indianaafterschool.org

Indiana Afterschool Specialty Standards

A Guide for High Quality Programs Serving Youth in Out-of-School Time

Healthy Eating and Physical Activity

INDIANA Afterschool NETWORK

IN Afterschool Standards and Specialty Standards

Purpose

The purpose of the Indiana Afterschool Standards is to outline the path and steps that lead to high quality youth programs that take place outside the school day. The afterschool standards are based on national research and best practices in the youth development and education fields. Standards revisions last occurred in 2021.

The IN Afterschool Standards and Specialty Standards are voluntary statewide standards that may serve as:

- A framework of clear expectations for all stakeholders.
- A guide to inform statewide decision-making, for example, professional development focus areas, funding support and advocacy.
- A guide for program providers to assess their own program site and organizations to help determine what they are doing well and what needs improvement.
- A guide for parents and youth to identify quality programming.
- A guide for school principals and district superintendents to reinforce and advance educational priorities.

Structure

1. Category
- Priority areas that helps organize all 38 standards
- Answers: What topics are needed for assessing program quality?

2. Standards
- Broad researched-based best practices in quality out-of-school programs
- Answers: What do we need to do?

3. Indicators
- Specific and detailed descriptions of the standard or best practice in quality out-of-school programs
- Answers: How do we do that?

4. Standards-based Practices
- Evidence that can be observed in a high quality out-of-school program
- Answers: What does it look, sound, and feel like?

Indiana Quality Program Self-Assessment (IN-QPSA)

Purpose

Indiana Quality Program Self-Assessment (IN-QPSA) is an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards.

Function

- Choose which standards you want to assess.
- Rate how well your program meets each standard.
- Start the assessment and complete over time.
- Use online or print stakeholder surveys.
- Generate automated reports for organization and/or program site(s).
- Generate an automated action plan.
- Track your program results over time and compare progress.

Benefits

The IN-QPSA can help OST programs:

1. Identify and understand the factors that support or inhibit top performance.
2. Use data to drive decisions.
3. Take action and make positive changes.
4. Continue to grow, learn and improve.
5. Maximize positive impact for staff, youth, families and community partners.

Infrastructure

Online System Functionality

- 2 Self-Assessments
  - Indiana Afterschool Standards
  - Specialty Standards
    - College & Career Readiness
    - Healthy Eating and Physical Activity
    - STEM
    - Literacy
    - Summer Learning
    - Family Engagement
    - Diversity, Equity & Inclusion
- 4 Stakeholder Surveys and more to come!
  - Parent, Youth, Community Partner and Staff
- Multiple Automated Reports
  - Program Site & Organization Aggregate
  - Comparison Reports
- Program Quality Improvement Action Plan

Recognition of Pledge To Quality

Each program site and/or organization that successfully completes the Indiana Quality Program Self-Assessment (IN-QPSA) will receive:

1. Indiana Afterschool Quality Leader Digital Badge
2. Specialty Standards Badges, as applicable, which serve to recognize some learning or accomplishment. This is not a credential—it is a symbol of accomplishment that can be used for communicating or marketing quality efforts. These special badges communicate that your program/organization has aligned your practices and programs to the IN Afterschool Standards or Specialty Standards

Pledge to Diversity, Equity, and Inclusion

At the core of quality programs is the ability to effectively serve diverse children and youth. As such, the Indiana Quality Program Self-Assessment (IN-QPSA) includes elements to assess and help programs reflect on their ability to create environments where all children/youth and families feel valued and welcomed. For a deeper dive into assessing diversity, equity, and inclusion efforts in your program, please refer to the Diversity, Equity, and Inclusion Specialty Standards.

To Get Started: https://myian.indianaafterschool.org

Specialty Standard Badge

The Rating Scale

The Indiana Quality Program Self-Assessment Tool uses the following rating scale to help you and your team assess the degree to which each quality indicator is evident in the program. The definitions outlined below are to help guide the reviewers' understanding of the numeric ratings.

4 = Excellent/ Exceeds Standard

EXCEEDS STANDARD means that the program is exceptional or outstanding in this area because it implements nearly all or all of the Standards-Based Practices for this indicator. The relevant Standards-Based Practices are demonstrated in clearly observable ways.

3 = Good/Meets Standards

MEETS STANDARD means that the program executes many of the Standards-Based Practices. The rater can generate examples of how and when the program executes these specific practices. This is an area the program executes well.

2 = Some Progress Made/Approaching Standard

APPROACHING STANDARD means that the program is working toward executing Standards-Based Practices, but is currently only implementing a few of them. The program may benefit from targeted assistance in order to implement more of the Standards-Based Practices.

1 = Must Address and Improve/Standard Not Met

STANDARD NOT MET means that the program is not currently implementing any of the Standards-Based Practices and requires significant support in this area. There is a need for significant support to get on track to address this indicator.

NA = Don't Know/Not Applicable

This rating indicates that the program is not familiar enough with this indicator to rate performance or is just not sure how to rate it at this time. This rating could also mean that the indicator simply does not apply to the site or program

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 1: The program will provide opportunities for moderate and vigorous physical activity.

AVERAGE INDICATOR RATING

INDICATOR RATING

1a. Each youth has a chance to engage in moderate and/or vigorous physical activity for at least 30 minutes out of every three-hour block of time at the program.

- A posted schedule indicates time(s) designated for physical activity.
- There are a combination of free play opportunities and organized activities provided to the youth throughout program time.
- Staff do not withhold physical activity time as punishment.
- Physical activities take place outdoors, weather permitting.
- Youth with special needs are provided opportunities for physical activity while other youth are physically active.

1b. Youth use a variety of equipment, materials, and games that engage them in moderate and vigorous physical activity.

- There are non-permanent equipment/materials appropriate for physical activity, e.g., jump ropes, basketballs, soccer ball, hula-hoops, etc. The equipment, materials, and games are stored and secured in an area close to the physical activity area.
- The storage area is open and accessible to youth during the time designated to physical activity.
- Physical activities that are used during the program include and involve all youth for the whole duration of the activity. If space is limited, program staff divide youth into groups that allow for greater levels of participation in the selected activities.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT: STANDARD 1 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

1c. Recreational television, video, and computer time (tablets, phones, handheld video games, etc.) are limited one time per week or less, and not for more than 30 minutes each time (not including computer-based academic enrichment time).

- A posted schedule indicates the time designated for television, video, and computer usage.
- When television, video, and computer time is offered, it must not include marketing of unhealthy food.
- Screen time should be limited to educational and enrichment supplements (see Glossary for more detail).

STANDARD 2: The program provides opportunities for youth to demonstrate appropriate behaviors surrounding healthy eating and physical activity.

2a. Youth serve themselves all food and beverages with limited help when feasible.

- The food bowls/platters and beverage pitchers are placed on the table (at the same time) before or at the beginning of snack time.
- Child-size plates, cups, and utensils that the youth can use comfortably are provided.
- Staff sit at the table with the youth and eat the snack with them.
- Staff do not act as the primary food servers, unless more food is needed for second servings.
- Staff allow for spills and do not punish the youth for spilling food and/or beverages.

2b. Youth know and understand the purpose of each utensil.

- To the extent possible, entire place settings are used during snack time (plate, cup, fork, spoon, napkin).
- The youth take turns helping place utensils on the table before snack is served ("set the table").
- On a regular basis, the table is set in a special way (e.g.: formal, typical restaurant, picnic, etc.) and the staff discuss this particular table setting with the youth.
- The youth use the correct utensil names when conversing and/or are provided with the vocabulary if they don't yet have it..

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT: STANDARD 2 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

2c. Youth wait in line patiently for service and/or participation.

- The youth use words and phrases like "please," "thank you," and "may I...?" throughout the program.
- While waiting for service and/or participation, the youth are respectful of the youth that is being served and/or participating.
- Staff offer sincere praise when the youth demonstrate patience.

2d. Staff and youth use the equipment, materials, and games safely and appropriately.

- Staff utilize step-by-step processes with, when possible, visual organizers when introducing a new piece of equipment, material, and/or game.
- Staff have developed a procedure for getting and returning materials.
- The procedure has been taught to youth and is being implemented effectively and consistently.
- The youth share the equipment, materials, and games with each other.

STANDARD 3: The program activities inspire and engage youth in healthy eating and physical activity.

3a. Activities are fun, hands-on, and active.

- The youth are actively engaged in the activities surrounding healthy eating and physical activity.
- The youth enjoy the activity as evidenced by: talking to each other about the activity, asking inquisitive questions during the activity, smiling, etc.
- Activities require the youth to interact with and use tangible materials.
- Staff reinforce and praise the youth for their willingness to try new things. Based on age and skill levels, staff select and facilitate activities that are appropriate in order to involve all youth in the activity.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT: STANDARD 3 continued

AVERAGE INDICATOR RATING

3b. Activities are collaborative and use a team-based approach.

INDICATOR RATING

- Staff design activities that require the youth to work together.
- The youth work toward a common goal, divide tasks, and help each other. Staff model a collaborative approach by their interactions with each other in the presence of the youth.
- Some activities require teams to complete different components and then work together as a larger team to develop the final product.
- Youth are praised for effort and not solely for "winning."
- Staff use different methods to assign teams in order to discourage cliques and fosters relationship building between all youth
- Staff use best practices for cooperative learning.

3c. Youth identify topics and questions of interest to explore.

- Staff engage in conversation with youth and question youth regarding interests or problems/ issues in their community that they are aware of or interested in.
- A youth advisory group regularly meets with the staff to discuss future activities/projects (Recommendation of quarterly meetings).
- Staff present scenarios to youth that illustrate relevant healthy eating and physical activity questions and issues, and allow youth to choose what they would like to explore.

3d. Activities connect to the interests, experiences, and cultures of the youth and their families.

- Activities surrounding healthy eating and physical activity are age-appropriate and culturally responsive.
- Staff incorporate multicultural physical games that reflect the diversity of society.
- The makeup of the youth advisory group reflects the diversity of the youth in the program.
- Staff talk to the youth individually or in small groups and utilize probing questions to determine interests or previous experiences surrounding healthy eating and physical activity.
- Staff talk to the youth individually or in small groups about their family's habits related to healthy eating and physical activity.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT: STANDARD 3 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

3e. Youth learn how healthy eating and physical activity connects to their daily lives and the world in which they live.

- Through a variety of media (print, electronic, DVDs, CDs, audio books, Internet, etc.), the youth are exposed to real-life scenarios that demonstrate how eating healthfully and being physically active can help lead to increased personal health, familial health, and community health (see Glossary for more detail).
- Youth are presented with real-life problems or issues (centering on healthy eating and physical activity) as a task/activity that is to lead to a possible solution.
- Youth visit sites in the community that will help them make connections between healthy eating and physical activity and real-life situations.
- Visitors/speakers familiar with or from the community, present information to show the link between situations, businesses, etc. in the community and healthy eating and physical activity (e.g.: bike safety, cooking classes, etc.)

3f. Youth have opportunities to experience learning through projects.

- Products resulting from projects are on display.
- Staff receive training in project-based and cooperative learning.
- Youth work on service-learning projects centering on healthy eating and/or physical activity (e.g.: helping at a food pantry, visiting the animal shelter to help walk the dogs).

3g. Youth have opportunities to practice new skills, present, and showcase their work to guests.

- Staff design activities that enable the youth to practice and refine skills recently learned in earlier activities.
- Parents, community members, etc. are invited to attend demonstrations by youth or to observe the youth as they work on an activity or project.
- Displays of products are regularly changed and displayed throughout the year.

Rating	4	3	2	1	NA
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Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 4: The program creates a social environment, including positive relationships, which encourages youth to enjoy healthy foods.

AVERAGE INDICATOR RATING

INDICATOR RATING

4a. The program provides a healthy meal and/or snack each day.

- A monthly menu is posted and indicates the meal and/or snack that will be provided on each day.
- Staff are aware of the National Research Council's "Recommended Daily Dietary Allowances" and try to follow them when making snack choices.
- Meals and snacks comply with National School Lunch Program (NSLP) or Child and Adult Care Food Program (CACFP) requirements.
- The program serves a fruit and/or a vegetable, preferably fresh, at every meal or snack—fruit juice should not be used as a substitute for fresh fruit.
- When serving grains (e.g., bread, crackers, cereals), the program serves whole grains (See Glossary for more detail).
- The program serves foods that are low in sodium and sugar and do not contain trans-fat (see Glossary for more detail).
- The program does not serve sugar-sweetened beverages (e.g., Hawaiian Punch, HiC, Powerade, Gatorade, Izze Sparkling Juice, etc.).
- Drinking water is readily available at all times.

4b. Food is not used as a reward or a punishment.

- Staff use non-food items to reward youth during the program (e.g. stickers, pencils, being first in line, picking an activity, etc.).
- When disciplining youth, staff do not take away meals and/or snacks. When disciplining youth, staff do not make them eat a food item(s) that they do not want to eat.
- Staff allow the youth to decide when they are finished eating and do not discipline them if they cannot eat all of their meal/snack.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT: STANDARD 4 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

4c. Holidays and birthdays are celebrated with healthy items.

- Food items that are served during a celebration comply with those listed under Standard 4a.
- The program has a written policy addressing which food items may be served and how they should be served during a celebration (e.g., "fresh fruit," "enough for each student," etc.).
- The program has communicated the celebratory-food policy with family and provides several reminders throughout the academic year (e.g., the handbook, newsletters, in- person, etc.).

4d. Fundraisers emphasize healthful foods or rely on nonfood items.

- Food items that are used in fundraising efforts comply with those listed under Standard 4a.
- The program has a written policy addressing which food items may be included in the fundraising efforts (e.g., "fresh tropical fruit baskets" etc.).
- The majority of the program's fundraising efforts consist of non-food items (e.g., run/walk, candles, magazine subscriptions, etc.)
- The program has communicated the fundraising policy with family and provides several reminders throughout the academic year (e.g., the handbook, newsletters, in- person, etc.).

4e. The youth participate in food selection, preparation, distribution, and clean-up.

- When possible, youth assist the staff in planning the meal/snack menu.
- Staff solicit food/beverage suggestions from youth and consider those provided for inclusion. If the suggestion is not healthy, staff explain why the program will not have that item and encourages youth to think of healthy food/beverage options.
- When possible, youth can choose which item they would like to eat from a certain food group (e.g., carrots or celery, apple or orange, cheese stick or yogurt, etc.).
- If food is prepared by the organization, the youth take turns helping prepare the meal/snack, such as washing fresh fruit/vegetables, placing food in bowls and on platters, pouring beverages in pitchers, etc.
- The youth clean up after themselves after the meal/snack time has ended.
- The youth take turns helping with other clean-up tasks, such as wiping down the table, sweeping the floors, etc.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 5: The program's physical environment supports healthy eating.

AVERAGE INDICATOR RATING

INDICATOR RATING

5a. The program environment provides a positive healthy eating experience.

- Meals and/or snacks have regularly scheduled times on the daily schedule.
- Meals and/or snacks are provided at or near the beginning of the daily schedule. Youth appear to be able to eat their meal/snack without being rushed. Youth are not participating in any other activity while eating.
- Staff inform the youth when they will be moving on to the next activity (e.g., "Snack will be ending in minutes.").
- If youth bring a meal/snack from home and the meal/snack is unfamiliar to other youth, staff share information about it and encourage new experiences.
- When discussing food with the youth, staff focus on the healthfulness of eating healthy foods (e.g., "carrots are good for your eyes," "berries help keep you from getting sick," etc.) rather than on losing weight or "looking good."

5b. Drinking water is readily available at all times.

- Procedures are in place for how youth access water. There are multiple sources of drinking water available.
- Staff periodically remind youth of the importance of hydration, especially before and after vigorous outdoor play in hot weather.

5c. Youth and staff do not have access to vending machines that sell foods and beverages that do not support the healthy eating standards.

- If youth and staff have access to vending machines, the foods and beverages sold by that vending machine comply with the USDA "Smart Snacks in Schools" guidelines.
- If vending machines that do not comply with the USDA "Smart Snacks in Schools" guidelines are located in the program space, staff communicate purchasing and consuming expectations with youth and families (e.g. no purchase/consumption during the program, purchase/consumption only after program).

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT: STANDARD 5 CONTINUED

STANDARDS 5: AVERAGE INDICATOR RATING

INDICATOR RATING

5d. The program's environment facilitates safe and sanitary handling and consumption of food and beverages.

- There is sufficient refrigeration equipment for holding foods that require cooling.
- Food items are consistently served at the correct temperature, according to food safety guidelines.
- When food must be prepared ahead and left for pick-up by the program's staff, measures are in place to ensure that the snacks are stored in a secure place to prevent tampering.
- Food is stored in close proximity to snack area and is readily accessible by staff. Food is served on a sanitized surface that is not located in a restroom.
- Youth are provided facilities for washing their hands with soap and water before eating their meal and/or snack.

STAFF DEVELOPMENT AND EXPECTATIONS

STANDARD 6: The program creates a social environment, including positive relationships, that encourages youth to enjoy and participate in physical activity.

6a. The staff leads and participates in active play (e.g., games and activities).

- Staff instructions are clear and easily understood by youth. For example, staff use a series of short instructions (rather than one lengthy bout) to explain complicated games and skills.
- Staff translate and/or use physical gestures to ensure English language learners understand instructions and can fully participate.
- Staff give the youth specific and positive feedback. For example, rather than saying "Good work," staff say, "Wow, great work Jill, you are really working hard and you did three more jumping jacks today!"
- Staff move around the physical activity area, constantly interacting with youth, rather than clustering together or paying attention to other distractions.
- When appropriate, staff participate in active play with youth in order to model behavior and skills.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS: STANDARD 6 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

6b. The staff does not withhold or use physical activity as a punishment.

- When disciplining youth, staff do not take away physical activity time. When disciplining youth, staff do not use techniques that involve physical activity (e.g., running laps, doing push-ups, etc.).
- Staff allow the youth to take brief rests during physical activity time and do not discipline them if they choose to do so.

6c. The students participate in activity selection, organization, and leadership.

- Staff work with youth to plan physical activities that reflect their interests. The youth take turns selecting the physical activities.
- When possible, staff allow the youth to take turns helping set up the activity. All youth participate in active, physical play every day, regardless of weather.
- As youth are working together on cooperative physical activities, staff ensure that each member of a group has the opportunity to lead in some fashion.

STANDARD 7: The program engages families, schools, and community in healthy eating and physical activity.

7a. The program collaborates with schools to share healthy eating and physical activity resources and expertise.

- Program administrators work with other school leaders to develop opportunities for the program to utilize school facilities or equipment for activities related to healthy eating and physical activity (e.g. work with the PE teacher to utilize PE/gym equipment, collaborate with the Family and Consumer Science teacher, or equivalent, to offer healthy cooking activities, etc.).
- There is a written shared-use agreement between the school and the program, which details the terms and conditions of the use of school resources.
- Staff are provided the opportunity to attend healthy eating and/or physical activity trainings that are offered to school personnel (e.g. SPARK/Take 10! trainings, etc.).
- The program encourages guest speakers from the community to lead lessons (e.g. the high school basketball coach leads a physical activity, etc.).

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS: STANDARD 7 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

7b. The program engages families in the emphasis on healthy eating.

- Staff provide families information regarding upcoming healthy-eating activities or field trips, inviting family members to attend when feasible or appropriate (e.g. family cooking lesson, field trip to a farm, etc.)
- There is specific evidence of regular communications between the program and home regarding healthy-eating activities that can happen at home, and about upcoming community opportunities open to youth and their families.
- Weekly themes, activities, and suggestions for home/community activities or opportunities are posted in the program where parents can easily see them.
- When planning activities, staff consider what links might be made to enable carryover to the home (e.g.community resources to access healthy foods, planting a vegetable garden).
- Through questions and discussions during such activities, the staff can help the youth see the feasibility and purpose of carrying the activity over to the home.

7c. The program engages families in the emphasis on physical activity.

- Staff provide families information regarding upcoming physical activities or field trips, inviting family members to attend when feasible or appropriate (e.g. family scavenger hunt, field trip to an indoor trampoline park, etc.)
- There is specific evidence of regular communications between the program and home regarding physical activities that can be implemented at home, and about upcoming community opportunities open to youth and their families.
- Weekly themes, activities, and suggestions for home/community activities or opportunities are posted in the program where family can easily see them.
- When planning physical activities, staff consider what links might be made to enable carryover to the home (e.g. ball-tossing games can be played with pillows).
- Through questions and discussions during such activities, the staff can help the youth see how the activity can carry over to the home.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS

STANDARD 8: The program's physical environment supports the physical activity standards.

AVERAGE INDICATOR RATING

INDICATOR RATING

8a. The program equipment for games, sports, and activities is age and developmentally appropriate.

- Various physical activity equipment used by youth are developmentally comparable to the physical activity equipment used during physical education classes during the school day.
- There is physical activity equipment available for use by all ability and age levels in the program. For example, there are larger and smaller basketballs that may be used by younger and older youth (respectively).
- There is a variety of physical activity equipment available for use during the program, and is not limited to just traditional sports equipment. For example, in addition to basketballs and soccer balls, the program may offer equipment like hula-hoops and jump ropes.

8b. The program equipment is sufficient to engage all participants and meets all required safety standards.

- There is sufficient physical activity equipment available to allow for multiple physical activities to occur simultaneously without borrowing or cross-sharing.
- There is appropriate equipment available for youth that require physical accommodations.
- For items that require sharing, such as jump ropes or hula-hoops, there is a procedure in place to enable access in an orderly fashion.
- Once every semester, facility leadership visually inspects equipment for safety, and the results are kept on file.
- Staff know the procedure(s) to follow to report unsafe equipment.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS: STANDARD 8 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

8c. The program activities and equipment support the USDHHS physical activity goals by facilitating cardiorespiratory and musculoskeletal fitness.

- The program dedicates a minimum of 20 minutes to physical activity for programs lasting less than 3 hours. For programs lasting longer than 3 hours, the program dedicates a minimum of 40 minutes to physical activities.
- The program offers both structured and unstructured physical activities that involve all youth.
- The program offers physical activity opportunities to help develop basic movement skills that may be building blocks for more complex movement tasks.
- In addition to competitive physical activities, opportunities for non-competitive physical activities are also offered.

8d. The program has adequate indoor facilities for physical activity.

- The program has access to indoor facilities for physical activity through formal or informal shared-use agreements with the school or host facility.
- The indoor facility space that the program utilizes for physical activities provides the youth with adequate space to move freely and safely.
- The indoor facility space provides the youth with space to perform large muscle activities.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS: STANDARD 8 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

8e. The program has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards for surfacing, equipment, and workmanship.

- The program has access to outdoor facilities for physical activity through formal or informal shared-use agreements with the school or host facility.
- The outdoor facility space that the program utilizes for physical activities provides the youth with adequate space to move freely and safely.
- Large equipment is secured, bolted, and stable.
- Playground equipment is on safe, appropriate surfaces (e.g., basketball goal on hard surface, jungle gym on softer surface like sand or wood chips).
- Equipment is visually inspected once a semester and the results are kept on file. Staff know the procedure(s) to follow to report unsafe equipment.
- The outdoor facility space provides the youth with space to perform large muscle activities.

8f. The program environment provides positive messages about safety and developmentally appropriate physical activity.

- A posted schedule indicates time(s) designated for physical activity.
- Program practices are inclusive and offer access for youth with disabilities to participate in physical activities with their peers.
- Youth appear to be safely engaging in and enjoying the physical activity.
- Staff inform the youth when they will be moving on to the next activity (e.g., "Our movement time will be ending in minutes.").
- When discussing physical activity with youth, staff focus on the importance of safety and the healthfulness of participating in physical activity (e.g., "You should always warm up before you work hard, so you don't pull a muscle," "Being active is good for your heart," etc.) rather than on losing weight or "looking good."
- The program's safety procedures are displayed in highly visible locations through the use of through posters and pictures.
- Staff periodically remind youth of the safety procedures and the importance of safety during physical activities.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS

STANDARD 9: Program staff regularly participate in learning about healthy eating, which is grounded in effective training models using content that is evidence-based.

AVERAGE INDICATOR RATING

INDICATOR RATING

9a. All program staff receive training on the roles of healthy eating in supporting child and youth development.

- All training on healthy eating is comprehensive, evidence-based, does not support a particular industry or food sector agenda, and is delivered by subject matter experts.
- Staff are able to describe what healthy eating looks like in the setting of the after school program and its importance as a part of the overall program.
- The staff handbook contains a section describing how healthy eating should be incorporated into the daily program routine.
- Staff annually complete a needs assessment designed by program administration to determine staff perceptions of training needs, surrounding healthy eating.
- Training includes culturally responsive strategies and addresses community-specific needs related to healthy eating.
- Staff provide feedback regarding perceived effectiveness of training.

9b. Appropriate staff (those charged with this responsibility) receive training in healthy menu development.

- Training in healthy menu development may complement, but may not replace training for compliance or participation in federal food assistance programs.
- The program's food choices are guided by an evidence-based source of nutrition guidelines for snack and meal menus whose content is drawn from scientific literature. Examples of evidence-based sources of nutrition guidelines include Institute of Medicine Nutrition Standards for Foods in Schools, California Department of education, Alliance for Healthier Generation, USDA Child and Adult Care Food Program, etc.
- There is guidance on incorporating healthy foods from cultures represented in the program.
- 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.
- If regularly scheduled training is at least one month away, new staff are quickly oriented to healthy menu development.
- At least two staff members are trained in healthy menu development.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

STANDARD 10: Program staff regularly participate in learning about physical activity, which is grounded in effective training models using content that is evidence-based.

AVERAGE INDICATOR RATING

10a. All program staff receive training on the roles of physical activity in supporting child and youth development.

INDICATOR RATING

- All training on physical activity is comprehensive, evidence-based, does not support a particular industry or food sector agenda, and is delivered by qualified personnel.
- Staff are able to describe how to incorporate physical activity into the setting of the after school program and its importance as a part of the overall program.
- The staff handbook contains a section describing how physical activity should be implemented into the daily program routine.
- Staff are trained in culturally responsive practices in Physical Education which include understanding and implement practices that address cultural and religious needs (ex: personal space, physical contact, attire, etc.)
- Staff annually complete a needs assessment designed by program administration to determine staff perceptions of training needs, surrounding physical activity.
- Training includes ADA requirements and accommodations for inclusion.
- Staff provide feedback regarding perceived effectiveness of training.

10b. All staff are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.

- Staff are trained to avoid withholding opportunities for physical activity, except when a youth's behavior is dangerous to themselves or others.
- When disciplining youth, staff are trained to avoid using consequences that involve physical activity (e.g., running laps, doing push-ups, etc.)
- Staff are trained to allow youth to take brief rests during physical activity time and do not discipline them if they choose to do so.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS: STANDARD 10 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

10c. All staff that are instructing or leading physical activities for the youth receive professional development on effective practices and strategies for incorporating physical activity that supports the USDHHS guidelines.

- Staff are trained in encouraging the youth to practice basic movement skills in a wide variety of activities and settings.
- Staff are knowledgeable in physical activity offerings and have the ability to integrate these activities to include all youth, regardless of physical, sensory, and/or intellectual abilities.
- Staff are trained to conduct physical activities that are integrated with enrichment, academic, or recreation content; goal-driven, planned, sequentially designed and delivered, safe, inclusive, developmentally appropriate, and success-oriented.

10d. All staff are certified in Pediatric and/or Adult First Aid and CPR/AED.

- Program administrators coordinate and host Pediatric and/or Adult First Aid andCPR/AED certification classes at least once per calendar year.
- At least quarterly and outside of regular program time, the program administrators coordinate and host "red-shirt drills" or in-services focusing on emergency action policies and procedures, with their staff members.
- Program administrators keep copies of their staff members' Pediatric and/or Adult First Aid and CPR/AED certifications on file, in a secure location.
- Program administrators and their staff members work together to ensure there are no lapses in Pediatric and/or Adult First Aid and CPR/AED certifications.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

STANDARD 11: Staff will model active-living related to physical activity and healthy eating.

AVERAGE INDICATOR RATING

INDICATOR RATING

11a. Staff may participate in activities with youth when appropriate.

- When appropriate, staff participate in active play with youth in order to exhibit acceptable behavior and skills.
- Staff move around the physical activity area, constantly interacting with youth, rather than clustering together or paying attention to other distractions.
- Staff give youth specific and positive feedback pertaining to their physical activity efforts. For example, rather than saying "Good work," staff say "Wow, excellent job, Alex, you are really working hard today!"
- In the presence of the youth, staff reinforce and praise each other for their physical activity efforts.

11b. Staff will consume the same foods and beverages as the youth during meal or snack time (when feasible).

- When it is feasible, staff sit with youth at the table and eat the same foods and drink the same beverages as the youth.
- Staff reinforce and praise the youth for their willingness to try foods and beverages that are new to them.
- In the presence of the youth, staff reinforce and praise each other for their willingness to try new foods and beverages.
- During meal or snack time, staff engage in conversation with youth and question youth regarding interests or problems/issues in their community that they are aware of or interested in.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS: STANDARD 11 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

11c. Staff will not consume of food or beverages during the program that are inconsistent with HEPA Standards.

- Staff avoid consuming "outside" foods/beverages (e.g., chips, soda, cupcakes, sports drinks, etc.) during the program time. For example, if the food/beverage would not be served to the youth, it is not acceptable for the staff to consume it during program time.
- Staff aim to only consume the same foods and beverages as the youth during the allotted snack or mealtime. For example, staff sit with the youth and eat the same foods/beverages as the youth during snack or mealtime.
- Staff do not consume any foods and beverages outside of the allotted snack or mealtime.
- If consuming "outside" foods/beverages is absolutely necessary (i.e., medically necessary), staff do not consume foods/beverages that are high in fat, sugar, or salt (e.g., fast-foods, chips, soda, baked goods, sports drinks, fruit-flavored drinks, etc.) in front of the youth or within the programming area.

STANDARD 11: The organization promotes and encourages a healthy lifestyle among staff.

12a. The organization encourages staff to embrace a physically active lifestyle.

- Staff trainings and in-services are centered on a physical activity or include a physically active component. For example, to build relationships between the staff members, an in-service could take place at a bowling alley or a miniature golf course. Additionally, trainings could incorporate modifiable physical activities.
- Program administrators compile a list of fitness, recreation, and/or wellness centers that are in the same neighborhood as or very near to the program site.
- If the program site has a gym or a fitness room, there is a formal or an informal shared-use agreement between the organization and host site, which enables the staff to use it before and/or after the program time.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS: STANDARD 12 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

12b. The organization encourages staff to incorporate healthy nutrition into their daily lives.

- Any foods and beverages that are served as a part of staff trainings and in-services are low in fat, sugar, and salt. For example, a morning in-service could offer a light breakfast including fresh and in-season fruit, no-salt nuts and seeds, low-sugar granola, low-sugar yogurt, etc. (see Glossary for more detail).
- Program administrators compile a list of more-healthful restaurants (e.g., vegan/vegetarian options, salads, fresh fruit and vegetables, etc.) that are in the same neighborhood as or very near to the program site.
- If budgets allow, the organization offers items that promote healthy nutrition as incentives for the staff. For example, a staff person who has been tardy 0-2 times could choose between a lunch box, water bottle, food journal, etc. all of which could include the organization's logo.

DATA COLLECTION AND IMPACT

STANDARD 13: The organization's administrative infrastructure makes physical activity and healthy eating imperative priorities.

13a. The organization's administrative infrastructure supports physical activity through responsible management and budgeting practices.

- The program budgets appropriately to provide high-quality physical activity experiences. If supported by the overall mission of the organization, the program administrators actively seek funding opportunities to fully fund or partially subsidize high-quality physical activity experiences for the youth. For example, the Carol M. White grant (through the U.S. Department of Education) provides grants for community-based organizations – including after school programs – to initiate, expand, or enhance physical activities.
- The organization's administrators support physical activity improvements through coaching, mentoring, and monitoring progress. For example, the organization could fund SPARK training for a program administrator, with the expectation that they will then teach other staff in order to grow and sustain physical activity improvement efforts.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

DATA COLLECTION AND IMPACT: STANDARD 13 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

13b. The organization's administrative infrastructure supports healthy eating through responsible management and budgeting practices.

- The program budgets appropriately for food and beverage costs based on the food and beverage program to which the organization belongs.
- If aligned with the organization's nutrition program(s), the program accesses federal nutrition programs that can assist with providing healthy snacks and meals to the youth, including the Child and Adult Care Food Program (CACFP), the National School Lunch Program (NSLP), and/or the Summer Feeding Program.
- If the organization does not belong to a particular federal nutrition program(s), the program actively seeks healthful and nutritious foods/beverages at low-costs.
- If the food/beverage budget has a small margin, the program does not use the food/beverage budget for food-based and/or beverage-based crafts and activities. For example, monies from the program's food/beverage budget are not used to make crafts out of dry pasta (e.g., macaroni noodle necklaces, penne noodle buildings, etc.)

Indiana Afterschool Network Healthy Eating and Physical Activity Standards Glossary

The American Academy of Pediatrics (AAP) screen time guidelines:

- Definition - "Screen time" is a term used for activities done in front of a screen, such as watching TV, working on a computer, or playing video games. Screen time is sedentary activity, meaning you are being physically inactive while sitting down. Very little energy is used during screen time.
- Children under age 2 should have no screen time.
- Limit screen time to 1 to 2 hours a day for children over age 2.

The USDA recommends the following nutritional guidelines

- Low Fat = Less than 3g fat per serving
- Low Salt = 140 mg / Meals and main dishes: 140 mg or less per 100g
- Low/Reduced Sugar = At least 25% less sugar than the original item.

Whole Grains

Whole grains or foods made from them contain all the essential parts and naturally occurring nutrients of the entire grain seed in their original proportions. If the grain has been processed (e.g., cracked, crushed, rolled, extruded, and/or cooked), the food product should deliver the same rich balance of nutrients that are found in the original grain seed.

This definition means that 100% of the original kernel – all of the bran, germ, and endosperm – must be present to qualify as a whole grain.

List of whole grains:

- Amaranth
- Barley
- Buckwheat
- Corn, including whole cornmeal and popcorn
- Millet
- Oats, including oatmeal
- Quinoa
- Rice, both brown rice and colored rice
- Rye
- Sorghum (also called milo)
- Teff
- Triticale
- Wheat
- Wild rice

Resource Guide

STANDARD 1

The program will provide opportunities for moderate and vigorous physical activity.

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

Preventing Obesity in the Child Care Setting: Duke University
http://cfm.mc.duke.edu/wysiwyg/downloads/State_Reports_FInal.pdf

Healthy Eating and Physical Activity Standards: YMCA, National Institute on Out of School Time,
National Afterschool Association
http://www.niost.org/pdf/host/Healthy_Eating_and_Physical_Activity_Standards.pdf

Empowering Youth with Nutrition and Physical Activity: U.S. Department of Agriculture (Food and Nutrition Service), Centers for Disease Control and Prevention
http://www.fns.usda.gov/sites/default/files/EmpYouth_front.pdf

STANDARD 2

The program provides opportunities for youth to demonstrate appropriate behaviors surrounding healthy eating and physical activity.

Family Style Dining in Child Care: National Food Service Management Institute
http://www.nfsmi.org/documentlibraryfiles/PDF/20080609045003.pdf

Serving Meals Family Style in Child Care: National Food Service Management Institute
http://www.nfsmi.org/documentlibraryfiles/PDF/20080612082324.pdf

Family Style Eating: Healthy Child Care
http://www.healthychild.net/NutritionAction.php?article_id=180

STANDARD 3

The program activities inspire and engage youth in healthy eating and physical activity.

Indiana Afterschool Network Specialty Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_STEM-1.pdf

STANDARD 4

The program creates a social environment, including positive relationships, which encourages youth to enjoy healthy foods.

Environmental Standards for Nutrition and Physical Activity in Out-of-School Time Programs: Harvard Prevention Research Center
http://www.hsph.harvard.edu/prc/files/2012/11/ymca_
nutritionandpaenvironmentalstandardsforost110209.pdf

Afterschool Snack Facts – Federally Reimbursable Snack and Meal Programs: California Department of Education
http://www.cde.ca.gov/ls/nu/as/snackfacts.asp

Healthy Schools Program – Healthy Celebrations: Alliance for a Healthier Generation
https://schools.healthiergeneration.org/_asset/nvgd8g/13-6162_hsphealthycelebration.pdf

Healthy Birthdays, Celebrations, and Family Events: Action for Healthy Kids
http://www.actionforhealthykids.org/storage/documents/parent-toolkit/CelebrationsF3A.pdf

Healthy School Celebrations: Center for Science in the Public Interest
http://cspinet.org/new/pdf/healthy_school_celebrations.pdf

STANDARD 5

The program's physical environment supports healthy eating.

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

Smart Snacks in School – USDA's "All Foods Sold in Schools" Standards: U.S. Department of Agriculture
http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf

Afterschool Care Program – National School Lunch Program Snack Service Best Practices: National Food Service Management Institute
http://www.nfsmi.org/documentLibraryFiles/PDF/20080220041239.pdf

STANDARD 6

The program creates a social environment, including positive relationships, that encourages youth to enjoy and participate in physical activity.

Promoting Physical Activity in Afterschool Programs: National Institute on Out-of-School Time
http://www.niost.org/pdf/afterschoolmatters/asm_2010_11_june/asm_2010_11_june-4.pdf

Out-of-School Time Physical Activity Standards – Implementation Trends: National Institute on Out-of-School Time
http://www.niost.org/images/OST%20Physical%20Activity%20Standards.Implementation%20Trends%20Summary%20Report%20Janaury%202014%20Wiecha.Hall.pdf

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

STANDARD 7

The program engages families, schools, and community in healthy eating and physical activity.

Indiana Afterschool Network Specialty Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_STEM-1.pdf

Afterschool – A Key to Successful Parent Engagement: Afterschool Alliance
http://www.afterschoolalliance.org/issue_briefs/issue_parents_57.pdf

Promoting Physical Activity and Healthy Nutrition in Afterschool Settings: Afterschool Investments Project
http://www.researchconnections.org/childcare/resources/13558/pdf

Increasing Family and Parent Engagement in After-School: The After-School Corporation
http://www.expandedschools.org/sites/default/files/increasing_parent_family_engagement_in_after_school.pdf

Expanding Opportunities for After School Physical Activity: Communities, Adolescents, Nutrition, Fitness (CANFIT)
http://www.sp2.upenn.edu/ostrc/pysc/projects/documents/ExpandingOpportunitiesforAfterSchoolPhysicalActivity.pdf

Food and Fun Afterschool – Family Engagement Planning Tool: President and Fellows of Harvard College, YMCA of the USA
http://www.hsph.harvard.edu/prc/files/2012/11/family_engagement_planning_tool.pd f

Parents Section: Illinois Nutrition Education and Training Program
http://www.kidseatwell.org/parents.htm

STANDARD 8

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

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

Developmentally Appropriate Physical Education Practices for Children: The Council on Physical Education for Children of the National Association for Sport and Physical Education
http://www.cwu.edu/~jefferis/unitplans/survival/pe449_devappe.html

2008 Physical Activity Guidelines for Americans: U.S. Department of Health and Human Services
http://www.health.gov/paguidelines/pdf/paguide.pdf

STANDARD 9

Program staff regularly participate in learning about healthy eating, which is grounded in effective training models using content that is evidence based.

Indiana Afterschool Network Specialty Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_STEM-1.pdf

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

Core Knowledge and Competencies for Afterschool and Youth Development Professionals: National Afterschool Association
http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Healthy Eating and Physical Activity Standards: YMCA, National Institute on Out of School Time, National Afterschool Association
http://www.niost.org/pdf/host/Healthy_Eating_and_Physical_Activity_Standards.pdf

STANDARD 10

Program staff regularly participate in learning about physical activity, which is grounded in effective training models using content that is evidence-based.

Indiana Afterschool Network Specialty Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_STEM-1.pdf

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

2008 Physical Activity Guidelines for Americans: U.S. Department of Health and Human Services
http://www.health.gov/paguidelines/pdf/paguide.pdf

Strategies to Increase Physical Activity Among Youth: U.S. Department of Health and Human Services
http://www.health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf

STANDARD 11

Staff will model active-living related to physical activity and healthy eating.

Staffing Practices of High-Quality After School Programs: The After-School Corporation for Cornerstones for Kids
http://olms1.cte.jhu.edu/olms/data/resource/4425/TASC%20Staffing%20Practices_4.pdf

Building and Managing Quality Afterschool Programs: National Center for Quality Afterschool
http://www.sedl.org/afterschool/practitioners_guide_to_afterschool_programs.pdf

Healthy Kids, Healthy New York – After-School Initiative Toolkit: National Governors Association Center for Best Practices, New York State Department of Health
http://www.health.ny.gov/prevention/obesity/healthy_kids_healthy_ny/healthy_kids_healthy_ny_afterschool_toolkit.pdf

Healthy Behaviors Afterschool Program Successes: Center for Collaborative Solutions
http://docs.schoolnutrition.org/meetingsandevents/anc2009/files/presentations/thursday/ANC2009_Healthy_Behaviors_Initiative_Successes.pdf

What Works in Afterschool – Healthy Eating, Physical Activity, Healthy Weight: Wisconsin Department of Health Services
http://www.dhs.wisconsin.gov/publications/P0/p00475.pdf

Preventing Obesity in the Child Care Setting: Duke University
http://cfm.mc.duke.edu/wysiwyg/downloads/State_Reports_FInal.pdf

STANDARD 12

The organization promotes and encourages a healthy lifestyle among staff.

School and After-School Health Policy Clearinghouse: San Diego County – Childhood Obesity Initiative
http://ourcommunityourkids.org/resources/policy-clearinghouse.aspx#providers

Health Awareness in the Workplace: Cigna Health Awareness Touro
http://www.cigna.com/hat/workplace.html

Guide to Promoting Health and Wellbeing in the Workplace: The Australian Capital Territory, Justice, and Community Safety Directorate
http://www.healthierwork.act.gov.au/data/assets/pdf_file/0004/309280/Guide_to_Promoting_Health_and_Wellbeing_in_the_Workplace.pdf

Steps to Wellness – A Guide to Implementing the 2008 Physical Activity Guidelines for Americans in the Workplace: Centers for Disease Control and Prevention – National Center for Chronic Disease Prevention and Health Promotion-Division of Nutrition, Physical Activity, and

Obesity
http://www.cdc.gov/nccdphp/dnpao/hwi/downloads/Steps2Wellness_BROCH14_508_Tag508.pdf

Million Hearts Cardiovascular Health – Action Steps for Employers: Centers for Disease Control and Prevention – National Center for Chronic Disease Prevention and Health Promotion-Division of Nutrition, Physical Activity, and Obesity
http://millionhearts.hhs.gov/Docs/MH_Employer_Action_Guide.pdf

STANDARD 13

The organization's administrative infrastructure makes physical activity and healthy eating imperative priorities.

Indiana Afterschool Network Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_2012_11.12.pdf

Indiana Afterschool Network Specialty Standards 2012-2013
http://www.indianaafterschool.org/standards/nat_standards/documents/IANStandards_STEM-1.pdf

Healthy Eating and Physical Activity Standards: YMCA, National Institute on Out of School Time, National Afterschool Association
http://www.niost.org/pdf/host/Healthy_Eating_and_Physical_Activity_Standards.pdf

Food and Fun Afterschool – Snack Sense – A Menu Planning Tool to Provide Fun, Healthy, and Budget-Friendly Snacks for Children in After School and Out-of-School Time Programs: President and Fellows of Harvard College, YMCA
http://www.hsph.harvard.edu/prc/files/2012/11/snack_sense.pdf

Additional Resources

Healthy Snack and Meal Guide for Your After School Program: Communities, Adolescents, Nutrition, Fitness (CANFIT)
https://docs.google.com/file/d/0B-r6KYe5cMFUdFAtRkRGRjJjWmM/edit?pli=1

After School Physical Activity Pyramid: Communities, Adolescents, Nutrition, Fitness (CANFIT)
http://canfit.org/pdf/PAPyramid4AS.pdf

Afterschool Snacking Toolkit – Successful Implementation of Afterschool Snacks in the National School Lunch Program: School Nutrition Association
http://www.schoolnutrition.org/uploadedFiles/School_Nutrition/102_ResourceCenter/RunningYourProgram/AfterSchoolSnacksToolkit/AfterschoolSnackToolkit.pdf

Afternoon Snack Activity Sheets: School Nutrition Association
http://www.schoolnutrition.org/uploadedFiles/School_Nutrition/102_ResourceCenter/RunningYourProgram/AfterSchoolSnacksToolkit/AfterschoolSnackActivity.pdf

Workplace Health Resources List: Centers for Disease Control and Prevention – National Center for Chronic Disease Prevention and Health Promotion-Division of Nutrition, Physical Activity, and Obesity
http://www.cdc.gov/workplacehealthpromotion/pdfs/wh-resources.pdf

Food and Fun Afterschool – Complete Curriculum and Tools: Harvard School of Public Health
http://www.hsph.harvard.edu/prc/projects/food-fun/#tools

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