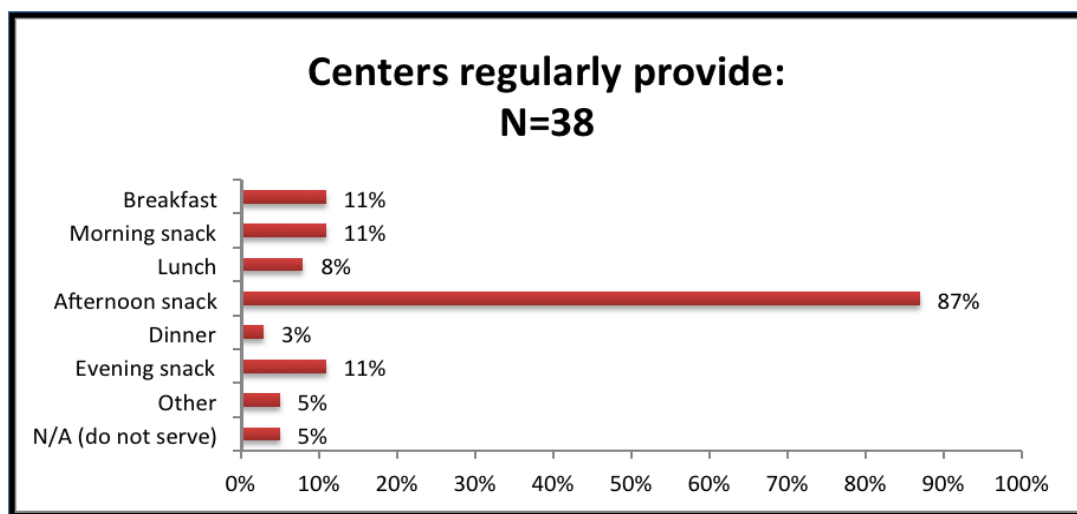
Evaluation results are presented in the following sections:

- Site Descriptions
- Pre/Post Survey Results
  - ▶ Development and implementation of wellness policies
  - ▶ Nutritional value of food served
  - ▶ Opportunities for physical activity
- Specific changes that sites reported in the physical activity and nutrition environment
- Partnerships facilitated through *Pima County Communities Putting Prevention to Work*.

## Site Descriptions

More than half of the 38 participating out-of-school time (OST) sites (63%) are located on school grounds and 53% are licensed by the Arizona Department of Health Services.

Fewer than half of the OST sites participate in USDA food assistance programs such as the Child and Adult Care Food Program CACFP (32%), the After School Snack Program (32%), the Summer Food Program (11%), or the National School Lunch Program (13%). One third (34%) of respondents do not participate in any programs. Twenty-one percent (21%) of sites reported having a licensed kitchen, 24% have a non-licensed kitchen, and 18% have no kitchen facilities.

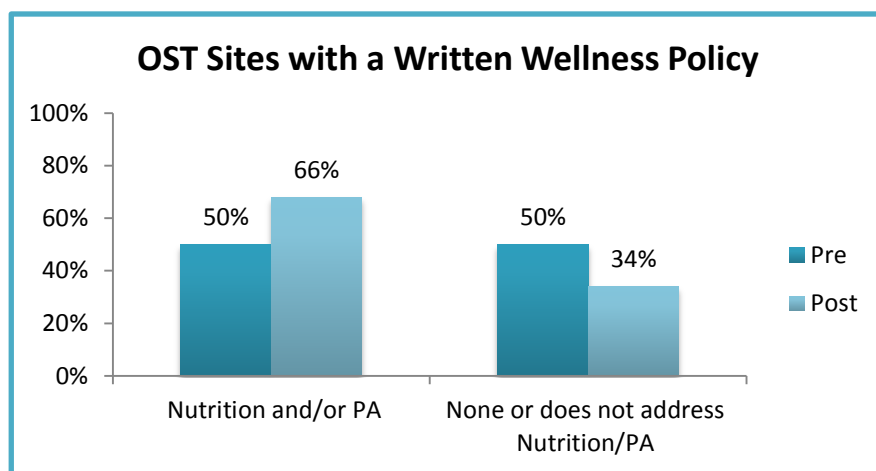


The nutritional value of food is an important feature of an OST program, given that most offer food to their participants. Nearly all (87%) of OST sites provide an afternoon snack and approximately 10% serve other meals.

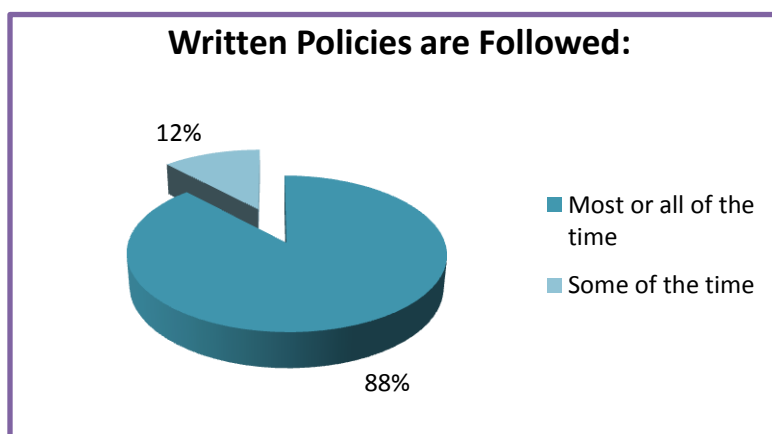


## Development and Implementation of Wellness Policies

The percentage of the 38 out-of-school time (OST) sites that had a written wellness policy that addresses *Nutrition and/or Physical Activity* increased from 50% to 66% (25 centers). United Way provided a model that centers could use to create their own policies. United Way drafted an OST Wellness Policy drawing from the Arizona Department of Health Services' EMPOWER Standards, the Afterschool Alliance, and the Food Research and Action Center Standards of Excellence (see Appendix 1 for a table of survey results).

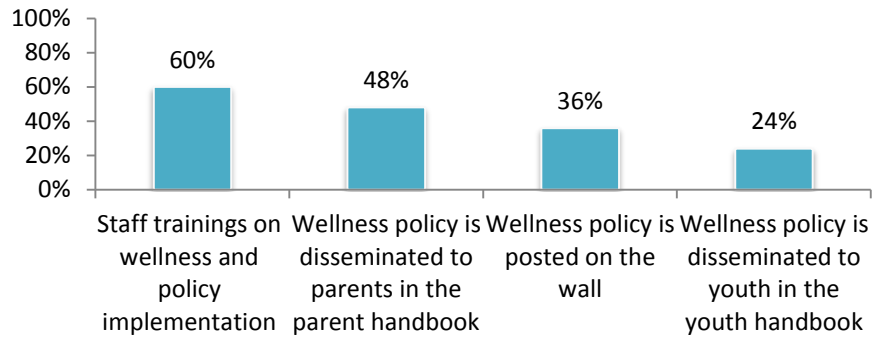


Of the 25 centers with a written wellness policy following participation in CPPW, 88% reported that they follow the policy *most/almost most* of the time, and 12% follow the policies *some of the time*.



“We have developed (and are still developing) a Wellness Policy and a Youth/Parent Handbook that better details expectations and deliverables in terms of physical activity and nutrition within and outside of our program.”

## Ways written policies are followed/implemented:



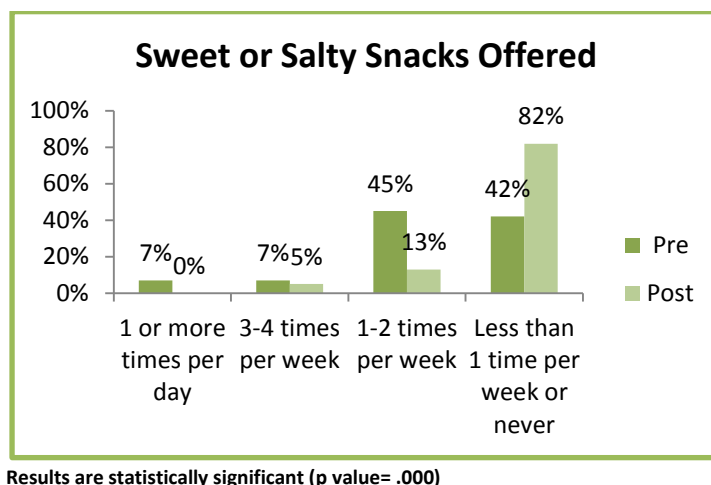
"It was like an unspoken rule before. The kids knew they weren't allowed to bring the unhealthy snacks into the program, but because they got to be a part of process of creating those rules, they are more aware of it and do not attempt to bring in the unhealthy snacks."

*"We are developing a Wellness Policy and Youth/Parent Handbook with active participation from youth, coaches, and parents that will guide us for years to come."*

## Changes in Nutritional Value of Food

The nutritional content of food served is an important aspect of out-of-school care because these centers regularly provide food. Of the participating centers, 11% regularly provide breakfast and 87% regularly provide an afternoon snack (*See Appendix 1 for a table of survey results*). The findings below document several positive enacted by sites following participation in the CPPW program.

- The percentage of after-school programs offering sweet or salty snacks *one time a week or never* increased from 42% to 82%. More than half of the sites (52%) made a positive change toward offering fewer sweet or salty snacks per week.



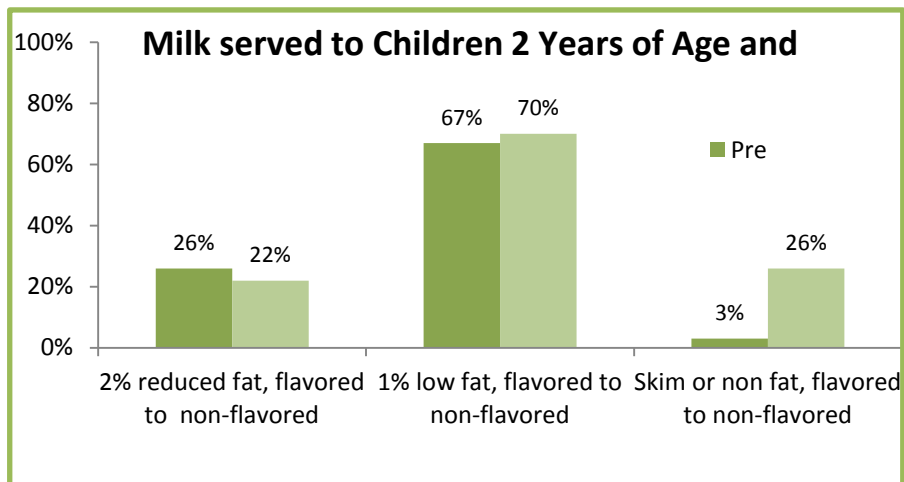
- Twenty-four percent (24%) of sites reduced the number of times per week that they use food as a reward. The percentage of sites that rarely or never use food as a reward increased from 73% to 95%.

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*“They have been bringing healthier snacks from school, and it’s not a bunch of Takis and chips, and now they bring water bottles and cheese sticks, and multi-grain bars as snacks.”*

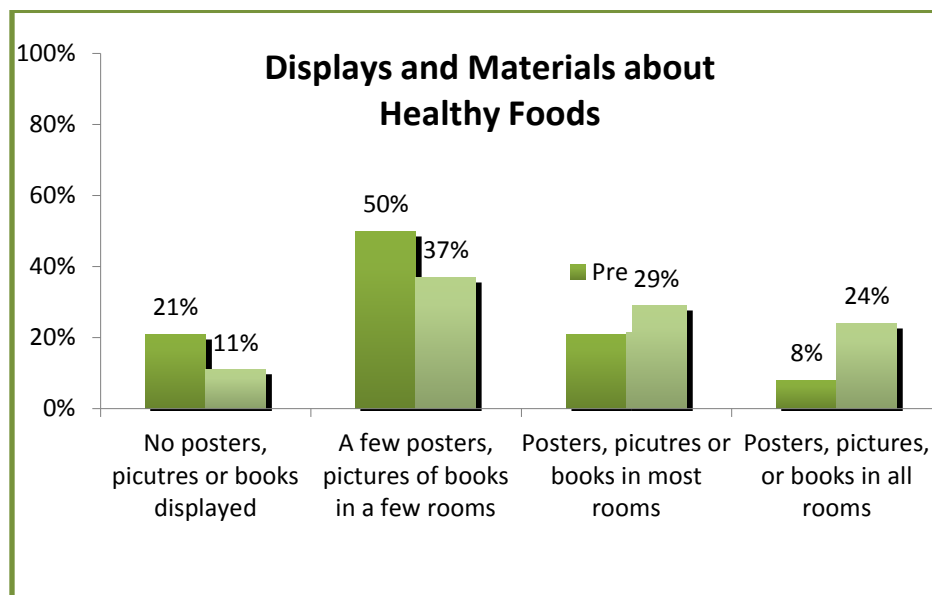
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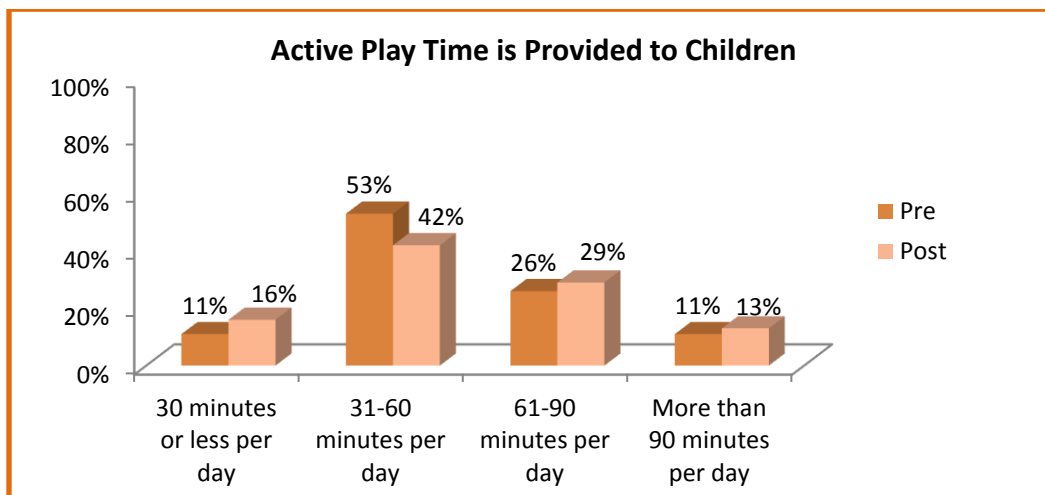
- The percentage of centers serving skim or non- fat milk increased from 3% to 26%.

Participating centers also sought to heighten the focus on good nutrition by adding visual displays and increasing the availability of books and materials about healthy foods. Overall, 47% of the sites increased visual cues and aids to promote good nutrition.

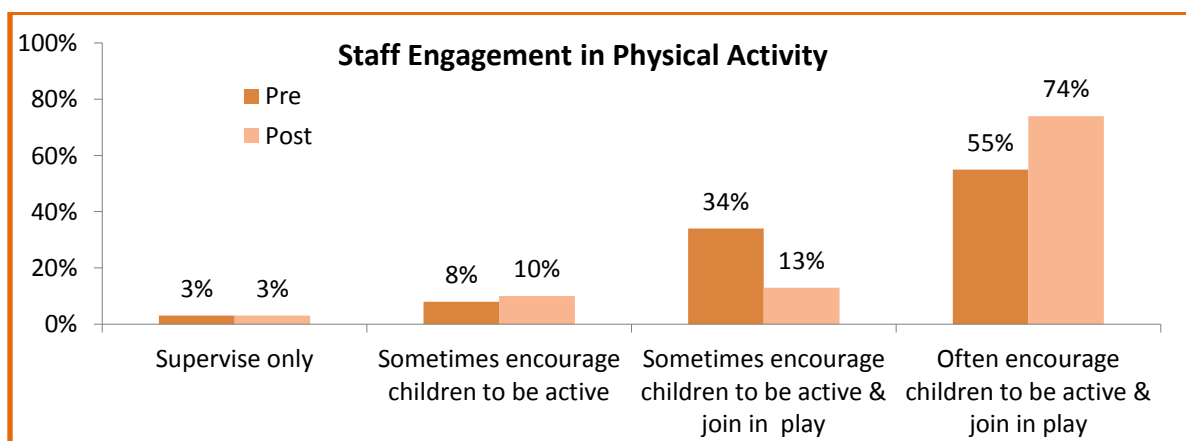


## Changes in Physical Activity Opportunities Provided

Prior to the CPPW initiative, the majority of out-of school-time (OST) sites already provided the recommended 30-90 minutes of physical activity per day and post data showed that the amount of time that children engage in physical activity did not change significantly.

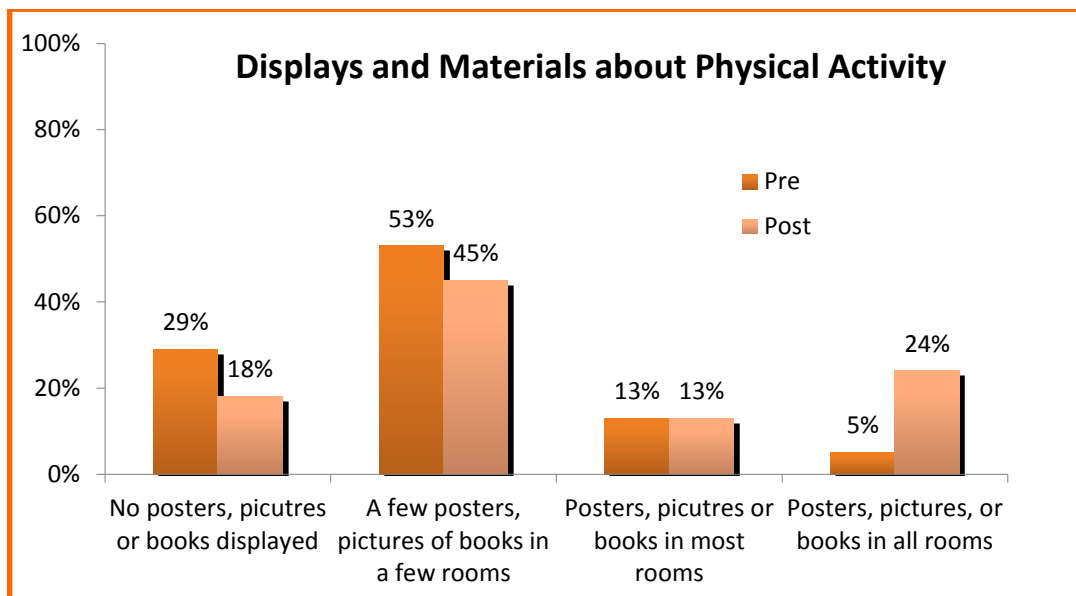


However, the level of staff engagement in physical activity increased significantly (55% to 74%). Additionally, their use of physical activity as a behavioral modification tool also decreased.

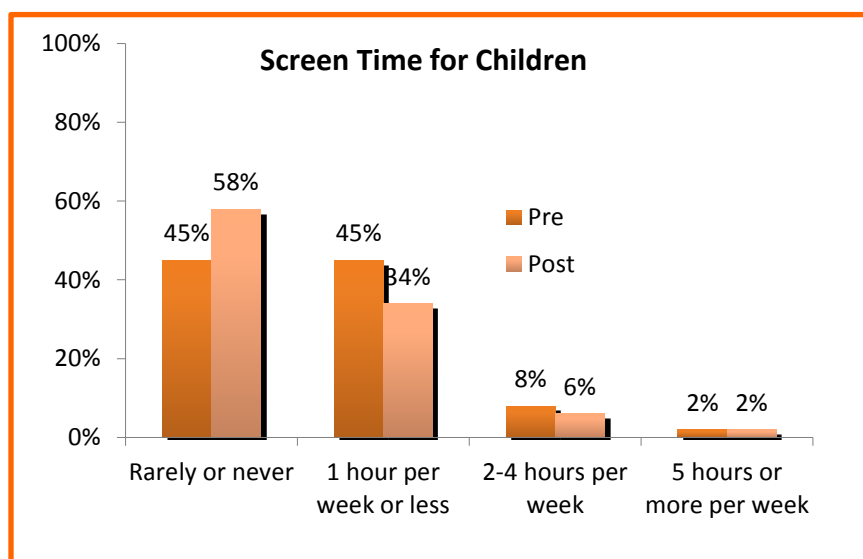


The percentage of staff that reported withholding physical activity for misbehavior decreased from 37% to 24%. The percentage of programs that increased the amount of active play as a response to good behavior increased from 5% to 18%. (See Appendix for survey results.)

Forty-two percent (42%) of participating sites increased the visibility and availability of posters and materials encouraging physical activity. The percentage of sites that had posters, pictures, or books encouraging physical activity *in all rooms* increased from 5% to 24%.



Prior to participating in the program, nearly half of the sites rarely or never had screen time in their programs. Nonetheless, screen time decreased with the percentage of programs giving screen time to children rarely or never increased from 45% to 58% at post survey.



## The Physical Environment

Staff persons were asked to describe notable changes to the physical environment of their programs that enhanced healthy behaviors among youth. They reported physical features such as new gardens, health-promoting signs, new equipment, and equipment for preparing food.

| Changes in the Physical Environment related to Physical Activity or Nutrition |   |
|---|---|
| <b>Gardens</b>  | <ul style="list-style-type: none"><li>• Planning; implementation; maintaining, expansion of school &amp; community gardens</li></ul>  |
| <b>Signage</b>  | <ul style="list-style-type: none"><li>• Posters, promotion efforts of students</li></ul>  |
| <b>Sports Facilities &amp; Physical Activity Equipment</b>                    | <ul style="list-style-type: none"><li>• The installment of a walking path with trees, new portable play equipment, sports gear, boxing equipment, yoga mats and balls</li></ul> |
| <b>Food Preparation</b>   | <ul style="list-style-type: none"><li>• New food area/licensed kitchen</li></ul>  |

*“Changing the afterschool snack bar to only sell healthy offerings was a YHLT idea that has also impacted the larger Valencia Middle School body as they buy the healthier snack after school is dismissed. As a result, there has been a culture change within the after school program to promote healthier choices even more than before.”*

## Physical Activity/Nutrition Environment

Participating sites were asked to describe the kinds of changes that they had in their out-of-school-time (OST) practices and policies related to nutrition and physical activities as a result in their involvement in CPPW. The changes described by staff include increased programming, practices designed to enhance the nutritional value of food and increased health promotion.

| Changes in policies or practices related to Physical Activity or Nutrition |  |
|--|--|
| <b>Increased physical activity &amp; nutrition programming</b>             | <ul style="list-style-type: none"> <li>• Healthier cooking projects</li> <li>• Family recipe cookbooks</li> <li>• Weekly walking club</li> <li>• More activities about food pyramid</li> <li>• Jump into Food and Fitness</li> <li>• Nutrition and physical activities infused in the regular after -school curriculum</li> <li>• New opportunities for dance, body conditioning, team sports</li> </ul>   |
| <b>Improved nutrition &amp; physical activity practices</b>                | <ul style="list-style-type: none"> <li>• Healthier afternoon snacks &amp; more variety</li> <li>• No more vending machines and soda</li> <li>• Water instead of fruit juice</li> <li>• No longer offer sugary sweets and chips</li> <li>• Send parent information on healthy snacks to bring to school</li> <li>• Discuss what they are eating and its nutritional value</li> <li>• Elementary kids now required to engaged in a physical activity</li> <li>• Removed computers from classroom.</li> <li>• Increased days that facilities are available</li> </ul> |
| <b>Leveraged resources for health programs</b>                             | <ul style="list-style-type: none"> <li>• Food Bank's Agency Market Program</li> <li>• EMPOWER pack program</li> <li>• New sports equipment</li> </ul>  |
| <b>Increased staff promotion of physical activity &amp; nutrition</b>      | <ul style="list-style-type: none"> <li>• Staff encourages students to be active during recess or break.</li> <li>• Staff more vocal about healthy food &amp; vigilant about unhealthy snacks</li> <li>• Staff more active with youth, active group games and more time outside.</li> </ul>   |



## Youth Advocacy and Leadership

The YHLT and YIA were a key strategy to develop and implement practices and policies spearheaded and supported by the program youth. The table below describes activities undertaken by their youth leaders.

| Incorporating Youth Leadership Advocacy into Obesity Prevention Efforts |  |
|---|--|
| <b>Creating healthy environments</b>                                    | <ul style="list-style-type: none"> <li>• Led school-wide “Healthy Bodies, Mind &amp; Spirit”</li> <li>• Youth-led nutrition lessons</li> <li>• Planted shade trees along walking paths</li> <li>• Taught community fitness and nutrition to seniors</li> </ul>   |
| <b>Advocacy</b>   | <ul style="list-style-type: none"> <li>• Participated in photo voice workshop on how to ask for healthier options</li> <li>• Advocated for changes to the afterschool snack bar to only sell healthy offerings</li> <li>• Created wellness policies</li> </ul>   |
| <b>Events addressing physical activity and nutrition</b>                | <ul style="list-style-type: none"> <li>• Weekend warrior excursions</li> <li>• Salsa contest and community health fairs</li> <li>• Market On the Move event</li> <li>• Move your Body flash mob</li> <li>• Community bike ride day</li> <li>• Roadrunner Rampage 5K/10K walk/run</li> <li>• Implemented the Presidential Active Lifestyle Award Challenge to all Middle/elementary school students and families</li> </ul> |
| <b>Youth “Social Action Plans” included:</b>                            | <ul style="list-style-type: none"> <li>• A community photo exhibit “El Rio Through Our Eyes”</li> <li>• Healthy Snack Bar Mission</li> <li>• Photo displays on bus stops</li> <li>• A “We Want to Move” presentation</li> <li>• Digital Storytelling on YouTube</li> <li>• “Taking it Home- The Healthy Adventures” coloring book</li> <li>• Rodeo Field Day Photo Exhibit</li> </ul>                                      |



## Agency Collaborations to Provide Support to OST

As part of CPPW, participating sites were able to access assistance from other CPPW teams and agencies. The table below is a summary of collaborative efforts to enhance the efforts of OST Programs in creating healthy environments for youth. These collaborations are important step in building sustainability.

| Type of Collaboration            |     | Description  |
|----------------------------------|-----|--|
| K1-12 Schools                    | 30% | <ul style="list-style-type: none"><li>• Shared facilities</li><li>• Programs (5k run; gardens; activities)</li><li>• Snacks</li></ul>  |
| Pro Neighborhoods                | 16% | <ul style="list-style-type: none"><li>• Help with gardens</li><li>• Connector meeting</li></ul>  |
| Tucson Community Food Bank       | 13% | <ul style="list-style-type: none"><li>• Gardens (implementation; classes)</li><li>• Staff presentations</li><li>• Programs (Agency Market)</li><li>• Food assistance</li></ul> |
| Pima County Health Dept.         | 11% | <ul style="list-style-type: none"><li>• Vending machine (implementation; snack events)</li><li>• Nutrition education</li></ul>   |
| Pima County Health Dept. (Media) | 6%  | <ul style="list-style-type: none"><li>• Financial and Media Support</li><li>• Film production</li></ul>  |

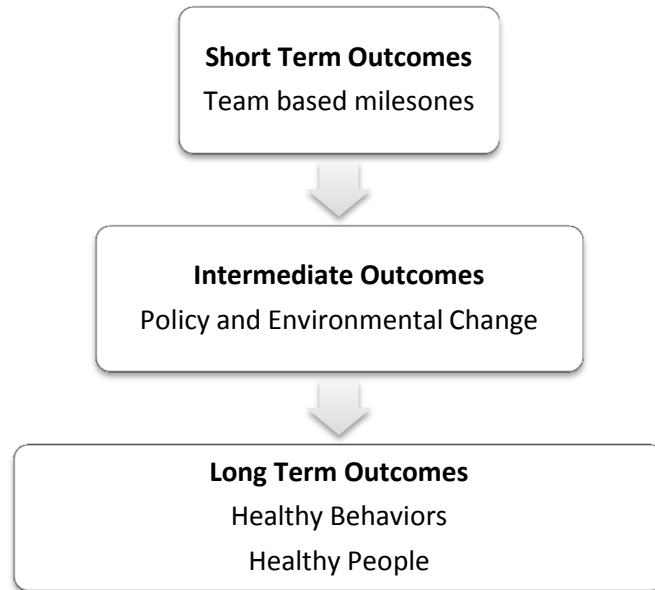
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*Youth from one program plan to continue meeting after the grant concluded. They are soliciting business for support. They want to do a Roaming Chef program similar to the one that the Flowing Wells school district has done. The YHLT also has a new intern from the UA to help out with their efforts.*

• • •

## Conclusion

The CPPW evaluation process focused on short, intermediate and long-term outcomes of the CPPW project teams working within the target communities.



This report provides a comprehensive overview of the short term outcomes describing the extent to which CPPW partners achieved intended project milestones or activities, as well as increased training, involvement and collaboration of organizations and decision makers in developing environmental changes. In addition to monitoring progress, the short-term outcomes have also contributed to understanding how changes occurred for each project team and how physical activity and nutrition policies were prioritized and pursued. Such changes in physical activity and nutrition practices and policies will create a context for healthy behaviors.

Beyond the CPPW initiative, efforts that have been accomplished during this short period are anticipated to lead to sustained behavioral changes among youth in OST programs. Ultimately, it is the long-term goal to see a healthier population in Pima County through reduction in health disparities positive behavior change.

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## APPENDIX 1

### Pre/Post Survey Results

| <b>Written Wellness Policy (N=25)</b>  | <b>PRE</b> | <b>POST</b> |
|--|------------|-------------|
| Yes, for Nutrition and Physical Activity   | 45%        | 58%         |
| Yes, for Nutrition Only  | 0%         | 5%          |
| Yes, for Physical Activity Only  | 5%         | 3%          |
| No, none exists/ Yes, but it addresses other health concerns (not nutrition and physical activity) | 50%        | 34%         |
| <b>Written Wellness Policies are followed:</b>   |            |             |
| Most or all of the time  | -          | 88%         |
| Some of the time   | -          | 12%         |
| <b>Written Wellness Policies are followed by:</b>  |            |             |
| Staff trainings on wellness and policy implementation  | -          | 60%         |
| Wellness policy is posted on the wall  | -          | 36%         |
| Wellness policy is disseminated to parents in the parent handbook                                  | -          | 48%         |
| Wellness policy is disseminated to youth in the youth handbook                                     | -          | 24%         |

| PHYSICAL ACTIVITY POLICY AND PRACTICES<br>N=38                                      |     |      |                                |
|---|-----|------|--------------------------------|
|   | Pre | Post | Percent making positive change |
| <b>Staff led physical activity is provided to children</b>                          |     |      | 26%                            |
| 1 time per week or less   | 19% | 16%  |                                |
| 2-4 times per week  | 41% | 61%  |                                |
| 1 time per day  | 41% | 16%  |                                |
| 2 or more times per day   | 0%  | 8%   |                                |
| <b>Active play time is withheld for children who misbehave</b>                      |     |      | 26%                            |
| Often   | 0%  | 3%   |                                |
| Sometimes   | 37% | 24%  |                                |
| Never   | 58% | 55%  |                                |
| Never, we provide more active play time for good behavior                           | 5%  | 18%  |                                |
| <b>During active playtime staff</b>   |     |      | 32%                            |
| Supervise only (sit or stand)   | 3%  | 3%   |                                |
| Sometimes encourage children to be active   | 8%  | 10%  |                                |
| Sometimes encourage children to be active and join children in active play          | 34% | 13%  |                                |
| Often encourage children to be active and join children in active play              | 55% | 74%  |                                |
| <b>Support for physical activity is visibly displayed in rooms and common areas</b> |     |      | 42%*                           |
| No posters, pictures of books about healthy food displayed                          | 29% | 18%  |                                |
| A few posters, pictures or books about healthy food displayed in a few rooms        | 53% | 45%  |                                |
| Posters, pictures, or books about healthy food displayed in most rooms              | 13% | 13%  |                                |
| Posters, pictures, or books about healthy food displayed in all rooms               | 5%  | 24%  |                                |
| <b>Portable Play Equipment</b>  |     |      | 24%                            |
| Available only during specific times  | 24% | 42%  |                                |
| Available when child requests   | 21% | 13%  |                                |
| Freely available at all times   | 45% | 34%  |                                |
| Do not have any portable equipment  | 11% | 11%  |                                |
| <b>Children are seated 30 minutes or more at a time</b>                             |     |      | 24%                            |
| 1 or more times per day   | 16% | 18%  |                                |
| 3-4 times per week  | 24% | 37%  |                                |
| 1-2 times per week  | 18% | 8%   |                                |
| Less than once per week or never  | 42% | 37%  |                                |
| <b>Active play time is provided to children</b>                                     |     |      | 22%                            |
| 30 minutes or less per day  | 11% | 16%  |                                |
| 31-60 minutes per day   | 53% | 42%  |                                |
| 61-90 minutes per day   | 26% | 29%  |                                |
| More than 90 minutes per day  | 11% | 13%  |                                |

|  |     |     |
|--|-----|-----|
| <b>Screen time</b>                               | 24% |     |
| 5 or more hours per week                         | 3%  | 3%  |
| 3-4 hours per week                               | 8%  | 5%  |
| 2 hours or less per week                         | 45% | 34% |
| <b>Children rarely or never have screen time</b> | 45% | 58% |

| NUTRITION POLICIES AND PRACTICES   |     |     |       |
|--|-----|-----|-------|
| <b>Soda and Vending Machines are located</b>                                 |     |     | NA    |
| In entrance or front of building   | 3%  | 0%  |       |
| In Public area but not at entrance   | 8%  | 8%  |       |
| Out of sight of children and parents   | 45% | 45% |       |
| No vending machine on site   | 45% | 47% |       |
| <b>Staff eat lunches/snacks with the children</b>                            | 76% | 87% |       |
| <b>Staff consume the same food as the children</b>                           | 88% | 82% |       |
| <b>Staff eat or drink less healthy foods in front of the children</b>        | 16% | 19% |       |
| <b>Support for good nutrition is displayed in rooms and common areas by</b>  |     |     | 47%*  |
| No posters, pictures of books about healthy food displayed                   | 21% | 11% |       |
| A few posters, pictures or books about healthy food displayed in a few rooms | 50% | 37% |       |
| Posters, pictures, or books about healthy food displayed in most rooms       | 21% | 29% |       |
| Posters, pictures, or books about healthy food displayed in all rooms        | 8%  | 24% |       |
| <b>Food is used as a reward</b>  |     |     | 24% * |
| All of the time  | 22% | 0%  |       |
| Most of the time   | 3%  | 5%  |       |
| Some of the time   | 3%  | 0%  |       |
| Rarely or never  | 73% | 95% |       |
| <b>Availability for Drinking Water Inside:</b>                               |     |     |       |
| Not available to children  | 0%  | 3%  |       |
| Only available to children during water breaks                               | 0%  | 0%  |       |
| Available to children upon request   | 3%  | 5%  |       |
| Easily available to children and self serve                                  | 92% | 92% |       |
| <b>Availability for Drinking Water Outside:</b>                              |     |     |       |
| Not available to children  | 8%  | 3%  |       |
| Only available to children during water breaks                               | 0%  | 0%  |       |
| Available to children upon request   | 8%  | 5%  |       |
| Easily available to children and self serve                                  | 84% | 92% |       |

*\*Statistically significant*

| NUTRITION POLICIES AND PRACTICES                           |     |      |                                |
|--|-----|------|--------------------------------|
| N=38   |     |      |                                |
| <b>Food service facility access for food preparation:</b>  | Pre | Post | Percent making positive change |
| Onsite kitchen (licensed)                                  | 32% | 21%  | NA                             |
| Onsite kitchen (not licensed)                              | 13% | 24%  |                                |
| No onsite kitchen  | 40% | 18%  |                                |
| After-school program receives snacks from public school    | 16% | 37%  |                                |
| <b>Which food service facilities do you participate:</b>   |     |      |                                |
| CACFP (USDA)   | 11% | 32%  | NA                             |
| After School-Program (USDA)                                | 29% | 32%  |                                |
| Summer Food Program (USDA)                                 | 13% | 11%  |                                |
| National School Lunch Program (USDA)                       | 5%  | 13%  |                                |
| None/Don't know  | 45% | 34%  |                                |
| <b>Centers regularly provide the following:</b>            |     |      |                                |
| Breakfast  | 8%  | 11%  | NA                             |
| Morning snack  | 8%  | 11%  |                                |
| Lunch  | 8%  | 8%   |                                |
| Afternoon snack  | 87% | 87%  |                                |
| Dinner   | 3%  | 3%   |                                |
| Evening snack  | 3%  | 11%  |                                |
| Other  | 3%  | 5%   |                                |
| Not applicable (do not serve)                              | 8%  | 5%   |                                |
| <b>Sweet or salty snacks offered</b>                       |     |      | 52%*                           |
| 1 or more times per day                                    | 7%  | 0%   |                                |
| 3-4 times per week   | 7%  | 5%   |                                |
| 1-2 times per week   | 45% | 13%  |                                |
| Less than 1 time per week or never                         | 42% | 82%  |                                |
| <b>Drinks that are offered:</b>                            |     |      |                                |
| Milk   | -   | 63%  |                                |
| Water  | -   | 97%  |                                |
| 100% Fruit Juice   | 69% | 75%  |                                |
| <b>Milk served to children 2 years of age</b>              |     |      |                                |
| Whole or regular   | 0%  | 7%   | NA                             |
| 2% reduced fat, flavored to 2% reduced fat, non-flavored   | 26% | 22%  |                                |
| 1% low fat, flavored to 1% low fat, non-flavored           | 67% | 70%  |                                |
| Skim or non-fat, flavored to Skim or non-fat, non-flavored | 3%  | 26%  |                                |



## Appendix 2: Qualitative Responses

### Out of School Time Staff Survey

If there have been **changes in policies or the way you do things** with the children in your afterschool program that have lead to increased physical activity or improved nutrition since the last time you filled out this survey, please tell us about them here:

#### Developed a wellness Policy that focused us on physical activity and/or nutrition

- ▶ We created a wellness policy created by our youth that has been instrumental in providing a focus on health and nutrition.
- ▶ A written wellness policy for nutrition and physical activity has been created and included in the parent handbook and posted in the kitchen.
- ▶ One of the biggest things this year was implementing the wellness policy into our program. It was like an unspoken rule before. The kids knew they weren't allowed to bring the unhealthy snacks into the program (even though they would try to sneak them in), but because they got to be a part of the process of creating those rules, they are more aware of it and do not attempt to bring in the unhealthy snacks. In addition, the kids are enjoying the recipes from the Media Smart Youth curriculum.
- ▶ Now we have a written wellness policy and we actively encourage youth, parents, and staff to abide by it.
- ▶ We have created a YHLT wellness policy with the YHLT youth input.
- ▶ We have created a Wellness Policy geared specifically for our program, respecting the culture and resources of our population.
- ▶ We have developed (and still developing) a Wellness Policy and a Youth/Parent Handbook that better details expectations and deliverables in terms of physical activity and nutrition within and outside of our program.
- ▶ Flowing Wells School District has also established a District-wide Wellness policy that the YHLT has adopted as well.
- ▶ Wellness Policy that helps support our healthy choices and we added physical fitness energy breaks between reading and homework time
- ▶ YHLT youth have provided input on the development of the wellness policy

#### Health Curricula/Programming

- ▶ We are working with the United Way's Nutrition Network Cooking with Kids program and youth are learning about nutrition through cooking activities.
- ▶ Nutrition and physical activity information has been consciously infused into the teaching curriculum. The teacher has become more disciplined with getting up and moving after 30 minutes of seat time.
- ▶ Healthier cooking projects; -Teacher -led physical activity more often; -more activities about food pyramid. The overall awareness of physical activity and nutrition has led to more student involvement with events like the 5k run, weekly walking club, and distribution of healthy smoothies at lunchtime.
- ▶ Since I have started working at this school in September of 2011, we have started the JIFF Program (Jump Into Foods & Fitness). By doing this program the children get to learn how to live a fun and healthy life style. They have learned about the food groups, healthy snacks they can eat, and all about exercise.
- ▶ We do participate in the JIFF program twice a week.
- ▶ Through the Jump into Foods and Fitness we received from the UW AZNN programs we are planning and incorporating nutrition and physical activity into our lesson plans.
- ▶ As a Network Affiliate of UNITY, the committees we have are environment, heritage, community service, and healthy lifestyles. The healthy lifestyle committee does a presentation of nutritional foods. At some meetings we pick a physical activity for everyone to participate in.
- ▶ More nutrition and physical activities are being infused in the regular after-school curriculum

#### More nutritional food

- ▶ The afternoon snacks provided by the school is healthier and has more variety than before. The kids are being served more fresh fruit such as apples, oranges and raisins along with water or a limited amount of juice, instead of graham crackers and milk that they were receiving nearly everyday before.
- ▶ Yes, we have done away with high sweets in soda and vending machines. We have also increased the nutritional value of our snack bar by offering healthier options. We thought it would take longer for the kids to purchase the healthier foods, but the kids seem to really choose those foods over others. We also had time to engage more of our kids with more age-appropriate activities.
- ▶ School has been providing healthier afterschool snacks for the program. Sometimes we'll blend strawberries and yogurt into a smoothie to give the children more variety.
- ▶ Yes, there have been several things implemented to benefit the children. The snacks are now gotten on a daily basis and consist of fresh fruits and vegetables at least four times a week as compared to the boxed snacks that were provided in the past. We offer skim milk, and 100% fruit juice as well as water with snack as well.
- ▶ Taking away the Capri Suns had a big change because they would try to consume 2-3 in one setting, and now the youth only receive water. Going through nutrition lessons provided through Media Smart Youth curriculum that it is important to be more physically active and eating healthier. Kids don't come to our program with "junk" food.
- ▶ We have adjusted our snack schedule to include healthier options.  
The afternoon snacks we receive from the school are healthier than they were before.
- ▶ Also, our snack bar offerings have changed alot. We no longer offer candy bars and chips. We now serve only 100% juice and tea for beverage options as well as fresh fruit.  
We try not to buy/order sugary or sweet items for the kids to use during the cooking projects.
- ▶ We send parents information home about healthy snacks to bring to school. We are reaching out to the community, providing monthly, affordable, fresh produce.
- ▶ We have also implemented more veggies snacks in our snack menu.
- ▶ When school is not in session, we take the opportunity to implement nutrition into all of our meals and snacks. We discuss what we are eating as it relates to the food groups, why we are eating it, and what value it is to us. We also play a game called name the ingredients, especially when its from our homemade dishes. The kids are challenged daily w/relay races, freeze tag, jump rope, scavenger hunt, colored eggs, etc.
- ▶ Staff now make healthier choices in the foods, snacks offered to children in the program. The program did provide healthy meals because of CACFP but now for special events, movies, etc; the program makes greater efforts to make sure these foods are healthy and nutritious.

#### **More physical activity in programming**

- ▶ We have also started many physical activity groups for the kids in after school. We have track that
- ▶ In general, we are doing more active things with the children to increase physical activity and promote health. We are currently using the JIFF (Jump Into Food and Fitness) program and the children enjoy the program's activities.
- ▶ Meets every week. We just started a touch football team, and this spring we are starting a tennis group. We are also putting together a girls volley ball team.
- ▶ Our Technology class that is part of the 21st Century program has pledged to partner with our Life Program, which allows students the chance to be active in bicycling and safety.  
The school has also adopted many of the good practices by implementing new elective classes such as body conditioning, dance, cooking using healthy choices, and many others.
- ▶ All of our elementary kids (~40) are now required to participate in either dance or an outdoor physical activity such as soccer or basketball.
- ▶ We have removed all of our computers out of the classroom to improve physical activity. Our children were spending more time playing in centers and outdoors
- ▶ We installed a music player that attracts more students into the the weight room and dance room. Increased the number of days the weight room is available from 2 times a week to 5 days a week.

- ▶ We do take them out more and participate in physical activities with them and do large group games. We've done an obstacle course or walk laps around the field and now the kids are requesting to do these things on their own. When we go outside now we aren't just letting them go out for "free time".

#### **Leveraged resources for health**

- ▶ We gained access to the Community Food Bank's Agency Market Program, bought a new large refrigerator, and now have quality foods that our kids need on hand at no cost to us.
- ▶ We still have pretty structured activities. We are part of the EMPOWER pack program that makes us go healthy snacks.
- ▶ There have been many changes as far as the snacks children are receiving they are healthier snacks that now meet state regulations. We are working on doing more physical activities with the children and are always enforcing that they drink more water.
- ▶ Dancing and practicing for the Flashmob performances were particularly popular with our youth as well as using the X-Box Kinect given at the YHLT camp to increase physical activity through Dance Central and sports games.
- ▶ We have new sports equipment for outside and inside physical activity
- ▶ We have received donations of play equipment.

#### **Staff changes to Support Physical Activity/Nutrition**

- ▶ Children now have more knowledge about healthy lifestyles. Staff encourages students to be active during recess.
- ▶ Our staff member Keyla also works part time at Ochoa Elementary school and she has carried over much of her YHLT training. For example the school was having a difficult time with students arriving tardy for school. Keyla began encouraging youth to arrive early to join her for sports, games and dancing. As a result the tardiness of students drastically dropped. The bonus side effect was also that children were becoming active in the morning which made them more alert and they also began taking advantage of the school breakfasts which helped them have a nutritious start.
- ▶ 21st Century instructors and staff have been vigilant on the patrol for unhealthy snacks and drinks on campus. Each instructor has made a commitment to help limit the amount of non-healthy snacks during our program.
- ▶ This is the first time I complete this survey, the director before me went to another site, but we are trying to do more active games outside of the classroom with the children. Since I started with the program we have a new staff member. He is a younger man who enjoys playing with the children and motivates outside play.
- ▶ We are much more vocal with the children regarding good nutrition practices and the children initiate the conversation more time than not. They discuss the merits of various foods amongst themselves as well.
- ▶ Students and staff have been pretty conscious of what foods they bring into the programs; we have (staff) seeing less junk food come into the program.

### Youth leadership

- ▶ Our youth are more vocal about wanting healthier snacks and staying active. They often request more opportunities to be physically active.  
We created a wellness policy created by our youth that has been instrumental in providing a focus on health and nutrition. (repeat)
- ▶ We have created a YHLT wellness policy with the YHLT youth input. (repeat)
- ▶ YHLT youth have provided input on the development of the wellness Policy (repeat)

If there have been **changes in the physical environment** of your after-school program that have lead to increased physical activity or improved nutrition since the last time you took this survey, please tell us about them here (e.g. putting in a garden, hanging posters on the wall, new portable play equipment, etc.).

### Gardens

- ▶ The YHLT youth and site coordinator have also been part of the planning for the community garden that will be located on the Marana middle school grounds.
- ▶ Our garden has been expanded, and the green house has been repaired to enhance the experience of growing food for our families.  
We have a vegetable garden.
- ▶ We are planning to do gardening with our groups in both of our oversize flower gardens for the playground area
- ▶ Thanks to a grant from Doolen Middle School next door to us, they have collaborated with our clubhouse to allow a plot for the kids to grow food at.
- ▶ The school now has a new community garden in one of the playgrounds and it is accessible to us afterschool
- ▶ We have started a garden this year that the kids have all enjoyed working in. We are growing our own vegetables that we will be using for snacks when they are ready to harvest.
- ▶ Also a greenhouse (from another grant) has been put in place on the FWJH property. Yes, we have done gardening for the school.
- ▶ Our school now has a community garden.
- ▶ We do have a garden in which all of the kids (pre-k - school-age) classes plant vegetables and maintain it.

### Signage

- ▶ In the next couple of weeks students will be making posters to hang on the wall to promote nutrition and physical activity.
- ▶ There are many more posters and publications on our walls.
- ▶ Posters about healthy eating habits are displayed around campus.
- ▶ More posters that emphasizes the importance of good nutrition and physical activity received from the Summer Nutrition Institute and Healthy Behaviors Conference have been hung around school.
- ▶ We have posters on the wall and games about nutrition. We are trying to promote healthy drinks, mostly water  
Staff has purchased many posters and games to post/implement into our curriculum.
- ▶ We have nutrition posters and a special nutrition and physical fitness bulletin board.
- ▶ We are still deficient on nutrition posters in the classroom; however we will be looking for more materials to satisfy this criterion.

- ▶ Creating a display for healthy choices regarding drinks and the amount of sugar helped to spread awareness around campus.
- ▶ Finally, FW YHLT hung various physical activity and nutrition posters around the school to increase awareness among the student body.  
We also added a bulletin board displayed in the school cafeteria to share information about what healthy things we are doing in our program. The kids love remaking that every month.
- ▶ Making and hanging student-made nutrition and physical activity posters on the wall as a recruitment tool for YHLT.
- ▶ Just trying to put up the new nutrition posters. Hanging up information from P.E. teachers has been helpful. The idea is to use their photovoice pictures to decorate how disgusting their lunch meals are.

### **Sports/Physical Activity Facilities and Equipment**

- ▶ The installment of a walking path with trees that were planted in part by Flowing Wells Jr. High students
- ▶ Our soccer field was expanded to accommodate two soccer fields, and has reinvigorated our students' interest in the sport, and has created a sense of ownership and pride.  
New yoga mats and balls the kids sit to bounce on. We installed bricks next to the basketball hoop to make a basketball court.  
Having the X-Box 360 games helped towards end of school year when it was too hot to go outside and the kids needed to be physically active.  
The school is also building a track for next year that will allow our kids to have more space to run and exercise in.
- ▶ More equipment has been brought so that children have more choices as to the group games they can play. Staff are also encouraging them to do more exercising outside rather than just regular play.  
With funds from the YHLT we bought boxing ring including cushioned floor mat; and boxing equipment; new speakers for the dance and zumba program; a multipurpose pull-up/leg-lift apparatus; cushioned floor mats for the dance/wrestling room; and football uniforms, pads, helmets and equipment for the football program.  
New portable play equipment  
We have purchased a hockey kit so the children get some physical exercise.
- ▶ Portable play equipment (high quality jump ropes, etc.) were donated to the center
- ▶ We have also gotten more sports gear.
- ▶ As mentioned before, we have new equipment for inside as well as outside physical activity. We have new 5 minute activity books, physical activity and nutrition curriculum, and nutrition books for classroom libraries.
- ▶ We also have some new equipment. The school also runs a cross-country and track program afterschool through their 21st Century Grant and many of the kids in our program also participate in that program as well.
- ▶ We do have a new football and other portable play equipment  
FWJH also was a recipient of an Energi System from the UA schools team as well.
- ▶ Since I have started working at this school in September of 2011, we have gotten new equipment through the united way program. This equipment includes; bean bags, cones, flags, and jump ropes. We have also ordered healthy food cut outs.

### **Food preparation**

- ▶ We re-organized the clubhouse to accommodate a "food area" with our new refrigerator. We also made room for the ability to serve more youth - and have increased our capacity, adding 7 new youth since we last took this survey.
- ▶ We physically changed our snack bar offerings to sell healthier options after school.

- ▶ The JVYC kitchen is currently undergoing improvements so it can be a licensed kitchen. This will allow for more frequent fresh fruits and veggies to be prepared for snacks and will enable healthier options to be offered on a daily basis.

## Additional accomplishments

### YHLT Achievements

- ▶ Our YHLT group really took the lead on creating the 5K/10K run or walk event called Roadrunner Rampage. They designed t-shirts, made flyers, and created trails for the event.
- ▶ In our photovoice projects, the kids are working on their exhibit ideas right now and thinking about which key players should be invited to the event. The theme is focused on the idea of asking for healthy snack options to the snack bar, or even going far enough to have the snack bar to only be healthy choices.
- ▶ Having an after-school program has been a challenge, since the kids want to come to a play environment, and not a learning environment. The YHLT and the YIA gave us some new and fresh ideas for our after-school program.
- ▶ The YHLT students planned and implemented the PALA (Presidential Active Lifestyle Award) challenge to all the middle school students and elementary students (starting at 3rd grade) and their families. During the kick-off week in early December the YHLT students gave presentations to all the students in the middle and elementary school (3rd and 4th grade classes) via their PE and computer classes and passed out 500 packets to the students with information about the challenge as well as log sheets for recording daily activities. The challenge will conclude February 3rd and awards will be given out to community members.
- ▶ The YHLT students also participated in a school-wide "Healthy Bodies/Mind/Spirit" assembly where they handed out fruit smoothies and healthy snacks (ants on a log) to the rest of the student body. Through the JOY club (Just Older Youth) some YHLT members also taught community fitness and nutrition to seniors at the community center via a series of workshops where they research and adapted the nutrition lessons that they learned at camp.
- ▶ The YHLT also put on a Salsa Contest at their Community Pride Day on October 1st.
- ▶ All 10 YHLT students along with 15 SWAT students organized and ran a 5K and 1 mile fun run for the entire FW community on December 3rd, 2011.  
The YHLT youth participated in the Flowing Wells Roaming Chefs program  
Two YHLT students have written articles for Bear Essential Newspaper. Two YHLT students are on the FWJH SHAC.
- ▶ Since I have started working at this school in September of 2011, we went on field trips to the Woods Memorial Library every Thursday. On these field trips the children would learn about a healthy life style and healthy foods. They went on a field trip to Sprouts and took pictures of their favorite healthy foods, the Arizona State Museum to learn about a healthy life style, and The Tucson Village Farm to plant vegetables.
- ▶ Our youth have taught other youth at community events about bike safety, physical fitness, and nutrition - over 300 youth engaged.
- ▶ We will carry on the YHLT after the grant is over because this is a wholistic approach for supporting youth that Higher Ground believes in.
- ▶ JVYC youth spoke to the South Tucson Mayor and Council about supporting the conversion of Lily's Restaurant into a community facility that supports healthy eating and active living.
- ▶ Changing the afterschool snack bar to only sell healthy offerings was a YHLT idea that has also impacted the larger Valencia Middle School body as they buy the healthier snack after school is dismissed. As a result, there has been a culture change within the after school program to promote healthier choices even more than before.

- ▶ The JVYC YHLT has been involved in the Healthy Habits Community-Wide Health Fair on Saturday, January 21, 2012 with a Flashmob dance, and in leading Recess War games and activities. They also taught the Move Your Body Flashmob dance to the Ochoa elementary school children to performed at Tucson Meet Yourself. They also put together a fruit flavored lemonade stand with real fresh fruit (peach, strawberry, etc) and sold the healthier beverage options to community members for National Night Out in October.
- ▶ The YHLT has also started Weekend Warrior excursions with JVYC hiking up Tumamoc Hill and A mountain. The youth are now requesting more physically active activities (dances, sports, weekend warrior hikes) instead of movies and want fresh fruit and vegetables for their snacks. The youth also generate ideas for what other activities that could be done at the center and in the community.
- ▶ The Estes Elementary YHLT youth were able to participate in the Marana Founder's Day Parade by riding on the float carrying healthy eating and active living posters and signs.
- ▶ The Marana Middle School YHLT youth along with Marana High School Dance Team to perform the "Move your Body" Flashmob on December 1st, 2011 at the two lunches for the entire school body. They also displayed sugar content in over a dozen typical drinks for the Rethink your Drink educational display.
- ▶ The Estes YHLT youth met the principal of Estes Elementary School regarding their concerns about the quality of the food served at breakfast and lunch and the obstacles for students participating in physical activity (bullying).
- ▶ During the YHLT summer program the youth met four times a week for 4.5 hours (7:30am-12pm) for 4 weeks with the teacher and did healthy activities such as cooking demos, field trip to Marana Heritage Farms and harvested veggies, took part in daily nutrition lessons (including eating healthy snacks) and various fun physical activities. Youth also were asked to pick out a family recipe that they could make over into a healthier version.
- ▶ The youth are wanting to continue meeting after the grant concludes. They are soliciting business for support. They are wanting to do a Roaming chef program similar to the one that the Flowing Wells school district has done. The YHLT also has a new intern from the UA to help out with their efforts.
- ▶ Our Health Ambassadors(YHTL) are reaching out into the community by having a Market on the Move event once a month to provide fresh produce to the community as well as the after-school program. The Health Ambassadors have recently invited the University of Arizona Nutritional Sciences students to partner with them in this nutrition endeavor.
- ▶ We encouraged youth participation and voice before, but after the YHLT professional development workshops, we now have a better understanding of best practices and are more confident in our youth engagement approaches.

### **Other**

- ▶ Having a consistent location for active participation with the XBox Kinect has improved attendance and our overall level of activity.
- ▶ Designing a physical challenge for all of our Wakefield students through a mile run, and a series of push ups and sit-ups has created a great incentive for our youth to set goals, and celebrate personal accomplishments. Nutritional changes
- ▶ Our overall effort to limit the obvious non-healthy snack choices made by our students has had a noticeable impact. Parents have commented on some changes that have been taking place at home, as a result of some of our lessons
- ▶ We had a Capoeira group come and teach the kids. Over the summer the kids go swimming every other week. We have moved from our traditional approach of unhealthy incentives (candy, soda, etc...) to healthier incentives (bottle of water, light popcorn, fruit snacks, fun activities). This was due to our new health policy. We have also brought back more sports leagues and added a Health and P.E. Director to all the clubhouses.



- ▶ We have been working to educate the parents as well so the healthy habits don't end as the school. We've sent home many worksheets, started a web site with many of our healthy snack recipes on it, and offered healthier snacks at family events.
- ▶ Following the JIFF curriculum.
- ▶ We attended a nutritional workshop to increase our knowledge and ordered activities for our students to do. I have noticed that the more physical activity they receive, the calmer they get. Promoting physical activity at one time has been beneficial for them. We are doing a roaming chef program with their principal and because of building that relationship, it has been helpful to
- ▶ They have been bringing healthier snacks from school, and its not a bunch of Takis and chips, and now they bring water bottles and cheese sticks, and multi-grain bars as snacks.
- ▶ I was fortunate to get all the training, professional development, free resources, and now I can do this without the financial need once the funds run out. I can sustain this program with the after-school program.
- ▶ We took 16 youth to a weeklong mountain bike development camp in Durango, Colorado where they were engaged in talks about physical activity and nutrition by professionals in cycling.
- ▶ We successfully completed three weeklong sessions of Summer Bike Camp where our youth taught other youth about the importance of physical activity and nutrition and led them through group activities. Over 50 youth aged 8-14 participated.
- ▶ We are developing a Wellness Policy and Youth/Parent Handbook with active participation from youth, coaches and parents that will guide us for years to come.
- ▶ Yes, I have changed my open house and parties to more nutritious meals. We have used United Way recipe ideas to be integrated into lesson plans. Still waiting on materials to hang posters up from Nutrition Institute.
- ▶ Also made our wellness plan big and it is now available for display in our classroom!
- ▶ Even though physical activity was already a huge driver for our programs before the CPPW grant, we now have all our kids participating in physical activity on a daily basis.
- ▶ During extreme weather conditions, children are allowed to use the Wii to get them moving. Just Dance 1,2, and 3 are available for students to receive cardio. In addition, we play boxing and Wii fit personal trainer regularly.
- ▶ JYYC clarified their expectations for supporting healthier living and made it a priority by putting it into a written wellness policy.
- ▶ We now do more healthy cooking projects instead of the sweet and sugary ones. We also continue to talk with the children about healthy eating.
- ▶ Some small changes to our menu. I try posting nutritional guidelines in our kitchen for our food service personal to follow.
- ▶ Talking about how important breakfast is every day since I have the students from 6:30 - 7:30 A.M and when it's not to hot or cold outside we do yoga or some time we play indoor games that are about healthy eating habits. Sometimes if I have extra money I will make an early morning healthy snack :)
- ▶ We have been using the JIFF (Jump Into Food and Fitness) program, talking about healthy food/healthy choices, increased physical activity, started a smart heart club and walk a mile to promote health and physical activity.
- ▶ We are trying to stay on task implementing health and safety topics in our lesson plans.
- ▶ Wellness committee meeting meetings addressing need for promotions, incentives and budget for after school program.