



2022-2023 Action for Healthy Kids (AFHK) District Partnership Grant Opportunities

Applications accepted on a rolling basis

Refer to the AFHK website for an outline on the steps to submitting an application and a more detailed description of the application and partnership requirements.

Section 1: Contact Information

1. District Applicant Contact Information Note: Only district-level staff members can start a District Partnership Grant application. (50 characters each)

- Name:
Role: (Select one)

Table with 10 rows of role options: District Professional – Family Engagement, District Professional – Food Services and Nutrition, District Professional – Health Services, District Professional – Health and/or Physical Education, District Professional – Other, District Professional – Social and Emotional Learning, District Professional – Student Services, District Professional – Wellness, District Professional – Superintendent/Assistant Superintendent, None of the Above

- Department:
Phone Number:
Primary Email:
Alternate Email:

2. Provide contact information for the following district-level staff. By providing their names and emails, you are indicating their support for the project. It is expected that district-level staff directly involved in oversight of family engagement, food/nutrition services, physical activity and social emotional learning will be involved in the project and responsible for oversight of the respective areas throughout the length of the multi-year partnership. (50 characters each)

- Name of Superintendent
Email
Name of District-level Physical Education Administrator/Lead
Email
Name of District-level Nutrition or Food Services Administrator/Lead
Email



- Name of District-level Social Emotional Learning Administrator/Lead
- Email

- Name of District-level Family Engagement Administrator/Lead or State and Federal Programs Administrator/Lead
- Email

Section 2: District Policy and Infrastructure

The next set of questions will ask about your district’s local school wellness and other health and wellness-related policies. We recommend having these documents easily accessible for the purpose of completing these questions.

3. Indicate whether your district has an approved policy in place that addresses the following topics:

	Yes – Policy is in place	No – Policy is not in place	Unsure
Student Social Emotional Learning and Climate			
Youth Risk Behavior Prevention			
Staff Wellness			
Physical Education			
Physical Activity outside of Physical Education			
Nutrition Education and Promotion			
School Meals			
Foods Offered/Served outside of School Meals			
Family Engagement			

4. Does your district have a district health and wellness committee?
- Yes
 - No
5. If you selected “Yes” in the question above, during a typical calendar year, approximately how many times does your district health and wellness committee meet?
- Monthly
 - Every other month
 - Quarterly
 - Twice per year
 - Annually
 - There is not a set schedule
 - Other (Please specify) (100 characters)
6. If you selected “Yes” in Question 4, what constituencies are represented on your district health and wellness committee? (Select all that apply)
- District Administrators
 - School Administrators
 - Nutrition or Food Service Staff
 - Health Services Professionals (e.g. Nurse)
 - Social Emotional/Mental Health Professionals (e.g. Counselors, Social Workers)



- Physical Education or Health Education Teachers
 - Other Teachers
 - Students
 - Parents/Caregivers/Family Members
 - Community members
 - Community organization representatives
 - Other (Please specify)
7. Does your school district have dedicated full-time staff position(s) to coordinate activities of [Whole School, Whole Community, Whole Child \(WSCC\) components](#) (e.g. Whole Child Coordinator)?
- Yes, we have a team of full-time staff members
 - Yes, we have one full-time staff member
 - No, we do not have a team of full-time staff members or one full-time staff member, but we have part-time staff members (or full-time staff members with part-time WSCC or whole child coordination)
 - No, we do not have any staff member dedicated to WSCC or whole child coordination
 - I don't know
8. Does your school district have dedicated full-time staff position(s) that oversee family engagement or family-school partnerships?
- Yes, we have a team of full-time staff members
 - Yes, we have one full-time staff member
 - No, we do not have a team of full-time staff members or one full-time staff member, but we have part-time staff members (or full-time staff members with part-time family engagement responsibilities)
 - No, we do not have anyone dedicated to family engagement or family-school partnerships
 - I don't know
9. Which of the following family engagement strategies does your district currently implement? Please include/consider family engagement in student health and well-being initiatives as you answer. *(Select all that apply)*
- Family engagement best practices are integrated across district departments
 - *What might this look like?* Family engagement is included as part of the district's decision-making process in all departments, rather than solely confined in one Family Engagement department.
 - Family engagement best practices are integrated across all schools
 - Family engagement policy is communicated to parents/caregivers throughout the district in their primary language(s)
 - Opportunities to engage with the district on health and well-being initiatives are proactively communicated to families in a variety of ways (including social media, emails and messaging apps) and in a variety of languages
 - Family engagement is supported by the district and schools in a culturally responsive way
 - *What might this look like?* Culturally responsive refers to individual competence of one's own cultural identity, beliefs and views and ability to learn and build on the varying cultural and community norms of those around them (e.g. students, families). Examples could include communication in primary language spoken by parents/caregivers; specific outreach and engagement opportunities for caregivers of English Language Learners; family input and feedback on school discipline and behavior management sought out and incorporated; district and school leaders engage in dialogues with families to learn about their background, interests and strengths; parent education programs that address parent/caregiver priorities and needs; etc.



- Parents/caregivers are represented on a district health/wellness team
 - *What might this look like?* Examples could include a School Health Advisory Council, a parent advisory committee, or equivalent.
- Parents/caregivers are involved in the decision making and planning process of district health and well-being initiatives
 - *What might this look like?* Examples could include providing leadership opportunities to parents/caregivers at the district level (e.g. on a district wellness advisory council), proactively seeking and incorporating input from parents/caregivers during the planning process, training parents/caregivers to increase their capacity to lead, etc.
- Parents/caregivers are involved in the implementation of district health initiatives
 - *What might this look like?* Examples could include providing parents/caregivers with different types of ways to get involved: leading initiatives, attending events, conducting outreach in the community, sharing information with other parents/caregivers, incorporating health-at-home practices that align with at-school initiatives, etc.
- Parents/caregivers are involved in the evaluation of district health initiatives
 - *What might this look like?* Examples could include asking parents/caregivers for their perspective on what success looks like and seeking feedback from parents/caregivers in multiple ways, such as: informal conversations, structured focus groups, surveys, etc.
- Resources (including both financial and/or staff) are dedicated to family engagement practices in the district's health and well-being initiatives
- Capacity building opportunities focused on family engagement in health and well-being are provided to school and district staff
 - *What might this look like?* Examples could include professional development opportunities to improve skills and knowledge, expand networks, shift beliefs in the value of family engagement, and build confidence in engaging parents and caregivers.
- Other (Please specify) (200 characters)
- None of the above

Section 3: Action for Healthy Kids-District Partnership and Programming Details

The next several questions ask for details on your district's current health environment and practices.

10. Which of the following statements best describe your district's current approach to social-emotional health classroom curriculum/curricula?
- Required for all grades
 - Required for some grades, but not all
 - Recommended for all grades
 - Recommended for some grades, but not all
 - We don't currently have a district-wide approach
11. If you selected any of the first four options in the question above, select the following statement that best describes your district approach to social-emotional health classroom curriculum/curricula.
- We require and/or recommend one specific curriculum
 - We require and/or recommend a selection of approved curricula
 - We allow the schools to select their preferred curriculum
 - Other (Please specify) (100 characters)
12. Does your district require PK-8 schools to implement a specific nutrition education curriculum?
- Yes, for all PK-8 grade levels
 - Yes, for some PK-8 grade levels
 - No, but we have a scope and sequence for nutrition education



- No, we don't have a scope and sequence for nutrition education, and we don't require schools to use a specific curriculum

13. If you selected either of the first two options in Question #17 above, what nutrition education curriculum does your school district require?

- Coordinated Approach to Child Health (CATCH) Nutrition Curriculum
- Common Threads Small Bites Nutrition Program
- USDA's Team Nutrition
- Other (Please specify) (100 characters)

14. Does your district require grades 9-12 to teach healthy eating topics as part of the health education curriculum?

- Yes, for all grades 9-12
- Yes, for all grades 9-12
- No

15. What federal meal programs does your district currently participate in? (Select all that apply)

- The National School Breakfast Program (NSBP)
- The National School Lunch Program (NSLP)
- The Child and Adult Care Food Program (CACFP) (At-Risk Snack/Dinner)
- The Summer Food Service Program (SFSP)
- Seamless Summer Option (SSO)
- None

16. By the end of the 2022-2023 school year, AFHK expects district partners to accomplish the following deliverables:

- Create/expand/maintain a district school health advisory council of at least five (5) people, representing a diverse set of stakeholders (e.g. administrators, caregivers, educators, etc.);
- Review your district's health and wellness policies with AFHK to identify strengths and opportunities to improve policy language;
- Promote completion of AFHK's School Health Index among schools throughout district to determine use of best practices;
- Work with AFHK to identify a cohort of 10 schools (less for smaller districts) that have a need for funding and support to improve food access and nutrition education, physical activity and active play, and social-emotional health and risk behavior prevention;
- As needed, support AFHK in identifying individuals for consideration to be an AFHK Family Connector for this project. Family Connectors are parents/caregivers from the community that receive a stipend from AFHK to work with funded schools to facilitate strong family-school partnerships through learning sessions and ongoing coaching for parents/caregivers and school staff;
- Attend and promote required virtual learning sessions for district and school staff, and families; and
- Participate in occasional evaluation activities at the district and school level for AFHK to measure program progress and improvements (including submitting final reports at the end of the school year, photos, stakeholder interviews).



With the above deliverables in mind, provide a timeline for key activities during the 2022-2023 school year. Consider items such as district school health advisory council meetings, school board meetings to review policy recommendations, announcements to schools, professional development sessions, etc. (2000 characters)

17. What do you foresee as potential challenges in executing this partnership? Select all that apply. *Note: This information will not impact your district's eligibility for this grant. AFHK uses this information to inform how to customize timelines and support for partner districts.*
- Administrative/Superintendent buy-in and support
 - Lengthy process/timeline for signing partnership contracts
 - Approvals needed for grant surveys/evaluation tools (e.g. Internal Review Board approval)
 - Capacity to support health/wellness at the district-level
 - Lack of infrastructure needed for sustainable change
 - Staff turnover and/or vacancies
 - None of the above
 - Other (Please specify) (200 characters)
18. If you selected any of the challenges listed in the question above, please elaborate. (2000 characters)
19. What are your top three (3) reasons for applying for an Action for Healthy Kids District Partnership Grant? (Select three (3) options).
- My district needs funding and support for school meals.
 - My district needs funding and support for nutrition education.
 - My district needs funding and support for physical activity and active play.
 - My district needs funding and support for social-emotional health and risk behavior prevention.
 - My district needs support around family engagement/family-school partnerships.
 - My district needs learning opportunities for schools and families around the Whole School, Whole Community, Whole Child model.
 - My district needs support with our District School Health Advisory Council.
 - Other (Please specify) (200 characters)
20. Elaborate on any reasons selected above. (2000 characters)
21. For which of the following District Partnership Grant opportunities is your school district applying? *Note: The option(s) shown below are the only AFHK district grant opportunities currently accepting applications.*
- Standard Action for Healthy Kids District Partnership Grant
 - NOTE: Only districts located in and around Jacksonville, FL | Chicago, IL | Friendship, NY are eligible to apply
 - Action for Healthy Kids **NourishEd** District Partnership Grant

Section 4: NourishEd District Partnership Grant

Only complete this section if you are applying for an Action for Healthy Kids NourishEd District Partnership Grant. Otherwise, skip to Section 5: Other Information.

22. Approximately what percentage of students receive nutrition education? (Please enter without using a % sign)



23. Does your district require PK-8 schools to implement a specific nutrition education curriculum? (Select one)
- Yes, for all PK-8 grade levels
 - Yes, for some PK-8 grade levels
 - No, but we have a scope and sequence for nutrition education
 - No, we don't have a scope and sequence for nutrition education, and we don't require schools to use a specific curriculum

24. If you selected either of the first two options in the question above, what nutrition education curriculum does your school district require? (Select one)

- Coordinated Approach to Child Health (CATCH) Nutrition Curriculum
- Common Threads Small Bites Nutrition Program
- USDA's Team Nutrition
- Other (Please specify) (100 characters)

25. Does your district require 9-12th schools to teach healthy eating topics as part of the health education curriculum? (Select one)

- Yes, for all 9-12th grade levels
- Yes, for some 9-12th grade levels
- No

26. Part of this partnership grant involves supporting school districts in creating a systematic and streamlined approach to nutrition education and promotion. Describe in detail how nutrition education is implemented in your district. Be sure to include details such as: District resources available to support nutrition education, staff typically responsible for nutrition education, professional development and education requirements for responsible staff, typical duration of nutrition education units/lessons, whether lessons are skills-based, approaches for school-level accountability, use of hands-on learning opportunities and/or family engagement, integration into other curricula or school environments, etc.

27. In which department does the responsibility for nutrition education live within your district? (Select one)

- Food & Nutrition Services Department
- Health Education Department
- Health Services Department
- Wellness Department
- Science Department
- Other (please specify)

28. Rate the level to which you agree with the following statements:

Strong Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree

- My district does a good job of integrating food services with nutrition education.



- My district does a good job of integrating food services with the school nutrition environment (e.g. school gardens, farm-to-school practices, etc.).
- My district does a good job of integrating food services with other departments.
- My district does a good job of integrating nutrition education with other departments.

29. Select the best practices below that your district employs to continuously monitor and to enhance programs and practices related to nutrition: *(Select all that apply)*

- We have an active team that is responsible for coordinating nutrition and food access
- We engage a diverse and representative set of stakeholders to set a vision and agenda as it relates to nutrition and food access
- We create measurable goals around nutrition and food access that allow us to evaluate progress
- We provide school nutrition staff with annual training in accordance with USDA Professional Standards
- We implement policies and programs that maximize student participation in school meal programs (such as alternative breakfast models, universal meals, culturally representative meal options, family input on meal options, privacy protections and/or stigma mitigation for students enrolled in free and/or reduced meals, etc.)
- We partner with community organizations, such as food pantries, to enhance food security and/or nutrition education
- Other (please specify)
- My district does none of the above

Section 5: Other Information

30. Describe other funding your district has applied for and/or received in the last 2 years to address food access and nutrition education, physical activity and active play, and/or social emotional health and risk behavior prevention at the district level. (2000 characters)

31. How did you first hear about this Action for Healthy Kids district grant opportunity?

- Action for Healthy Kids website
- Social media
- Action for Healthy Kids emails
- Action for Healthy Kids State or Project Coordinator
- AFHK Family Connector
- National School District Wellness Coalition
- Partner website or communications
- Employer internal communications/referral
 - Specify name of employer: (100 characters)
- Media (e.g. news article, blog)
- Other (Please specify) (100 characters)

Proceed to the [Action for Healthy Kids Portal](#) to submit your application online. Questions? Contact your designated AFHK [State/Project Coordinator](#), or email AFHK at contactus@ActionforHealthyKids.org.