



Toolkit and Resource Guide





This toolkit was produced by the Let's Move! in Indian Country interagency workgroup led by the White House, Domestic Policy Council, the U.S. Department of Agriculture, the U.S. Department of the Interior, the U.S. Department of Health and Human Services, the U.S. Department of Education, and in collaboration with the Office of the First Lady's Office and the Centers for Disease Control and Prevention and the U.S. Department of Transportation, and the Corporation for National and Community Service.

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Introduction to the Toolkit

“Let’s Move together! We believe everyone has the right to be healthy. We can’t let this be the first generation in our history to grow up less healthy than their parents. Let’s Move! isn’t just noble; it’s a necessity. It’s not just a slogan; it’s our responsibility.

“Tt hig o gawul ‘i-ju: g t-duakag – Let’s really change our way of living.”

–The Tohono O’odham Nation

Childhood obesity in America is a national health crisis. Over the past three decades, rates of childhood obesity in this country have tripled, and today nearly one in three children is overweight or obese. An equal proportion—one in three—of all children born after 2000 will suffer from diabetes at some point in their lives, and this is at an all-time high.

The problem is particularly challenging in Indian Country. Today, American Indian and Alaska Native children are twice as likely to be overweight than their white peers. In fact, these native children make up the only racial or ethnic groups whose obesity rates increased between 2003 and 2008.

The threat to Indian Country is not just to health, however. Childhood obesity weakens the fabric of Indian communities, putting the next generation at increased health risk and threatening tribal ways of life. Overweight children are overwhelmingly more likely to be obese as adults, and obesity in adulthood robs the community of active community elders. On average, obese adults live shorter lives and are less able to contribute to leadership roles in their communities. Native communities depend on their younger generations to uphold tribal traditions and culture and to pass their heritage on to the next generation. However, today’s native youth may not grow to be as old or as active as their elders.

Fortunately, tribes across the country are taking action to combat childhood obesity through a variety of innovative means. The *Let’s Move! in Indian Country* initiative seeks to support and advance the work that Tribal leaders and community members are already doing to improve the health of Indian children. As a part of First Lady Michelle Obama’s *Let’s Move!* initiative, *Let’s Move! in Indian Country* brings together federal agencies, communities, nonprofits, corporate partners, and tribes to end childhood obesity in Indian Country within a generation.

Having fit, energetic, and vibrant communities is the Indian Country way. Let’s work together to ensure that the tradition continues for generations to come.

How to Use This Toolkit

This toolkit can be used by individuals, schools, pre-schools, before and after school programs, private organizations, tribal nations, community groups, committees, councils, fundraising coordinators, administrators and management, urban Indian centers, tribal leaders, local elected officials or anyone interested in helping American Indian/Alaska Native children combat obesity.

This toolkit is organized into the four steps of *Let's Move! in Indian Country*, which are:

STEP 1: Create a healthy start on life for children

STEP 2: Create healthier learning communities

STEP 3: Ensure families access to healthy, affordable, traditional food

STEP 4: Increase opportunities for physical activity

The contents of each step are briefly outlined at the start of each section. From there, various programs and funding opportunities are explained in further detail, often with step-by-step guides and checklists for accessing these resources. Many opportunities are straight forward and easy to implement, such as creating a community garden. Find the resources that best fit your community's needs and can be accessed with your operational capacity. A list of further resources is included in the Resource Guide section, found in Appendix 1.



STEP 1. Create a healthy start on life



How do we create a healthier start on life for children?

“Cherish youth, but trust old age.” – Pueblo saying

Healthy child development habits begin before birth. One proven strategy for reducing the risk of obesity early in life is to support breastfeeding. Experts agree we need to increase the number of health care facilities that encourage mothers (1) to feed their babies breast milk only for the first six months of life and (2) to start feeding solid foods to their babies at six months while continuing to breastfeed until the 12th month.

In addition to empowering mothers to breastfeed their babies, we need to offer healthful food choices to young families that they can afford. We also need to encourage physical activity and healthy living at all ages.

- *Breastfeeding Is Critical for Baby and Mom:* Breastfeeding supports infant growth and development, and it protects both the infant’s and mother’s health. Many studies show that when babies are breastfed, they are more likely to be at a healthy weight as they grow up, compared to their peers who were fed formula as babies. Studies in American Indian and Alaskan Native communities have found that breastfed babies have a lower chance of developing type 2 diabetes as adults. Other studies show that mothers who breastfed are better protected from developing diabetes than those who did not breastfeed. Studies have found that breastfed babies are less likely to develop ear infections in later life than those not breastfed. Breastfed babies have fewer emergency room trips, hospitalizations, clinic visits, and pharmacy needs. Breastfeeding reduces a mother’s risk for breast and ovarian cancer. After birth, breastfeeding helps shrink the uterus and stop bleeding. [An Easy Guide to Breastfeeding for American Indian and Alaska Native Families](#) (PDF, 1.23 MB) from the Office on Women’s Health is a great resource for Native American parents.
- *Support Baby-Friendly Hospitals:* A baby-friendly hospital is one that supports breastfeeding and offers breastfeeding mothers the information, confidence, and skills needed to breastfeed and continue breastfeeding their babies. The [Baby-Friendly Hospital Initiative](#) defines [10 steps](#) to successful breastfeeding and



An infant’s low or high birth weight can raise the risk of obesity at a young age and later in life. What can future moms do to prevent this?

- Reach a healthy weight before pregnancy.
- Start pregnancy at a safe blood sugar level.
- Quit smoking.
- Choose healthy foods.

describes what every maternal delivery facility and community can do to support women who breastfeed. Visit <http://www.babyfriendlyusa.org/eng/>. In Indian Country, the Phoenix Indian Medical Center and the Fort Defiance Indian Hospital are close to receiving baby-friendly designations. The Phoenix Indian Medical Center operates a 24-hour breastfeeding hotline at 1 (877) 868–9473. PIMC’s breastfeeding support program makes home visits for expecting mothers and after birth, and it loans electric breast pumps to mothers.

- *Peer Groups Instruct Breastfeeding Moms:* Breastfeeding peer support groups help mothers get helpful breastfeeding instruction and tips. The groups are led by breastfeeding experts, experienced moms, or grandmothers. Breastfeeding peer counselors and lactation consultants can be helpful to peer groups:
 - *Breastfeeding Peer Counselors:* A breastfeeding peer counselor is an educator who has breastfed her own baby and teaches others about breastfeeding. To find a counselor, check with your local Women, Infants, and Children (WIC) program or consider the list of nutrition coordinators and breastfeeding coordinators posted by the WIC at <http://www.fns.usda.gov/wic/Contacts/coor.htm>.
 - *Lactation Consultants:* A lactation consultant is a certified breastfeeding professional, who is usually a nurse, doctor, or dietitian. One way to identify a lactation consultant is to see if she has the letters “I.B.C.L.C.” after her name, such as “Mary Jones, R.N., I.B.C.L.C.” To find a lactation consultant, contact your local hospital or birthing center, or call the [International Lactation Consultant Association](#) at 1 (888) 452–2478.



The Ten Steps Hospitals Must Take to Be Baby Friendly

1. Have a written breastfeeding policy that is routinely communicated to all health care staff.
2. Train all health care staff in skills necessary to implement this policy.
3. Inform all pregnant women about the benefits and management of breastfeeding.
4. Help mothers initiate breastfeeding within one hour of birth.
5. Show mothers how to breastfeed and how to maintain lactation, even if they are separated from their infants.
6. Give newborn infants no food or drink other than breast milk, unless *medically* necessary.
7. Practice “rooming in”—allowing mothers and infants to remain together 24 hours a day.
8. Encourage breastfeeding on demand.
9. Give no pacifiers or artificial nipples to breastfeeding infants.
10. Foster the establishment of breastfeeding support groups and refer mothers to them on discharge from the hospital or clinic.

Source: Baby-Friendly Hospital Initiative of the United States

- *Communities Can Remove Barriers to Breastfeeding:* Local and Tribal governments can enact and enforce laws that protect breastfeeding in public and require workplaces to support breastfeeding mothers who return to work, such as the Navajo Nation Healthy Start Act of 2008. Child care centers can allow and encourage the use of mothers' breast milk.
- *Workplaces That Support Breastfeeding Mothers Retain Employees:* Workplaces need a written lactation support policy and a dedicated or designated floating space (as small as four feet by five feet) for breastfeeding employees to express milk in privacy. Employers can find helpful information in [The Business Case for Breastfeeding](#) from the [National Women's Health Information Center](#) at <http://www.womenshealth.gov/breastfeeding/government-programs/business-case-for-breastfeeding/>.
- *Public Health Nurses Provide Home Health Care to Parents and Children:* Many Indian Health Service hospitals and clinics have nurses who regularly go out into the community to provide immunizations, basic health screenings, breastfeeding support, and other services. Public health nurses provide these services in homes, schools, and public places. To find a public health nurse near you, go to the Indian Health Service Web site at <http://www.ihs.gov>.
- *Community Health Representatives:* Community health representatives are local health paraprofessionals who visit people's homes, conduct health assessments, and sometimes transport patients to medical appointments. They are health educators who advocate for the health needs of their people, including breastfeeding moms. To find a community health representative near you, go to the IHS Community Health Representative Web site at <http://www.ihs.gov/NonMedicalPrograms/chr/>.
- *Families With Children Need Help Securing Affordable, Healthful Food:* The Supplemental Nutrition Assistance Program (<http://www.fns.usda.gov/snap/>) helps over 44 million Americans buy food. Also, the Healthy Food Financing Initiative (http://www.acf.hhs.gov/programs/ocs/ocs_food.html), a new program started in 2010, is working to increase healthful food outlets and choices in rural and low-



The Navajo Nation Council voted 64–0 to adopt the Navajo Nation Healthy Start Act of 2008, which, among other things, requires employers to offer flexible breaks for breastfeeding mothers, as well as a clean and enclosed private area for breastfeeding and pumping breast milk.

income areas. The Food Distribution Program on Indian Reservations

(<http://www.fns.usda.gov/fdd/programs/fdpir/>) provides food to low-income households on or near reservations; Tribal officials can designate an Indian Tribal organization to operate the program. The Women, Infants, and Children (WIC) program (<http://www.fns.usda.gov/wic/>) provides food, health care referrals, and nutrition education to low-income pregnant women, breastfeeding mothers, mothers of toddlers, and their children. WIC focuses on good health care during critical times of growth and development.

Note: Children from households that receive benefits under the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or the Food Distribution Program on Indian Reservations (FDPIR) are “categorically eligible” for free school breakfast and school lunch.

- *Infants and Toddlers Can Begin Learning About Physical Activity:* Play that uses the big muscles, in arms and legs gives infants and toddlers a healthy life start. Daily play helps infants and toddlers to develop motor skills and coordination—powerful skills for preventing obesity, overweight, and diabetes. They also need healthful food in the right amounts to prevent overweight, obesity and diabetes. The Indian Health Service runs Head Start and Early Head Start programs (<http://www.ihs.gov/HeadStart/>) that provide information and resources about meal and snack planning, family physical activity, keeping teeth healthy, injury prevention, and more. The Indian Health Service’s Special Diabetes Program for Indians (SDPI) supports more than 400 diverse programs throughout the country. For more information about SDPI, visit <http://www.ihs.gov/MedicalPrograms/Diabetes/index.cfm?module=programsSDPI>



According to the Business Case for Breastfeeding, mothers of breastfed infants are 3x less likely to miss work because of their child being sick. Companies with lactation support programs retain employees at nearly 95%, much higher than the national average of 59%.

STEP 2: Create healthier learning communities



How do we create healthier learning communities?

“Living a healthy lifestyle is something everyone can do. If we can get that across to our youth, I feel like we will really fight this battle right now.”

–Sam Bradford, Cherokee Nation member and NFL Quarterback

Tribal leaders can assist schools and afterschool programs in providing improved nutritional meals through some basic steps. The following programs can not only improve student nutrition and overall school health, but they may save your school money over the long term. These programs are outlined on this page, and then explained in further detail in the following section.

- [Team Nutrition](#): Becoming a Team Nutrition School helps focus the attention on the important role healthy meals and nutrition education plays in the school environment. Team Nutrition provides program materials to encourage students to make food and physical activity choices for a healthy lifestyle.
- [HealthierUS Schools Challenge](#): The Challenge recognizes schools that take specific steps to promote a healthy school environment by serving healthy foods, and by providing nutrition education and physical education.
- [National School Lunch Program](#): Encourage families to enroll their children in school meal programs. Schools that operate the National School Lunch Program and also offer an afterschool care program with regularly scheduled educational activities may also offer [Afterschool Snacks](#). Parents may contact their local school and/or [State agency](#) to find out more information.
- [School Breakfast Program](#): Encourage schools to promote and expand the School Breakfast Program as a way of supporting positive outcomes for children. Various strategies include: Breakfast in the Classroom, Breakfast after First Period, Grab ‘N’ Go, and Breakfast Carts.
- [Fresh Fruit and Vegetable Program](#): Assist your local school in applying for the Fresh Fruit and Vegetable Program (FFVP), which provides free fresh fruits and vegetables in selected low-income elementary schools nationwide.
- [Child and Adult Care Food Program](#): Each day, 3.2 million children receive nutritious meals and snacks through the Child and Adult Care Food Program (CACFP). The program also provides meals and snacks to more than 115,000 adults who receive care in nonresidential adult day care centers.
- [Summer Food Service Program](#): Children that rely on free and reduced-price school meals during the school year, often go without nutritious food during the summer. You can help fill this nutrition gap by operating a Summer Food Service Program. Schools may also apply to operate the [Seamless Summer Option](#) through the National School Lunch (NSLP) and School Breakfast Programs (SBP).
- [Let’s Move Salad Bars to Schools](#): This is a comprehensive grassroots public health effort to mobilize and engage stakeholders at the local, state and national level to support salad bars in schools. Our vision is to significantly increase salad bars in schools across the country, with the goal to provide at least 6,000 salad bars to schools in the next three years.

Team Nutrition

Team Nutrition is an initiative of the USDA Food and Nutrition Service (FNS) to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.

As a new Team Nutrition School, you will receive a resource kit (while supplies last) of materials to help you plan and carry out activities for your students and their families. Additional Team Nutrition materials can be ordered at no charge online at www.teamnutrition.usda.gov. You also have the opportunity to use the Team Nutrition Web Page where you can share your success stories and learn what other Team Nutrition Schools are doing.

1.) Eligibility

- Public and non-public Pre-K through High schools in the United States that participate in one of USDA's Child Nutrition Programs.

2.) How to Apply and Get Started

Print and complete the [School Enrollment Form](#), provided as a PDF file. Fax it to 703-305-2549. Or mail it to:

Team Nutrition
3101 Park Center Drive, Room 632
Alexandria, VA 22302

3.) Contact information:

<http://teamnutrition.usda.gov/team.html>



The average child drinks at least 20 ounces of soda pop each day. Because each soda on average contains one-third of a cup of sugar, this amounts to drinking 53 pounds of sugar in a year!

HealthierUS Schools Challenge (HUSSC)

The HealthierUS School Challenge (HUSSC) is a voluntary initiative established in 2004 to recognize those schools participating in the [National School Lunch Program](#) that have created healthier school environments through promotion of nutrition and physical activity. The Food and Nutrition Service (FNS) identifies schools that have made changes to (1) improve the quality of the foods served, (2) provide students with nutrition education, and (3) provide students with physical education and opportunities for physical activity. Four levels of superior performance are awarded: Bronze, Silver, Gold, and Gold Award of Distinction.

1.) Eligibility

- All schools participating in the National School Lunch Program may submit an application at any time during the school year for a Bronze, Silver, Gold or Gold Award of Distinction level award. To qualify for the awards, a school must submit a formal application and meet basic criteria set forth by the U.S. Department of Agriculture, Food and Nutrition Service (FNS).
- Please review our detailed charts of the criteria for the HealthierUS School Challenge: http://www.teamnutrition.usda.gov/HealthierUS/HUSSCkit_pp13-24.pdf

2.) How to Apply

Submitting an application is easy with our downloadable and interactive application. Our new [Application Kit](#) guides schools through the application process and shares many great resources to help schools meet the Challenge criteria. If you have questions, you can always contact your [State Child Nutrition Agency](#) for more information.

- [Application Kit](#)
- [Apply by US mail](#)
- [Apply online](#)

3.) Training and Technical Assistance

- [HUSSC Presentations and Materials](#)
- [Menu Planning for Foodservice Professionals](#)
- [Tips from Award Winners](#)

4.) Contact information

<http://www.fns.usda.gov/tn/HealthierUS/index.html>

Additional Information:

Schools receiving a HUSSC award will commit to meeting the criteria throughout their 4-year certification period and will be eligible for incentive awards of \$2,000 for Gold Award of Distinction, \$1,500 for Gold, \$1,000 for Silver and \$500 for Bronze.

Schools will meet all the School Meals Initiative (SMI) requirements including energy and nutrient standards and age-appropriate portion sizes on an ongoing basis.

Schools will serve reimbursable meals that reflect good menu planning principles, such as serving a variety of healthier foods that look good, taste good, and appeal to the cultural sensitivities of the school and community populations.

Schools will plan meals that emphasize fruits, vegetables, whole grains and fat-free or low-fat milk and milk products; that include lean meats, poultry, fish, beans, eggs, and nuts; and that are low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

Schools will offer foods that ensure that students can select a meal that meets all the HUSSC criteria. Such foods should be routinely selected by students, not just token foods to meet HUSSC criteria.



National School Lunch Program (NSLP)

The National School Lunch Program is a federally assisted meal program operating in over 101,000 public and non-profit private schools and residential child care institutions. The program provides nutritionally balanced, low-cost or free lunches to more than 32 million children each school day, 45,000 of them in our Bureau of Indian Education schools. Schools participating in the National School Lunch Program may also provide Afterschool snacks to children through 18 years of age in afterschool educational and enrichment programs. The Food and Nutrition Service (FNS) administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

1.) Eligibility

- National School Lunch Program (NSLP)
 - Schools, public or nonprofit private schools of high school grade or under
 - Public or nonprofit private residential child care institutions
- Afterschool Snacks in the National School Lunch Program (NSLP)

In order for a site to participate, your school district must run the NSLP and sponsor or operate the afterschool care program. Additionally the school district must sponsor or operate an afterschool care program that provides children with regularly scheduled educational or enrichment activities in a supervised environment. Contact your [State education agency](#) for further information regarding program eligibility for Afterschool Snacks in the National School Lunch Program.

2.) Eligible Participants

- Children from families with incomes at/below 130% of the Federal poverty level are eligible for free meals
 - 130% of the poverty level is \$28,665 for family of four (SY 10-11)
- Children from families with incomes at 130% to 185% of the poverty level are eligible for reduced-price meals
 - 185% of the poverty level is \$40,793 for family of four (SY 10-11)
- Afterschool snacks are provided to children on the same income eligibility basis as school meals. However, programs that operate in areas where at



While 90% of schools offer students the opportunity to select a healthful meal, meals that meet all nutrition standards are usually chosen in only 6% to 7% of schools.

least 50 percent of students are eligible for free or reduced-price meals serve all their snacks for free.

3.) Reimbursement

Most of the support USDA provides to schools in the National School Lunch Program comes in the form of a cash reimbursement for each meal served. The current (July 1, 2010 through June 30, 2011) basic cash reimbursement rates if school food authorities served less than 60% free and reduced price lunches during the second preceding school year are:

- Free lunches: \$2.72
- Reduced-price lunches: \$2.32
- Paid lunches: \$0.26
- Free snacks: \$0.74
- Reduced-price snacks: \$0.37
- Paid snacks: \$0.06

Higher reimbursement rates are in effect for Alaska and Hawaii, and for schools with high percentages of low-income students. For the latest reimbursement rates visit FNS website at

www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm

4.) Contact Information

<http://www.fns.usda.gov/cnd/Lunch/>

To participate, or to learn more, contact your State agency.



School Breakfast Program (SBP)

The School Breakfast Program, similar in operation to the National School Lunch Program, is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. In 2009, 11.1 million children participated every day in the School Breakfast Program and the number of children participating increases annually. The program is usually administered by State education agencies, which operate the program through agreements with local school food authorities in more than 87,000 schools and institutions.

1.) Eligibility

- Schools; public or nonprofit private schools of high school grade or under
- Public or nonprofit private residential child care institutions

2.) Eligible Participants

- Children from families with incomes at/below 130% of the Fed poverty level are eligible for free meals
 - 130% of the poverty level is \$28,665 for family of four (SY 10-11)
- Children from families with incomes at 130% to 185% of the poverty level are eligible for reduced-price meals
 - 185% of the poverty level is \$40,793 for family of four (SY 10-11)

3.) Reimbursement

Most of the support USDA provides to schools in the School Breakfast Program comes in the form of a cash reimbursement for each breakfast served. The current (July 1, 2010 through June 30, 2011) basic cash reimbursement rates for non-severe need are:

- Free breakfasts: \$1.48
- Reduced-price breakfasts: \$1.18
- Paid breakfasts: \$0.26

Schools may qualify for higher "severe need" reimbursements if 40% or more of their lunches are served free or at a reduced price in the second preceding year. Severe need payments are up to 28 cents higher than the normal reimbursements for free and reduced-price breakfasts. About 74 percent of the breakfasts served in the School Breakfast Program receive severe need payments. Higher reimbursement rates are in effect for Alaska and Hawaii.

4.) Contact Information

<http://www.fns.usda.gov/cnd/breakfast/>

To participate, or to learn more, contact your State agency.

Fresh Fruit and Vegetable Program (FFVP)

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day. The goal of the FFVP is to improve children's overall diet and create healthier eating habits to impact their present and future health.

1.) Eligibility

- The 50 States, District of Columbia, and the territories of Guam, Puerto Rico and Virgin Islands all participate.
- Public and private non-profit elementary schools participating in the NSLP with at least 50 percent of the student population eligible for free or reduced lunches.
- State agencies must solicit applications from elementary schools representing the highest need within the State. Each school that participates in the FFVP must submit an application that includes, at a minimum:
 - The total number of enrolled students and the percentage eligible for free/reduced price meals
 - A certification of support for participation in the FFVP signed by the school food service manager, school principal, and district superintendent (or equivalent position)
 - A program implementation plan that includes efforts to integrate the FFVP with other efforts to promote sound health and nutrition, reduce overweight and obesity, or promote physical activity

2.) Distribution Methods

- In classrooms
- In hallways
- Nurse's and School's Offices
- Kiosks
- Free Vending Machines
- As part of Nutrition Education Activities

3.) How to Apply



The USDA's Healthy Eating Index shows that children 2 to 17 years old need to increase their consumption of whole fruit, whole grains, and dark green and orange vegetables and beans because they are consuming less than one-fifth of what they need from these food groups.

Interested schools should contact their [State agency](#) for more information on their application process. We also encourage interested schools to review the [FFVP Handbook for Schools](#).

4.) Reimbursement

Schools participating in the FFVP submit monthly claims for reimbursement which are reviewed by the School Food Authority (SFA) before payment is processed by the State Agency (SA). With limitations, schools are reimbursed for the cost of fresh fruits and vegetables and limited non-food costs. State agencies are provided funds for administration of the program according to federal requirements.

5.) Contact information

<http://www.fns.usda.gov/cnd/FFVP/FNSresources.htm>

To participate, or to learn more, contact your State agency.

Additional Information:

Elementary schools participating in the program receive between \$50.00 - \$75.00 per student for the school year. With these funds, schools purchase additional fresh fruits and vegetables to serve free to students during the school day. These must be served outside of the normal time frames for the National School Lunch (NSLP) and School Breakfast Program (SBP). The State agency or SFAs determines the best method to obtain and serve the additional fresh produce.

Schools are encouraged to develop partnerships to help implement the program, such as with local universities, extension services and local grocers. Schools may purchase their fruits and vegetables through the same system they make purchases for the NSLP and SBP. They may acquire produce through the DOD Fresh program, or they may purchase locally. In all cases, schools must follow proper procurement procedures and produce must be purchased according to existing local, State and Federal guidelines.

Child and Adult Care Food Program (CACFP)

The Child and Adult Care Food Program (CACFP) plays a vital role in improving the quality of day care and making it more affordable for many low-income families. Each day, more than 3.2 million children receive nutritious meals and snacks through CACFP. The program also provides meals and snacks to over 115,000 disabled or elderly adults who receive care in nonresidential adult day care centers. CACFP reaches even further to provide meals to children residing in emergency shelters, and meals and snacks to youth participating in eligible afterschool care programs.

1.) Eligibility

- School
- Child Care Center
- Day Care Homes
- Emergency shelters providing residential and food services to youth and children experiencing homelessness
- At-risk afterschool care programs
- Adult day care center

2.) Eligible Participants

- Children and disabled or elderly adults from families with incomes at/below 130% of the Fed poverty level are eligible for free meals
- Children and adults from families with incomes at 131% to 185% of the poverty level are eligible for reduced-price meals
- Persons age 12 and under
- Persons age 15 and under who are children of migrant workers
- Persons of any age who have one or more disabilities, as determined by the State, and who are enrolled in an institution or child care facility serving a majority of persons who are age 18 and under
- For emergency shelters, persons age 18 and under
- For at-risk afterschool care centers, persons age 18 and under at the start of the school year
- Children who are participants of Head Start or Even Start programs
- Children whose families receive benefits from SNAP



American Indian/Alaska Native children are particularly susceptible to childhood obesity and related diseases, such as type 2 diabetes. A study of four year-olds found that obesity is more than two times more common among American Indian/Alaska Native children (31%) than among white (16%) or Asian (13%) children. This rate is higher than any other racial or ethnic group studied.

Enrolled member in adult day care who is functionally impaired or 60 years of age or older

3.) **Reimbursement in Day Care and Non-traditional Centers**

Independent centers and sponsoring organizations receive cash reimbursement for serving meals to enrolled participants. Meal patterns vary according to age and types of meal served.

Centers and day care homes may be approved to claim up to two reimbursable meals (breakfast, lunch or supper) and one snack, or two snacks and one meal, to each eligible participant, each day. Emergency shelters may claim up to three reimbursable meals (breakfast, lunch and supper) to each eligible resident, each day. While most meals are served at no charge to the participant, centers are reimbursed at free, reduced-price and paid meal rates based on the household eligibility of each enrolled participant. At-risk afterschool care programs may claim reimbursement for serving up to one meal and one snack to each eligible participant, each day, and are reimbursed at the free rate for all meals served.

The level of reimbursement for meals served to enrolled children in day care homes is determined by economic need, based on the location of the day care home, the household income of the day care home provider, or the household income of each enrolled child. Meals served to a day care home provider's own children are reimbursable only if those children are determined eligible for free and reduced price meals, are enrolled in the day care, and other enrolled children are present when meals are served.

4.) **Contact Information**

<http://www.fns.usda.gov/cnd/care/>

To participate, or to learn more, contact your State agency.



Summer Food Service Program (SFSP)

The Summer Food Service Program (SFSP) provides free, nutritious meals and snacks to help children in low-income areas get the nutrition they need to learn, play, and grow, throughout the summer months when they are out of school. Open meal sites operate in low-income areas where at least half of the children come from families with incomes at or below 185 percent of the Federal poverty level, making them eligible for free and reduced-price school meals. Each site works with a SFSP sponsor that is financially and administratively responsible for the meal service at the site. It is important to spread the word about SFSP to increase awareness and development of the program. The more people know about the program, the more likely they are to take action to help end hunger in their own families and communities.

Schools may also apply to operate the Seamless Summer Option through the National School Lunch (NSLP) or School Breakfast Program (SBP).

1.) Eligibility

- Faith-based centers; Places of worship
- Community Centers; Parks and Recreation Centers
- Schools
- Private non-profit community organizations

2.) Eligible Participants

- Children 18 years of age or younger
- Anyone over age 18 with mental or physical disabilities who are participating in school programs

3.) Reimbursement

Reimbursements are based on the number of meals served multiplied by the combined operating and administrative rate for that meal. Payment rates are higher in Alaska and Hawaii to reflect the higher cost of providing meals in those States. Rural sponsors and those that prepare their own meals are also eligible for higher reimbursement rates.

4.) Contact information

<http://www.summerfood.usda.gov/>

To participate, or to learn more, contact your State agency.

Local governments, camps, schools, and private nonprofit organizations can [sponsor](#) the SFSP. If your organization already provides services to the community, has capable staff and good management practices to run a food program, you can sponsor the SFSP. As a sponsor, you will: attend the State agency's training; locate eligible sites; hire, train and supervise staff; arrange for meals to be prepared and delivered to the sites; monitor sites; and prepare claims for reimbursement.

Locations that serve children but do not wish to sponsor the program may operate as a meal site under an existing sponsor. To learn more, explore a SFSP webinar online at <http://www.fns.usda.gov/cnd/summer/webinar.htm>.

Salad Bars to School

[Let's Move Salad Bars to Schools](#) is a comprehensive grassroots public health effort to mobilize and engage stakeholders at the local, state and national level to support salad bars in schools. Their vision is to significantly increase salad bars in schools across the country, with the goal to provide at least 6,000 salad bars to schools in the next three years. Over 600 salad bars have already been placed in schools nationwide.

1.) Eligibility

Any K-12 school district participating in the National School Lunch Program is eligible to apply. Districts applying for more than one salad bar will fill out one application stating how many bars they need. Schools currently awarded with Bronze status or above in the Healthier US School Challenge (HUSC) automatically qualify for a salad bar donation, with the stipulation that the school or district desires and can support a salad bar every day in school lunch.

2.) Reimbursement

The steps are:

1. Submit completed application
2. Application approved for funding
3. Salad bar webpage for your district/school goes live
4. The initiative and your community raise funds for your salad bars
5. Once funded, your salad bar is ordered for shipment
6. Your children eat more fruits and vegetables

3.) How to Start

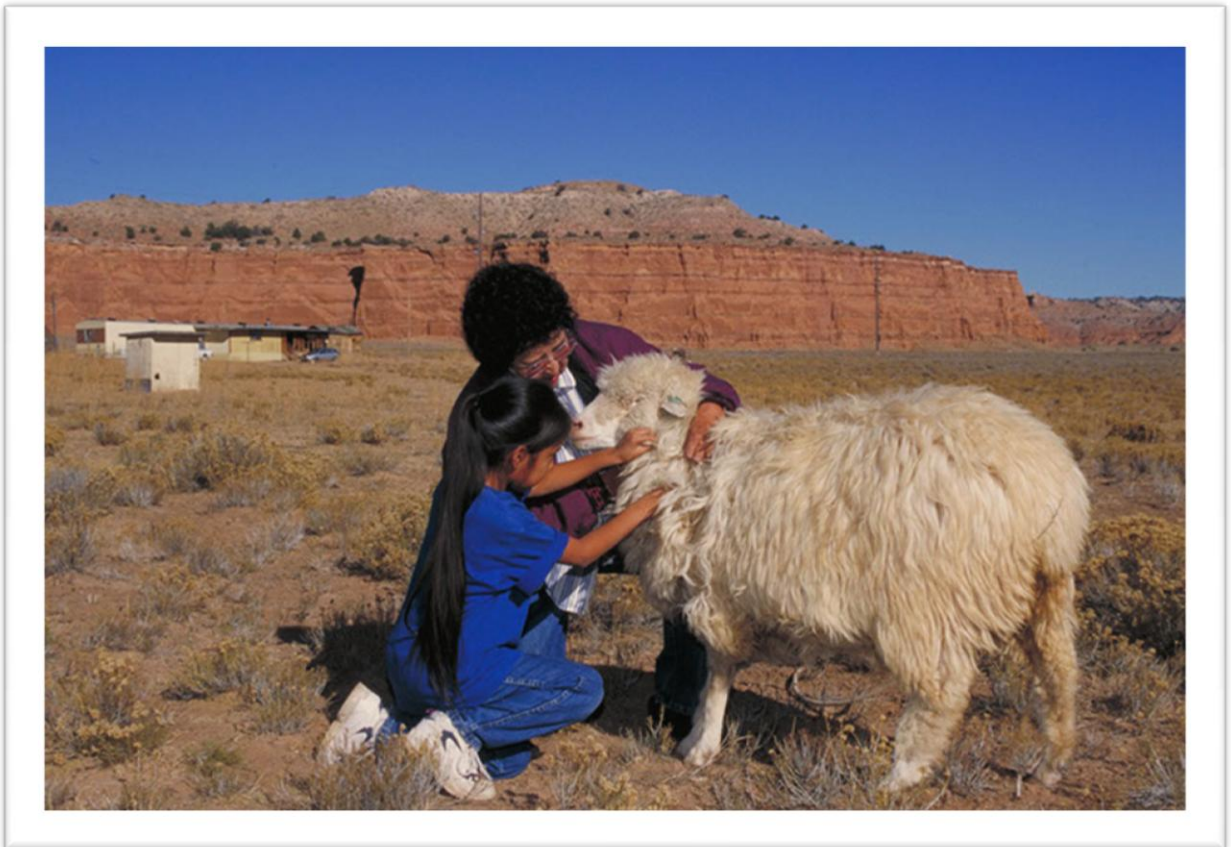
Interested schools can begin the process by completing an online application and creating their own individualized webpage at www.saladbars2schools.org. Schools can then encourage donations for their own school's salad bar, as well as receive donations from the general funds of the initiative.

4.) Contact information

Email info@saladbars2schools.org or visit www.saladbars2schools.org.



STEP 3: Ensure families access to healthy, affordable and traditional food



How do we ensure families access to healthy, affordable and traditional food?

Our ability to eat healthy is compromised when nutritious food is unavailable. Many remote Native communities are considered to be food deserts, which in the 2008 Farm Bill was defined as “an area in the United States with limited access to affordable and nutritious foods, particularly in a low-income area.” This is counterintuitive since many of those communities’ local economies are focused on production agriculture. It is nonetheless true. To increase the amount of nutritious food available in the community, Indian Country communities should support healthy food production and locally grown food, including the traditional foods of the tribe.

Ideas to support healthy and traditional foods

- *Support Existing and Beginning Farmers:* Healthy food does not make itself, but is produced by local farmers and ranchers. Many native communities support tribally owned agricultural enterprises or tribal producers because their success is ultimately valuable for the entire community. The United States Department of Agriculture has programs to help your community by providing assistance to these agriculture producers. Together the [Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers Competitive Grants Program](#) and the [Beginning Farmer and Rancher Development Grant Program](#) and the can assist by providing competitive grants to producers. This helps ensure that healthy food is not only available locally but also grown right in your community.
- *Access Intertribal Technical Assistance Network:* The [Intertribal Agriculture Council's USDA Technical Assistance Centers](#) were established in cooperation with the USDA Office of Tribal Relations, in order to increase access and use of USDA programs and services by Indian producers and tribes. Beginning in January of 2011, the Regional offices began providing outreach, technical assistance, and serve as a clearinghouse of information for all applicable USDA programs. By working to streamline existing programs, and assisting producers with the application process; their goal is to build a more functional relationship between the USDA and Indian Country; and play a role in the evolution of those programs over time.
- *Capture and Utilize Traditional Knowledge:* The history of agriculture in this country began well before its formation in places like the cornfields of the Southwest and the ricing lakes in the Upper Midwest. Many Tribal leaders are utilizing various programs to connect their communities to traditional knowledge of food and agriculture such as HHS’ [Social and Economic Development Strategies Program](#) and IHS’ [Special Diabetes Program for Indians](#). One extremely important piece to this collective action is the gathering of Native seeds in Tribal seed banks which can be assisted through programs such as the [CDC Native Diabetes Wellness Program's "Using Traditional Foods and Sustainable Ecological Approaches for Diabetes Prevention and Health Promotion in American Indian and Alaska Native Communities"](#) grant programs.
- *Federally Recognized Tribal Extension Program (FRTEP):* Determine if there is a local FRTEP agent available for support. FRTEP supports Extension agents who establish Extension education programs on the Indian Reservations and Tribal jurisdictions of Federally-Recognized tribes. These agents help to enhance the competitiveness and sustainability of rural and farm economies; support increased

economic opportunity and improved quality of life in rural America; enhance protection and safety of the Nation's agriculture and food supply; and protect and enhance the Nation's natural resource base and environment.

- *Start a Farmer's Market:* Coordinate local producers and utilize USDA programs to start a market. The [Farmer's Market Promotion Program](#) can assist in this development which can include the ability to accept SNAP benefits.
- *School /Community Garden Development:* School gardens are places that provide the chance for physical activity and educational opportunities. Many Tribal organizations also connect this activity with the teaching of traditional cultural knowledge around food and agriculture. For garden advice from the USDA's People's Garden, please visit the [People's Garden](#).
- *Organize a Food Pantry:* Partner with your local food bank to host a food pantry at your organization or congregation with healthy options. Visit [Feeding America](#) to find the food bank closest to you.



Incorporating Subsistence Use

What is Subsistence?

Subsistence, or as many describe it, *Customary and Traditional Practices*, also referred to as *Subsistence Agriculture*, has been defined as the customary and traditional uses by rural persons and/or families of wild renewable resources. It is the hunting, fishing, and gathering activities which traditionally constitutes the base of life for many tribes and tribal individuals. Subsistence continues to flourish as a way of life for many indigenous people predominately so in the state of Alaska. Subsistence foods carry a great nutritional value and the act of obtaining also provides excellent physical activity for tribal members. Subsistence use facilitates as a connection to the traditions of the culture, provides physical activity, and promotes healthier eating.

Opportunity

There are many programs throughout USDA of which subsistence foods may be incorporated, conserved and/or distributed.

- **Fresh Fruit and Vegetable Program**: Assist your local school in applying for the Fresh Fruit and Vegetable Program (FFVP), which provides free fresh fruits and vegetables in selected low-income elementary schools nationwide. Vegetables and Fruit are found growing wild throughout the US. Subsistence Fruit and Vegetables may be substituted for store bought produce for purposes of this program. An example might be the selling of berries to a local school which accesses this program.
- **Child and Adult Care Food Program**: Each day, 3.2 million children receive nutritious meals and snacks through the Child and Adult Care Food Program (CACFP). The program can also provide meals and snacks to 112,000 adults who receive care in nonresidential adult day care centers. An example might be the provision of salmon into a *Boys and Girls Club* receiving the Child and Adult Care Feeding Program.
- **Community Food Projects**: Designed to increase food security in communities by bringing the whole food system together to assess strengths, establish linkages, and create systems that improve the self-reliance of community members over their food needs. An example might be an elder teaching the subsistence fishing practices to a youth in order to provide food for the Child and Adult Care Food Program.
- **The Environmental Quality Incentives Program (EQIP)**: These contracts provide financial assistance to help plan and implement conservation practices that address natural resource concerns and for opportunities to improve soil, water, plant, animal, air and related resources on agricultural land and non-industrial private forestland. Reducing the brush within forested areas to allow berry numbers to increase is an example of how this might be used.
- **The Wildlife Habitat Incentives Program (WHIP)**: Designed for private and Tribal land to develop or improve high quality habitat that supports fish and wildlife populations of National, State, Tribal, and local significance. Provides technical and financial assistance to landowners and others to develop upland, wetland, aquatic, and other types of wildlife habitat on their property. Strengthening stream beds to allow for less oxidization of water creating an improved environment for fish breeding is one example of how this program might be utilized.

Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers Competitive Grant Program (OASDFR)

The OASDFR seeks applications from eligible organizations able to provide outreach and technical assistance to socially disadvantaged farmers, ranchers and forest landowners (SDFRFL) within a defined geographic area in a linguistically appropriate manner.

1.) Eligibility

- A *community-based organization*, network, or coalition of community-based organizations that:
 - Has demonstrated experience in providing agricultural education or other agriculturally related services, including technical assistance, to SDFRFL during the three-year period preceding the submission of the application;
 - Has provided to the Secretary documentary evidence of work with, and on behalf of (i.e., advocacy group) socially disadvantaged farmers, ranchers, and forest landowners during the three-year period preceding the submission of an application for assistance under this program (documentary evidence shall include a narrative with specific information regarding: the scope of past projects;); and
 - Does not engage in activities prohibited under Section 501(c)(3) of the Internal Revenue Code of 1986.

- An *institution of higher education* that is accredited by an accrediting agency or state approval agency recognized by the U.S. Secretary of Education as a “reliable authority as to the quality of postsecondary education” within the scope of the Higher Education Act (HEA) of 1965, as amended. An institution on probation at the time of application is ineligible. Applications may be submitted by any of the following:
 - A 1994 institution (as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note));
 - An Indian Tribal Community College or an Alaska Native Cooperative College;
 - An 1890 institution (as defined in the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7601));
 - A Hispanic-serving educational institution (as defined in section 1404 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3103)); and
 - Any other institution of higher education (as defined in the Higher Education Act of 1965 (20 U.S.C. 1001)) that has demonstrated experience in providing agriculture education or other agriculturally related to SDFRFL.

- An American Indian or Alaska Native tribe (as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)) or a national tribal organization that has demonstrated experience in providing

agriculture education or other agriculturally related services to socially disadvantaged farmers, ranchers, and forest landowners in a region.

2.) Purpose

Proposed activities must assist socially disadvantage farmers, ranchers and forest landowners in TWO or MORE of the priority areas:

- Assist SDFRFL in owning and operating farms, ranches and forest land areas;
- Assist SDFRFL in participating equitably in the full range of USDA programs;
- Assist current and prospective SDFRFL in a linguistically appropriate manner;
- Provide Outreach and education to SDFRFL on the USDA class action and claims processes; and
- Provide other innovative agricultural related outreach and technical assistance and education to SDFRFL.

3.) Maximum Grant and Term

- No more than \$1,200,000 per grant with annual budget not exceeding \$400,000 per year; AND
- Proposed project period not exceeding three years.

4.) Cost-share

- No Cost-share required.

5.) Contact Information for yearly Request for Applications (RFA)

- Email: oasdf@osec.usda.gov
- Phone: 202-720-6350, Business hours are M-F, 7:00 am – 5:00 pm ET.

Purpose and Priorities

The primary purpose of OASDFR is to deliver outreach and technical assistance to assure opportunities for socially disadvantaged farmers and ranchers to successfully acquire, own, operate, and retain farms and ranches, and to assure equitable participation in the full range of USDA programs. Applications must contain documentation of the socially disadvantaged group that is being targeted for assistance and justification as to why the targeted group is appropriate for assistance under this program.

Beginning Farmer and Rancher Development Grant Program (BFRDGP)

1) Eligibility

- State, tribal, local, or regionally-based network or partnership of public or private entities, which may include: a state cooperative extension service; a Federal, State or tribal agency; a community-based and nongovernmental organization; college or university (including an institution awarding an associate's degree) or foundation maintained by a college or university; or any other appropriate partner, as determined by the Secretary.

2) Purpose

- A competitive grant that funds education, extension, outreach, and technical assistance initiatives directed at helping farmers and ranchers of all types.

3) Maximum Grant and Term

- Funds projects limited to 3 years. Budget requests must not exceed \$250,000 per year.

4) Cost-Share

- NIFA, pursuant to the authorizing legislation for the BFRDP, requires that in order to receive an award under this program, the recipient must provide a match in the form of cash or in-kind contributions in an amount at least equal to 25 percent of the funds provided by the award. The matching funds must be from non-Federal sources except when authorized by statute. An award will not be issued unless all matching funds over the life of the grant are secured with letters of commitment. For third party cash or in-kind support, letters of commitment must state the exact amount of the matching funds or value of the in-kind support that will be contributed. There can be no stipulations on the matching amount.

5) Contact Information for Yearly Request for Applications (RFA)

The RFA will be posted on-line at <http://www.nifa.usda.gov/fo/funding.cfm>. All applications for funding must be submitted electronically through www.Grants.gov. This process requires pre-registration and can take up to one month.



According to the National Agricultural Statistics Service (NASS), from 2002-2007, there was an increase from 40,000-80,000 acres of land placed in trusts.

Community Food Project Grant Program

Community Food Projects are intended to bring together stakeholders from the distinct parts of the food system and to foster understanding of national food security trends and how they might improve local food systems.

1.) Eligibility

- Private, nonprofit entity (Must also meet three following criteria)
 - That have experience in the area of community food work, particularly concerning small and medium-size farms, including the provision of sustainably produced food to people in low-income communities and the development of new markets in low-income communities for agricultural producers; or job training and business development activities for food-related activities in low-income communities;
 - Demonstrate competency to implement a project, provide fiscal accountability, collect data, and prepare reports and other necessary documentation; and
 - Demonstrate a willingness to share information with researchers, evaluators, practitioners, and other interested parties, including a plan for dissemination of results.

2.) Partners and Collaborators

- Represent broad community support through partnerships

3.) Cost-share

- Successful CFP applicants and PP award applicants **MUST** provide matching on a dollar-for-dollar basis for all federal funds awarded.
 - Cash; and/or
 - In-kind Contributions, including third-party in-kind contributions fairly evaluated, including facilities and volunteer hours.

4.) Project Type

- Community Food Project Award: Community Food Projects are intended to take a comprehensive approach to developing long-term solutions that ensure food security in communities by linking the food production and processing sectors to community development, economic opportunity, and environmental enhancement. No single grant for a CFP shall exceed \$125,000 in any single year or more than \$300,000 over three (3) years.
- Planning Project Award: PPs are intended to take a comprehensive approach to planning for long-term solutions that ensure food security in communities by linking the food production and processing sectors to community development, economic opportunity, and environmental enhancement. No single PP award shall exceed \$25,000 for the total budget period.

5.) Contact Information for yearly Request for Application (RFA)

- Website: <http://www.NIFA.usda.gov/funding/cfp/>
- Email: electronic@NIFA.usda.gov
- Phone: 202-401-5048, Business hours are M-F, 7:00 am – 5:00 pm ET, excluding Federal holidays.

Purpose and Priorities

The primary goals of the Community Food Projects Competitive Grants Program (CFPCGP) are to:

- Meet the food needs of low-income individuals;
- Increase the self-reliance of communities in providing for the food needs of the communities;
- Promote comprehensive responses to local food, farm, and nutrition issues; and
- Meet specific State, local or neighborhood food and agricultural needs including needs relating to:
 - Infrastructure improvement and development;
 - Planning for long-term solutions; or
 - The creation of innovative marketing activities that mutually benefit agricultural producers and low-income consumers.

Community Food Projects are intended to bring together stakeholders from the distinct parts of the food system and to foster understanding of national food security trends and how they might improve local food systems.



Federally Recognized Tribal Extension Program

The Federally-Recognized Tribes Extension Program (FRTEP) supports extension agents on American Indian reservations and tribal jurisdictions to address the unique needs and problems of American Indian tribal nations.

1.) Eligibility

- 1890 and 1862 land grant institutions

2.) Purpose

- Emphasis is placed on assisting American Indians in the development of profitable farming and ranching techniques, providing 4-H and youth development experiences for tribal youth, and providing education and outreach on tribally-identified priorities (e.g., family resource management and nutrition) using a culturally sensitive approach.

3.) Partners and Collaborators

- FRTEP agents provide the link between new agriculture technologies and the application of these technologies by farmers and ranchers, serves as a liaison with other USDA programs, provides training in farm and ranch business management, supervises 4-H and youth development activities, and coordinates special training programs.

4.) Contact Information for yearly Request for Application (RFA)

- The application package must be obtained via Grants.gov, go to <http://www.grants.gov>, click on “Apply for Grants” in the left-hand column, click on “Step 1: Download a Grant Application Package and Instructions,” enter the funding opportunity number USDA-NIFA-SLBCD-003402 in the appropriate box and click “Download Package.” From the search results, click “Download” to access the application package.



Farmer's Market Promotion Program

FMPP is designed to assist successful applicants in promoting domestic consumption of agricultural commodities by expanding direct producer-to-consumer marketing opportunities. This program provides non-construction grants that target improvements and expansion of domestic farmers' markets, roadside stands, community-supported agriculture programs, agri-tourism activities, and other direct producer-to-consumer market opportunities.

1.) Eligibility

- Agricultural Cooperative
- Producer Network/Association
- Local or Tribal Government
- Nonprofit Corporation
- Public Benefit Corporation
- Economic Development Corporation
- Regional Farmer's Market Authority

* Individuals are not eligible to apply.

2.) Eligible Purposes

- Advertising & market promotion
- Bringing local farm products into federal nutrition programs
- Consumer education and outreach
- Equipment purchase, transportation & delivery
- Agri-tourism
- Waste management & green technologies
- Training farmers in business planning, record keeping and rules & regulations
- Market start-up, expansion & strategic planning

3.) Maximum Grant

No more than \$100,000 per grant with a minimum of \$2,500

4.) Contact information for yearly Request for Applications (RFA)

- Website: www.ams.usda.gov/FMPP
- Phone: 202-694-4000, Business hours are M-F, 7:00 am – 5:00 pm ET, excluding Federal holidays.



This spring, Sam Bradford, quarterback for the St. Louis Rams, Heisman trophy winner and a member of the Cherokee Nation, played football with American Indian children from the greater Washington, DC area in a *Let's Move! in Indian Country* event on the National Mall. Sam also participated in the planting of a First People's community garden at the USDA headquarters with Secretary of Agriculture Tom Vilsack and 40 students from Tuba City Boarding school.

Start a School or Community Garden

1.) Community Involvement

It is important to determine the community group that will operate the garden. Gather various stakeholders to determine interest within the community. This could be community based organizations, schools or others. A community garden is an effective way of bringing various groups together in a unified interest.

2.) Identify potential garden sites

Work with the school and local landowners to determine a site that gets at least six hours of sun a day, is located near a water source and has good drainage. Once you find potential sites, coordinate with your local Tribal leaders to determine the ownership of the land. You can also coordinate with your local [Extension Service](#) to test the soil.

3.) Determine

After finding the site, contact the land owner or government agency to:

- request permission to use the site;
- sign a lease that includes the terms of agreement for use of the site;
- include a “hold harmless” waiver so that the land owner will not have to worry about injuries incurred at the site; and
- obtain a multi-year lease to ensure the continuation of your garden to future seasons.

Each gardener should sign a gardener’s agreement that includes a hold harmless waiver and commits to upkeep of the plot and the garden throughout the year. Landowners can also obtain liability insurance as added protection.

4.) Design the garden

When designing a garden, consider:

- The boundary of the lot
- The location and size of garden beds
- Any trees, shrubs or existing vegetation that will be kept
- Driveways, pathways and open spaces
- Compost bins
- A shed
- The location of the water source
- Common or shared garden areas such as perennial or herb beds, a row planted for donation purposes, a picnic table with chairs, or grassy areas
- Garden sign
- Garden name

5.) Get the Resources!

Determine what tools and seedlings you will need. Partner with your school or tribe to determine what resources can be provided. If you need further resources, take a look at the programs in Step 3 and the Additional Resources at the back. You should also look toward your to the [Extension Service](#) in your State that supports youth education efforts or with a [Master Gardening local organization](#). They have resources regarding garden best practices in your area.

The USDA's National Agricultural Library offers further resources on starting a community garden. Please visit the Library at <http://afsic.nal.usda.gov>. Check out the "Urban Agriculture and Community Gardening" section under the "Farms and Community" tab for community garden resources.



Develop a Food Policy Council / Committee

What is a Food Policy Council?

Food Policy Council's (FPC's) convene elected officials and various stakeholders for the purpose of providing a comprehensive examination of a local food system. A food system includes everything involved in providing food for a certain group of people, which includes both agriculture and consumption functions. A range of community leaders can be used to analyze how food is grown or brought into their local community. The primary goal is to examine the operation of a local food system and provide ideas and recommendations for improvement through public policy changes. A food policy is any decision made by a government agency, business, or organization which effects how food is produced, processed, distributed, purchased and protected. Not only can these groups analyze the existing local food system, but this can also be used as a tool by the community to reconnect with traditional practices and foods, and take an active role in shaping their tribe's relationship to food and agriculture. A FPC can help to broaden a local level discussion to issues beyond agricultural production into a more comprehensive review of why food is in the community and if that food reflects the goals of the local people.

Opportunity

FPC creation is an opportunity to develop an entity that reports to Tribal leaders and provides information and recommendations designed to improve the tribe's food system based on local needs, tradition and culture. The FPC can assist in developing a comprehensive food policy – to project the social and economic goals of the tribe, e.g. traditional food production and consumption, diversified agricultural production, and expanded rural economic development. The Council can also help identify how to best utilize federal resources and programs, such as economic development and food assistance to accomplish these goals.

Purpose

The purpose is to engage a group of citizens and elected officials from across the tribe's food system – in a focused discussion of the tribe's food policy and how it can be improved. The goal is to identify "policy" actions that can be achieved. Tribal governments can affect change in opportunities in a food system – such as institutional purchasing of local food and local farm-to-school marketing – or barriers to remove within the food system – e.g., simplify rules for food assistance or for creating a new food-based business.

Food Policy Councils have the ability to positively impact many parts of a food system. By empowering a citizen group to make a comprehensive examination of a food system, the tribe can obtain an independent and objective set of recommendations and ideas for "improving" how the tribe does business.

Food Policy Councils can play the role of a "neutral" non-partisan forum to convene multiple stakeholders in a food system. For this reason, many FPC's become the local "food system specialists" and become a valuable resource for developing and implementing risk management activities designed to serve the needs of traditionally under-served farmers and producers. Councils can also create a forum in which people

involved in all different parts of the food system and government can meet to learn more about what each does – and to consider how their individual actions impact other parts of the food system. Experience shows that outside an FPC convening, these officials have little incentive or opportunity to talk with others in government to coordinate delivery of related programs.

Example 1: Muscogee Creek Nation - Tribal Food & Fitness Policy Council

Mvskoke Food Sovereignty Initiative works to enable the Mvskoke people and their neighbors to provide for their food and health needs now and in the future through sustainable agriculture, economic development, community involvement, cultural and educational programs.

MFSI has received a grant award from USDA Cooperative State Research Education and Extension Service Agency to carry out a program entitled Community Outreach for Producer's Empowerment Project. Over the next three years the mobile unit will visit communities across five counties within the Muscogee Creek Nation. The goal is to assist farmers and ranchers, and those interested, in pursuing loans, grants, cost shares and incentive programs available through federal, state and regional sources. MFSI is developing a Farmers & Ranchers Resource Manual that will be distributed free of charge to these communities.

MFSI is working with two communities to create models of food sovereignty. Both of these communities are working to produce food in community gardens, create value-added products, initiate Market Basket programs and provide fresh produce to their community members and neighbors. Supported by USDA Community State Research Education and Extension Service Agency. MFSI has established a seed bank to preserve and restore endangered seeds that are culturally linked to Native gardens. Through this project, MFSI is successfully restoring the Mvskoke favorite corn known as Sofkee corn that had almost gone extinct. MFSI partnered with the Okmulgee Main Street Association to establish the first local Farmers' Market since the 1930's providing fresh, affordable, locally produced fruits and vegetables to the community and several surrounding communities.

The Mvskoke Food Sovereignty Initiative (MFSI) "Meals and More" program offers educational dining experiences featuring the foods of the Indigenous peoples of the Americas. Traditional Mvskoke dishes are always featured and the meals are intended to be more than just a dining experience. They is an opportunity to learn about American Indian and Alaska Native food heritage and how these foods are beneficial to the health and well being of all people. Each meal is prepared utilizing seasonal, fresh and (as much as possible) organic, locally grown produce and meats. MFSI staff will make a presentation at each meal describing the preparation methods so that these meals can be duplicated at home or for group occasions. Educational materials including historical background of the foods, recipes and nutrition information for all menu items are provided for each meal. Guests are welcome to come early and assist in preparation to learn preparation techniques.

MFSI will come to the location of the meal and prepare, serve and clean up the facility. The cooks are volunteers, but the teachers are compensated for their time. We have learned how to prepare a large variety of dishes ranging from simple snacks to full meals. We have served groups as large as 400 and as small as 10. We will meet with the organizers of an event and create a custom menu for each meal. The price that we quote for the meal will include all educational activities and printed materials.

Membership

Membership on a Council is frequently determined by the officials responsible for forming it. For this reason, most FPC's are considered to be a "non-partisan" forum and do not convene with a political agenda. Typical representatives might include farmers, consumers, anti-hunger advocates, cultural leaders, food bank managers, labor representatives, members of the faith community, food processors, food wholesalers and distributors, food retailers and grocers, chefs and restaurant owners, officials from farm organizations, community gardeners, and academics involved in food policy and the law. Council members can be appointed in a variety of ways depending on the Tribal organization administering the Council. Members could be appointed by the Tribal elected leaders or this could be delegated to an organization internal or external to the Tribal government. The key is to include a broad base of food system stakeholders.

Many FPC's have governmental officials involved as special advisors or "Ex-Officio" non-voting members which represent departments of land or agriculture, economic development, inspections, education, human services, public health, cultural affairs, and departments of transportation. Tribal elected officials may also be involved, however would not typically be appointed as a voting member. Some FPC's have youth participating on the Council which then serve as liaisons back into their school system; providing food system education for their peers.

Structure

Food Policy Councils are not a "one-size-fits-all" process. A Council's structure and stakeholder representation should reflect the political culture and climate of a given locale. Councils need to reflect and focus upon the needs of the communities in which they are formed.

FPC's are generally formed through an official government action. Councils that are created in this way frequently have a greater 'buy-in' or support of government officials which is critical for implementing public policy changes. The elected body can choose to administer this as an official part of the Tribal government or can be administered through another institution as an advisory body.

Sample Action Items

The primary outcome of Food Policy Council activities should be a change in food and/or agriculture policy. Examples of public policy changes catalyzed through FPC's could include:

- Review and recommendations for local Food Distribution Program on Indian Reservations (FDPIR);
- Support of local Tribal producers for the production of traditional foods;
- Development of a farmer's market;
- Change in the motor vehicle requirement for food stamp eligibility;
- Implementation of EBT (Electronic Benefits Transfer) equipment at farmers' markets;
- "Agricultural Inventory" of Tribal property directing appropriate stakeholders to identify Tribally-owned land; which may be available for community gardens or other agricultural uses;

- Procurement rule change allowing schools to purchase locally grown food;
- Implementation of "Farm to School" and "Farm to Cafeteria" programs.

Cost

The financial resources to create and operate a Council are minimal. Most FPC's get financial support for administrative, programmatic, and staffing costs through public and private grants. One of the aspects that make many Food Policy Councils attractive is the fact that they do not require creating a budgetary line item to start, maintain and staff a Council. It has not been typical for a local or state government to allocate funds to support and staff a Food Policy Council.

The largest cost implementing an FPC comes from the hundreds of hours of volunteer time provided by Council members. Most Councils meet six times a year, not including any committee or task-force meetings. As these are service positions, some Council member time, particularly for government agency representatives, counts toward regular office hours.



Sample Checklist of Create a Food Policy Council

- Research your local food system and determine key stakeholders
- Conduct a food system assessment where you analyze the entire local food system that includes production through consumption
- Analyze assessment in conjunction with goals from stakeholders
- Tribal government resolution or action to officially create FPC
- Tribal government develops appropriate structure that is representative of local community (FPC as part of government or as a separate advisory group)
- FPC convenes to work on improving food system in ways that align with identified goals
- FPC can identify public/private resources that assist in initial creation or in reaching specific food system goals

STEP 4: Increase opportunities for physical activity



How do we increase opportunities for physical activity?

“Running is a gift. It is part of our Tribe’s history and traditions. It’s been shared with me and it is my hope that others will find something in running the way I have.

A-ske-na-wa (Young Man) A-ne-mi-ba-o-a (He Who Runs)”

--Dirk Whitebreast, Sac & Fox Tribe in Iowa, Tribal Council Secretary

Children need at least sixty minutes of physical activity every day. Regular participation in traditional games and dances can deepen children’s appreciation for their culture while building strong bodies. Safe routes to walk and ride their bikes to school, and increased access to parks, playgrounds and community centers can provide necessary infrastructure for kids to get active. Physical education classes, sports leagues, and dance and fitness programs that are exciting and challenging can engage children and encourage them to develop healthy habits that will last a lifetime. Tribal leaders, schools, Urban Indian Centers, and other organizations can take steps to increase opportunities for kids to be physically active – in school and in their communities – and create opportunities for families to engage in physical activity together and create habits that will last a lifetime. Programs that support increased activity:

- [Presidential Active Lifestyle Award](#): Challenge yourself and encourage other schools, groups and organizations to participate in the Presidential Active Lifestyle Award program. Sign up for the LMIC group to receive updates on your progress and get creative ideas on how to stay active throughout the six-week challenge.
- [Safe Routes to School](#): This program enables communities to improve safety and encourage more children to safely walk and bicycle to school. You can work with your state to access various Department of Transportation funds that encourage safe a physically active ways for students to get to schools.
- [Carol M. White Physical Education Program](#): This program can be used to provide equipment and support to enable students to participate actively in physical education activities.
- [Indian Community Development Block Grants](#): These grants may be issued by Tribal governments for the purposes of, among other things, building community facilities such as a recreation complex or public gymnasium.
- [Diabetes Education in Tribal Schools](#): The DETS project is part of a national effort to decrease the incidence and improve the care of type-2 diabetes among American Indians and Alaska Natives, and features a multidisciplinary K-12 curriculum.
- [GoGirlGo!](#): This curriculum from the Women’s Sports Foundation (WSF) combines physical activity with education to focus on reducing and preventing health-risk behaviors.
- [21st Century Learning Communities](#): This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

Presidential Active Lifestyle Award

The Presidential Active Lifestyle Award (PALA) is part of the President's Challenge Program, an initiative dedicated to getting people fit and active. Through PALA, young people and adults record their physical activity each day, with the goal of being active 60 minutes a day (or 30 minutes a day for adults), at least 5 days a week.

1.) Eligibility

Anyone aged 6 and older is welcome to participate in this free program. Groups may include schools, classrooms, faith-based organizations, and after-school programs—or sign up on your own.

2.) How to Start

- Register for PALA online at www.presidentschallenge.org/lmic.
- Identify the time frame for the Challenge (an 8 week window with at least 1-2 weeks to publicize the initiative in advance of the start date).
- Message the program requirements: be active at least 30 minutes a day for adults 18 years and older, 60 minutes a day for youth 6-17 at least 5 days a week for 6 out of 8 weeks.
- Determine whether your participants will use the online physical activity tracking tool or a paper log. Group Administrators are responsible for collecting completed paper logs, verifying completion, reporting the total number of achievers by visiting www.millionpapachallenge.org, and distributing the recognition certificate to awardees.
- Host a kick-off event to get participants excited or a recognition event to recognize special achievers (optional).

3.) Contact Information

For more information, visit www.presidentschallenge.org.



Success Story

Over 170 students and teachers from the Nenahnezad Community School in New Mexico completed the 8-week PALA challenge and had noticeable results. “Students that are at considerate ‘weight risk’ have lost weight and were thrilled to report that their pants were getting too big,” reports the coordinator for the school. “Students reported that their families were spending more time going to the park, hiking, swimming, participating in community race meets, and taking time for more family outings.”

Safe Routes to School

The Safe Routes to School program is a Federal-Aid program of the U.S. Department of Transportation's Federal Highway Administration (FHWA). The program provides funds to the states to substantially improve the ability of primary and middle school students to walk and bicycle to school safely through both infrastructure projects and non-infrastructure relating activities (such as education, enforcement, and encouragement programs). Each state administers its own program and develops its own procedures to solicit and select projects for funding, though all of these state programs follow similar criteria.

1.) Eligibility

- Schools, local educational agencies (LEAs), community-based organizations (CBO), and nonprofit organizations
- Though the program does not specifically target tribes, many tribes are participating in the program. Small and rural communities are especially encouraged to apply.
- Projects must be within 2 miles of the school.

2.) Reimbursement to Tribes

Currently 14 tribes are receiving funding through state SRTS programs, and there are many success stories.

- In Oregon, the Ferndale School District received \$151,000 for a project which included signage, a traffic signal, pedestrian, bike, and share-the-road safety education, bicycle rodeos, walking school buses, and a walk and bike to school day.
- In Wisconsin, the Lac Courte Oreille application was awarded \$270,000 to build a sidewalk and implement a program encouraging walking and biking. The tribe partnered with AmeriCorps to leverage additional manpower and with the local county.

Success Stories

Montana: The City of Ronan received funding to construct paths and to provide pedestrian safety education to students on the Flathead Reservation. The City of Arlee received funding for an elementary traffic education program to build a pathway.

Wisconsin: The Lac Courte Oreilles Tribe and School developed a comprehensive SRTS plan and was awarded funding for a multi-use trail and non-infrastructure activities. The Oneida Nation received funding for a multi-use path.

South Dakota: Enemy Swim Day School, the school of the Sisseton-Wahpeton Oyate people, built a trail to help its students safely travel to and from school.

Nebraska: The Santee Sioux Nation Indian Reservation built a path for children to use on their walk to and from school. The path increased pedestrian visibility and connected a residential area to a local school.

3.) How to Start

- Visit the National Center for Safe Routes to School at www.saferoutesinfo.org. The website features a guide for applicants, state contacts, and examples of successful programs funded through SRTS. Think about what key elements of other projects apply to your community and what might need to be changed. Be sure that your project addresses the underlying goal of the program—to encourage students to walk and bike to school.
- Identify stakeholders in your community—students, parents, teachers, school administrators, town planners, and local law enforcement—and bring them together to determine what needs to be done.
- Formulate a plan, including encouragement, enforcement, education, and engineering strategies. Projects that just include infrastructure projects are not likely to be funded, so ensure your application includes aspects such as outreach and awareness campaigns. Work in coordination with your state SRTS contact to see that your plan follows the state’s funding guidelines.
- The open period for applications is usually between 30 and 90 days, so be sure to know when your state’s application is due and plan well in advance.

4.) Contact Information

To find the SRTS contact for your State, visit www.saferoutesinfo.org/contacts/index.cfm



Carol M. White Physical Education Program

The Carol M. White Physical Education Program (PEP), administered by the U.S. Department of Education (ED), provides grants to local educational agencies (LEAs) and community-based organizations (CBOs) to initiate, expand, and improve physical education for students in grades K-12. Grant recipients must implement programs that help students make progress toward meeting State standards in physical education.

1.) Eligibility

- LEAs (including charter schools that are considered LEAs under State law), and CBOs (including faith-based organizations), provided they meet the applicable statutory and regulatory requirements.
- Applicants may not currently hold a PEP grant.

2.) Grant Awards

The average award range for PEP grants is \$100,000 to \$750,000 per year for successful applicants. The Federal share of the project costs must not exceed 90% of the total cost of a program for the first year and 75% for each subsequent year.

Like many federal grant programs, the PEP application is complex and time consuming, but doable given proper preparation and timing.

3.) How to Start

- Application materials for each fiscal year are typically posted in the spring or early summer. The deadline is usually only a month from the date of posting, so it is critical to prepare early. They will be announced on the ED website at <http://www2.ed.gov/programs/whitephysed/applicant.html>.
- Preparation to apply should start well before the grant is announced. Start by reading the Federal Register notice.
- Ensure that you are prepared to meet the **Absolute Priority** outlined in the first column of the announcement. You must include at least one physical fitness activity to meet the absolute priority, address State standards for physical activity and include a nutrition education component to meet the absolute priority.
- Review the *two* **Competitive Preference Priorities** and consider how many you can feasibly qualify for in the time you have available. These priorities include
 - (1) implementing a BMI-measuring program at your school; and
 - (2) forming partnerships among the school, local orgs, healthcare facilities, and local government, and drafting a formal partnership agreement.

- Examine the *nine Requirements* and be prepared to address each in your application. These include items such as aligning project goals to the CDC's School Health Index [Note: only for LEAs or CBOs partnering with LEAs or a school], improving the linkage to local wellness policies, and participating in a national evaluation, among others. Work on satisfying these requirements well before the application is posted, as many will realistically take more than a month to complete.
- Work to line up matching funds for your proposed program—10% for the first year and 25% for the remaining two.

4.) Contact Information

Carlette Huntley, U.S. Department of Education

Carlette.Huntley@ed.gov

202-245-7871

<http://www2.ed.gov/programs/whitephysed/index.html>



Indian Community Development Block Grants (ICDBG)

The ICDBG Program provides eligible grantees with direct grants for use in developing viable Indian and Alaska Native Communities, including maintenance, repair, or construction of community facilities for physical activity such as a recreation center or gymnasium.

1.) Eligibility

- Any Indian tribe, band, group, or nation (including Alaska Indians, Aleut, and Eskimos) or Alaska Native village which has established a relationship to the Federal government as defined in the program regulations.
- Tribal organizations may be eligible if they receive formal authorization from eligible tribes to submit a proposal on their behalf.

2.) Reimbursement

- The program may provide funding for a variety of projects, including single- or multipurpose community buildings, such as a gymnasium or recreation center.
- For FY2010, the program was funded at \$65 million. The maximum awarded per project ranges from \$500,000 to \$5.5 million, varying by region and by tribal population.
- Cost sharing is not required but can add points to your application.

3.) How to Start

- Application materials for the each fiscal year are typically posted in early June. The deadline is usually in October. Grants for the coming fiscal year will be announced in a formal Notice of Funding Availability (NOFA), which will be posted to the HUD website at <http://www.hud.gov/offices/pih/ih/grants/icdbq.cfm>.
- Preparation to apply should start well before the grant is announced. Start by reading the NOFA for FY2010, which outlines application requirements and program rules for the FY2010. It is available online at <http://archives.hud.gov/funding/2010/icdbqsec.pdf>.
- Review the general HUD NOFA and familiarize yourself with the priorities of HUD's Strategic Plan for FY2010-2015. Aligning your proposal with these Policy Priorities will earn you points on your application. Relevant priorities include:
 - **3B.** Utilize HUD assistance to improve health outcomes.
 - **4B.** Promote energy efficient buildings and location efficient communities that are healthy, affordable and diverse.
 - **4E.** Build the capacity of local, state, and regional public and private organizations.

For details on including these elements in your application, see the general HUD NOFA online at <http://archives.hud.gov/funding/2010/gensec.pdf>.

- Work to line up matching funds for your proposed program. Though not required, doing so will earn your application points.
- Contact the grant coordinator at your regional ONAP office and indicate your intention to apply. Be sure to establish a dialogue with this contact while preparing your application, as they can provide valuable clarification and assistance.

4.) Contact Information

The program is administered by the Office of Native American Programs (ONAP), and distribution of funds occurs at the regional office level. To locate your regional ONAP office, visit <http://www.hud.gov/offices/pih/ih/codetalk/onap/map/nationalmap.cfm> or call the NOFA Information Center toll-free at 1-800-HUD-8929.



Diabetes Education in Tribal Schools

The DETS Project is part of a national effort to decrease the incidence and improve the care of type 2 diabetes among American Indian and Alaska Natives (AI/AN). The DETS Project is a K - 12 Curriculum that was developed using a multidisciplinary approach. The DETS Curriculum consists of units that incorporate National Science Education Standards, Inquiry-Learning (5E model), and AI/AN cultural and community knowledge. The curriculum was developed by eight of the top tribal colleges and universities and is tailored to fit tribal schools.

1.) Eligibility

Any Tribal school, grades K-12

2.) Curriculum Offered

Four categories of curricula are offered:

- Units for grades K-4 are interdisciplinary curriculum units emphasizing health science with strong language arts components. Kingergarten units are suitable for both K and pre-K levels.
- Grades 5-8 are offered a social studies unit and a science unit. In the social studies unit, students describe their lifestyle in terms of fitness parameters and identify ways to improve their own health and that of their family. The science unit focuses on diabetes as a disease and how it effects the body.
- For grades 9-12, students are offered a science unit, where they delve more deeply into the science of diabetes, and a unit on health, where they get the chance to learn about a career in healthcare and how the disease is dealt with by healthcare professionals.

3.) How to Start

- Log onto <http://www3.niddk.nih.gov/fund/other/dets/index.htm> to learn more about the program and how your school can participate.
- Preview the curriculum and see what other teachers and schools are saying about it at <http://www3.niddk.nih.gov/fund/other/dets/currsupplements.htm>.
- Check <http://www3.niddk.nih.gov/fund/other/dets/faq.htm> to see a list of FAQs.
- Contact your local DETS program representative to establish a tribal-college partnership with your school and get your school on the right track to tackling diabetes in children.

4.) Contact Information

For more information regarding the DETS program please contact a tribal college representative in your area, which you can find online at <http://www3.niddk.nih.gov/fund/other/dets/contact.htm>.

GoGirlGo! Curriculum

The GoGirlGo! curriculum from the Women’s Sports Foundation (WSF) combines physical activity with education to focus on reducing and preventing health-risk behaviors. In 2004 and again in 2006, the GoGirlGo! curriculum received a Gold National Health Information Award. The Women’s Sports Foundation offers FREE GoGirlGo! educational curriculum kits for coaches, teachers and youth program staff.

1.) Eligibility

Any school or community can use this curriculum.

2.) Curriculum Offered

The GoGirlGo! curriculum is divided into two age groups—preteens (girls ages 8-12) and teens (girls ages 13-18). The material for the younger girls is focused on helping them understand various pressures they are faced with and make healthy choices for their body and mind. The teen material is focused on helping girls become leaders as they deal with the more mature challenges of being a teenager. Topics like body image, self-esteem, bullying and drugs are candidly approached via the voices and personal stories of champion female athletes.

3.) How to Start

- Log onto the [Program Leader's Headquarters](#) to learn more about the curriculum and to download the materials.
- You can also [order online](#) or call the Women’s Sports Foundation at 800.227.3988 between the hours of 9 a.m.–5 p.m. Monday through Friday, Eastern Time. Printed materials are available on a first-come, first-served basis. Materials will be received approximately six weeks after ordering.
- Since they are available in limited supply and are quite costly to produce, the WSF asks that you only order what you will use. Materials for preteen girls ages 8-12 are packaged in kits. Each kit contains 12 40-page GoGirls! Guides to Life, 12 36-page GoGirls! Scrapbooks, 12 7-page Parents’ Guides and one 83-page instruction guide for the adult leader. The “kit” for teen girls ages 13-18 consists of one 82-page leader guide and 12 GoGirlGo! Ambassador Team Awards postcards.

4.) Contact Information

E-mail Info@WomensSportsFoundation.org or call us at 800.227.3988 between the hours of 9 a.m.-5 p.m. Monday through Friday, Eastern Time.

21st Century Community Learning Centers

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

1.) Eligibility

Formula grants are awarded to State educational agencies, which in turn manage statewide competitions and award grants to eligible entities. For this program, eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities. States must give priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity.

2.) How to Apply

Visit www2.ed.gov/programs/21stcclc/contacts.html#state to find your states 21st century grant contact and website.

Each eligible entity that receives an award from the state may use the funds to carry out a broad array of before- and after-school activities (including those held during summer recess periods) to advance student achievement. Many of the Bureau of Indian Education Schools that have received 21st Century grants have used the resources to support health education, including recreational opportunities.

3.) Contact Information

For more information visit:

www2.ed.gov/programs/21stcclc/



Appendix: Resource Guide



Step 1: Create a healthy start on life for children

Resources for Breastfeeding Support

- The [Indian Health Diabetes Best Practice: Breastfeeding Support](#) report is a consensus-based approach, developed by Indian health system professionals that anyone in clinical and community settings can use to implement or improve diabetes treatment and prevention.
- The [Surgeon General's Call to Action to Support Breastfeeding](#) report outlines steps that can be taken to remove some of the obstacles faced by women who want to breastfeed their babies.
- The website of the [Native Breastfeeding Council](#) can help health care providers working with native communities ensure breastfeeding success. Providers can download handouts to give to patients, as well as many resources to build a breastfeeding-friendly practice. They can also find current practice guidelines and information on where to go for more training.
- The [Close to the Heart: Breastfeeding Our Children, Honoring Our Values](#) brochure from the Phoenix Indian Medical Center briefly describes the benefits of breastfeeding.
- The [CDC Guide to Breastfeeding Interventions](#) provides state and local community members information to choose the breastfeeding intervention strategy that best meets their needs.
- The [Breastfeeding and the Use of Human Milk](#) policy statement from the American Academy of Pediatrics that is part of its organizational principles to guide and define the child health care system and/or improve the health of all children.
- Breastfeeding Promotion is available in the Saginaw Chippewa Indian Tribe of Michigan. Lactation consultants are available for pregnant women and mothers of newborns. Contact Sandra Chesbrough at schesbrough@sagchip.org or (898) 775–4654.

Other Resources for Pregnancy and Early Childhood

- The [Even Start Family Literacy Program Grants for Indian Tribes](#) (DOE, OESE) fund projects that improve early-childhood education, adult literacy, parenting education, and other services for Indian tribes and associated organizations.
- Grants under the [Parental Information and Resource Centers](#) program (DOE, OII) are meant to encourage parental involvement while raising student achievement. School districts and nonprofits may apply.
- The scope of the [Promoting Safe and Stable Families](#) grant program (HHS, ACF) includes funding for projects to improve parenting skills and promote the well-being of children. Grants are open to public and private-nonprofit organizations and Indian tribal governments. Grant announcements will be published in the Federal Registrar when they become available.
- [Demonstration Projects for Indian Health](#) grants address issues such as women's and children's healthcare and preventive support. Applicants may be Tribal governments or intertribal organizations.

- The [Early Head Start](#) program (HHS, ACF) supports pregnant women with the goal of improving prenatal health. Applications for FY 2011 are not yet available, but will be announced on the HHS website.

Step 2: Create healthier learning communities

- The [Child and Adult Care Food Program](#) (USDA, FNS) assists local daycares, afterschool programs, and adult-care centers around the country in providing nutritious meals and snacks. Funding is administered by state agencies, which may be identified [online](#).
- Grants through the [Full-Service Community Schools](#) program (DOE, OII) are given for the purpose of improving student health and development, among other objectives. Applicants must be consortiums of public schools with either a public or private nonprofit partner.
- Utilize the National [Farm to School](#) Network which helps to develop community-based food systems that can enhance local Tribal producers by assisting them in accessing the local food procurement system.

STEP 3: Ensure families access to healthy, affordable and traditional food

Resources from USDA

- While not connected to any single agency, [Know Your Farmer, Know Your Food](#) provides a clearinghouse of valuable USDA information regarding local food production and consumption.

Resources on [Rural Development](#)

- *Value Added Producer Grants (VAPG)*: [VAPG](#) Grants may be used for planning activities and for working capital for marketing value-added agricultural products and for farm-based renewable energy. Eligible applicants are independent producers, farmer and rancher cooperatives, agricultural producer groups, and majority-controlled producer-based business ventures.
- *Rural Business Opportunity Grants (RBOG)*: The [RBOG](#) program promotes sustainable economic development in rural communities with exceptional needs through provision of training and technical assistance for business development, entrepreneurs, and economic development officials and to assist with economic development planning.
- *Rural Business Enterprise Grant (RBE)*: The [RBE](#) program provides grants for rural projects that finance and facilitate development of small and emerging rural businesses help fund distance learning networks, and help fund employment related adult education programs. To assist with business development, RBEs may fund a broad array of activities.

- *Rural Microenterprise Assistance Program (RMAP)*: The [RMAP](#) program provides grants and loan funds to organizations that give technical assistance and/or small loans to rural small business owners, facilitate access to capital and access to services for rural microenterprises. This program makes grants to organizations that work to develop rural entrepreneurs.
- *Rural Cooperative Development Program (RCDG)*: [RCDG](#) provides grants for cooperative development in rural areas. Grants are to be made for the purpose of establishing and operating Centers for rural cooperative development. The grant program is to be used to facilitate the creation or retention of jobs in rural areas through the development of new rural cooperatives, value-added processing, and other rural businesses.

Resources from the [Agriculture Marketing Service](#)

- *Specialty Crop Block Grant*: The purpose of the [Specialty Crop Block Grant Program \(SCBGP\)](#) is to solely enhance the competitiveness of specialty crops. Specialty crops are defined as “fruits, vegetables, tree nuts, dried fruits, horticulture, and nursery crops (including floriculture).” Check with your State’s Department of Agriculture for opportunities.

Resources from the [National Institute of Food & Agriculture](#)

- *Sustainable Agriculture Research & Education (SARE)*: Since 1988, [the Sustainable Agriculture Research and Education \(SARE\)](#) program has helped advance farming systems that are profitable, environmentally sound and good for communities through a nationwide research and education grants program. To advance such knowledge nationwide, SARE administers a competitive grants program first funded by Congress in 1988. Grants are offered through four regions -- [North Central](#), [Northeast](#), [South and West](#) -- under the direction of councils that include farmers and ranchers along with representatives from universities, government, agribusiness and nonprofit organizations. The diversity in membership of the regional administrative councils reflects SARE's commitment to serve the whole spectrum of the agricultural community. SARE's broad representation remains largely unique in federal grant funding for agriculture.
- *Risk Management Education*: The Risk Management Education Program provides U.S. agricultural producers with the knowledge, skills and tools needed to make informed risk management decisions for their operations, with the goal of enhancing farm profitability. To that end, the program will fund four Regional RME Centers, one each in the four geographical regions of the U.S. (See RFA for definitions of the four regions).

Resources from the [Farm Service Agency](#)

- *Farm Loan Programs (FLP)*: FSA makes direct and guaranteed farm ownership (FO) and operating loans (OL) to family-size farmers and ranchers who cannot obtain commercial credit from a bank, Farm Credit System institution, or other lender. FSA loans can be used to purchase land, livestock, equipment, feed, seed, and supplies. Our loans can also be used to construct buildings or make farm improvements.

- [Rural Youth Loans](#): The U.S. Department of Agriculture's Farm Service Agency (FSA) makes operating loans of up to \$5,000 to eligible individual rural youths age 10 through 20 to finance income-producing, agriculture-related projects. The project must be of modest size, educational, and initiated, developed and carried out by rural youths participating in 4-H clubs, FFA or a similar organization. The project must be an organized and supervised program of work. It must be planned and operated with the assistance of the organization advisor, produce sufficient income to repay the loan, and provide the youth with practical business and educational experience in agriculture-related skills.

Resources from the [Natural Resources Conservation Service \(NRCS\)](#)

- *Environmental Quality Incentives Program (EQIP)*: [EQIP](#) provides a voluntary conservation program for farmers, ranchers and owners of private, non-industrial forest land that promotes agricultural production, forest management and environmental quality as compatible national goals. EQIP offers financial and technical help to assist eligible producers install or implement conservation practices on eligible agricultural land.
- *Wildlife Habitat Incentive Program (WHIP)*: [WHIP](#) offers both technical assistance and up to 75 percent cost-share assistance to establish and improve fish and wildlife habitat, which could be utilized to support subsistence practices.

Resources from the [Risk Management Agency](#)

- *Partnership Agreements*: The role of USDA's Risk Management Agency (RMA) is to help producers manage their business risks through effective, market-based risk management solutions. RMA's mission is to promote, support, and regulate sound risk management solutions to preserve and strengthen the economic stability of America's agricultural producers.

Resources from the [Food & Nutrition Service](#)

- Summary of USDA Nutrition Assistance Programs:
<http://www.fns.usda.gov/fns/services.htm>

Other Resources on Healthy, Affordable and Traditional Food

- The [Food Distribution Program on Indian Reservations](#) supplies commodity foods to low-income households on Indian reservations, as well as American Indian and Alaska Native families living in certain areas. Application information is available [here](#).
- The [Healthy Food Financing Initiative](#) is a partnership between the USDA, USDT, and HHS and seeks to solve the problem of food deserts in low-income urban and rural areas. The program provides grants and loans to local governments, nonprofits, businesses, and community development corporations, which may be found through individual departments' websites.

- Partner with your local food banks or pantries to meet the needs of hungry children at times when other resources are not available, like over weekends and during summer vacation. Meals may be provided on weekends and during short vacations during the regular school year through the Child and Adult Care Food Program At – Risk Afterschool Meals component. Contact your State agency to determine whether you qualify. The Summer Food Service Program provides reimbursement for meals served during the summer months when school is out.

Step 4: Increase opportunities for physical activity

Resources for Youth Health and Fitness

- The [Alaska Native Education Equity](#) program provides grants for the development of curricula and educational programs that meet these needs. Grants are available to community groups, among others.
- The [Health Promotion / Disease Prevention Program for American Indians](#) offers grants to local programs that address issues of obesity, tobacco use, and alcohol abuse—the leading causes of preventable death in the US.
- [Native American Programs](#) through the Administration for Children and Families (HHS, ACF) seek to encourage economic self-sufficiency for Native tribes by, among other things, strengthening families and investing in human capital. Eligibility focuses on Indian tribal governments and nonprofit American Indian and Alaska Native organizations. Funding announcement will be posted through the [ACF website](#).
- The US Department of Education offers [Indian Education Grants](#) (DOE, OESE) to local education agencies to support extracurricular and enrichment programs such as physical education, in addition to core content areas. Local educational agencies with over 10 Indian children or over 25% Indian population may apply. Award information is available on the OESE [website](#).
- Grants under the [21st-Century Community Learning Centers](#) initiative (DOE, OESE) are formula grants support community learning centers that provide educational support and enrichment opportunities, including recreation. Grants are handled through state education agencies.
- [Childhood Obesity Research Demonstration](#) grants (HHS, CDC) provided by the Affordable Care Act fund demonstration projects that test the value of broad community approaches to fighting childhood obesity. State and tribal governments and public and private nonprofits are all eligible. Application is listed [online](#).
- Grants under the [Communities Putting Prevention to Work](#) program (HHS, CDC), funded by the Affordable Care Act (ACA), distribute funds to state and local health departments, including Indian tribal governments and American Indian and Alaska Native organizations, with the purpose of targeting obesity, among other goals.
- The [Fund for the Improvement of Education](#) provides grants to support programs of national significance that seek to improve the quality of elementary and secondary education.
- [National Programs to Improve the Health and Educational Outcomes of Young People](#) (HHS, CDC) support initiatives aimed at reducing the risk factors of chronic

disease, among them physical inactivity. State and tribal governments, large school districts with a high degree of poverty, and national NGOs may apply for this assistance. Application is [online](#).

- [Recreational Program](#) grants (DOE, OSERS) support opportunities for individuals with disabilities to participate in physical education, sports, and other recreational activities with their non-disabled peers. States, Indian tribal governments, and recreation departments may apply for this grant.

Resources for Related Youth Issues

- The [Indian Country Alcohol and Drug Prevention](#) program (DOJ, BJA) provides assistance to Tribal governments to plan and implement drug-prevention strategies, though mostly through most support through this bureau focuses on increasing institutional capacity rather than prevention programs. Grant information will be published on the OJP's [Grant Management System](#).
- Funding through the Department of Justice's [Tribal Youth Program](#) (DOJ, OJP) is targeted to national organizations seeking to encourage mentoring programs in underserved tribal areas. Application is available [online](#) through grants.gov and also through the [Coordinated Tribal Assistance Solicitation](#), a common application for American Indian grants from the DOJ.
- The [Drug-Free Communities Support Program](#) (HHS, SAMHSA) seeks to encourage community coalitions dedicated to combating substance abuse. Organizations looking to access funding from these grants must demonstrate existence for over 6 months, demonstrate community volunteer involvement, and be able to match the funds. Public and private nonprofits and local governments may apply. Application is [online](#).
- Grants under the [SAMHSA Projects of Regional Significance](#) program (HHS, SAMHSA) may be given for programs that encourage healthy childhood development, though this is not a large part of the program's scope. Public and private nonprofits and Indian tribal governments may apply. Application is [online](#).
- [Safe Schools / Happy Students](#) is a joint program of three departments (DOE / HHS / DOJ) designed to prevent youth violence and substance abuse. Local educational authorities, including those of Tribal governments, are welcome to apply. A program announcement will appear in the Federal Registrar and applications are expected to be available in early spring.
- Funding through the [Title V Delinquency Prevention Program](#) (DOJ, OJJDP) is available to state and tribal governments for the purposes of preventing delinquency among at-risk youth. The application must be coordinated through contacts specific to each state or tribe, found at the OJJDP [website](#).
- [Youth Gang Prevention](#) grants (DOJ, OJJDP) fit under the OJJDP's Comprehensive Gang Model, and are targeted to communities who have adopted this model at the level of local government. The application is available [online](#) and closes March 11, though pre-application coordination is required.

Resources for Recreational Infrastructure

- The [Alaska Native / Native Hawaiian Institutions Assisting Communities](#) (HUD) program uses a similar formula as the Community Development Block Grant Program, though focused on Alaska Native / Native Hawaiian Institutions of Higher Education.
- [Community Development Block Grants](#) may fund a variety of community-based development initiatives, including neighborhood revitalization and improving community services and facilities. Application information is [online](#).

Resources for All Steps

- The [Promoting a Healthy Weight in Children and Youth: Clinical Strategies, Recommendations and Best Practices](#) report outlines clinical strategies on five childhood obesity prevention and treatment recommendations for health care professionals in Indian Health Service, tribal and urban Indian health clinical settings. The report's five recommendations are based on the best available clinical evidence regarding the prevention and treatment of overweight.
- [Healthy Weight for Life](#) guides report that promoting a healthy weight across the lifespan is critical to improving the health status and well-being of American Indians and Alaska Natives (AI/AN). Across the country, hundreds of thousands of AI/AN participate in innovative nutrition, physical activity, and weight management programs. While progress has been made, overweight and obesity continue to drive up high rates of chronic disease. Taking action now has the potential to achieve the Indian Health Service's mission of raising the physical, mental, social, and spiritual health of AI/AN to the highest level.
- Help your school and other local agencies utilize programs from the [Corporation for national and Community Service](#) such as [Americorps Vista](#) and [Senior Corps](#) to provide community service assistance.
- USDA Rural Development Community Facilities Program: [Community Programs](#) provide loans, grants and loan guarantees for projects to develop essential community facilities for public use in rural areas. This may include hospitals, fire protection, public safety, libraries, schools, day care centers as well as many other community-based initiatives.
- The [Special Diabetes Program for Indians](#) (HHS, IHS) was created in 1997 in response to the diabetes epidemic among American Indians. The program provides funding to IHS, Tribal and Urban Indian health programs that provide treatment and prevention programs for diabetes. Application materials are available [online](#).