



Team California for Healthy After Schools (TCHAS)

Project Goal

To support national and state goals to reduce childhood obesity through multiple targets across a variety of settings, the California Healthy Kids and After School Resource Center (CHKRC/CASRC) in collaboration with the California Department of Education/Nutrition Services Division (CDE/NSD) designed and piloted a two-year Professional Development Plan called Team California for Healthy After School (TCHAS). With funding from the CDE/NSD, nine project teams representing nine of the eleven service regions of the California County Superintendents' Educational Services Association (regions), participated in TCHAS. The TCHAS Professional Development Plan provided an opportunity for the project team's after school educators to access strategically focused training, technical assistance, tools, support, and resources to assist them in 1) improving their nutrition and physical activity after school environment, and 2) providing mentoring to other after school programs to replicate similar improvements.

Introduction to the Teams

Using a "train-the-trainer" model, Mentor Teams consisted of at least three after school staff: two representatives from the after school program leadership team, and one site coordinator from each proposed mentor site. Each applicant was to be deemed "in good standing" by the California Department of Education, After School Division, and recognized by their After School Regional Lead as a high quality after school program. Ideal candidates demonstrated a strong commitment to healthy after school environments through work already completed and the desire to share their expertise with other after school programs.

Mentee Teams are after school sites selected from within the original mentoring agency sites. The Mentor Teams were then assigned the task of transferring the TCHAS knowledge base to the Mentee Team After School schools sites during years three and four.

ACTIVE SITES = 12 Mentor Sites / 98 Mentee Sites

Region 3 - Sacramento Chinese Community Resource Center (2 Mentor Sites /2 Mentee Sites)

Region 5 - YMCA of Silicon Valley (1 Mentor Site/2 Mentee Sites)

Region 6 - Give Every Child A Chance (2 Mentor Sites/ 2 Mentee Sites)

Region 7 - ProYouth HEART (2 Mentor Sites/all remaining 34 Mentee Sites adopting TCHAS Principles)

Region 9 - Anaheim Family YMCA/Anaheim Achieves

(1 Mentor Site /23 Mentee Sites adopting TCHAS Principles)

Region 10 - City of Fontana After School Program

(2 Mentor Sites /33 Mentee Sites adopting TCHAS Principles)

Region 11 - Institute for Student Success, Inc. (2 Mentor Sites/2 Mentee Sites)

Inactive 2014-15 School Year

Region 1 – CalServes (2 Elementary school sites)

Southbay Unified School District (2 Elementary School sites)

Region 4 – Livermore Believes (2 Elementary school sites)



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Leading Principles

The TCHAS Professional Development Plan focuses on three areas 1) creating a Healthy Environment, 2) providing Mentorship and Coaching, and 3) building a strong Administration. Program self-assessments and five Leading Principles were used as the foundation to guide program planning. To organize and prioritize changes to their after school environment, TCHAS Mentor Teams assessed their programs and developed Action Plans to address each of the five Leading Principles that supported the three focus areas. The five Leading Principles include:

1. **Wellness Policy**—The After School Program (ASP) implements their wellness policy (or the school wellness policy), which was developed by a team of school and after school staff, students, family members, and community representatives.
2. **Nutrition Education**—All students participate in regular, sequential nutrition education based on the nutrition competencies and health education standards. The afterschool environment promotes healthy nutrition behaviors.
3. **Physical Activity**—All students participate in regular, inclusive physical activity that is aligned with the CDE After School Physical Activity Guidelines. The afterschool environment promotes an active lifestyle.
4. **Healthy Food Choices**—The ASP provides only healthy food and beverage choices to students. The ASP serves the at-risk afterschool meal or is actively working towards doing so.
5. **Mentorship and Coaching**—The ASP mentors and coaches staff and other after school sites to effectively support and expand creating healthy environments based on the TCHAS Leading Principles.

Professional Development Plan Components

Six components comprised the TCHAS Professional Development Plan. The components are vehicles for support and guidance for developing the capacity of the TCHAS Teams to assess, improve, and implement the Leading Principles within their programs and to mentor and coach other after school sites to apply them to creating a healthy after school environment.

- Program Self-Assessments
- Action Plans
- In-Person Trainings
- Nutrition Education Curricula
- Professional Learning Community
- Technical Assistance and Coaching Site Visits
- Online Resources and Tools