

# Translating In-School Intervention for Afterschool Settings: Staff, Student, and Curricular Challenges

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## Abstract

The objective of this study was to determine the potential opportunities and constraints of adapting *Fuel for Fun (FFF)*, an evidence-based, in-school nutrition education program for an afterschool setting. We used a phenomenological study to interview afterschool program coordinators who manage and deliver nutrition and childhood obesity programs to determine their perceptions of the *FFF* partnership potential. Using an inductive approach (aided by the qualitative software QSR NVivo) to identify themes across eleven interviews, we coded statements to develop propositions. Our inter-coder agreement was >95%. Main themes included concerns about training required by high staff turnover, consistency of program delivery resulting from youth retention challenges, and insufficient funding for food expenses of a cooking and/or nutrition program. Curricular needs included lessons with readily available ingredients for rural communities and adaptable to afterschool youth of a variety of ages. Participants reported that scheduling conflicts and lack of interest challenged family involvement. The transition of in-school to afterschool nutrition programs is not seamless, as numerous barriers and limitations challenge the adaptation of successful in-school programs. Educators with afterschool experience are excellent resources for identifying pitfalls, stimulating ideas, and operationalizing *FFF* transition to an afterschool experience.