



**2022-2023 Action for Healthy Kids (AFHK)  
School Grant Opportunity  
Application due May 20, 2022**

Refer to the [Action for Healthy Kids website](#) for links to a more detailed description of the application and program requirements.

**Section 1: Contact and School Information**

1. School Applicant Contact Information

- Name:
- Role: (Select one)

District Professional – Family Engagement	School Professional – Higher Ed
District Professional – Food Services and Nutrition	School Professional – Nurse/Health Aid
District Professional – Health Services	School Professional – Other
District Professional – Health and/or Physical Education	School Professional – Teacher
District Professional – Other	Community Based/Nonprofit Organization
District Professional – Social and Emotional Learning	Community Member
District Professional – Student Services	Government Official/Staff
District Professional – Wellness	Health Professional
District Professional – Superintendent/Assistant Superintendent	Parent/Caregiver
School Professional – Administrator	Pre-K Professional
School Professional – Counselor/Social Emotional Health Specialist	School Board Member
School Professional – Family Liaison/Family Engagement	Student
School Professional – Food Services and Nutrition	None of the Above
School Professional – Health and/or Physical Education Teacher	

- Phone Number:
- Primary Email:
- Alternate Email: *We will use this email address if we are unable to reach you with your primary email address.*

2. Provide contact information for the following individuals. By providing their names and emails, you are indicating their support for the project.

- Name of Principal/Administrator
- Email
  
- Name of Physical Education Teacher
- Email
  
- Name of School Building School Nutrition Manager
- Email
  
- Name of Social-Emotional Learning Lead
- Email
  
- Name of Family Engagement Lead (School Staff Member)
- Email
  
- Name of Parent/Caregiver Lead
- Email

3. During a **typical** school year, how many times does your school health team meet? (Select one)

- 4 or more times
- 3 times
- 2 times
- 1 time
- 0 times
- Our school does not have a school health team.

4. If you responded 0-4 times in the previous question, please answer this answer question. Which of the following groups are represented on your school health team? (Select all that apply)

- Administrators
- School Nutrition Staff
- School Health Professionals
- Health and/or Physical Education Teachers
- Other Teachers
- Students
- Parents/Caregivers
- Community Partners
- Other (please specify)

5. How would you best define your school's involvement in health and wellness? (Select one)

- We have a program with an active 5-person health team, administrator engagement, family and community engaged, and a balance of physical activity, nutrition and social-emotional health programming.

- We have a program with a school health team, administrator support, some family and community engagement, and some physical activity, nutrition and social-emotional health programming.
  - We have a program with a one or two people organizing efforts, but not a team, and implemented a few physical activity, nutrition and social-emotional health initiatives.
  - We have a program with little effort, minimal support and no physical activity, nutrition and social-emotional health initiatives.
  - Other (please specify)
6. For what type of grant is your school applying? (Select one)
- \$1000 *EnergizEd*: Physical Activity and Active Play grant
    - *If selected, skip to Section 2: EnergizEd section.*
  - \$1000 *ConnectEd*: Social-Emotional Health and Risk Behavior Prevention grant
    - *If selected, skip to Section 3: ConnectEd section.*
  - \$1000 *NourishEd*: Food Access and Nutrition Education grant
    - *If selected, skip to Section 4: NourishEd section.*

## **Section 2: EnergizEd**

*The following questions ask about your school's current and proposed physical activity initiatives.*

1. Describe any current initiatives your school has around physical activity before, during and after the school day. (2000 characters)
2. Which of the following activities does your school do to engage families in physical activity initiatives? (Select all that apply)
  - Family engagement best practices are integrated throughout the school, including the school's physical education department
    - *What does this look like? Family engagement is included as part of the decision-making process in all departments, rather than limited to a small number of staff.*
  - Family engagement in the school's nutrition services department is supported in a culturally responsive way
    - *What does this look like? Examples could include communication in primary language spoken by parents/caregivers; specific outreach and engagement opportunities for caregivers of English Language Learners; physical activities on campus are culturally representative of the school community and the school seeks feedback from families to inform options; staff engage in dialogues with families to learn about their background, interests and strengths; physical activity initiatives address parent/caregiver priorities and needs etc.*
  - Physical activity information is communicated to parents/caregivers in their primary language
    - *What does this look like? Examples could include newsletters, events, website and social media that includes physical activity content, etc.*
  - The connection between physical activity and social emotional health is shared with families
  - Parents/caregivers are involved in physical activity initiatives, including experiential learning activities, as school volunteers
    - *What does this look like? Examples could include engaging families in recess, physical activity-related field trips, field days, classroom physical activity breaks, etc.*
  - Parents/caregivers are involved in the school's physical activity initiatives as school volunteers
    - *What does this look like? Examples could include walk/bike to school, recess volunteers, field day planning, etc.*

- Parents/caregivers are involved in decision making and planning of the school’s physical activity initiatives
  - *What does this look like? Examples could include providing leadership opportunities to parents/caregivers at the school level (e.g. on a school health team), proactively seeking and incorporating input from parents/caregivers during the planning process, training parents/caregivers on physical activity topics to increase their capacity to lead, etc.*
- Parents/caregivers are involved in the evaluation of the school’s physical activity initiatives
  - *What does 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 are dedicated to family engagement practices in physical activity initiatives
  - *What does this look like? Including both financial and staffing resources.*
- Capacity building opportunities focused on family engagement are provided to school physical education staff
  - *What does 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 in physical activity initiatives.*
- Other (please specify)
- None of the above

3. **For a typical year**, enter the average number of physical activity minutes receive per day for the **majority of students** at your school for each of the following initiatives.

*Consult your PE teacher, recess supervisor and before/after school program supervisor to ensure you provide accurate data. AFHK will use this information to calculate baseline physical activity minutes and to measure your school's progress against grant deliverables throughout the school year. For before/after school activities, only include activities that are focused on physical activity, are non-competitive and are open to all students. For example, school sports with try-outs or after-school tutoring programs should not be included here. If your school does block scheduling or you are unsure how to calculate average minutes, contact Michelle Smith – [msmith@actionforhealthykids.org](mailto:msmith@actionforhealthykids.org).*

<b>Physical Education</b>		
Number of Minutes per Day		
Number of Days per Week		
Percentage of Students Participating		
Percentage of Time Students Engage in Moderate-to-Vigorous Physical Activity		
<b>Recess</b>		
Number of Minutes per Day		
Number of Days per Week		
Percentage of Students Participating		
Percentage of Time Students Engage in Moderate-to-Vigorous Physical Activity		

<b>Other During School Physical Activity Outside of Recess and Physical Education (e.g. Classroom Physical Activity Breaks, Sensory/Active Hallways)</b>		
Number of Minutes per Day		
Number of Days per Week		
Percentage of Students Participating		
<b>Before/After School Activities</b>		
Number of Minutes per Day		
Number of Days per Week		
Percentage of Students Participating		
<b>Walk/Bike to School Initiatives</b>		
Number of Minutes per Day		
Number of Days per Week		
Percentage of Students Participating		

4. What is the during-school physical activity strategy (outside of physical education) you are proposing to implement at your school using these grant funds? (Select one)
- Classroom Physical Activity
  - Active/Sensory Hallways
  - Recess
  - Other (please specify)
5. In thinking about the current school year, please assess what you have observed around student social-emotional health (SEH), **as reflected and enhanced in physical activity/active play**. To learn more about the connection between SEH and physical activity, [please see here](#). Note: We understand that all children learn and communicate differently, including the processing and expression of feelings and emotions. When answering the questions below, consider the overall observation of the students you support and the collective demonstration of each statement.

Considering the collective demonstration of students (majority), to what extent do you agree or disagree with each of the following statements?

Strongly Agree, Somewhat Agree, Undecided, Somewhat Disagree, Strongly Disagree

- Students use clear communication to identify and respond to personal physical abilities, skills and passions.
- Students utilize physical activity and/or active play as a tool to support emotion regulation and healthy responses to heightened emotions, such as excitement, anger, sadness, frustration or anxiety (e.g., go for a walk, stretch, etc., when shifts in emotions occur).

- Students demonstrate respect for differences that exist among peers in terms of physical abilities, skills and passions.
- Students demonstrate empathy, compassion and support towards other when engaging in group physical activity and/or group play.
- Students demonstrate the benefits of teamwork, collaboration and positive encouragement of peers through group physical activity and/or group play and proactively make modifications that support all participants.
- Students evaluate the benefits and consequences of actions and model constructive, safe and responsible behaviors when engaging in group physical activity and/or group play (e.g., keep themselves and peers safe during physical activity/use of equipment, identify solutions for conflict in team sports/play or when navigating winnings/loss, etc.).

### **Section 3: ConnectEd**

*The following questions ask about your school's current and proposed social-emotional health initiatives.*

1. In thinking about the current school year, assess what you have observed around student social-emotional health. Note: We understand that all children learn and communicate differently, including the processing and expression of feelings and emotions. When answering the questions below, consider the overall observation of the students you support and the collective demonstration of each statement.

Considering the collective demonstration of students (majority), to what extent do you agree or disagree with each of the following statements?

Strongly Agree, Somewhat Agree, Undecided, Somewhat Disagree, Strongly Disagree

- Students use clear communication to identify and describe basic emotions, thoughts, needs and identity to peers and adults.
  - Students successfully manage emotions, thoughts and behaviors to navigate stress and accomplish personal and collective goals (e.g., self-redirects to another activity when needing to calm down, etc.)
  - Students evaluate the benefits and consequences of various actions for personal, social and collective well-being.
  - Students demonstrate and model constructive, safe and responsible behaviors.
  - Students demonstrate empathy, compassion and support towards others (e.g., show concern, offer support, awareness of diverse social norms, etc.)
  - Students demonstrate effective communication, teamwork, and problem-solving skills to collaborate with others, resist negative social pressures and stand up for the rights and needs of others (e.g., demonstrate building and maintaining health relationships with diverse individuals and groups).
2. **For a typical year**, enter the average number of minutes received per week for the **majority of students** at your school for each of the following initiatives.

*Consult your SEL teacher(s), guidance counselor/social worker, administrator and before/after school program supervisor to ensure you provide accurate data. AFHK will use this information to calculate baseline social-emotional health programming minutes and to measure your school's progress*

against grant deliverables throughout the school year. For before/after school activities, only include activities that are non-competitive and are open to all students. For example, school sports with try-outs should not be included here. If your school does block scheduling or you are unsure how to calculate average minutes, contact Michelle Smith – [msmith@actionforhealthykids.org](mailto:msmith@actionforhealthykids.org).

<b>Classroom-based Social-Emotional Learning Education (e.g. classroom SEL scope and sequence instruction)</b>	
Number of Minutes per Week	
Percentage of Students Participating	
<b>Classroom-based Risk Behavior Prevention Education (e.g. substance misuse education, bullying prevention curriculum, safe driving curriculum)</b>	
Number of Minutes per Week	
Percentage of Students Participating	
<b>Mindfulness/Sensory-based Activities (e.g. sensory hallways, mindfulness/yoga breaks, time in SEL labs or Zen dens/gardens)</b>	
Number of Minutes per Week	
Percentage of Students Participating	
<b>Play-based Learning (e.g. unstructured play time, outdoor/nature-based learning)</b>	
Number of Minutes per Week	
Percentage of Students Participating	
<b>Service Learning Projects/Programs (e.g. community service programs, community beautification projects)</b>	
Number of Minutes per Week	
Percentage of Students Participating	
<b>Peer Leadership/Support Projects/Programs (e.g. peer mentoring program, peer tutoring program)</b>	
Number of Minutes per Week	
Percentage of Students Participating	

3. What strategies are currently used to integrate social-emotional learning into the majority of students' learning in your school? (Select all that apply)
- Evidence-based and/or research-based classroom curriculum
  - Non-evidence-based or research-based classroom curriculum
  - Pro-social classroom management
  - Mindfulness/mindful movement breaks throughout the school day (including brain breaks, yoga in the classroom, etc.)
  - Restorative disciplinary practices
  - Availability of sensory spaces (including hallways, sensory labs, calm down corners, etc.)
  - Integration into other curriculum standards like math, science, social studies, etc.
  - Responsive classroom and school-wide circles
  - Collaborative classroom and/or school agreements (e.g., level-setting on values, norms, communication, etc.)
  - Cafeteria and lunchtime practices

- Peer mentoring programs
  - Out of school time (OST) activities
  - Family engagement activities
  - Community involvement activities
  - None of the above
  - Other (please specify)
4. Describe any current initiatives your school has around youth risk-behavior prevention (e.g. bullying and violence prevention, substance misuse prevention, etc.). Include details around both programming and curricula. (2000 characters)
5. Which of the following activities does your school do to engage families in social-emotional health initiatives? (Select all that apply)
- Family engagement best practices are integrated throughout the school, including the school's social emotional learning department, or other department that is responsible for the social and emotional climate of the school
  - Family engagement in the school's social emotional health and/or risk behavior prevention programming is supported in a culturally responsive way
    - *What does this look like? Examples could include communication in primary language spoken by parents/caregivers; specific outreach and engagement opportunities for caregivers of English Language Learners; staff engage in dialogues with families to learn about their background, interests and strengths; social emotional health and/or risk behavior prevention programming addresses parent/caregiver priorities and needs etc.*
  - Social emotional health and risk behavior prevention information is communicated to parents/caregivers throughout the school community in their primary language
    - *What does this look like? Examples could include curriculum, activity and experiential learning instructions and handouts, social-emotional health and risk behavior prevention content, and more.*
  - The connection between social emotional learning and risk behavior prevention is shared with families
  - Parents/caregivers are involved in the school's social emotional learning program, including experiential learning activities, as school volunteers
    - *What does this look like? Examples could include engaging families in the planning, design, and implementation of projects (e.g., building of sensory room or reflective walking path), facilitation of mindfulness/mindful movement activities, peer mentoring/ out of school time program volunteers, etc.*
  - Parents/caregivers are involved in the school's risk behavior prevention program, including experiential learning activities, as school volunteers
    - *What does this look like? Examples could include engaging families in the planning, design, and implementation of projects (e.g., bullying prevention programs), facilitation of community-based learning projects, coordination of peer-to-peer mentoring/ out of school time program volunteers, etc.*
  - Parents/caregivers are involved in decision making and planning of the school's social emotional health initiatives
    - *What does this look like? Examples could include providing leadership opportunities to parents/caregivers at the school level (e.g. on a school health team), proactively seeking and incorporating input from parents/caregivers during the development process, training parents/caregivers on social emotional health and risk behavior prevention topics to increase their capacity to lead, etc.*



- Parents/caregivers are involved in the evaluation of the school's social emotional health initiatives
    - *What does 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 are dedicated to family engagement practices in social emotional health initiatives, including social emotional learning and/or risk behavior prevention
    - *What does this look like? Including both financial and staffing resources.*
  - Capacity building opportunities focused on family engagement are provided to school staff that are involved in social emotional learning
    - *What does 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 in social emotional health and risk behavior prevention programs.*
  - Other (please specify)
  - None of the above
6. Which of the following experiential learning initiative(s) does your school plan to implement with this grant? (Select up to two) Experiential learning initiatives are designed to promote "learning through reflection on doing" and to create opportunities for students to apply skills and knowledge learned within the context of their community, cultural background and own lived experiences.
- Mindfulness/sensory-based learning projects/programs
    - *What does this look like? Examples could include the purchase of materials/equipment (e.g., yoga mats, music/sound machine, sensory materials/fidget toys and manipulatives, books/prompt cards and games, etc.) to support projects/programs such as mindfulness/mindful movement in the classroom or other school space (e.g., garden), creation of sensory bins/sensory spaces or SEL lab/Zen den, etc.*
  - Play-based learning projects/programs
    - *What does this look like? Examples could include the purchase of equipment and materials (e.g., arts/crafts materials, toys such as wooden blocks, bean bags, parachutes, balls, etc., games and partner activities, etc.) to support projects/programs such as classroom mix and mingle bins/carts, outdoor classroom/exploration play, integration of unstructured play into the school day, creative expression lab, etc.*
  - Service-learning projects/programs
    - *What does this look like? Examples could include playground or park beautification projects, student-led community based campaign on the dangers of vaping, student-led healthy food drive.*
  - Peer leadership/support programs
    - *What does this look like? Examples could include peer-to-peer mentoring programs, student-led story time programs with younger students, student-led execution of a walking school bus programs for younger students, student-led campaign on the impacts of bullying.*
7. Describe how the above experiential learning initiative(s) promote mindful awareness practices and/or restorative practices. (2000 characters)
- a. *What are mindfulness awareness practices? Mindful awareness practices (MAPs) are "exercises that promote a state of heightened and receptive attention to moment-by-moment experience" (JOPERD). Through these practices children learn how to reflect on what is happening within the context of their own bodies (self-awareness), in the environment that surrounds them (social awareness, relationship skills) and inform how they*

- react or interact with others or alone in various situations (self-management, responsible decision making) (Mindful Schools).*
- b. *What are restorative practices? Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. (IIRP) These practices can be integrated as preventative action in the school setting as well as a replacement for punitive discipline, teaching children to seek out the underlying reasons behind conflict and hurtful behavior (e.g. bullying and violence) while encouraging them to tap into the intrinsic nature to treat peers with care and respect through the application of restorative action (Schott Foundation). Restorative practice based experiential learning initiatives are designed to build off the core elements of MAPs and apply to interpersonal relationships.*

#### **Section 4: NourishEd**

*The following questions ask about your school's current and proposed nutrition education and promotion initiatives.*

1. Describe any current initiatives your school has around nutrition education and promotion. Include details around both programming and curricula. (2000 characters)
2. Which evidence-based nutrition education curriculum is your school proposing to implement? (Select one)
  - [Coordinated Approach to Child Health \(CATCH\) Nutrition Curriculum](#)
  - [Common Threads Small Bites Nutrition Program](#)
  - [USDA's Team Nutrition](#)
  - Our school will continue to use our existing nutrition education curriculum (please specify)
  - Other (please specify)
3. How will the proposed nutrition education curriculum be implemented in your school? Use this section to describe in detail your implementation plan to address the following types of questions: How often will your school teach nutrition education during the school year? Will multiple teachers teach the curriculum? Will the lessons be incorporated into certain classes? What grades will receive the instruction? (2000 characters)
4. How many total lessons of the nutrition education curriculum were taught during the current school year (21-22)? *To calculate this number, we recommend estimating how many lessons are taught on average in a month across all grades, then multiply by the total number of months in your school year.*
5. On average, how many minutes were in each of those lessons taught?
6. Which grade levels received nutrition education curriculum instruction this school year (21-22)? (Select all that apply)
  - PreK
  - K
  - 1

- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- None of the above

7. What experiential learning initiative(s) will your school implement to extend nutrition education beyond curriculum? (Select all that apply) *Experiential learning initiatives are designed to promote "learning through reflection on doing" and to create opportunities for students to apply skills and knowledge learned within the context of their community, cultural background and own lived experiences.*
- Farm to School
  - Healthy Fundraisers
  - Classroom Celebrations
  - Classroom Rewards
  - Healthy Food Taste Testing
  - Healthy Cooking Classes
  - Healthy Snacking (including school store, vending and a la carte)
  - Other (please specify)
8. Which of the following activities does your district currently do to engage families in school nutrition services and education? (Select all that apply)
- Family engagement best practices are integrated throughout the school, including the school's nutrition services department
    - *What does this look like? Family engagement is included as part of the decision-making process in all departments, rather than limited to a small number of staff.*
  - Family engagement in the school's nutrition services department is supported in a culturally responsive way
    - *What does this look like? Examples could include: communication in primary language spoken by parents/caregivers; specific outreach and engagement opportunities for caregivers of English Language Learners; food served and sold on campus is culturally representative of the school community and the school seeks feedback from families to inform food options; staff engage in dialogues with families to learn about their background, interests and strengths; nutrition education programs address parent/caregiver priorities and needs etc.*
  - School nutrition services information is communicated to parents/caregivers in their primary language
    - *What does this look like? Examples could include school menus, school nutrition policy, nutritional content, and more.*

- The connection between nutrition and social emotional health is shared with families
- Parents/caregivers are involved in nutrition education, including experiential learning activities, as school volunteers
  - *What does this look like? Examples could include engaging families in healthy taste tests, nutrition-related field trips, nutrition education in the classroom, etc.*
- Parents/caregivers are involved in the school meals program as school volunteers
  - *What does this look like? Examples could include school menu development, lunchtime and cafeteria volunteers, etc.*
- Parents/caregivers are involved in decision making and planning of the school's nutrition initiatives
  - *What does this look like? Examples could include providing leadership opportunities to parents/caregivers at the school level (e.g. on the school health team), proactively seeking and incorporating input from parents/caregivers during the development process, training parents/caregivers on nutrition topics to increase their capacity to lead, etc.*
- Parents/caregivers are involved in the evaluation of the school's nutrition initiatives
  - *What does 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 are dedicated to family engagement practices in nutrition education and school meal programs
  - *What does this look like? Including both financial and staffing resources.*
- Capacity building opportunities focused on family engagement are provided to school nutrition services and nutrition education staff
  - *What does 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 in nutrition education and school meal programs.*
- Other (please specify)
- None of the above

9. In thinking about the current school year, please assess what you have observed around student social-emotional health (SEH), **as reflected in and enhanced by nutrition education and food access**. To learn more about the connection between SEH and nutrition, [please see here](#). *Note: We understand that all children learn and communicate differently, including the processing and expression of feelings and emotions. When answering the questions below, consider the overall observation of the students you support and the collective demonstration of each statement.*

Considering the collective demonstration of students (majority), to what extent do you agree or disagree with each of the following statements?

Strongly Agree, Somewhat Agree, Undecided, Somewhat Disagree, Strongly Disagree

- Students use clear communication to identify, describe and respond to internal hunger cues (e.g., hungry, full)
- Students utilize internal hunger cues to regulate emotions, thoughts and behaviors to support the development of healthy eating habits and patterns (e.g., demonstrate and understanding of how emotions influence appetite/comfort food cravings and vice versa).
- Students demonstrate respect for cultural diversity in culinary practices/preferences.

- Students demonstrate effective communication with peers during snack and mealtimes and respect for differences in body shape/culinary preferences and actively stand up against weight-based bullying/teasing and/or food shaming.
- Students make sustainable and responsible decisions in food choices, reflecting an understanding of the impact of food waste and the role they play in food waste and/or food systems.
- Students make healthy and constructive decisions about nutrition and eating habits (e.g., make responsible choices at snack and mealtimes, stay hydrated, etc.)

### **Section 5: Programming Details**

1. Describe your proposed grant project in detail. (2000 characters)
2. Provide details on how your school will collaborate with families and caregivers as part of this grant. (2000 characters)
3. Provide a timeline for implementing your program.
4. Once the grant term is over, describe how you will ensure that grant efforts and success will be sustained. (1000 characters)
5. How will you use the \$1,000 grant? Itemize the grant funds below. *Note: Funds cannot go towards staff stipends or salaries. AFHK prioritizes awarding projects where funds are allocated sustainably. Not all line items are required. Be as specific as possible for each relevant line item.*

	<b>Budget (Enter dollar amount)</b>	<b>Justification of Funds (Description of use of funds)</b>
Program equipment and supplies		
Incentives, gifts, and awards		
Evaluation		
Printing and Copying		
Meeting/Event Costs (including Every Kid Healthy Week)		
Other		
Total		

6. Select the below statement that best describes your proposed use of funds. (Select one)
  - Our proposed use of funds will enhance current programming already implemented at our school.
  - Our proposed use of funds will allow our school to start new programming.

7. How did you **first** hear about the Action for Healthy Kids schools grant opportunity? (Select one)
- My school previously received a grant from Action for Healthy Kids
  - 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:
  - Media (e.g. news article, blog)
  - Other (please specify)

Please proceed to the [Action for Healthy Kids School/District Portal](#) to submit your application online. Contact Michelle Smith, [msmith@actionforhealthykids.org](mailto:msmith@actionforhealthykids.org), with questions or support in completing your application.