TAKING A CLUB-WIDE APPROACH TO HEALTHY EATING

A resource guide for staff and leadership
TABLE OF CONTENTS

1 INTRODUCTION

6 SELF-ASSESSMENT AND ACTION PLAN
8 Alliance for a Healthier Generation (AHG) Nutrition Assessment and Action Plan

11 POLICIES AND ENVIRONMENT
13 Developing Your Wellness Policies
15 Developing Your Vending Policies
16 Starting a Wellness Committee
17 Running a Wellness Campaign
18 Environmental Practices

21 STAFF LEADERSHIP
22 Creating a Healthy Environment for Staff
23 Staff Reinforcement of Healthy Eating Behaviors
27 Staff Training

30 MEMBER INVOLVEMENT
31 Involving Members in the Food Service Program
34 Enabling Youth to Promote Healthy Eating to Other Members
34 Empowering Youth to Take the Lead in Wellness Campaigns

36 FOOD SERVICE PROGRAMS
38 Nutrition Standard Guidelines
38 Menu Development
41 Improving Infrastructure
44 Staffing
46 Snack and Meal Service Best Practices
47 Evaluating Your Food Service Program

51 HEALTH AND WELLNESS PROGRAMS
52 Best Practices for Health and Wellness Programs
52 Types of Food-Focused Programs

59 FAMILY INVOLVEMENT
61 Keeping an Up-to-Date Resource Board for Families
61 Connecting Families to Local Organizations
62 Including Parents and Families in Health and Wellness Programs
63 Hosting Family Nights
63 Reaching Out to Families on Social Media

64 PARTNERSHIPS AND FUNDING
65 Implementing a Backpack Program
66 Using the USDA Food Programs
68 Using Local Food Banks and Pantries
69 Reaching Out to Potential Partners
71 Working with Potential Partners

73 END NOTES
INTRODUCTION
Nearly 13 million children nationwide experience some level of food insecurity, and 30 million young people rely on free or reduced-priced school lunches. In 2016, approximately 60 percent of Boys & Girls Clubs members were eligible for this USDA program, and 88 percent of Clubs provided food to their members daily, free of charge. The good news is that these much-needed meal and snack programs provide Clubs unique and tremendous opportunities to promote healthy eating and overall healthy lifestyles in their communities:

• When Club staff intentionally talk about and model healthy eating
• When young people have opportunities to learn about nutrition
• When families and community members are engaged

With support of the Kraft Heinz Company Foundation, Boys & Girls Clubs of America is pleased to provide Clubs with this comprehensive resource guide to encouraging nutritious eating and healthy lifestyles with a successful food service program and more.
HOW TO USE THIS GUIDE

BGCA has collected promising practices from hundreds of Clubs, and their successes will be shared throughout this guide. Whether you have been diving into the realm of food access for a while or are just starting, we think you’ll find something in this guide for you and your Club. You could read this guide from cover to cover, or use the table of contents to locate the resources that you need to help your Club be successful.

To make this resource-rich guide easy to navigate, we’ve included the following elements in each section:

- A bulleted list summarizing the “PROMISING PRACTICES” for the topic area, followed by an in-depth description of each practice in the section
- “QUICK WINS” – easy-to-implement ideas that have worked well for other Clubs
- A “TOOLS AND RESOURCES” section with descriptions of additional materials located in the Appendix

The Appendix at the end of the guide includes a wide variety of materials for improving programming and practices in your Club. Materials include real-life examples and templates that you can adapt to your own needs.

AUDIENCE

Efforts to create healthy environments are most successful when all levels of leadership – from individual Club professionals to organizational leaders – work together to implement specific practices and policies. That’s why this guide is designed for staff at various levels of the Club organization. Although some staff may find the entire guide useful, most sections were developed with specific audiences in mind.

Organizational Leadership such as Chief Executive Officers and Directors of Operations may find the following sections useful:

- **Self-Assessment and Action Plan** to assess and develop a plan for your organization
- **Policies and Environment** to develop your organization-wide wellness and vending policies, start a wellness committee, and develop wellness campaigns
- **Staff Leadership** to create a healthy environment for staff and ensure consistent staff training throughout your organization
- **Food Service** to improve infrastructure for your food program and ensure adequate staffing
- **Partnerships and Funding** to use the USDA Food Programs, partner with local food banks and pantries, and reach out to potential partners
Club Directors and Site Directors may find the following sections useful:

- **Self-Assessment and Action Plan** to assess where your programs at a site level and develop a site-wide action plan
- **Policies and Environment** to develop a site-wide wellness campaign and to ensure a healthy environment for all
- **Staff Leadership** to create a healthy environment for staff, build staff practices and incorporate more staff training
- **Member Involvement** to create a youth-friendly atmosphere, enabling youth to promote healthy eating to others and empowering youth to take the lead in wellness campaigns
- **Food Service** to ensure compliance with Nutrition Standard Guidelines, improve infrastructure, ensure adequate staffing, and evaluate your food service program
- **Health and Wellness Programs** to look at best practices for developing educational programs and types of food-focused programs
- **Family Involvement** to maintain an up-to-date resource board for families, connect families to local organizations, include parents and families in educational programs, host family nights, and reach out to families on social media
- **Partnerships and Funding** to implement a Backpack Program, use the USDA Food programs, and partner with local food banks and pantries

Food Service Staff may find the following sections useful:

- **Policies and Environment** to reinforce and create an environment of health and wellness
- **Member Involvement** to involve members in the food service program and enable youth to promote healthy eating to other members
- **Food Service** to ensure compliance with Nutrition Standard Guidelines, develop menus, improve infrastructure and storage, improve snack and meal service, and evaluate your food service program
- **Partnerships and Funding** to use the USDA Food Service Programs and partner with local food banks and pantries

To achieve the key outcomes they need to realize their full potential, our kids need your commitment to ensuring they have the food to fuel their bodies, as well as the knowledge to live a healthy life. These are no small tasks, and certainly not ones that could be implemented without our caring, dedicated Boys & Girls Club professionals.
The promising practices highlighted in this guide complement and are consistent with BGCA’s model for achieving the most profound, lifelong positive impact on young people through the daily integration of The Five Key Elements throughout the Club Experience. Throughout this guide, we will demonstrate how to bring The Five Key Elements to life through various aspects of your food program:

**A Safe, Positive Environment:** The Club is a safe haven where members feel physically and emotionally secure at all times. Creating and implementing a wellness policy for your organization helps create a safe, positive environment for your members by implementing high standards regarding food, nutrition and wellness. The Policies and Environment section discusses how to create wellness policies, form a wellness committee, and start wellness campaigns that reinforce and create a healthy Club climate.

**Fun:** The Club facility, staff and program offerings create a welcoming environment that allows members to engage in play, enjoy their play time and be happy and eager to come to the Club. Create an eating space that is friendly, clean, bright, fun and feels like a place where kids want to be and are comfortable while they eat their meals. The Policies and Environment section has strategies on how to develop such a space.

**Supportive Relationships:** The Club ensures that every young person feels connected to one or more adults and has friendships with peers. Staff build supportive relationships with members during meals by having conversations and interacting with them. Members sit and have conversations with their peers while eating meals. The Staff Leadership and Member Involvement sections provide examples of ways to build supportive relationships through the food and nutrition programs at the Club.

**Opportunities and Expectations:** Club staff and programs consistently communicate the expectation that every child has the potential to excel, be productive and succeed at the Club and in life. Members are exposed to healthy eating strategies daily through the food service program at the Club. Staff members try new foods to develop a lifestyle of healthy eating. The health and wellness programs teach members about good nutrition, how to grow food, how to cook healthy meals, and encourage them to apply that knowledge at home and everywhere outside of the Club. Refer to the Health and Wellness Programs section for programs that support good nutrition, cooking and gardening education.

**Recognition:** The Club takes every opportunity to recognize and validate Club members’ achievements and accomplishments. Through informal recognition, staff recognize members for healthy eating and trying new foods. Many staff formally recognize healthy eating and demonstrations of healthy behaviors through rewards systems, such as Club “bucks.” The Staff Leadership section discusses this in more detail.

When The Five Key Elements are intentionally infused in a Club’s programs and operations, the Club creates a developmentally rich environment that leads to greater impact.
SELF-ASSESSMENT AND ACTION PLAN
When your Club first commits to creating a healthy environment for members, it can be difficult to figure out where to begin. One of the best places to start is a self-assessment; then you can use the results of the assessment to create an action plan with realistic goals and deadlines.

In 2011, The National After School Association adopted healthy eating and physical activity (HEPA) standards for youth attending out-of-school time programs such as Boys & Girls Clubs. 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.

Due to BGCA’s partnership with the Alliance for a Healthier Generation, Clubs can take an assessment based on the HEPA standards to see where they have room for improvement. Clubs that have already used the assessment have found the tools and resources helpful in creating a healthy environment.

**PROMISING PRACTICES**

- Find the assessment and action plan tools that work best for you (such as the Alliance for a Healthier Generation Nutrition Assessment and Action Plan referenced in this guide)
- Partner with other entities that can support you throughout the process
- Check in around your action plan on a quarterly basis
- Re-assess your Club and create an action plan for improvement once a year
ALLIANCE FOR A HEALTHIER GENERATION (AHG) NUTRITION ASSESSMENT AND ACTION PLAN

All Clubs can use a wide variety of AHG resources to help create a healthier environment. AHG has a website with a dedicated page for Boys & Girls Clubs: https://host.healthiergeneration.org/boys_girls_clubs/. You must register on the website to use the resources. Once registered, you will be directed to a variety of resources to help strengthen the health and environment of your program.

The AHG provides Six Steps to a Healthier Out-of-School Time Environment that will help guide your Club’s actions to successful implementation of the HEPA standards.

Throughout the process, you will examine your environment and practices, work on making improvements, and build on and celebrate your successes. When you repeat this cycle each year, you will be able to expand and sustain efforts and provide more opportunities for youth to eat healthier and move more. To see what AHG’s assessment tool looks like, see Appendix B.
Once you assess your environment, the next step is to create an action plan with specific steps to achieve your goal. For your action plan, you will take a look at the items that are not in place or not fully in place at your organization and choose a few to work on. AHG provides tools, resources, trainings and implementation strategies to help Clubs accomplish best practices. Use AHG’s Action Plan Template in Appendix C and share your success using AHG’s Action Plan Poster in Appendix D.

**The steps to building an action plan are:**

1. **Choose best practices or goals** to work on. Most sites do best when working on one to five best practices at a time. AHG has a training video on its website to help with this step if you’re unsure how to begin.

2. **Review implementation strategies, examples and resources.** AHG provides an Action Plan Template on its website so you can add more detail to your plan.

3. **Take notes on how you plan** to implement healthy changes to meet each best practice.

4. **Revisit, review and revise!** Update your progress, add more notes or mark an item complete to automatically update your Healthy Out-of-School Time Assessment.

5. **Add new items to your action plan** as you complete other items! Share your progress with staff, parents, youth and community members.

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**Story from the field**

**Sarah Heinz House in Pittsburgh** used AHG to create a healthy eating action plan and obtain resources. The Club partnered with fitUnited, which provided one-on-one technical assistance and coaching to staff implementing AHG’s Healthy Out-of-School Time (HOST) framework.

Sarah Heinz House used the AHG assessment to see where they needed improvement. FitUnited was then able to provide coaching, targeted training and personalized tools to help the Club develop and reach its goals. With evidence of these results, Sarah Heinz House has been able to secure more funding for their HEPA programs. With the help of fitUnited and the AHG action plan, the Club has improved members’ healthy eating, decreased soda consumption, increased whole wheat consumption and added nutrition education components for parents. The Club can routinely check on its progress to ensure it’s on the right track. The tools, along with fitUnited’s support, helped guide them and kept them focused. Staff still use the tools today to ensure continuous quality improvement.

Sarah Heinz House staff say one of the most helpful actions was checking in on the Club’s progress at least quarterly during staff meetings.
TOOLS AND RESOURCES

Appendix A
Web Resources, pg. 75
A list of resources located on the web

Appendix B
Alliance for a Healthier Generation (AHG) Assessment, pg. 79
AHG Assessment tool to assess the environment

Appendix C
Alliance for a Healthier Generation (AHG) Action Plan Template, pg. 91
AHG Word template to create an action plan

Appendix D
Alliance for a Healthier Generation (AHG) Action Plan Poster, pg. 93
AHG template to write and post action plan steps

Appendix E
Culture of Wellness HEPA Standards, pg. 94
Healthy Eating and Physical Activity (HEPA) standards related to Boys & Girls Clubs

Appendix F
BGCA Roadmap to the HEPA Standards, pg. 96
Boys & Girls Club HEPA Standards Roadmap
POLICIES AND ENVIRONMENT
“We work really hard to meet the members where they are and help each of them set goals around everything, including wellness. Once a member’s plan is made, we work with them to flesh out their plan and make it a living and breathing thing.”

Ricky Davis, Executive Director, Boys & Girls Club of Brattleboro, Vt.

Wellness policies and the overall health environment have a large impact on the Club. Policies and environment are the backbone of the Club atmosphere and set the tone for staff, members, parents and donors alike. A Club wellness policy is a written document of official “rules” to help establish goals and procedures for both staff and youth around healthy eating and physical activities. Write your policies to outline your organization’s approach to helping members practice healthy eating and physical activity at the Club. The policies will be key to achieving the goals you set in your action plan.

PROMISING PRACTICES

- Develop wellness policies after creating goals and an action plan
- Institute vending policies to ensure all food sold at your Club is healthy and meets certain standards
- Create a wellness committee made up of both members and staff to develop the policies
- Develop a wellness campaign and look for fun ways to implement activities throughout the year
DEVELOPING YOUR WELLNESS POLICIES

Once your organization has decided to develop wellness policies, where do you start? It may initially feel overwhelming, but don’t worry: there are many tools available to assist you. In the example shared earlier, the Sarah Heinz House partnered with the Alliance for a Healthier Generation, using their tools to develop their policies. In Appendices I-K you will find sample policies from Boys & Girls Clubs of Boston, Boys & Girls Clubs of Metro Denver and Boys & Girls Club of Greater Nashua. Appendix G provides sample language for wellness policies from the After School Alliance, while Appendix H provides a sample policy template from AHG.

Whichever tools you use, there are a few things that Clubs with wellness policies have in common and have found helpful:

- **Appoint a wellness champion to serve as the driving force for developing and implementing the policies.** A single wellness champion – such as the Chief Executive Officer, a board member or a key staff member – leads the process in many Clubs. This champion plays a critical leadership role in starting the process and keeping it going when challenges arise. The “champion” also helps ensure that the policies are developed and implemented, both at the organization and site level.

- **Create a wellness committee to lead implementation efforts.** Many Clubs set up wellness committees to develop their wellness policies and to implement programs and activities. This, as well as who should be a part of your committee, is covered in the next section of this guide.
Members generally respond well to policies designed to improve health and wellness.
Staff report that members were excited about new health and wellness policies, especially when they were given an active role in making decisions. We will discuss this more in the Member Involvement section of this guide, giving ideas to get and keep members excited and invested in wellness.

Invite parents to assist in the development of wellness policies to help ensure support and participation. When parents are able to be involved in developing and putting wellness policies into practice, they are more likely to accept and support them. It is also important to give parents the tools to help create healthy lifestyles at home. We will discuss more strategies around this in the Family Involvement section of this guide.

Partner with other Clubs and organizations that have established policies. Developing new wellness policies is difficult for many Clubs, and they realize they can’t do it alone. Many Clubs address this challenge by partnering with other organizations and Clubs that already have established policies in place and can provide resources or guidance. We will discuss more strategies around this in the Partnerships and Funding section of this guide.

When developing your own wellness policies, ensure they are detailed and specific.
They should include the following components:

- Specific goals for nutrition promotion and education, physical activity and other Club-based activities that promote healthy lifestyles.
- Nutrition guidelines for all foods and beverages available at the Club.
- Guidelines for meals and snacks that meet USDA regulations.
- Policies for other foods and beverages available at, brought into, or sold at the Club, (e.g., food given as incentives, Club celebrations and special events, or fundraisers using food).
- A plan for measuring the implementation of policies.
- Once policies are developed, revisit them at least once a year to ensure you are on track and making any necessary updates.
- Once policies are developed, ensure they are followed throughout all levels (e.g., special events, daily operations, board meetings, etc.) of the organization.
DEVELOPING YOUR VENDING POLICIES

For true change to happen, policies must be implemented throughout all levels of the organization. As part of its overall wellness policies, Boys & Girls Clubs of Metro Denver has incorporated healthy eating into all parts of the organization and changed its vending throughout the Clubs and administration offices.

When you think of vending at Boys & Girls Clubs, it is not only what is being sold in vending machines, but any food products sold in the Club. For Boys & Girls Clubs of Metro Denver, the people who sold food the most were the Keystone Club members who used their Keystone Store as a fundraiser. When the Club started implementing healthier eating throughout the organization and changing and/or eliminating their vending machines, the Keystone Store was an issue as it mainly sold non-nutritious foods. Instead of stopping the store and not allowing snacks to be sold, the Healthy Lifestyles staff worked with the Keystone members to alter the snacks, purchasing blenders and other equipment to make smoothies and other easy recipes, developing a list of snacks that they could sell, and developing a handout to help guide the process (Appendix N). The document incorporates ideas of “no-prep” and “some-prep” snacks. The “some-prep” snacks use simple ingredients and the recipes are placed on the Healthy Lifestyles blog for the organization. Placing the recipes on the blog makes it easy for youth, families and staff to access the recipes.

Another example of how Boys & Girls Clubs of Metro Denver created a healthier environment was finding ways to make the healthy choice the easy choice. A “no sugar-sweetened drinks” policy (Appendix K) was developed to ensure that all staff clearly understood the Club’s expectations of them. The policy included guidelines as to what types of drinks could be served or purchased with company dollars, ensured staff were modeling healthy eating behaviors, provided staff training, and added an annual health assessment for each Club site. The Club found that providing consistent and clear messages for staff and members alike was key. To ensure consistency across all levels of the organization, leadership removed the unhealthy snack box at the administrative office and replaced the contents with healthier items such as nuts, fruit, string cheese and yogurt. Staff also used this as an opportunity to have discussions with local donors about bringing water instead of soda to events. Removing the temptation of unhealthy snacks and beverages was key to their success, and this was accomplished by creating and implementing intentional policies.
STARTING A WELLNESS COMMITTEE

A Club wellness committee provides a way to inform and get input from staff, members, parents and community members about the work the Club is doing to improve the health and wellness of its members and families. The Club wellness committee is also a vehicle that can help develop wellness policies, ensure that they are in place at each site throughout the organization, and evaluate progress. A detailed explanation of how to form a wellness committee, how to involve members and families, and roles and responsibilities for participants can be found in Appendix L.

Club wellness committees typically assess the health environment, programs and policies in place and identify ways to improve the health of members and staff. Usually committees will develop and implement an action plan based on what they learn about the Club. (See the previous section in this guide, Self-Assessment and Action Plan, for more details.) They also provide advice and expertise to organizational leadership and communicate with the board, staff, parents, members and community members regarding the implementation of the wellness policies and programs. Your committee can be a huge advocate for your overall wellness programming. It is important to create a wellness committee with a diversity of staff, parents, volunteers and members to ensure all perspectives are represented.

Boys & Girls Clubs of Boston convened a wellness committee to lead the development of its wellness policies. The committee consisted of staff from each Club, parents, teens and community members who came together to create the “Health 360” initiative. This committee met regularly while developing the policies for the organization. Staff were responsible for reporting back to their individual sites so others would be able to provide feedback to help implement the policies. Teens were hired as interns to help support and market the initiative to their peers. The committee also worked with a consultant who developed a toolkit for the wellness committee and Club staff. This made it easy to explain the new policies and ensure consistency throughout all of the sites.
RUNNING A WELLNESS CAMPAIGN

Getting members and staff involved in nutrition, physical activity and health initiatives is an important task that can also be very fun! Easy-to-implement wellness campaigns or activities hosted throughout the Club can go a long way toward getting Club staff and members excited about healthy food and physical activity – and about helping others benefit, too.

Realizing that it was important to continue eating fun food, and incorporate health into popular events, Boys & Girls Club of the Hi-Line in Havre, Mont., found a way to combine these two different concepts. Staff at the Club created a March Madness Fruits & Vegetables Challenge around the NCAA Basketball tournament. Staff would choose 10 different or “weird” fruits and vegetables and create a bracket, similar to a tournament bracket, pairing two different fruits and veggies in a taste test. Members tried the different foods, then got a ticket and placed it in the bucket designated for the fruit or vegetable they liked the best. The fruit or vegetable that received the most votes would then move on to the next level in the bracket until only two fruits or vegetables remained for the championship round. This event made trying new or different fruits and vegetables fun and exciting. The Club now hosts it annually; it’s easy for staff to do and the members look forward to it each year.

Many Clubs do a variation of the “Rethink Your Drink Campaign.” Boys & Girls Clubs of Metro Denver hosts a “Drink More Water” Campaign during which staff share with members how much sugar is in sugary drinks and encourage them to drink more water, both to avoid sugar and to stay hydrated. They post hydration charts in bathrooms, providing members with a visual way to assess how well hydrated they are. Members track how much water they drink on a giant poster in the Club. If they reach the collective drinking water goal each week, they get a fun reward such as game time in the gym or an extra healthy snack.

For other ways to infuse the “Rethink your Drink Campaign” into your Club, as well as more fun wellness campaign ideas, please see the document in Appendix M.
ENVIRONMENTAL PRACTICES

Creating a safe, positive environment in your Club is one of the Five Key Elements of Positive Youth Development. A safe environment for food service is also important to creating an overall culture of health and wellness. Some Clubs serve their meals and snacks in a dedicated cafeteria space, and some Clubs use multi-use areas that are not dedicated to just a meal or snack service. Regardless, whether meals are being served in a multi-use area or a standalone space, creating a healthy atmosphere is important.

Snack and mealtime is a time when members socialize, fill up, and rest their active minds. The Club meal space can sometimes feel industrial or institutional. Use the following strategies to make this space friendly, clean, bright and fun. It should be a place where kids are comfortable and want to spend time.

**Staff smile and greet members upon entering the food service line.** Happy staff = happy youth! Smiles are contagious and lead to a better experience for both servers and members. They also help build positive relationships. Use a positive customer service approach, which includes greeting each member with a smile and making eye contact. Reinforce this high-quality youth development practice by having staff greet youth by name, using a warm tone of voice and respectful language.

**Attractive, healthy food posters are displayed in dining and service areas.** Boys & Girls Clubs of Greater Washington in Washington, D.C., places health and wellness posters around the Club to help promote a healthy, active lifestyle. Incorporate suggestive selling by hanging age-appropriate signage in high-traffic areas where members can read them from at least five feet away. Choose colorful, neat images and words that encourage members to try, select and enjoy healthy food options. Free or inexpensive signs are available online through federal and nonprofit organizations. Posters are also easy to make – consider collaborating with art or tech programs in your Club to generate eating area-themed artwork by members.

**A menu board is posted with the day’s meal and/or snacks with creative names that are readable from five feet away.** Place a clean menu board (a whiteboard works well) in a visible part of the food service area. Write the menu options in clear, attractive handwriting large enough to be easily read from five feet away. Highlight featured items, (e.g., veggie and fruit of the day, special entrees, etc.) with colorful ink colors, icons or borders. Televisions or screens in the eating area are also good places to highlight the menu. Don’t forget to get creative! Give names, (e.g., “Bobcat Meal” or “Athlete’s Special”) to certain healthy meals or snacks to increase member’s interest.

**The eating area is branded and decorated in a way that reflects the Club.** Make your eating area a place where members want to be! Branding the eating area to reflect the members makes youth feel like it’s their space and fosters a sense of community within the Club. Post Club awards and recognitions where everyone can see them, hang
member art, etc. The eating area is also a great place to display your Club’s nutrition and wellness policies and promote wellness campaigns.

**Cleaning supplies and broken/unused equipment are not visible during meal service.** Nobody wants to eat next to a dirty, dusty fan or a wet and stinky mop bucket. An attractive, neat and orderly eating environment enhances members’ eating experience and shows them they are valued. The eating area should be a clean, clutter-free eating space that is welcoming and fun. When a piece of equipment is no longer in use, move it out of the eating space and into a storage closet or unused room. If you can’t move it out of the eating space, consider other options to hide the items, such as a moveable bulletin board or wall.

**Trash cans are emptied when full.** Let’s face it, overflowing trashcans are not appetizing! Keeping the dining environment attractive, clean and orderly is a simple way to show members they are valued and that they are in a clean, inviting space. Assign staff, members or volunteers to keep an eye out for full trashcans and empty them as needed.

**Assess your vending machines.** Vending machine contents should reflect your food and drink policies and include healthy options for members and staff. In order to create a healthier environment and role model healthy eating, Boys & Girls Clubs of the Cedar Valley, Iowa, began giving out healthier snacks and made the decision to remove the vending machines from the Club. Boys & Girls Clubs of Springfield, Mo., staff chose to review the snacks that were in their vending machine and replace the unhealthy snacks with healthier ones.

**Make water available.** Make sure you have water options available for all members at the Club. If you don’t have drinking fountains, set up water and cup stations in the Club or encourage water bottle use.
QUICK WINS

Here are some quick and easy fixes Clubs found helpful in creating a healthy environment:

🌟 Change the food environment of your Club by adopting practices to help make your meal service space friendly, clean, bright, fun and comfortable.

TOOLS AND RESOURCES

**Appendix G**
After School Alliance Sample Wellness Policy Language, pg. 99
*A document that contains language to use in a Club wellness policy*

**Appendix H**
Alliance for a Healthier Generation HOST Model Policy, pg. 104
*A template to use while developing a wellness policy for your organization*

**Appendix I**
Boys & Girls Clubs of Boston’s Health 360 Toolkit, pg. 110
*Boys & Girls Clubs of Boston’s Wellness Policy Toolkit with policies and templates to assist Club staff, members, families and partners in implementation*

**Appendix J**
Boys & Girls Club of Greater Nashua’s Wellness Policy, pg. 117
*Boys & Girls Club of Greater Nashua’s wellness policy, developed in 2013*

**Appendix K**
Boys & Girls Clubs of Metro Denver’s Sample Sugar Sweetened Beverage Policy, pg. 120
*Boys & Girls Clubs of Metro Denver’s Sugar Sweetened Beverage Policy*

**Appendix L**
Starting a Wellness Committee, pg. 121
*A detailed explanation of how to form a wellness committee, how to involve members and families, as well as the roles and responsibilities of its participants*

**Appendix M**
Wellness Campaign Ideas, pg. 123
*Fun wellness campaign ideas including how to infuse the “Rethink Your Drink” campaign into your Club*
Staff leadership is essential to promoting healthy eating in the Club. Staff can use their leadership and influence to set behavioral expectations and build supportive relationships that help members meet their wellness goals. Staff also play a critical role in supporting and driving all wellness programs at the Club.

PROMISING PRACTICES

✔️ Create a healthy environment for staff ✔️ Incorporate nutrition education and food programs into staff trainings

✔️ Ensure staff reinforce healthy eating behaviors through modeling and recognition

CREATING A HEALTHY ENVIRONMENT FOR STAFF

In order to create a high-quality Club experience for members, you must first create a high-quality Club experience for staff. This is also true when creating a healthy Club environment. The environment must be healthy for staff in order to reinforce the healthy practices and behaviors you want members to embrace.

Boys & Girls Clubs of Metro Denver realized that if it wanted to change the environment of its Clubs, these changes had to be reflected throughout the entire organization. All staff and board meetings include healthy eating options. The organization worked with community partners to develop discounts for staff to become members at local gyms and yoga studios, and staff have the opportunity to participate in new learning opportunities such as healthy eating classes.

Boys & Girls Clubs of the Tennessee Valley in Knoxville realized that modeling healthy behaviors meant more than just healthy eating, it’s also about fitness. When the Club built a new gym area, it was made available during non-Club hours for staff to use so they could lift weights and exercise. The Club has also hosted yoga and Zumba classes just for staff. When the kids see and hear staff working out in the facility, they want to be active as well.
“Staff should be present throughout meal service to engage members and recognize their habits during meal time. They should be supporting and encouraging members to consume their meals, exposing members to assortments of fresh and whole foods, and leading cooking classes.”

Ruth Rodgers, Interim Kids Café Coordinator, Boys & Girls Clubs of Portland Metropolitan Area in Oregon

**STAFF REINFORCEMENT OF HEALTHY EATING BEHAVIORS**

One of the most common ways to develop healthy eating behaviors in youth is through staff reinforcement. One of the management practices for a high-quality Club experience is that leadership models the behaviors you want youth to demonstrate. All staff need to model these behaviors in their interactions with everyone at the Club. If members see staff eating healthy or exercising, they will be more likely to try it themselves.
The three areas in which staff have the largest impact on influencing the eating behaviors of youth are 1) **MODELING**, 2) **RECOGNITION** and 3) **EXPOSING YOUTH TO NEW FOODS**.

### 1. MODELING

“Mr. D,” a Club professional with Boys & Girls Clubs of Chicago runs all of the cooking and baking programs with members. He says he relates to the kids because he is also a picky eater, and if he is willing to try a new food, the kids watch him and become more willing to try something new themselves.

Several Clubs encourage staff to eat with members during snack and meals. When creating the budget for the meal program, staff meals were added to ensure that this could happen. When staff eat with the kids, not only are the members seeing the staff eat the same things as them, but staff are able to encourage them to try more food than they normally would. These interactions also reinforce good manners and teach members that eating healthy is a lifestyle.

Staff from Boys & Girls Club of Greater Nashua, N.H., felt that it was so important that staff eat with the kids that they incorporated it into their wellness policy. Staff are encouraged to not eat food from outside of the Club in front of members. Additionally, instead of having staff monitor members during meals by standing, they rotate into the meal programs to sit and eat with the kids. The Club has incorporated the OJP mentoring program into the food service program, giving staff time each week to check in with their mentees during meals. By doing this, not only are staff modeling a healthy lifestyle, they are also encouraging healthy conversations and building strong relationships.

Staff at Boys & Girls Clubs of Greater Washington display their personal health goals to encourage members to eat healthy. In turn, they recognize members who display positive eating habits.

At Boys & Girls Clubs of Central Iowa in Des Moines, Program Specialist Mallory Riesberg says, “Our staff model behaviors for healthy eating.” They also make an effort, she adds, to informally recognize members for healthy eating choices and for trying to influence their peers to adopt healthier practices.

### 2. RECOGNITION

One of BGCA’s Five Key Elements of Positive Youth Development is providing positive recognition for members. It is important for staff to be intentional with their recognition of members through food programs. Below are high-quality staff practices that can be incorporated into your program:

- Provide members with unsolicited positive feedback for effort, accomplishment, risk-taking and improvement, especially when they are trying to be healthier. When members try food that they normally would not try, or when you see them making healthy food choices, provide positive feedback.
• Provide pre-planned, structured opportunities to publicly acknowledge the effort and accomplishments of youth. Create a recognition program around healthy eating that rewards members through prizes or certificates.

Planning for recognition is key. Below are some helpful practices that Clubs have implemented to incorporate recognition into their food access and security programs:

**Create a recognition program around healthy eating or healthy activities.**
Many Clubs use “Club Bucks” or “Club Cash” and incorporate a healthy-eating incentive program using these rewards.

> “We have a program that recognizes those who try every part of their meal, participate the most in the program, and help to keep their area clean of spills and trash. The program is called ‘Bills for Meals,’ and it is part of our Money Matters and DNA Tracking programs.”

*Gregg Shivers, CEO, Southside Boys & Girls Club in Norfolk, Va.*

> “We recognize members who have made healthy decisions throughout the day by providing them ‘BGC Bucks’ to spend in our healthy snack shack. We also do not allow staff members to drink soda on the job.”

*Mackenzie Grant, CEO, Boys & Girls Club of Ottawa County, Miami, Okla.*

**Create a Healthy Hall of Fame wall or display case.**
This could contain photos of members doing healthy things or activities around the Club. Add a new member each month, recognizing them during a Club assembly. You could also provide recognition for challenges on bulletin boards or other places within the Club.

> “We celebrate healthy lifestyles by promoting consumption of fresh fruits and vegetables on a daily basis. We use incentive boards like the Fruit & Veggie Board to get kids excited about eating the fresh produce served as part of their meals. Additionally, kids are encouraged to bring healthy snacks to the Club in place of more unhealthy choices like Hot Cheetos and Takis. Staff model appropriate lifestyle decisions so that these principles are driven home even further with members.”

*Daniel Custer, Director of Operations, Boys & Girls Clubs of Columbus, Ohio*
3. EXPOSING YOUTH TO NEW FOODS
Below are some easy ways that staff have worked to expose youth to new foods and incorporate healthy foods into their Clubs.

Serve new foods.
Part of healthy eating is expanding the taste buds of members and encouraging them to eat healthy foods. Many Clubs expose kids to trying new foods, specifically fruits, vegetables and whole grains. When Boys & Girls Club of Ada County in Boise, Idaho, started serving healthy meals, members were exposed to food they had never tried before. Joey Schueler, Director of Operations, often shares the story of when one of the members came up to him and stated: “This is the best apple I’ve ever tasted!” (It was a pear.) When Boys & Girls Club of Greater Nashua, N.H., introduces new foods or recipes, they highlight the new ingredient and encourage members to try it and give their opinion.

Fruit or Vegetable of the Week or Month
Boys & Girls Club of the Hi-Line in Havre, Mont., and Boys & Girls Clubs of Cleveland, Ohio, use creative ways to introduce new fruits and vegetables to members. Boys & Girls Club of the Hi-Line highlights a fruit or vegetable of the week or month, and prepares it in a variety of different ways for the members to eat. At the end of the week or month, members vote on the way they like it prepared the most and choose how it will be prepared in the future. Boys & Girls Clubs of Cleveland introduces new fruits through “Fresh Fruit Fridays.”
Two-Bite Club
At Boys & Girls Clubs of Metro Denver, members participate in the “Two-Bite Club”: everyone must take at least two bites of every component in their meal or snack.

Attractive food displays
Displaying and making healthy food look attractive is an easy way to make trying new food more appealing to members. Staff at the Boys & Girls Clubs of Portland Metropolitan Area in Oregon work hard to display foods in nice serving bowls and on platters using fun arrangements, such as making faces out of fruit. Members tend to want to try the food because it looks more interesting than if it were just placed on a tray.

STAFF TRAINING
Training is essential because it helps provide staff with the tools they need to be successful. Training also helps create one message for the organization, and ensures all staff are on the same page in terms of policies and expectations. Clubs have realized that information about their food program must be woven throughout all of the organization’s messages to staff in order for it to be successful.

Healthy eating as part of new employee orientation
For Boys & Girls Clubs of Truckee Meadows in Reno, Nev., a culture of healthy eating was something that needed to be embedded into the entire structure of the Club, not just for direct food service staff. For that reason, the Club incorporated the food service program into their employee handbook as well as the new-hire orientation process. This helped staff realize that food service is everyone’s responsibility, and that healthy eating is part of what everyone does at the Club.

Incorporating food service as part of the training calendar
Many Clubs found that incorporating food service training into the annual training calendar was key to ensuring that the necessary training was completed. Several Clubs commented that they hold training for the staff at least twice a year, going over the requirements and processes of the program.

Brian Dolan, Chief Executive Officer of Boys & Girls Club of Southeast Georgia in Brunswick believes that training is crucial for staff to understand the “why” of the food service program. When doing a food service program, especially if it is through the USDA, training is essential to successfully understand the different paperwork, systems and processes.

At Boys & Girls Clubs of Portland Metropolitan Area, food service staff members take turns reviewing a topic at each of the quarterly staff trainings in order to keep all staff up-to-date and ensure ownership at all levels.
Monthly meetings with food service staff
Boys & Girls Clubs of Greater Boston holds monthly meetings with food service staff. This provides them with an opportunity to learn from and share best practices with each other and ensure consistency across the sites. It also provides an opportunity to bring in experts, such as a nutritionist who meets with staff to review menus and share ideas.

Cooking classes for staff
Boys & Girls Clubs of Metro Denver realized that if staff were going to teach healthy cooking to members, they also needed to have the knowledge themselves. They hosted three different cooking classes for staff to help them understand healthy eating and improve their ability to teach the members.

Food safety training
Requirements for food safety training vary by state, but if staff are handling food they must comply with their state guidelines. Many states require food service staff to possess both a food handler certification and a food manager certification. The food handler certification provides best practices and knowledge for employees who are making and serving meals, whereas the food manager certification provides food safety training and educational materials to food service managers. If staff are unaware of what training they should receive, check with your food service program sponsor or your state for guidelines.

Many Clubs throughout the country use the ServeSafe program. Tim Blaylock, Chief Executive Officer of Boys & Girls Club of the West Valley in Canoga Park, California states, “I like the ServeSafe trainings for both my food program managers and food handlers as there are options for both local and online trainings. With staff having to be re-certified consistently, having both options is great. I like my staff who are getting certified for the first time to go to the in-person class, but after that having the flexibility for them to take it online is great. It also gives me the reassurance that staff are trained and know how to handle food properly.”
School district and USDA trainings
Many school districts and food banks also provide training for their food service managers. Check with your local school district or food bank to see what trainings they may be offering that your staff can attend. This is also a great way to collaborate and strengthen your relationship with your school district and other local partners. Having program managers for both the school district and the Club meet on an ongoing basis is helpful in supporting and strengthening both programs and ensuring continuity for members throughout the day.

Other trainings
Ensure that you conduct trainings regularly for staff. There are many online resources you can use. Appendix A lists a few additional online training resources.

QUICK WINS
Here are some quick and easy fixes Clubs found helpful in creating a healthy environment:

☆ **Ensure staff are on the same page** in terms of your Club’s health policies and expectations through staff meetings and one-on-one discussions.

☆ **Brainstorm healthy alternatives** for food-based rewards, such as having pizza with whole wheat crust, adding a salad to a meal, or having a “yogurt parfait” bar instead of an “ice cream sundae” bar.

☆ **Provide opportunities** for staff to sit with youth during meals so they can interact, have conversations and build relationships.

☆ **Plan quick, easy activities** such as games, community-building activities, reflection prompts or worksheets for members who finish their snack or meal early.

☆ **Recognize healthy eating behaviors** by providing informal, positive feedback to both staff and youth.

TOOLS AND RESOURCES

Appendix A
Web Resources, pg. 75
A list of resources located on the web related to staff leadership and training.
MEMBER INVOLVEMENT
Member involvement can benefit Clubs, programs and the youth themselves. Programs that are developed in partnership with youth are more likely to be effective at engaging members, and therefore have a greater impact. Involving youth as partners in making decisions that affect them increases the likelihood that the decisions will be accepted, adopted and become part of their everyday lives. There are a wide variety of ways Clubs have partnered with members to strengthen their food programs.

PROMISING PRACTICES

- Involve members in the food service program
- Empower youth to take the lead in wellness campaigns
- Enable youth to promote healthy eating to other members

“**Our youth love cooking.** Having the opportunity to help plan, prepare and serve snacks for their peers gives them a sense of responsibility and importance that boosts their confidence.”

*Amy Alexander, Director of Youth Development, Boys & Girls Club of Western Broome in Endicott, N. Y.*

INvolving members in the food service program

Getting members involved in the eating area fuels member pride and excitement as well as provides important insights into members’ preferences and needs. Below are some best practices for involving members in the food service program:

**Members have the opportunity to develop healthy menu items.**

Involving members in the creation of healthy menu items is a great way to create youth voice in the meal and snack programs. Use nutrition lessons or cooking sessions to teach members the guidelines that must be incorporated in meals and snacks at the Club, provide them with a list of common ingredients that the Club has available and/or highlight a seasonal fruit or vegetable that could be incorporated. After educating the members, allow them to work with staff to develop new menu items.
Staff from Boys & Girls Clubs of Cleveland, Ohio, take members to the local farmer's market weekly, giving them the opportunity to taste and try seasonal fruits and vegetables. Once members pick the fruits and vegetables, they can use these items to incorporate new menu items for the Club.

**Members are involved in the development of names for menu items.**
Members know what their peers like! Inviting their input when naming foods will result in names that genuinely attract their peers. Seeing their ideas come to life will give them a sense of pride and connection to the Club meal program. Members often come up with names that adults never would imagine!

There are numerous fun and easy ways to entice members to come up with fun names. During snack or meal time, offer members a sample of a new entree and ask them to put ideas for what to call it into a hat so you can choose one later. You could also do an activity during the Healthy Habits program, an art program or Torch Club with a list of the meals that are offered and ask members to brainstorm names on the spot.

**Members have the opportunity to volunteer in the eating space.**
Get members involved in the ins and outs of the Club meal program. Reach out to members and ask if they would be interested in volunteering. Incorporate volunteer opportunities in the eating space as part of Torch Club, Keystone or Junior Staff programs. You can also use these volunteer opportunities to sign off on community service hour requirements for school.

In many Clubs, it is a privilege to volunteer in the meal program and kids consistently want to volunteer. Design volunteering as an opportunity for members as part of your incentive program. Depending on your state or your food service sponsor’s rules, there may be some limitations to the ways members can assist in the food program. Some of the ways members may be able to volunteer are:

- Writing the snack/meal menu on a board
- Setting up the snack/meal
- Helping serve the snack/meal
- Taking the meal count
- Cleaning up after the snack/meal
Incorporate the snack or meal program into other Club programs.
At Boys & Girls Club of Gallup, N.M., staff have Club members participate in preparing snacks as part of nutrition education lessons. This provides a fun experience that also teaches the children more about nutrition, gives them a hands-on experience, and helps them take what they learn home to create healthy snacks and meals for their families.

Several Clubs use their gardening program to provide fresh fruits and vegetables for meals that are served at the Club. At Boys & Girls Club of Bay Mills, Mich., members get very excited when they see the food that they grow being served to the other members. “It gives them a sense of pride and accomplishment, and makes the food taste so much better when they know how it is grown from the seed up,” shares Candace Leapley, Unit Director.

For years the Keystone Club at Boys & Girls Clubs of Metro Denver has run a “Keystone Store,” which sells snacks to members at the Club. Once the Club decided to create an overall Club wellness policy, staff worked with Keystone Club members to help create healthier food options that members would want to buy and eat. Staff developed a Keystone Food for Thought document listing options for no-prep and some-prep snacks for the Keystone Club members to serve in the store. (See Appendix N.) They also provided equipment such as blenders so members could prepare healthy snacks in the store.

Members provide feedback, informal or formal, to inform menu development.
You won’t know until you ask! Genuine feedback is very helpful for figuring out which aspects of the Club meal service members like and what could be improved. It will save you time and money if you can find out ahead of time which foods members like and which they could do without. Keep it light and easy by going into the eating space and saying, “Raise your hand if you liked the Alfredo pasta sauce better than the tomato pasta sauce.” Up the ante by passing out a survey or hosting a regular menu development feedback group where you bring samples of potential new foods for staff, members and families to sample.
ENABLING YOUTH TO PROMOTE HEALTHY EATING TO OTHER MEMBERS

Members are involved in the creation of marketing materials to promote menu items. Members know how to market to their peers! Incorporate the food program into the art, photography or graphic design programs at your Club by having members create posters, flyers, menus, videos, etc., that advertise the weekly snack or meal offerings. Display these advertisements around the Club to get members excited for snacks and meals.

Members educate their peers about healthy eating.
Educate members about health and wellness issues and give them an opportunity to share their knowledge with their peers or younger members. In the “Snack Attack” program at the Boys & Girls Club of the Hi-Line in Havre, Mont., teens learn how to make a healthy snack; then they teach younger members how to make the snack. Afterward they all eat the snack together and talk about the nutrition value of the food.

EMPOWERING YOUTH TO TAKE THE LEAD IN WELLNESS CAMPAIGNS

Youth can be an important part of your Club’s wellness committee! There are several ways members can provide input, from participating in taste tests and selecting options for vending machines to designing marketing campaigns and attending wellness committee meetings. When Boys & Girls Clubs of Boston started to develop its new Health 360 initiative, teens were a part of the committee and planning process. When the Clubs started implementing the new policies, teens were then used as liaisons to promote the program to their peers. Because these changes impacted members the most, it made sense for members to promote the changes. Members can also lead Club-wide wellness campaigns as part of leadership programs such as Torch Club, Keystone Club and Sports Leadership Clubs.
QUICK WINS

☆ Ask youth to help with different aspects of the food program. Be specific with the requests that you make; they will feel more valued and included.

☆ Display member art work in the service area or dining space. Kids love seeing their artwork on the walls! Having their artwork on display shows members they are welcomed and appreciated. Fill a section of a wall or bulletin board in the eating area with member work. Have members create posters about healthy eating and post them in the eating space.

☆ Have members announce the menu in daily or weekly meetings. Using your member meetings or assemblies to announce the menu for the week offers an opportunity to prime members’ appetites. Enhance taste expectations by letting the whole Club know the exciting foods that are on the menu. Make it a special job for a member to read the day’s or week’s menu during your Club member meeting time. This also gives members ownership and leadership roles in the meal program.

TOOLS AND RESOURCES

Appendix N
Boys & Girls Clubs of Metro Denver,
Keystone Food for Thought Document,
pg. 124
A guide for the Keystone Store that gives basic guidelines and ideas for “no-prep” and “some-prep.”
FOOD SERVICE PROGRAMS
During the school year, many children receive free and reduced-priced breakfast and lunch through the School Breakfast and National School Lunch Programs. After school and during the summer, children and families often look to the Boys & Girls Club to fill that nutrition gap. Food service looks different at each Club depending on location, community and service hours. Some Clubs only serve meals during the summer, whereas other Clubs serve meals and snacks throughout the year. We know that each Club is different; the resources and practices in this section will help you adapt to the needs of the families, youth and communities that you serve.

PROMISING PRACTICES

✔ Understand the nutrition guidelines set by the U.S. Department of Agriculture
✔ Develop menus that are appealing to youth
✔ Improve Club infrastructure to provide quality food service
✔ Employ the necessary staff to support your food service program
✔ Use effective meal service practices
✔ Evaluate your food service program
NUTRITION STANDARD GUIDELINES

The U.S. Department of Agriculture (USDA) created MyPlate, an easy-to-follow food guide, to help parents and youth development professionals determine how to feed youth nutritious, balanced meals based on the Dietary Guidelines for Americans. The colorful divided plate includes sections for vegetables, fruits, grains and foods high in protein. Every meal or snack served at the Club should follow this basic principle.

Whether your Club is receiving funding from the USDA food services programs or not, they provide great guidelines for serving quality meals and snacks based on MyPlate. Please see Appendices O and P for an in-depth look at what makes up a healthy snack or meal, specific dietary guidelines and sample menus.

MENU DEVELOPMENT

Serving healthy meals that your members actually want to eat takes a good amount of planning and creativity. Serving high-quality meals and snacks that are less likely to be discarded can decrease program costs and improve your program participation rates, which can extend program reach and strengthen your program’s overall impact. By reducing food waste, you may also improve healthy eating in the children you serve. Research shows that healthy, nutrient-dense fruits, vegetables and milk are the most likely items to go uneaten. Appendices Q-T provide sample menus from Boys & Girls Clubs of Kern County, Boys & Girls Club of Ada County and Boys & Girls Club of Greater Nashua. Appendix U, from Boys & Girls Clubs of Greater Boston, is a sample list of food specifications, which provides guidance on which foods can be served at the Club. Here are ways that other Clubs have ensured they are developing high-quality menus:

**Know allergies and dietary restrictions.**

On your membership application, create a spot where parents and/or guardians can note any food allergies or dietary restrictions of members. Make sure this is noted in the member’s file as well as communicated to food service staff to ensure these allergies and restrictions are in mind when creating menus and alternative snacks or meals.

**Watch what goes into the trash can.**

Boys & Girls Clubs of Truckee Meadows in Reno, Nev., has a goal to serve nutritious meals for members from their food service menu. One of the ways staff gauge whether the members like the food is by watching the trash can. If food is being thrown away, the chefs adjust the menus until they serve food that members are eating.
Look at the numbers.

At Boys & Girls Clubs of Central Iowa, in Des Moines members use their membership cards to sign in to the meal program through the member management system. Electronically tracking this information allows the Club to easily compare the number of youth who are eating the meals on specific days to the entire number of youth attending the Club on those days. It’s easy to look for patterns to see whether specific meals have higher or lower attendance and adjust the meals accordingly. Staff also use this to help budget for their meal program, trying to produce meals that are popular and cost efficient.

Add it on.

When trying new recipes or foods, Boys & Girls Club of Greater Nashua, N.H., will “add it on” as an additional component to the meal. This way members can try the item, and staff can see if members enjoy it, before it is officially added to the menu.

Rotate the menus.

Boys & Girls Clubs of Greater Nashua developed a wide variety of menus for the snack and meal program and was able to go from a two-week rotation to a four-week rotation. This helps keep the food that the youth are eating new and exciting by ensuring they aren’t receiving the same meals over and over again. Also, when members see that one of their favorite meals is on the rotation for that week, they look forward to it.

Work with professionals.

Many Clubs work with dieticians or nutritionists who volunteer their time to help the Club develop healthy and nutritious menus. Most of these partnerships are with local hospitals, universities or school districts. Boys & Girls Club of Southeast Georgia in Brunswick partners with the local college, which provides dietetic interns to research new recipes and develop menus for the food program.
Get the community involved.
Boys & Girls Clubs of Greater Gaston in Gastonia, N.C., didn’t have money in its budget to pay for a meal program and wasn’t sure it was ready to apply for a formal meal program, but staff knew their members needed healthy meals. They reached out to several local organizations that were willing to donate food to the Club. They also worked with a local hospital nutritionist who developed menus, and recruited volunteers to prepare and serve the meals to members.

Additional best practices.
- Incorporate seasonal and locally produced foods into meals.
- Limit pre-fried foods to no more than one serving per week.
- Avoid serving foods with added sugars, such as sweet toppings, (e.g., honey, jam, syrup).
- Avoid mix-in ingredients sold with yogurt, (e.g., honey, candy, or cookie pieces), and sugar-sweetened beverages, (e.g., fruit drinks or sodas).
IMPROVING INFRASTRUCTURE

In order to prepare and/or serve meals, your Club must have certain kitchen space and food storage facilities. In some cases, the Club space isn’t adequate so you must get creative with the space you have and find solutions that meet the needs of your program.

Some Clubs were not originally built as Club space or designed to serve food, so meal spaces may be small or have awkward layouts. Unfortunately, space issues can have a negative impact not only on the efficiency of your kitchen staff, but on cleanliness and food quality as well. The good news is that, with a little careful planning and the right tools, you can maximize workspace and storage in even the tiniest of Club kitchens. If you don’t know where to start, think about consulting someone in your community from a restaurant or other entity that has a commercial kitchen and ask for support in creating an efficient kitchen.

**Invest in smart storage solutions.**

The key to making the most of your kitchen’s limited space is to invest in food service equipment that is compact, versatile and efficient. The more function you can get out of one piece of equipment, the better. For example, rather than having separate refrigerators, freezers and stand-alone prep counters, why not invest in a combination refrigerator/freezer with a built-in worktop? Furthermore, many restaurant equipment pieces feature under-shelf storage, foldaway storage and other space-saving options. Maximizing counter space is also possible with the right accessories. Consider a vertical rack for all your kitchen’s cutting boards, or racks for storing and organizing baking sheets, pot/pan lids and other accessories that can otherwise clutter your counter space.
Use vertical space.
While your kitchen may have limited functional floor space, there are likely ways to better use your kitchen’s vertical space to maximize storage. Empty walls carry a great deal of potential for even the smallest of kitchens, especially when it comes to wall storage solutions and racks. If you haven’t done so already, consider adding commercial hooks and wall shelving for additional storage of small kitchen items, appliances and accessories. Durable hooks and baskets can be affixed to walls or even ceilings for convenient storage of pots, pans and other cookware. Adding a commercial grid wall system with hanging accessories to a kitchen wall can also make better use of space.

In existing vertical space, add a shelf to maximize the space above your cabinets if they don’t go all the way to the ceiling. Since it’s a little out of the way (and maybe out of reach), use it to store items you don’t use on a daily basis like cake stands, a roasting pan, large stock pots or a pressure cooker. Make sure your kitchen has proper stepladders for staff and volunteers to be able to access the space.

Streamline your equipment.
While it may be tempting to stockpile all the latest kitchen gadgets and cookware, unused equipment can become a huge waste of space. Consider meeting with your kitchen team to go through your equipment to determine what is essential and what your kitchen could do without. Oftentimes a single appliance can do the work of several separate appliances. For example, an immersion blender can do the work of both a blender and a food processor. Invest in multipurpose appliances to save space and make your kitchen more efficient overall.

It is a good idea to make a list of equipment that you may need to help streamline your kitchen so that it is available when prospective donors ask. Also, when receiving donated items, ensure that you need these items in your kitchen and that they are a benefit to the Club before accepting them.

Containers are your friend.
Food storage containers and boxes are a must. When food is received, it is usually in bulky packaging that takes up a lot of space. Some popular storage options include stackable color-coded containers and boxes that keep ingredients fresh, easy to see and organized. Stack and store each container on a shelf or rack to maximize space. If you repackage your food items, make sure you label them – this keeps the kitchen organized and ensures you can find what you need while cooking.

Assess your space and get creative.
If your space doesn’t have a kitchen, don’t let that stop you! Boys & Girls Club of the Hi-Line in Havre, Mont., decided to be creative when it first moved into an old school building. Staff began operating their kitchen in a classroom. The Club didn’t have the money to remodel so staff got together to figure out how they were going to serve meals to their members. They developed a list of equipment that they would need to create a kitchen space.
A local restaurant donated a George Foreman grill. The Club purchased blenders, refrigerators and equipment to keep the food warm. Once they had the equipment, the staff developed a creative menu around the items they had in their kitchen. They were able to serve delicious smoothies, soups, grilled cheese sandwiches and more. Other Clubs have used outdoor kitchens, grills and kitchenettes to serve meals to members – the possibilities are endless!

**Create new storage spaces.**

Boys & Girls Clubs of Kern County in Bakersfield, Calif., had the kitchen space but didn’t have room for storage. They converted an old supply closet into a dry food pantry and reached out to partners in their community to request used refrigerators, freezers and coolers from companies or restaurants replacing their old ones.

**Portable kitchens**

Boys & Girls Clubs of Greater St. Louis wanted to have cooking classes. Staff developed portable kitchens, which were movable carts with equipment such as blenders, hot plates, bowls, mixers and other cooking equipment so they could create their own kitchen no matter the space. They catered the cooking classes toward the equipment on the cart. Appendix V has a list of sample equipment that can be used on a mobile cooking cart.

**Assess your food preparation model and ensure you have the proper equipment.**

Boys & Girls Club of Ada County in Boise, Idaho, does not have full kitchens at each of its sites, so staff knew they had to be creative in order to serve hot meals at each location. They chose the “spoke and wheel” food service model: one location prepares meals for other locations. Once the service model was chosen, the Club had to figure out how to ensure proper storage and food handling at each site as well as how to transport the food between facilities. With a grant, they were able to purchase a food service van and refrigerated containers so they could properly transport and deliver food according to food handling standards. They also were able to purchase warming and cooling systems for each site, to ensure the food was stored appropriately once delivered.

As another example, Boys & Girls Clubs of Metro Denver decided to switch from shelf-stable milk to cold milk. Due to this, they needed to purchase new milk coolers. It was a large, but necessary, investment to ensure proper food safety for their members.
STAFFING
Adequate staffing and leadership is a key component to the success of your food program. Not every Club can have a dedicated food service professional, so here are some helpful tips to ensure your program runs effectively with the staff you do have.

Professionalism
At Boys & Girls Club of Ada County in Boise, Idaho, food service staff wear chef hats and jackets with the Boys & Girls Club logo. This helped create a level of professionalism among the staff and also signaled to members and the community that the Club has professionally trained staff.

Outreach efforts and leadership roles
The Department of Juvenile Justice refers youth who are on probation to volunteer in the kitchen at Boys & Girls Clubs of Truckee Meadows in Reno, Nev. The youth learn culinary skills and receive mentorship from Club staff. The Club also uses this opportunity as a recruitment tool, exposing youth to the teen center and other program offerings at the Club.

Using teens as part of food service
Many Clubs use teens in the kitchen both formally and informally, paid and unpaid.

• **Junior Staff volunteer model**
  Boys & Girls Clubs of Portland Metropolitan Area, Ore., uses the teens in the Junior Staff program as volunteers to serve in the kitchen. Members are trained in nutrition and proper food handling. They receive their food handler card and volunteer service hours for their commitment.

• **Incorporating paid staff positions for teens**
  Boys & Girls Club of Southeast Georgia in Brunswick hires four teens each year as part of the Career Prep program to prepare and clean up for the food program. Before being hired, members must complete Career Prep and go through an interview process. Since most teens are still in school when younger members are eating, teens prepare the meals the night before and clean up after the meal service once they arrive at the Club the next day. A full-time staff person helps coordinate the menus, purchase the food, collect data, and reheat food that was prepared the previous night before it is distributed to the nine other sites in the community.
Finding passionate staff
Finding the right staff members who are passionate about serving healthy, nutritious meals that kids will eat is fundamental to the success of the food service program. Boys & Girls Club of the Hi-Line in Havre, Mont., had difficulty finding the right staff member until they found their passionate person in the least likely of places – their part-time accountant. When the accountant found out that there was a vacancy in the food program, he decided to step in and assist with the program. He had both the passion for cooking and the accounting skills to create healthy, cost-effective meals that members ate and enjoyed. He looked at ways to reduce costs of the program while increasing the nutrition of the meals, and found ways to partner with the community. Appendices W, X and Y provide sample job descriptions and a recruitment flyer from Boys & Girls Club of Ada County.

Using volunteers
Boys & Girls Clubs of Greater Gaston in Gastonia, N.C., didn’t have funding for a formal food program, so they relied heavily on volunteers from local organizations to donate and serve food for the members. At first, the volunteer program did not work out well because it lacked structure. Staff knew the concept could be successful, but they needed to change their approach. Chad Melvin, Chief Executive Officer, rebranded the meal program as a volunteer event for local companies and organizations. Now, the entire monthly calendar is covered by volunteers who are eager to serve in the program. Besides ensuring that members get hot, healthy meals, this program has been able to do a lot of other great things for the Club as well. It has created more awareness in the community about the role and function of the Club, and even resulted in more donations. New volunteers take a tour of the Club and see programming first-hand. Many volunteers have become frequent visitors and some have even become mentors.

For other Clubs that want to try out this model, Chad’s advice is to “Start small, but dream big.” Start with getting a service organization, church or company to volunteer for one hot meal a month, then expand from there. Take the guesswork out of the program by providing volunteers with set roles and expectations, and making sure all menus and recipes are set in advance.
SNACK AND MEAL SERVICE BEST PRACTICES

‘Family-style’ versus ‘cafeteria-style’ food service
Boys & Girls Club of Greater Nashua, N.H., incorporates both cafeteria-style and family-style meals into their food service program. They chose to do family-style meals for their 6- to 7-year-olds and their teens. For the youngest members, staff felt it was important for staff and peers to eat together, learn meal etiquette, learn how to pass food, and be encouraged to try foods they normally wouldn’t try. Family-style meal service in the teen center allows teens to eat together, away from the younger members, in a family atmosphere that makes them comfortable discussing their day, goals and aspirations. Members ages 8-12 are efficiently served cafeteria-style, as this is the largest age group in the Club, yet they are still able to sit with staff and enjoy meals as a group.

Member and staff interaction
At Boys & Girls Club of Greater Nashua, N.H., staff eat with the members as part of their daily schedule to encourage healthy eating. They also use this time for mentors to check in with their mentees and have one-on-one discussions.

Implement quick healthy eating activities and games.
Boys & Girls Clubs of Truckee Meadows in Reno, Nev., makes the food program a focal point of its overall nutrition education program. Staff hold assemblies before each meal to let youth know the menu for the day. Then, they incorporate two-minute mini-lessons on the nutrition of the meal components.
EVALUATING YOUR FOOD SERVICE PROGRAM
Clubs use a variety of ways to both formally and informally evaluate their food programs.

**Surveys**
Boys & Girls Clubs of Bay Mills, Mich., routinely conducts quick surveys using half sheets of paper with faces (e.g., smiley, frown and neutral) so members can rate the food they ate that day. The results are used to decide whether to serve that meal again. The Director of Healthy Lifestyles at the Boys & Girls Clubs of the Austin Area in Texas has members complete pre- and post-surveys on their eating habits, as well as skills and knowledge gained in nutrition, physical fitness and cooking programs throughout the year.

**Quality**
Several Clubs work with their local nutritionists to look at the quality of the food being served, and find ways to increase the quality without decreasing the consumption of the meals by the members or increasing the cost of the program.

**Consumption of meals**
Boys & Girls Clubs of Portland Metropolitan Area, Ore., monitors the number of meals served. Staff look at patterns to see if there are ways to improve their meal service across all of their sites. For example, if they notice that chili is not well liked, they ask if it is not liked across all sites or just at one site. If it is not liked at several sites, they ask what meal they can replace it with so that more members will eat.
Another way to improve consumption is to tackle reducing food waste. Some Clubs:

- Have members separate food waste from other waste (e.g., plastic, napkins, etc.)
  during meals and snacks, and measure the amount of food they’ve not eaten. Share
  the results and brainstorm causes and ways to cut down on wasted food.
- Have members taste-test new menu items, fill out a survey, or participate in a focus
  group about which foods they like to eat, and make changes based on the feedback.
- Kids eat and drink more if they play outside or do other physical activities first, so
  try scheduling active play before meals and snacks.
- Let members keep a whole fruit, vegetable or grain item from their meal to eat later
  as a snack.
- Set up a share table where members can donate whole items from their meals to
  share with other members who want them.
- Teach members about recycling and composting and why it is important for the
  environment. Staff at the Boys & Girls Clubs of Santa Monica, Calif., St. Anne’s Unit
  ensure that members properly compost their food and recycle packaging after
  each meal.

Cost
Many Clubs look at the total cost of the meal service programs and find ways to
streamline. Should you start working with different vendors to purchase meals? Should
you start growing some fresh herbs and vegetables at the Club? Finding ways to
streamline and cut costs, while keeping the quality of the meals high, is key. Boys & Girls
Clubs of Truckee Meadows, Reno, Nev., considers cost as it evaluates the program. The
Club partners with a local food bank to help keep costs down.
QUICK WINS

☆ Use MyPlate and USDA Food Service Guidelines and Resources to create meals and menus.

☆ Ask about food allergies and dietary restrictions on membership forms. Communicate these needs to food service staff so they can ensure proper menu development and the availability of alternative snacks or meals when necessary.

☆ Develop a two-week rotation for meals and snacks to keep menu items interesting and ensure members do not get tired of eating the same foods over and over again.

☆ Serve the meals that members say they enjoy the most! After evaluating meals, figure out which meals are Club-wide favorites and serve those meals more often.
TOOLS AND RESOURCES

Appendix A
Web Resources, pg. 75
A list of resources located on the web

Appendix O
USDA Food Service Guidelines, pg. 127
Description of USDA food guidelines

Appendix P
USDA Updated Child and Adult Care Food Program Meal Patterns, pg. 128
USDA Food Program Meal Pattern Requirements as of October 2017

Appendix Q
Boys & Girls Clubs of Kern County Sample Menus, pg. 130
Sample rotating snack and dinner menus and sample two-week menu

Appendix R
Boys & Girls Club of Ada County Sample Menus, pg. 131
Sample October 2017 snack and dinner menus

Appendix S
Boys & Girls Club of Ada County Chinese Chicken Salad, pg. 133
Sample spreadsheet depicting meal ingredients

Appendix T
Boys & Girls Club of Greater Nashua Sample Menus, pg. 134
Sample July 2017 breakfast, snack and lunch menus

Appendix U
Boys & Girls Clubs of Boston Sample Food Specifications, pg. 137
Sample food specifications list from Boys & Girls Clubs of Boston

Appendix V
Mobile Kitchen Equipment List, pg. 137
Suggested equipment list for mobile cooking cart

Appendix W
Boys & Girls Club of Ada County Food Server Job Description, pg. 139
Job description for food server

Appendix X
Boys & Girls Club of Ada County Lead Staff Job Description, pg. 141
Job description for kitchen lead staff

Appendix Y
Boys & Girls Club of Ada County Staff Recruitment Flyer, pg. 143
Promotional flyer for food service staff
Fun, interactive, educational programs for members are an important way to help them learn and practice healthy habits. Clubs should strive to run at least one Healthy Lifestyles program each day, whether that is a program about nutrition, gardening, physical activity or social-emotional development. Every member has unique likes and interests, and they will enjoy different programs based on their personality.

PROMISING PRACTICES

✅ Ensure you are creating or implementing a high-quality program
✅ Implement a variety of high-quality, food-focused programs

BEST PRACTICES FOR DEVELOPING HEALTH AND WELLNESS PROGRAMS

As part of creating a high-quality Club experience when implementing food programs, each program session should:

- **Build a Safe, Positive Environment**
  - Plan time for, and include opportunities for, youth to connect and get to know one another during snacks and meals.
  - During snacks and meals have staff facilitate discussions, give youth the opportunity to share their perspectives and emotions, and guide youth toward solutions.
• **Establish Supportive Relationships**
  - Interact with young people in positive ways. When serving snacks and meals, greet members using a warm tone of voice and respectful language.
  - Discuss or explain rules and limits. During meals, demonstrate and discuss food etiquette.
  - Take time to get to know all kids and teens in the Club as individuals, establishing meaningful relationships built on trust and support. For example, have healthy food options available for youth based on the knowledge gained through your relationships. Ensure that the food being served supports those members who have allergies or dietary restrictions. Remember the meals members really enjoy and alert them when they are being served.

• **Create Fun**
  - Provide a balance of activity types in each program or activity time, including youth-led, adult-directed and self-directed activities. When planning for programs and activities, create opportunities for different activity types. An example would be teaching older members how to make a particular snack and having them then teach the younger members how to make the snack.
  - Provide an opportunity to engage actively with materials and ideas for at least half of the program or activity time. Some examples are to involve members actively with materials in health and wellness programs by providing taste testing, science experiments or small cooking activities to support the nutrition education program.
  - Provide opportunities for youth to make choices within programs or activities to shape the direction of the experience. For example, during cooking classes provide different ingredients that members can choose from to creatively develop their own dish.

• **Offer Opportunities and Set Expectations**
  - Plan for, and include time for, youth to share what they are doing, thinking and have learned with others. Snacks and meals are great places for members to share with others.
  - Engage kids and teens in setting rules and expectations that promote respect in peer and adult relationships. Just like having expectations at a dinner table at home, create expectations for snacks and meals that promote interactions and healthy relationships while eating.

  “Staff need to be intentional and purposeful regarding healthy lifestyle programing. **Teachable moments** can happen in a variety of programs and throughout the Club day; staff just need to be able to recognize them and take action.”

*Leslie Pickard, Director of Healthy Lifestyles for Boys & Girls Clubs of Metro Denver*
• **Provide Recognition**
  - Provide unsolicited positive feedback for effort, accomplishment, risk-taking or improvement. For example, staff could provide feedback when they see members trying foods they normally might not.
  - Provide pre-planned, structured opportunities for staff to publicly acknowledge the effort and accomplishment of youth and for youth to recognize each other. Create a recognition program, such as distributing “Club Bucks” for members or recognizing youth who choose healthy lifestyles.

Boys & Girls Clubs of Indianapolis staff work hard to create a high-quality Club experience and provide programming that is hands-on. Michael Coleman, Unit Director, comments, “We partner with organizations that provide nutritional programming. We also have a garden where we grow food and use it to do a cooking club in which staff cook healthy items with members that they can also make at home with the recipe we provide for them.”

To further support the high-quality Club experience, incorporate the following when planning nutrition programs and activities:

- **Warm Welcome:** Staff greet youth in a quick, friendly and personal way.
- **Community Builders:** Fast and fun ways to get to know each other.
- **Collaborations:** Challenge youth to work together.
- **Groupers:** Allow youth to work in both large and small groups.
- **Energizers:** Have fun and stay focused.
- **Reflections:** Help youth think about what they’re learning.

The free YDToolbox app in the app store is a great resource for examples of these activities.
TYPES OF FOOD-FOCUSED PROGRAMS

Ensuring that programs are interactive and that members are applying their knowledge takes thoughtfulness and planning by staff members. It is also important for staff to get to know members and their interests in order to plan the most effective programs possible. Use BGCA programs, partner with a local organization or develop your own program based on your members’ needs.

There are dozens of programs and resources that provide nutrition education and food-focused experiences for members. Appendix A has a list of some of the programs available to you and your Club.

- Many Clubs connect art and STEM programs with cooking nutrition education – find innovative ways to incorporate healthy lifestyles in other programs throughout the Club.
- Leadership programs like Torch Club or Keystone are great ways to incorporate wellness campaigns into the Club day. See the “Wellness Campaigns” section for more details.

Nutrition Education Programs

**Triple Play: Healthy Habits**

Healthy Habits is the “Mind” component of the Triple Play program. The Healthy Habits curriculum is designed to teach young people about the benefits of developing healthy habits such as eating smart and being physically active; equip young people with skills to adopt healthier habits by participating in fun and engaging learning activities both at the Club and at home; and encourage young people to take small steps toward positive behavior changes. Healthy Habits is available on BGCA.net.
T.R.A.I.L. Diabetes Prevention Program
T.R.A.I.L. is a 12-lesson program for youth on Native lands that provides members with a comprehensive understanding of healthy lifestyles in order to prevent Type 2 diabetes. The program is presented with four themes: 1) About Me, My Health and Being Part of a Team; 2) Healthy Eating; 3) Making Smart Food Choices; and 4) My Healthy Community.

4-H Programs
4-H health, nutrition and fitness programs help youth understand the importance of eating right, physical fitness, being active and practicing good hygiene. Mastering these basic health principles places young people on the right track to managing their long-term health. Their website, https://4-h.org/parents/healthy-living/, provides descriptions of their curricula and how to purchase.

CATCH (Coordinated Approach to Child Health)
The CATCH program is designed to impact nutrition and physical activity through both classroom- and community-based interventions. Additional information about the curriculum and related materials/training is available at: http://catchinfo.org/programs/after-school/

Learn, Grow, Eat & GO! (LGEG)
LGEG is the new research-based, evidence-based curriculum project of the International Junior Master Gardener® Program. LGEG is an interdisciplinary program combining 10 weeks of classroom-based lessons, recipe demonstrations, vegetable tastings, student garden journals and outreach efforts to parents. This program can also be implemented as part of the CATCH program.
Gardening Education Programs

Positive Sprouts
Positive Sprouts focuses on combating the growing obesity crisis among America's youth by educating young people on the importance of eating nutritious foods and living healthy by building and maintaining community gardens.

Partnering with Master Gardener through the Local Extension Service
Your county may have a local university extension service with a Master Gardener program. Sarah Heinz House partners with a Master Gardener who provides resources for them to start and maintain their gardening program. Working with a Master Gardener, Boys & Girls Club of the Bemidji Area in Minnesota maintains a greenhouse and raised garden beds to grow fruits and vegetables. The program is a way to teach members about gardening, nutrition and farm-to-table cooking. The Club also sells produce to local schools, businesses and community members. At the end of each growing season, they host a harvest dinner where members cook the food from the garden and serve it to their fellow members, families, funders and community supporters.

Junior Master Gardeners (JMG)
JMG is an international youth gardening program of the university cooperative extension network. JMG engages children in novel, hands-on group and individual learning experiences that provide a love of gardening, develop an appreciation for the environment and cultivate the mind.

Cooking Programs
Cooking programs are a great way to educate members about healthy eating in a fun and engaging way.

Cooking with Kids (CwK)
CwK aims to promote the exploration of new, healthy foods and the acquisition of food preparation skills. Complete curricula, tailored for three different age groups, can be found at http://cookingwithkids.org/. Each curriculum set includes five hour-long tasting lesson plans and five two-hour-long cooking lesson plans for a total of 15 hours of activities.

Boys & Girls Clubs of Central Iowa in Des Moines created “Culture Kitchens” where members are taught healthy cooking practices based on cuisines that represent their different cultures and ancestries.

Boys & Girls Clubs of Greater Scottsdale in Arizona provides a “Teen Culinary Arts” program to teach members culinary skills that could jumpstart interests in food careers.

Boys & Girls Clubs of Oklahoma County has “Top Chef” and “Kids in the Kitchen” cooking and nutrition programs. These programs are implemented by volunteers from the Junior League with the goal of engaging kids in the preparation of healthy meals as a means to educate them and their parents about nutrition and healthy lifestyle choices.
QUICK WINS

🌟 Use the YD Toolbox App to support a high-quality Club experience in all health and wellness programs.

🌟 Incorporate hands-on learning for at least half of the session to ensure that programs are engaging and that you are accommodating different learning styles.

TOOLS AND RESOURCES

Appendix A
Web Resources, pg. 75
A list of web resources for program implementation
FAMILY INvolvement
“All of our meal programs are available to the entire community of youth under 18 years of age. Our weekend backpack program is available to everyone, the guardian only needs to fill out one sheet of paperwork stating that they are allowing us to send food home with them. We provide the community with a Family Dinner Night once a month. This is open to any and all.”

Katie McCabe, Child & Youth Development Director, Boys & Girls Clubs & YMCA of Greater Waterville at Alfond Youth Center in Waterville, Maine

Family involvement is a key component of food and nutrition programs at the Club. Many Clubs work with families by hosting food-focused family nights and family-friendly events at the Club, and by providing families with additional food or access to additional food resources.

PROMISING PRACTICES

- Keep an up-to-date resource board for families
- Connect families to local organizations
- Include parent/families in educational programs
- Host family nights
- Reach out to families on social media
KEEP AN UP-TO-DATE RESOURCE BOARD FOR FAMILIES

One of the easiest ways to involve families is by creating a resource board with information regarding local resources. Set up this board in an area of the Club that is easy for families to see, where they can access flyers, business cards and other resources. Here are some resources that Clubs can connect families with:

- Addresses and contact information for local food banks and pantries
- Resources for accessing food donations during the holiday seasons
- Resources linking families to community programs such as nutrition education classes, cooking programs, etc.

CONNECTING FAMILIES TO LOCAL ORGANIZATIONS

When families feel comfortable with the Club, they are more likely to ask the Club for assistance when they are in need.

“Our Club partners with other community programs, especially through our health center and early childhood development center, to host events that provide meals and information regarding access to food, (e.g., community garden, community farmers market, food bank, etc.).”

_Candice Leapley, Unit Director, Boys & Girls Club of Bay Mills in Michigan_

“We volunteer on local neighborhood coalitions to help work toward solutions in food deserts, such as increasing access to gardens or creating options for farmers markets in the summers that are in the neighborhoods where our families live.”

_Leslie Pickard, Director of Healthy Lifestyles, Boys & Girls Clubs of Metro Denver_
INCLUDING PARENTS AND FAMILIES IN HEALTH & WELLNESS PROGRAMS

To be successful, Clubs must provide parents with the information and skills they need to support healthy attitudes, behaviors and environments for their children at home and outside of the Club. There are many ways in which Clubs can do this.

Host a family health fair.
Boys & Girls Clubs of Durham and Orange Counties in Durham, N.C., implements an annual family health fair. They invite community organizations to the Club to provide free health screenings, as well as other entities such as food shelters and insurance programs to provide families with additional resources. When planning a health fair, make sure information is easily accessible through newsletters, handouts, phone calls, email, social media and websites. Be sure to offer translated versions of the information for anyone who may need it.

Healthy cooking classes
Provide families with opportunities to learn about healthy behaviors and healthy cooking or fitness tips alongside their children. Boys & Girls Clubs of Metro Denver created cooking classes for parents and developed resources for parents to take home and use.

Offer farmers markets or portable food pantries at the Club.
The local food bank partnered with the Boys & Girls Clubs of Central Iowa in Des Moines when it received a grant to purchase a portable food trailer. Throughout the year, the food trailer is located at different places across the community, including different Boys & Girls Club parking lots. Parents who are part of the program can access the food pantry once a month. The food pantry also has an emergency staff for any family in need of immediate assistance.
HOSTING FAMILY NIGHTS
Create family nights and infuse wellness into the program.
Boys & Girls Club of Greater Nashua in New Hampshire hosts 8-10 family nights per year. They use these opportunities to share the food service program with families by serving healthy meals and providing recipes for the families who participate.

Food demonstrations for parents.
Boys & Girls Clubs of Tennessee Valley in Knoxville, Tenn., presents food demonstrations at the front desk during pickup to teach parents about nutrition and healthy eating. They partner with a local university and insurance company to provide the monthly demonstrations. Each demonstration lasts approximately 10 minutes and provides quick, easy information for the parents to take home to their families, including a sample and a recipe. The Club also hosts monthly family fitness nights where they provide yoga and other fitness classes for parents and members to participate in together.

REACHING OUT TO FAMILIES ON SOCIAL MEDIA
Social media is a great way to promote healthy eating to both families and community members. Many Clubs use social media to announce menus and activities to parents using their website, Facebook, Instagram or Twitter accounts. Boys & Girls Clubs of Metro Denver has a Healthy Lifestyles blog where it posts programs, events and healthy recipes for parents, staff and members to access.

QUICK WINS

⭐️ Survey or speak to parents to determine their needs, and focus family-oriented programs and activities based on those findings.

⭐️ Make attending evening programs and activities fun for all by providing meals for the entire family and activities for members and their siblings.

TOOLS AND RESOURCES

Appendix A
Web Resources, pg. 75
A list of web resources to help with family implementation

Appendix Z
Boys & Girls Clubs of Metro Denver
Family Cookbook Excerpts, pg. 144
Excerpts from Boys & Girls Clubs of Metro Denver Family Cookbook
PARTNERSHIPS AND FUNDING
Clubs and staff can’t do everything on their own – it is important to partner with others in the community for resources, funding and support. There are a lot of creative ways Clubs are partnering with their communities to increase the wellness of their members and families.

PROMISING PRACTICES

✔️ Implement a Backpack Program
✔️ Use the USDA food programs
✔️ Use local food banks/pantries
✔️ Reach out to potential partners

IMPLEMENTING A BACKPACK PROGRAM

What is a Backpack Program?

Every backpack food program is unique to the community it serves. Generally, backpack food programs offer children in need a bag of non-perishable food that they can take home and eat on weekends or long breaks. The contents of the bag can vary depending on the food and donations available. Many programs are able to provide enough food to replace the meals the children would typically receive during the weekend (e.g., two breakfast options, two lunch options, two snack options, one can of fruit and one can of vegetables). See Appendix AA and BB for a detailed description of how to start a backpack program and which foods are typically included in a backpack.

Boys & Girls Clubs of Central Iowa in Des Moines supplies between 150-300 at-risk children with a backpack full of nutritious, child-friendly, self-serve food designed to supplement a family of four for the weekend. A typical food package includes cereal, granola bars, crackers, applesauce or other packaged fruit, single serving entrées such as macaroni and cheese or ravioli, and other nutritional snack items. The Club started this program when staff saw that the local food bank would only serve the Club children, not the entire family. The Club buys most of the food from the local food bank, using donations from corporate sponsors to underwrite the program. Each week, the bags are packed by local community partners and businesses, who send in volunteers.

Boys & Girls Club of Barron County in Rice Lake, Wisc., works with community members, as well as the local school district, who team up to make the backpack program a reality.
USING THE USDA FOOD PROGRAMS

The U.S. Department of Agriculture (USDA) provides funding for after-school programs to serve a meal and/or snacks to children and teens in low-income areas. There are a number of programs through USDA that local Boys & Girls Clubs qualify for; you just need to determine which program makes the most sense for your Club.

The USDA program can seem very daunting and confusing for Clubs. When starting a partnership with the USDA, Clubs say the biggest help for them is to contact BGCA’s Government Relations team. The Government Relations team has people dedicated to assisting Clubs in navigating through the process. They also have sample templates for Clubs to use.

How Does It Work?

- USDA provides funding for the food program and sets requirements for meals and snacks. Meals and snacks must meet USDA nutrition standards to be reimbursed.
- State agencies administer the program and communicate with both USDA and sponsors.
- Sponsors are organizations that oversee Clubs.
- Clubs can participate independently by being a sponsor, or under a sponsoring organization that manages multiple programs.

Choosing the type of food service program for out-of-school time providers.

There are four different types of programs for Clubs, each with different criteria. Most Clubs start with the Summer Food Service Program, many partnering with a local agency who provides the meals for members. For more information about the different programs, and to figure out which one is right for you, see the chart located in Appendix CC.

Determine sponsorship versus entity.

Determine whether you will be the sponsoring organization or if you will be an entity under another organization. The sponsoring organization, whether it is your Club or another organization, is responsible for ensuring all paperwork is turned in and gets a small monetary percentage for managing the program. It is also important to determine whether you are going to prepare the meals or find a vendor to prepare meals.
Boys & Girls Clubs of Edinberg RGV in Texas, has been serving meals for several years, as both a sponsor and an organization that had a sponsor. They started serving meals through the Summer Food Service program, which was sponsored by the local school district. When starting the food service program Chief Executive Officer Sabrina Walker-Hernandez chose to have the Club work with a sponsoring agency. The sponsoring agency managed the paperwork, but the Club made the meals. It was going well for several years and, although the Club had thought about becoming a sponsor, the process seemed too daunting. Then, something changed - the sponsoring agency lost the program and the Club scrambled to find a new sponsor. Another Club five hours away acted as the sponsor until the Edinberg Club was able to become its own sponsor.

Sabrina knew it was finally time to tackle the process of becoming a sponsor. She reached out to her local Education Service Center, which provided one-on-one assistance to help complete the process. Her state hosted a conference for food service programs, so she attended the conference, brought the application with her, and received pointers from the people who were reviewing it. She also called BGCA’s Government Relations team, who provided her with assistance, templates and encouragement.

Sabrina learned a lot through the process of completing the application. Her first advice is to seek local assistance for the application. Make sure you review all components, crossing your t’s and dotting your i’s, and follow-up continuously to ensure you have everything together. Once your application is accepted, use state-level templates that have been approved for reporting purposes. Determine how you are going to ensure the program is monitored and have compliance measures in place. Anything you put in your management plan, you must do, so make sure that you are specific enough to get the state to approve your plan, but loose enough to have flexibility. For instance, list “a management staff professional” to manage the grant versus the “Director of Operations” – this way if you realize you need to make some personnel changes, you can do so without affecting the grant implementation.

Now that she has completed the application process and her Club is a sponsoring agency, Sabrina definitely feels that the process, though cumbersome, was worth it to ensure members get healthy meals each day.
USING LOCAL FOOD BANKS AND PANTRIES

“The Food Bank provides services in a multi-county area and has been quick to support the Club when we added a new site.”

Jane E. Sutter, CEO, Boys & Girls Clubs of Oklahoma County in Oklahoma City

Many Clubs work with their local food bank to assist with their food programs. Establishing a relationship with the food bank is the essential first step to building a successful partnership.

Here are some simple ways to establish a relationship with your local food bank:

1. **Determine what you need** from your food bank before you contact them.
2. **Research what programs they have available** for non-profits and what the requirements are for qualification.
3. **Reach out to the appropriate person** with the needs of your Club. Be prepared to share the demographics of the members you serve.
4. **Follow up consistently**.

Boys & Girls Clubs of Santa Monica, Calif., developed a relationship with the staff at their local food bank. The staff at the food bank would set aside food for the Club, as well as notify them of grants to receive additional food for the Club. This helped enhance not only the food that the Club was serving to members, but the Club was also able to periodically distribute food for families.
Some of the ways Clubs work with food banks are:

- Sponsoring the USDA meal program.
- Sponsoring a “Kids Café” program, which provides free snacks and meals to low-income kids at community locations after school.
- Sponsoring the backpack program for members.
- Donating or selling food at discounted prices to the Club.
  - Many Clubs go the food bank weekly to purchase or get items to incorporate into the food programs. The food varies from fresh fruits and vegetables to chicken and beans or pre-packaged foods. Staff have to be creative when they are “shopping” at food banks to pick the foods that will benefit their Club the most.
- Providing additional fruits, vegetables and protein specifically for youth programs.
- Providing nutrition education programs for members and families.
- Assisting families in completing applications for food assistance.

**REACHING OUT TO POTENTIAL PARTNERS**

Clubs often work with a variety of partners in their community to assist them in their wellness programs. Partners vary from area to area depending on who is in their community. Uncovering who you can partner with and how to do so is probably one of the most challenging aspects of running a Club. There is a sample funding proposal in Appendix FF.

Below is a list of some community partners and organizations that Clubs are partnering with, and a description of how they are partnering with them:

**Other Nonprofit Organizations**

Partnering with other nonprofits is a great way to work together to make sure all the needs of the community are met. At Boys & Girls Clubs of Central Iowa in Des Moines, staff are part of the Eat Greater Des Moines Council. The council is led by a nonprofit organization and consists of local schools, food banks and other agencies in the community who work together to ensure the food security needs are met within the community. The partners meet monthly to work together and share resources. Elain Collet, Coordinator of Special Events and Volunteerism with Boys & Girls Clubs of Central Iowa, said that, “Being part of this committee has assisted the Club in bringing more resources into the community. The Club is also now thought of as a key support for the community, and we are now one of the first places people turn to for giving additional assistance to their programs.”
Master Gardeners
Clubs have been partnering with Master Gardeners for a number of years to assist them with their gardening programs. Master Gardeners are located in each state, associated with the local university’s extension program. They are trained volunteers who advise and educate Club members and staff on gardening and horticulture. Boys & Girls Club of the Bemidji Area in Bemidji Minn., partners with their local Master Gardeners to help their gardening program. They even created a gardening resource book for staff to use when the Master Gardener is not at the Club.

Nutritionists
Working with local nutritionists is a great way to strengthen your food service program by consulting with them to provide insight and guidance into nutrition. Boys & Girls Clubs of Boston staff meet with a nutritionist to review menus and offer guidance to the program. A nutritionist volunteered with Boys & Girls Club of Gaston in Gastonia, N.C., to build menus, and ensure that their food service program was meeting high standards.

Hospitals and Health Companies
There are a variety of health companies and organizations that have partnered with local Clubs to strengthen their programs. Common types of companies that Clubs partner with are: hospitals, insurance companies and fitness companies. Boys & Girls Clubs of the Tennessee Valley in Knoxville, Tenn., partners with a local health insurance provider to fund its wellness program and provide volunteers to assist with monthly family food demonstrations. Boys & Girls Club of Venice, Calif., partnered with a local fitness center for teen members to participate in weekly fitness classes. Being able to provide this valuable benefit has helped the Club recruit and retain teens.
**Colleges and Universities**

Colleges and universities are great partners to assist Clubs with their wellness programming. Sarah Heinz House partners with graduate students at the University of Pittsburgh to implement cooking and nutrition classes. The nutrition classes focus on portion control, nutrition standards, healthy meals and healthy recipes. They also have cooking classes available for parents on the weekends. Boys & Girls Clubs of Metro Denver uses interns to help design nutrition lessons and cooking classes for staff to implement. This gives the interns meaningful experience while still providing needed resources for Club staff.

**Grocery and Convenience Stores**

Many Clubs use grocery and convenience stores to provide shopping experiences and food donations. Boys & Girls Clubs of Central Iowa in Des Moines has recently started partnering with local convenience stores to provide donations of food items that are still good to eat, but not able to be sold.

**WORKING WITH POTENTIAL PARTNERS**

It is important to have conversations with potential partners about the needs of your food security program. After you assess your program and develop your action plan (please refer to the section on Self-Assessment and Action Plans), develop a list of needs for your program. This can help direct conversations that you have with potential partners. Boys & Girls Clubs of Metro Denver works with potential partners to ensure that they are sending consistent messages to their Club members. When working with a partner who may want to donate food to the Club, staff educate the partner about the wellness policies of the organization. If a partner wants to donate baked goods to the Club, staff discuss healthier alternatives, such as fruit.

As another example, Boys & Girls Clubs of Metro Denver planned a tour of their local police department, but saw that pizza and soda was on the menu for lunch. The staff made suggestions of how to make the meal healthier by adding a salad and changing the drink to water. Staff explained the reasoning behind this, regarding their wellness policies and dedication to healthy lifestyles, and the police department was very receptive to the change.
QUICK WINS

☆ Contact BGCA’s Government Relationships Department for assistance in applying for USDA funding.

☆ Ensure all staff understand and are communicating the same messages regarding your Club’s health and wellness programs through staff meetings, one-on-one meetings, and developed talking points.

☆ Have conversations about the wellness policies with partners who want to donate food to your Club and provide alternative ideas for food donations.

TOOLS AND RESOURCES

Appendix A
Web Resources, pg. 75
A list of resources located on the web

Appendix Z
Boys & Girls Clubs of Metro Denver Family Cookbook Excerpts, pg. 144
Excerpts from Boys & Girls Clubs of Metro Denver Family Cookbook

Appendix AA:
Backpack Food Programs, pg. 145
Guidelines to start a weekend backpack program

Appendix BB:
Backpack Food Program Resources, pg. 146
A list of items to include in a food backpack

Appendix CC:
Types of Food Service Programs for Out-of-School Time Providers, pg. 147
A chart that compares the four different types of food programs

Appendix DD:
Filing System for USDA, pg. 149
Filing system for USDA Food Programs

Appendix EE:
CACFP Examples of Allowable Operating Costs, pg. 150
Examples of Allowable CACFP Allowable Costs

Appendix FF:
Sample Funding Proposal, pg. 152
Sample funding proposal for wellness programs
Endnotes

1 Five Key Elements for Positive Youth Development: BGCA worked with the nationally recognized Search Institute to review relevant research and study highly effective Clubs. Through Club visits and interviews with managers, program staff, teens and community leaders, the five key elements that determine the level of impact a Club makes on the development of young people were identified. High-yield activities: The research of Dr. Reginald Clark has demonstrated that high-achieving students spend more time engaged in activities that reinforce the skills and knowledge they learn in school. “Enhancing the Educational Achievement of At-Risk Youth,” an evaluation of BGCA’s national education strategy, Project Learn, confirms the effectiveness of using such high-yield activities in Boys & Girls Clubs. Targeted programs: BGCA offers many national programs that are designed to help young people achieve our priority outcomes of academic success, good character and citizenship, and healthy lifestyles. Many of BGCA’s targeted programs have been evaluated for their effectiveness. Some of BGCA’s targeted programs have also been deemed “evidence based” by the federal government.


4 “USDA’s The National School Lunch Program (2017)”.


8 Ibid.


14 Ibid.


17 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3653583/
APPENDICES
Listed below are some of the most popular Web Resources that Clubs have found helpful in developing their food programs. Many websites may assist you in more than one piece of your programming needs. The following codes will help you determine which area of information they may possess:

<table>
<thead>
<tr>
<th>Env</th>
<th>FI</th>
<th>FS</th>
<th>Menus</th>
<th>NE</th>
<th>PF</th>
<th>PO</th>
<th>SA</th>
<th>ST</th>
<th>USDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>Family Involvement</td>
<td>Food Service</td>
<td>Menus and Recipes meeting USDA Food Service Guidelines</td>
<td>Nutrition Education Programs</td>
<td>Partnerships &amp; Funding</td>
<td>Policies</td>
<td>Self-Assessment &amp; Action Plan</td>
<td>Staff Training</td>
<td>USDA Food Service Programs</td>
</tr>
</tbody>
</table>

4-H Health, nutrition, and fitness programs [NE](https://4-h.org/parents/healthy-living/)
4-H health, nutrition, and fitness programs help youth understand the importance of eating right, physical fitness, being active and practicing good hygiene. Mastering these basic health principles place young people on the right track to managing their long-term health.

Action for Healthy Kids® [FI NE SA](http://www.actionforhealthykids.org)
Action for Healthy Kids provides a variety of tools and resources to help schools (with activities that can also be implemented at Clubs) implement health and wellness programs that can help your school become a place where kids learn to lead healthier lives, eat nutritious foods, are physically active and better prepared to learn each day.

Alliance for a Healthier Generation [PO SA](https://host.healthiergeneration.org/boys__girls_clubs/)
As a part of joining the “Culture of Wellness” with the Boys & Girls Clubs of America, the Alliance for a Healthier Generation website serves as a go-to resource for accessing the tools and guidance you need to meet the National After School Association’s Healthy Eating and Physical Activity (HEPA) Standards.
**Alliance for a HealthierGeneration Smart Food Planner**
https://foodplanner.healthiergeneration.org

The Alliance for a Healthier Generation Smart Food Planner provides updated CACFP meal pattern went into effect October 1, 2017. Check out the Alliance’s new resources - a CACFP Calculator, new menus, and fun recipes!

**Alliance for a Healthier Generation Training Center**

The Alliance for a Healthier Generation Training Center provides a wide variety of webinars and online trainings for staff as well as a community for Healthy-Out-of-School Time settings to share best practices and ideas.

**Boys & Girls Clubs of Metro Denver Health for Life**
https://bgchealthforlife.wordpress.com/

Healthy lifestyles is a key outcome area for the Boys & Girls Clubs of Metro Denver, Colorado (BGCMD). By focusing on health education and life skills, they equip youth with the tools they need to make healthy choices and reach their full potential.

**CATCH (Coordinated Approach to Child Health)**
http://catchinfo.org/programs/after-school/

CATCH programs are designed to impact nutrition and physical activity through both classroom- and community-based interventions. Additional information about the curriculum and related materials/training is available on their website.

**Collective School Garden Network**
http://www.csgn.org/eat-think-grow-lessons-school-gardens

Western Growers Foundation was created by Western Growers members as a way to give back to their communities. They provide a database of gardening programs for schools.

**Cooking Matters**
https://cookingmatters.org/educational-tools

Cooking Matters is a six-week cooking, shopping and nutrition course that has a powerful, sustained impact that is significantly greater than changes that would have occurred without an intervention.

**Cooking with Kids (CwK)**
http://cookingwithkids.org/

CwK aims to promote the exploration of new, healthy foods and acquisition of food preparation skills. Each curriculum, tailored for three different age groups, set includes five hour-long tasting lesson plans and five two-hour-long cooking lesson plans for a total of 15 hours of activities.

**Energy Balance 101 Curriculum**
http://www.togethercounts.com/at-school/teachers

Together Counts provides nutrition and physical education curricula for all ages and explains every part of the curriculum including the concepts behind the curriculum, prompted dialogue, various nutrition related activities and ways to engage parents in healthy eating.

**Food Day Curriculum**
https://d3n8a8pro7vhmx.cloudfront.net/foodday/pages/24/attachments/original/1407160267/Curriculum2014.pdf?1407160267

The Food Day Curriculum is designed for upper elementary and middle school students. It consists of 5 lessons focusing on eating real, fresh food, cutting back on processed foods, and advocating for a healthier community.
Hands on Real-World Lessons for Middle School Classrooms NE
http://www.fightbac.org/hands-on/download-hands-on/

The Hands On Curriculum is designed to teach middle school students about food safety while meeting Common Core Standards in Math and Language Arts and state mandated curriculum standards science and social studies. The curricula are available online for free but supplies are needed for implementation.

Healthy Kids Out of School Curriculum NE

The Healthy Kids Out of School Curriculum is specifically designed for afterschool youth programs. It consists of over seven sessions of nutrition and physical activity lessons.

Healthy Meals Resource System Env FS Menu NE
https://healthymeals.nal.usda.gov

Planning tools, recipe ideas, and additional tips and ideas to help implement the new meal patterns and best practices, such as hosting taste tests to help introduce and get children excited about new foods and menus.

In Defense of Food Curriculum NE

The In Defense of Food Curriculum is designed to teach adolescents practical tools for healthier eating including why it’s important to eat healthfully and the role of food companies in food decision making.

Institute of Child Nutrition Education and Training Resources Menu ST
http://nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTc=

The Institute of Child Nutrition’s resources provide education and training opportunities to help provide nutritious meals at Boys & Girls Clubs and other after school youth programs.

Junior Master Gardeners (JMG) NE
www.jmgkids.us

The Junior Master Gardener program is an international youth gardening program of the university cooperative Extension network. JMG engages children in novel, “hands-on” group and individual learning experiences that provide a love of gardening, develop an appreciation for the environment, and cultivate the mind.

Learn! Grow! Eat! Go! NE
http://jmgkids.us/lgeg/

Learn, Grow, Eat & GO! (LGEG) is the new research-based, evidence-based curriculum project of the International Junior Master Gardener® Program. LGEG grows good kids through an interdisciplinary program combining 10 weeks of classroom-based lessons, recipe demonstrations, vegetable tastings, student garden journals, and outreach efforts to parents.

The Lunchbox Menu ST
http://www.thelunchbox.org/about/

The Lunchbox shares best practices from around the United States by building a network of school food change makers. They have a wide range of in-depth tools and resources to help with menu creation, financial management, procurement, marketing, and engagement strategies. Enjoy free access to scalable and downloadable recipes, USDA-compliant menu cycles, procurement tools, financial calculators, implementation strategies, training tools, marketing materials, and much more.

MyPlate Menu NE
http://www.choosemyplate.gov/

Resources found on the MyPlate website can help Clubs identify healthier options to ensure menu choices contain the most nutrients children need to grow.
MyPlate Kids Place (Arianna’s Nutrition Expedition) NE
https://www.choosemyplate.gov/kids
Directs you to games, activities, videos, songs and other fun materials that are excellent methods of engaging children in nutrition education; also contains literature to print out and send home with children to their families to encourage family engagement in nutrition education and healthy eating.

No Kid Hungry FI FS PO SA
https://www.nokidhungry.org
No Kid Hungry provides innovations and best practices in after school meal programs.

Nutrition Nuggets NE
https://eatsmart.umd.edu/resources/curricula/nutrition-nuggets
The Nutrition Nuggets curriculum was created for youth in the out of school/afterschool setting through the University of Maryland Extension Service. It contains 12 units on subjects including MyPlate and food groups, handwashing, the importance of breakfast, choosing healthy snacks, and creating healthy meals.

Project Bread Menu
http://www.projectbread.org/children-and-schools/
Project Bread developed Let’s Cook Healthy School Meals tool to help school administrators and kitchen plan and prepare healthy meals for students that they will want to eat. It meets the USDA school meal requirements – and offers 100 recipes that have been kid-tested in cafeteria kitchens.

Smarter Lunchrooms Env
https://www.smarterlunchrooms.org
The Smarter Lunchrooms brings evidence from the fields of economics, marketing, and psychology into the school cafeteria. Smarter Lunchrooms strategies are free or low-cost solutions that nudge students to voluntarily select the healthiest food in the lunchroom. Smarter Lunchrooms can see less waste, higher participation, more satisfied students, and increased consumption of important nutrient-rich foods.

Team Nutrition Resource Library Env Menu ST
http://www.fns.usda.gov/tn/resource-library
Visit the Team Nutrition Resource Library for free nutrition education materials to further reinforce and complement the nutrition messages taught by serving healthful foods.

USDA Food and Nutrition Service Programs Menu PF USDA
https://www.fns.usda.gov/school-meals/child-nutrition-programs
The Food and Nutrition Service administers several programs that provide healthy food to children including the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program (CAFCP), Summer Food Service Program, Fresh Fruit and Vegetable Program, and Special Milk Program. Administered by state agencies, each of these programs helps fight hunger and obesity by reimbursing organizations such as schools, child care centers, and after-school programs for providing healthy meals to children.
### Healthy Out-of-School Time Assessment

<table>
<thead>
<tr>
<th>Out-of-School Time Site Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Name (if applicable):</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
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</tbody>
</table>

**Instructions:**

**About the Assessment:** This is a self-assessment tool to identify the current strengths of your Out-of-School Time (OST) site in relation to 11 Healthy Eating and Physical Activity Standards (HEPA), as outlined in the Healthy Out-of-School Time Framework. Definitions for underlined words or phrases can be found in the Healthy Out-of-School Time Glossary located at the back of the Healthy Out-of-School Time Framework. As part of working with the Healthy Out-of-School Time Initiative, you will be asked to complete an Assessment annually. The information collected in the Assessment will be used to help your site identify potential wellness goals to work on throughout the year (including summer if your site operates during the summer). Completing the Assessment annually will also help your site track progress and provide the opportunity to reflect on the improvements made throughout the year. The results of the Assessment are confidential and will be used only for your action planning and Alliance evaluation purposes.

**Getting Started:**

After reading each best practice, mark “YES” for “Fully Demonstrating,” “NO” for “Not Demonstrating or Partially Demonstrating,” or “NOT APPLICABLE” if that practice is not possible because of your site’s current structure.

1. **YES** - “Fully Demonstrating” means that the practice is something your site regularly demonstrates and that the practice is integrated into your program structure so it can be sustained over time.

2. **NO** - “Not Demonstrating or Partially Demonstrating” means that your site is not demonstrating that practice, or you feel like the site’s efforts could be improved in that area. Any practice you mark as “Not Demonstrating or Partially Demonstrating” may later be identified as a goal on your Action Plan. Keep that in mind as you are completing your Assessment.

3. **NOT APPLICABLE** – Some practices may include “not applicable” as a possible response. Only select this option if that practice is not feasible to achieve at your site as a result of your site’s current structure or composition (such as lack of eligibility for federal reimbursement programs or lack of physical space to operate an intramural sport program).

If you have any questions about terminology used in the Assessment or what a specific practice may look like in action, please refer to the HOST Framework Glossary and Roadmaps associated with each Standard.
Healthy Out-of-School Time Assessment

HEPA Standards:
The Assessment is organized into 11 subcategories - six encompassing the Healthy Eating Standards and five encompassing the Physical Activity Standards. These categories highlight the different areas within out-of-school time settings that can impact healthy eating and physical activity practices and policies.

<table>
<thead>
<tr>
<th>Healthy Eating (HE)</th>
<th>Physical Activity (PA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 01. Snack, Meal, and Drink Quality</td>
<td>PA 01. Physical Activity Quality</td>
</tr>
<tr>
<td>HE 02. Staff Training – Healthy Eating</td>
<td>PA 02. Staff Training – Physical Activity</td>
</tr>
<tr>
<td>HE 03. Nutrition Education</td>
<td>PA 03. Youth, Staff, and Family Support – Physical Activity</td>
</tr>
<tr>
<td>HE 05. Organizational Policies – Healthy Eating</td>
<td>PA 05. Site Environment – Physical Activity</td>
</tr>
<tr>
<td>HE 06. Site Environment – Healthy Eating</td>
<td></td>
</tr>
</tbody>
</table>

HE 01
Snack, Meal and Drink Quality:
Our organization serves foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease.

Best Practices for Achieving this Standard

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td></td>
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<tr>
<td>B</td>
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<td>C</td>
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<td>D</td>
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<tr>
<td>E</td>
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</tbody>
</table>
Healthy Out-of-School Time Assessment

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>F</strong></td>
<td>Our program serves only dairy products (not including milk) that are non-fat or reduced fat.</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>Our program serves only protein foods (not including nuts and seeds) that are lean meat, skinless poultry, seafood, beans/legumes or eggs.</td>
<td></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>Our program serves only nuts or seeds with no added ingredients.</td>
<td></td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Our program serves only packaged snacks that meet the USDA Smart Snacks in School nutrition standards (such as granola bars, baked chips, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>J</strong></td>
<td>Our program serves only frozen desserts that meet the USDA Smart Snacks in School nutrition standards (such as frozen fruit bars, ice cream).</td>
<td></td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>Our program provides plain potable water at all times at no cost to youth and staff.</td>
<td></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Our program serves only plain low-fat milk, or plain or flavored non-fat milk, limited to 8 fluid ounces per day for elementary school students and 12 fluid ounces per day for middle and high school students.</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Our program serves only 100% fruit or vegetable juice with no added sweeteners, or 100% juice diluted with water with no added sweeteners, limited to 8 fluid ounces per day for elementary school students and 12 fluid ounces per day for middle and high school students.</td>
<td></td>
</tr>
<tr>
<td><strong>N.</strong></td>
<td>Our program prohibits serving full-calorie sodas, sports drinks, or juice drinks (not including 100% juice).</td>
<td></td>
</tr>
<tr>
<td><strong>O.</strong></td>
<td>Our program also prohibits serving diet soda, low-calorie sport drinks, or other low calorie beverages for elementary school students, and/or only allows these beverages for high school students.</td>
<td></td>
</tr>
<tr>
<td><strong>P.</strong></td>
<td>Our program serves only non-caffeinated beverages.</td>
<td></td>
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</tbody>
</table>
Healthy Out-of-School Time Assessment

**HE 02  
Staff Training – Healthy Eating:**  
Our staff regularly participates in learning about healthy eating grounded in effective training models using content that is evidence-based.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
| **A** All staff training on healthy eating is:  
  § comprehensive (covers multiple topics)  
  § evidence-based (based on credible research)  
  § does not support a particular industry or food sector agenda  
  § delivered by qualified personnel |   |    |
| **B** At least 2 staff members are trained at a time on healthy eating. |   |    |

**STAFF MEMBERS WHO ARE CHARGED WITH THE RESPONSIBILITY FOR FOOD SERVICE:**

<table>
<thead>
<tr>
<th>STAFF MEMBERS WHO ARE CHARGED WITH THE RESPONSIBILITY FOR FOOD SERVICE:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
| **C** Staff members charged with the responsibility to develop or serve a healthy menu receive training at least once a year.  
  **Note:**  
  § Such training may complement but not replace training for compliance or participation in federal food assistance programs (National School Lunch Program (NSLP), Child and Adult Care Feeding Program (CACFP), Summer Food Service Program (SFSP)).  
  § 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. |   |    |
| **D** New staff members charged with food service responsibility are quickly oriented to healthy menu development (if regularly scheduled training is at least a month away). |   |    |

**ALL STAFF MEMBERS:**

<table>
<thead>
<tr>
<th>ALL STAFF MEMBERS:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong> All staff members are trained at least once a year and coached throughout the year on the role that healthy eating, physical activity and social supports collectively play to support healthy behaviors amongst youth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong> New staff members are quickly oriented to how healthy eating, physical activity and social supports can be used / utilized / integrated into organizational practices to encourage healthy behaviors (if regularly scheduled training is at least a month away).</td>
<td></td>
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</tr>
</tbody>
</table>
Healthy Out-of-School Time Assessment

### HE 03 Nutrition Education:
Our organization offers evidence-based nutrition education.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Our program offers nutrition education to youth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> The nutrition education we offer is evidence based.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
  *For example:*  
  - The program uses a curriculum that is grounded in nutrition and behavioral science such as CATCH Kids Club, Body Works, Harvard Prevention Research Center’s Food and Fun After School or empowerME4Life. |
| **C** The nutrition education we offer does not support a particular industry or food sector agenda. |     |    |                |
| **D** The individuals that deliver our nutrition education are credentialed health or nutrition educators (i.e., have CHES, RD, LD or a postsecondary degree in appropriate field) or are program staff that have participated in training by credentialed health or nutrition educators. |     |    |                |
  *For example:*  
  - USDA Cooperative Extension Agents deliver curriculum.
Healthy Out-of-School Time Assessment

**HE 04**
**Youth, Staff, and Family Support – Healthy Eating:**
Our organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages youth to enjoy healthy foods and beverages.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ON-SITE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Foods and beverages are not used as reward or punishment.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>B All events and celebrations serve or sell foods and beverages that meet the USDA Smart Snacks in School nutrition standards</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>C Fundraisers serve or sell foods and beverages that align with the USDA Smart Snacks in School nutrition standards or rely on non-food items.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>YOUTH:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Youth participate in food and beverage selection, distribution, preparation and/or clean-up.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>SITE STAFF:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Staff sit and eat the daily program snack or meal with youth.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>F Staff discuss the health benefits of snack or meal components with youth and have a process in place for discussing inappropriate food choices with youth.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>G Staff do not bring in/consume personal food or beverages in front of youth other than items that would appear on the program’s menu.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>FAMILIES &amp; COMMUNITY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Our program’s Nutritional Education (refer to HE 03) materials are made available to families through pamphlets, newsletters, email blasts or other means.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I Foods and beverages served or sold at family/community events meet the USDA Smart Snacks in School nutrition standards</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>J Families receive guidelines about food and beverages that may be brought into the program by the family members or youth.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>K Our program has a process in place for discussing inappropriate food and beverage choices with families.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>L Our programs’ healthy eating practices are shared and discussed during parent/family/community meetings.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>M Our program develops family advisory groups and/or community network groups to support healthy eating in the community and at home.</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
# Organizational Policies – Healthy Eating:

Our organization supports healthy eating through management and budgeting practices.

<table>
<thead>
<tr>
<th></th>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Our organization budgets for food costs so that our food service is aligned with the USDA Smart Snacks in School nutrition standards.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B</td>
<td>Our organization accesses federal nutrition programs that assist with providing healthy snacks and meals to participants (i.e. NSLP, CACFP and SFSP).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Our organization does not use our food budget for food based crafts (e.g. dried pasta for craft projects).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D</td>
<td>Our organization’s leadership supports healthy eating through coaching, mentoring and monitoring menu quality.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| E | Foods served at staff meetings are consistently/regularly healthy.  
   *For example:*  
   - *Food served at all staff meetings is aligned with the USDA Smart Snacks in School nutrition standards.* |     |    |                |
| F | Staff at all levels of the organization model healthy eating on the job. |     |    |                |
## HE 06
### Site Environment – Healthy Eating:
Our organization’s physical environment supports healthy eating.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Our program environment does not have posters or advertisements on the walls that promote unhealthy foods or beverages.</td>
<td>☐</td>
</tr>
</tbody>
</table>
| B  | Our program environment provides positive messages about healthy eating through posters, pictures and books.  

**Note:**  
- *May also be through music, art, murals, signage, etc.*

| C  | Youth do not have access to food sources (i.e. vending machines, snack bars, etc.) that sell foods and beverages that do not align with the USDA Smart Snacks in School nutrition standards. | ☐   | ☐  |
| D  | Our program restricts screen time to avoid exposure to food marketing. | ☐   | ☐  |
| E  | Our program has access to adequate kitchen and storage facilities to support our healthy eating practices.  

**For example:**  
- *Because we have no dedicated kitchen and storage facilities on-site, we have access to adequate facilities through a shared-use or joint-use agreement with another organization (i.e. a school).* | ☐   | ☐  |
Healthy Out-of-School Time Assessment

PA 01
Physical Activity Quality:
Our organization’s physical activity offerings support the USDHHS 2008 guidelines recommending that all youth obtain a daily minimum of 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.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Our program dedicates at least 20% or at least 30 minutes of morning or afterschool program time to physical activity and at least 60 minutes for a full day program.</td>
<td></td>
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<tr>
<td>B  Our program provides physical activities in which youth are moderately to vigorously active for at least 50% of the physical activity time.</td>
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<tr>
<td>C  Our program ensures physical activity takes place outdoors whenever possible.</td>
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<tr>
<td>D  Our program ensures that daily physical activity time includes:</td>
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<td></td>
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<tr>
<td>- aerobic (i.e. bicycling)</td>
<td></td>
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<tr>
<td>- age-appropriate bone and muscle strengthening (i.e. jump rope, push-ups, sit-ups), and,</td>
<td></td>
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<tr>
<td>- cardio-respiratory fitness activities (i.e. running).</td>
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<tr>
<td>E  Our program provides a variety of physical activity options that are fun, recreational and life-long learning opportunities (i.e. swimming, bicycling, jogging, dancing).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F  Our program offers unstructured free play or structured activities that involve all program attendees.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>G  Our program offers non-competitive activities (i.e. walking, running, dance).</td>
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<tr>
<td>H  If we have an intramural program, our program offers competitive physical activities that follow the National/State Standards for Physical Education.</td>
<td></td>
<td></td>
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<tr>
<td>I  Our program offers activities that are adaptable, accessible and inclusive of all youth, including those with physical, sensory and intellectual disabilities.</td>
<td></td>
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<tr>
<td>J  Our program conducts physical activities that are integrated with enrichment, academic or recreation content (i.e. goal-driven, planned, sequentially designed and delivered in a safe, inclusive, developmentally appropriate and success oriented manner).</td>
<td></td>
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<tr>
<td>K  Our program provides short physical activity breaks between and/or within program activities to invigorate youth and eliminate long periods of sitting.</td>
<td></td>
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</tr>
</tbody>
</table>

For example:
- When youth transition from one activity to another, physical activity is incorporated.

(Standard continued on next page)
Healthy Out-of-School Time Assessment

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>L</td>
<td>Our program does not permit access to television or movies.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Our program limits digital device time to less than one hour per day and digital device use is limited to homework or activities that engage youth in moderate to vigorous intensity physical activity.</td>
<td></td>
</tr>
</tbody>
</table>

**PA 02**

**Staff Training – Physical Activity**

Our staff participate in learning about physical activity through effective training models with content that is evidence-based.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFF MEMBERS WHO LEAD PHYSICAL ACTIVITY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Receive annually a minimum of 8 contact hours of professional development on effective practices and strategies for including physical activity that supports the USDHHS physical activity guidelines.</td>
<td></td>
</tr>
</tbody>
</table>
| B  | Receive annually a minimum of 16 hours of in-service training, including First Aid/CPR certification.  
For example:  
- Orientation for new staff, health/physical activity training, behavior management training, etc. |   |   |
| C  | Are trained in adapting physical activity opportunities to include youth at all levels of athletic ability and those with physical, sensory or intellectual disability. |   |   |
| **ALL STAFF MEMBERS:** |     |    |
| D  | 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 youth’s behavior is dangerous to himself or others. Additionally, staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors. |   |   |
| E  | Are trained and familiar with curricular resources on integrating physical activity throughout the program. |   |   |
Healthy Out-of-School Time Assessment

### PA 03
**Youth, Staff, and Family Support – Physical Activity:**
Our organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages youth to enjoy and participate in physical activity.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SITE STAFF:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Staff leads and participates in active play (e.g. games and activities).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Staff does not withhold or use physical activity as a reward or punishment.</td>
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<td></td>
</tr>
<tr>
<td><strong>YOUTH:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Youth participate in activity selection, organization and leadership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FAMILIES &amp; COMMUNITY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Educational materials about physical activity are made available to families through pamphlets, newsletters, email blasts or other means.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Parent/family/community events incorporate physical activity.</td>
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<td></td>
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<tr>
<td>F Our programs’ physical activity standards and practices are shared and discussed during parent/family/community meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Our program develops family advisory groups and/or community network groups to support physical activity in the community and at home.</td>
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</tr>
</tbody>
</table>

### PA 04
**Organizational Policies – Physical Activity:**
Our organization supports physical activity through management and budgeting practices.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Our organization budgets appropriately to provide high quality physical activity experiences.</td>
<td></td>
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<tr>
<td><strong>B</strong> Our organization’s leadership supports physical activity improvements through coaching, mentoring and monitoring progress.</td>
<td></td>
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</tr>
<tr>
<td><strong>C</strong> Our organization participates in ongoing self-evaluation and program improvement strategies for physical activity programming.</td>
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</tr>
<tr>
<td><strong>D</strong> Our organization’s liability and risk management policies enable staff to participate in physical activity with youth.</td>
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</tr>
<tr>
<td><strong>E</strong> Our organization promotes and encourages a physically active lifestyle among staff.</td>
<td></td>
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</tbody>
</table>
Healthy Out-of-School Time Assessment

### PA 05
**Site Environment – Physical Activity:**
Our organization’s physical environment supports physical activity.

<table>
<thead>
<tr>
<th>Best Practices for Achieving this Standard</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Equipment for games, sports and activities is age and developmentally appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Equipment is sufficient to engage all participants and meets all required safety standards.</td>
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<tr>
<td>C. Equipment supports cardio-respiratory and musculoskeletal (bone and muscle strengthening) fitness (per USDHHS 2008 guidelines).</td>
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<tr>
<td>D. Our program has adequate indoor facilities for physical activity.</td>
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</tr>
<tr>
<td>E. Our program has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards.</td>
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<tr>
<td>F. Our program has adequate access to indoor and outdoor facilities through formal or informal shared use agreements with host facilities.</td>
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<tr>
<td>G. Our program environment provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.</td>
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</tbody>
</table>

*Note:*
- May also be through music, art, murals, signage, etc.
Healthy Out-of-School Time Action Plan

Out-of-School Time Site Name: ____________________________________________________________
Organization Name (if applicable): _______________________________________________________
State: ______________________________________________________________________________
Date: ______________________________________________________________________________

Instructions: By now, your site has selected your top one to three goal(s). Use this Action Plan template to detail exactly what steps your site will take to achieve your one to three goal(s). Insert additional rows in the template to identify as many steps as necessary to accomplish each goal. As you fill out this template, and update it in the future, consider asking is the Action Plan: Complete? Does the plan list all the action steps or changes needed to accomplish the goal? Clear? Is it apparent who will do what by when on the Action Plan? Current? Is the Action Plan up-to-date?

<table>
<thead>
<tr>
<th>What is the Best Practice or goal your site wants to achieve?</th>
<th>What steps do you need to take to achieve this goal?</th>
<th>Who is the lead person for each step?</th>
<th>When will each step by completed?</th>
<th>What evidence will indicate completion of this step?</th>
<th>Have you completed this step? (Done? In-progress? Not yet? Ongoing?)</th>
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<tbody>
<tr>
<td>1.</td>
<td>1a)</td>
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<td>1b)</td>
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<td></td>
<td>1c)</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Action Plan</th>
<th>2a)</th>
<th>2b)</th>
<th>2c)</th>
<th>3a)</th>
<th>3b)</th>
<th>3c)</th>
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</thead>
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</tbody>
</table>
## HEALTHY OUT-OF-SCHOOL TIME

### action plan

<table>
<thead>
<tr>
<th>SITE NAME:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the Best Practice or goal your site wants to achieve?</th>
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</thead>
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</tbody>
</table>

**Instructions:** By now, your site has selected your top one to three goal(s). Use this Action Plan poster to detail exactly what steps your site will take to achieve your one to three goal(s). Update your poster as you make progress. Share this poster with your site staff, youth and community!

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Boys & Girls Clubs of America Food Resource Guide

CULTURE OF WELLNESS

HEALTHY EATING AND PHYSICAL ACTIVITY STANDARDS

- Serve a fruit or veggie at every snack and meal
- Provide 60 minutes of physical activity for members
- 50 percent of physical activity time engages members in moderate to vigorous activity
- Offer evidence-based nutrition education to youth
- Serve foods with no artificial trans fats
- Serve only whole grain-rich products
- Serve only non-fat or reduced fat yogurt and cheese
- Serve only lean meat, skinless poultry, seafood, beans/legumes or eggs
- Meet USDA Smart Snacks in School nutrition standards
- Provide plain potable water at all times
- Play outdoors whenever possible
- Offer education materials about nutrition and physical activity to families
- Serve only water, plain low-fat milk, plain or flavored nonfat milk or milk alternative
- Serve only 100% fruit or vegetable juice with no sweeteners

TARGETED PROGRAMS

All-STARS, Triple Play, SMART Girls, SMART Moves
WANNA PLAY™? PGA Sports Academy

GOALS

- 90% of Clubs adopting Culture of Wellness by 2018
- Club Youth will participate in 3.5 billion hours of physical activity by 2018
- More than 3.6 million youth engaged in 60 minutes of daily physical activity programming by 2019
- 2.5 million youth engaged in nutrition training by 2019
- Clubs will serve more than 150 million meals and 285 million snacks by 2018

Our Vision

Members are physically active for 60 minutes on most days, make smart food choices, and abstain from substance abuse and other risky behaviors.
# TOP 13
Healthy Eating and Physical Activity (HEPA) Standards from the National Afterschool Association

<table>
<thead>
<tr>
<th>HEALTHY EATING</th>
<th>PHYSICAL ACTIVITY</th>
<th>YOUTH AND FAMILY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve a fruit or vegetable at every snack and meal.</td>
<td>Dedicate at least 20% (or at least 30 minutes) of morning or afterschool program time to physical activity, and at least 60 minutes for a full-day program.</td>
<td>Offer evidence-based nutrition education to youth (e.g., Triple Play Healthy Habits).</td>
</tr>
<tr>
<td>Serve only foods with no artificial trans fats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve only whole grain-rich products.</td>
<td>Provide physical activities in which youth are moderately to vigorously active for at least 50% of the physical activity time.</td>
<td></td>
</tr>
<tr>
<td>Serve only non-fat or reduced fat yogurt and cheese.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve only lean meat, skinless poultry, seafood, beans/legumes or eggs.</td>
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<tr>
<td>Serve only packaged snacks or frozen desserts that meet the USDA Smart Snacks in School nutrition standards.</td>
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</tr>
<tr>
<td>Provide plain potable water at all times at no cost to youth and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve only water, plain low-fat milk, plain or flavored nonfat milk or milk alternative. Serve only 100% fruit or vegetable juice with no added sweeteners or 100% juice diluted with water with no added sweeteners.</td>
<td>Ensure physical activity takes place outdoors whenever possible.</td>
<td>Offer education materials about nutrition and physical activity to families through pamphlets, newsletters, email blasts or other means.</td>
</tr>
</tbody>
</table>

©2014 Boys & Girls Club of America · 2441-14
Snacks & Meals
- Every snack and meal includes a fruit or vegetable.
- Snack and meal components are whole-grain rich, non-fat or reduced fat dairy, and lean protein foods.
- Packaged foods contain no artificial trans fats and meet the USDA’s Smart Snacks in School nutrition standards.

Beverages
- Provide drinking water at all times at no cost to youth and staff.
- Serve only water; plain low-fat milk, plain or flavored nonfat milk or milk alternative; 100% fruit or vegetable juice or 100% juice diluted with water with no added sweeteners.

Physical Activity
- Dedicate at least 20% or 30 minutes of morning or afterschool program time to physical activity and at least 60 minutes for a full day program.
- Provide physical activities in which youth are moderately to vigorously active for more than half of the time.
- Ensure physical activity takes place outdoors whenever possible.

Youth and Family Education
- Offer evidence-based nutrition education to youth and provide materials about nutrition and physical activity to families.

**RATIONALE**

Childhood obesity is an epidemic in the United States. Boys & Girls Clubs are ideally suited to introduce healthy eating and physical activity to the community, because they are trusted and safe environments that support youth development. As out-of-school time providers, Boys and Girls Clubs have the opportunity to improve health habits through positive lifestyle and recreation programs that bring neighborhoods together.

Learn more:
- Boys & Girls Clubs of America: Culture of Wellness

**SUCCESS STORIES**

Los Angeles Boys & Girls Club is overcoming space challenges and incorporating more physical activity to their schedule! Learn more...

Boys & Girls Clubs of Greater Dallas is ensuring youth at their club have access to diverse physical activity options and are learning about healthy cooking techniques. Learn more...
Boys & Girls Club Roadmap

HEPA Standards

ACTION STEPS

1. **Convene** relevant Boys & Girls Club staff and engage community and youth leaders into a Wellness Team.
2. **Communicate** to all staff, including program, management, and facility staff, ensuring they understand the importance of HEPA and their influence as a Boys & Girls Club leader.
3. **Create** a communication plan to reiterate your role as a community health and wellness leader to other local organizations, schools, and family groups.
4. **Review** program schedules and policies, and assess possible enhancements or opportunities for HEPA integration.
5. **Discuss** the most feasible and sustainable changes.
6. **Organize** short and long term goals for your Boys & Girls Club that align with other local community health initiatives.

RECOMMENDED RESOURCES

- Healthy Out-of-School Time Blog
- Alliance Smart Food Planner
- BGCA Culture of Wellness 1pger
- BGCA Triple Play Curriculum
- Food & Fun Afterschool Curriculum
- SPARK Curriculum
- Afterschool Energizers Activities
- Go Noodle Brain Breaks
Congratulations on focusing on healthy eating and physical activity! Your commitment to health brings you one step closer to achieving the HEPA Standards and ensures your youth have access to healthier Boys and Girls Club programming!

Here are a few ideas to help you consider where to go next:

- Know which areas of the HEPA standards most interest you. Check out the other HEPA Roadmaps for ideas, tips, and resources.
- Train your staff all-year long! Include short training videos in staff meetings, send out healthy eating tips in e-mails, and include healthy eating training on the annual staff training calendar.
- Prioritize staff training by including it in your organizational policies. Check out the Out-of-School Time Model Wellness Policy for ways to do this.
- Make the connection between HEPA and School Wellness. This will help you build support amongst your district, school, and education staff. Check out 3 Steps: Is Your School an Afterschool Champion?
- Not a nutrition expert? No problem! Check out the Alliance’s database of Virtual Nutrition Trainings. Or check out our Smart Food Planner for menus, recipes, and ideas about making the foods you serve healthy and popular.
- Are sports leagues more your specialty? Build on your strengths as an club and program. Use the Alliance’s Online Assessment to find out which of the HEPA standards you are already achieving! Demonstrating early success will pave the way for deeper engagement.

**What’s Next?**

If you are not ready to work on the HEPA standards, consider why. Make a list of the barriers that are preventing you from focusing on improving health and wellness. Reach out to the Alliance for support on working...
ACTIVE HOURS AFTERSCHOOL: AFTERSCHOOL & LOCAL WELLNESS POLICIES
SAMPLE LANGUAGE

SAMPLE POLICY LANGUAGE FROM NATIONAL ORGANIZATIONS

Action for Healthy Kids\(^1\)

**Physical Activity:**
- “A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active, including: physical education, recess, walk-to-school programs, *after-school physical activity programs*, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.”

**Nutrition:**
- “Consideration d): *After-school programs*, field trips, or school events: types of foods or beverages or nutrient standards for items that may be offered to students from these venues.”

Other School-Based Activities:
- “Consideration g) *After-school programs*: physical activity or nutrition related components of school-based programs for students that occur after school hours.”

Food Research and Action Center\(^2\)

**Healthy School Environment:**
- “Any school that does not sponsor an *afterschool* or summer program will begin one as a way to improve its students’ health and well-being.”

**Physical Activity:**
- “*School-sponsored afterschool* and summer programs will include physical activity and nutrition education in a way that complements and supports initiatives taking place during the school day.”

**Nutrition:**
- “Schools will provide nutritious snacks to all *school-sponsored afterschool programs* through the National School Lunch Program. Schools will provide suppers through the Child and Adult Care Food Program when appropriate due to the length of the afterschool program or the need of the students.”

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“Nutritional standards set for the school day will be applied to every after-school or summer nutrition program operated by the schools.”

“Schools will explore and implement creative ways to provide fresh fruits and vegetables in their after-school and summer nutrition programs. For example, schools can use fresh local produce and/or the produce grown in school gardening projects.”

National Alliance for Nutrition and Activity

Physical Activity:

“After-school childcare and enrichment programs will provide and encourage—verbally and through the provision of space, equipment, and activities—daily periods of moderate to vigorous physical activity for all participants.”

School Nutrition Association

Other School-Based Activities:

“After-school programs will encourage physical activity and healthy habit formation.”

Physical Activity:

“Schools are encouraged to provide community access to and encourage students and community members to use the school’s physical activity facilities outside of the normal school day.”

Nutrition:

“The school will strive to increase participation in the available federal Child Nutrition programs (e.g. school lunch, school breakfast, after-school snack and summer foodservice programs).”

SAMPLE LANGUAGE FROM STATE COALITIONS, COMMITTEES, AND TASK FORCES

Alabama. Statewide Committee on Student Health Issues

Physical Activity:

“The committee recommends that schools offer more physical activity opportunities for students in Grades K-12 before, during, and after school.”

---

Arizona. Action for Healthy Kids, Arizona State Team  
Physical Activity:  
- “Schools should encourage after-school childcare programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.”

Arkansas. Child Health Advisory Committee Recommendations  
Physical Activity:  
- “By the year 2005-2006, each School District will work with its School Nutrition and Physical Activity Advisory Committee to:…
  2. Provide community access to school physical activity facilities outside of school hours;
  3. Implement and encourage participation in extracurricular programs that support physical activity, e.g., walk-to-school programs, after-school walking and biking clubs, etc.;
  4. Incorporate developmentally-appropriate physical activity into after-school child care programs for participating children…”

Mississippi. Office of Healthy Schools, Mississippi Department of Education  
Physical Activity:  
- “Create wider opportunities for students to voluntarily participate in before- and after-school physical activity programs like intramurals, clubs, and at the secondary level, interscholastic athletics.” (optional requirements)

South Carolina. South Carolina Department of Education, Task Force on Student Nutrition & Physical Activity  
Nutrition:  
- “Ensure that any after-school program participating in the USDA After-School Snack Program works with district school food service directors to apply for funding under this federal program.”

---

Physical Activity:
- “Offer increased opportunities for physical activity through a range of after-school programs including intramurals, interscholastic athletics, and physical activity clubs.”
- “Make school physical activity facilities available during non-school hours.”
- “Support the participation of students in appropriate community-based physical activity programs.”
- “Offer on-site after-school programs that provide all participating students with significant amounts of physical activity as well as support for academic and positive social development.”

South Dakota. Department of Education

Physical Activity:
- “After-school child care and enrichment programs will provide and encourage (verbally and through the provision of space, equipment, and activities) daily periods of moderate to vigorous physical activity for all participants.”

Policy Language from School Districts

Florida. Escambia County School District

Healthy School Environment:
- “Elementary School Level, 7.8: Promote lifelong healthy nutrition and physical activity in after-school care programs.”
- “Middle School Level, 7.10: Provide after-school intramural programs/physical activity clubs for students in grades 6-8.” (also High School Level, 7.11)

Family & Community Involvement
- “District-wide, 9.5: Collaborate with the City of Pensacola and the Escambia County Recreation Departments on how to increase student and family participation in after school and weekend physical activity.”

Florida. Leon County Schools

Healthy and Safe Environment:
- “A healthy and safe environment for all, before, during and after school supports academic success.”

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12 Leon County School Board. “Leon County Schools Wellness Policy.” Adopted March 8, 2005.
Draft language from other school districts in Florida

Other School-Based Activities:
  o “After School Programs:
    (a) Each school will make available nutritious snacks (as prescribed by USDA Snack guidelines) and structured physical activities in after-school programs.
    (b) Middle and high schools shall provide intramural and/or club activities to promote opportunities for enjoyment, challenge, self-expression and social interaction in a cooperative environment that will lead to a physically active lifestyle…”

Physical Activity:
  o “After School Child Care Programs: After school care programs offered on school campuses are required to include regular physical activity as part of their program.”
  o “After School Tutoring Programs: Tutoring programs offered on school campuses are required to meet the Administrative Guidelines on Wellness, Physical Activity, and Nutrition.”
SAMPLE OUT-OF-SCHOOL TIME SITE ORGANIZATIONAL POLICY FOR HEALTHY EATING AND PHYSICAL ACTIVITY

[The Out-of-School Time Organization] (Hereto referred to as the Organization) is committed to the optimal development of every student. The Organization believes that for youth to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting out of school time environments throughout the year.

This policy outlines the Organization’s approach to ensuring environments and opportunities for all students/youth to practice healthy eating and physical activity behaviors in out-of-school time settings. This policy establishes goals and procedures to ensure that:

- Youth participating in our out of school time programs have access to healthy foods throughout their time with us—both through reimbursable snack programs and other foods served or sold available throughout the Organization’s campus—in accordance with Federal and state nutrition standards;
- Youth receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Youth have opportunities to be physically active after school;
- Site staff, community partners and stakeholders engage in nutrition and physical activity promotion and other activities that promote youth wellness;
- Out-of-School Time staff are encouraged and supported to practice healthy nutrition and physical activity behaviors;
- The community is engaged in supporting the work of the Organization in creating continuity between schools and out-of-school time settings for youth and staff to practice lifelong healthy habits; and
- The Organization establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all youth, staff, and sites that participate with the Organization’s programs.

HEALTHY EATING STANDARDS & BEST PRACTICES

Snacks and Meals

In support of the Alliance for a Healthier Generation’s, Healthy Out-of-School Time Initiative, our organization serves foods and beverage in amounts and types that promote lifelong health and help prevent chronic disease. To support this, our organization ensures that our snack and meal program:

- Prohibits serving foods with artificial trans fats
- Serves only fruit that is fresh, canned or frozen in water, 100% juice, extra light or light syrup or dried with no added sweeteners
- Serves only vegetables that are fresh, canned or frozen with no added ingredients except water, or dried with no added ingredients
Healthy Out-of-School Time Wellness Policy Guide

- Serves a fruit or vegetable at every snack and/or meal
- Serves only grain products that are whole grain-rich
- Serves only dairy products (not including milk) that are non-fat or reduced fat
- Serves only protein foods (not including nuts and seeds) that are lean meat, skinless poultry, seafood, beans/legumes or eggs
- Serves only nuts or seeds with no added ingredients
- Serves only packaged snacks that meet the USDA Smart Snacks in School nutrition standards (such as granola bars, baked chips, etc.)
- Services only frozen desserts that meet the USDA Smart Snacks in School nutrition standards (such as frozen fruit bars, ice cream)
- Provides plain potable water at all times at no cost to youth and staff
- Serves only plain low-fat milk, or plain or flavored non-fat milk, limited to 8 fluid ounces per day for elementary school students/youth and 12 fluid ounces per day for middle and high school students/youth
- Serves only 100% fruit or vegetable juice with no added sweeteners, or 100% juice diluted with water with no added sweeteners, limited to 8 fluid ounces per day for elementary school students/youth and 12 fluid ounces per day for middle and high school students/youth
- Prohibits serving full-calorie sodas, sports drinks or juice drinks (not including 100% juice)
- Prohibits serving diet soda, low-calorie sports drinks, or other low calorie beverages for elementary school students/youth, and/or only allows these beverages for high school students/youth
- Serves only non-caffeinated beverages

Staff Training

Our staff will regularly participate in learning about healthy eating grounded in effective training models using content that is evidence-based. Training should be comprehensive (covers multiple topics), evidence-based (based on credible research), does not support a particular industry or food sector agenda and is delivered by qualified personnel. At least 2 staff members will be trained at a time.

Staff members who are charged with the responsibility for food service (to develop or serve a healthy menu) will receive training at least once a year. New staff members will be quickly oriented to healthy menu development (if scheduled training is at least a month away).

All staff members are trained at least once a year and coached throughout the year on the role that healthy eating, physical activity and social supports collectively play to support healthy behaviors amongst youth.
Healthy Out-of-School Time Wellness Policy Guide

Nutrition Education

[The Organization] aims to teach, model, encourage, and support healthy eating by youth. Our program will offer evidence-based nutrition education to youth that:

- Does not support a particular industry or food sector agenda
- Is delivered by credentialed health or nutrition educators (i.e., have CHES- Certified Health Education Specialist , RD- Registered Dietitian, LD- Licensed Dietitian) or postsecondary degree in appropriate field) or program staff that have been trained by credentialed health or nutrition educators.

In addition, our program’s Nutrition Education materials are made available to families through pamphlets, newsletters, email blasts or other means.

Celebrations and Rewards

Foods and beverages will not be used as reward or punishment. The Organization will provide directors and site staff with a list of alternative ways to reward children.

All events and celebrations that serve or sell foods and beverages will meet the USDA Smart Snacks in School nutrition standards. The Organization will provide a list of healthy party ideas to parents and site staff, including nonfood celebration ideas. Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.

Fundraising

Fundraisers will serve or sell foods and beverages that align with the USDA Smart Snacks in School nutrition standards or rely on non-food items.

Social Support

Our Organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages children to enjoy healthy foods. This includes:

- Youth participating in food and beverage selection, distribution, preparation and/or clean-up
- Food and beverages served or sold at family/community events meet the USDA Smart Snacks in School nutrition standards
- Families receive guidelines about food and beverages that may be brought into the program by the family members or youth
- Our program has a process in place for discussing inappropriate food and beverage choices with families
- Our program’s healthy eating practices are shared and discussed during parent/family/community meetings
- Our program develops family advisory groups and/or community network groups to support healthy eating in the community and at home
Healthy Out-of-School Time Wellness Policy Guide

Staff Modeling
Staff will model healthy eating for participants. To support this, our program will ensure:

• When available and appropriate, staff sit and eat daily program snack or meal with youth
• Staff discuss the health benefits of snack or meal components with youth and have a process in place for discussing inappropriate food choices with youth
• Staff do not bring in/consume personal food or beverages in front of youth other than items that would not appear on the program’s menu

Organizational Support
Our Organization supports healthy eating through management and budgeting practices. This includes:

• Budgeting for food costs so that our food service is aligned with the USDA Smart Snacks in School nutrition standards
• Accessing federal nutrition programs that assist with providing healthy snacks and meals to participants (i.e. National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), Summer Food Service Program (SFSP).
• Not using our food budget for food based crafts (e.g. dried pasta for craft projects)
• Leadership support for healthy eating through coaching, mentoring and monitoring menu quality
• Foods served at staff meetings meet the USDA Smart Snacks in School nutrition standards.
• Staff at all levels of the Organization model healthy eating on the job

Community Partnerships
The Organization will [insert as appropriate to current efforts: develop, enhance, or continue] relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement
The Organization will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the year. Families will be informed and invited to participate in the Organization’s activities and events focused on health and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the Organization will use electronic mechanisms (such as email or displaying notices on the Organization’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in Organization-sponsored activities and receive information about health promotion efforts.

PHYSICAL ACTIVITY STANDARDS AND BEST PRACTICES

Physical Activity
The Organization offers opportunities for students/youth to participate in moderate to vigorous physical activity, through a variety of methods. The Organization will encourage youth to be physically active in Out-of-School Time settings by providing appropriate and reasonable options such as clubs, physical
Healthy Out-of-School Time Wellness Policy Guide

activity in afterschool, intramurals, or varsity sports, etc.

The Organization will dedicate at least 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program) with at least 50% of this time dedicated to youth being moderately to vigorously active.

Staff Training

Our staff will participate in learning about physical activity through effective training models with content that is evidence-based. Annual training should provide a minimum of 8 contact hours of professional development on effective practices and strategies for including physical activity that supports the USDHHS Physical Activity Guidelines.

Staff are trained not to withhold opportunities for physical activity and are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.

Social Support

Our Organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages children to be physically active. This includes:

- Staff led and participate in active play (e.g. games and activities).
- Staff do not withhold or use physical activity as a reward or punishment.
- Youth participate in physical activity selection, Organization and leadership.
- Educational materials about physical activity are made available to parents/families, parent/family/community events incorporate physical activity and physical activity standards and practices are shared and discussed during parent/family/community meetings.
- Developing a family advisory group and/or community network groups that support physical activity in the community and at home.

Staff Modeling

Staff will model healthy physical activity behaviors by participating in physical activities and games alongside youth.

Organizational Support

Our Organization supports physical activity through management and budgeting practices by providing high quality physical activity experiences.

- Leadership supports physical activity improvements through coaching, mentoring and monitoring progress and participation in ongoing self-evaluation and program improvement strategies for physical activity programming.
- Organization promotes and encourages a physically active lifestyle among staff and ensures the liability and risk management policies enable staff to participate in physical activity with youth.

Environmental Support

Our Organization’s physical environment supports physical activity by providing developmentally, age-appropriate equipment for games, sports and activities, adequate indoor and outdoor facilities for physical activity.
Healthy Out-of-School Time Wellness Policy Guide

Our Organization provides adequate access to indoor and outdoor facilities through formal or informal shared use agreements with host facilities.

Our Organization provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.
THE HEALTH360 POLICIES

These policies apply specifically to Club members 6 to 12 years old & all staff (Club and Main Office). Teen-specific policies will be developed over the 2015-2016 academic year.

**EXERCISE**
- Children should get at least 1 hour of moderate to vigorous physical activity every day. (Centers for Disease Control and Prevention)

1. Clubs provide at least one **structured physical activity** block of 30 minutes every day for members.
2. Clubs offer a variety of physical activity opportunities that cater to members’ preferences and needs in **inclusive ways**.

**SCREEN TIME**
- Children and teens engage in no more than 1 to 2 hours of high-quality, entertainment screen time per day. (American Academy of Pediatrics)

1. Club members and staff keep their phones in their bags during program time, except in the case of an emergency. Clubs maintain a "phone away" culture.
2. Staff do not use their cell phones in the Club in front of members, except in the case of an emergency or work-related communications. Teen members do not use their cell phones in the presence of 6-12 year old members.

**BEVERAGES**
- Water is the best and most recommended source of hydration for after-school programs. (American Academy of Pediatrics)

1. Only water (flavored seltzers and fruit infused water included) and 1% white milk will be served to all members and staff at meals and during all events. Clubs do not serve **sugary drinks**.
2. Staff do not consume sugary drinks in the Club in the presence of members. Teen members do not consume sugary drinks in the presence of 6-12 year old members.

**FOOD**
- Please refer to our Health360 Food Guidelines for more information.

1. BGCB serves **healthy foods** at BGCB routinely-scheduled events, meetings, and food-based fundraisers, where homemade goods are emphasized as opposed to store-bought desserts.
2. Members and staff are discouraged from bringing **unhealthy foods and drinks** into the Clubs. Staff do not consume unhealthy foods in the presence of members. Teen members do not consume unhealthy foods in the presence of 6-12 year old members.

**Structured physical activities** are directed by Club staff and promote moderate to vigorous levels of activity for the majority of the time. These activities should get children breathing deeper and faster than during usual activities.

**Inclusive activities** encourage all members to be active, rather than just those who are athletic or inclined to be active. A suggestion: designating "girls only" times in the weight room.

**A "phone away" culture** enables members and staff to be present and engaged at the Club.

**Sugary drinks** include the following:
- Regular and diet sodas
- Flavored juice drinks
- Sports drinks
- Electrolyte replacement drinks
- Sweetened teas
- Coffee drinks (e.g. Frappuccinos)
- Energy drinks

**Healthy foods** include the following:
- Fruits and vegetables
- Beans & lean meats
- Whole grain products (e.g. brown rice, whole grain pasta, whole grain bread)

**Unhealthy foods** include the following:
- Candy
- Donuts and muffins
- Fast food
- Packaged foods (e.g. chips, cookies)
- Juices not made from 100% juice, including fruit punch & Arizona drinks
HEALTH360 FOOD GUIDELINES

At BGCB, we strive to set healthy examples on a regular and daily basis. The guidelines below outline foods that support a healthy Club environment in which members and staff can flourish and excel.

FOODS TO AVOID WITHIN THE CLUB
- CANDY
- FAST FOOD
- PACKAGED GOODS e.g. chips & cookies
- LESS THAN 100% JUICE
- SUGARY DRINKS
- DONUTS & MUFFINS
  - Sodas
  - Energy drinks
  - Sports drinks

FOODS WELCOME WITHIN THE CLUBS
- WATER (flavored seltzer included)
- BEANS & LEAN MEATS
- WHOLE GRAIN PRODUCTS
- FRUITS & VEGETABLES
HEALTHY REWARDS

Food is often used to reward good behavior in schools, at home, and in the community. However, the most popular food-based rewards are often the least healthy: high in sugar, high in fat, and low in nutritional value.

In the long run, food-based rewards negatively impact the health and development of our members. Here are five reasons why they might not be as beneficial as they seem:

THE MOST POPULAR FOOD-BASED REWARDS ARE UNHEALTHY.

When consumed in excess, popular food-based rewards such as candies and baked goods can increase risk of cavities, obesity, and diabetes in adulthood. These sweets are also considered “empty calories” because they are low in nutrients and displace healthier food choices.

FOOD-BASED REWARDS GLAMORIZE UNHEALTHY FOODS.

Food-based rewards disguise unhealthy foods as rare and valuable prizes to be won. As a consequence, children learn to prefer sweets and develop a sweet tooth at an early age.

FOOD-BASED REWARDS CONFLICT WITH OUR COMMITMENT TO HEALTH.

Even though we are teaching our members that healthy foods help us feel better and perform better, we are showing members that if they perform better, they will be rewarded with unhealthy food.

FOOD-BASED REWARDS FOSTER BAD HABITS.

Food-based rewards teach members to eat for reasons other than hunger. Associating food with mood, behavior, or performance also directly influences how they will reward and comfort themselves in adulthood.

FOOD-BASED REWARDS ARE INEFFECTIVE REWARDS.

Rewards are supposed to reinforce positive behaviors and inspire members to perform these behaviors without future prompting. Addicting, low-nutrient foods make it difficult for members to internalize positive behaviors and increase their dependency on rewards to perform.

For these reasons, the Boys and Girls Clubs of Boston aim to provide rewards that reinforce good behavior while introducing healthy ones to our members. Turn this pamphlet around to see some of the most popular non-food rewards!

TURN FOR HEALTHY REWARD OPTIONS ➤
**ACTIVITY REWARDS**

- Do an indoor activity outdoors (e.g. reading)
- Extra recess, break, or recreational time
- “Free choice” time at the end of the day
- Act as an assistant to a staff member for the day
- Sit with a friend
- Dance to his/her favorite music in the room
- Listen to music while working on a Club activity
- Work on a puzzle (e.g. Sudoku puzzle) or a brain teaser
- Privilege to “go first” during a Club activity
- Ask a staff member to perform a special skill (e.g. sing or dance)

**ITEM REWARDS**

**SMALL ITEMS**

- Stationery items (e.g. pencils, pens, erasers, crayons, stencils, bookmarks, glitter)
- Stuffed animal
- Temporary tattoos
- Hair accessories
- Fashion wear (e.g. toy sunglasses)
- Sports equipment (Frisbees, hula-hoops, jump ropes) to use during recreational time
- Board or card games
- Trips to treasure box filled with non-food prizes (e.g. stickers, rubber balls, toy vehicles, slinkies)

**LARGE ITEMS**

- Trophies, plaques, ribbons
- Certificate of recognition
- Photo on photo recognition board
- Club-wide announcement
- Phone call, email, or letter to parent or guardian
- Field trip to local spot

**QUICK TIP**

Affordable reward items can be purchased in bulk at Oriental Trading: http://www.orientaltrading.com/
HEALTHY FUNDRAISERS

We understand Clubs need to host fundraisers, like bake sales, for various reasons. Though popular, selling low-nutrient foods for a good cause conflicts with our greater commitment to championing the health of our members.

Our clubs need non-food-based and healthy food-based fundraisers that are consistent with the health messaging promoted by Health360. Here, we provide fundraising options and guidelines that have been successfully applied in schools and community-based organizations.

NON-FOOD-BASED FUNDRAISERS

Selling handmade products, such as:
- calendars
- holiday decorations
- school art drawings
- origami flowers
- jewelry
- balloon bouquets
- greeting cards
- foot warmers, scarves

16 Do-It-Yourself Bracelets
http://diyready.com/16-cool-diy-bracelets/

Attending Club-hosted family events or competitions, such as:
- walk-a-thon, jump-rope-a-thon
- spelling bee
- talent show
- sports tournament
- garage sale
- family movie or board game night

HANDY IDEAS
Pinterest has a wide selection of do-it-yourself fundraising craft options, complete with instructions.
- Go to www.pinterest.com.
- Search “FUNDRAISING CRAFTS”

EVENT FUNDRAISING
Charge a small entrance fee for attending. Attendees can purchase tickets to win a prize in the night’s raffle. Raffle prizes can be donated from local businesses (e.g., grocery store gift card).

COMPETITION RULES
Each team pays an players fee to compete. The winning team(s) will be awarded prizes donated from local businesses. Others (e.g., parents) can attend the tournament for a small entrance fee. All attendees qualify for a raffle prize to be awarded during the tournament.

DOUBLE DARE WEEK
Materials: Dare jar, dare form (name of challenging member, name of member or staff member being challenged, price of dare, dare task, dare deadline)

Members will challenge another member or a staff member to complete a dare. They will assign a price value to the dare, reflecting the amount they are willing to pay for the dare to be completed, and a deadline to complete the dare. A fundraiser leader will set the rules and screen all dares to ensure they are safe and reasonable. The challenged member or staff member must either accept or decline the dare by the deadline listed. If he/she declines the dare, he/she must pay the dollar amount.
PENNY WARS

Materials: Penny jars (one for each team), art supplies, prize for winning team

Split members up into teams. Give each team a large container to decorate. (This is where the coins will go.) Place the containers in a central location with staff supervision.

- Each penny is +1 points. Members will put pennies into the containers belonging to their respective teams to gain points.
- Each silver coin or bill will reduce the number of points by the amount of the coin or dollar. For instance, a nickel is -5 points, a dime is -10 points, and a dollar is -100.
- Containers are emptied and counted at the end of the day. The total should be announced to encourage friendly competition.

The winning team is awarded a prize. The prize may be donated by a local organization.

FIND THE ACE

Materials: Two sets of playing cards, small prizes, large prizes

Players pay to play. Lay out one set of cards faced up on a table. Place small prizes on each card. Do not put prizes on the Joker cards. Save the best prizes for the aces (e.g. Easter egg filled with fun stationary items). Players can pay to choose a card from the second deck. The prize they receive corresponds to the card they draw.

QUICK TIP

Visit http://www.school-fundraisers.com/ and http://www.fasttrackfundraising.com/ for fundraising ideas and the tools to execute them. Remember to avoid unhealthy food-based fundraisers!

HEALTHY FOOD FUNDRAISERS

Healthy foods can sell just as well and taste just as good as popular packaged and fast-food options. Try these tips and recipes when you’re planning a food-based fundraiser.

To sweeten homemade baked goods, add fruit and spices rather than sugar. Cinnamon, cocoa, and natural vanilla are popular choices.

Substitute white flour with whole wheat flour. Whole wheat flour has more nutrients, including fiber, which helps you feel fuller for longer.

Cut recipe’s oils, butters, and margarines by a third or a half. Oils, butters, and margarines contain trans fats, which increase risk of heart disease.

See chocolate chips and other unhealthy add-ons in the recipe? Try adding fruits as toppings instead!

CHECK OUT THESE RECIPES

- Frozen Watermelon Popsicles, CookTheStory.com
- Colorful Fruit Kabobs, Food.com
- Snack Bars, TheSocialHome
- Honey Whole Wheat Banana Bread, CookieAndKate.com
- Two-Ingredient Cookies, PureElla.com
- Sticky Chocolate Fudge Cake, TopWithCinnamon.com
- Cinnamon Maple Caramel Popcorn, CookieAndKate.com
- Berry Smoothie, PureElla.com
- Pear and Apple Crispies, CookieAndKate.com
- Cinnamon Spice Almond Truffles, PureElla.com
HEALTH360 TIP SHEET

UNDERSTANDING NUTRITION LABELS

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*Percent Daily Values are based on a 2,000 calorie diet.
Your daily values may be higher or lower depending on your calorie needs.

HEALTH 360 TOOLKIT CON’T

APPENDIX I

FOODS TO AVOID WITHIN THE CLUB

CANDY
FAST FOOD

LESS THAN 100% JUICE
SUGARY DRINKS
PACKAGED GOODS
e.g. chips & cookies
DONUTS & MUFFINS

FOODS WELCOME WITHIN THE CLUB

WATER
(flavored seltzer included)
BEANS & LEAN MEATS
FRUITS & VEGETABLES
WHOLE GRAIN PRODUCTS

NUTRITION

Children should consume no more than 5 to 8 added teaspoons of sugar every day. Overconsumption of sugary foods can increase risk of heart disease.

Sugar adds "empty calories" to a child’s diet, crowding out foods with more nutrients—nutrients such as dietary fiber. Dietary fiber fills you up for longer because your body has to work harder to digest it.

In addition to offering little to no nutritional value, sugar also adds calories that are hard to burn off!

A 6-sided die is roughly the size of a teaspoon.

1 tsp = 4.2 grams

In 50 minutes of running, 75 minutes of biking, or 5 miles of walking...

1 bottle of soda

12 tsp

1 can of coke

9 tsp

1 glazed donut

2.5 tsp

3 Oreo cookies

3 tsp

Boys & Girls Clubs of America Food Resource Guide
Boys & Girls Club of Greater Nashua
Wellness Policy
2013

The Boys and Girls Club of Greater Nashua mission is to enable all young people, especially those that need us most, to reach their full potential as productive, caring responsible citizens. The Boys & Girls Club is committed to helping youth achieve in our three priority outcome areas of Academic Success, Good Character and Citizenship, and Healthy Lifestyles.

This policy outlines the Boys & Girls Club of Greater Nashua’s wellness initiative strives to improve the overall health of members, ages 5 -18, by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. This policy establishes goals and procedures to ensure that:

The Boys & Girls Club is committed to increasing the time Club members are engaged in physical activity. We will encourage youth to get at least 60 minutes of daily physical activity.

- Conduct the Daily Challenges at least two times per week.
- Ensure daily physical activity includes aerobic and age-appropriate muscle, bone-strengthening and cardio-respiratory fitness activities (in line with the 2008 Physical Activity Guidelines for Americans published by the U.S. Department of Health and Human Services).
- Support physical activity for all members and set the expectation that all members are expected to play and participate. If activities are fun and the Club environment encourages and recognizes participation, members will remain engaged.
- Provide a variety of physical activities from which members can choose.
- Offer noncompetitive activities, unstructured free play or structured activities that involve all program areas.
- Offer a variety of competitive, organized sport activities.
- Have play take place outdoors whenever possible.
- Engage youth in fun and recreational learning opportunities that enhance High-Yield Activities.
- Play opportunities are planned, outcome-driven and developmentally appropriate.
The Boys & Girls Club is committed to provide access to healthy snacks and meals. Ensure foods served meet or exceed the Dietary Guidelines for Americans.

- Clubs should not serve candy or other foods that are primarily made of sugar.
- For any non-Summer Food Service or Child and Adult Care Program, Clubs should provide water as a beverage with meals or snacks.
- Will not allow energy drinks to be consumed on site (e.g., Red Bull, etc.).
- When offering meals and snacks, the Club will make efforts to serve fresh fruits and/or vegetables.
- Will not serve foods or snacks with trans fats and limit fatty foods.
- The Club will meet or exceed the USDA’s Summer Food Service Program and the Child and Adult Care Food Program where possible.

The Boys & Girls Club will ensure youth participate in nutrition-related activities.

- Conduct all lessons from Healthy Habits (My Plate should be the first lesson provided).
- The Club should build partnerships with nutrition experts, food banks and other wellness providers (e.g., hospitals, gyms).
- Ensure all meals served are in compliance with USDA guidelines.
- Ensure all snacks served are in compliance with USDA guidelines.
- Provide structured and unstructured opportunities for members to learn proper nutrition, hydration and overall healthy habits.
- Cultivate Boys & Girls Club gardens to educate Club youth about the importance of including fruits and vegetables into their diets.

The Boys & Girls Club will increase members’ health and physical activity by improving the culture of wellness at the Club.

- Conduct a well-rounded social recreation program activity weekly (What are your plans for Drop In, On-the-Spot Fun, Low Organized Games, Structured Activities and Special Events?)
- Infuse short physical activity breaks (e.g., 5-10 minutes) in all program areas to energize members and eliminate long periods of sitting.
- Club staff are encouraged to model healthy behaviors, including eating well, staying properly hydrated and striving to get 30 minutes of daily physical activity.
- Provide nutritional balance to foods and beverages served at Club celebrations.
- Provide and describe recognition you will provide for participation in Triple Play (e.g., certificates, plaques, bulletin board recognition, website recognition, etc.)
- Limit access to screen time to education-related programming or special events.
The Boys & Girls Club will implement standards for Club vending machines.

- Clubs will follow BGCA-supported beverage guidelines for vending machines:
  - At least 50 percent of beverages must be water, and there must be no- or low-calorie beverage options (no more than 10 calories per 8-oz. serving).
  - Make available 12-oz. servings of milk, 100 percent juice, light juice and sports drinks, including:
    - Low-fat and non-fat regular and flavored milk with no more than 150 calories per 8-oz. serving;
    - 100 percent juice with no added sweeteners and no more than 120 calories per 8-oz. serving; and
    - Light juices and sports drinks with no more than 66 calories per 8-oz. serving.
  - Use pricing strategies for vending machines that encourage consumption and purchase of more nutritious foods and discourage consumption and purchase of less nutritious foods.

The Boys & Girls Club will encourage parents to embrace a culture of wellness and physical activity.

- Will offer bi-annual family fun events in which families are invited. These sessions are designed to encourage parental involvement and build parent-staff relationships; physical activity is infused into all family events.
- Physical activity and healthy eating standards/practices are shared and discussed during parent meetings.
- Will make educational materials available to parents through newsletters, email blasts, brochures, etc.
- Parents receive guidelines for the recommended foods that members may bring to the Club to ensure that foods support the Club’s healthy eating objectives.
- Parents agree to abide by program standards, including nutrition guidelines, when registering their child.
- Healthy food, in compliance with USDA guidelines, is served at parent events.
- Club staff develop a process for discussing food choices and nutrition options with parents when families may be affected by financial crisis and/or if members come from food-insecure households.
Boys & Girls Clubs of Metro Denver  
Sugar Sweetened Beverage Policy

1. Club serves only beverages that are not made with caloric sweeteners: these include but are not limited to sodas, less than 100% juice drinks, fruit flavored drinks, sports drinks, sweetened teas, and energy drinks

2. All Clubs will do a Healthy Lifestyles Environment Assessment annually to determine where each individual site stands according to the rubric, with the goal that our results will improve annually

3. All Staff receive training on the role of healthy eating, physical activity, and healthy behaviors minimally once per year

4. Staff model and promote healthy eating while on the job

5. Staff may not purchase any Sugar Sweetened Beverages with company dollars
What are the Roles and Responsibilities of a Club Wellness Committee?

The Club wellness committee is an action-oriented group that makes the implementation of the wellness policy and other health-related priorities possible.

The Wellness Committee can:
- Support the Club in developing a healthier Club environment
- Create the vision and goals for Health throughout the Club and in programming
- Assist with policy development or revision to support a healthy environment
- Promote parent, community, and professional involvement in developing a healthier environment
- Advocate for Club health programs and policies
- Tap into funding and leverage resources for member and staff wellness
- Plan and implement programs for members and staff
- Evaluate program and policy efforts
- Provide feedback regularly regarding progress on the implementation of the wellness policy

The Wellness Committee will address the following components:
- Nutrition education and promotion activities
- Physical activity opportunities
- Nutrition standards for all foods and beverages available at each Club site during the Club day that meet or exceed the USDA’s requirements for Club meals and competitive foods and beverages
- Other Club-based activities that promote member wellness
- Permit parents, members, staff, the Club board and community members to participate in the development, implementation, and review and update of the local wellness policy. Regular reporting on content and implementation to the community (including parents, members, and community members)
- Periodic measurement of Club compliance with the local wellness policy and progress updates made available to the community
- Designate a lead Club professional for the organization and at each site to ensure compliance with wellness policy

Who Should Join Your WELLNESS COMMITTEE?

Groups with 6-12 active participants are often the most effective. As you consider the following participants, determine what size committee you will need to be effective. If you have a large group of people who want to work on healthy eating and physical activity issues, think about a steering committee structure that includes subcommittees. You may also prioritize membership based on those areas where you will be focusing this year (i.e. updating the food service guidelines would require one or more staff who are making and serving meals and snacks).

Tips for Youth Participation

If you decide to invite members to participate on your Club wellness committee, here are some helpful tips to ensure that youth participation is productive and successful.

- Be clear about roles and expectations: Do you want the youth participants to initiate healthy eating and physical activity projects with their peers? Do you want them to become more knowledgeable on these issues and advocate with Club decision makers? Share your expectations and hopes for youth representation with the Club member(s) you invite.
- Create more than one youth position: It may be easier to have consistent youth representation with more than one member position on your committee. In addition, it may help the members to not be the only youth member in the room, expected to represent all of their peers.
• Provide skill building opportunities with youth committee participants beyond the Club wellness committee meetings: To ensure a successful Club wellness committee with youth participants, members should be given some information on meeting processes, norms, and expectations. Increasing the skills of youth participants on your committee will lead to more successful participation.

• Prioritize youth in your action plan: It will help youth understand their role in creating a healthier Club environment if they see how they fit in the action plan and other activities your wellness committee undertakes. Make some of these action items short term and celebrate when you achieve them. This will keep youth and all wellness committee participants engaged.

• Invite your Club members to cultivate leadership in their peers: Because youth eventually leave the Club, planning for replacing youth participants is an ongoing process. Ask youth participants to think about who would be good replacements and ask for their assistance in orienting the new youth participants.

• Communicate the status of wellness policy implementation annually through Club newsletters, Club website, etc. and invite youth input on wellness activities throughout the year in a variety of ways.

Involving Families
• The Club Wellness Committee and the priorities its participants set should represent the interests and needs of the entire Club as well as the communities that the Club encompasses. We recognize the importance of having the representation of family members on your wellness committee. In addition to having valuable insights and perceptions of the Club within its community, family members reflect the diversity of your community in a number of ways. However, it can be a challenge to reach out to families and keep them coming to meetings.

• It is important to have strategies to get input from family members that represent the various age groups and backgrounds of your members. A personal invitation should be extended to participants. If you can provide meals or child care for families with younger children with your wellness committee meetings, that may remove some of the barriers for families, as well as conducting the meetings during Club hours. Determine if you can conduct your wellness committee meetings during family nights or other programming that your Club offers.

Meeting and Time Commitment
• Studies indicate that regular meetings and focused agendas enable groups to stay engaged, excited and effective. Once membership is determined, the Club wellness committee should meet at least four times during the Club year. As a group, the Club wellness committee will determine roles such as facilitator, record keeper, etc. These roles, once assigned, may involve a greater time commitment. The committee can also consider rotating some committee.
Teach members to “Rethink their Drink” through one or more of the following activities:

- More Water Mondays where you promote Club members drinking more water. Focusing on Mondays gets members deliberately thinking about increasing their water intake and gets them off to a good start for the week.
- Encourage members and staff to take a 30-day pledge to rethink their drink.
- Host activities around drinking more water, such as: a taste test with infused water, measuring how much sugar is in different drinks or teaching members to read the ingredients on the food labels to recognize common high-calorie sweeteners.
- Encourage members to track the times they choose water instead of a sugary drink.

Other Wellness Campaign ideas that can be implemented in your Club are:

**Walk Across America**
- Several Clubs have done different Walk Across America programs, having members track the number of laps around a park, a track, or other area, having a number of laps equaling a mile. Clubs have done these as whole Club efforts or individual efforts, having specific stops along the way and utilizing it as a High Yield Activity incorporating and learning specific information about the area.

**Fruit and Vegetable Challenge**
- Challenge staff and members to eat more fruits and vegetables. Keep track each time someone eats a cup of fruit or vegetables. At the end of the week add up the cups. This can be done individually or in groups if you have specific age group rotations. Keep the challenge going for several months by awarding the winning group with a traveling trophy, such as a golden apple or make this a part of your monthly recognition.

**Vegetable of the Week or Month**
- Highlight a specific vegetable for the week or month and prepare it different ways. At the end of the time period, members can vote on their favorite way they like the vegetable prepared.

**Get Fit in Five**
- Have staff lead Play Breaks at the start of the program day. Do this for one month. Participants who miss the least days win the prizes.

**Color Days**
- Each day of the Week, members and staff wear a different color and bring a fruit or vegetable of that color to share with the Club. Teachers can decide how to handle the food (i.e. members describe their food, everyone gets to taste, or gather everything for a tasting at the end of the week).

**Pledge to be Healthy**
- Display a giant pledge sheet and ask members to sign their names and pledge to be healthy. It can be a pledge to make healthy choices such as “Just Say No”, “Be physically active every day”, or “Make healthy food choices”, etc. Volunteers are needed to monitor the pledge area.

**Fear Factor Taste Challenge**
- Challenge members to taste new or exotic foods such as spinach, melon, hominy, pumpkin, etc.

**Nutrition Decathlon**
- Clubs often host Olympic or Field Day activities. A fun way to change this activity is have members complete 10 food-themed physical challenges. Stations are set up on the playground, gym, or field such as “Cucumber Javelin”, “Carrot Hop”, and “Strawberry Relay”.

**Every Kid Healthy Week**
- The last week in April is Every Kid Healthy Week. Host a Wellness week filled with a wide variety of activities to challenge members to be health.
<table>
<thead>
<tr>
<th>NO-PREP SNACKS</th>
<th>NO-PREP SNACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldfish</td>
<td>Goldfish</td>
</tr>
<tr>
<td>Chex Mix</td>
<td>Chex Mix</td>
</tr>
<tr>
<td>Pirate's Booty</td>
<td>Pirate's Booty</td>
</tr>
<tr>
<td>Planter's Peanut Variety Pack</td>
<td>Planter's Peanut Variety Pack</td>
</tr>
<tr>
<td>Annie's Cheddar Bunnies</td>
<td>Annie's Cheddar Bunnies</td>
</tr>
<tr>
<td>Annie's Chocolate Grahams</td>
<td>Annie's Chocolate Grahams</td>
</tr>
<tr>
<td>All-Energy Trail Mix</td>
<td>All-Energy Trail Mix</td>
</tr>
<tr>
<td>All-Energy Dried Fruit &amp; Nut Mix</td>
<td>All-Energy Dried Fruit &amp; Nut Mix</td>
</tr>
<tr>
<td>Z-Bars (Kid's Clif Bar)</td>
<td>Z-Bars (Kid's Clif Bar)</td>
</tr>
<tr>
<td>Z-Fruit Ropes</td>
<td>Z-Fruit Ropes</td>
</tr>
<tr>
<td>Wonderful Almonds</td>
<td>Wonderful Almonds</td>
</tr>
<tr>
<td>Wonderful Pistachios</td>
<td>Wonderful Pistachios</td>
</tr>
<tr>
<td>Stretch Island Fruit Leather</td>
<td>Stretch Island Fruit Leather</td>
</tr>
<tr>
<td>Go Go Squeeze Applesauce</td>
<td>Go Go Squeeze Applesauce</td>
</tr>
<tr>
<td>Snyder's Pretzels</td>
<td>Snyder's Pretzels</td>
</tr>
<tr>
<td>String Cheese</td>
<td>String Cheese</td>
</tr>
<tr>
<td>Kroger's CowPals</td>
<td>Kroger's CowPals</td>
</tr>
<tr>
<td>Pretzel Crisps</td>
<td>Pretzel Crisps</td>
</tr>
<tr>
<td>Yogurt - Full Fat, Organic</td>
<td>Yogurt - Full Fat, Organic</td>
</tr>
<tr>
<td>Popsicles - 100% Juice</td>
<td>Popsicles - 100% Juice</td>
</tr>
<tr>
<td>Pop Chips</td>
<td>Pop Chips</td>
</tr>
</tbody>
</table>
## SOME PREP SNACKS

<table>
<thead>
<tr>
<th>Snack Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Kabobs*</td>
</tr>
<tr>
<td>Frozen Bananas on a Stick</td>
</tr>
<tr>
<td>Peanut Butter / Banana Roll-ups*</td>
</tr>
<tr>
<td>Apple, Peanut Butter, Granola Sandwiches*</td>
</tr>
<tr>
<td>Fruit &amp; Yogurt Parfaits</td>
</tr>
<tr>
<td>Spicy Fruit Cup with Chili</td>
</tr>
<tr>
<td>Smoothies</td>
</tr>
<tr>
<td>Frozen Grapes</td>
</tr>
<tr>
<td>Veggies and Homemade Hummus (Veggie Superhero)</td>
</tr>
<tr>
<td>Tomato Soup and Goldfish</td>
</tr>
<tr>
<td>Apples with Yogurt</td>
</tr>
<tr>
<td>Roasted Chickpeas*</td>
</tr>
<tr>
<td>Oatmeal Chocolate Chip Balls*</td>
</tr>
<tr>
<td>Chips &amp; Pico de Gallo</td>
</tr>
<tr>
<td>Apples &amp; PB</td>
</tr>
<tr>
<td>Grapes &amp; Cheese Cubes</td>
</tr>
<tr>
<td>Cheese &amp; Crackers</td>
</tr>
<tr>
<td>Celery &amp; Peanut Butter with Raisins</td>
</tr>
<tr>
<td>Brown Rice Cakes with Salsa</td>
</tr>
<tr>
<td>Raw Nuts &amp; Raisins (trail mix)</td>
</tr>
<tr>
<td>Sweet Potato Fries*</td>
</tr>
<tr>
<td>Veggies (peppers, celery, carrots, cucumbers)</td>
</tr>
<tr>
<td>and Guacamole</td>
</tr>
<tr>
<td>Meat &amp; Veggie Kabobs</td>
</tr>
<tr>
<td>Kale Chips*</td>
</tr>
<tr>
<td>Homemade Mini-Pizza</td>
</tr>
<tr>
<td>Breakfast Burritos</td>
</tr>
<tr>
<td>Whole Wheat Pancakes with Fruit &amp; Yogurt</td>
</tr>
<tr>
<td>Turkey &amp; Avocado Tacos</td>
</tr>
<tr>
<td>Corn on the Cob</td>
</tr>
</tbody>
</table>

*Recipes on HLS BLOG: bghealthforlife.wordpress.com
1. Avoid ASPARTME and all artificial sweeteners. The best choices are stevia, truvia, honey, and xylitol

2. Avoid HIGH FRUCTOSE CORN SYRUP

3. Choose FULL-FAT dairy. Remember fat doesn’t make you fat, sugar does. Low-fat and fat-free options are loaded with sugar

4. Avoid DRINKS besides water - but keep it fun by adding fruit/veg, sparkling water, smoothies, etc.

5. Read INGREDIENTS: avoid products with lists you can’t pronounce and long lists

6. Involve the KIDS - Let the kids choose, prepare, cook, and clean to eliminate extra work for you!

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THINGS TO REMEMBER

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What is a snack versus a meal?
According to the USDA, a snack must include full servings of two of any of the following five food components:
• Milk
• Meat and meat alternatives
• Vegetables
• Fruit
• Grains

Supper, which is the same as the lunch meal pattern must serve all of the following five components:
• Milk
• Meat and meat alternatives
• Vegetables
• Fruit
• Grains

Breakfast must contain:
• Milk
• Vegetables, fruit, or both
• Grains
• Meat and meat alternatives may be used to substitute the entire grains component a maximum of three times per week.

Specific guidelines from the USDA:
The USDA revised the Children and Adult Care Food Program (CACFP) meal patterns, effective October 1, 2017, to ensure children and adults have access to healthy, balanced meals throughout the day. Under the updated child and adult meal patterns, meals served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. The changes made to the meal patterns are based on the Dietary Guidelines for Americans, scientific recommendations from the National Academy of Medicine, and stakeholder input. For the specific guidelines, please refer to the Appendix.

CAFCP has developed some best practices around the guidelines that they encourage in order to ensure children are getting the optimal benefit from the meals they receive while in care (sharing practices that only relate to youth ages 6-18):

Vegetables and Fruit
• Make at least 1 of the 2 required components of a snack a vegetable or a fruit.
• Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice.
• Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week.

Grains
• Provide at least two servings of whole grain-rich grains per day.

Meat and Meat Alternates
• Serve only lean meats, nuts, and legumes.
• Limit serving processed meats to no more than one serving per week.
• Serve only natural cheeses and choose low-fat or reduced fat-cheeses.

Milk
• Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, use the Nutrition Facts Label to select and serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces, or the flavored milk with the lowest amount of sugar if flavored milk within this sugar limit is not available.

The new CACFP meal patterns lay the foundation for a healthy eating pattern for children. USDA also developed optional best practices that build on the meal patterns and highlight areas where Clubs may take additional steps to further improve the nutritional quality of the meals they serve. The best practices reflect recommendations from the Dietary Guidelines for Americans and the National Academy of Medicine to further help increase participants’ consumption of vegetables, fruits, and whole grains, and reduce the consumption of added sugars and saturated fats.
USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. Under the updated child and adult meal patterns, meals served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. The changes made to the meal patterns are based on the Dietary Guidelines for Americans, scientific recommendations from the National Academy of Medicine, and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

### Updated Child and Adult Meal Patterns

**Greater Variety of Vegetables and Fruits**
- The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component; and
- Juice is limited to once per day.

**More Whole Grains**
- At least one serving of grains per day must be whole grain-rich;
- Grain-based desserts no longer count towards the grain component; and
- Ounce equivalents (oz eq) are used to determine the amount of creditable grains (starting October 1, 2019).

**More Protein Options**
- Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week; and
- Tofu counts as a meat alternate.

**Age Appropriate Meals**
- A new age group to address the needs of older children 13 through 18 years old.

**Less Added Sugar**
- Yogurt must contain no more than 23 grams of sugar per 6 ounces; and
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce.
### Making Every Sip Count

- Unflavored whole milk must be served to 1 year olds; unflavored low-fat or fat-free milk must be served to children 2 through 5 years old; and unflavored low-fat, unflavored fat-free, or flavored fat-free milk must be served to children 6 years old and older and adults;
- Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs; and
- Yogurt may be served in place of milk once per day for adults only.

### Additional Improvements

- Extends offer versus serve to at-risk afterschool programs; and
- Frying is not allowed as a way of preparing foods on-site.

### Breakfast Meal Patterns

<table>
<thead>
<tr>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12 &amp; 13-18</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous</td>
<td>Updated</td>
<td>Previous</td>
<td>Updated</td>
</tr>
<tr>
<td>Milk</td>
<td>½ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Vegetables, fruit, or both</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Grains</td>
<td>½ serving</td>
<td>½ oz eq*</td>
<td>½ serving</td>
</tr>
</tbody>
</table>

*Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week.

### Lunch and Supper Meal Patterns

<table>
<thead>
<tr>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12 &amp; 13-18</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous</td>
<td>Updated</td>
<td>Previous</td>
<td>Updated</td>
</tr>
<tr>
<td>Milk</td>
<td>½ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Meat and meat alternates</td>
<td>1 oz</td>
<td>1 oz</td>
<td>1 ½ oz</td>
</tr>
<tr>
<td>Vegetables</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Fruits</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Grains</td>
<td>½ serving</td>
<td>½ oz eq*</td>
<td>½ serving</td>
</tr>
</tbody>
</table>

*A serving of milk is not required at supper meals for adults.

### Snack Meal Patterns

<table>
<thead>
<tr>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12 &amp; 13-18</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous</td>
<td>Updated</td>
<td>Previous</td>
<td>Updated</td>
</tr>
<tr>
<td>Milk</td>
<td>½ cup</td>
<td>½ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Meat and meat alternates</td>
<td>½ oz</td>
<td>½ oz</td>
<td>½ oz</td>
</tr>
<tr>
<td>Vegetables</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Fruit</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Grains</td>
<td>½ serving</td>
<td>½ oz eq*</td>
<td>½ serving</td>
</tr>
</tbody>
</table>

Select 2 of the 5 components for snack.

*Note: All serving sizes are minimum quantities of the food components that are required to be served.*

### Week of January 18

**Monday**  
Corn Dogs  
Salad  
Apple Slices  
Milk

**Tuesday**  
Tuna Salad  
String Cheese  
Crackers  
Celery  
Apple  
Milk

**Wednesday**  
Burrito  
Cole Slaw  
Mango  
Milk

**Thursday**  
PBJ Sandwich  
String Cheese  
Apple Slices  
Banana  
Milk

**Friday**  
Bologna Sandwich  
Sunflower Seeds  
Carrots  
Orange  
Milk

### Week of January 25

**Monday**  
Chili  
Corn Bread  
Orange Juice  
Apple  
Milk

**Tuesday**  
Corn Dogs  
Banana  
Orange  
Ketchup  
Milk

**Wednesday**  
Turkey Sandwich  
Carrots  
Ranch  
Apple Juice  
Milk

**Thursday**  
Chicken Nuggets  
BBQ Sauce  
Applesauce  
Corn  
Milk

**Friday**  
Yogurt  
Sunflower Seeds  
Scooby Snacks  
Apple  
Grapes  
Milk

**Nutritional Facts:**
- Meat/Meat Alternative - 2 oz
- Bread/Grains - 1 serving
- Vegetables/Fruits - 3/4 cup, 2 kinds
- Milk - 1 cup

USDA is an equal opportunity employer
# Meridian Snack Menu

**October 2017**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WG Pretzels Fruit Juice</td>
<td>3</td>
<td>WG Animal Crackers Fruit Juice</td>
<td>4</td>
<td>Graham Crackers Fruit Juice</td>
<td>5</td>
<td>WG Goldfish Crackers Fruit Juice</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WG Pretzels Fruit Juice</td>
<td>10</td>
<td>WG Animal Crackers Fruit Juice</td>
<td>11</td>
<td>Graham Crackers Fruit Juice</td>
<td>12</td>
<td>WG Goldfish Crackers Fruit Juice</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
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</tr>
<tr>
<td>WG Pretzels Fruit Juice</td>
<td>17</td>
<td>WG Animal Crackers Fruit Juice</td>
<td>18</td>
<td>Graham Crackers Fruit Juice</td>
<td>19</td>
<td>WG Goldfish Crackers Fruit Juice</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WG Pretzels Fruit Juice</td>
<td>24</td>
<td>WG Animal Crackers Fruit Juice</td>
<td>25</td>
<td>Graham Crackers Fruit Juice</td>
<td>26</td>
<td>WG Goldfish Crackers Fruit Juice</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WG Pretzels Fruit Juice</td>
<td>31</td>
<td>WG Animal Crackers Fruit Juice</td>
<td>31</td>
<td>WG Animal Crackers Fruit Juice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This institution is an equal opportunity provider.
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Meals Served w/ Milk</strong></td>
<td><strong>Meatball &amp; Cheese Pocket Fresh Veggies Fresh Fruit</strong></td>
<td><strong>PB&amp;J Cheese Stick Fruit/Veggies</strong></td>
<td><strong>Chicken Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>PB&amp;J Cheese Stick Fruit/Veggies</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td><strong>Beef, Bean &amp; Cheese Burrito Fresh Veggies Fresh Fruit</strong></td>
<td><strong>PB&amp;J Cheese Stick Fruit/Veggies</strong></td>
<td><strong>Chicken Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>PB&amp;J Cheese Stick Fruit/Veggies</strong></td>
<td><strong>Fish Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>Fish Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>No Kindergarten School – All Day Year 1 4-6 No School – Full Day Hours</strong></td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td><strong>Beef, Bean &amp; Cheese Burrito Fresh Veggies Fresh Fruit</strong></td>
<td><strong>PB&amp;J Cheese Stick Fruit/Veggies</strong></td>
<td><strong>Chicken Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>PB&amp;J Cheese Stick Fruit/Veggies</strong></td>
<td><strong>Lunch K-8 Fish Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>Lunch K-8 Fish Sandwich on WG Bun Baby Carrots Fresh Fruit</strong></td>
<td><strong>K-8 No School – Full Day Hours</strong></td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
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</tr>
</tbody>
</table>

This institution is an equal opportunity provider.
## Idaho CACFP Production Record

**Name of Institution:** Boys & Girls Clubs of Ada County  
**Garden City**  
**Date:** __/__/____

### Sample CACFP Production Record

<table>
<thead>
<tr>
<th>Item Description</th>
<th>(#) Number of Children Planned For</th>
<th>Amount Needed per Age Group</th>
<th>Total Amount of Food Needed</th>
<th>Number Portions Prepared per Age Group</th>
<th>Total Amount of Food Leftover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Chicken Salad 1 cup Lettuce/Spinach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bread/Cheese 2 oz.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaded Lunches 9 oz.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin Oranges 1/4 cup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BREAKFAST ITEM:**

- **Milk:**
  - Whole Milk: 1/2 cup  
  - 2% Milk: 1/2 cup

**Vegetables & Fruits 1 serving vegetable or fruit:**

- 1/4 cup

**Bread & Bread Alternative:**

- Enriched or whole grain bread: 1/4 cup

**Other:**

- Lunch/Snack Item: Milk: 1/2 cup

### Idaho Department of Education-Child Nutrition  
**Revised:** June 8, 2011  
**Staff:** \[Signature\]  
**Milk Return:** \[Signature\]
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
</table>

WG = Whole Grain

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status.
### Boys & Girls Clubs of America Food Resource Guide

#### July 2017 Lunch 11:30 PM – 12:30 PM

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (*) = Made from scratch  (WG) = Whole Grain

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garlic Bread (WG)</td>
<td>Wheat Rolls (WG)</td>
<td>Mixed Italian salad</td>
<td>Wheat Rolls (WG)</td>
<td>Power Caesar Salad Peaches</td>
</tr>
<tr>
<td>Roasted Cali Vegetables</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
<td>Roasted Italian Vegetable</td>
<td>Bananas</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Vegetable</td>
<td>1% Milk</td>
</tr>
<tr>
<td>1% Milk</td>
<td>1% Milk</td>
<td>1% Milk</td>
<td>1% Milk</td>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garlic Bread (WG)</td>
<td>Wheat Rolls (WG)</td>
<td>Mixed Italian salad</td>
<td>Fresh Cole Slaw (No Mayo)</td>
</tr>
<tr>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
</tr>
<tr>
<td>1% Milk</td>
<td>1% Milk</td>
<td>1% Milk</td>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roasted Cauliflower Peaches</td>
<td>Garlic Bread (WG)</td>
<td>Roasted Italian Vegetable Bananas</td>
</tr>
<tr>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
<td>Fresh Italian Salad</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Fresh Italian Salad</td>
<td>1% Milk</td>
</tr>
<tr>
<td>1% Milk</td>
<td>1% Milk</td>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Warm Chicken Cucumber Salad</td>
<td>16. BBQ Chicken and Brown Rice (WG)*</td>
</tr>
<tr>
<td>Pasta (WG)*</td>
<td>Fresh Cole Slaw (No Mayo)</td>
</tr>
<tr>
<td>Light Cucumber Salad</td>
<td>Fresh Italian Salad</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Fresh Italian Salad</td>
</tr>
<tr>
<td>1% Milk</td>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Pasta Marinara (WG)*</td>
</tr>
<tr>
<td>Mixed Italian salad</td>
</tr>
<tr>
<td>Peaches</td>
</tr>
<tr>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Warm Chilli Chicken Salad*</td>
<td>20. Warm Italian Chicken Salad</td>
</tr>
<tr>
<td>Pasta (WG)*</td>
<td>Pasta (WG)*</td>
</tr>
<tr>
<td>Light Cucumber Salad</td>
<td>Light Cucumber Salad</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Pineapple</td>
</tr>
<tr>
<td>1% Milk</td>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Warm Italian Chicken Salad</td>
</tr>
<tr>
<td>Pasta (WG)*</td>
</tr>
<tr>
<td>Light Cucumber Salad</td>
</tr>
<tr>
<td>Pineapple</td>
</tr>
<tr>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Warm Italian Chicken Salad*</td>
</tr>
<tr>
<td>Pasta (WG)*</td>
</tr>
<tr>
<td>Light Cucumber Salad</td>
</tr>
<tr>
<td>Pineapple</td>
</tr>
<tr>
<td>1% Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Warm Italian Chicken Salad*</td>
</tr>
<tr>
<td>Pasta (WG)*</td>
</tr>
<tr>
<td>Light Cucumber Salad</td>
</tr>
<tr>
<td>Pineapple</td>
</tr>
<tr>
<td>1% Milk</td>
</tr>
</tbody>
</table>

The above menu is subject to change based on availability and other factors. Enjoy your meal!
# July 2017 Snack  2:30 PM – 3:30 PM

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (*)=USDA Smart Snack Compliant  
(WG) = Whole Grain (#)=Trans Fat Free

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1% Milk Water</td>
<td>Closed for the 4th of July.</td>
<td>1% Milk Water</td>
<td>Sliced Frozen Strawberries Water</td>
<td>4 oz. Goldman Pretzels (WG)(#)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Water</td>
</tr>
<tr>
<td>Chex Mix 4oz. Snack Mix (WG)(#)</td>
<td>1% Milk Water</td>
<td>4 oz. Goldman Pretzels (WG)(#)</td>
<td>1% Milk Water</td>
<td>1% Milk Water</td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
<td>Water</td>
</tr>
<tr>
<td>1% Milk Water</td>
<td>Chex Mix 4 oz. Snack Mix (WG)(#)</td>
<td>1% Milk Water</td>
<td>Pineapple and Honey*</td>
<td>1% Milk</td>
</tr>
<tr>
<td>Water</td>
<td>Water</td>
<td></td>
<td>Water</td>
<td>Water</td>
</tr>
<tr>
<td>5 oz. Cheddar Sun chips (WG)(#)</td>
<td>Granola (WG)(#)</td>
<td>Chex Mix Snack Mix (WG)(#)</td>
<td>1% Milk</td>
<td>Apricots*</td>
</tr>
<tr>
<td>Water</td>
<td>Water</td>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. 5 oz. Garden Salsa Sun Chips (WG)(#)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1% Milk Water</td>
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</tbody>
</table>

*Note: All snacks include 1% low-fat milk and water as components.*
Food Specifications for BGCB

1. Product Specification Standards:
   a. Food listing sugar as their first or second ingredient may not be served- excludes naturally occurring sugar.
   b. Sport energy drinks, soda, sweetened ice teas and juices that are not 100% juice, are not permitted to be purchased.
   c. Pizza (including calzones, Stromboli, flatbread, breadsticks) may only be served twice per month.
   d. Fast food is not allowable in the club.

1. Milk:
   a. Only white/unflavored 1% milk may be served in the club.

2. Meats/Seafood:
   a. Any breaded meat product or breaded meat alternate must not be served.
   b. Dried meats such as beef jerky and beef strips cannot be served.
   c. Meats must be 100% muscle meat and cannot contain fillers.

3. Fruits and Vegetables:
   a. Canned fruit and vegetables should be in their own juices instead of in syrup.
   b. Fresh or frozen fruit (without syrup) are preferred within the club.
   c. At least one fresh fruit or vegetable must be served daily.

4. Baked Products:
   a. All grains should be at least 51% whole grain.
## Cooking Cart/Mobile Kitchen Equipment Suggested List

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>ITEM</th>
</tr>
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<tbody>
<tr>
<td>MULTIPLE</td>
<td>ASSORTED SIZES OF POTS WITH LIDS</td>
</tr>
<tr>
<td>2</td>
<td>BAKING SHEETS</td>
</tr>
<tr>
<td>1</td>
<td>BLENDER</td>
</tr>
<tr>
<td>2</td>
<td>BAKING PANS OR DISHES</td>
</tr>
<tr>
<td>1</td>
<td>CAN OPENER</td>
</tr>
<tr>
<td>1</td>
<td>CART, ROLLING UTILITY</td>
</tr>
<tr>
<td>5</td>
<td>CITRUS JUICERS, SMALL</td>
</tr>
<tr>
<td>1</td>
<td>COLANDER</td>
</tr>
<tr>
<td>10</td>
<td>CUTTING BOARDS, SMALL PLASTIC</td>
</tr>
<tr>
<td>1 BOTTLE</td>
<td>DISHWASHING LIQUID</td>
</tr>
<tr>
<td>3</td>
<td>BOWLS, MIXING, ASSORTED SIZES</td>
</tr>
<tr>
<td>1</td>
<td>ELECTRIC SKILLET (OPTIONAL)</td>
</tr>
<tr>
<td>1</td>
<td>FIRST AID KIT</td>
</tr>
<tr>
<td>5</td>
<td>GRATERS, BOX</td>
</tr>
<tr>
<td>1</td>
<td>HAND MIXER</td>
</tr>
<tr>
<td>2</td>
<td>HOTPLATES, ELECTRIC</td>
</tr>
<tr>
<td>4</td>
<td>KITCHEN TOWELS</td>
</tr>
<tr>
<td>1</td>
<td>LADLE</td>
</tr>
<tr>
<td>5 SETS</td>
<td>MEASURING CUPS</td>
</tr>
<tr>
<td>5 SETS</td>
<td>MEASURING SPOONS</td>
</tr>
<tr>
<td>4</td>
<td>POOTHOLDERS</td>
</tr>
<tr>
<td>2</td>
<td>ROLLING PINS</td>
</tr>
<tr>
<td>1</td>
<td>SALAD SPINNER</td>
</tr>
<tr>
<td>2</td>
<td>SKILLETS, LARGE (12”-14”) NON-STICK</td>
</tr>
<tr>
<td>2</td>
<td>SPOONS, LARGE WOODEN</td>
</tr>
<tr>
<td>1</td>
<td>SPOON, SLOTTED</td>
</tr>
<tr>
<td>2</td>
<td>SPATULAS</td>
</tr>
<tr>
<td>5</td>
<td>SPONGES WITH ROUGH SIDE</td>
</tr>
<tr>
<td>10</td>
<td>SPREADERS (SERRATED WITH ROUNDED END)</td>
</tr>
<tr>
<td>1</td>
<td>STEAMER INSERT FOR POT</td>
</tr>
<tr>
<td>1 SET</td>
<td>TONGS</td>
</tr>
<tr>
<td>5</td>
<td>VEGETABLE PEELERS</td>
</tr>
<tr>
<td>3</td>
<td>WHISKS, ASSORTED SIZES</td>
</tr>
<tr>
<td>5</td>
<td>WHISKS, MEDIUM</td>
</tr>
<tr>
<td>1</td>
<td>KNIFE</td>
</tr>
</tbody>
</table>
JOB SAMPLE DESCRIPTION: FOOD SERVER

POSITION DESCRIPTION

TITLE: Nutrition Server / Dishwasher  (Part-Time or Regular Part-Time, Wage Employee)

EXEMPTION STATUS: Non-Exempt

DEPARTMENT: Nutrition Department [Moseley Center / Meridian Club / Caldwell (Seasonal)]

REPORTS TO: Nutrition Director

COMPENSATION: (Starting) $7.25-$8.25 /hour DOE, Limited Benefits

HOURS: 10-19 hours per week for Part-Time / 20 – 29 Hours/Week for Regular-Part Time

PRIMARY FUNCTION:
All Servers / Dishwashing Staff are responsible for prepping and serving food for diverse populations of youth meeting federal, state and local food safety and sanitation guidelines while completing all the duties associated with the food service including, but not limited to dishwashing, sweeping, and mopping of kitchen and cafeteria.

KEY ROLES (Essential Job Responsibilities):

Food Services
1. Help head cook prep and serve food for USDA Sponsored Food Programs.
2. May be asked to transport meals to off-site locations.
3. Serve meals to youth observing all proper food safety practices and USDA regulations.
4. Record meal counts for all meals served.

Team Member Support
5. Report to work on time each day for all scheduled shifts and make timely and appropriate requests for work schedule adjustments as provided in training.
6. Communicate professionally and appropriately with all paid staff, volunteers, parents, and/or children, modeling the club values of respect, responsibility, and integrity.
7. Respond to requests from the Head Cook and/or Nutrition Director effectively.

Cleaning
8. Clean the kitchen, food contact surfaces, cafeteria, dishes and other work settings as assigned.
9. Set-up & break down of cafeteria tables, carts, coolers and refuge containers.
10. Accomplish all side work duties as assigned.

Inventory
11. Organize inventoried product following first in, first out protocols.
12. May be asked to check in food or milk deliveries from outside vendors.
RELATIONSHIPS:
Internal: Maintain close, daily contact with co-workers and supervisor to receive/provide information, discuss issues, explain or interpret guidelines/instructions.
External: Maintain contact with Nutrition Director as needed to foster community relations.

SKILLS/KNOWLEDGE REQUIRED:
- Complete Idaho Food Handler’s Safety Class within first 30 days of employment.
- Strong communication skills, both verbal and written.
- Group leadership skills, including an understanding of group dynamics.
- Ability to lift a minimum of 30 lbs.
- Possess a valid driver’s license or have stable transportation to and from work.
- Must possess an interest in working with children.
- A minimum of one-year work experience in a USDA Sponsored Food Program is preferred, but not required.

DISCLAIMER:
The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, nor limit the ability of the organization to create its own boundaries around employee work performance or compensation.
TITLE: Lead Kitchen Staff (Regular Part-Time, Wage Employee)

EXEMPTION STATUS: Non-Exempt

DEPARTMENT: Programs, Moseley Center / Meridian Club / Kuna Club (Seasonal)

REPORTS TO: Nutrition Director

COMPENSATION: (Starting) $9.00-$11.00 /hour DOE, Full Benefits

HOURS: 20-29 Hours /Week

PRIMARY FUNCTION:

The manager of the kitchen will run the daily operation of the kitchen/cafeteria in compliance with the Boys & Girls Club Nutrition Program, USDA, local, and state policies, procedures, rules and regulations. The manager will be responsible for supervision of a team of employees and the implementation of the high standards of nutrition, food production and food services.

KEY ROLES (Essential Job Responsibilities):

Kitchen staff Management
1. Hire and supervise daily activities of all kitchen staff
2. Develop and implement daily schedule

Inventory Control
3. Inventory product supply
4. Transport food to other sites

Food services
5. Prepare and serve meals in compliance with USDA standards
6. Provide meal count records to nutrition director

ADDITIONAL RESPONSIBILITIES:

1. May fill in for Nutrition Director position in their absence
2. May learn the production record / ordering process
3. May drive Club vehicles to transport for or youth to/from special events.

RELATIONSHIPS:
Internal: Maintain close, daily contact with kitchen staff and supervisor to receive/provide information, discuss issues, explain or interpret guidelines/instructions; instruct, and advise/counsel.

External: Maintain contact with Nutrition Director as needed to foster community relations.

SKILLS/KNOWLEDGE REQUIRED:
- A minimum of one year work experience in a USDA Sponsored Food Program.
- Possess current Serve Safe Certification.
- Strong management and communication skills, both verbal and written.
- Demonstrated organizational, staff and project management abilities.
- Group leadership skills, including an understanding of group dynamics.
- Possess an interest for working with children.
- Ability to lift a minimum of 30 lbs.
- Proficient in excel and basic math.
- Possess a valid driver’s license.

DISCLAIMER:
The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, nor limit the ability of the organization to create its own boundaries around employee work performance or compensation.
We’re Hiring!

The Boys & Girls Clubs of Ada County is hiring kitchen helpers/servers at our Garden City & Meridian locations!

Must be at least 16 years old to apply.
Split shift: 7:00 - 10:00 a.m. & 12:15 - 5:15 p.m. (8 hrs. total)
-OR- 11:00 a.m. - 5:30 p.m. (6.5 hrs.)

Apply online at adaclubs.org/employment

Questions? Contact:
Danny Stoddard, Nutrition Director
danny@adaclubs.org
(208) 639-3165

This institution is an equal opportunity provider
**Stuffed Bell Peppers**

Prep time: 25 minutes  
Cook time: 45 minutes  
Estimated cost: $16.00  
Total calories per person: 217  
Serves: 8

**Ingredients**
- 1 pound uncooked brown rice  
- 1 1/2 cups of water  
- 8 green bell peppers  
- 2 onions, chopped  
- 1/2 cup olive oil  
- 1 pound textured vegetable protein  
- 1/4 cup fresh chopped parsley  
- 4 cups tomato sauce  
- 1/2 pound shredded mozzarella  
- Salt and pepper to taste

**Directions**
1. Combine rice and water in a small saucepan. Bring to a boil, reduce heat to low, and simmer for about 15 minutes.  
2. Preheat oven to 400 degrees F (205 degrees C).  
3. Cut tops off peppers, seed insides, and arrange peppers in a large baking dish. Chop usable portion of the tops.  
4. Heat oil in a large skillet over medium heat. Sauté chopped peppers and onions in oil until soft. Stir in textured vegetable protein and parsley. Reduce heat to low, and continue cooking for 5 minutes. Mix in cooked rice and 1 1/2 cups tomato sauce. Season to taste with salt and pepper. Spoon the mixture into the peppers, and top each with remaining tomato sauce.  
5. Cover, and bake about 45 minutes. Uncover, top each pepper with mozzarella cheese, and bake until cheese is melted.
Backpack food programs generally provide a bag of nonperishable food to children in need that they can take home and eat when school meal programs are unavailable, such as weekends or long breaks. Participation in a backpack food program can be life-saving for many children in high need areas. If you are interested in starting a backpack food program at your Club, follow the guidelines below:

1. **Determine Need**
   If more than 40% of the children in your program qualify for free or reduced-price lunch, your program will serve a large number of students and potentially have a high impact.

2. **Meet with Local Food Banks**
   Find the food banks or food pantries in your area - determine whether they will be willing to assist with food donations and set up a regularly scheduled delivery to your Club. Local grocery stores may also be willing to contribute food to the program.

3. **Plan the Specifics**
   Create a plan for your program to address the following questions: How many children will be involved in the program? Can other family members opt-in to the program? What day of the week will you pack the food bags? How, where, and when will you distribute the food bags? How much food will go in each bag?

4. **Make a Budget**
   There are many resources you will need to secure before you can begin your program. Be sure to budget for food, large containers, bags, labels, carts, transportation, etc.

5. **Recruit Volunteers**
   Recruit weekly volunteers to help with food collection, packaging, and distribution. Look to other local community organizations for additional volunteers.
BACKPACK FOOD PROGRAM RESOURCES

There are some simple steps to start your program:

• Plan your Backpack Program
  Determine the number of youth being served, how you are going to pack and store the food and who will be involved in helping you with the program.

• Develop your Budget
  Developing your budget and determine how much you will need for your program.

• Recruit volunteers
  Recruit volunteers to help create the bags. You also may recruit volunteers or partners who help you get some of the items for your bags.

• Market your program
• Start your program

What foods are normally included in a Backpack?

Breakfast:
• 2 Individual Packets of Instant Oatmeal OR
• 1 Full Box of Cereal

Lunch:
• 1 Jar of Peanut Butter & 1 Plastic Jar of Jelly or Jam - OR
• 2 Boxes of Macaroni and Cheese OR
• 2 Cans of Soup or Stew

Snack:
• 2 Granola Bars OR
• 2 Small Bags of Pretzels OR
• 2 Bags of Goldfish Crackers

1 Option of Fruit
• 1 Can of Peaches or Pears in 100 percent juice, not heavy syrup OR
• 1 Plastic Container of Applesauce OR
• 100 percent Fruit Snacks or Fruit Leather

1 Option of Vegetables
• 1 Can of Green Beans, Carrots, or Corn
## USDA Food and Nutrition Service Programs for Out-of-School-Time Providers

<table>
<thead>
<tr>
<th>Program/Site Eligibility</th>
<th>Child and Adult Care Food Program (CACFP) At-Risk Afterschool Component</th>
<th>CACFP Outside-School-Hours Care Component</th>
<th>Afterschool Care Snack Service through the National School Lunch Program (NSLP)</th>
<th>Summer Food Service Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk afterschool care programs must:</td>
<td>• Operate after school, on weekends, and/or holidays.</td>
<td>• Provide regularly scheduled child care services.</td>
<td>• Be sponsored or operated by a school district.</td>
<td>SFSP sites are eligible as Open, Enrolled, or Camps:</td>
</tr>
<tr>
<td>• Meet State or local care licensing requirements, or local health and safety standards.</td>
<td>• Meet State or local child care licensing requirements, or local health and safety standards.</td>
<td>• Be located in a jurisdiction where at least one school participates in NSLP.</td>
<td>• Open: located in a low-income area and eligible to serve free meals and snacks to all children in the community.</td>
<td></td>
</tr>
<tr>
<td>• Provide regularly scheduled, organized activities that are educational or enriching (excluding organized athletic programs)</td>
<td>• Be distinct from any organized extracurricular programs for scholastics or athletics.</td>
<td>• Organized athletic programs in interscholastic or community level competitive sports are ineligible.</td>
<td>• Enrolled: serve only those children enrolled in the program. If at least 50% of the children enrolled are eligible for free or reduced-price meals, then reimbursement will be provided for free meals and snacks served to all of the enrolled children.</td>
<td></td>
</tr>
<tr>
<td>• Be located in a school attendance area where at least 50% of enrolled children are certified eligible for free or reduced-price school meals.</td>
<td></td>
<td>• Camps: only reimbursed for serving free meals and snacks to kids that are individually eligible for free and reduced-price meals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Children</td>
<td>Child and Adult Care Food Program (CACFP) At-Risk Afterschool Component</td>
<td>CACFP Outside-School-Hours Care Component</td>
<td>Afterschool Care Snack Service through the National School Lunch Program (NSLP)</td>
<td>Summer Food Service Program</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Children age 18 or under (at start of school year).</td>
<td>Children age 12 or younger.</td>
<td>Children age 18 or under (at start of school year).</td>
<td>Children age 18 and under; and young adults with disabilities enrolled in educational programs.</td>
<td></td>
</tr>
<tr>
<td>Eligible Meals Per Day*</td>
<td>Up to 1 snack and 1 meal per child.</td>
<td>Up to 2 meals and 1 snack per child.</td>
<td>1 snack when served on regular school days only (afterschool programs operating during weekends or school breaks are not eligible to receive reimbursements through this program).</td>
<td>Generally up to 2 meals or 1 meal and 1 snack per child, with some exceptions depending on site type.</td>
</tr>
<tr>
<td>How Reimbursement is Provided</td>
<td>Program providers receive the “free” rate reimbursement for every meal or snack served to participating children. All snacks and meals must be provided free to every child.</td>
<td>Program providers receive the “free,” “reduced-price,” or “paid” rate for each meal or snack served to participating children depending on each child’s individual income.</td>
<td>Program providers receive the “free” rate for all snacks served in school attendance areas where at least 50% of enrolled children are eligible for free or reduced-price meals. Programs not located in eligible areas receive the “free,” “reduced-price,” or “paid” rate depending on each child’s family income.</td>
<td>Reimbursement varies depending on open, enrolled, or camp site designations.</td>
</tr>
</tbody>
</table>
What you will need:
7  1.5 inch 3-ring binders
1  Hanging file folder
12 Manila file folders
12 File labels (if desired)

How to organize your information:
1. Permanent Agreement/News Release/ Policies & Procedures (Binder)
2. Procurement (Binder)
3. In-Service Training (Binder)
4. Monitor Reviews (Binder)
5. Policy Memos issued by USDA and the State Agency (Binder)
6. Taxes, Supporting Documentation, and Tax Verification Form (Binder)
7. Blank Forms (for ease of access) (Binder)

8. Monthly folders (October – September) for each month of the federal fiscal year beginning with October. The following items are to be filed monthly in each folder: (in hanging file folder)
   a. Copy of the Claim for Reimbursement
   b. Attendance Records
   c. Copy of Master Roster
   d. Monthly menu(s)
   e. Record of Meals Served
   f. Food and non-food bills, receipts, invoices (should be dated, itemized, include the store and/or vendor name.)
   g. Record of Expenditures – Monthly financial detail
   h. Personnel Activity Report(s), such as time sheets or check stubs
   i. Monthly Acknowledgement of Reimbursement- (mailed/emailed from the State Agency)
# Child and Adult Care Feeding Program (CACFP)

## Examples of Allowable Operating Costs

<table>
<thead>
<tr>
<th>ALLOWABLE OPERATING COSTS</th>
<th>EXAMPLES</th>
<th>DOCUMENTATION REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Labor Costs</strong></td>
<td>• Preparing menus</td>
<td>• Time sheets showing name of person, activity, and amount of times spent</td>
</tr>
<tr>
<td></td>
<td>• Purchasing/ordering food</td>
<td>• Benefits</td>
</tr>
<tr>
<td></td>
<td>• Preparing meals</td>
<td>• Payroll records</td>
</tr>
<tr>
<td></td>
<td>• Delivering meals to site(s)</td>
<td>• Cancelled checks</td>
</tr>
<tr>
<td></td>
<td>• Completing meal production records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Taking meal count during meal service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Serving meals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supervising/assisting children during the meal service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supervising food service operations at the site or kitchen level,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>including the direct supervision of food service staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clean-up (kitchen, dining room, trash removal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Processing, transporting, storing and handling food and supplies; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>transporting equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Time sheets showing name of person, activity, and amount of times spent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Benefits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Payroll records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cancelled checks</td>
<td></td>
</tr>
<tr>
<td><strong>Food Costs</strong></td>
<td>• Purchases</td>
<td>• Itemized grocery tapes</td>
</tr>
<tr>
<td></td>
<td>• Costs associated with getting food</td>
<td>• Purchasing invoices</td>
</tr>
<tr>
<td></td>
<td>• Storing charges</td>
<td>• Receiving reports</td>
</tr>
<tr>
<td></td>
<td>• Processing, transporting, storing and handling donated food (including</td>
<td>• Refunds/discounts</td>
</tr>
<tr>
<td></td>
<td>USDA commodities</td>
<td>• Cancelled checks</td>
</tr>
<tr>
<td></td>
<td>• Itemized grocery tapes</td>
<td>• Inventory records</td>
</tr>
<tr>
<td></td>
<td>• Purchasing invoices</td>
<td>• Delivery receipts</td>
</tr>
<tr>
<td></td>
<td>• Receiving reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refunds/discounts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cancelled checks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inventory records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Delivery receipts</td>
<td></td>
</tr>
<tr>
<td><strong>Other Costs</strong></td>
<td>• Nonfood items (napkins, cleaning items)</td>
<td>• Itemized grocery tapes</td>
</tr>
<tr>
<td></td>
<td>• Utilities for food service</td>
<td>• Purchasing invoices</td>
</tr>
<tr>
<td></td>
<td>• Transportation of children (rural sites only)</td>
<td>• Proration of costs (document method used to prorate if costs need to be shared with</td>
</tr>
<tr>
<td></td>
<td>• Transporting food – mileage allowance</td>
<td>other programs)</td>
</tr>
<tr>
<td></td>
<td>• Repairs of kitchen equipment</td>
<td>• Mileage records</td>
</tr>
<tr>
<td></td>
<td>• Rental (vehicles, equipment, facilities)</td>
<td>• Basis for mileage charges</td>
</tr>
<tr>
<td></td>
<td>• Itemized grocery tapes</td>
<td>• Cancelled checks</td>
</tr>
<tr>
<td></td>
<td>• Purchasing invoices</td>
<td>• Inventory records</td>
</tr>
<tr>
<td></td>
<td>• Proration of costs (document method used to prorate if costs need to</td>
<td>• Delivery receipts</td>
</tr>
<tr>
<td></td>
<td>be shared with other programs)</td>
<td>• Gas receipts</td>
</tr>
<tr>
<td></td>
<td>• Mileage records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basis for mileage charges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cancelled checks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inventory records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Delivery receipts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gas receipts</td>
<td></td>
</tr>
</tbody>
</table>
# Child and Adult Care Feeding Program (CACFP)

## Examples of Allowable Administrative Costs

<table>
<thead>
<tr>
<th>ALLOWABLE ADMINISTRATIVE COSTS</th>
<th>EXAMPLES</th>
<th>DOCUMENTATION REQUIRED</th>
</tr>
</thead>
</table>
| **Labor Costs**                | • Completing the sponsor application  
• Attending sponsor training  
• Conducting your own training for site and sponsor personnel  
• Conducting pre-op and first week visits  
• Conducting site reviews  
• Reviewing family income applications  
• Consolidating the meal counts for multiple sites  
• Paying food program bills  
• Payroll activity of summer food staff  
• Clerical activity  
• Completing Claims for Reimbursement  
• Your time spent with USDA or your state nutrition program agency when a review is conducted, as well as time spent responding to review findings | • Time sheets showing name of person, activity, and amount of times spent  
• Benefits  
• Payroll records  
• Cancelled checks |
| **Office Costs**               | • Rent (if a special summer office is needed and special space is rented)  
• Utilities used for administrative staff (gas, electricity)  
• Telephone (SFSP only)  
• Postage stamps  
• Printing (flyers, posters, copying)  
• Supplies (pens, pencils, small calculators)  
• Building maintenance (trash removal, general upkeep) | • Proration of costs (document method used to prorate if costs need to be shared with other programs)  
• Cancelled checks  
• Invoices/bills  
• Receipts  
• Rental agreement |
| **Transportation Costs**       | • Going to trainings  
• Monitoring of sites (mileage, parking fees) | • Mileage records  
• Gas receipts  
• Basis for mileage charges |
(Insert your Club’s logo here)

A Proposal Requesting Funds from (insert company name)
To support Food Security Programs
A program that addresses food access

(Insert Date)
## Contents

*Insert page numbers when proposal is complete*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>X</td>
</tr>
<tr>
<td>Organizational Background</td>
<td>X</td>
</tr>
<tr>
<td>Statement of Need</td>
<td>X</td>
</tr>
<tr>
<td>Responding to the Need</td>
<td>X</td>
</tr>
<tr>
<td>Budget and Plan for Sustainability</td>
<td>X</td>
</tr>
<tr>
<td>Marketing/Publicity Plan</td>
<td>X</td>
</tr>
<tr>
<td>Closing</td>
<td>X</td>
</tr>
<tr>
<td>Appendix</td>
<td>X</td>
</tr>
</tbody>
</table>
Executive Summary

For (insert number) years, Boys & Girls Club of ______________ has been in the forefront of youth development, working with young people from disadvantaged economic, social and family circumstances. Boys & Girls Club of ______________ has actively sought to enrich the lives of girls and boys whom other youth agencies have had difficulty reaching. We are dedicated to ensuring that our community’s disadvantaged children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

In order to have an even deeper impact on our community’s youth, Boys & Girls Club of ______________ is requesting funding from (insert company’s name here) to implement a Food Security and Access program, which provides a healthy environment, nutritious food and teaches members how to eat smart. The multi-faceted program promotes health and wellness for Club members, ages 6-18 providing them with healthy meals, creating a healthy environment and guiding them to make positive choices towards their health.

As a community-based organization, Boys & Girls Club of ______________ is uniquely positioned to positively affect the lives of the youth we serve. To implement Food Security & Access programs, we would like to request the amount of $____. A detailed breakdown of how these dollars will be allocated can be found in this proposal’s Budget and Plan for Sustainability.

Just as (insert company’s name here) seeks to help our community’s youth become responsible, caring, productive citizens, Boys & Girls Club of ______________ has the staff and tools necessary to see this vision come to life. We thank you for considering this request. Together, we can assure that our community’s youth go on to have great futures.

Organizational Background

Boys & Girls Club of ______________ is part of a nationwide Movement of community-based, autonomous organizations and Boys & Girls Clubs of America (BGCA) working to help youth of all backgrounds develop the qualities needed to become responsible citizens and leaders. It offers daily access to a broad range of programs in five core program areas (Character and Leadership Development; Education and Career Development; Health and Life Skills; The Arts; and Sports, Fitness and Recreation) and several specialized initiatives. All programs are designed to drive positive outcomes for youth and reinforce necessary life skills.

Today, more than (insert number) young people at risk and in need are taking advantage of the programs, activities and services provided by Boys & Girls Club of ______________. Our vision is to provide a High Quality Club Experience that assures success is within reach of every young person who walks through our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.
To make sure that all of our members have great futures, the Boys & Girls Club Movement has adopted the **Formula for Impact**, a research-based theory of change that describes how individual Clubs and the Movement as a whole can increase our impact – *exponentially* – on the young people of America.

Our Formula begins with the young people in Clubs – especially those who need us most. It calls for us to consistently provide the most powerful Club Experience possible – by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and providing targeted programs – all of which help youth achieve priority outcomes. Then, because we also know that attending the Club more frequently and over a greater length of time makes young people more likely to achieve positive outcomes, Clubs must pursue strategies to increase attendance, program participation and member retention.

---

*Sample Grant Funding Proposal*  
Boys & Girls Clubs of America (November 2017)
Statement of Need

Now more than ever, community partners play a critical role in shaping the lives of America’s young people. This is where Boys & Girls Clubs are uniquely positioned to make a significant difference. We have access to the youth who need us most, and a program that will help youth develop positive outcomes and achieve great futures.

In an effort to ensure that members achieve great futures, Boys & Girls Club of ______________________ has chosen to implement Food Security & Access programs, creating a culture of wellness. Our Culture of Wellness model is based on a holistic understanding of wellness- a balance of physical health and emotional well-being that impact both mindset and behavior. By implementing food security and access programs, the Club will develop a healthy environment with high-quality programs which will ensure help drive healthy lifestyles for youth. Members will have access to healthy meals, be educated on good nutrition and food sustainability as well as making smart food choices.

Nationwide, nearly 13 million children experience some level of food insecurity

Inadequate food intake in children is associated with a number of serious health, behavior, and cognitive deficits. Children who are food-insecure are in poorer health and are more likely to be developmentally at-risk than non-food-insecure children, according to parental reports. Children in food-insecure households have more stomach aches, frequent headaches, and colds than children who are in food-secure households. Higher rates of hospitalization, iron deficiency anemia, and chronic health conditions are reported among food-insecure children.

Studies also report that food insecurity is associated with higher rates of behavioral problems in 3-year-olds; in school-aged children, psychosocial deficits, as well as higher anxiety and depression; and, in adolescents, higher rates of depressive disorder and suicidal symptoms. Food-insecure children show smaller gains in math and reading achievement between kindergarten and third grade, and, among those ages 6 to 11, a higher likelihood of repeating a grade. Food insecurity, particularly when experienced in the earliest primary grades, also has a significant detrimental effect on non-cognitive classroom measures, such as interpersonal skills, self-control, and the group of
competencies (including attentiveness, persistence, and flexibility) termed “approaches to learning.”ix

Counter-intuitively, child food-insecurity is also associated with a greater risk for being overweight.x xi xii While the processes underlying this association are not completely understood, food insecurity can result in lower diet quality and less variety, both of which can contribute to being overweight, and unpredictable availability of food can lead to overeating. xiiiIn a study led by Child Trends researchers, household food insecurity was also associated with mothers’ depressive symptoms, and with fewer positive interactions between parents and their infant children; each of those factors could play some role in accounting for the risk for being overweight.xiv Food insecurity can also affect the health of pregnant women. One study showed that women living in food-insecure households had greater pregnancy weight-gains and a higher risk of diabetes—both of which increase the risk their infants will have health conditions related to overweight status.xv

Recent research shows that even “marginal” food security is associated with poor health and developmental outcomes.xvi

In addition, there is evidence to suggest that young, low-income children who attend child care programs that participate in the federal Child and Adult Care Food Program, and who eat meals supplied by the child care provider, consume more milk and vegetables and may be less likely to be underweight or overweight than children of the same status whose meals in child care were supplied from home.xvii

**(Insert relevant statistics that explain the need for a program like this in your community)**

**Responding to the Need**

Although many youth have access to meals during the school day, they do not have access to healthy meals after school or on non-school days. BGCA developed Food Security & Access programs to provide access to healthy meals as well as create an environment for wellness.

Through Food Security & Access programs, youth receive healthy meals, are exposed to a healthy environment, learn about good nutrition and how to make smart meal and snack choices.

Food Security & Access programs were developed to increase the following among Club members:

- Access to healthy and nutritious meals;
- Exposure to try new and different fruit and vegetables;
- Their knowledge of healthy habits and good nutrition; and
- Increased participation at the Club, including recruiting new members.
Food Security & Access program is developed to meet the needs of the youth who attend the Club. The program consciously incorporates elements of belonging, competence, usefulness and influence.

The progression of Food Security & Access activities build on knowledge over time but can also stand alone as a one-time activity. The program design is dynamic, interactive and encourages open discussions. It also features engaging, hands-on activities to maintain excitement and interest.

Program Components
(Explain the program components you are choosing to implement in the Club with this grant. Below are examples of the components for a strong Food Security & Access program.)

- Self-Assessment & Action Plan
- Policies & Environment
- Staff Leadership
- Member Involvement
- Food Service
- Educational Programs
- Family Involvement

Program Implementation and Measurement
(Explain how this program will be implemented in your Club – how often, who will facilitate, what resources or tools are used to enhance the program, whether additional staff or content experts will be needed, etc. If a new position is being proposed, explain this person’s role and create a sample job description to be placed in this proposal’s Appendix.)

(Explain how the program will be evaluated, and what will be reported to the funder. Will there be pre-/post-tests? Mid-term reports? Final reports?)

(Give anecdotal evidence for why implementing this program with the resources of the company’s support is a good fit.)
## Budget and Plan for Sustainability

The Boys & Girls Club of *(insert Club name)* requests $______ to support the **Food Security & Access** program. Funding will provide for the *(staffing, equipment, etc.)* necessary to operate the program. The program will operate at *(number of Club sites)* throughout *(town/ city/area)*. The following budget outlines the specific cost breakdowns. *(Remove this line if not needed: In the Appendix of this proposal, please find a sample job description for the position(s) to be filled in order to execute this program.)*

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td>Program coordinator</td>
<td>$_________</td>
</tr>
<tr>
<td>Program facilitator (full-time or part-time)</td>
<td>$_________</td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
</tr>
<tr>
<td>@ _____________ percent</td>
<td>$_________</td>
</tr>
<tr>
<td>Professional Fees</td>
<td></td>
</tr>
<tr>
<td>Consultants, special instructors, evaluator, etc.</td>
<td>$_________</td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Office items, videos, newsprint/markers, T-shirts, brochures, food, computer software, etc.</td>
<td>$_________</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Easel, TV/VCR, camcorder, portable stereo, etc.</td>
<td>$_________</td>
</tr>
<tr>
<td>Travel and Training</td>
<td></td>
</tr>
<tr>
<td>In-service staff training sessions, outside training with other agencies</td>
<td>$_________</td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td>Printing/Photocopies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td>Postage/Shipping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td>Special Events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td>Awards/Recognition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td>Miscellaneous/Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td>Indirect Costs (percent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$_________</td>
</tr>
</tbody>
</table>

Sample Grant Funding Proposal
Boys & Girls Clubs of America (November 2017)
(As needed, elaborate on the paragraph below. Explain whom your Club is working with to secure additional funding and resources to sustain the program, if applicable. Are you also requesting the funder provide volunteers for the program through employee engagement? Are there other local funders you wish to approach for funding and/or resources?)

In addition to the aforementioned monetary request, Boys & Girls Club of ___________________ is working with other local organizations to provide for the long-term sustainability of Food Security & Access programs.

Marketing and Publicity Plan

Boys & Girls Club of ___________________ will be happy to acknowledge the contributions of (insert company’s name here) for their support of Food Security & Access programs in appropriate communications. This includes, but is not limited to, (insert the places the funder will receive acknowledgement of program support – newsletters, e-newsletters, Club website, program flyers, etc.).

Closing

As the world becomes even more interconnected, it is more critical than ever for our young people to develop the skills needed to compete in a global economy. By implementing the Food Security & Access program we have the ability to reach (insert number of youth and their ages) and demonstrate how eating smart, keeping fit and forming positive relationships adds up to a healthy lifestyle.

Thank you for considering this request and for your support of our community’s young people. With the support of (insert company’s name here), we can ensure that our community’s youth go on to become productive, caring, responsible citizens. Here at Boys & Girls Club of ___________________, we firmly believe that GREAT FUTURES START HERE.
Appendix

(Annual Report)

(Board of Directors)

(Sample Job Description)

(Other Important Club Information)
Endnotes

i Five Key Elements for Positive Youth Development: BGCA worked with the nationally recognized Search Institute to review relevant research and study highly effective Clubs. Through Club visits and interviews with managers, program staff, teens and community leaders, the five key elements that determine the level of impact a Club makes on the development of young people were identified. High-yield activities: The research of Dr. Reginald Clark has demonstrated that high-achieving students spend more time engaged in activities that reinforce the skills and knowledge they learn in school. “Enhancing the Educational Achievement of At-Risk Youth,” an evaluation of BGCA’s national education strategy, Project Learn, confirms the effectiveness of using such high-yield activities in Boys & Girls Clubs. Targeted programs: BGCA offers many national programs that are designed to help young people achieve our priority outcomes of academic success, good character and citizenship, and healthy lifestyles. Many of BGCA’s targeted programs have been evaluated for their effectiveness. Some of BGCA’s targeted programs have also been deemed “evidence based” by the federal government.


iv USDA’s The National School Lunch Program (2017)


viii Ibid.


xiv Ibid.


xvii https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3653583/
ACKNOWLEDGMENTS

Boys & Girls Clubs of America is pleased to present this guide to developing holistic healthy-eating programs in the Club, made possible by the generous support of the Kraft Heinz Company Foundation.

Kraft Heinz

The following BGCA national staff members contributed to and provided helpful insights for the development of this guide:

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Boys & Girls Club of Ada County, Idaho
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Boys & Girls Club of Bay Mills, Mich.
Boys & Girls Club of Southeast Georgia

Boys & Girls Club of Barron County, Wis.
Boys & Girls Club of the Hi-Line, Mont.

Boys & Girls Club of Bemidji, Minn.
Boys & Girls Club of the West Valley, Calif.

Boys & Girls Club of Brattleboro, Vt.
Boys & Girls Club of Venice, Calif.

Boys & Girls Club of Gallup, N.M.
Boys & Girls Club of Western Broome, N.Y.

Boys & Girls Club of Greater Nashua, N.H.
Boys & Girls Clubs & YMCA of Greater
ACKNOWLEDGMENTS CON’T

Waterville at Alfond Youth Center, Maine
Boys & Girls Clubs of Boston
Boys & Girls Clubs of Central Iowa
Boys & Girls Clubs of Chicago
Boys & Girls Clubs of Columbus, Ohio
Boys & Girls Clubs of Durham and Orange Counties, N.C.
Boys & Girls Clubs of Edinberg RGV, Texas
Boys & Girls Clubs of Greater Gaston, N.C.
Boys & Girls Clubs of Greater Scottsdale, Ariz.
Boys & Girls Clubs of Greater St. Louis, Mo.
Boys & Girls Clubs of Greater Washington, D.C.
Boys & Girls Clubs of Indianapolis, Ind.
Boys & Girls Clubs of Kern County, Calif.
Boys & Girls Clubs of Metro Denver
Boys & Girls Clubs of Oklahoma County, Okla.
Boys & Girls Clubs of Portland Metropolitan Area, Ore.
Boys & Girls Clubs of Santa Monica, Calif.
Boys & Girls Clubs of Springfield, Mo.
Boys & Girls Clubs of the Austin Area, Texas
Boys & Girls Clubs of the Cedar Valley, Iowa
Boys & Girls Clubs of the Tennessee Valley, Tenn.
Boys & Girls Clubs of Truckee Meadows, Nev.
Sarah Heinz House, Pittsburgh
Southside Boys & Girls Club, Va.
Union League Boys & Girls Clubs, Ill.

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