Healthy Eating:

In April, 2011, the National AfterSchool Association adopted these standards for healthy eating in out-of-school time programs. Accordingly, new language addresses snack content and quality, staff training, curriculum, social support (including staff role modeling, parent engagement and children's social development), program support, and environmental support.

Content and Quality:

Standard: Programs serve foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease. These include minimally processed foods made with whole grains and heart-healthy fats or oils and without added sugar or trans fats; fruits and vegetables; and beverages made without added sugars.

Best Practices

1. On a daily basis, the Program…
    a. serves a fruit or vegetable (fresh, frozen, canned or dried without added sugar).
    b. offers water at the table during snack, and has water accessible at all times.
    c. only serves foods made without trans fat.
    d. serves beverages that are not made with caloric sweeteners. Beverages made with caloric sweeteners include but are not limited to sodas, juices, juice drinks/ades, sports drinks or iced teas.
    e. serves no candy or other foods that are primarily sugar based.
    f. through portion size and variety of items offered each day, provides each student with enough calories to avoid both hunger and over eating.
    g. offers choices and accommodates dietary restrictions related to allergy, food intolerance, religion and culture. Examples include offering high- calcium beverages for children that cannot drink regular cow's milk such as soymilk or lactose-free milk.
2. The menu…
    a. emphasizes nutrient dense options including baked goods made with whole grains and without trans fats, and protein foods that include lean meats, nuts or beans.
    b. emphasizes healthy beverages including low or nonfat milk; plain or naturally flavored non-carbonated water; and 100% fruit juice…
        i. does not offer flavored milk made with added sugars or artificial ingredients.
        ii. fruit juice should be limited to one 8 oz serving per day
        iii. no limits on low/nonfat plain milk or water
    c. offers sweet baked goods no more than twice a month, and these contain no trans fat.

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d. serves no foods that are deep fried, par fried or flash fried unless a healthy oil (unsaturated or poly-unsaturated such as canola, peanut or olive oil) was used in the frying process.
    i. Does not offer fried salty snacks such as potato or corn chips regardless of type of oil used in cooking.
e. avoids foods and beverages made with artificial ingredients (sweeteners, flavors, or colors).
f. is based on a minimum 2 week cycle, and ideally a 4 week cycle to maximize variety.

3. Alternatively, or in addition, the Program's food choices are guided by an evidence-based source of nutrition guidelines for snack menus whose content is drawn from scientific literature. Programs should avoid guidelines produced by institutions with ties to specific products or for-profit industries. Examples of evidence based sources of nutrition guidelines include but are not limited to (URLs can be found at the end of the document):
    a. Institute of Medicine Nutrition Standards for Foods in Schools. *Standards for the Afterschool Setting.*
    b. California Department of Education *Nutrition Standards for Snacks in After School Programs.*
    c. Alliance for a Healthier Generation school meals and competitive foods/ afterschool program standards.
    d. USDA Child and Adult Care Food Program
    e. School Wellness Policy and Procedure document
    f. YMCA health promotion standards for afterschool programs

<u>Staff Training</u>

<u>Standard:</u> Staff regularly participate in learning about healthy eating grounded in effective training models using content that is evidence-based.

Best Practices:

1. All training on healthy eating is comprehensive, evidence-based, does not support a particular industry or food sector agenda, and delivered by qualified personnel.
2. Facility adheres to local standards/regulations for food safety
3. Healthy Menu Development:
    a. Appropriate Staff (those charged with this responsibility) receive training in healthy menu development at least once each year
        i. Such training may complement but not replace training for compliance or participation in federal food assistance programs
        ii. In programs where food is not purchased by the program, the staff are educated on healthy menus so that they may advocate with their food sources for quality menu items.
    b. New staff are quickly oriented to healthy menu development (if regularly scheduled training is at least a month away).
    c. At least 2 staff are trained at a time.
4. Health promotion awareness training and coaching:
    a. All staff receive training on the role of healthy eating, physical activity, and social supports for healthy behaviors minimally once per year.
    b. New staff are quickly oriented to this information.

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Nutrition Education Curriculum

Standard: Programs that offer nutrition education classes will ensure that materials presented to children are evidence-based, do not support a particular industry or food sector agenda, and delivered by qualified personnel.

Best Practices:

1. The program uses a curriculum that is grounded in nutrition and behavioral science such as CATCH Kids Club or YMCA's Food and Fun After School
2. USDA Cooperative Extension nutritionists deliver curriculum.

Social Support

Standard: The program creates a social environment, including positive relationships, that encourages children to enjoy healthy foods. Research shows that children's food choices are influenced not only by food appearance, taste and familiarity, but also by social factors including peers, role models, group dynamics, and having healthy options.

Best Practices

1. Function of food in the program is to promote healthy eating and good nutrition.
    a. Food is not used as a reward or punishment
    b. Holidays and birthdays are celebrated with healthy items
    c. Fundraisers emphasize healthful foods or rely on nonfood items.
2. Students participate in food selection, distribution, preparation, and clean-up.
3. Staff model and promote healthy eating.
    a. Staff members sit and eat the daily program snack or meal with students
    b. Staff discuss the health benefits of snack components with children
    c. Staff members do not bring in/consume personal food or beverages in front of children other than items that would appear on the program's menu.
4. Parents are engaged with the program's emphasis on healthy eating.
    a. Educational materials (that meet standards for curriculum above) are made available to parents/families through pamphlets, newsletters, email blasts or other means
    b. Healthy food is served at parent events
    c. Parents receive guidelines about food that may be brought into the program by the parent or child to ensure that such foods support the healthy eating objectives of the program.
        i. The program has a process in place for discussing inappropriate food choices with parents.
    d. Healthy eating standards and practices are shared and discussed during parent advisory group meetings
    e. Programs develop parent advisory groups to support developing healthy habits at home.

Program Support

Standard: Infrastructure supports healthy eating through management and budgeting practices.

Best Practices

1. The program budgets appropriately for food costs based on a food and beverage

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program that addresses the standards above

2. The program accesses federal nutrition programs that can assist with providing healthy snacks and meals to participants, including the Child and Adult Care Food Program, the National School Lunch Program, and the Summer Feeding Program
3. If the food budget has a small margin, the program does not use their food budget for food-based crafts (i.e., uses their supply budget for pasta intended for use in craft projects).
4. Program managers and executives support healthy eating through coaching, mentoring, and monitoring menu quality.
5. Foods served at staff meetings are healthy.
6. Staff at all levels model healthy eating on the job.

Environmental Support

Standard: The program's physical environment supports healthy eating. Availability of vending machines, advertising and availability of kitchen facilities can all influence food choices and food availability.

Best Practices

1. No posters or advertisements on the walls promote unhealthy foods or include logos or trademarks from companies that produce foods that do not support the healthy eating standards.
2. The program environment provides positive messages about healthy eating through posters, pictures and books
3. Students do not have access to vending machines that sell foods and beverages that do not support the healthy eating standard.
4. The program restricts screen time (as described in Physical Activity section) to avoid exposure to food marketing.
5. The program has adequate kitchen and storage facilities—and has adequate access to them-- to support the healthy eating standards, for example through shared use agreements with host sites.

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Physical Activity:

In April, 2011, the National AfterSchool Association adopted these standards for Physical Activity in out-of-school time programs. As adopted, NAA's standards for physical activity support the USDHHS 2008 guidelines for activity patterns shown to promote lifelong health and prevent chronic disease. Accordingly, new language addresses content and quality, staff training, social support (including staff role modeling, parent engagement and children's social development), program support, and environmental support.

Content and Quality:

Standard: The program's physical activity offerings support the USDHHS 2008 guidelines recommending that all children and youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone and muscle strengthening activities.

Best Practices

1. Dedicates at least 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program)
2. Provides physical activities in which students are moderately to vigorously active for at least 50% of the physical activity time
3. Play takes place outdoors whenever possible.
4. Ensures that daily physical activity time includes aerobic and age-appropriate muscle- and bone strengthening and cardio-respiratory fitness activities
5. Includes a variety of physical activity options aimed at engaging students in fun, recreational, and life-long learning opportunities
6. Offers unstructured free play or structured activities that involve all program attendees.
7. Offers non-competitive activities
8. Offers competitive physical activities in an intra mural program (see NASPE guidelines)
9. Offers activities that are adaptable, accessible and inclusive of children with all abilities, including physical, sensory and intellectual disabilities.
10. Conducts physical activities that are integrated with enrichment, academic, or recreation content; goal-driven, planned, sequentially designed and delivered, safe, inclusive, developmentally appropriate, and success-oriented
11. Provides short physical activity breaks between and/or within learning activities to invigorate children and eliminate long periods of sitting; incorporates physical activity into transition time
12. Does not permit access to television or movies, and limits digital device time to less than one hour per day to allow for other activities. Digital device use is limited to homework or devices/programs that actively engage children in moderate to intense physical activity.

Staff Training

Standard: Staff participates in learning about physical activity using effective training models and using content that is evidence-based.

Best Practices

All staff leading physical activities at the afterschool program:

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1. Receive annually a minimum of eight contact hours of professional development on effective practices and strategies for including physical activity that supports the USDHHS guidelines as an element of their programs.
2. Are First Aid/CPR certified and provide 16 hours of annual in-service training, including: new staff orientation, service training, (including new staff orientation, training in health/activity, training in behavior management).
3. Are trained in adapting physical activity opportunities to include children and youth at all levels of athletic availability and those with physical, sensory or intellectual disability.

All staff…

1. are trained not to withhold opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from play-time), except when a child's behavior is dangerous to himself or others. Staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.
2. are trained and familiar with curricular resources on integrating physical activity throughout the program.

Social Support

Standard: The program creates a social environment, including positive relationships, that encourages children to enjoy and participate in physical activity. Research shows that children's physical activity choices are influenced not only by preference and familiarity, but also by social factors including peers, role models, group dynamics, and having multiple options.

Best Practices:

1. Staff leads and participates in active play (e.g., games and activities).
2. Staff does not withhold or use physical activity as a punishment or reward.
3. Students participate in activity selection, organization and leadership.
4. Parents are engaged with the program's emphasis on healthy physical activity
    a. Educational materials are made available to parents/families through pamphlets, newsletters, email blasts or other means.
    b. Parent events incorporate physical activity.
    c. Physical activity standards and practices are shared and discussed during parent advisory group meetings.
    d. Programs develop parent advisory groups to support physical activity at home.

Program Support

Standard: Infrastructure supports physical activity through management and budgeting practices.

Best Practices

1. The program budgets appropriately to provide high quality physical activity experiences.
2. Program managers and executives support physical activity improvements through coaching, mentoring, and monitoring progress.
3. Program participates in ongoing self-evaluation and program improvement strategies.
4. The program's liability and risk management policies enable staff to participate in physical activity with students.
5. The organization promotes and encourages a physically active lifestyle among staff.

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Environmental Support

Standard: The program's physical environment supports the physical activity standards.

Best Practices

1. Equipment for games, sports and activities is age and developmentally appropriate.
2. Equipment is sufficient to engage all participants and meets all required safety standards
3. Equipment supports USDHHS physical activity goals by facilitating cardiorespiratory and musculoskeletal fitness.
4. The program has adequate indoor facilities for physical activity.
5. The program has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards for surfacing, equipment, and workmanship.
6. The program has adequate access to indoor and outdoor facilities through formal or informal shared use agreements with host facilities.
7. The program environment provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.

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Resources for Standards

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