Centers for Disease Control and Prevention
Division of Nutrition, Physical Activity and Obesity (DNPAO)
Implementation Guidance and Resources for Cooperative Agreement CDC-RFA-DP14-1416
Programs to Reduce Obesity in High Obesity Areas

This document contains guidance to help implement the DNPAO cooperative agreement (CDC-RFA-DP14-1416) recommended strategies for the *Programs to Reduce Obesity in High Obesity Areas*. For each strategy and corresponding interventions, there is background information, suggested activities, and implementation guidance. For the Early Care and Education (ECE) intervention section, background resources considered fundamental across multiple interventions have been listed in the beginning of the section and labeled *Key ECE Background Resources*. Additionally, health equity resources are provided at the end of the document.

The information provided in this document is not intended to be comprehensive. The purpose of the information is to facilitate understanding of the strategies and interventions, and provide guidance on how to implement the interventions. Information includes actions that land grant colleges and universities can undertake through existing cooperative extension and outreach services at the county level to improve nutrition, increase physical activity, reduce obesity, and prevent and control diabetes and heart disease.

Grantees must work in **_either_** the community setting **or** the ECE setting. Grantees are expected to implement all strategies in the chosen setting. Under each of the strategies, grantees must choose a minimum of one intervention to address in the setting selected.

> **Links to nonfederal government organizations found in this document are provided solely as a service to the reader. These links do not constitute an endorsement of these organizations or their programs by CDC for the federal government, and none should be inferred. CDC is not responsible for the content of the individual organization sites listed in this document.**

Community Setting—Applicants Must Select <u>At Least One</u> Intervention for Each of the Three Strategies.

1. **Provide education and promotional support to environmental approaches.**
   - Provide community-wide extension and outreach services to children, youth and families to increase healthy behaviors such as healthy foods and beverages, and physical activity.
   - Engage with and support community coalitions that support healthy food and beverage consumption, and physical activity to prevent obesity and support health.

2. **Implement evidence or practice-based strategies to increase consumption of healthy food and beverage as recommended by the** *Dietary Guidelines for Americans.*
   - Implement food service guidelines/nutrition standards where foods and beverages are available. Guidelines and standards should address sodium.
   - Increase access to and promote healthier food retail.

3. **Implement evidence or practice-based strategies to increase opportunities for physical activity.**
   - Create, or enhance, and promote access to safe places for physical activity.
   - Promote joint use agreements.
   - Implement and promote Safe Routes to School or other walk/bike to school programs.
   - Promote Complete Streets or other safe streets/community design initiatives.

Early Care and Education (ECE)—Applicants Must Select <u>At Least One</u> Intervention for Each of the Three Strategies.

1. **Provide education and promotional support to environmental approaches.**
   - Provide extension and outreach services to parents and caregivers through family engagement.
   - Educate and train ECE providers on best practices related to healthy foods and beverages, physical activity, and screen time.

2. **Implement evidence or practice-based strategies to increase consumption of healthy food and beverages as recommended by the** *Dietary Guidelines for Americans.*
   - Implement nutrition standards for ECE.
   - Implement and promote Farm to Pre-school programs.

3. **Implement evidence or practice-based strategies to increase opportunities for physical activity.**
   - Implement ECE standards for physical activity.
   - Enhance ECE physical environments to promote access to safe places for physical activity.

Information and Actions for Community Interventions

The following is information and guidance for the community setting. The information provided is not an exhaustive list of activities and resources, but guidance that may be useful for one or more interventions.

---

1. **Community Setting—Provide education and promotional support to environmental approaches.**

   - **Provide community-wide extension and outreach services to children, youth and families to increase healthy behaviors such as consumption of healthy foods and beverages, and physical activity.**

   Background Information
   Outreach and extension services educate and inform individuals, communities, and businesses on topics of interest and concern, using the academic resources of land grant colleges and universities. This outreach and engagement enhances problem solving through the exchange of knowledge and resources between individuals, communities, businesses, government, and educational institutions.

   Outreach and extension services are administered through county and regional extension offices, and provide education and resources to increase awareness of healthy behaviors and promote family and community health. One of the six major extension service areas is nutrition and consumer sciences that promotes family health through science-based education and outreach. These services offer an opportunity to increase community awareness of the benefits of healthy eating and physical activity and support community efforts to improve nutrition and physical activity opportunities through community-based education and awareness activities, training, technical assistance, and engagement with the public.

   Background Resources
   Healthy People 2020
   This website is designed to help improve the health of Americans by providing information and resources on community-based education and outreach.
   http://www.healthypeople.gov/2020/default.aspx

   eXtension
   eXtension is an interactive learning environment delivering knowledge from researchers across land-grant universities in the United States.
   http://www.extension.org/

   Suggested Activities for Land Grant Colleges or Universities
   - Conduct skill building workshops that encourage families to make healthier lifestyle choices.
   - Provide technical assistance and training to local extension and other local partners to support community assessments and other opportunities to improve nutrition and increase physical activity through community-based education and awareness activities.
   - Collaborate with community partners to support and promote community-based approaches opportunities through education and awareness activities, training, technical assistance, and engagement with the public.

Implementation Guidance
Fruit, Vegetable, and Physical Activity Toolbox for Community Educators!
The Toolbox Kit and companion website were created so that community educators can easily teach low-income adults about eating the recommended amount of fruits and vegetables and enjoying physical activity every day.
http://www.network-toolbox.cdph.ca.gov/en/index.html

We Can! Ways to Enhance Children's Activity and Nutrition
This website provides tools and resources for families, community members, and health professionals to improve physical activity and nutrition among children.
http://www.nhlbi.nih.gov/health/educational/wecan/

- **Engage with and support community coalitions that support healthy food and beverage consumption, and physical activity to prevent obesity and support health.**

    Background Information
    A community coalition is a partnership among people and organizations from multiple sectors—such as schools and businesses—working together to achieve a common purpose. A coalition usually focuses on addressing a community problem by analyzing the problem, gathering data and assessing needs, developing an action plan with identified solutions, implementing solutions, and assessing achievements.

    Community coalitions are one avenue to promote environmental changes that support healthy behaviors. The collaborative work of a coalition can be more effective than the efforts of individuals or individual groups, because of the representation of multiple sectors that have various approaches, expertise, and resources that can be leveraged to address an issue and accomplish common goals.

    Background Resources
    Community Health Partnerships: Tools and Information for Development and Support
    This resource provides tools and information that are designed to provide technical assistance, templates, and strategies to help with community health partnership development and continuation.
    http://www.nbch.org/NBCH/files/ccLibraryFiles/Filename/000000000353/Community_Health_Partnerships_tools.pdf

    Use of Community Coalitions to Drive Community Change: What Is Community Engagement?
    This website provides information on community coalitions and how to engage various community partners. The website also contains information on engaging the community around diet and physical activity.
    http://www.oxha.org/cih_manual/index.php/community-engagement-evidence

Suggested Activities for Land Grant Colleges or Universities
- o Mobilize coalitions by engaging with local extension to leverage resources, pool expertise, and minimize duplication of efforts to address healthy eating and physical activity issues.
- o Facilitate the development of community coalitions by helping different organizations recognize the benefits of broad-based support for obesity prevention efforts from both the public and private sectors.
- o Help convene obesity prevention leaders to encourage discussions that identify nutrition and physical activity priorities and areas of potential collaboration.
- o Provide education and training to community coalitions on planning and evaluation to support program improvement and development of best practices in obesity prevention.

Implementation Guidance
Communities Putting Prevention to Work (CPPW) Resource Center
This CDC website provides resources on fundamental skills such as community engagement and coalition management to help gather community support that can be used to improve nutrition and increase physical activity.
http://www.cdc.gov/nccdphp/dch/programs/communitiesputtingpreventiontowork/resources/foundational_skills.htm

2. **Community Setting—Implement evidence or practice-based strategies to increase consumption of healthy food and beverage as recommended by the** *Dietary Guidelines for Americans***.**

- **Implement food services guidelines/nutrition standards where foods and beverages are available. Guidelines and standards should address sodium.**

Background Information
Food service guidelines (FSGs) or nutrition standards are guidelines for organizations or programs to create healthy eating and drinking environments at cafeterias, vending machines, snack bars, and during social events. Additionally, guidelines may also promote healthy dietary choices by using pricing incentives, food placement and promotion, or be used to improve the sustainable practices of food service operations. FSGs may include procurement policies requiring or recommending that institutions purchase foods and beverages that meet nutrition standards or that a portion of the foods and beverages the institution provides or makes available in vending, cafeterias, or concessions meet nutrition standards.

The US General Services Administration's (GSA) *Health and Sustainability Guidelines for Federal Concessions and Vending Operations Guidelines (HHS/GSA Guidelines),* which were designed to help to improve food choices at federal facilities, can be used as a model to change food environments to align with the *Dietary Guidelines for Americans, 2010* with the goal of, increasing the availability of healthier choices in cafeterias, vending, and snack bars. Other guidelines may be considered. However, development of new nutritional guidelines is strongly discouraged.

Background Resources
Dietary Guidelines for Americans, 2010.
Summarizes and synthesizes knowledge about individual nutrients and food components into an interrelated set of recommendations for healthy eating that can be adopted by the public.
http://www.cnpp.usda.gov/dietaryguidelines.htm

Health and Sustainability Guidelines for Federal Concessions and Vending Operations (HHS/GSA Guidelines)
This document provides guidance around increasing healthier food and beverage choices and sustainable practices at federal worksites.
http://www.cdc.gov/chronicdisease/pdf/Guidelines_for_Federal_Concessions_and_Vending_Operations.pdf

Suggested Activities for Land Grant Colleges or Universities
- o Collaborate with local extension, businesses, and agencies to conduct assessments of concessions and vending machines that is used to help create an action plan to bring standards related to healthier foods and beverages in alignment with the *HHS/GSA Guidelines*.
- o Provide training and technical assistance to local extension, stakeholders, and community coalitions to implement food service guidelines in all food related contracts for cafeterias, snack bars, and vending to create food environments aligned with the Dietary Guidelines for Americans.
- o Engage with partners and community coalitions to assess their needs related to implementing food service guidelines in order to provide relevant training and technical assistance to support their efforts.

Implementation Guidance
Smart Food Choices: How to Implement Food Service Guidelines in Public Facilities
This guide includes action steps to help implement food service guidelines in government worksites or other public facilities to increase the availability of healthier food and beverage options at food service venues.
http://www.cdc.gov/obesity/downloads/smart-food-choices-how-to-implement-food-service-guidelines.pdf

Improving the Food Environment Through Nutrition Standards: A Guide for Government Procurement
This resource provides guidance to states and localities for use when developing, adopting, implementing, and evaluating changes in food procurement.
http://www.cdc.gov/salt/pdfs/DHDSP_Procurement_Guide.pdf

Food for the Parks: A Roadmap to Success Toolkit
This resource describes how to develop and implement healthy and sustainable food concessions in park settings.
http://www.concessions.nps.gov/docs/concessioner%20tools/FoodforParksRoadmapReport.pdf

- **Increase access to and promote healthier food retail.**

Background Information
Healthier food retail (HFR) increases access to healthier foods and beverages through the establishment or improvement of retail venues, specifically through full service grocery stores, small stores (corner or convenience stores), farmers' markets, and mobile food vending. The food retail environment can be an important factor in a person's obesity risk and ability to eat a healthy diet. The definition of healthier foods and beverages is based on the *Dietary Guidelines for Americans, 2010*. Healthier foods can include fruits, vegetables, whole grains, fat-free and low-fat dairy products, seafood, and foods with less sodium (salt), saturated fats, trans fats, cholesterol, added sugars, and refined grains. Healthier beverages include fat-free or low-fat milk and milk products, fortified soy beverages and other lactose-free products, 100% juice, and water.

Background Resources
Dietary Guidelines for Americans, 2010.
Summarizes and synthesizes knowledge about individual nutrients and food components into an interrelated set of recommendations for healthy eating that can be adopted by the public.
http://www.cnpp.usda.gov/DGAs2010-policydocument.htm

The USDA Community Food Security Assessment Toolkit
This toolkit provides standardized measurement tools for assessing various aspects of community food security.
http://ers.usda.gov/publications/efan-electronic-publications-from-the-food-assistance-nutrition-research-program/efan02013.aspx

The Food Environment Atlas
This website provides food environment indicators to examine factors related to food choices and diet quality. It also provides a spatial overview of a community's ability to access healthier food.
http://www.ers.usda.gov/data-products/food-environment-atlas.aspx

Suggested Activities for Land Grant Colleges or Universities
- o Provide support for community assessment of existing resources and community needs around healthier retail.
- o Provide resources, training, and technical assistance to local extension and other state and local partners to do the following:
  - Improve facilities at existing stores to enable them to carry healthier foods and beverages (e.g., increasing refrigeration).
  - Work with existing farmers' markets on comprehensive promotions and consumer education on nutrition and food-related topics.
  - Implement in-store promotions such as shelf labels, rating systems, healthy check-out aisles, or social marketing campaigns to encourage consumers to purchase healthier foods and beverages.
  - Develop certification, recognition, or incentive programs to encourage stores to stock, sell, and market healthier items.

- Support the development of new farmers' markets in or near underserved areas.
- Work with stores and other food retail venues to increase the number that follow guidance for national- and state-specific minimum stocking requirements of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).
- Develop options to increase the acceptance and use of nutrition assistance program benefits at farmers' markets (e.g., Supplemental Nutrition Assistance Program (SNAP) benefits, Women, Infants, and Children (WIC) cash value vouchers, Senior Farmers' Market Nutrition Program (SFMNP) coupons).
- Address community transportation needs to increase access to HFR.

Implementation Guidance

Healthier Food Retail: An Action Guide for Public Health Practitioners
This resource provides guidance for public health practitioners on how to develop, implement, and partner on initiatives and activities around food retail to improve access, availability, and affordability of healthier foods and beverages.
http://www.cdc.gov/nccdphp/dnpao/state-local-programs/pdf/healthier-food-retail-guide-full.pdf

Healthier Food Retail: Beginning the Assessment Process in Your State or Community
This resource provides public health practitioners with an overview of how to develop a food retail environment assessment.
http://www.cdc.gov/obesity/downloads/hfrassessment.pdf

Healthy Corner Stores Network (HCSN)—Tools Web Page
These tools provide information, including toolkits, manuals, and tip sheets on how to start, implement, and evaluate corner stores initiatives.
http://www.healthycornerstores.org/category/resources/tools

Farmers' Market Coalition
This website has a database of resources for multiple audiences including public health practitioners. Topics include food safety and handling, funding and grants, insurance, liability, licensing, market start-up and development, state association development, surveys, evaluation, and research.
http://farmersmarketcoalition.org/resources/resource-library

United States Department of Agriculture (USDA)—Farmers' Markets Website
This USDA's Agricultural Marketing Service's (AMS) website includes information about AMS programs, services, and grant funding on farmers' markets. The page also maintains a national directory of farmers' markets and provides resources on topics such as nutrition education, market research, farmers' market development, and food hubs.
http://www.ams.usda.gov/AMSv1.0/FARMERSMARKETS

3. **Community Setting—Implement evidence or practice-based strategies to increase opportunities for physical activity.**

- **Create or enhance, and promote access to safe places for physical activity.**

    Background Information
    The way communities are designed can influence how active people are. When communities have spaces—such as parks—that are safe, attractive, and well-maintained, children and families are more likely to be active. Communities that lack such spaces can discourage residents from walking, bicycling, and playing outside. Increasingly, local governments are considering how community design positively impacts residents' physical activity.

    Creating or enhancing access to places where people can be physically active combined with informational outreach has been shown to be an effective approach to promoting physical activity. These types of interventions impact entire populations by targeting physical structures in the community. Residents who live in communities with pedestrian and bike friendly infrastructures tend to be more physically active.

    Background Resources
    Physical Activity Guidelines for Americans
    Summarize and synthesize science-based guidance about physical activity into an interrelated set of recommendations.
    http://www.health.gov/paguidelines/

    The National Physical Activity Plan; Public Health Section
    The National Physical Activity Plan is a comprehensive set of policies, programs, and initiatives that aim to increase physical activity in all segments of the American population. The plan comprises recommendations that are organized in sections each supported with strategies to improve physical activity.
    http://www.physicalactivityplan.org/pubhealth.php

    State Indicator Report on Physical Activity, 2014
    This report provides information on physical activity behavior and policy and environmental supports within each state.
    http://www.cdc.gov/physicalactivity/downloads/pa_state_indicator_report_2014.pdf

    Suggested Activities for Land Grant Colleges or Universities
    - Support assessment of community needs (e.g., health impact assessments; walkability and bikeability audits; other analysis to support the development, implementation, improvement of pedestrian, bicycle, trail plans).
    - Provide resources, training, and technical assistance to local extension, government agencies, worksites, and other partner organizations to support the following:
        - Implement evidence- and practice-based strategies to increase physical activity.

- Identify and share model programs that have increased physical activity levels among participants.
- Create signage with community input to promote opportunities for physical activity.
  - o Collaborate with state agencies such as the Departments of Transportation, Planning, Environmental Health, or Education to promote physical activity by leveraging the expertise from different sectors.
  - o Partner with a park district or similar entity to develop and disseminate an inventory of the quantity, quality, and accessibility of parks or recreational facilitates.

Implementation Guidance
The CDC Guide to Strategies to Increase Physical Activity in the Community
This document provides guidance on how to select strategies to increase physical activity in the community.
http://www.cdc.gov/obesity/downloads/PA_2011_WEB.pdf

Livability & Smart Growth Assessment Tool Database
This is a database of tools and checklists that can be searched by tools appropriate for rural or urban areas, assessment type, user role, and six topic areas—one of which is health-focused design and policies.
http://livability.safestates.org/

Health Impact Assessment
This CDC website provides information, resources, and guidance on community health impact assessments.
http://www.cdc.gov/healthyplaces/hia.htm

- **Promote joint use agreements**

Background Information
A joint use agreement (JUA) is a formal agreement between two separate government entities—often a school and a city or county—setting forth the terms and conditions for shared use of public property or facilities. Joint use agreements increase opportunities for physical activity by allowing groups to share indoor and outdoor spaces like gymnasiums, athletic fields and playgrounds. Just as there is no one model of JUAs, there is no single method to develop an agreement. Successful JUAs require considerable thought, effort, and cooperation to reach agreement on a range of issues.

Major public health organizations, including CDC, encourage increasing or enhancing access to school property, and other places where people can be active. Additionally, Healthy People 2020 objectives encourage schools to increase access for all persons outside of normal school hours. JUAs are one way to increase access to places for physical activity, especially in communities with fewer resources to support parks and other recreational facilities.

Background Resources
Shared Use
This website provides a definition of shared use as well as resources to assist in the planning and implementation of the JUAs.
http://changelabsolutions.org/shared-use#publications

Joint Use
This website is devoted to joint use and provides a number of resources.
http://www.jointuse.org/resources/

Suggested Activities for Land Grant Colleges or Universities
o   Provide resources, training, and technical assistance to local extension to work with schools, recreation centers, community organizations or city officials to help communities negotiate the JUAs.
o   Promote the implementation and benefits of the JUAs to increase access to facilities for the general public to be physically active.
o   Educate schools, recreation centers, community organizations or city officials on strategies to create, finance, and enforce the JUAs.

Implementation Guidance
Playing Smart: A National Joint Use Toolkit
This toolkit provides a comprehensive overview of the most common ways to finance JUAs, and guidance on how to overcome obstacles that may arise in negotiating and enforcing a JUA.
http://changelabsolutions.org/sites/default/files/Playing_Smart-National_Joint_Use_Toolkit_Updated_20120517_0.pdf

• **Implement and promote Safe Routes to School or other walk/bike to school program.**

Background Information
Safe Routes to School (SRTS) is a national effort to ensure that children can walk and bicycle safely to school. The SRTS National Partnership, which represents more than 300 organizations and government agencies, was established to make the best use of available federal SRTS funds, to remove policy barriers to walking and biking to school, and to provide information, resources, and models to state and local agencies.

Walking or bicycling to school gives children time for physical activity and a sense of responsibility and independence, allows them to enjoy being outside, provides them with time to socialize with their parents and friends, and the opportunity to get to know their neighborhoods. SRTS is one approach to building an active, livable community. Other walk/bike to school programs that address unique community needs may be implemented such as bus stops a mile or less from schools to allow walking school buses in rural areas where homes are long distances from schools.

Background Resources
Safe Routes to School National Partnership
This website provides reports and tools to assist in developing SRTS in communities.
http://saferoutespartnership.org/

Safe Routes to School: Helping Communities Save Lives and Dollars
This report shares data about the benefits of the federal Safe Routes-to-School program and illustrates them with local success stories.
http://saferoutespartnership.org/sites/default/files/pdf/SRTSNP-2011-Policy-Report.pdf

Suggested Activities for Land Grant Colleges or Universities
- o Identify and work with a SRTS state coordinator to promote the establishment and implementation of sustainable SRTS programs.
- o Support community assessments to determine specific needs for implementing SRTS and other walking or biking programs.
- o Provide resources, training, and technical assistance to local extension that partner with local school and community organizations to help implement SRTS and promote the benefits of SRTS programs.

Implementation Guidance
Implementing Safe Routes to School in Low Income Schools and Communities: A Resource Guide for Volunteers and Professionals
This guide provides information on how to implement SRTS and ways to address implementation challenges.
http://saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf

Advancing Safe Routes to School at the County Level
This report describes SRTS and highlight SRTS examples from different communities.
http://www.saferoutespartnership.org/sites/default/files/pdf/CPPW-final-report-lo-res.pdf

National Policy & Legal Analysis Network to Prevent Childhood Obesity (NPLAN): Safe Routes to School
This website provides a list of publications focused on SRTS along with model SRTS policies and an interactive policy workbook.
http://changelabsolutions.org/childhood-obesity/srts

National Center for Safe Routes to School
This website provides a comprehensive set of SRTS resources.
http://www.saferoutesinfo.org/

- **Promote Complete Streets or other safe streets/community design initiatives.**

Background Information
Designing streets and communities for physical activity involves the efforts of planners, architects, engineers, developers, and public health professionals to change the physical environment of small geographic and urban areas in ways that support physical activity (e.g., land use policies, urban design). Complete Streets is one method to design streets and communities for physical activity. Complete Streets are designed and operated to safely accommodate all users. This includes motorists, pedestrians, bicyclists, transit users, and people of all ages and abilities. A Complete Street comprises many different elements. These elements may include—but are not limited to—sidewalks, bike lanes, crosswalks, curb-cuts, wide shoulders, medians, bus pullouts, audible pedestrian signals, and sidewalk bulb-outs. The elements that are used can vary from project to project, but the commonly desired end result is to achieve a connected network that is safe and effective to support physical activity.

Background Resources
Community Guide; Environmental and Policy Approaches to Increase Physical Activity: Community-Scale Urban Design Land Use Policies
This guide provides a list of recommended design and land use approaches that support physical activity in urban areas based on sufficient evidence of effectiveness in facilitating an increase in physical activity.
http://www.thecommunityguide.org/pa/environmental-policy/communitypolicies.html

Complete Streets: Policy Basics
This website provides background and a list of comprehensive resources on Complete Streets and their development.
http://www.smartgrowthamerica.org/complete-streets/changing-policy

Rural Areas and Small Towns
This fact sheet provides information on Complete Streets in rural areas and small towns and their importance in such areas.
http://www.smartgrowthamerica.org/complete-streets/implementation/factsheets/rural-areas-and-small-towns/

Suggested Activities for Land Grant Colleges or Universities
- o Collaborate with local extension to conduct health impact assessments to determine potential effects of proposed policies or projects that promote active transportation and inform priorities for designing communities for physical activity.
- o Collect data from community members on their needs related to improved community design and use this information to begin the dialogue around improving community design for physical activity with stakeholders.
- o Establish partnerships with government agencies and officials, community organizations, transportation planners, and engineers to
  - ▪ Share data with decision makers to inform them about the economic, safety, and health benefits of communities designed for physical activity.

- Collaborate with state and local departments of transportation and metropolitan planning organizations to incorporate physical activity goals such as promoting bicycle and pedestrian safety and improving access to public transit, jobs, and health services into master plans.
- Participate in a coalition that supports Complete Streets or healthy zoning policies to provide education and technical assistance to coalition members on the benefits of such policies.
- Partner with local extension and community organizations to educate stakeholders and community members on Complete Streets policies and understand their needs for designing communities to increase physical activity.
- Work with local governments or transportation planners and engineers to provide technical assistance on the use of zoning to change the physical environment of communities on topics such as developing or redesigning parks, requiring sidewalks, and incentivizing mixed land use.

Implementation Guidance
The Smart Growth Implementation Toolkit
A set of tools that provide communities a step-by-step guide for how to examine the policies, codes, zoning regulations, and development requirements that can impact how a their community grows.
http://www.smartgrowthamerica.org/leadership-institute/implementation-tools

Designing and Building Healthy Places
This website provides resources such as fact sheets and tools to help users design and/or enhance communities for healthier living.
http://www.cdc.gov/healthyplaces/default.htm

Putting Smart Growth to Work in Rural Communities
This report focuses on smart growth strategies that can help guide growth in rural areas while protecting natural and working lands and preserving the rural character of existing communities.
http://icma.org/en/icma/knowledge_network/documents/kn/Document/301483/Putting_Smart_Growth_to_Work_in_Rural_Communities

---

Information and Actions for Early Care and Education Interventions

The following is information and guidance for the ECE setting. The information provided is not an exhaustive list of activities and resources, but guidance that may be useful for one or more interventions.

Key ECE Background Resources
The following resources are examples that can be consulted for background information across multiple interventions in ECE settings.

The CDC Division of Nutrition, Physical Activity and Obesity's ECE Website
This website presents CDC's framework for obesity prevention targeting the ECE setting (the Spectrum of Opportunities), provides an overview of how CDC assists states and communities in their efforts, and lists several key resources for working in ECE settings.
http://www.cdc.gov/obesity/strategies/childcareece.html

The Spectrum of Opportunities for Obesity Prevention in the ECE Setting CDC Technical Assistance Briefing Document
This document outlines a Spectrum of Opportunities by which states and communities can support ECE facilities in their jurisdictions to achieve recommended standards and best practices for obesity prevention.
http://www.cdc.gov/obesity/downloads/Spectrum-of-Opportunities-for-Obesity-Prevention-in-Early-Care-and-Education-Setting_TAbriefing.pdf

CDC's Quick Start Action Guide for Obesity Prevention in ECE
This document provides guidance on bringing together key state-level stakeholders to build consensus on identifying and prioritizing policy and environmental approaches for obesity prevention in ECE settings. The guide is available on the DNPAO ECE webpage at http://www.cdc.gov/obesity/strategies/childcareece.html. Stand-alone copies of the action guide worksheets are also available at http://www.healthykidshealthyfuture.org/content/hkhf/home/collaborate.html

Preventing Childhood Obesity in Early Care and Education Programs 2nd Ed. Selected Standards from Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 3rd ed.
This resource provides national obesity prevention standards for early care and education facilities.
http://cfoc.nrckids.org/StandardView/SpcCol/Preventing_Childhood_Obesity

Early Childhood Obesity Prevention Policies
The report reviewed factors related to overweight and obesity from birth to 5 years of age, with a focus on nutrition, physical activity, and sedentary behavior. In this report, the Institute of Medicine recommends actions that health care professionals, caregivers, and policymakers can take to prevent obesity in children aged 5 years and younger.
http://www.iom.edu/Reports/2011/Early-Childhood-Obesity-Prevention-Policies.aspx

Let's Move! Childcare
This website provides child care providers several resources and trainings to assist in planning and implementing early childhood nutrition and physical activity initiatives.
http://www.healthykidshealthyfuture.org

State Efforts to Address Obesity Prevention in Child Care Quality Rating and Improvement Systems
This resource provides information for child care settings to incorporate nutrition, physical activity, and screen time standards into child care Quality Rating and Improvement Systems (QRISs) and describes such standards and supports being planned in the QRISs across states.
http://www.altarum.org/files/pub_resources/QRIS-Report-22Feb12-FIN.pdf

1. **Early Care and Education—Provide education and promotional support to environmental approaches.**

- **Provide extension and outreach services to parent and caregivers through family engagement.**

Background Information
The impact of obesity prevention efforts targeting young children in the ECE setting can be strengthened and enhanced through the inclusion of intentional family engagement activities. Such activities are important to the overall success of ECE facilities' efforts because they both educate parents on the need and importance of those efforts and can prevent parents' resistance to facility improvements by proactively identifying and addressing concerns and barriers. Additionally, family engagement activities create a bridge between the ECE facility and the home environment by which improvements at the ECE facility can have ripple effects into the home environment. ECE facilities can involve parents early on to ensure that their plans for obesity prevention efforts encompass their perspectives.

Background Resources
Please refer above to the resources listed under *Key ECE Background Resources*.

Suggested Activities for Land Grant Colleges or Universities
- o Collaborate with local extensions to provide resources, training, and technical assistance to ECE providers and administrators on how to engage parents to support national standards for obesity prevention in childcare settings with opportunities to extend relevant practices into the home.
- o Develop parent committees or councils to provide input on obesity prevention efforts in their local ECE program.

Implementation Guidance
Childcare eXtension
eXtension is an internet-based collaborative environment where land grant university content providers exchange objective, research-based knowledge to solve real challenges in real time. This website focused on childcare eXtension provides new educational and information resources on wide-ranging topics, such as nutrition, physical activity, and state child care licensing regulations.
http://www.extension.org/child_care

EatPlayGrow
EatPlayGrow is an early childhood health curriculum developed by the Children's Museum of Manhattan in partnership with the National Institutes of Health's *We Can!* program. Based on the most up-to-date science, the curriculum provides a creative education approach to teach young children and their parents how to make healthy nutritional and physical activity choices.
http://www.cmom.org/EatPlayGrow_Curriculum

The Family Nutrition and Physical Activity (FNPA) Screening Tool
The FNPA is a behaviorally based assessment tool designed to help parents evaluate their practices and home environment on factors that put children at risk for overweight and obesity.
www.myfnpa.org

- **Educate and train ECE providers on best practices related to healthy foods and beverages, physical activity, and screen time.**

  Background Information
  Comprehensive national standards for obesity prevention targeting the ECE setting are contained in *Caring for Our Children: National Health and Safety Performance Standards (CFOC)*, 3rd ed., and include the topic areas of nutrition, breastfeeding, physical activity, and screen time. A summary of the obesity prevention standards can be found at
  http://cfoc.nrckids.org/StandardView/SpcCol/Preventing_Childhood_Obesity. Recommended standards are also contained in the following two Institutes of Medicine reports: *Early Childhood Obesity Prevention Policies* and *Child and Adult Care Food Program: Aligning Dietary Guidance for All*. All states establish training requirements for ECE providers to obtain and maintain licensure and, typically, additional training requirements are included in states' quality rating and improvement systems. Examples of trainings might include—but are not limited to—online, on-demand training, or an annually offered course.

  Background Resources
  Please refer above to the resources listed under *Key ECE Background Resources*.

  Suggested Activities for Land Grant Colleges or Universities
  - Incorporate up-to-date content on obesity prevention standards and best practices into existing ECE providers' preservice training, certification, and professional development education opportunities.
  - Work in collaboration with local extension and key ECE stakeholders in your state and community to assess existing ECE preservice and professional development trainings to determine what is currently available or if any gaps can be addressed by updating or creating resources and trainings.
  - Develop quality improvement learning collaboratives that bring together small teams from several ECE facilities to participate in a series of in-person trainings over time.

Implementation Guidance

Go NAPSACC
The website provides information and resources from Go NAP SACC (the next generation of NAP SACC). Updates include resources for children from birth to 5 years of age, plus a new focus on breastfeeding and infant feeding, screen time, and outdoor play. Go NAP SACC can also tailor tools and recommendations for different child care settings. Go NAP SACC self-assessments, success stories, and newsletters are available.
http://gonapsacc.org/

Let's Move! Child Care (LMCC) and National Early Care and Education Learning Collaboratives (ECELC)
This website provides a wide variety of tools and resources available including ready to go presentations for preservice and professional development training of ECE providers and materials for establishing learning collaboratives with ECE providers.
www.healthykidshealthyfuture.org

Center for Training and Research Translation—University of North Carolina, Chapel Hill
This website provides an overview of interventions strategies for obesity prevention that have been reviewed and considered evidence- or practice-based tested.
http://centertrt.org/?p=interventions_strategies_overview

Better Kid Care Program—Penn State University
This website provides information on the Better Kid Care Program, which is an outreach education program that provides professional development to early care and education and out-of-school time professionals.
http://extension.psu.edu/youth/betterkidcare

Wisconsin's Healthy Bites Program
This website provides a toolkit for the Wisconsin Health Bites Program. The toolkit provides ECE providers with information about current standards and guidance on how to implement best practices for child nutrition in their programs.
http://fns.dpi.wi.gov/fns_cacfpwellnessaehb

Arizona's Empower Program
The Empower Program is a voluntary program designed by the Arizona Department of Health Services to support licensed ECE facilities' promotion of healthy lifestyles for young children. The program's guidebook is designed to help child care providers implement the Empower Program's ECE nutrition and physical activity standards.
http://azdhs.gov/empower-program/

CDC-RFA-DP14-1416

2. **Early Care and Education—Implement evidence- or practice-based strategies to increase consumption of healthy food and beverages as recommended by the Dietary Guidelines for Americans.**

- **Implement nutrition standards for ECE.**

  Background Information
  The Dietary Guidelines for Americans provides nutrition recommendations for the promotion of healthy lifestyles and the prevention of disease for individuals aged 2 years and older. *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs* (CFOC), provides evidence-based standards and best practices for obesity prevention in ECE programs, including those for nutrition Those for preschool and school-aged children are consistent with the DGA. CFOC also includes standards for children younger than 2 years of age. Comprehensive nutrition standards include numerous components. Those considered high impact for obesity prevention address among other topics—drinking water availability, 100% juice, non-fat and low-fat dairy, fruits and vegetables, fats or oils, fried or pre-fried foods, foods and beverages with added sugar, portion sizes, promoting self-feeding, breastfeeding support, introduction of complementary foods, nutrition education for children and caregivers, and food and nutrition service policies and plans. This includes family style dining. Through the adoption of nutrition standards and best practices, ECE providers have an opportunity to establish healthy eating habits among children during a developmental phase that is especially important for such habit formation.

  Background Resources
  Please refer above to the resources listed under *Key ECE Background Resources*.

  Dietary Guidelines for Americans, 2010.
  Summarizes and synthesizes knowledge about individual nutrients and food components into an interrelated set of recommendations for healthy eating that can be adopted by the public.
  http://www.cnpp.usda.gov/DGAs2010-policydocument.htm

  Suggested Activities for Land Grant Colleges and Universities
  - Partner with ECE preservice training programs (e.g., Child Development Associate (CDA) credential programs, typically administered by community colleges) to review curriculum and ensure that up-to-date information on CFOC/IOM nutrition standards is included.
  - Partner with local extension to provide professional development training to ECE providers on implementing nutrition standards.
  - Collaborate with state agencies and counties and ECE providers to assess ECE providers' needs in achieving national nutritional standards for obesity prevention to help determine areas for training and technical assistance.
  - Provide resources and technical assistance to ECE providers to conduct self-assessments of their centers or homes and to identify and create an action plan to align their ECE policies and practices with CFOC/IOM standards related to healthier foods and beverages.

Implementation Guidance

Let's Move! Child Care (LMCC) and National Early Care and Education Learning Collaboratives (ECELC)
This website provides a wide variety of tools and resources available including ready to go presentations for preservice and professional development training of the ECE providers and materials for establishing learning collaboratives with ECE providers.
www.healthykidshealthyfuture.org

Go NAPSACC
The website provides information and resources from Go NAP SACC (the next generation of NAP SACC). Updates include resources for children from birth to 5 years of age, plus a new focus on breastfeeding and infant feeding, screen time, and outdoor play. Go NAP SACC can also tailor tools and recommendations for different child care settings. Go NAP SACC self-assessments, success stories, and newsletters are available.
http://gonapsacc.org/

Model Child Care Health Policies
This document is a practical tool to assist ECE providers in the adoption and implementation of best practices for health and safety in group care settings for young children. The policies are consistent with CFOC. Chapter four focuses on nutrition standards.
http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/248-model-child-care-health-policies

Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program
The website provides a link to a handbook to help the CACFP child care providers create healthier environments for the children in their care.
http://www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program

Wisconsin's Healthy Bites Program
This website provides a toolkit for the Wisconsin Health Bites Program. The toolkit provides ECE providers with information about current standards and guidance on how to implement best practices for child nutrition in their programs.
http://fns.dpi.wi.gov/fns_cacfpwellnessaehb

Arizona's Empower Program
The Empower Program is a voluntary program designed by the Arizona Department of Health Services to support licensed ECE facilities' promotion of healthy lifestyles for young children. The program's guidebook is designed to help child care providers implement the Empower Program's ECE nutrition and physical activity standards.
http://azdhs.gov/empower-program/

- **Implement and promote Farm to Pre-school programs.**

Background Information
Access to healthy environments is a key component of obesity prevention in the ECE setting. One way to provide access to healthy foods is through farm-to-where-you-are programs. These programs promote the delivery of regionally grown farm produce to community institutions, farmers markets, and individuals. Specifically, farm to pre-school programs allow ECE providers to obtain regionally grown produce to serve at meals. Farm produce may also be sold to the ECE staff, parents and the public at ECE-based farmers' markets and packaged for direct delivery to individuals and households through Community Supported Agriculture (CSA) programs. Farm to pre-school programs are diverse and can take shape in a number of ways (e.g., gardens, cooking demonstrations, tastings, farmers' markets) but have the overarching goal of promoting healthy eating by obtaining local procurement of healthy foods and educating participants on their origin and use.

ECE providers may partner with local SNAP-Ed programs to support farm-to-preschool initiatives. SNAP-ED has mutually supportive goals, since the program recently restructured with the enactment of the Healthy, Hunger-Free Kids Act of 2010 provided new guidance that allows funds to be used for policy and environmental change strategies for obesity prevention, including healthier food retail strategies. This partnership may already exist in some communities as SNAP-ED in partnership with National Institute of Food and Agriculture provides leadership for education conducted through the land-grant system.

Background Resources
National Farm to School Network Access
This website provides guidance and resources for farm to school and farm to pre-school programs by topic, state, and setting.
http://www.farmtoschool.org/

Farm-To-Where-You-Are Highlights
This fact sheet describes state programs implementing farm-to-where-you-are programs. One of the state examples provided, highlights efforts specific to farm to preschool.
http://www.cdc.gov/obesity/downloads/farmtowhereyouare.pdf

Suggested Activities for Land Grant Colleges or Universities
  o Partner with local extension to conduct systematic assessments of local ECEs' current farm to institution programs and needs.
  o Assist counties in developing an action plan using the *Action Plan: Building the Farm to Preschool Movement in My Community* tool and the *Getting Started with Farm to Preschool* guide.
  o Collaborate with local food and farm organizations and coalitions to help identify local resources (e.g., local farmer, other local agricultural food suppliers) with whom ECEs can partner.

- o Identify existing age appropriate curricula for seasonal ECE gardens to meet specific local ECE needs with information from local farm- to-school networks or coalition or the local farm-to-school state lead.
- o Partner with local extension in providing training and resource opportunities to educate and engage ECE providers and parents on farm to preschool efforts such as though garden programs, cooking classes, newsletters, and CSAs.

Implementation Guidance
Action Plan: Building the Farm to Preschool Movement in My Community Tool
This planning tool provides key considerations for community members to develop farm-to-preschool programs including partners or coalition engagement, resources, and leverage points.
http://www.cce.csus.edu/conferences/childobesity/13/speakers/uploads/Building%20the%20F2P%20Movement_Worksheet_COC.pdf

Getting Started with Farm to Preschool Guide
This guide provides suggested steps for developing goals and collaboration related to farm to pre-school efforts.
http://www.farmtoschool.org/Resources/Getting%20Started%20with%20F2PS.pdf

National Farm to Preschool Program
This website provides models, curricula, success stories, and other resources related to farm-to-preschool programs.
http://www.farmtopreschool.org/

Center for Training and Research Translation—University of North Carolina, Chapel Hill
This website provides an overview of interventions strategies for obesity prevention that have been reviewed and considered evidence- or practice-based tested.
http://centertrt.org/?p=interventions_strategies_overview

3. **Early Care and Education—Implement evidence- or practice-based strategies to increase opportunities for physical activity.**

- **Implement ECE standards for physical activity.**

Background Information
Physical activity plays an important role in overall health. In addition, regular physical activity is an important part of maintaining a healthy weight trajectory and motor and social skills development in children. Comprehensive physical activity standards for ECE includes several components—age-appropriate minimal time or number of occasions for physical activity, outdoor activity, ECE provider-led activity, and policies and practices concerning the promotion of and removal of barriers to physical activity participation (e.g. weather and clothing considerations, incorporation of physical activity into curriculum).

Background Resources
Please refer above to the resources listed under *Key ECE Background Resources*.

Suggested Activities for Land Grant Colleges or Universities
- o Partner with local extension to train and support the ECE providers on implementing physical activity standards to ensure that current physical activity standards and best practices are integrated into existing ECE providers' preservice training, certification, and professional development education opportunities.
- o Collaborate with state agencies and counties or the ECE providers to assess ECE providers' needs in achieving national physical activity standards to help determine areas for training and technical assistance.
- o Provide resources and technical assistance to ECE providers to conduct self-assessments of their centers or homes and to identify and create an action plan to align their ECEs with the standards related to physical activity.
- o Educate providers and administrators about the potential health benefits of aligning licensing regulations, Quality Rating Improvement Systems, and early learning standards with the national obesity prevention standards to improve physical activity in child care settings.
- o Assist local extension in helping providers to partner with community organizations or other stakeholders to increase community involvement for implementation of low-cost opportunities for physical activity, such as painting playgrounds.

Implementation Guidance
Center for Training and Research Translation—University of North Carolina, Chapel Hill
This website provides an overview of interventions strategies for obesity prevention that have been reviewed and considered evidence- or practice-based.
http://centertrt.org/?p=interventions_strategies_overview

Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program
The website provides a link to a handbook to help CACFP child care providers create healthier environments for the children in their care.
http://www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program

Let's Move! Child Care (LMCC) and National Early Care and Education Learning Collaboratives (ECELC)
This website provides a wide variety of tools and resources available including ready to go presentations for preservice and professional development training of ECE providers and materials for establishing learning collaboratives with ECE providers.
www.healthykidshealthyfuture.org

Center for Nutrition and Physical Activity Promotion Resources
California State University (Chico), Center for Nutrition and Physical Activity Promotion provides resources for ECE providers to make low-cost adaptions to playgrounds to increase physical activity through changes to the environment.
http://www.csuchico.edu/cnap/physical-activity/painting-playgrounds.php

CDC-RFA-DP14-1416

Wisconsin's Active Early Program
This website provides a toolkit for the Wisconsin Active Early Program. The toolkit provides ECE providers with information about current standards and guidance on how to implement best practices for physical activity in their programs.
http://fns.dpi.wi.gov/fns_cacfpwellnessaehb

Arizona's Empower Program
The Empower Program is a voluntary program designed by the Arizona Department of Health Services to support licensed ECE facilities' promotion of healthy lifestyles for young children. The program's guidebook is designed to help child care providers implement the Empower Program's ECE nutrition and physical activity standards.
http://azdhs.gov/empower-program/

- **Enhance ECE physical environments to promote access to safe places for physical activity.**

Background Information
CDC's Community Preventive Services Task Force recommends the creation of or enhanced access to places for physical activity based on strong evidence of their effectiveness in increasing physical activity and improving physical fitness. ECE facilities can provide access to safe places for play during the day with programs that have skilled child care providers supervising children during playtimes and facilities that are safe and appropriate for use for young children. In addition, ECE facilities can work to improve the process and coordination for accessing their recreation spaces during and after ECE and on weekend days.

Background Resources
Task Force on Community Preventive Services. Recommendations to Increase Physical Activity in Communities
This report provides recommendations on physical activity interventions that were evaluated by a systematic literature review process.
http://www.thecommunityguide.org/pa/pa-ajpm-recs.pdf

Playing Smart: A National Joint Use Toolkit
This toolkit provides a comprehensive overview of the most common ways to finance joint use arrangements, and guidance on how to overcome obstacles that may arise in negotiating and enforcing a JUA.
http://changelabsolutions.org/sites/default/files/Playing_Smart-National_Joint_Use_Toolkit_Updated_20120517_0.pdf

Suggested Activities for Land Grant Colleges or Universities
- o Collaborate with local extension to assess ECE centers and homes' on-site facilities and programs and community recreational facilities and programs to identify what is available and needs to improve them.

- o Assist local extension in providing training and technical assistance to parents and ECE providers about opportunities to improve access to safe places for physical activity.
- o Provide preservice and professional development training opportunities for ECE providers to help them incorporate physical activity into daily classroom activities that highlight curricula and activities for classroom and outdoor activities.
- o Work with ECEs to promote the use of joint use agreements to increase access to ECEs' playground and other outdoor play facilitates that offer opportunities for the general public to be physically active.

Implementation Guidance
Center for Nutrition and Physical Activity Promotion Resources
California State University (Chico), Center for Nutrition and Physical Activity Promotion provides resources for ECE providers to make low-cost adaptions to playgrounds to increase physical activity through changes to the environment.
http://www.csuchico.edu/cnap/physical-activity/painting-playgrounds.php

---

Health Equity

The Cooperative Agreement (CDC-RFA-DP14-1416) purpose is for land grant institutions to conduct intervention strategies through existing cooperative extension and outreach services at the county level to improve nutrition, increase physical activity, reduce obesity, and prevent and control diabetes and heart disease particularly in areas where adult obesity rates are high. Community environments that have limited access to healthful foods and places to be active may contribute to these high obesity rates. If improvements are made and continued, these programs have the potential to have long-term positive impacts on the health of residents in these counties. The initiative can reinforce the health of the community as a critical determinant of individual health and well-being. The funding opportunity announcement (FOA) encourages grantees to ensure that data, including burden data, are used to identify communities within their state or jurisdiction that have poor environments or populations disproportionately affected by chronic diseases and to describe how the strategies implemented will reduce or eliminate disparities related to nutrition or physical activity behaviors and obesity. Disparities by race, ethnicity, geography, primary language, health literacy, and other relevant dimensions (e.g., tribal communities) should be considered. One way to achieve this is for grantees to use the following resources to help address disparities.

CDC Health Equity Resource Website and Toolkit for State Practitioners Addressing Obesity Disparities
This resource is designed to increase the capacity of state health departments and their partners to work with and through communities to implement effective responses to obesity in populations that are facing health disparities. The primary focus is on how to create systems and environmental changes that will reduce obesity disparities and achieve health equity.
http://www.cdc.gov/obesity/health_equity/index.html and http://www.cdc.gov/obesity/health_equity/toolkit.html

The Grocery Gap: Who Has Access to Healthy Food and Why It Matters
This resource provides a comprehensive review of healthy food access studies.
http://policylink.org/sites/default/files/FINALGroceryGap.pdf

Food and Nutrition Assistance Programs
Populations that have previously lacked access to fresh produce may need education on how to use and store these items. Food and nutrition assistance programs such as SNAP, WIC, and SFMNP can offer nutrition education programs to meet this need.

United States Department of Agriculture (USDA)—SNAP Benefits at Farmers' Markets
The USDA's Food and Nutrition Service provides information on how to accept SNAP Benefits at Farmers' Markets and receive EBT equipment. It also includes a resource center.
http://www.fns.usda.gov/snap/ebt/fm.htm