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DIALOGUE4HEALTH WEBINAR

**“Maximizing Out-of-School Time:
Empowering Afterschool Providers
To Create Healthier Communities”**

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>> Joanna Hathaway: Hello, and welcome to "Maximizing Out-of-School Time: Empowering Afterschool Providers to Create Healthier Communities." My name is Joanna Hathaway, and I will be running today's web forum with my colleague Star Tiffany.

Closed captioning will be available throughout today's web forum. Steve with Home Team Captions will be providing realtime captioning. The closed captioning text will be available in the media viewer panel. The media viewer panel can be accessed by clicking on an icon that looks like a small circle with a filmstrip running through it. On a PC this can be found in the top right-hand corner of your screen. On a Mac it should be located in the bottom right-hand corner of your screen.

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Once the web forum ends today, a survey evaluation will open in a new window. Please take a moment to complete the evaluation as we need your feedback to improve our web forums.

The recording and presentation slides will be posted on our website at www.Dialogue4Health.org. We would like to invite you to connect with us via Twitter and Facebook. Both links are on the screen now.

We are encouraging you to ask questions throughout today's presentation. To do so, simply click the question mark icon. Type your question in and hit send. Please send your questions to all panelists. We'll be addressing questions both throughout and mainly at the end of the presentation.

We will be using the polling feature to get your feedback during the event. The first poll is on screen now. Please select your answer from the available choices and click the submit button. I am attending this web forum individually; in a group of 2-5 people; in a group of 6-10 people; or in a group of more than 10 people. Again, when you picked your answer, please click submit.

Once you're done answering, click on the media viewer icon to bring back the closed captioning.

It is my pleasure to introduce Amanda Wilson, who will be moderating our web forum. Amanda is project manager and strategic engagement coordinator for Active Living Research, ALR. She oversees multiple projects and contributes to the communication, dissemination and capacity building efforts of the program. Amanda manages ALR's special supplement journals, provides technical assistance to grantees, and plays a lead role in the coordination of their webinars.

As well as being valuable to the ALR team, she's become very valuable to us here at D4H as she's taken over the moderator role for this very popular series of our web forums. It's been a real treat to work with her. She's laid-back and fun. To give you a better sense, I will share she's in a biker gang, of not motorcyclists but bicyclists, and is engaged to a kiwi. Their fall wedding plans involve making everyone else wear white so they don't have to. I expect the event will be fun and energetic, because that's what she brings to our events here at D4H.

It's my pleasure to introduce Amanda. Please go ahead.

>> Amanda Wilson: Thank you, Joanna. You got a taste of it there. We like to do fun facts for our presenters. You will hear that throughout our webinar today.

Greetings, everyone. I want to thank all of you for joining us today for the webinar, part of the series of web forums focusing on physical activity and represents a terrific collaboration between Dialogue4Health and Active Living Research. Dialogue4Health is a project of the Public Health Institute and a community that conceives, builds and shares strategies to improve the public's health.

D4H partners with local, national and global organizations to host web forums and share critical resources. Active Living Research is a program of the Robert Wood Johnson Foundation that uses evidence to prevent childhood obesity and create active communities, especially among youth in low-income and minority communities at highest risk for childhood obesity.

Today's forum will outline the value of after-school care and provide specific ideas to help make out-of-school time programs part of an effective strategy to help children eat better and move more. We're very fortunate to have a cast of excellent presenters with us today. They each have a unique expertise and come from different backgrounds, but they're working collectively to help after-school programs improve the health of their children.

Before I introduce our first speaker, we would like to have you respond to another poll question. This is poll number 2, which should shortly pop up on your screen. How familiar are you with the National After-School Association Standards for Healthy Eating and Physical Activity, which I'll refer to as the HEPA standards for short? A., never heard of them; you've heard of them, but not really familiar with them; you're familiar with them, but not using them in your program; or you use the HEPA standards in your program already.

While you're answering that question I'm going to go ahead and introduce our first speaker today, who is Jean Weicha. Jean is going to begin our webinar with an overview of the history of the development of the National After-School Association Standards for Healthy Eating and Physical Activity. She is a senior scientist at RTI International, and nationally known for her work in childhood obesity with 25 years of leadership in research in community, academia and state government settings.

She is co-founder and co-chair of the Healthy Out-Of-School Time Coalition, and has participated in leading the development and dissemination of the National After-School Association Healthy Eating and Physical Activities Standards, which have been adopted by major national youth-serving organizations that impact many thousands of children and teens.

As I promised, the fun fact for Jean is that she has a dog named Marlie that likes to sing the blues.

Please go ahead, Jean.

>> Jean Weicha: Thanks, Amanda. I hope everyone can hear me. I'm up in Waltham, Mass, digging out from a very deep blizzard. It's really quite beautiful here. I'm excited to be on the line with all of you, so thanks for joining us.

My role is to introduce and tee up these standards. I'm very excited to do this, because this has been a wonderful body of collaborative work with a great team over the last five, six years.

The philosophy behind a lot of this work around changing environments for kids is that as the grown-up in the room, we are all the gatekeepers for kids' healthy development. It's been my philosophy and my working years to really take that quite seriously, that it's up to us to make the environment healthy for kids. They're not going to make healthy choices on their own, particularly not if they're offered unhealthy choices that maybe are more delicious or appeal to them more at the moment. Than what they need for healthy growth. So this is all our responsibility, and that is really something that should tee up what will come next.

Here's the vision that the group works with, and when I say the group, it's the Healthy Out-Of-School Time Coalition mentioned in my bio, and Jen Hofman will explain more about the coalition later.

Here's our vision. We want to see a commitment to healthy eating and physical activity really everywhere. So it's not just a responsibility of mom and dad or of a school or an after-school, but the more we can make this a seamless environment for health, the better off our population is going to be. We also want to see kids having daily opportunities for really vigorous heart happy play and opportunities to eat food that is both delicious and healthy.

The other part of our vision is that out-of-school time programs really can help make this turnaround come true. We want to bring everybody under that tent in out-of-school time to be part of the solution.

The solution to what? Well, to this huge public health challenge everybody knows about. I want to throw some stats up here to ground us. Out-of-school time programs really can help address this challenge related to childhood obesity and overweight. Here are some recent statistics from the Centers for Disease Control. We're still in a situation as we have been for the last 10 years or so, where about 1/3 of kids are overweight or obese. That's a lot of kids. That's about 12.7 million kids age 2 to 19 are in the obese category, obesity being a body mass index above the 95th percentile. These are the heaviest kids, 12.7 million, 17%.

A real problem OST, out of school time, can think about is that we're stuck at these high rates for the school-age kids. We're starting to see some movement in the country among preschoolers. We're seeing declines in obesity rates among young children, preschool, but the school age population hasn't shown that decline. While we're not seeing increases right now in most groups, we're also not seeing improvements. Again, it's an all hands on deck issue.

You can see some more of the numbers down there in the next bullet. But for 6 to 11-year-olds, most OST programs are serving, 17 to 18% are in the obese category. We have a big problem on our hands.

It's also a problem that has raised an ethnic line in it with higher risk very evident for Hispanic kids and non-Hispanic black kids. They have the highest rates. Of course, that translates into much higher rates of chronic disease as kids grow up and obesity is unresolved and becomes a risk factor for heart disease and other problems.

So why OST? Well, from a public health standpoint, out of school time has this great position for being a great messenger and delivery focus for helping kids make healthy choices. Right now, we've got recent data, very exciting, just out from After-School Alliance, showing now there are over 10 million kids in after-schools this year. That's up by about 40% over the last 10 years. So a lot of kids, huge reach, a lot of kids are in after-school and they're, therefore, kids who can be exposed to great healthy eating habits and physical activity.

Out-of-school time programs already serve meals and snacks, and most of them offer physical activity as well. We're not asking people to think about doing something totally new, but rather to leverage what they've already got. They've got infrastructure. They've got mission. You guys have mission. Healthy youth development is the mission. Again, it's not taking a new or deeper focus on healthy eating, and physical activity isn't a new direction, but deepening something already there.

In addition, with the HEPA standards, they're very consistent with this focus in the OST field on quality and professional development, and that's been a huge point of leverage for us. Some places are, some OST groups are, very focused on HEPA, and others are coming around to that too.

Our group crafted these consensus standards for out-of-school time that I'm going to show you soon, for a variety of reasons. Not just because OST had the potential to do something, but also

because we started to collect some data that showed us that there was a real need for united action. There was a lack of consensus, and this was about six years ago, when we started, in terms of messaging around healthy eating and physical activity. There definitely were and still are numerous standards and guidelines. There was a lot of confusion, though, about which ones to follow. So we elicited from the field a real need to have something consistent.

We also found, in the second circle there, different organizations had different levels of commitment, and in order to make a really big change we wanted to promote some unity around that.

The last circle, the blue one, around practices, is based on evidence that we collect and also others had started to collect. There's not a lot of literature, but a lot of variety of big range in the quality of healthy eating and physical activity practices in out-of-school time. Not always for the best. So that was the need.

To ground you in the process, we did the development of the standards really carefully. We convened the Healthy Out-Of-School Time Coalition in January of 2009. I can't believe this is now six years ago. You will see what a tremendous amount of progress we've made as the other presenters go through their slides.

We received a grant from Robert Wood Johnson in 2010 to do a needs assessment and to work on developing the standards, and we worked with a lot of groups. I'll introduce you briefly to that in a moment and Jen will say more about who was involved. But we really did try to get the group, the key organization in OST to work with us to lift up existing standards and guidelines and to come to some consensus on new language we all agree to.

In 2011 the board of directors approved those standards as their official voluntary Standards for Healthy Eating and Physical Activity. So NAA has been a champion for us in dissemination since then.

I keep saying we, the host coalition, etc. To ground you briefly, here's who we are. Back at the beginning, just a few of us from National Institute on Out-of-School Time, Alan Gannett and Georgia Hall. I was at Umass-Boston at the time. And YMCA of the USA with Barb Ross and Katie Adamson as well.

Now, we have a very big coalition that Jen will talk about. We do have a leadership team, and the members, the organizations that are members of that leadership team are noted right there for you. And we're on -- most of us are on the call right now.

We're coordinating by Y-USA, thank you very much, Jen Hofman, with generous support from Robert Wood Johnson.

So let's get back to the specifics. Based on some evidence that I'm going to show you here, here's why we think out-of-school time can help with healthy eating. While most US youth don't healthy diets. You can see that the data there, fruits and vegetables, not happening. Whole grain, again, not happening. Worse off, if you look at the other side, a lot of the empty calories kids are eating are coming from sugars and solid fats. In the school-age kids about half of those empty calories come from just six sources. Those are listed there, soda, fruit drinks, dairy desserts, grain desserts, pizza and whole milk.

You can see right away, I'm sure you're thinking this, these are relatively easy foods to decide not to serve. What a huge impact, given the reach of OST that could make.

When we did our needs assessment a few years ago, we found a lot of programs that responded were doing a pretty good job, but we saw that a lot of them were relying on foods like that list I just gave you, at least as one of the items that they were putting on the table. You can see the stats here. Room to grow, again, great capacity and potential to move that needle.

Similarly with physical activity, the data that we have on physical activity in kids indicates that a lot of young kids do get a fair amount of physical activity, or so they say. When you look at data that's done more scientifically, using electronic activity monitors like that third bullet listed there, most kids over-report if you ask them how active they are. You look at the really fine-tuned measurement, 42% of children and 8% of adolescents met the recommendations for physical activity. Again, a lot of room for improvement.

Again, in our national needs assessment of out-of-school time programs, we found that about 1/4 of programs met our top five best practice criteria for delivering physical activity, and that was a little bit -- we were sad about that. On the other hand, you can see the sub bullets there. Many programs, or most at least, did some of those five best practice criteria. Again, it shows how much potential there is. Maybe not even a lot to move from doing some of these best practices to doing all of them that will help kids get their 60 minutes of moderate to vigorous physical activity daily.

So what are these standards? Here's what we came down to. We have 11 standards. They sort out with six in healthy eating and five in physical activity. You can see that they're roughly the same list, with the addition of nutrition education and healthy eating. So we have standards around what kind of nutrition education to offer.

I want to show you in detail what we have for content and quality. This is the basic standard around, well, what should we serve? We've written a standard that says programs will serve programs -- will serve foods and beverages, excuse me, in amounts and types that promote lifelong health and help prevent chronic disease. These include whole grains, heart healthy fats and oils, no added sugar or trans fat, lots of fruits and vegetables and beverages made without added sugars. This is the approach we've taken in terms of the standard. Then we have best practices that provide tremendous level of detail around these.

Similarly, what are we supposed to do, people ask, about physical activity? We have a content and quality standard here. Essentially, we're saying the program should offer physical activity that supports the Department of Health and Human Services 2008 guidelines for children. Those guidelines recommend 60 minutes of physical activity a day. That's a mixture of moderate and vigorous activity and bone and muscle strengthening activity.

I'm sure that opens up a lot of questions: Well, how much in out-of-school time? What is bone strengthening activity? Etc. We recognize those are detailed questions. We have best practices to detail that out, and Daniel will talk later about implementation and get into the how, whereas this is the what.

The remaining standards in each of the categories, healthy eating and physical activity, are really designed to support those content and quality standards.

We found in our collaborative process of developing the standards that there was a broad recognition that just telling people what the content and quality standards should be was not enough. You really needed to articulate clearly what needed to be the kind of wraparound infrastructure that would help implement and sustain healthy eating and physical activity practices in OST.

I'm not going to go through these in detail, but I want to show you there are standards for staff training to support healthy eating, nutrition ed, social support, all kinds of social supports here, behaviors and modeling. There should be how can a program support healthy eating? What can the environment look like? There need to be kitchen facilities, for example. There needs to be refrigeration. We have standards and best practices that detail these out.

Same idea for physical activity. Providing that infrastructure and guidance for what is a holistic program that supports physical activity and can make changes, then sustain them?

The next speaker, Jen Hofman, will talk to you more about how those standards and the participants in HOST have really leveraged all this to a national movement that we're really excited about.

I'm going to close up with just showing you that I have two slides here that have resources on them. You'll be able to access these slides. These will ground you more in the work HOST is doing, and in the standards themselves. Here are some links for published articles, including our sort of official history, and how to move the agenda forward.

Here's a slide that it will show you how to link to the standards. They're on the National After-School Association website and also the National Institute on Out-of-School Time website.

I'm going to close here. I'll move back to Amanda.

>> Amanda Wilson: Great. Thank you, Jean, for providing us with the background and introduction of the Standards for Healthy Eating and Physical Activity. We saw a question come in about where to find the standards. You had your -- Jean was reading your mind. She provided the link shortly after. We'll put that up in the Q&A here in a minute so you can, everyone can, access that link since it's not on the slide anymore.

Before moving on to our next presentation, we would like to transition with another poll question. That will pop up again shortly in your window. Where does your interest in healthy out-of-school time stem from? For this question you can check as many as apply to you. I work in out-of-school care; I work in a school setting and know it is important to cross over in supporting healthy habits; I work in chronic disease treatment and/or prevention and want to make sure good habits are started early; I work in policy or advocacy; I have children and am concerned about their well-being; or you can also answer other and type your answer into the Q&A box at the bottom of your screen.

While you're responding, we'll move straight into our next presentation by Jennifer Hofman, who is going to talk about the wise commitment to standards and share examples and best practices from after-school providers across the country that are successfully implementing the standards.

Jennifer Hofman currently serves as health partnerships and policy specialist with the YMCA of the USA's Healthy Living and Government Relations Team. She has been with the Y-USA three years, assisting the various healthier communities initiatives and offering support for the adoption and implementation of the Healthy Eating and Physical Activity Standards in childcare organizations across the country. She works to foster partnerships that make this possible.

My fun fact for Jennifer is that she was on her high school bowling team. I've already recruited her to give me some lessons. You better get in line if you would like to be a better bowler. Go ahead, Jennifer.

>> Jennifer Hofman: Thank you so much, Amanda. Thanks again for having me. Thank you, Jean, for a great overview of the standards and where they came from. I will pick it up here and talk today about the partnerships and the policies and implementation strategies that really bring the HEPA standard to life.

As Jean mentioned, the Healthy Out-Of-School Time Coalition was brought together back in 2009 with the groups Jean mentioned, with funding from the Robert Wood Johnson Foundation. Our first charge as a coalition was to actually create these standards we're talking about here today. Since then, we've developed these national standards that we've been referring to. They've been adopted by the National After-School Association, the YMCA of the USA, the Council on Accreditation, the National Recreation and Park Association, the Boys & Girls Clubs of America and the Alliance for a Healthier Generation. That's just in a few short years, which is pretty incredible.

We've also disseminated these standards to tens of thousands of out-of-school time professionals and supporters around the country through host coalitions and members.

I want to provide additional insight into the incredible national movement that's really developed as this work progresses.

There's a large group of national organizations committed to healthy out-of-school time. Our vision is to foster out-of-school time programs throughout the nation using science-based standards for healthy eating, physical activity, screen time, social support and behaviors, including staff family and youth engagement.

Our goals for the coalition are what bring this vision to life. Our goals are to raise awareness of the standards by various things like we're doing today on webinars. We've been around for a while, but we really still think of this as critical, that many individuals and organizations still don't know that these standards exist.

We'll really promoting and sharing resources, tools and creating technical assistance to really help organizations that choose to take on these standards and really help them be successful in their implementation.

We're also engaging in the research that guides these standards in the ongoing implementation of the best practices we've identified.

Jean mentioned we really did grow quite a bit in the last six years, and we're really proud of that and the momentum built behind the standards. In just a short few years we reconvened and refocused this coalition to make sure we not only came together to build the standards, but to actually make sure that they're adopted by others.

We have 27 new members. Again, we've been -- we've had great adoption from the national organizations. We've disseminated them to thousands of providers across the country. We've created an asset map to determine the collective resources and impacts that all of our members are having across the country. We've produced a standards overview webinar available to the general public. If you are looking to tell your friends and co-workers about these standards, it's a great webinar to break that ice and get those standards out there.

We've got four working groups that really address areas of need within the coalition and identified by the coalition to help us really again move the work forward.

Of course, as coalition members, we've produced various publications that not only talk about the importance of this work, but where it's going to go in the future.

Again, we've grown by leaps and bounds since they were developed, and we're really looking forward to bringing on new members and continuing our movement in this area.

I put this slide up here for our HOST coalition members. There's more than 40 groups that joined us in this work. This is just to show you the wide breadth of members that are part of this group, from childcare providers to researchers, to professional development organizations. So it's not just organizations providing direct care. There are organizations across the country that really feel passionately about creating healthy environments for children and they have found a way to make that happen.

As Amanda mentioned, I want to talk a little about the YMCA of the USA commitment to this healthy out-of-school time environment. The YMCA strengthened our commitment to healthy out-of-school time when we made our commitment to the Partnership for Healthy America back in November of 2011. Our CEO, Neil Nichol, made a public commitment to not only make the YMCA one of the largest nonprofit providers of childcare, but also the healthiest. So our goal is to have 85% of our Y association early childhood and after-school programs meeting all of the standards by 2015.

At this time, we currently have 88% of our Ys committed to implementing all of the standards, all the time. As the national resource office to our nearly 2700 Ys across the country we're really dedicated to providing our Ys with technical assistance, resources and supports to make sure that they're able to make these in a really sustainable way, to make sure that not only are they creating healthy environments for their programs, but to make sure that they are written into their policies and are really done so in a meaningful way.

While we feel really strongly about the importance of healthy out-of-school time environments, not to say there aren't challenges here. We recognize this is not an easy task and there are barriers.

Within our commitment, we've evaluated our sites and received a lot of feedback as to where some of the barriers lie for implementation. We listed a couple of them here, many of which may resonate with you if you are providers. 80% of our sites are located in schools, so oftentimes we have lack of refrigeration, storage and prep space for healthy foods we're trying to serve, because we don't have shared use agreements perhaps. Staff training can often be an issue. Just a variety of things we recognize that can be a barrier to serving the healthy fruits and vegetables that are asked within the standards.

The same can be said for physical activity, and the same barriers apply as far as access to safe play spaces. We know inclement weather can force folks to play inside, as opposed to outside, which we strongly encourage. The need for funding, for training, certain curriculum, certain equipment costs money. These are all barriers we've heard, not only from our Ys across the country, but other providers as well that are looking to make these changes.

What have we done about it, how are we trying to move it forward? If it were an easy fix we'd have done it already. We know it takes partnerships and collaborations to make these barriers go away.

No good challenge discussion can be had without shining light on many of our successes. One example is our LaCrosse area family YMCA. You can see the quote here from Steven Torres, a school-age director at the Y. This is really showcasing successful family style serving integration into the programming within the YMCA in LaCrosse.

This is really an opportunity for children to self-select the healthy options they're being served and really helps introduce them to new foods.

The Y also recognizes there is a strong return on investment from making this commitment, because they're hearing back from parents that there really is a value to this, and it's really seen as a benefit to sending their kids to the Y's programming. They're also noticing kids are more likely to choose and try healthy options because they're sitting with peers and are able to have that time with them.

Another example is the YMCA of Central Virginia. Another quote, from Tina Thompson, this time showcasing the healthy food options they're hosting at a family programming event at their Y. It's a picture of the snack options available in an after-school event. Many of you may have heard of the game called Minecraft. Brings in all these other concepts of STEM and other issues. What the kids have done is actually used food to replicate the pieces of the game, if you will. So there's the stones, the diamonds, and they're using those as healthy foods to really make these foods more approachable to kids and having them in a format that they're familiar with, that are fun for them, and has really caught on at the Y and has been a really great success in getting their children to try new and healthy food options.

At the Y we also recognize and believe in the importance of combining not only these successful implementation strategies, which I just identified, but also that policies can help support these implementation strategies.

One such avenue is the Voices for Healthy Kids. This is a joint initiative of the Robert Wood Johnson Foundation and the American Heart Association that's working to help all young people eat healthier and be more active by engaging, organizing, mobilizing people in communities across the country.

The YMCA is proud to really lead the Voices for Healthy Kids' Active Kids Out of School, which is connecting providers across the country with the HEPA standards. With generous funding from the Robert Wood Johnson Foundation, we are helping to lead this particular area of the work. So any national, state, regional or local organization can really help us in this effort.

Our main focus for this policy priority, there's two focuses. We are looking at organizational change. I mentioned we're working with the largest national providers of out-of-school time in the country, really helping them make those organizational commitments, then changes to see the HEPA standards implemented in their programming.

We're also looking to change policies at the state level, through regulation or legislation, to help support the great work that's happening locally.

As part of our Voices work, as I mentioned, we work closely with the other large out-of-school time providers to make similar commitments to the Y as well as Partnerships for Healthy America. These groups I mentioned are the Boys & Girls Clubs of America, the National Recreation and Park Association and the Alliance for a Healthier Generation. This is just another example of how big this movement is around the HEPA standards and how important organizations across the country think that this is. They're making these formal commitments and really following through on their implementation of the HEPA standards and their programming.

Daniel will go into more detail on these partnerships later in the webinar.

Then, from a broader perspective, there are other policies strategies being explored to expand on and to help successful HEPA implementation occur across the country. We're looking at things that really look to innovate change in this space, whether it's pieces of legislation around support for training, technical assistance, things of that nature. Looking at policy strategies when it comes to organizational policy change. Looking at organization procurement policies, what their vending policies are, and really what they're serving at their meeting meals or snacks.

Other options are system examples. These are things like the Quality Rating and Improvement Systems that are available through states. Recognition programs that really help identify programs in a state or community that are doing great work in the space. And of course, licensing, what the regulations look like for licensing of programs.

Lastly, we're looking at environmental examples. It's partnering with local organizations to create shared use agreements. That is one of our biggest barriers, making sure we have the opportunity to store food and have space for physical activity.

In partnership with the Public Health Law Center, YMCA of the USA is also looking to create a set of resources to help stakeholders across the country take a look at these strategies a little bit further, and help decide if they choose to go down this path of public policy change. So be looking for that coming out throughout the year.

In addition to the Voices for Healthy Kids work, the YMCA has additional funding from the Robert Wood Johnson Foundation that actually funds 14 states across the country to work on a variety of topics, one of which is the spread of the HEPA standards across their state.

Our state alliances are working collaboratively with their state and local partners to create lasting change within their state.

One great example of some early success from this work can be seen in California. Senate Bill 949 really established one of the recognition programs that I mentioned earlier. It establishes the

Distinguished After-School Health Program, and it recognizes and distinguishes those providers who meet or exceed these HEPA standards by rewarding them with a certificate from the Department of Education. This can be found on the website.

This allows parents to be able to check this website and see if the program they're sending their children to does have this distinguished certificate or not. It's a really great selling point, and has really high impact potential for curbing childhood obesity in California, as there's more than a million and a half children in out-of-school time programs throughout California.

Again, not only is there truly a strong national, state and local movement supporting the healthy environments for out-of-school time, that implementing the healthy standards creates, but we're also adjusting this work through policies that support the various efforts that are happening across the country.

That's it for me. I'll turn back to Amanda.

>> Amanda Wilson: Great. Thank you very much, Jennifer, for that great overview and providing us with good examples of people that are working in this space. I have a quick question for you before we move on to our next poll question. Does the Y evaluate their sites on how well they're implementing the HEPA standards?

>> Jennifer Hofman: Great question. Yes, we do. That's one of the great perks of working and having this partnership with the Partnership for a Healthier America; they actually require monitoring of our progress. So we are working with an independent evaluator. We have a variety of tools we use, from things like self-report surveys to onsite interviews, to phone interviews, to document review. There's a whole host of things we use to evaluate our sites throughout the year.

>> Amanda Wilson: Great. Thank you. We've had great questions from the audience. You can submit your questions or comments throughout the presentation by using the Q&A function. We will get to those questions here after our last presenter.

Before we move on, we have another poll question that we would like you to respond to. I'll pull this up.

Are you already familiar with the Alliance for a Healthier Generation and their resources? The responses are: Never heard of them; heard of them, but not really familiar with their materials; I am familiar with their materials, but not using them in my program currently; or you already use the Alliance for Healthier Generation's resources regularly.

Again, while submitting your responses we're going to move on to our final presenter, Daniel Hatcher, who will outline some available professional development resources that can be used to advance healthy eating and physical activity in out-of-school time.

Daniel Hatcher serves as the national healthy out-of-school time advisor for Alliance for a Healthier Generation. He is responsible for managing and delivering technical assistance services and resources for out-of-school time sites as they work to achieve the National After-School Association Healthy Eating and Physical Activity Standards. He currently serves as chair for the implementation working group for the National Healthy Out-Of-School Time Coalition, the HOST coalition.

The fun fact for Daniel is that he grew up in a small rural town in southern Kentucky, near Mammoth Cave National Park, which I've had a chance to visit; very great place if you have a chance to visit.

Please go ahead, Daniel.

>> Daniel Hatcher: Thank you, Amanda. I am so excited to get to follow Jen and Jean, because I've had the pleasure to work with them for several years now, and I'm also really happy to get to cover the topic of how do we bring these wellness goals to life in after-school and before school and

summer. My role at the Alliance for a Healthier Generation is to work on resources and tools that really make it easier for staff across the country to do that. That's what I'm going to cover in the next few minutes.

At the Alliance for a Healthier Generation we have a saying that staff are the most valuable resource that an organization has. I'm sure many of you are thinking, I totally agree with that. Staff are powerful. They have great ideas. They're enthusiastic. They're connected into the community.

What's really important is that we provide staff and volunteers with easy-to-use tools, strategies and resources. It's essential, especially in the work around healthy out-of-school time, that staff and volunteers have fresh tools, ideas, proven resources that really helps them bring this work to life. We want to leverage their enthusiasm, and we can do that by giving them tools and resources that they can easily put into place. This work is difficult, so the resources that staff need have to be actionable, they have to be easy to use, they have to be understandable and feasible.

One really exciting part about the Alliance for a Healthier Generation and our work in healthy out-of-school times is that it all started by hiring field managers. In nine communities around the country we have boots on the ground, coaching out-of-school providers, YMCAs, Boys & Girls Clubs, park and rec agencies, faith-based groups. These are a set of really amazing young professionals who are brokering local resources and empowering organizations to understand the importance of this work, and to get connected with great resources and ideas to again bring these standards and practices to life.

Jen touched on this just a little bit, but based on the success of our amazing field managers we've forged new partnerships with the Boys & Girls Clubs of America and the National Recreation and Park Association. Those organizations made public commitments this past spring that significant numbers of recreation sites and clubs would actually adopt the National After-School Association standard for healthy eating and physical activity.

Maybe you're asking, What does that look like? The agreement with NRPA goes through 2017. The goal is to have 2,000 agencies adopt the standards.

The agreement with the Boys & Girls Clubs of America goes through 2018. The goal is 4,000 clubs adopt the standards. That's 90% of Boys & Girls Clubs from across the country. So a huge opportunity here for reach, and by providing the best quality resources and strategies possible we're hoping to see great impact in these large numbers.

Again, the role of the Alliance for a Healthier Generation in this is to provide the tools and resources to the staff at the clubs and sites to bring these standards to life.

Of course, we do this in collaboration with the National Healthy Out-Of-School Time Coalition, and a huge shout-out to the folks on the implementation working group, sharing resources and pulling together aspects to really help sites bring this work to life. A huge thank you to Jen for helping coordinate this working group so we can break down the silos of our work, share our resources and identify the barriers and the challenges that out-of-school time sites across the country are facing, and work together to create resources that can really help and break through those barriers.

The approach that the Alliance for a Healthier Generation takes is twofold. First, we provide sites with action planning tools to help them build support. No one can do this work alone. That's the first step, to encourage out-of-school time sites to build support. Then to self-assess and look inwardly at their site and the site environment to identify and prioritize wellness goals. Then through action planning tools begin to take that action and broker those local and national resources.

The second approach is to create and curate evidence-based resources to help those sites promote healthy eating and physical activity.

So what you're seeing on your screen right now, or if you're just listening along, is a snapshot of one page of a self-assessment tool that we have. It's a simple list that the is National Healthy Eating and Physical Activity Standards. We use this comprehensive assessment to really pause and reflect on opportunities to build on their current wellness efforts.

We have an online version of the assessment with easy-to-use modules, so that sites can track their progress.

Now, after a site completes their self-assessment we work to create tools like roadmaps that help guide sites through implementing one to two wellness goals that they identify. The roadmaps help sites understand the importance of the standards, as well as provide steps for them to begin implementing that standard.

Also included on these roadmaps are ideas to engage young people, to identify opportunities for youth leaders to help take a leadership role in this work, as well as success stories from across the country, from those nine communities where we've been working. We want folks starting this work to have a guide to get started, to think about the potential of how the Healthy Eating and Physical Activity Standards can really impact their out-of-school time sites.

Now, let's get to the fun part. Many sites come to us with an idea of what they want to work on before they even take the self-assessment. We have a searchable database of evidence-based resources that cover hot topics, like gardening or healthy celebrations or staff role modeling. This allows sites to find resources they can start to use immediately, alongside the self-assessment. If a site is starting this process and says, We want to utilize the self-assessment, but we want to get started, we want to start utilizing every time we call roll in our out-of-school programs, they get the resources in addition to starting the actual process with the assessment.

The database is great, because it's searchable by keyword and topic. The resources that are included have been curated by our national content experts.

We know that out-of-school time staff are short on time. That is a common barrier. So we've developed an out-of-school time blog to provide weekly tips and strategies. Through the blog we highlight new research, exciting resources, practical tips, really to bring wellness to life. There are tips and strategies on the blog that can be used by by out-of-school time sites, utilized by families. The idea is anyone involved in a wellness team promoting healthy out-of-school time can use the resources and put them into practice.

I'll take a couple minutes to show you a few recent topics. These are based off questions and challenges we've seen from this field, both from the nine communities where we have field staff, as well as Boys & Girls Clubs and park and rec agencies.

The first one you will see are four ideas for outdoor fun. Ideas like starting a family nature club, or backyard scavenger hunt.

Here four resources to avoid using physical activity as punishment. We use the blog to provide strategies to really help train and support staff to understand the concepts in the National After-School Association Standards for Healthy Eating and Physical Activity.

Strategies so the staff can walk the talk, so tips to make your workplace more bike friendly.

Motivational stairwell posters, so helping staff think about how can they change their physical environment of their out-of-school time site? What are easy resources they can begin to implement, so if a young person encounters an elevator or flight of stairs, they're encouraged to take the stairs.

Of course, healthy recipes. Many of our recipes come through our celebrity spokespeople and collaborators, like Rachael Ray and Reed Alexander.

Engaging families. It's a huge opportunity in out-of-school time, to create family advisory boards and bring families together to play a larger role in after-school. So the blog provides tools and resources for doing that.

Again, the role of the Alliance for a Healthier Generation is to make it easier for staff and out-of-school time sites to bring the national HEPA standards to life. All of our resources are easily accessible at host.healthiergeneration.org. We love social media. We love connecting with folks in the field. Feel free to tweet at us, share your successes and your ideas. Our handle is just @healthiergen. I'm always on the lookout for good ideas for our blog. I want to hear from you, hear what's working. Feel free to tweet at me as well at @hatchdw.

Again, I hope you've seen resources and tools you can take back and put into use and share with others. Again, just so appreciative we're working in such strong collaboration with the Alliance for a Healthier Generation and Jen, Jean, Amanda and others.

Thanks for the time. I will turn back to you, Amanda.

>> Amanda Wilson: Great. Thank you, Daniel, for sharing those very useful resources with us and examples of things people are doing. I think we're going to get to more of that in the Q&A once we go into that.

Before we start with the Q&A, I have one more poll question for you to answer. What are the barriers that you have in implementing health-oriented policies in your out-of-school programming? This is a check all that apply: No barriers; include many health-oriented policies in our programming; lack of funding or resources; lack of interest or knowledge; no barriers, now that I know of the Alliance for a Healthier Generation resources; and again you can use other to submit your questions in the Q&A; or maybe this question isn't relevant if your organization does not provide after-school programs.

While we are waiting for your responses to that final poll question, we're going to go ahead and open up the discussion to all of the panelists now. We encourage you to send in your questions or comments for the speakers via Q&A function.

The first question that actually came in when Jean was presenting, and I think, Daniel, you may have something to add to this as well, but Jean, I'll direct it to you first. Where does unstructured nature play fit in with HEPA and out-of-school time, and benefits of time outside, not in organized sport or activity?

>> Jean Weicha: Great question. It does fit in. Our focus is on ensuring kids are provided with opportunities to play and to play vigorously, and one of our best practices is around getting outside as much as possible, days like today up in Boston maybe not so much. But we recognize kids need to be outside and we endorse that.

We also recognize free play has its pros and cons in that there are kids who, given the opportunity called free play, won't do too much. We really encourage leadership by staff during physical activity times. Not talking about competitive sports or athletics per se, but learning and knowing a nice repertoire of inclusive games that keep kids busy and moving around. Yeah, to your point, outdoors as much as possible.

>> Amanda Wilson: Daniel, you had mentioned a little bit of an example about some people using nature in their programming. Maybe you want to have a few comments about that?

>> Daniel Hatcher: Sure. Yes, that's definitely been a request that's come in to us frequently, where unstructured games and activities that families and out-of-school sites can do outdoors. We've brought together some of those resources. Actually, if you go to our resource database there's a check box that you can select for outdoor activities. We'll give you a list of resources that folks can utilize to encourage outdoor play.

>> Jean Weicha: I wanted to make sure I didn't miss the opportunity to mention a video called "After-School Gets Moving" through Vida Health Communications, that shows a lot of indoor, actually the opposite of getting outside, but lots of indoor games, not competitive, and really get kids moving in very small spaces. They'll be hot and tired in about five minutes. So that's a great resource. Again, called "After-School Gets Moving."

>> Amanda Wilson: Great. Thank you. Moving on to the next question, Jennifer, you may be able to speak to this. While many national organizations such as the Y, Boys & Girls Clubs, have committed to the standards, the local organizations may not be making changes. So how could you have these -- kind of promote and advocate for your local after-school programs to really implement the HEPA standards?

>> Jennifer Hofman: That's a great question. I know my colleagues can help me. This is a big process. This is a big change we're asking folks to make. It takes a long time. Not only do we have a lot of sites across the country, but this change process does take a while. While many of our sites are doing really well in all areas, there are some sites where you might not notice these changes as quickly. But we are working as hard as we can with each and every site to make sure that they're able to have the resources that they need to be able to make these changes. If you're looking locally and noticing your site locally hasn't made these changes yet, I recommend if you know someone there, ask them are they familiar with these standards, are they familiar with the commitments their national organization has made, just starting that dialogue. Hopefully that prompts them to become connected with either their national office, whether the Y or Boys and Girls Club, but getting them thinking if they aren't already working towards that path. Anyone else have anything to add?

>> Daniel Hatcher: I was going to add to that, with the Boys and Girls Club and parks and rec commitments, we've seen locally that there are clubs and agencies that are unaware of those commitments. It's a really exciting opportunity, that if you're working locally share the great news with those local organizations. There's press releases and information on their respective websites where you can read about the numbers and the goals and the excitement. So it's a learning process for the information to come down from the national offices, as well as for it to generate organically, and hopefully together we'll ensure that the numbers and the goals are met.

>> Amanda Wilson: Great. Thank you. This is a good follow-up. I don't know if the same person asked this question, but they fit really well together. If you live in a community where you don't have an organization that's already implementing the HEPA standards, is there somewhere that people can go to if they have another organization like Island Girl Power, a program under the IUDA Foundation, that those folks can go to, to help implement the standards in that program?

>> Daniel Hatcher: I'm happy to start. One of the benefits of having field staff that have been working around the country implementing and helping sites meeting standards is we've encountered so many great community-based organizations like the one you just mentioned. We encourage folks to go to our website, and anyone can take advantage of the action planning tools and resources and begin to put them into use. So we encourage everyone, no matter if you're connected with a national organization that's made a public commitment or if you're just passionate about helping kids eat better and move more, the tools and resources we're all working together to create are applicable for you, and that your voice is important and all of those individual players and organizations can come to the table.

The last thing I will say, those stories are some of the most powerful stories we can tell this movement, are organizations finding ways to encourage kids to eat better and move more. So we as an organization want to highlight and share those stories and capture what's working, what's not working.

>> Amanda Wilson: Great. Thank you. I think you kind of already answered this, but starting to allude to it. If someone is working with the summer program that's already promoting health and wellness, how can they get plugged into the broader movement and share successes? Daniel, I think you started to talk about that a little bit, but maybe kind of reiterate that.

>> Daniel Hatcher: Sure. Yeah, I would definitely say go to host.healthiergeneration.org and create an account on the website. You can search and attach your site to the account that you create online, and that will give you the opportunity if you're a summer program to look at the self-assessment, begin to track your action steps. If you're already doing great things, do that comprehensive assessment and step back and see, well, how can we increase the work we're doing.

I think more importantly, how can you capture the great things you're currently doing and your successes. The alliance is always happy to feature those stories on our blog and capture ideas that summer programs are doing.

>> Amanda Wilson: Great. Thank you. Jennifer, I think this next question may be best directed to you, and maybe Jean, all of you can answer all these questions. I'm just trying to organize them. Do you have an example of a model draft bill with state and health and education departments?

>> Jennifer Hofman: We do, in fact, have one of those, which I'd be happy to share with you all if you'd like to see that.

>> Amanda Wilson: Great. Yes. If you can send that to Joanna, she can send that out to all of the participants. Other people may be very interested in that as well.

Again, another good follow-up question to that, what measures can someone use to rate the success of a policy or program that is trying to implement the HEPA standards? Jennifer, you talked a little about what the Y is doing, so maybe you can talk a little more about that; then Jean, you may also have good input on that.

>> Jennifer Hofman: Yeah, I'll reiterate what we're doing at the Y and what I think others around the country are doing similarly, is that we're really asking our Ys to submit documentation, so how their policies, like their handbooks, their lesson plans, their parents' engagement materials, how those actual documents really reflect the changes that they've made with the standards.

We're also doing interviews with key staff. We're having site visits. So we're having folks go to our sites to observe the change they've made. There's a report survey that goes out annually, that is a self-assessment. I think a combination of all these different pieces provides a great picture how successful we're being with our programming implementation.

Jean, do you have anything to add from the evaluation perspective?

>> Jean Weicha: Sure. I'll add a little bit to that. There are so many different levels of granularity that you can answer that question with; some would be the sort of really sophisticated, expensive kind of evaluation. But I think what you're asking is what are practical tools to use, self-assessment tools one can use at home. I think the alliance's assessment tool is a really nice one to use, because you can use it repeatedly and take a look at the progress that you've made. In particular, to identify goals that you set, and then to sort of monitor them over time. Then that's the basic tactic that I think a program would want to use. There are a lot of different tools you could find to help with that. There's something called A-plus we did at Umass-Boston, and the Food and Fun After-School Curriculum at Harvard School of Public Health has some self-assessment stuff. The basic idea is to set out some goals that are consistent with the HEPA standards, say we're going to accomplish this best practice and this standard by this date, then really set up a way to monitor progress toward that. So that would be the DIY, do it yourself method. Again, there are definitely tools, and I would certainly direct people to go to the alliance's website for something publicly available.

>> Amanda Wilson: Great. Thank you. Yeah, there have been quite a few questions about measurements. I think, I'm sure, that the panelists on today's call would be willing, if you have specific about measuring for your particular program, I'm sure they would be happy to help you get that ball rolling.

Here's an interesting question. Are there any protocols for communication between parents, teachers and out-of-school time instructors so that they're all supporting each other's efforts and are not sending the kids mixed messages? So how to coordinate among the different people that kids will see throughout the day. Jennifer, maybe you can start us off?

>> Jennifer Hofman: Yeah, I will just say, Daniel, you will have more on this, but that's part of the standard itself, is that there is intentional parent engagement, that we're making sure that parents know what's happening while their kid is in our care. So they're knowing why we're making the changes, what changes we've made, what we're serving their children, what activity they're getting, so that they're able to at least sort of replicate those behaviors and choices at home. And vice versa. I know that is actually embedded in the standards themselves. Daniel has some resources, I'm sure, that lend to putting that in best practice.

>> Amanda Wilson: Daniel, go ahead.

>> Daniel Hatcher: I will add to that, we encourage sites that begin this work to start by creating a wellness team and to think about that wellness team as inclusive of school staff, of young people themselves, of parents, of community members, so that they can go into this work with a strong team, and to do that very thing, make sure everyone is on the same page, that they're creating a 360-degree ring of support around a site that is wanting to create a healthier environment.

>> Jean Weicha: I would add I want to mention the Food and Fun After-School Curriculum at the Harvard School of Public Health. You can Google it. There's a lot of material directed at parents to help give them healthy messages, including any sort of cut-and-paste newsletter items and so forth.

>> Amanda Wilson: Great. Thank you. Another question: Do you have any tips for teen programming versus programming for younger youth? I'm not sure, Jennifer, Daniel, if you want to start.

>> Jennifer Hofman: Daniel, you can go ahead.

>> Daniel Hatcher: OK. I love that question comes up. It's so important to have young people at the table. What a great way to engage older youth at an out-of-school time site in leading this effort.

We have a few resources folks can tap into. Nutrition enrichment is a key part of this work. We've developed a program called Empower Me For Life, written for 8 to 12-year-olds, but what's great about it it's eight sessions, covers topics from drinking more water, getting enough sleep, eating fruits and vegetables, getting enough physical activity, but it's written as a script, so that older young people can teach it to younger youth.

My first recommendation, looking at resources like that and others out there to provide older youth with the opportunity to share these messages with younger youth.

A second recommendation would be to think about the power of service learning. We've developed a youth engagement guide to outline strategies and ideas for engaging young people in service projects that relate to healthy eating and physical activity, as well as sharing ideas for older youth to get involved in adult-led wellness teams and councils.

Really important question, ways to get at our older youth involved in speaking to younger youth, and getting them at the table. Then, finally, I think it's really powerful to have older youth involved in this work, because it's a way to build the out-of-school time field and have our young people, who are Y kids or Boys & Girls Clubs kids, see the real power of those community-based

organizations, and hopefully attract them to come back and help run and lead out-of-school programs that prioritize quality and initiatives like health and wellness.

>> Amanda Wilson: Great. That's a good suggestion.

Jean, do you know if the Boy Scouts of America and Girl Scouts of America are planning to adopt the HEPA standards or have shown any interest in that?

>> Jean Weicha: That's a good question. I think it's really a question for Jen, actually.

>> Jennifer Hofman: We have not had any direct conversations with them, but they are certainly an important player in this space. We hope to be able to bring them into the fold in any way they see that they can play a role.

>> Daniel Hatcher: I can add maybe one little piece to that. There's an organization called Healthy Kids Out of School that's been providing resources for clubs in more short duration programs around healthy eating and physical activity. I believe they have worked some with the boys and girls -- I'm sorry, with the Boy Scouts, around badging, around wellness. I think if you just search for Healthy Kids Out of School, they might have some of the information on how they worked with the Boy Scouts.

>> Amanda Wilson: Great point, Daniel.

>> Jean Weicha: I think it might be the Girl Scouts, but they're definitely doing something with badging with Healthy Kids Out of School.

>> Amanda Wilson: We have another policy question, but this is more at the level of organization policy. So there's an organization that they've been making changes, and they're at the point they want to make a policy about healthy eating, and encourage not only kids but also the staff to lead a healthy lifestyle. Are there any examples of organization-level policy people can turn to for examples?

>> Jennifer Hofman: Yes, yes, yes, there are. Even us at the Y, we developed a model pledge, a block of language any organization can put into a handbook, a job description, anything of that sort that really encourages that role modeling aspect, so that organizations that don't necessarily provide direct care to children, even if they do, can really engage their staff in these behaviors and really reinforce that role modeling aspect. Yes, we do have a variety of those model policies, and I'm sure Daniel does as well.

>> Amanda Wilson: Great. Daniel, any other comments on that?

>> Jean Weicha: I was going to jump in and say that in addition to what Jen has said, what Daniel is going to offer in a moment, just looking at the -- if you go to the actual standards, they're written in a way that you can easily essentially lift them and turn them into policy language. So there's a standard, and then there's best practices under it. An organization could easily take that and say, This is going to be our policy.

>> Daniel Hatcher: I was going to add that we did a block entry a few weeks back around some sample policy resources. One of those is the O-SNAP guide. Then also I'll share that our -- one part of the Alliance for a Healthier Generation work is around healthy schools, and our healthy schools program just developed a school model policy document, which is up on our website, which might have some insights and helpful information.

>> Amanda Wilson: This has been a great conversation. Quick reminder, send in your questions or comments for the speakers through the Q&A function. We appreciate all of the great input people have been sending and great questions that people have been asking.

I'll move on to another question. Jennifer, you mentioned that the HOST coalition members aren't all direct service providers. If someone's particular organization doesn't particularly provide after-school care, how might they get involved?

>> Jennifer Hofman: Great question. I think we alluded to it in our comments, is that it's that role modeling piece, taking a look at your own organization and how it operates, take a look at your meeting policies, what do your vending machines look like? What are you serving at your meetings? Take a look at those policies, making sure that the behaviors your staff are exhibiting are in line with the HEPA standards.

Another opportunity is also through funding mechanism. If your organization provides funding to any out-of-school time provider, thinking about maybe inserting some of these HEPA standards into your funding guidelines. Just another way to look at things. Those are a couple of examples.

>> Amanda Wilson: Great. Anything from you, Jean, or Daniel on that?

>> Jean Weicha: I would just add, by way of more description of the HOST coalition itself, we have a lot of service organizations, but other organizations involved are more policy and advocacy or intermediary. For example, the After-School Alliance is a member. And if you haven't been to their website, that's a great place to go. We're getting a range of input to sort of help us make sure that we craft our work so that it's not just -- it's both policy relevant and service relevant, and grounded in advocacy and service and research as well. We've got researchers on the team.

>> Amanda Wilson: Great. I'll pause here with the questions and share a couple of comments that some audience members have been sending in, other examples of resources that other people have shared with us.

This is from Mike. He said, We are developing a methodology using pedometers to measure PA and after-school programs, which we measure by the end of March. Mike is with the Heart and Stroke Foundation of Canada. If you're in Canada, that may be a good connection. One more. There's the YWCA of Minneapolis has an out-of-school time program called Strong, Fast, Fit for Hispanic, Native American and among young youth, which incorporates both healthy eating and physical activity. They have a national toolkit coming out in a few months. That's something else to look forward to.

Let me move on to another question. This is a question from Amy, kind of another comment, asking, Are you familiar with the Children and Nature Network and the safe routes to play concept? The first is a great potential partner, the second is similar to safe routes to school, but more of a community planning to healthy lifestyle for kids.

Jean, maybe you are -- yeah, Jean, maybe you want to comment if any of those organizations are already involved or how they might partner in the future?

>> Jean Weicha: Yeah, I haven't heard of the safe routes to play. I love that idea. I would love to hear more about that. Not to clog Jen's e-mail, but Jen is the point person for the host coalition.

With respect to the Children and Nature Network, we have reached out and had contact with them. Jen, you might remember more what their level of involvement is. Again, back to our earlier comments, we're all over that. Let's get the kids outside as much as possible.

>> Jennifer Hofman: Jean, we at Y-USA do a lot of work with the Outdoor Alliance for Kids. We as an organization are very connected with Children and Nature Network, but I think you're right, it warrants another conversation and how they can be more engaged in this setting as well.

>> Jean Weicha: Can you say again the name of that group?

>> Jennifer Hofman: Outdoor Alliance for Kids.

>> Jean Weicha: Another one for folks.

>> Amanda Wilson: Great. Thank you. We have one more question that just came in. Have you had experience working with any Latino groups, specifically working on this topic and have any best practices to share maybe from cultural perspective? Maybe Daniel? That may be a question for you.

>> Daniel Hatcher: Sure. Yes. I'm really glad you asked this question, because one of the very first sites that we worked with in implementing the standards was in Huntington Park in LA. It was with the recreation, Huntington Park Recreation. They're three years in now and have made wonderful strides. One of the key strategies that they implemented was creating a group called the Promatorid and brought community members together, family members together to have discussions on the roles that the recreation agency can play in creating a healthier environment. That's been a great success. I'm happy to talk more about it offline, but the key lesson learned and best practice was creating the space for community members to contribute and be at the table and share their ideas, and really help determine what the priorities of that site were.

If you go to healthiergeneration.org and just search for Huntington Park, there's a really great video we were able to compile that sort of tells the story of that agency and the work they've done.

>> Amanda Wilson: Great. I'll share two examples that came in from people in our audience. One is from Asian Media Access. They're planning an initiative entitled "Bicultural Active Living," to encourage immigrant communities to use their cultural dances and exercises as chosen physical activities. They're saying they need more research to support the strategy. Sounds like a great idea.

Another one, there's YWCA's SFS program, works with Latino youth to bring in families to cook together with youth, and recipes that are healthy. So those are just some examples related that I wanted to share.

I just wanted to close, we're running out of time, with one more question. Now that we've listened to this conversation, maybe you've learned some new tools and resources and really want to get the ball rolling in this area. What's the best way to get the conversation started with colleagues, to implement the HEPA standards? Jean, we'll start with you. Maybe have you each make some final comments on that question or just any general closing remarks before we wrap up. We'll start with you, Jean.

>> Jean Weicha: Sure. One of the most important things I think we need to do as a coalition actually is to think about consumer demand, and so think about parents, and help parents ask the question when they're looking at after-school programs if they have a choice to think about, and ask about healthy eating and physical activity policies, in after-school programs. And if they don't have a choice, many people are in neighborhoods where there's just one option for after-school, to know to ask the right questions. Therefore, I think if parents do that more we can start to change the perception within programming around what parents are looking for.

That would be my answer. I think we want to look to the market.

>> Amanda Wilson: Jennifer, any comments or closing remarks from you?

>> Jennifer Hofman: Again, anyone interested in doing this can get the ball rolling, no matter where you are in the staffing of your organization; it doesn't have to come from the top down. There's conversations that can be had and resources to help you have those conversations to get things moving in your organization if you want to take this on.

So I'm really excited so many of you were on the call today. I think I speak for the three of us, we're really excited to help any of you move forward.

>> Amanda Wilson: Daniel, closing remarks from you?

>> Daniel Hatcher: My advice would be to walk the talk and bring healthy eating and physical activity to life in your organization, in your company. Bring in a healthy snack. Always drink water. Hang signs that promote taking the stairs. Have a physical activity at your next staff meeting. Show that you are behind this work, and get your colleagues onboard. Start the conversation by showing them really what this work looks like.

And to start small. You don't have to move to a large policy change overnight. It can be as simple as posters and pictures that you're hanging at your out-of-school time site, or changing your staff orientation manual or the format of your staff meeting. But start small, and really bring the work to life so that others can see the power of it.

>> Amanda Wilson: Wonderful. Thank you again, very much, to our presenters. Turns out I should have pulled up the slide for you earlier to submit your Q&A. Thankfully you all figured it out.

On behalf of the Public Health Institute and Active Living Research, I would like to thank everyone for participating in today's web forum. I also want to thank the panelists for their presentations and efforts in promoting healthy and active out-of-school time programs. We really hope you will be able to apply what you have learned and be inspired by the discussion today, to help make out-of-school time programs part of an effective strategy to help children eat better and move more.

Last, but certainly not least, a huge shout-out to our behind-the-scenes colleagues that kept your organized and took care of all the logistics for the webinar.

Please be sure to check out resources available through Dialogue4Health. And remember to complete the evaluation survey that you will receive very soon.

You will also receive a link to the recording of the web forum once it has been posted in the near future.

And I guess this final slide is a pat on the back to us here at Active Living Research for hosting this forum. We always get great participation and questions and panelists. We feel really fortunate to be partnering with Dialogue4Health on this web forum.

Thank you very much. I think, with that, we will close. Just one minute late. And have a great rest of your day.

[Webinar concluded at 12:30 p.m. PT, 3:30 p.m. ET]