



The Physical Activity and Nutrition Branch (PAN Branch) of the N.C. Division of Public Health (NC DPH), is pleased to announce the **Wake County Healthy Places, Active Spaces** Grants Program. This grant-funded initiative, which is made possible by the John Rex Endowment and fiscal administrator, the N.C. Public Health Foundation, seeks six organizations in Wake County to increase opportunities for physical activity and the availability of healthful foods for underserved¹ children and youth.

A three-year grant will be awarded through a competitive application process with funding of \$75,000 – \$85,000. Funds will be distributed with up to: \$15,000 in year one, \$30,000 in year two and \$40,000 in year three. Eligible applicants must be youth-serving organizations that are eager and ready to address childhood obesity issues. One-year Planning Grants will be available for organizations unsure of how to get started, what resources are available, or what types of strategies to use. Any organized community group in Wake County can apply: non-profits, neighborhood associations, childcare centers, volunteer organizations, faith communities, schools or other settings where children and youth are served.

The PAN Branch will work closely with selected organizations to enhance their ability to make changes that have lasting impact on the physical activity and healthy eating patterns of Wake County children and address the **overall environment** where children and youth learn, live, play and pray.

OVERVIEW

The **Healthy Places, Active Spaces** grants are based on the following tenets:

- Making **the healthy choice the easy choice** will encourage children and youth to be healthy and active for a lifetime.
- Young people grow up in families and communities, **not programs**. Efforts to promote **healthy places** must focus on where children and youth live, learn, play and pray.
- Building **strong partnerships** is key to leveraging resources and making community-level changes that have lasting benefit.

¹Defined as low-income, rural, or underserved minorities in local communities.

What Specifics Do I Need to Know About This Grant?

Description of Funding Availability

Funding will be awarded to approximately six (6) community organizations in Wake County over three years. The grant period is from May 1, 2011 until April 30, 2013.

Year 1: Planning Grants will be awarded up to \$5,000 each. Implementation Grants will be awarded up to \$15,000 each.

Year 2: All grantees are able to receive up to \$30,000 each.

Year 3: All grantees are able to receive up to \$40,000 each.

Planning Grants – These grants are most appropriate for organizations that need time to deepen their expertise on policy, built environment and food access issues before selecting a project. After the first year, grantees will transition into an Implementation Grant for Years 2 and 3.

Implementation Grants – These grants are more appropriate for organizations that have identified potential projects that address changes to policies and/or environmental supports related to physical activity and healthful eating, secured committed partners, identified strategies to achieve their goals and have given thought to how they might evaluate impact of their project.

*Please note: Applicants may be funded at lesser amounts than requested and/or asked to make modifications for how funds will be allocated.

Grantee Expectations

Partnerships

Partnerships are strongly encouraged, but not required. Among partnerships, a lead organization must be identified and assume responsibility for completing and submitting all application materials. Lead organizations should specify all partners involved in the intervention and ensure that all participants have agreed to involvement. All partners should be fully informed of goals, anticipated actions and expectations prior to commencement of grant-funded activities.

Reporting

Grantees will be required to submit reports twice per year (templates will be provided by the PAN Branch). Grantees are also expected to provide success stories at the end of the grant period indicating the community change(s) resulting from their projects.

Trainings, Conference Calls and Site Visits

Grantees will be required to attend two trainings per year, both held in Wake County, along with monthly conference calls- either an individual call or group call. A PAN Branch Project Coordinator will schedule yearly site visits at which time staff will need to be available.

Why Do We Need Healthy Places?

Since the 1970s, there has been an alarming increase in the rate of obesity among children of all ages in the United States. Obese children are at higher lifetime risk for heart disease, stroke, asthma and some forms of cancer.² Good nutrition, adequate physical activity and maintaining a healthy weight can reduce their risk of conditions like these.

Evidence shows that the benefits of good nutrition and physical activity among youth extend beyond improved health alone. Well-nourished and physically active students tend to:³

- Perform better on standardized tests.
- Demonstrate improved behavior, concentration and energy levels.
- Have fewer illnesses and school absences.
- Have improved cognitive function, thus making them better able to learn.
- Have higher levels of self-esteem and lower levels of anxiety and stress, each of which has been associated with better academic performance.

Evidence also indicates that characteristics of homes, schools and neighborhoods can influence children's daily physical activity levels.^{4,5,6,7} The Institute of Medicine concludes that providing safe places for kids to play, increasing their opportunities for regular physical activity and supporting families' efforts to integrate physical activity into their daily routine are important strategies for reversing the childhood obesity epidemic.⁸

What Can Healthy Places Look Like?

- Play spaces are appealing and safe.
- Retail food stores, such as corner stores and convenience stores in communities, have healthy food options.
- Families can walk to school, work or anywhere else they need to go every day.
- Healthy, fresh food options are available and affordable wherever kids live, learn, play or pray.
- Being physically active and eating healthy foods is easy, convenient and enjoyable.
- Walking or biking is as convenient as driving.

How Do You Create Healthy Places?

² Ogden CL, Carroll MD, Curtin LR, McDowell MA, Tabak CJ, Flegal KM. Prevalence of overweight and obesity in the United States, 1999-2004. *Journal of the American Medical Association* 2006; 295(13):1549-1555.

³ Action for Healthy Kids. The Learning Connection. The Value of Improving Nutrition and Physical Activity in Our Schools. 2004.

⁴ Koplan JP, Liverman CT, Kraak VI, Eds. *Preventing childhood obesity: Health in the balance*. Washington: Institute of Medicine, 2005. Available at: <http://www.nap.edu/catalog/11015.html>.

⁵ *The Surgeon General's call to action to prevent and decrease overweight and obesity*. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2001.

⁶ Ferreira I, van der Horst K, Wendel-Vos W, Kremers S, van Lenthe FJ, Brug J. Environmental correlates of physical activity in youth - a review and update. *Obesity Reviews* 2007; 8(2): 129-154.

⁷ Sallis JF, Glanz K. The role of built environments in physical activity, eating, and obesity in childhood. *Childhood Obesity. The Future of Children* 2006; 16(1): 89-108.

⁸ The Robert Wood Johnson Foundation. Designing for Active Living Among Children. Fall 2007.

In order to have the biggest impact on children's health, communities must create **change at many levels** in order to influence:

- Individuals
 - Although there is a personal responsibility to being healthy, such as making good food choices and being physically active, there is also a community responsibility to ensure that these behaviors can be easily adopted.
- Policies
 - Policy change generally describes modifications to formal and informal rules, guidelines, or practices at the organizational level (a single worksite), the community level (an entire school system), or at the societal level (state legislation).
- Physical environments
 - Changes to physical spaces in your community can help make healthier nutrition and physical activity choices more accessible, enticing, and safe.
- The wider community
 - Engaging networks around children and/or the organization (i.e., family members, friends, community members, and sister organizations) can also influence children's eating and physical activity patterns in a positive way.

Interventions seeking to improve nutrition and increase physical activity have the best chance of succeeding if they are directed at **all levels listed above** simultaneously, and include ways for **communicating and promoting the changes made**.

There are a number of successful strategies that address multiple community levels and are recommended by the Centers for Disease Control and Prevention (CDC).⁹ The table on the following pages will provide the four focus areas being recommended for this grant funding, along with project examples that demonstrate how each focus area might be addressed.

Each applicant will be asked to choose ONE focus area that they want to address.

Note: These are not listed by rank or importance.

⁹<http://www.dhh.louisiana.gov/offices/miscdocs/docs-270/CDCRecommendedObesityStrategies.pdf>

**What Strategies or Settings Within My Community Might I Think About to Promote Healthy Places?
 What Activities Will Help Create Healthy Places?**

Examples below are meant to provide guidance; this is not an exhaustive list

Recommended Focus Area #1	General Action for Organizations	Specific Actions that Address this Focus Area	Project Examples that Address Changes at Many Levels (individuals, policies, physical environments and the wider community)
<p>Improve mechanisms for purchasing or accessing locally grown¹⁰ produce.</p>	<p>Activities should take place in, or in partnership with, venues that serve underserved children and youth, and their families (e.g., faith organizations, community recreational facilities, youth-serving organizations, child care centers, schools), and focus on efforts such as establishing:</p> <ul style="list-style-type: none"> • farmers' markets or farm stands • community and school gardens • community-supported agriculture (CSA) partnerships or programs • "pick your own" partnerships • farm-to-school initiatives (e.g., salad bar stocked with locally grown produce) • partnerships youth-serving organizations or corner stores located near schools to promote selling fresh produce 	<ul style="list-style-type: none"> • A school partners with a community organization to establish a community garden, while implementing educational programs for youth at the school and in the community. • A youth-serving community center designates its site as a pickup location for an existing CSA program, while implementing educational and/or snack programs for youth using fresh produce from the CSA. 	<p>Multi-Level Project Example 1:</p> <ul style="list-style-type: none"> • Individuals – Youth participate in educational programs that center around garden activities • Policies – An agreement is established where the service organization has primary responsibility in maintaining garden, while school provides land • Physical Environment – Garden plot is established • Wider community – Members in surrounding neighborhoods are invited to rent a garden plot or volunteer with service organization to maintain garden <p>Multi-Level Project Example 2:</p> <ul style="list-style-type: none"> • Individuals – Youth participate in taste tests and eat snacks that include fruits and veggies from CSA • Policies – Community center adopts a “healthy meetings and events policy” and fruits and veggies are served from a CSA • Physical Environment – CSA pick-up area is made into an attractive and welcoming space, with a bright and colorful healthy foods mural painted on the wall • Wider community – The farmer coordinating his/her CSA program agrees to additional drop-off sites in various locations in the community

¹⁰ Locally grown refers to food grown anywhere in North Carolina.

Examples below are meant to provide guidance; this not an exhaustive list



Recommended Focus Area #2	General Action for Organizations	Specific Actions that Address this Focus Area	Project Examples that Address Changes at Many Levels (individuals, policies, physical environments and the wider community)
<p>Increase availability and affordability of healthier foods and beverages in venues that primarily serve underserved children and youth (e.g., after-school programs, faith organizations, community recreational facilities, youth sports leagues, child care centers).</p>	<p>Organizations should focus on efforts such as:</p> <ul style="list-style-type: none"> • adopting or exceeding nutrition standards that are consistent with the 2010 Dietary Guidelines for Americans • improving all foods sold or offered to youth onsite or during programming (e.g. snacks, concession stands, vending machines, catered events) • promoting changes that increase access to fresh fruits and vegetables and whole-grain products • decreasing foods high in calories, total fat, trans fat, saturated fat, and sugar • determining strategies for making healthier foods affordable 	<ul style="list-style-type: none"> • A child-care center conducts an evidence-based nutrition and physical activity assessment and identifies areas for improvements. Once changes are made, they work with other centers in their network to adopt similar changes. • A youth sports organization adopts a healthy snacks and no-sugar sweetened beverages policy for any snacks that are provided to players. Trainings are conducted with team coaches to help them learn strategies for being healthy role models on and off the field/court. • A youth-serving organization adopts a policy that whenever and wherever food is served, healthy food options will be available. Staff training is improved, so they are aware of changes and can serve as positive role models. • A PTA unit works to restrict advertising and marketing of unhealthy foods and beverages in schools. 	<p>Multi-Level Project Example 1:</p> <ul style="list-style-type: none"> • Individuals – Preschool incorporates new curriculum into their program (e.g. Color Me Healthy) so kids learn about healthy nutrition and get more physical activity during school • Policies – Policies adopted such as not using food as a reward or punishment and providing outdoor active play time at least two times per day • Physical Environment – Kitchen equipment is purchased so the preschool can properly store, prepare, and serve healthier food options and sun shades are added to outdoor play space • Wider community – Other preschools in their network are trained to adopt similar changes <p>Multi-Level Project Example 2:</p> <ul style="list-style-type: none"> • Individuals – Trainings are conducted with coaches to teach them strategies for being healthy role models on and off the field/court • Policy – A policy is adopted to prohibit bringing or sales of unhealthy snacks and sugar-sweetened beverages • Physical Environment – Options in concession stands and vending machines are replaced with healthy options • Wider community – Trainings for coaches are offered and open to any coach in the community

Examples below are meant to provide guidance; this is not an exhaustive list



Recommended Focus Area #3	General Action for Organizations	Specific Actions that Address this Focus Area	Project Examples that Address Changes at Many Levels (individuals, policies, physical environments and the wider community)
<p>Increase opportunities for physical activity in venues that serve underserved children and youth (e.g., after-school programs, track-out programs, faith organizations, community recreational facilities, parks, child care centers).</p>	<p>Organizations should focus on efforts that:</p> <ul style="list-style-type: none"> • limit sedentary time • follow physical activity standards of offering moderate, fun, physical activity and play daily <ul style="list-style-type: none"> ○ at least 30 minutes for half day or 60 minutes for full-day, holiday or vacation programs • include outdoor activities whenever possible 	<ul style="list-style-type: none"> • After school programs adopt the <i>Move More North Carolina: Recommended Standards for After School Physical Activity</i> by offering on-going staff training on the SPARK After School Program Curriculum, a curriculum that teaches leadership techniques and activity ideas that are non-competitive and encourage children and youth to be physically active. • A community organization partners with a school to establish a joint-use agreement that allows public use of the school’s walking track and/or sports field after school hours. • A child care center adopts policies that limit the use of television, video, video games and computers for non-educational purposes. 	<p>Multi-Level Project Example 1:</p> <ul style="list-style-type: none"> • Individuals – Youth participate in daily after-school activities that are fun, improve physical fitness and are led by qualified program staff • Policies – Requires every after-school program to provide at least 30 min. of program time to include planned, moderate-to-vigorous activity. Mandatory staff training includes strategies for leading fun, non-competitive activities • Physical Environment – Play areas are improved • Wider community – Organization makes plans for implementing similar policies in other youth-serving programs (e.g., outreach programs, track-out programs, camps, etc.) <p>Multi-Level Project Example 2:</p> <ul style="list-style-type: none"> • Individuals – Youth and families join an evening walking club sponsored by the PTA • Policies – A school, Citizens Advisory Council and PTA partner to establish a joint-use agreement that allows public use of the school’s walking track and sports field after school hours • Physical Environment – Light poles and signage are installed and walking track is improved • Wider community – Fun activities are planned and residents in the community are informed and encouraged to use the field and track

Examples below are meant to provide guidance; this not an exhaustive list



Recommended Focus Area #4	General Action for Organizations	Specific Actions that Address this Focus Area	Project Examples that Address Changes at Many Levels (individuals, policies, physical environments and the wider community)
<p>Improve infrastructures that support and promote physical activity.</p>	<p>Organizations should focus on efforts that address characteristics of physical spaces and:</p> <ul style="list-style-type: none"> • support and encourage activities such as bicycling, walking and active play • improve personal safety or general appeal/aesthetics in areas where children and youth are or could be physically active (e.g., playgrounds, walkways, gardens) • encourage non-motorized travel to and from places people need to go every day by improving the physical aspects of the community (e.g., improved signage, bike racks, expanded greenways, sidewalks that connect to public transportation or walking trails near neighborhoods or schools) 	<ul style="list-style-type: none"> • A Parks and Recreation facility improves safety of their playground by improving lighting on the walkway that connects the park to the area neighborhood, and installs a blue-light safety phone in the park. • A local church installs a walking path around their existing playground and garden. • A youth-serving community improves their indoor gym facility and promotes and offers “open community days” that allow public use on those days. • A local service organization works with a neighborhood association to design a playground that supports active play. • A neighborhood association partners with local officials to get approval for the painting of bike lanes on neighborhood streets. 	<p>Multi-Level Project Example 1:</p> <ul style="list-style-type: none"> • Individuals – Youth in faith programs (e.g., youth group) participate in planned, intentional physical activity and consume healthy snacks during program time • Policies – Policies are adopted to support physical activity and healthy foods for youth and their families, such as healthy snacks during Sunday School and physical activities included in all youth and family events • Physical Environment – Playground is installed and includes additional aesthetic features like shade trees, shrubbery, and benches • Wider community – Events are planned to encourage residents in the community to visit the new playground <p>Multi-Level Project Example 2:</p> <ul style="list-style-type: none"> • Individuals – Youth and families join a walking or biking club • Policies – Neighborhood Association works with local officials to get approval for painting of bike lanes • Physical Environment – Bike lanes are painted and the Neighborhood Association works with the local community center to install bike racks • Wider community – Community members are invited to join regular group ride events

How Do I Know If My Organization is Ready to Create Healthy Places?

- A strong team and organizational infrastructure is in place to create and sustain healthy, active places.
- The organization can identify priority areas for achieving healthy, active places and a clear strategy to get there.
- The organization's activities related to achieving healthy, active places involve external partners and the wider community. "The whole is greater than the sum of its parts."
- The organization clearly communicates activities related to achieving healthy, active places and are understood by external partners and the wider community.
- Key members of the organization know what their strengths and challenges are for creating healthier environments. They follow the mantra, "You have to know where you are to know where you're going."
- The organization can identify "the win" as a result of their project activities.

What Support is Available to Help My Organization Feel More Ready to Create Healthy Places?

The PAN Branch will work closely with the selected organizations to help them **build strong partnerships, problem-solve and leverage resources**, in an effort to make changes that are **long-lasting**. Support will be provided via:

- *Trainings* – two trainings per year will address topics such as building healthy communities by leveraging existing assets, addressing childhood obesity through collaborations, telling the story of your work and how to know if your project is successful.
- *Resource Sharing Opportunities* – group conference calls will be scheduled to give selected communities opportunities to network, share lessons learned and exchange resources.
- *One-on-One Meetings* – PAN Branch staff will be available to help organizations shape plans for project implementation.

Timeline and Assistance Available During Application Process

The PAN Branch has provided a lengthy response time between the release of this RFA and the due date for the full proposal in order to provide interested organizations time to meet with partners, define roles and responsibilities of each person involved, and develop strategies to achieve project goals.

Important Dates

Wednesday, December 8th @ 12:30-1:30 pm

An optional conference call will be held to answer questions, clarify specifics pertaining to the grant, and assist organizations with completing their Letter of Interest. **The conference call number is 919-431-2020. The number of available phone lines is limited so please email Marjorie Wilson to confirm that you will be attending at marjorie.wilson@dhhs.nc.gov**

Friday, January 7th (close of business)

All applicants are required to submit a Letter of Interest (LOI) in order to apply for funding. The LOI must include a brief description of the project and partners involved (if any), along with the name, title, and email address of the primary contact person. A template has been provided on the following page. A confirmation email will be sent to confirm receipt of your LOI. Send LOI to: marjorie.wilson@dhhs.nc.gov

Thursday, January 13th @ 2:30-4:30 pm at the Cameron Village Library

The PAN Branch will host a **MANDATORY** informational meeting that will further explain the goals of this program, answer questions and provide an opportunity for applicants to network and discuss collaborative proposals if they choose. Organizations attending the informational session **must** submit a LOI first.

The meeting will be held at the Cameron Village Library, 1930 Clark Ave., Raleigh, 27605 in Meeting Rooms 202 A & B (2nd floor of the library). If you have questions about directions, please contact 919-856-6710 or go to their website:

<http://www.wakegov.com/libraries/locations/cameronvillage/default.htm>

Friday, February 25th (by 5:00 pm)

Full proposals are due. Each application will be reviewed and scored by a review team.

Friday, March 18th (close of business)

Notifications of grant awards will be made.

Contact Information

Questions? Contact Marjorie Wilson (marjorie.wilson@dhhs.nc.gov or 919-707-5233)

Attachment #1

**Wake County Healthy Places, Active Spaces Grants Program
Cover Page**

Deadline for Letter of Interest: Close of Business Friday, January 7th

Name and Title of Primary Contact Person:

Telephone: ()

Fax: ()

Email:

Lead Organization Name:

Address:

Partnering Organizations (if already identified):

Attachment #2

Wake County Healthy Places, Active Spaces Grants Program Template- Letter of Interest

Guidelines: Documents should be approximately two pages (three pages max), one-inch margins, 12-point, Times New Roman font. Submit as an email attachment to marjorie.wilson@dhhs.nc.gov

Project Description: Provide a brief description of your proposed project activities and goals. Include the focus area you have chosen (you only need to select one) from the table on pages 4-7 and strategies you plan to use to address change at many levels within your community (individuals, policy, physical environment and the wider community). Identify whether you will be applying for a Planning Grant or Implementation Grant in Year 1.

Partners: Describe partnerships you will rely on to achieve project goals. Briefly describe each partner's role and specific involvement with the project. If you plan to find new partners, describe how you will recruit and engage them.

Past Performance and Accomplishments: Include a brief summary of your organizations key accomplishments you feel are important to share. It does not have to be related to the content or goals of this grant.