

III.	PROGRAM PLANNING AND RESOURCES SECTION
600	School-Based Programs

The purpose of this section is to provide contractors who work with school sites with program resources to assist in the planning, implementation, and evaluation of their project. These contractors should read this section carefully since the requirements for school district contractors vary from those of county offices of education and other contractors working with schools.

This Section includes:

- 601 Elements of a Comprehensive Nutrition Services Approach in School-based Interventions
- 602 Requirements for Schools and Contractors Working with Schools
- 603 Regional Nutrition Education Consultants (NECs)
- 604 Guidelines for LIA School Districts and Contractors Working with Schools
- 605 Resources for Implementing the SHAPE California Approach
- 606 Resources for Promoting Healthy Eating Behaviors
- 607 Guidance for Implementing Effective Nutrition Education Programs
- 608 Resources for Nutrition and Physical Activity Instruction from the California Healthy Kids Resource Center
- 609 Resources for After School Nutrition and Physical Activity Instruction
- 610 Resources for School Gardens as Part of Nutrition Education
- 611 Resources for Nutrition and Physical Activity Policies

601 Elements of a Comprehensive Nutrition Services Approach in School-based Interventions

To assist school-based projects in promoting a healthy school nutrition environment which includes consistent nutrition messages in the classroom, cafeteria, and school community, the *Network for a Healthy California (Network)* requires that the SHAPE (Shaping Health As Partners in Education) California approach be implemented by all school districts and county offices of education receiving Local Incentive Award (LIA) contracts. Any school district implementing *Network*-funded activities under the auspices of its own LIA contract or of a county office of education LIA contract, are required to join SHAPE California and submit the forms listed in Section 602. Other contractors working with schools are strongly encouraged to support the implementation of this approach in each district targeted in their Scope of Work (SOW).

The elements of the SHAPE California approach include:

- Offering healthy meals in child nutrition programs;
- Promoting comprehensive, sequential nutrition education;
- Applying school nutrition policy and practices; and
- Building and maintaining partnerships within the school and within the community that support comprehensive nutrition services.

Additional information on the SHAPE California approach can be found in this section and on the California Department of Education’s (CDE’s) website (www.cde.ca.gov). A SHAPE Fact Sheet is provided in the Appendix.

602 Requirements for School Districts and Contractors Working with Schools

The *Network* recognizes the value and effectiveness of the SHAPE California approach and acknowledges the vital role that partnerships play in its success. Therefore, all LIA contractor school districts, Charter schools, county offices of education, and other contractors working with schools must agree to implement the applicable requirements.

Requirements

All LIA contractors working with schools must agree to:

- Actively support the district's participation in the SHAPE California approach as stated in Section 601. Criteria for maintaining participation are delineated on the SHAPE California Letter of Commitment, which is available in the Appendix.
- Implement Guideline 1, as stated in Section 604.

School district or county office of education LIA's must agree to implement the second and third Guidelines as stated in Section 604.

Any district receiving *Network* funds must complete the SHAPE California Partner Data Form and the SHAPE California Letter of Commitment. Contractors are required to submit the Form annually and the Letter with their renewing Funding Application Packets, which may be once every three years depending on the length of the contract awarded. The forms can be found in the Appendix. All districts receiving *Network* funds through a subcontract with a county office of education, college/university, or local health department are required to submit the required SHAPE California forms through the primary contractor's annual Funding Application process.

Information provided on these forms is shared with CDE, Nutrition Services Division (NSD) for the purpose of maintaining their database of all districts committed to implementing this approach. In addition, it is used to create mailing lists for announcing SHAPE California regional meetings and providing information on new school-based resources.

Budget

To build and maintain partnerships with school staff, all school district contractors must budget sufficient resources, including travel and personnel, to support a two-person team from their districts to attend:

1. Regional trainings offered by the *Network* and *Regional Networks*; and
2. SHAPE California regional networking meetings that are co-sponsored by the *Network* and CDE hosted in the spring each calendar year. As a *Network*-sponsored meeting, LIA contractors are required to attend and may be fully reimbursed for this meeting. Proration of travel costs will not be required. The non-*Network* sponsored SHAPE California meetings hosted in the fall will be subject to the *Network* procedures for non-*Network* sponsored travel. This is in accordance with *Network* Program Letter 06-05.

Other contractors working with school districts are encouraged to budget sufficient resources to support a team from each school district with whom they are working to attend the trainings and meetings listed above. These teams should consist of staff members committed to supporting the implementation of *Network*-funded activities within their districts and should include at least one representative from child nutrition and one from the classroom, administration, and/or health services.

603 Regional Nutrition Education Consultants (NECs)

To assist LIAs in the implementation of the SHAPE approach and other successful

school-based strategies and resources, the *Network* offers technical assistance to contractors through three regional NECs located in county offices of education (Alameda and Orange) and in the California Department of Public Health/*Network*.

The regional NECs bridge school communities with effective strategies, opportunities, and resources to help youth-serving agencies use high quality instructional programs that promote healthy eating and active living. In coordination with the Program Managers, the regional NECs provide leadership and technical assistance in the development, implementation, and evaluation of nutrition education intervention strategies in low-resource schools and other youth-serving agencies and organizations within their assigned regions.

Regional NECs are available to provide technical assistance and guidance in the identification, utilization, and/or evaluation of:

- Culturally and grade-level appropriate nutrition education programs and resources.
- Research-based instructional resources and strategies that emphasize active learner engagement.
- Nutrition education resources and instructional strategies targeting specific behavioral changes that
 - include self-assessment,
 - teach decision-making skills,
 - focus on building skills, and align with the following, which are available on the CDE website (www.cde.ca.gov):
 - Health Education Content Standards for California Public Schools (CDE, 2008),
 - Physical Education Model Content Standards for California Public Schools (CDE, 2005), and
 - Standards for Evaluating Instructional Materials for Social Content (CDE, 2000).
- Tools and strategies to evaluate the effectiveness of resources, interventions, and programs.
- Assessment findings and evaluation data to modify materials, strategies, and programs to meet the needs of the target audience(s).
- Effective partnerships that are sensitive to the target populations' needs and interests and are non-duplicative of other committees or groups working with the same target population.
- Strategies that incorporate social support ~ parental involvement for elementary students and peer involvement for secondary students.
- Partnerships that support linkages between the cafeteria, classroom, and the community, including opportunities for collaboration with non-traditional partners.
- Ongoing training and career development programs and opportunities for staff (teachers, child nutrition personnel, nurses, administrators) that increase their knowledge of the role of nutrition and physical activity in protecting children's health and builds their capacity and sustainability of *Network* objectives.

For regional NEC contact information or regional assignments, contractors should contact their assigned Program Manager.

604 Guidelines for LIA School Districts and Contractors Working with Schools

The first Guideline supports all contractors in the development and implementation of effective strategies for use in schools. The second Guideline restates the district's commitment to implement the SHAPE California approach. The third Guideline reflects the school district's management practices as a sponsor of the National School Lunch Program (NSLP).

Guideline 1. Incorporate the following strategies focusing on nutrition education/physical activity promotion and access to federally funded nutrition assistance programs into their LIA SOW submitted to the *Network*.

- Promoting Student Nutrition Education and Physical Activity: Implement culturally and grade-level appropriate nutrition education and physical activity programs utilizing research-based materials. Research-based curricula and supplementary instructional materials are available for free loan from the California Healthy Kids Resource Center (CHKRC) and the California After School Resource Center (www.californiaafterschool.org). Additional information about the CHKRC is provided in Section 608 below. All LIAs working in schools and after school settings are strongly encouraged to review and select materials included in the CHKRC collection (that are Supplemental Nutrition Assistance Program Education [SNAP-Ed] allowable) to ensure that research-based instructional resources are implemented as part of their interventions. For *Network* guidelines on newly developed/revised nutrition education materials, contractors should reference Section 400, SNAP-Ed Activity Guidelines. All LIAs working with schools are expected to align their nutrition education and physical activity programs with the skills and behaviors in the: Health Education Content Standards for California Public Schools (CDE, 2008), Physical Education Model Content Standards for California Public Schools (CDE, 2005); and Standards for Evaluating Instructional Materials for Social Content (CDE, 2000).
- Building and Maintaining Partnerships: Use existing school health councils, advisory committees, or other groups to involve members of the school community in developing, implementing, and/or monitoring nutrition education/physical activity interventions and services. The school community may include teachers, students, parents/families, child nutrition personnel, school nurse(s), after school coordinators, school board members, administrators, school garden coordinators, health professionals, as well as business and community-based organizations that support a healthy school environment.
- Marketing: Promote healthy eating/physical activity messages on the school campus and/or extend such messages to the broader community, utilizing media advocacy and/or other social marketing tools. Participate in the *Network's Children's Power Play! Campaign*, *Latino Campaign*, *Retail Program*, and/or other *Network* campaigns/programs as appropriate and utilize the *Network's Harvest of the Month* resources. Information about *Network* campaigns and resources is available in Section 700, Campaigns, Programs and Resources. *Harvest of the Month* provides materials and resources to help educate students to eat a variety of colorful fruits and vegetables and be active every day. It supports collaboration between educators, child nutrition staff, school administrators, students, parents, community, the local media, and retail outlets. Additional information about *Harvest of the Month* is provided in Section 700, Campaigns, Programs and Resources and a *Harvest of the Month* Fact Sheet is provided in the Appendix.
- Promoting Access to Food and Offering Healthy Foods on School Campus: Develop and implement referral networks for families requiring food assistance, focusing on Food Stamp program participation. Provide healthy and appealing food choices, including fresh fruits and vegetables that comply with the requirements of the Code of Federal Regulations, California Education Code, California Code of Regulations, and the district's Local School Wellness Policy. Additional information is available on the CDE web page at www.cde.ca.gov/ls/nu.
- Providing Professional Development Opportunities: Promote ongoing education and career development programs and opportunities for staff (teachers, child nutrition personnel, nurses, administrators) that increases their knowledge of the role of nutrition and physical

activity in protecting children’s health and builds the capacity of child nutrition personnel to prepare and market nutritious, appealing meals.

- **Support Nutrition Policies:** In partnership with students and the school community, support the assessment, development, and/or implementation of nutrition policies, consistent with the “Guidance for the Development of California School Wellness Policies” (2005), that promote nutrition education and physical activity, address the need for an adequate supply of healthy foods and beverages on campus, and provide a school and classroom environment in which healthy food choices and other healthy lifestyle behaviors are reinforced.

Guideline 2. Commit to actively implement the SHAPE California approach in accordance with the SHAPE California Letter of Commitment.

Guideline 3. Maintain the district’s status as a NSLP sponsor in good standing. NSLP sponsor status is determined by the results of the Coordinated Review Effort, conducted by CDE, NSD. Those reviews that identify major problems, such as outstanding over claims or significant program violations, generate the determination of the sponsor’s status.

605 Resources for Implementing the SHAPE California Approach

The effectiveness of the SHAPE California approach in California’s schools has been documented in the 2001 report “Improving Children’s Health Through A Comprehensive Nutrition Approach: An Evaluation of Nutrition Education in SHAPE California,” prepared by the Health and Education Communication Consultants for CDE. Based on the findings of this evaluation, several recommendations for nutrition education efforts were made that are applicable to the LIAs’ Scopes of Work.

- Partnerships between child **nutrition/school** food services and the classroom contribute to the success of nutrition education programs. Strong partnerships are those in which both partners take responsibility for the program and consider it to be a priority.
- Partnerships between child nutrition and the classroom also contribute to the program’s sustainability.
- District and site-level administrators must be actively supportive of the district’s nutrition education program for it to be effective. Strong administrative support results in the commitment to district nutrition education policies, facilitation of grant development, and facilitation of other elements that make for a successful program, such as:
 - staff development,
 - teacher release time,
 - inclusion of nutrition in the curriculum,
 - stronger ownership by teaching staff, and
 - parent and community support.
- Staff development in nutrition education is needed for teachers and child nutrition personnel. Staff development provides information and planning time for ways to integrate nutrition education into the core curriculum and link classroom instruction with cafeteria activities.

A copy of the Executive Summary and the full report are available on the CDE website www.cde.ca.gov/ls/nu/he/shape.asp.

Strategies for Success

The knowledge that school districts gained while implementing SHAPE California is compiled in two resource manuals. *Strategies for Success: A Resource Manual for SHAPE California (Part*

1) (CDE, 1995) and *Strategies for Success II: Enhancing Academic Performance and Health Through Nutrition Education* (CDE, 2001). Written for child nutrition program staff, teachers, administrators, and district-level department staff, these manuals are designed to showcase sustainable strategies for implementing the SHAPE California approach. Each manual provides a variety of tested strategies rather than just one way to achieve a common goal.

Strategies for Success: Part I presents field-tested strategies and ideas that can be adapted to almost any scenario. Written for directors (also called managers or coordinators) of child nutrition programs, this manual provides case studies, real world examples, and useful tools. Contractors are encouraged to contact their regional NEC for a copy of this manual.

Strategies for Success II: Enhancing Academic Performance and Health Through Nutrition Education (CDE, 2001) provides practical ideas and resources for teachers to teach core subjects and help students practice needed skills and standards, using nutrition connections such as school gardens, classroom cooking, and lesson plans. It includes examples of tools and activities that will help the entire team accomplish its mission while linking more effectively with fellow members of the education team. A copy of this manual can be downloaded from the CDE website at www.cde.ca.gov/ls/nu/he/documents/strategy2.pdf.

606 Resources for Promoting Healthy Eating Behaviors

CDE Nutrition Services Division (NSD)

The CDE, NSD published four documents to guide the development of healthy school nutrition and physical activity environments. The following documents can be downloaded at the CDE website, www.cde.ca.gov, or borrowed from the California Healthy Kids Resource Center, www.californiahealthykids.org.

- *School Nutrition...by Design!* provides design principles, outlines quality indicators within each design principle, and furnishes resources and exemplars, and strategies for creating a nutrition environment that supports healthy lifestyles during and after school.
- *School Nutrition...by Design! Assessment and Planning Tool* is for use in conjunction with *School Nutrition...by Design!*; it can help to evaluate the status of a school nutrition environment and establish priorities for implementing strategies that promote student health.
- *Taking Action for Healthy School Environments: Linking Education, Activity, and Food in California Secondary Schools* illustrates promising practices and strategies in nutrition and physical activity policy development and implementation that have been field-tested and found successful in over 18 California middle and high schools.
- *Healthy Children Ready to Learn: Facilities Best Practices* brings together practical and successful ideas and solutions that schools throughout the state are implementing in the battle against childhood obesity, poor nutrition, and lack of exercise in schools.

CDE, NSD recently launched an online training program for child nutrition personnel, Wake Up to More Fruits and Vegetables that can be accessed at www.wakeupfv.com. Although the online training program is not 100 percent SNAP-Ed allowable, it does contain topics that support collaboration between the classroom, cafeteria, and community. The online training features five modules:

1. New Horizon for School Breakfast
2. Rainbow of Seasonal Choices
3. Shining Ideas from the Kitchen
4. Fresh Look at Promotions and Merchandising
5. A New Light on Nutrition Education

Team Nutrition

The United States Department of Agriculture (USDA) Food and Nutrition Service's Team Nutrition (TN) is an initiative to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.

TN's goal is to improve children's lifelong eating and physical activity habits by using the principles of the [Dietary Guidelines for Americans](#) and [MyPyramid](#). To accomplish this goal, Team Nutrition has developed two websites:

- <http://teamnutrition.usda.gov/> The TN site reaches a broad audience with information on nutrition education, healthy eating, and physical activity. Schools are the key focal point.
- <http://healthymeals.nal.usda.gov/> The Healthy Meals Resource System site provides technical assistance support and materials for school foodservice, after school, and child care professionals.

HealthierUS School Challenge Initiative

USDA has established the *HealthierUS* School Challenge (HUSSC) to recognize schools that create healthier school environments by providing nutrition education, nutrition food and beverages choices, physical education and opportunities for physical activity. It is a voluntary national certification initiative for elementary, middle, and high schools that participate in the national school lunch program. The HUSSC criteria reflect the recommendations of the 2005 Dietary Guidelines for Americans and the Institute of Medicine (IOM) published recommendations (April 2007) for foods that should be served in school, outside of the organized school lunch meals. HUSSC schools must also have a local school wellness policy as mandated by Congress.

At the beginning of 2010, the First Lady, Michelle Obama, released the *Let's Move!* Campaign, which also focuses on HUSSC as a way to provide healthier meals at school. HUSSC is offered at four award levels and USDA will also provide schools a monetary incentive (until funds run out) for receiving an award: Bronze (\$500), Silver (\$1,000), Gold (\$1,500), and Gold Award of Distinction (\$2,000).

To receive a HealthierUS School Challenge award, a school must:

1. Participate in the NSLP and be a TN school. Schools may enroll as a TN school by visiting the TN website at <http://teamnutrition.usda.gov/team.html> to complete an Enrollment Form.
2. Offer reimbursable lunches that are consistent with the Dietary Guidelines for Americans and meet USDA nutrition standards.
3. Support the local wellness policy efforts of its school district.
4. Meet or exceed HealthierUS criteria established for:
 - Average Daily Participation in the NSLP
 - Nutrition standards for meals and competitive foods and beverages
 - Nutrition education
 - Physical education and activity

HUSSC information and application is provided on the TN website at <http://teamnutrition.usda.gov/>, and click on HealthierUS School Challenge.

Award-winning schools are recognized with a cash award, a framed certificate, and an award banner from USDA to showcase their achievement. HUSSC schools also receive national

recognition by being listed on the TN website. Awards are certified for four years, from the date of approval.

California Farm to School Program

The California Farm to School Program connects schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities, and supporting local small farmers. Schools buy and feature farm fresh foods such as fruits and vegetables, eggs, honey, meat, and beans on their menus; incorporate nutrition-based curriculum; and provide students experiential learning opportunities through farm visits, gardening, and recycling programs. Farmers have access to a new market through schools and connect to their community through participation in programs designed to educate students about local food and sustainable agriculture. The California Farm to School Program website, www.farmtoschool.org/ca, provides information on the variety of models, resources and funding opportunities.

607 Guidance for Implementing Effective Nutrition Education Programs

To design and implement effective nutrition education requires an understanding of the many influences on food choices, nutrition-related behaviors, and the dietary change process. Strategies must be based on theory and research evidence and focus on facilitating behavior change.

“Making Nutrition Education Effective for Children: A Needs Assessment,” distributed by the CDE in 1998, found that nutrition education programs for children must align with the following seven key elements:

1. Lessons are organized for planned, sequential instruction
2. Targets specific behavioral changes
 - Includes self-assessment
 - Teaches decision-making skills
 - Focuses on building skills
3. Utilizes developmentally appropriate strategies
4. Provides for sufficient exposure to the message(s)
 - Uses food and nutrition content and strategies to support core curricular areas and presents selected content as a distinct unit
5. Utilizes both the cafeteria and the classroom
6. Provides for adequate teacher preparation
7. Incorporates social support (parent involvement for elementary children; peer involvement for secondary level students)

All LIAs working with schools and/or children are encouraged to consider these seven key elements in developing their nutrition education interventions. A copy of this report can be obtained from the regional NEC.

All LIAs working with schools are expected to align their nutrition education and physical activity programs with the skills and behaviors in the: Health Education Content Standards for California Public Schools (CDE, 2008), Physical Education Model Content Standards for California Public Schools (CDE, 2005), and Standards for Evaluating Instructional Materials for Social Content (CDE, 2000). These are available on the CDE website: Health Education Content Standards (www.cde.ca.gov/be/st/ss/); Physical Education Content Standards (www.cde.ca.gov/be/st/ss/); and Standards for Evaluating Instructional Materials (www.cde.ca.gov/ci/cr/cf/).

All LIAs working with after school programs are expected to be familiar with and guided by the *Exemplary Practices in Nutrition, Physical Activity and Food Security*, found in *Changing Lives, Saving Lives! A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs (2010)*. This Guide was developed by the Center for Collaborative Solutions in collaboration with the *Network*, CDE, and the *Healthy Behaviors Initiative* Learning Community comprised of ten after school programs. This guide was written for directors, members of leadership teams, and partners in after school programs. It is designed to help systematically strengthen the nutrition, physical activity, and food security of students and their families and provide the tools needed to develop action plans and assess progress in moving toward the goal of helping children and young people acquire the knowledge and skills to make wise decisions and healthy choices. The guide is available at www.ccscenter.org/afterschool/Step-By-Step%20Guide.

Nutrition education interventions must align with the *Dietary Guidelines for Americans (2005)* and *MyPyramid* (www.mypyramid.gov). Another resource is CDE's *Nutrition Competencies for California's Children, Pre-Kindergarten through Grade 12*. The *most recent version* may be downloaded from www.cde.ca.gov/ls/nu/he/ncccindex.asp. Nutrition competencies outline key nutrition knowledge, skill and behavior concepts, and provide the sequence of these essential concepts to be addressed at each grade level as part of a comprehensive nutrition/health education program.

608 Resources for Nutrition and Physical Activity Instruction from the California Healthy Kids Resource Center

The California Healthy Kids Resource Center (CHKRC) provides peer-reviewed resources and technical assistance to school and after school teachers, administrators, child nutrition staff, other professionals, parents, and community personnel who work with students in preschool through grade 12. CHKRC is funded by CDE and the California Department of Public Health. CHKRC provides the following:

Health Education Library: Reviewed, research-based professional and instructional resources (e.g., DVDs, videotapes, curricula, reference and research materials, and displays) are available for free four-week loan to all California public and private schools, districts, county offices of education, after school programs, community-based agencies, and institutions of higher education. Items available from CHKRC are reviewed by the Materials Review Board, comprised of teachers, health professionals, and university faculty. Materials evaluated as high quality can be ordered online, by phone, fax, or mail for a variety of topic areas including nutrition and physical activity.

Comprehensive Website: www.californiahealthykids.org. The site includes an online health education library catalog, material evaluation instruments, school health laws, upcoming health-related conferences and trainings, research summaries, fact sheets, student health and fitness assessment programs, and other web-based, research-based resources and links. It is recommended that visitors check the Hot Topics and More... drop down box for health and nutrition news, documents, and CHKRC newsletters.

Technical Assistance, Professional Development, and Other Resources and Services:

CHKRC furnishes technical assistance for nutrition education, physical activity, and comprehensive health education planning; conducts trainings for school-based and after school programs; and provides referrals to health and nutrition agencies throughout the state.

A sample of the Nutrition and Physical Activity Instructional Resources available through CHKRC is provided in the Appendix. Additionally, a listing of Recommended Curricula and Supplemental Instructional Resources for Nutrition and Physical Activity, which are also available through CHKRC, is provided in the Appendix. All LIAs working in schools and after school settings are strongly encouraged to review and select **SNAP-Ed allowable** materials included in the CHKRC collection to ensure that research-based instructional resources are implemented as part of their interventions. **Please note that not all CHKRC materials are SNAP-Ed allowable.** CHKRC and the *Network's* regional NECs can provide technical assistance in material selection and nutrition education and physical activity program planning. Additional information about CHKRC can be found by visiting their website at www.californiahealthykids.org.

609 Resources for After School Nutrition and Physical Activity Instruction

California After School Resource Center

The California After School Resource Center (CASRC) supports quality after school programming throughout the state through its comprehensive website, access to a circulating library of research-based instructional materials, reviewed trainings, and other supportive services and resources to providers to promote nutrition education, physical activity, literacy and mathematics skills, as well as safe learning environments for youth in kindergarten through grade 12. All LIAs working in after school settings are strongly encouraged to review and select **SNAP-Ed allowable** materials included in both CHKRC and CASRC collections to ensure that research-based instructional resources are implemented as part of their interventions. **Please note that not all CHKRC and CASRC materials are SNAP-Ed allowable.** A listing of Recommended Curricula and Supplemental Instructional Resources for Nutrition and Physical Activity is available in the Appendix. The listing indicates resources designed specifically for after school settings. Additional information about CASRC can be found at www.californiaafterschool.org/.

Network's Community Youth Organization Idea and Resource Kit

The *Network's Power Play! Campaign* offers the *Community Youth Organization Idea and Resource Kit (Kit)* for youth leaders in after school programs, summer programs, and clubs serving 5- to 11-year-old children. The *Kit* includes educational activities related to fruits and vegetables and physical activity, and also includes physically-active games that incorporate key concepts related to fruits and vegetables. The games are intended to reinforce ideas learned during the educational activities. The worksheets included in the *Kit* are in both English and Spanish. To find out more about the *Kit* and how to obtain a copy, contractors should contact the *Power Play! Campaign* regional coordinator for their region. This information is available in Section 700, Campaigns, Programs and Resources and on the *Network's* website at www.networkforahealthycalifornia.net.

Center for Collaborative Solutions

The Center for Collaborative Solutions' Healthy Behaviors Initiative for after school programs, a project of the *Network*, has developed *Changing Lives, Saving Lives—A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs*. The guide is designed to help after school program and site directors, members of leadership teams and program partners systematically—and in an intentional way—strengthen their own practices using step-by-step guidance together with self-assessment tools and examples from ten after school programs across the state that have implemented the practices at an exemplary level. The ten programs offer 14 Healthy Behaviors Learning Center

sites that host site visits and offer assistance to other programs that want to increase the healthy eating and physical activity of their students, staff, and families.

To download the new *Changing Lives, Saving Lives* guide, to contact the nearest Learning Center, or to access a wealth of nutrition and physical activity information targeted at after school programs, contractors should visit the Center for Collaborative Solutions' Afterschool Solutions website at www.afterschoolsolutions.org.

610 Resources for School Gardens as Part of Nutrition Education

School gardens are a natural classroom for hands on nutrition education. Educational supplies, curricula, and staff salaries to teach gardening concepts as part of nutrition education efforts that reinforce the beneficial nutrition aspects of gardening are considered SNAP-Ed allowable.

The California School Garden Network's (CSGN) mission is to create and sustain California school gardens to enhance academic achievement, a healthy lifestyle, environmental stewardship, and community social development. Their guidebook, *Gardens for Learning*, guides educators through planning, developing, building, and sustaining a school garden and provides ideas for funding, volunteers, instruction and nutrition education. This guidebook can be downloaded as a PDF or a copy can be requested and shipped to the school site at no charge by completing the form found on their website (www.CSGN.org). The CSGN website has a wealth of information including a collection of research, lessons and activities, how-to videos, calendar of events and trainings, funding opportunities, regional contacts, and link to additional resources. Visitors to the website can sign up to receive the monthly CSGN newsletter, *Sowing and Growing*. Regional chapters of CSGN are being established and will be posting their own pages with meeting dates and other valuable information.

Individuals can request a free copy of the School Garden Resource Packet from CDE. This packet contains over ten items, including Life Lab Science Program's "Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms." To obtain a copy, contractors can send an email to gardengrantQA@cde.ca.gov.

611 Resources for Nutrition and Physical Activity Policies

Effective nutrition education requires the development and implementation of solid school wellness policies. Under current USDA Guidance *Network* staff may not take the lead on school wellness committees but may and should, participate on these same school wellness policy committees. As an active participant, *Network* staff may provide resources and expertise to ensure that sound nutrition content and effective nutrition education resources are available and utilized in support of the adopted policies.

Guidance and standards, instructional and assessment resources, alternative fundraising and vending options, and other ways to build and sustain healthy learning environments are available from the CHKRC's website at www.californiahealthykids.org. Under the Hot Topics and More... drop down box, the Local School Wellness Policy Resources link will provide access to resources and strategies for:

- Nutrition Education Instruction
- Physical Education Instruction and Physical Activity Promotion
- Parent and Community Outreach
- Other Food Sales and the School Environment
- School Meal Programs

Additional Nutrition and Physical Activity Policy Websites

Action for Healthy Kids (www.actionforhealthykids.org/)

Documents on the link between nutrition, activity, and achievement, sample policies, and many innovative ideas for implementing and evaluating policies are posted on this site.

Alliance for a Healthier Generation (www.HealthierGeneration.org)

The Alliance provides tools, solutions, and guidance through their Go Healthy Challenge, the Healthy Schools Program, and other work with parents, industry and healthcare providers, and insurers.

California Action for Healthy Kids

(http://take.actionforhealthykids.org/site/Clubs?club_id=1103&pg=main)

This link connects with the California Action for Healthy Kids Team and includes current tools, resources, and information specific to what is available in California for improving children's nutrition and physical activity in schools.

California Department of Education (www.cde.ca.gov/ls/nu/he/)

This website provides information and resources for improving nutrition and promoting healthy nutrition environments habits in school, child care, adult, and after school settings.

California Project LEAN (www.californiaprojectlean.org)

This website includes curricula, policy documents, and school-based promising practices for promoting healthy eating and physical activity.

California School Boards Association (CSBA) (www.csba.org)

CSBA provides sample school district policies and tools; documents outlining the link between nutrition, physical activity, and learning; and examples of school districts that are successfully offering healthy foods and beverages.

Center for Collaborative Solutions (www.ccscenter.org)

The Center is committed to helping organizations and after school programs form collaborative partnerships, teams, collaborations, and programs.

Food, Research, and Action Center (FRAC) (www.frac.org)

FRAC offers Power Point presentations, school wellness policy language, and other resources about policy development.

Healthy Eating, Active Communities (HEAC) (www.healthyeatingactivecommunities.org)

HEAC provides resources, research and evaluation on effective approaches to promote healthier nutrition and physical activity environments, including policy advocacy.

National Alliance for Nutrition and Activity (NANA) (www.cspinet.org/nutritionpolicy/nana.html)

NANA advocates national policies and programs to promote healthy eating and physical activity to help reduce the illnesses, disabilities, premature deaths, and costs caused by diet- and inactivity-related diseases such as heart disease, cancer, high blood pressure, diabetes, and obesity.

The Strategic Alliance (www.preventioninstitute.org/sa/)

This website provides model policies and programs, hands-on tools, articles and resources to healthy eating and activity environments.

USDA Team Nutrition (www.fns.usda.gov/tn/Healthy/wellnesspolicy.html)

This site presents a clearinghouse of information about the Local School Wellness Policy components.

Note: Although these sites provide good sources of nutrition information and resources, not all activities and materials from some of these sites are necessarily SNAP-Ed allowable.