Arizona Nutrition Network

Policies and Procedures

Federal Fiscal Year 2016

Champions for Change
Arizona Nutrition Network

Arizona Nutrition Network Fact Sheet

Goal:
To influence healthy eating and active living in a positive way that promotes health and reduces disease among all people living in Arizona.

Program Components:
The Arizona Nutrition Network (AzNN) is a public and private partnership led by the Arizona Department of Health Services (ADHS) Bureau of Nutrition and Physical Activity. Through an interagency agreement with the Arizona Department of Economic Security (DES), Family Assistance Administration, the AzNN provides nutrition education and obesity prevention activities and interventions to Supplemental Nutrition Assistance Program (SNAP-formerly the Food Stamp Program) recipients and those eligible.

Funding Source:
From 1998 - 2012, the Arizona Nutrition Network had been funded with state and Food Stamp Administration dollars through matching federal financial participation from the United States Department of Agriculture (USDA). The Arizona Nutrition Network, in turn, administered a funding opportunity for local agencies to contribute matching funds to the Arizona Nutrition Network that qualifies those agencies for additional dollars to expand and enhance their existing nutrition education programs. This was called the Local Incentive Award (LIA) Program. Beginning in Federal Fiscal Year 2013, the funding structure of the AzNN changed with the passage of the Healthy, Hunger-Free Kids Act. The required match went away and the program became a Nutrition Education and Obesity Prevention (NEOP) grant program. This change also brought a finite funding cap to the program. The AzNN program is available to qualified agencies to support nutrition education and obesity prevention activities among low-income populations.

Target Audience:
The program is targeted towards SNAP recipients and eligible persons.

Service Areas:
The AzNN is a statewide collaboration. Contractors/Grantees/Partners are located across the state and represent a wide range of organizations, including, but not limited to, county health departments, Cooperative Extensions, tribal governments and organizations, and school districts. AzNN social marketing campaigns are targeted statewide. Community education efforts are implemented throughout the state.

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Supplemental Nutrition Assistance Program Education (SNAP-Ed) Goal and Focus

As outlined in the Supplemental Nutrition Assistance Program Education Guidance from the USDA, the SNAP-Ed goal is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA food guidance.

The focus of SNAP-Ed is:

- Health promotion to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle; and,
- Primary prevention of diseases to help the SNAP-eligible population that have risk factors for diet-related chronic diseases prevent or postpone the onset of disease by establishing healthier eating habits and being more physically active.

The SNAP-Ed Plan includes behaviorally-focused, evidence-based nutrition education and obesity prevention interventions, projects, and social marketing campaigns that are consistent with the mission, goal, and focus of SNAP-Ed.

The Dietary Guidelines for Americans are the foundation of nutrition education in all USDA Food and Nutrition Service (FNS) nutrition assistance programs. SNAP-Ed activities must promote healthy food choices based on the most recent Dietary Guidelines for Americans. Therefore, messages delivered through SNAP-Ed should continue to be consistent with the Dietary Guidelines and the associated USDA Food Guidance System, MyPlate. For complete information on the Dietary Guidelines and MyPlate, refer to the USDA Center for Nutrition Policy and Promotion's website.

As SNAP-Ed nutrition education and obesity prevention activities and interventions are grounded in the Dietary Guidelines for Americans, project messaging and activities may be based on any or all of the recommendations or messages in the Dietary Guidelines for Americans, including promoting foods and nutrients to increase as well as foods and food components to reduce. FNS has determined that SNAP-Ed funds may not be used to convey negative written, visual, or verbal expressions about any specific brand of food, beverage, or commodity (referred to as disparaging). Such messaging about specific brands is not an acceptable part of SNAP-Ed.

AzNN Key Behavioral Outcomes

The focus of Arizona Nutrition Network (AzNN) program efforts is on the following behavioral outcomes for SNAP-Ed participants in order to magnify the impact of SNAP-Ed:

- Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products;
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle; and,
- Maintain appropriate calorie balance during each stage of life --- childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

SNAP nutrition education and obesity prevention services are any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of SNAP participants and low-income individuals eligible to participate in SNAP and other federal assistance programs. Nutrition education and obesity prevention services are delivered through multiple venues and involves activities at the individual, community, and appropriate policy levels. Acceptable policy-level interventions are activities that encourage healthier choices based on the current Dietary Guidelines for Americans.

AzNN activities must be evidence-based; additionally, the types of activities should be those that have the greatest impact on behavior change and show promise in demonstrating the effectiveness of a wide range of approaches. An evidence-based approach for nutrition education and obesity prevention is defined as the integration of the best research evidence with the best available practice-based evidence. The best research evidence refers to relevant rigorous nutrition and public health nutrition research, including systematically reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential.

Evidence may be related to obesity prevention target areas, intervention strategies, and/or specific interventions. The target areas are identified in the current Dietary Guidelines for Americans. Intervention strategies are broad approaches to intervening on specific target areas. Interventions are a specific set of evidence-based, behaviorally-focused activities and/or actions to promote healthy eating and active lifestyles. Evidence-based allowable uses of funds for SNAP-Ed include conducting and evaluating intervention programs, and implementing and measuring policy, systems and environmental changes in accordance with SNAP guidance.

SNAP-Ed Guiding Principles

In 2007, USDA developed Guiding Principles that characterize its vision of quality nutrition education and address the nutrition concerns and food budget constraints faced by those eligible for SNAP. These Guiding Principles are the basis for SNAP-Ed activities in conjunction with the SNAP-Ed goal and behavioral outcomes for the Arizona Nutrition Network.

The six SNAP-Ed Guiding Principles are as follows:

The SNAP-Ed Program:

1. Is intended to serve SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested federal assistance programs.
2. Includes nutrition education and obesity prevention services consisting of any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of SNAP participants and low-income individuals eligible to participate in SNAP and other means-tested federal assistance programs. Nutrition education and obesity prevention services are delivered through multiple venues and involve activities at the individual, community, and appropriate policy levels. Acceptable policy-level interventions are activities that encourage healthier choices based on the current Dietary Guidelines for Americans.
3. Has the greatest potential impact on the nutrition-related behaviors of the overall SNAP low-income population when it targets low-income households with SNAP-Ed-eligible women and children.
4. Uses evidence-based, behaviorally focused interventions and can maximize its national impact by concentrating on a small set of key local outcomes and/or environmental or policy-level interventions.
5. Can maximize its reach when coordination and collaboration takes place among a variety of stakeholders at the local, state, regional, and national levels through publicly or privately-funded nutrition intervention, health promotion, or obesity prevention strategies.
6. Is enhanced when the specific roles and responsibilities of local, state, regional, and national SNAP agencies and nutrition education providers are defined and put into practice.

**Chapter 1
Overview**

This chapter covers general program administration for Arizona Nutrition Network local Contractors. This chapter is divided into nine (9) sections:

I.	Contractors and Subcontractors
II.	Program Site Visits
III.	Staffing
IV.	Time Documentation
V.	Coordination and Collaboration Requirements
VI.	Memorandum(a) of Agreement
VII.	Trainings and Meetings
VIII.	Qualifying Sites and Exclusivity Waivers
IX.	Civil Rights Compliance

Section I   **Contractors and Subcontractors**

Policy   As formal Contractors with the Arizona Nutrition Network (AzNN or Network), each Contractor is responsible for implementing their approved nutrition education and obesity prevention Work Plan, utilizing Network materials and messages, and attending and participating in Network meetings and trainings.

The state Supplemental Nutrition Assistance Program (SNAP) agency is accountable for the content of the state SNAP-Education (SNAP-Ed) Plan and provides oversight of any local sub-grantees.

- All Contractors' and Subcontractors' program activities must ensure compliance with all applicable federal laws, rules, and regulations, including Civil Rights and Office of Management and Budget (OMB) regulations governing cost issues.
- All Contractors must ensure the reporting and fiscal information provided to the State Agency is accurate. This includes the information the Contractor receives from its Subcontractors.
- Each participating State Agency must meet United States Department of Agriculture - Food and Nutrition Service (USDA-FNS) fiscal record keeping and reporting requirements.
- All Contractors must ensure the information they gather from their Subcontractors and share with AzNN is valid.

AzNN Contractors must ensure that any Subcontractors providing nutrition education using AzNN funds must adhere to the contract terms and conditions found in RFGA #ADHS-1365. In addition, Contractors must ensure that all Subcontractors follow all policies and procedures listed in the AzNN Policies and Procedures Manual.

Procedures   Contractors must become familiar with the AzNN Policies and Procedures Manual, as the manual outlines AzNN nutrition education and obesity prevention program practices and standards.

Contractors are responsible for providing orientation to new staff on program responsibilities, regulations, and requirements. Contractors may request in-services for staff from an AzNN Consultant .

Contractors are required to submit financial and data reports on a monthly basis and narrative reports quarterly. AzNN Contractors are responsible for verifying the accuracy of Subcontractor data before it is submitted to Arizona Department of Health Services (ADHS). Subcontractor data must be compiled and included in Contractor reports. Contractors must collect Contractor's Expenditure Reports (CER) and Staff Time Allocation Forms from subcontractors in a timely manner in order to submit reports to the ADHS by the 30th of each month following the reporting period. All Subcontractor financial reporting must be included in the Contractor's CER that is submitted to AzNN. Any revised Subcontractor CERs must be reflected in the Contractor CERs submitted to

ADHS. Contractors must ensure Subcontractors have records to support billing, including, but not limited to, time documentation as stated in Chapter Four , Contracts and Finance Management. These records should be reviewed annually, at a minimum.

Data: AzNN Contractors must collect Education and Administrative Report System (EARS) data from subcontractors in a timely manner in order to add it to the Contractor's monthly report that is submitted to ADHS no later than the 30th of each month following the reporting period.

Section II   **Program Site Visits**

Policy   AzNN will perform formal site visits to Subcontractors at least one (1) time a year and with greater frequency if deemed necessary. The purpose of the visits is to strengthen partnerships, gain a better understanding of the programs, observe the quality of nutrition education activities, observe areas of improvement and/or expansion, provide technical assistance, and obtain feedback. Additionally, Contractors are expected to perform site visits to Subcontractors at least one (1) time a year. During an AzNN Consultant formal site visit, the AzNN Consultant may request to visit a Subcontractors' site and the Contractor will be asked to facilitate this visit.

Procedures   Site visits will be scheduled in advance between Arizona Nutrition Network State staff and local Contractors. Contractors will be asked to submit possible dates for the site visits so that a nutrition education activity can be observed during the visit, or management and operations reviews and interviews can be conducted. Activities may include review of management systems and/or a SNAP-Ed/AzNN activity.

In addition to observing a SNAP-Ed activity, the AzNN Consultant may discuss other areas pertaining to the local agency, such as staffing or audits. Suggestions for enhancements or improvements may be made. Agencies are encouraged to use this time to ask questions and to give feedback about the Arizona Nutrition Network, technical assistance, State resources, support, and services. (For example, the Contractor agency may desire to use this time to emphasize their program's need for a particular type of print material to be produced by the Arizona Nutrition Network, or they may have ideas for future Contractors' Meetings).

Following all site visits, the Contractor will receive a site visit report documenting the activities observed and any comments or suggestions about the program. The Arizona Nutrition Network will also retain a copy of the report in the Contractor's contract file at the State office. Contractor agencies are responsible for correcting any findings needing improvement during site visits.

Site visit tools for monitoring are available in Appendices A and B. If a Contractor decides to utilize a monitoring tool for Subcontractors that is not provided by ADHS, they must first submit it to ADHS for approval.

Section III   Staffing

Policy   It remains the responsibility of each Contractor participating in the AzNN Program to ensure staff is qualified and have retained all necessary documents.

To ensure nutrition education activities are of good quality and provide accurate, relevant information to the target audience, it is essential to have the input of trained nutrition professionals when developing classes or materials, as well as planning other nutrition education materials.

Also, it is required that all staff working with juveniles or developmentally disabled adults obtain a Fingerprint Clearance Card.

Procedures   Each Contractor must have access to at least one (1) person qualified to be a Nutrition Coordinator and at least one (1) Physical Activity Coordinator, on staff or on contract. In cases of budget restraints and/or lack of availability in the hiring pool, the program must use the services of a consultant Registered Dietitian and work closely with the AzNN's Nutritionists. In addition, dependent on program size, the Contractor may also have Nutritionists and/or Community Nutrition Workers on staff. The following are definitions used by AzNN pertaining to Contractor staff:

Nutrition Coordinator/Registered Dietitian: This person is responsible for developing and writing curriculum for nutrition education, administering initial training of curriculum (training the trainers), and writing nutrition articles. They must possess considerable knowledge of nutrition and food science. Qualifications: Shall have a minimum of an undergraduate degree from an accredited institution* in nutrition (community nutrition, public health nutrition, nutrition education, human nutrition, or nutrition science), home economics or biochemistry with an emphasis in nutritional sciences, and be certified by the Commission on Dietetic Registration as a Registered Dietitian (RD). Previous community health experience and/or a Master's degree in a related subject are desirable.

Nutritionist: This person is responsible for coordinating nutrition education projects that administer basic nutrition messages (such as those marketed by AzNN); may conduct classes, provide prevention counseling, write general nutrition articles and materials, make media appearances, and train Nutrition Educators. Qualifications: Shall have a minimum of an undergraduate degree from an accredited institution* in nutrition (community nutrition, public health nutrition, nutrition education, human nutrition, or nutrition science) or a related field, such as home economics or biochemistry, with an emphasis in nutrition science. Previous nutrition or health-related job experience is desirable.

Community Nutrition Worker: This person is responsible for providing nutrition education messages, materials and pre-approved classes to the target population. Qualifications: Shall have a minimum of a high school degree or equivalent. Previous nutrition or health-related job experience is desirable.

Physical Activity Coordinator: This person is responsible for developing and writing curriculum for physical activity education, administering initial training of curriculum (training the trainers), and writing physical activity articles. This person must possess considerable knowledge of physical activity and exercise science. Qualifications: Must be certified through an National Commission for Certifying Agencies (NCCA) accredited institution and have three (3) years of experience; or, must have a Bachelor's degree in Exercise Science or related field and two (2) years of experience; or, must have a Bachelor's degree in Exercise Science or related field, and a have a certificate through an NCCA accredited institution and one (1) year of experience. The preferred candidate will have, or be working towards attaining the Physical Activity and Public Health certification through American College of Sports Medicine (an NCCA accredited institution). To find out more about NCCA accredited institutions for fitness and wellness, visit www.credentialingexcellence.org.

Arizona Nutrition Network staff and Contractors who provide direct services to juveniles or developmentally disabled adults are required to obtain a Fingerprint Clearance Card. It is also the responsibility of each Contractor to ensure all employees have a Fingerprint Clearance Card. Complete, up-to-date information on obtaining a Fingerprint Clearance Card can be found on the Arizona Department of Public Safety (DPS) website at http://www.azdps.gov/reports/fingerprint/default.asp.

*U.S. Recognized Accrediting Organizations - Institutional and programmatic accrediting organizations that are or have been recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDE) or both.

Section IV   **Time Documentation**

Policy   Federal SNAP-Ed guidelines require that Contractors maintain a system of continuous time reporting as well as a breakdown of percent of time allocated for SNAP-Ed administrative duties versus time spent on SNAP-Ed direct delivery services. Biweekly certification of weekly time and effort reporting is required. Records must be maintained and must be signed by end of pay period bimonthly or twice a month, and include a supervisor's signature.

Procedures   In May 2009, FNS approved the use of electronic signatures for time and effort reporting for both individual SNAP-Ed providers and supervisors. FNS determined the use of electronic signatures for time and effort reporting is a viable method to reduce reporting burden for SNAP-Ed State and implementing agencies. Salaries and wages must be based on documented payroll records approved by a responsible official of the Contractor.

If an employee's salary is used entirely for the Contractor's nutrition education activities, charges for his/her salary and fringe benefits must be confirmed by periodic (six-month) certifications that the employee works solely on approved activities under the AzNN contract.

In cases where an employee's salary is only partially claimed (i.e., that person works on more than one grant or activity), his/her salary and fringe benefits must be documented by personnel activity reports or equivalent time documentation that meets the following standards:

- Must show an after-the-fact distribution of actual activity performed by the employee;
- Must account for all activities for which the employee is paid or compensated;
- Must be prepared bimonthly and coincide with one or more pay periods; and
- Must be signed by the employee and their supervisor.

Any budget or other planned spending costs that are only estimated by a Contractor before nutrition education activities are performed do not qualify as support for charges, but may be used for interim accounting purposes, provided that:
     a. The system for establishing the estimates produces reasonable approximations of the activity actually performed;
     b. At least quarterly, comparisons of actual costs to budgeted distributions based on the monthly activity reports are made; and
     c. The budget estimates or other distribution percentages are revised at least quarterly.

Contractors must also document time spent by each staff member on management/administrative time and direct delivery of nutrition education to SNAP participants. This information will be reported on a monthly basis in conjunction with the monthly invoice.

- Management time is defined as time spent on tasks related to the administration of the SNAP-Ed Program. These activities include: personnel supervision, payroll, traveling to and attending meetings, preparing reports and proposals, traveling to and providing staff training, and professional development activities.
- Direct delivery is defined as time spent providing nutrition education to SNAP-eligible participants, including preparing lesson plans, traveling to and from sites where direct delivery services are provided, teaching allowable nutrition education activities to SNAP-eligible persons, administering surveys or evaluation questionnaires, summarizing results of nutrition education activities, ordering nutrition education materials, conducting physical activity demonstrations and promotions that include a nutrition message, making referrals to SNAP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), and setting up for direct delivery nutrition education activities. Public Health Approach activities are also included in this definition (preparing for meetings, attending meetings, providing presentations, etc.).

All time documentation forms must be reviewed and corrected for mathematical errors that could lead to under/over-claiming staff time. Significant alterations made to time documentation records must be initialed and annotated with a reason for the alterations.

See Labor Activity Report in Appendix C.

Section V   **Coordination and Collaboration Requirements**

Policy   The effectiveness of nutrition education in changing behaviors can be greatly enhanced through cross-program collaboration and coordination with others interested in promoting consistent and repeated messages. In an effort to maximize SNAP-Ed impact, Contractors will coordinate their SNAP-Ed activities with other publicly or privately funded health promotion or nutrition improvement strategies, particularly those implemented by other FNS nutrition assistance programs and initiatives such as WIC and Child Nutrition Programs. By working together, especially with other USDA Food and Nutrition Service programs, uniform messages can reinforce and amplify program efforts.

Procedures   Documentation and descriptions of coordination efforts should be identified within Contractor Work Plans.

Contractors must continue to show in their SNAP-Ed Plans that the funding received from SNAP-Ed will remain under the administrative control of the Contractor agency as they coordinate their activities with other organizations. Contractors must describe the relationship between the Contract agency and other organizations with which it plans to coordinate provision of services. Contractors should formalize these relationships through letters of support or commitment. Copies of contracts and Memorandum(a) of Agreement when funds are involved must be available for inspection upon request.

Section VI   **Memorandum(a) of Agreement**

Policy   It is recommended that Contractors have working agreements or Memoranda of Agreement (MOA) with all other agencies where SNAP-Ed is delivered, to provide a clear understanding of the responsibilities of both parties. There is not a specific agreement or memorandum format that must be utilized, but there are specific statements that must be included; they are detailed below.

Procedures   The following statements are required on an MOA:

- This MOA does not include the reimbursement of funds between the two agencies.
- Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them. This applies to all activities and costs under the budget.

The agreements should be completed at the time the AzNN fiscal year application is submitted. Submission of MOAs is not required. The AzNN Contractor will maintain records of all written MOAs.

Memoranda of Understanding (MOUs) are not required, but may be utilized by the Contractor. For more information, instructions, or samples of MOAs and MOUs, see Appendix D.

Section VII   **Trainings and Meetings**

Policy   The Arizona Nutrition Network State office will provide trainings and meetings for Contractors throughout the year. At a minimum, this includes one (1) Contractors' meeting and one (1) policy and procedure training. Contractors are required to have a minimum of at least one (1) person per program attend each of the trainings or meetings.

Procedures   Policy and procedure training will be held near the beginning of the fiscal year. It is important for both the program staff and financial staff to attend this training, as it outlines all of the policies and procedures of the Program. Travel expenses (travel time, per diem, etc.) to attend the trainings are an allowable expense under the Program and must be part of the approved budget. Failure to implement new guidance/regulations provided during training may result in denial of payments for unallowable activities identified during a site visit or an audit.

Contractors' meetings will be held annually. Agendas will be available online. Contractors are required to send at least one (1) person from their program to the entire meeting, as the meetings will also be used to provide updates on ADHS/AzNN activities and campaigns. Travel expenses (travel time, per diem, etc.) are an allowable expense under the Program and must be part of the Contractors' approved budget.

AzNN provides a minimum of one (1) food demonstration training class each fiscal year. Each Contractor agency is required to attend if food demonstrations are part of their SNAP-Ed Plan. Each person who will be providing food demonstrations should have completed the food demonstration training within one (1) year of their first food demonstration. This training must be repeated as a refresher every five (5) years. Each class provides instruction on how to teach SNAP-Ed through food demonstrations. Attendees will be instructed on correct methods for planning food demonstrations for either an adult or child audience. Information and techniques will be shared, along with hands-on experience for food preparation and presentation. A Food Demonstration Manual and resource materials will be provided to each agency represented at the training.

The AzNN State office coordinates workgroup meetings, such as Physical Activity, Nutrition Materials and Evaluation subcommittees. These groups will provide an opportunity to identify effective nutrition and physical activity curriculum, resources, and opportunities around public health approaches. One (1) person per contract will represent a Contractor. Subcommittees will be held in Phoenix and available via iLinc.

Section VIII   **Qualifying Sites**

Policy   The Food and Nutrition Act of 2008 indicates that nutrition education activities should be directed to persons eligible for SNAP. The population eligible for SNAP-Ed is SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested federal assistance.

Certain settings offer a high likelihood of reaching individuals eligible for SNAP-Ed and are appropriate locations for SNAP-Ed delivery. Such venues include, but are not limited to, SNAP or Temporary Assistance for Needy Families (TANF) offices, public housing sites, food banks, and job readiness or training programs for SNAP/TANF recipients.

Contractors may deliver SNAP-Ed to the target population through other venues if the audience meets the general low-income standard (> 50% of persons have household incomes of < 185% of the Federal Poverty Level). Examples of such venues include schools, child care centers, Summer Food Service Program sites, WIC clinics, community centers, and grocery stores.

For venues other than those previously described, Contractors must prorate SNAP-Ed's share of the total cost based on the estimated number of the SNAP-Ed target audience that may receive SNAP-Ed.

Contractors may submit project plans for approval that include alternate delivery sites for SNAP-Ed activities and interventions that do not meet the general low-income standard described above. The plans must propose and describe reasonable methodology the Contractor will use to determine the proportion of the low-income target audience that may be reached. All requests will be submitted to USDA for final approval.

Contractors are required to qualify all sites where SNAP-Ed activities will be delivered.
- A site/location that serves low-income persons. At least 50% of those persons should have incomes at or below 185% of Federal Poverty Level.
- Retail grocery stores with average monthly levels of $50,000 of SNAP benefit redemptions.
- Alternative delivery sites, submitted with detailed descriptions, may be approved by USDA.

Procedures   All Contractors shall first qualify a site based on instructions provided in the Qualifying Site Data Instructions sheet found in Appendix K. Exclusivity waivers requests are submitted with the AzNN fiscal year application and at any time sites are added to a project. Information required on the request form includes:
- Complete name and address of the site/location;
- Documentation of low income;
- Percentage of eligible persons (must be at least 50%); and
- Anticipated number of persons reached.

Low-income documentation can be provided through a number of sources; for example, American Community Survey (ACS or Census) data, CACFP (Child and Adult Care Food Program), NSLP (National School Lunch Program) Report and/or participation in other eligible programs. Details for obtaining low-income documentation are provided in the Qualifying Data instructions on the eatwellbewell.org website. Conduct a search through the Contractor file cabinet for "Qualifying Data" or see AzNN Site Qualifying Data in Appendix K.

All waivers are submitted to ADHS for review and approval. Alternative delivery sites are submitted to ADHS for review and must be approved by USDA. Once approved, the Contractor is notified and sends the most current monthly report to ADHS to have the new sites added.

Section IX   **Civil Rights Compliance**

Policy   ADHS and AzNN Contractors must comply with all applicable federal laws, rules, and regulations including Civil Rights and the OMB regulations. Contractors are required to complete Civil Rights training annually. Training is required so people involved in all levels of administration of programs that receive federal financial assistance understand Civil Rights-related laws, regulations, procedures, and directives. Like Contractors, subcontractors are required to complete a Civil Rights training annually.

Contractors must review personnel records during site visits of Subcontractors in order to ensure that this training requirement has been fulfilled. If an agency does not have an established Civil Rights training program, Culturally and Linguistically Appropriate Services (CLAS) training is available for use at http://eatwellbewell.org/contractors/housekeeping/training-resources.

Procedures   Frontline staff that interacts with program applicants or participants and those who supervise frontline staff must be provided Civil Rights training on an annual basis. Specific subject matter must include, but not be limited to:

- Collection and use of data;
- Effective public notification systems;
- Complaint procedures;
- Compliance review techniques;
- Resolution of noncompliance;
- Requirements for reasonable accommodation of persons with disabilities;
- Requirements for language assistance;
- Conflict resolution; and
- Customer service.

A Civil Rights Training is available on the AzNN website at http://www.eatwellbewell.org/contractors/housekeeping/training-resources for Contractor agencies that do not have an established training of their own. Training must be completed annually and records must be maintained by the Contractor agency for all AzNN staff. ADHS formal site visits will include a review of personnel records to verify compliance with this policy.

Chapter 2 Overview

This chapter covers the requirements for nutrition education and obesity prevention services for Arizona Nutrition Network local Contractors. This chapter is divided into eight (8) sections:

I.	Program Approach
II.	Nutrition and Obesity Prevention Education Lessons and Activities Development
III.	Physical Activity Education and Promotion
IV.	Nutrition and Obesity Prevention Education Curriculum Guidance
V.	Submitting Curricula & Resources to the SNAP-Ed Connection Resource Finder
VI.	Food Demonstrations
VII.	Recipe Nutrient Standards
VIII.	Recipe Format

Section I   **Program Approach**

Policy   The AzNN nutrition education and obesity prevention approach is based on the Social Ecological Model (SEM) which provides the framework for cross-sector collaborations, including individuals and families, educators, communities and organizations, health professionals, small and large businesses, and policymakers collaborating to shape an individual's food and physical activity choices, and ultimately, one's calorie balance and chronic disease risk.

The AzNN approach is comprehensive, addressing multiple levels of this framework to reach the Arizona SNAP-Ed target population in ways that are relevant and motivational to them, while addressing constraining environmental and/or social factors. The AzNN comprehensive approach includes a combination of policy, systems, and environmental change (PSE)strategies, direct education, and social marketing efforts. Collaboration with community Contractors is critical to maximize efforts, reduce duplication of efforts, and align SNAP-Ed's strategies with current public health practices for health promotion and disease prevention.

Procedures   Contractors should align all program efforts with the goal of SNAP-Ed to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose active lifestyles consistent with the current Dietary Guidelines for Americans and ChooseMyPlate.gov.

SNAP-Ed activities should include general education features that have been shown to be effective, such as: (1) behaviorally-focused messages; (2) use of motivators and reinforcements that are personally relevant to the target audience; (3) use of multiple channels of communication to convey messages; (4) approaches that provide for active personal engagement; and (5) incorporating an intensity/duration that provides the opportunity for multiple exposures to the message.

SNAP-Ed funds may be used for evidence-based activities using these three (3) approaches:

1. Individual or group-based nutrition education, health promotion, and intervention strategies;
2. Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels; and
3. Community and public health approaches to improve nutrition.

See Appendix E for the Social Ecological Model.

Examples of Potential SNAP-Ed Activities Based on the SEM:

Examples of allowable activities conducted at the individual and interpersonal level include, but are not limited to:

- Conducting nutrition education programming on all Dietary Guidelines for Americans messages, including promoting foods and nutrients to increase, such as vegetables, fruits, and foods with more potassium, and recommending limitations on foods and food components to reduce such as sodium, solid fats, and foods and beverages with added sugar.
- Conducting individual or group educational sessions on calorie balance and weight management based on the Dietary Guidelines for Americans. This could include measuring height and weight or using self-reported height and weight to determine body mass index (BMI).
- Integrating nutrition into ongoing physical activity group sessions.
- Implementing classes to build basic skills such as cooking.
- Distributing a family-oriented newsletter that includes child/parent activities, recipes, etc.

Examples of allowable comprehensive, multi-level interventions at multiple complementary organizational and institutional levels include, but are not limited to:

- Developing/implementing nutrition and physical activity policies at organizations where SNAP-eligible groups are predominantly located, such as worksites of low-wage earners or eligible youth and faith-based organizations.
- Collaborating with schools and other organizations to improve the school nutrition environment, including providing nutrition education classes and serving on school wellness committees or School Health Advisory Councils (SHACs).
- Coordinating with outside groups to strategize how healthier foods may be offered at sites such as emergency food sites frequented by the target audience.
- Establishing community gardens in low-income areas, such as public housing sites, eligible schools, and qualifying community sites.
- Working to bring farmers' markets to low-income areas.
- Coordinating with the WIC Program to promote and support breastfeeding activities.

Examples of allowable community and public health approaches to improve nutrition, focusing activities on settings with large numbers of low-income individuals, include, but are not limited to:

- Working with local government in developing policies for eliminating food deserts in low-income areas and to make changes related to the physical activity environment to facilitate the adoption of healthier nutrition and physical activity behaviors in low-income areas.
- Providing consultation to SNAP-authorized retailers on stocking healthier food options.
- Facilitating the reporting of statewide surveillance and survey data on nutrition indicators among the SNAP-eligible population.
- Providing interventions at settings such as schools, child care centers, worksites, community centers, places of worship, community gardens, farmers' markets, food retail venues, or other settings with a low-income population of 50% or greater.
- Conducting social marketing campaigns.

Secondary prevention intervention and Medical Nutrition Therapy (MNT) are not within the scope of SNAP-Ed and should not be included in the Program approach. Secondary prevention interventions include activities that help people who already have a chronic disease cope with and control these conditions and prevent additional disability. If an educator becomes aware of the need for an individual diet or meal plan, the educator should refer to a local physician or Registered Dietitian.

Section II   **Nutrition and Obesity Prevention Education Lessons and Activities Development**

Policy   Nutrition education and obesity prevention activities must be thoughtfully planned with clear, written goals and objectives. Staffing levels for SNAP events/activities must be proportionate and appropriate for the number of participants, their ages and learning needs.

When targeting the individual level of the SEM, carefully written lesson plans are necessary as an effective means of reaching nutrition education and obesity prevention goals and objectives, improving classroom management, and overall evaluation. Well-written lesson plans ensure information will be consistently taught by different nutrition educators.

All nutrition education and obesity prevention activities must include a brief outreach message about the SNAP Program. See Chapter Three - Social Marketing.

Procedures   1.   Nutrition education and obesity prevention activities at the individual level of the SEM may include single or multi-session classes, games, print materials, media announcements, food demonstrations, and community presentations.

2.   All nutrition education and obesity prevention activities must focus on primary prevention, be consistent with the Dietary Guidelines for Americans and the USDA Food Guidance System.

3.   Only resources from the AzNN Obesity Prevention Resource Guide can be used for direct education single or multi-session lessons. The AzNN Obesity Prevention Resource Guide is available at http://www.eatwellbewell.org/.

4.   All nutrition education and obesity prevention activities should reflect a SNAP-Ed and Arizona Nutrition Network goal. Goals for activities conducted in schools should include one or more Arizona Academic K-12 Standards. The standards can be found at http://www.azed.gov/standards-practices/.

5.   Clearly written goals and objectives are the foundation of effective nutrition education activities. Use the following information to develop goals and objectives for your activities that will lead to behavior change in the target population.

A **Goal** is a statement of direction and general purpose or wide interest. Goals tend to be a broad description of what is to be accomplished through the class, series, or learning activity.

Examples of a goal for nutrition education and obesity prevention activities are:

- Promote increased consumption of fruits and vegetables
- Promote increased consumption of healthy proteins
- Promote increased physical activity among seniors

An **Objective** is a specific, measurable, realistic, time/space statement of what is to be accomplished within a given time. (Use SMART = Specific, Measurable, Appropriate, Realistic, Time-specific). Objectives should describe what participants will know that is new or what behavior they will be able to perform following the learning activity. Each objective must state how the new knowledge, skill, or attitude will be demonstrated by the participant. In other words, how can it be shown that the participant has achieved the objective following completion of the learning activity?

The long-term outcome of all nutrition education and obesity prevention activities is to achieve positive behavior change. Objectives for a single learning activity may address knowledge, skills, or attitudes that lead to the behavior change. Examples of objectives are given below:
- X% of students will be able to record the fruits and vegetables they ate in one day and plan how to eat one more the next day.
- At the end of the class, X% of students will be able to plan a healthy snack with a fruit or vegetable.
- At the end of the class, X% of students will be able to identify 60 minutes as the amount of physical activity they should have each day.

6. Nutrition and obesity prevention activities that are hands-on and interactive are recommended. Information included in the activities must relate to the objectives for the session. Age and developmentally appropriate activities should be included in all nutrition education efforts. Make accommodations to ensure staffing support for a given SNAP-Ed event/activity is always proportionate to and appropriate for the number of expected participants, their ages, and their learning needs.

7. All SNAP-Ed activities that address the topic of breastfeeding shall be planned and implemented in collaboration with the Arizona WIC Program and the State Breastfeeding Coordinator. The WIC Program should have the lead and primary role in all breastfeeding activities, with SNAP-Ed supplementing existing WIC activities.

Section III   **Physical Activity Education and Promotion**

Policy   The inclusion of physical activity promotion as a part of SNAP-Ed is an allowable expenditure consistent with the Dietary Guidelines for Americans.
Physical activity messaging should align with the 2008 Physical Activity Guidelines for Americans.

Educational and program materials developed to promote and reinforce physical activity for all target audiences should include messages that link nutrition and physical activity and the associated health benefits of active lifestyles. Generally, physical activity materials should include a nutrition education message that promotes healthy eating and link nutrition and physical activity.

All programming, such as workshops, conferences, and trainings, that encourages physical activity should include a focus on promotion of healthy eating behaviors. Activities may include physical activity demonstration for the SNAP-Ed audience and training for staff to develop skills to help SNAP-Ed participants.

Procedures   AzNN supports efforts to improve health and fitness of program participants through:
- Activities to help participants eat a nutritious diet by providing and linking nutrition education and program benefits; and
- Activities to encourage physical activity every day by promoting active living and connecting people with community-based physical activity resources funded by other appropriate entities. Physical activity, particularly when combined with appropriate calorie intake, may aid weight loss and maintenance of healthy weight.

Physical activity resources for evidence-based interventions must come from the AzNN Obesity Prevention Resource Guide. AzNN contractors are encouraged to coordinate with community, faith-based, youth, recreational, and other organizations whose primary mission is to make regular opportunities for physical activity accessible and actively promote and coordinate activities.

Examples of Allowable SNAP-Ed Physical Activity Education and Promotion Costs

Physical activity education and promotion in SNAP-Ed, as part of nutrition education sessions, may include provision of advice, demonstrations (instructional in nature), nutrition education integrated into ongoing physical activity sessions, and community resource information (such as a free local fitness event), in order to encourage the SNAP-Ed population to engage in regular physical activities.

Examples Unallowable SNAP-Ed Physical Activity Education and Promotion Costs

Examples of unallowable costs include, but are not limited to, costs incurred for: health club, gym, or fitness class membership fees; large expenditure equipment (e.g., bicycles, treadmills, elliptical machines, weight sets, etc.); facilities (rental or modifications); and instructors for continuing exercise classes.

Educational reinforcement items (ERIs) will be provided by AzNN for partners to use or must be coordinated with the State AzNN team.

Section IV   **Nutrition and Obesity Prevention Education Curriculum Guidance**

Policy   All AzNN messages and lessons will be developed using credible, scientifically based information about food, nutrition, and physical activity. Information that is not backed by credible research shall not be used. An assessment of existing information should be completed prior to developing new materials for nutrition education to avoid duplication of efforts. Messages and lessons should also be simple and practical. All materials must be approved prior to use.

Procedures   Only reputable sources should be used to ensure that messages and lessons are backed by scientific research. The most up-to-date lists of approved curricula and resources are available in the AzNN Obesity Prevention Resource Guide at: http://www.eatwellbewell.org/.

The following are *examples* of reputable sources.

a. Print materials from USDA.

b. Print materials from selected national organizations, federal agencies, or universities such as:
    1. Centers for Disease Control and Prevention (CDC): http://www.cdc.gov/
    2. National Institutes of Health (NIH): http://www.nih.gov/
    3. United States Food and Drug Administration (FDA): http://www.fda.gov/

c. On the Internet, these sites will provide the most appropriate nutrition references for SNAP Nutrition Education:

    1. Academy of Nutrition and Dietetics: http://www.eatright.org/
        - Kids Eat Right: http://www.eatright.org/kids/
    2. Arizona Nutrition Network: www.eatwellbewell.org
    3. Dietary Guidelines for Americans (2010): http://www.health.gov/dietaryguidelines/
    4. Choose MyPlate: www.choosemyplate.gov
    5. Food and Nutrition Service: www.fns.usda.gov/fns
    6. Fruits & Veggies - More Matters®: www.fruitsandveggiesmatter.org
    7. SNAP-Ed Connection: www.nal.usda.gov/nal_display
        - SNAP-Ed Interventions: A Toolkit for States.
    8. Physical Activity Guidelines for Americans (2008): http://www.health.gov/paguidelines/
    9. Team Nutrition: www.fns.usda.gov/TN
    10. Youth Physical Activity Guidelines Toolkit: http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

The following provides guidance on allowable activities when using resources from the AzNN Obesity Prevention Resource Guide.

1. All supplemental resources (materials and educational tools) used must focus on primary prevention and be consistent with the Dietary Guidelines for Americans and the USDA Food Guidance System.
2. Avoid the use of lessons, curricula, and supplemental resources that include:
    -   brand names;
    -   disparaging messages; or
    -   Medical Nutrition Therapy.
3. Physical activity and gardening are beneficial activities that can be used to support the core nutrition message of an activity or curriculum.
4. The use of a resource from the AzNN Obesity Prevention Resource Guide for a single session is allowable. This includes single sessions done in support of a strategy from one of the focus areas in the targeted community. However, this does not include using the Direct Education Curriculum outside of the curriculum implementation guidelines. The creation of curricula is not allowable.
5. The curriculum implementation guidelines should be followed when using direct education curriculum. This includes, but is not limited to, the number of lessons to be taught, order of lessons to be taught, time allotted for lessons, and whether lessons are intended to be taught as a stand-alone or in a series.
6. All recipes used must meet AzNN Nutrient Standards identified in Section VII of Chapter Two.

Section V   **Submitting Curricula & Resources to Arizona_Nutrition_Network@azdhs.gov**

Policy   All nutrition education and obesity prevention curriculum or resources that Contractors want to be included in the AzNN Obesity Prevention Resource Guide will be submitted to Arizona_Nutrition_Network@azdhs.gov.

Procedures   When submitting resources or curriculum to be added to the AzNN Obesity Prevention Resource Guide, include a justification for adding the resource. The AzNN will only consider requests for items that will fill a gap in resources. The justification must include information highlighting why existing resources in the AzNN Obesity Prevention Resource Guide will not meet the program's need.

The AzNN Obesity Prevention Resource Guide will be reviewed or updated annually. Revisions may occur more frequently at the discretion of the AzNN.

Section VI   **Food Demonstrations**

Policy   Food demonstrations are a simple, economical way to illustrate appetizing and healthful recipes, and they can be an effective method for changing dietary behaviors of the target population. Food demonstrations must follow basic guidelines on recipe standards and food safety. In order to conduct a simple food demonstration, basic culinary skills, communication skills, and food safety knowledge are essential.

Procedures   Contractors wishing to complete food demonstrations must complete AzNN Food Demonstration Training within one (1) year of first food demonstration. ADHS staff will announce the trainings as they become available. This training must be repeated every five (5) years as a refresher.

Before planning a food demonstration, review and use the document Food Demonstration Guide (available on eatwellbewell.org). Utilize recipes from the Fun Food News, AzNN website, or recipe cards for current social marketing campaigns frequently in food demonstrations.

The demonstrator must have a current Food Handler's Card. County Health Departments or tribal governments regulate testing for food handlers.

Demonstrations should be limited to one to two techniques and up to three (3) simple recipes per one-hour class. The message should be simple and the learning objective(s) should be defined prior to the demonstration.

The demonstrator should practice good hand washing techniques prior to handling any food products and proper use of gloves during demonstrations. (See Food Demonstration Guide on www.eatwellbewell.org)

Allow the participants to taste test the food after the demonstration. This is the most important part of the food demonstration. Serve only **sample size** portions in the food demonstrations. Food samples associated with a nutrition education lesson are an allowable expense but meal size portions or a complete meal service are not.

Distribute the recipes after the food demonstration, making sure each has a nutrient analysis and appropriate USDA statements required on printed materials, as specified in the AzNN Recipe Standards.

Section VII   **Recipes Nutrient Standards**

Policy   Recipes used in food demonstrations, given as handouts, or otherwise used through AzNN should meet the following Recipe Criteria:

COST: Recipes should contain foods that are readily available, low cost, and consist of 10 ingredients or less (excludes water, salt, pepper, spices/seasonings, and nonstick cooking spray).

EASE: Preparation time for each recipe should be 30 minutes or less, if possible.

NUTRIENTS:

Nutrients	Recipe Standards
Total Fat	≤ 35% Kcals[1]
Saturated Fat	≤ 10% Kcals
Trans Fat	≤ 0.5 g/serving
Sodium	≤ 480 mg/serving
Fiber	≥ 0.014 g/Kcal[2]
Added Sugars	≤15% Kcals
Calcium	≥100 mg/serving[3]

[1]The fat found naturally in fruits and vegetables does not contribute to the limits. Further, up to ¼ oz. of nuts is allowed per serving without their fat content contributing to these restrictions. Nuts and nut butters must be in their natural form without anything added or removed (e.g., no added oils, removed oils, added sodium, or added sugars).

[2]Fiber standard does not apply to low-fat dairy recipes.

[3]Calcium standard applies only to low-fat dairy recipes.

In addition to the criteria above, each recipe that carries the Fruits & Veggies- More Matters® logo must provide one (1) serving of fruit or vegetable per 250 calories. One serving of fruit or vegetable is: 1 medium piece of fruit; ½ cup of cut-up fruit or vegetable, cooked or raw; ½ cup (4 oz.) unsweetened 100% fruit or vegetable juice; 1 cup leafy salad greens; ¼ cup dried fruit; or ½ cup cooked dry peas, beans, lentils, and/or kidney beans.

Procedures   ADHS provides many recipes that meet the criteria outlined above. They are available at www.eatwellbewell.org. It is recommended that these recipes be used by Contractors whenever possible.

Any fruit or vegetable recipes that are not provided by ADHS must be analyzed using Food Processor, SQL Edition, Version 9.8.1 or above. Any other recipes can be analyzed using Nutritionist Pro or other software approved by the ADHS Network Nutritionist. ADHS staff will analyze a limited number of recipes for Contractors.

Required nutrients in the nutritional analysis are: Calories (Cal); Carbohydrate (gm); Protein (gm); Total Fat (gm); Saturated Fat (gm); Trans fat (gm); Cholesterol (mg); Fiber (gm); Total Sugars (g); Sodium (mg); Calcium (mg); Folate (mcg); Iron (mg); and Calories from Fat (%). Optional nutrients in nutritional analysis are: Vitamin A (RE); Vitamin C (mg); and Potassium (mg);

Foods (or recipes) containing ≥ 20% Daily Value for a nutrient may be indicated by the following phrases: "High In"or "Excellent Source of" or "Rich In." Foods (or recipes) containing 10-19% Daily Value for a nutrient may be indicated by the following phrases: "Good Source"or "Contains" or "Provides."

No recipes containing alcohol will be used in Arizona Nutrition Network materials or activities.

Section VIII   **Recipe Format**

Policy   Recipes that are developed or adapted by the Arizona Nutrition Network staff and Contractors will follow consistent formatting. This will allow nutrient standards to be maintained and provide a consistent look to materials.

Procedures   The required recipe format is as follows:

Title

1. The first letter of each word should be capitalized.

Ingredients

1. Weights and measures used in the recipe ingredient list will be spelled out. These include: pound, ounce, teaspoon, tablespoon, and cup. Abbreviations will only be used for ounce (oz.) if space is limited. The use of more complex terms, such as pint and quart, will be avoided if possible.

2. The quantities of ingredients should be left justified when listed in whole numbers. If an ingredient contains a fraction, the denominations of the fractions should be aligned with the whole numbers.

3. Do not use brand names.

4. Avoid state of origin descriptions. For example, use 3 Red Delicious apples, not 3 Washington State apples.

5. Description of ingredients should be in lowercase letters. When using a whole ingredient, list the ingredient first, followed by preparation instructions. If appropriate, describe the size of the ingredient.

6. When an ingredient must be prepared before being measured, describe how to prepare it first, followed by the ingredient name.

7. Common preparation terms should be used, such as sliced, finely sliced, chopped, finely chopped, and cut into 2-inch strips. More complex terms such as julienne and mince should be avoided.

8. When using frozen fruits or vegetables, list the quantity of the ingredient (cup) instead of the weight of the bag (e.g. 1-16-ounce bag). Describe whether the frozen item should be thawed or frozen.

9. When a recipe contains honey as an ingredient, place an asterisk at the end of the word 'honey' and reference the asterisk at the end of the recipe with
    * "honey should not be fed to infants less than one year of age."

10. Ingredients in the ingredient list should be in the same order as in the preparation instructions.

Directions

1. Directions must be written in plain language and easy to understand.

2. Each step should be numbered.

3. Begin the directions with the statement "wash hands with soap and warm water" when space permits.

4. If there is a fresh fruit or vegetable in the recipe, include the statement "wash fruit or vegetable before preparing."

5. When ingredients are placed in a bowl, saucepan, pot, or pan, describe the size of the container.

6. When a recipe is prepared on the stovetop, describe how hot the burner should be.

7. When a recipe is prepared in the oven, state the temperature in °F. When a recipe is prepared in the microwave oven, describe the power level of the microwave setting in capital letters.

8. When the recipe contains meat, state the internal cooking temperature in °F that the meat needs to reach in order to be safe for consumption.

9. End each recipe preparation description with an appropriate action statement, such as "serve immediately."

Yield

At the end of the directions, include the number of servings a recipe yields and the approximate serving size (i.e., Makes 6 servings, approximately ½ cup each).

Nutrient Analysis

1. Include the recipe analysis at the end of each recipe, displayed in either a vertical or horizontal format, depending on document format. The order and type style for listing nutrients should be as follows: Nutrient Analysis per serving: Calories, 88; Carbohydrate, 12 gm; Protein, 5 gm; Total Fat, 2 gm; Saturated Fat, 1 gm; Trans Fat, 0 gm; Cholesterol, 0 mg; Fiber, 4.5 gm; Total Sugars, 18 gm; Sodium, 229 mg; Calcium, 200 mg; Folate, 85 mcg; Iron, 1.2 mg; Calories from Fat, 26%.

Miscellaneous:

1. A courtesy line is required if the recipe is used with permission from another source. Place the courtesy line at the end of the recipe. Include any required wording as specified by the publisher or owner of the recipe. Example: Courtesy of *Cooking Light*.

2. Utilize existing tested recipes from these or similar resources when possible:

   - Arizona Nutrition Network, www.eatwellbewell.org
   - Fruits & Veggies - More Matters®, www.fruitsandveggiesmorematters.org
   - Centers for Disease Control and Prevention, www.cdc.gov
   - SNAP-Ed Connection, http://snap.nal.usda.gov

See the following recipe for an example of correct recipe format.

Apple Broccoli Salad

Ingredients:
3 apples, chopped
3 cups fresh raw broccoli, chopped
1 tablespoon red onion, chopped
1/3 cup raisins
1/2 cup fat-free vanilla yogurt

Directions:
1. Wash hands with warm water and soap.
2. Wash apples and broccoli. Cut the apple and take out the seeds.
3. Chop the apples, broccoli, and onion.
4. Mix all ingredients together.
5. Serve cold.

Makes 6 servings, approximately ½ cup each.

Nutrition information per serving: Calories, 96; Carbohydrate, 22 gm; Protein, 2.4 gm; Total Fat, 0.25 gm; Saturated Fat, 0.03 gm; Trans Fat, 0 gm; Cholesterol, 0.42 mg; Fiber, 3 gm; Total Sugars, 18 gm; Sodium, 30 mg; Calcium, 63 mg; Folate, 28 mcg; Iron, 0.07mg; Calories from Fat, 2%.

This material was federally funded by USDA's Supplemental Nutrition Assistance Program through the Arizona Nutrition Network. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-352-8401. This institution is an equal opportunity provider and employer.

Note: Use the Recipe Evaluation and Nutrient Criteria Check Sheet found in Appendix G to ensure that all Nutrient Standards and Recipe Format policies are met.

Chapter 3 Overview

This chapter covers social marketing and program messaging for AzNN Contractors. AzNN links comprehensive social marketing and community education efforts to change dietary behaviors and physical activity habits among SNAP participants and applicants in Arizona. Social marketing is a consumer-focused and research-based process and uses multiple channels of communications to achieve voluntary behavior change. This chapter is divided into six (6) sections:

I.	Message and Material Development
II.	Disparaging Messages
III.	Use of AzNN Logos and Names
IV.	Ordering Materials and Nutrition Education Reinforcement Materials
V.	Release of Photographs and Videos
VI.	Media Opportunities

Section I   **Message and Material Development**

Policy   Utilizing social marketing principles, AzNN conducts two message-specific campaigns each year, which are reinforced through community education provided by Contractors such as classes, cooking demos, events, and other activities.

Use of common messages and materials helps to ensure message consistency and allows AzNN to provide frequent, ongoing, and consistent messages in multiple locations to promote the adoption of healthy eating and active living habits.

All messages conveyed through the Arizona Nutrition Network, including messages conveyed by Contractors, must be consistent with the Dietary Guidelines for Americans and MyPlate.

All messages must also be consistent with the goal and focus of SNAP-Ed, which is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA food guidance.

Messages that are not consistent with the Dietary Guidelines for Americans and MyPlate may not be used. For example, a lesson plan designed to promote a fad diet that is high in fat or excludes a food group such as milk would directly conflict with the Guidelines.

Specific communication and outcome objectives are established for each campaign. All social marketing messages are based on the 2010 Dietary Guidelines Communication Plan and the USDA Core Messages. Evaluation is completed to determine the impact of each social marketing campaign.

Procedures   ADHS provides targeted delivery of the common messages during each campaign in a variety of ways, such as online advertising, radio ads, billboards, and other methods to reach large numbers of low-income mothers and their children, ages 2-11. ADHS also provides materials featuring the consistent campaign messages for Contractors to give to participants during community education activities. Examples of these materials provided in quantity to Contractors include posters for children and adults, a Fun Food News bulletin for children, a Fun Food News bulletin for parents, a Senior Bulletin, recipe cards, and other items.

The AzNN website www.eatwellbewell.org also features the common social marketing messages along with recipes, videos, games, and more for parents and kids. The website also includes a special section for Contractors by providing a wide array of materials to support community education activities for each campaign, including special Contractor Downloads that are quick, easy, and ready-to-use nutrition education activities for use with small or large groups.

Existing materials, especially FNS materials such as MyPlate, Loving Your Family, Feeding their Future, Team Nutrition, etc. must be used and/or adapted whenever possible, rather than developing new materials. (See www.eatwellbewell.org for the most recent list of materials).

Materials must not contain disparaging comments. (See Disparaging Messages Policy Chapter 3, Section II).

It is expected that nutrition education messages will be tailored to address the most urgent nutrition education needs of the SNAP-eligible population.

All materials (newsletters, website, handouts, etc.) utilized by the Contractor must be cited in the annual Work Plan and approved by AzNN's Nutritionist and ADHS Marketing Manager prior to distribution.

Materials developed must be in plain language, culturally sensitive, and at an appropriate reading level for the intended audience. See www.plainlanguage.gov for a how-to guide and examples of plain language documents.

To maintain a consistent image through all marketing materials, it is recommended that you choose one of the following typefaces: Daily News, Big Flirt, Youbee, and ITC Officiana Sans STD. These are the only fonts to be used in the AzNN campaign. Even though typefaces used with logos are standard and cannot deviate, the typefaces used in published materials can vary among the following: Daily News Bold, Daily News Regular, Big Flirt and Youbee. If you cannot access these fonts, use Times New Roman for Daily News, and **Impact** for Big Flirt and Comic Sans MS for Youbee.

All materials must:

- Include the USDA Non-Discrimination Statement (Full or Space-Limited Version).
- Give credit to SNAP as a funding source.

USDA Non-Discrimination Statement – Full Version

The full version of the USDA SNAP-Ed acknowledgements statement is required on materials where space permits, including, but not limited to:
- Books
- Brochures
- Calendars
- Conference Binders
- Cookbooks
- Curricula
- Guidebooks
- Videos/CDs/DVDs
- Websites/Web pages
- Workbooks
- Workshop Manuals

English:

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish). Persons with disabilities who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish, or in Maricopa County call 602-542-9935 and outside of Maricopa County call 1-800-352-8401.

Spanish:

Para cualquier información relacionada con el Programa de Ayuda Suplementaria de Nutrición (SNAP), las personas pueden comunicarse ya sea a la línea directa de USDA SNAP al (800) 221-5689, que también está en español, o en el Condado Maricopa llame al: 602-542-9935, si está fuera del Condado Maricopa llame al: 1-800-352-8401.

El Departamento de Agricultura de los Estados Unidos (por sus siglas en inglés "USDA") prohíbe la discriminación contra sus clientes, empleados, y solicitantes de empleo a base de raza, color, origen nacional, edad, discapacidad, sexo, identidad de género, religión, represalias y, según corresponda, convicciones políticas, estado civil, estado familiar o paternal, orientación sexual, o si los ingresos de una persona provienen en su totalidad o

en parte de un programa de asistencia pública, o información genética protegida de empleo o de cualquier programa o actividad realizada o financiada por el Departamento. (No todos los criterios prohibidos se aplicarán a todos los programas y/o actividades laborales).

Si desea presentar una queja por discriminación del programa de Derechos Civiles, complete el USDA Program Discrimination Complaint Form (formulario de quejas por discriminación del programa del USDA), que puede encontrar en internet en http://www.ascr.usda.gov/complaint_filing_cust.html, o en cualquier oficina del USDA, o llame al (866) 632-9992 para solicitar el formulario. También puede escribir una carta con toda la información solicitada en el formulario. Envíenos su formulario de queja completo o carta por correo postal a U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, por fax al (202) 690-7442 o por correo electrónico a program.intake@usda.gov.

Las personas sordas, con dificultades auditivas, o con discapacidad del habla que deseen presentar sea una queja de EEO (Igualdad de Oportunidades en el Empleo) o del programa, por favor contacte al USDA por medio del Federal Relay Service (Servicio federal de transmisión) al (800) 877-8339 o (800) 845-6136 (en español).

Las personas con discapacidades que deseen presentar una queja del programa, por favor vea la información anterior acerca de cómo contactarnos directamente por correo postal o por correo electrónico. Si necesita medios alternativos de comunicación para obtener información acerca del programa (Braille, caracteres grandes, cinta de audio, etc.) por favor contacte al Centro TARGET del USDA al (202) 720-2600 (voz y TDD).

El USDA es un proveedor y empleador que ofrece igualdad de oportunidades.

Para obtener más información sobre el programa SNAP, las personas deben contactar al número de línea directa del USDA SNAP al (800) 221-5689, que también está en español o en el Condado Maricopa llame al 602-542-9935.

Additions, edits, or deletions to the Non-Discrimination statement are not allowed. There are no print size requirements when the full Non-Discrimination statements are used.

USDA Non-Discrimination Statement – Space-Limited Version

The space-limited version may be used in materials with limited space, including, but not limited to:

- Agendas
- Brochures
- Fact Sheets
- Flyers
- Newsletters
- Posters
- PowerPoint Presentations

If the material is too small to permit the full statement to be included, the material, at a minimum, should include the following statement:

- English: "USDA is an equal opportunity provider and employer."
- Spanish: "USDA es un proveedor y empleador que ofrece oportunidad igual para todos."

Funding Source Credit

Credit must be provided to SNAP as a funding source on newly developed and reprinted materials. The following statements are recommended:

English: "This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP."

Spanish: "Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés)."

Advertising

Print

English - "USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP."

Spanish - "USDA es un proveedor y empleador que ofrece oportunidad igual para todos. Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés)."

Radio

English - Funded by USDA's Supplemental Nutrition Assistance Program. USDA is an equal opportunity provider and employer.

Spanish –

Financiado por el Programa de Ayuda Suplementaria de Nutrición de USDA. USDA ofrece igualdad de oportunidades en sus servicios y en el empleo.

Translation to Other Languages

All translations should be done by a qualified professional translator who not only is fully fluent in the language, but has the cultural understanding to accurately convey the meaning of the source language. Computerized translation programs (such as Google Translate, World Lingo, or others) should not be used in translating materials.

| **Section II** | **Disparaging Messages** |

Policy   AzNN Program funds may not be used to convey negative written, visual, or verbal expressions about any specific foods, beverages, commodities or food industry. This includes messages of belittlement or derogation of such items, as well as any suggestion that such foods, beverages, or commodities are never to be consumed.

Procedures AzNN Contractor Program Coordinators must review their program messages (i.e., lesson plans, campaigns, handouts, brochures, materials) to ensure there are no disparaging messages against specific foods, beverages, or commodities.

AzNN Contractor media campaigns and media materials must be submitted and approved by the Arizona Nutrition Network State Agency to ensure appropriate USDA review and to ensure that all messages and activities are free from disparaging messages.

AzNN Nutrition Coordinators must review messages provided in classes, activities, community events, and written materials. This review is required to ensure that negative messages against specific foods, beverages, or commodities are not included in SNAP-Ed.

Section III   **Use of AzNN Logos and Names**

Policy   The Arizona Nutrition Network provides consistent nutrition education and social marketing messages; therefore, it is very important to maintain a consistent image throughout all marketing and outreach materials. To maintain consistency and quality, it is required that Contractors work with the ADHS Social Marketing Manager before using Arizona Nutrition Network logos or graphics. Additionally, Contractors that develop materials with money from the AzNN Program must add the AzNN logo and disclaimer to materials.

Usage of the Fruit and Veggies - More Matters® logo is strictly controlled, as this is a copyrighted logo.

Procedures   Contact the AzNN Social Marketing Manager before printing materials that include the Arizona Nutrition Network logo or graphics. For more information, see the Graphic Standards booklet found on the website, www.eatwellbewell.org, and then search "Graphic Standards" under the Contractors file cabinet.

For hi-resolution logos, please contact the AzNN Social Marketing Manager.

The Fruits and Veggies - More Matters® logo is licensed to ADHS. Any usage of it must be approved by ADHS before the FVMM® logo can be utilized.

For information on AzNN graphic standards and illustrations of various logos and graphics, go to www.eatwellbewell.org or contact the AzNN Social Marketing Manager.

See AzNN logo options in Appendix H.

Section IV   **Ordering Materials and Nutrition Education Reinforcement Materials**

Policy   All AzNN Contractors may order written materials developed or obtained by AzNN for use in their nutrition education and obesity prevention or outreach activities targeting SNAP-eligible populations.

Only Contractors may order educational reinforcement items. These items purchased by AzNN are to be used in activities targeting SNAP-eligible populations in the state. ADHS will maintain an inventory of educational reinforcement items.

Purchase or development of Nutrition Education Reinforcement Materials by Contractors is limited to items which have been approved in their annual application , meet USDA requirements, and support a specific local communication activity which uses multiple communication channels, including mass media (such as newspapers, radio, or television).

Procedures   **Ordering Materials**

Contractors must order all AzNN materials and items through the AzNN website, www.eatwellbewell.org. Contractors must submit an account access request to be given the ability to order materials. Non-contracted nutrition educators need to work through their AzNN Contractor to obtain AzNN materials and items. Quantities of items ordered must be consistent with the estimated reach of the AzNN project. There is no minimum order. Large orders may require justification. For example, a Contractor ordering 4,000 copies of Fun Food News may need to convey that it is for 200 classrooms in 20 (20x200 = 4,000) low-income schools.

Nutrition Education Reinforcement Materials refer to a group of goods that are given to the SNAP education/outreach audience and will be selected to support the AzNN social marketing campaigns. These materials contain or convey nutrition or obesity prevention messages and promote healthy eating and active living. Such items shall have a direct relationship to program objectives and the expected behavior change. These items are sometimes called promotional items, incentives, and educational extenders. These are considered allowable costs only if they are deemed reasonable and necessary, contain a reinforcing nutrition message, and are of nominal value ($4.00 or less per item). If the reinforcement material is designed for physical activity promotion, it should be provided in conjunction with relevant nutrition and physical activity messages.

Prior to approving any orders, the AzNN Consultant will verify that the Contractor's CERs (Contractor Expenditure Report) and monthly reports are submitted and current. Contractors who are not current with CERs or monthly reports will not have orders approved.

Orders will be filled as they come in, and should be received by Contractors within four (4) weeks of the request. Backorders will not be taken and will not be maintained. The AzNN inventory changes frequently. Contractors can find a current list of items on the website, www.eatwellbewell.org. For questions or concerns about material orders, contact the AzNN Marketing Manager.

Nutrition Education Reinforcement Materials

Nutrition Education Reinforcement Materials must meet the reasonable and necessary cost test and should:

- Target the intended SNAP audience;
- Have a clear, relevant, and useful connection to particular FNS/SNAP nutrition education or obesity prevention messages;
- Contain an educational message or have a use that is directly relevant to reinforce nutrition education and obesity prevention messages;
- Have value as nutrition education and obesity prevention aids;
- Be offered only after weighing and assessing other relative needs and cost effectiveness;
- Be of nominal value of $4.00 or less per item; and
- Not be used solely for marketing or staff morale boosters.

All purchases or development of Nutrition Education Reinforcement Materials by Contractors must also:

- Be included in the Contractor's annual application and budget.
- Specific items must be reviewed and approved by the AzNN Marketing Manager.
- Be evidenced-based as recommended in the Community Guide. This requires that the item be selected to support a specific local communication activity which uses multiple communication channels and includes mass media (such as newspapers, radio, or television). An example might be a hip pack or water bottle with a nutrition or physical activity message to support the promotion of a new walking trail.

Section V   **Release of Photographs and Videos**

Policy   All photographs and videos to be used in materials, presentations, reports, other printed materials, or on webpages must have a Photo/Video Release form completed for all persons in the photograph.

Procedures   When photographs are to be taken at events, meetings, or other activities, a photograph release must be signed by all persons included in the photograph. Photo/Video Release forms can be included in meeting packets or as part of meeting registration.

Parents or guardians must sign the photo release prior to pictures being taken of children in SNAP activities.

If it is known ahead of time that photos are to be taken (for example, for a nutrition-based class for children), Photo/Video Release forms can be completed at the beginning of the class.

The Photo/Video Release form provided in Appendix I must be used unless a Contractor's agency has a required form that includes all the information on the form from the Arizona Department of Health Services.

Permission to use the photos or video recordings is effective for five (5) years after the date the images were taken and persons signing the release may revoke their permission at any time.

Contractors must assign an ID number to each Photo/Video Release form and maintain a log that includes the date, person's name, and date the release was signed.

Section VI   **Media Opportunities**

Policy   AzNN welcomes all media opportunities and requests. For the purposes of this policy, media contact includes, but is not limited to: responding to media opportunities over the phone, via email, print, web, and interviews on television or radio.

Procedures   The following information must be provided to the AzNN Social Marketing Manager prior to scheduling a media opportunity:

- Describe all media inquiries to the ADHS BNPA Communications Manager
- Objective and outcome
- Intended audience
- Media outlet details (station, television, radio, web, print, etc.)
- Proposed date and time
- Live or taped
- English or Spanish
- Length of the proposed segment
- Talking points
- Lesson plan and props that will be used/highlighted during segment (if applicable)
- Spokesperson

All spokespeople will be briefed prior to the interview and debriefed after. Journalists are to be treated respectfully and courteously by all staff at all times.

Chapter 4 Overview

This chapter covers the requirements of AzNN Program contracts, operating budgets, the use of funding for local projects, the administrative control of Program funding when coordinating activities with other organizations, and reporting. This chapter is divided into eight (8) sections:

I.	Financial Responsibilities of Contractors
II.	Contract Timeline
III.	Amendments to Contracts
IV.	Financial Reporting
V.	Program Reporting
VI.	Allowable and Unallowable Costs
VII.	Financial Reviews and Audits
VIII.	Equipment Inventory

Section I   **Financial Responsibilities of Contractors**

Policy   The Arizona Nutrition Network, as an approved SNAP-Ed provider, is subject to the USDA SNAP Reimbursement Structure. Contractor contracts shall use the practices, procedures, and standards specified in and required by the Accounting and Auditing Procedures Manual for Arizona Department of Health Services-funded programs.

Contractors shall comply with the applicable certified finance and compliance audit provisions of the OMB Circulars: A-21 Cost Principles for Educational Institutions; A-87, Cost Principles for State, Local, and Tribal Governments (Governmental Subdivisions); A-122, Cost Principles for Non-Profit Organizations; or, A-133, Single Audit.

Procedures   Charges can only be made after expenses have been incurred and must adhere to the guidelines for allowable/unallowable costs. Failure to adhere to these guidelines will result in federal reimbursement being withheld. The Contractor may be requested to reimburse the State for the disqualified federal reimbursement if failure to adhere to these guidelines is identified in an audit (or after the fact).

All records of the Contractor must be retained for five (5) years from Federal Fiscal Year closure. This requirement applies to all fiscal records, reports, and client information.

Section II   **Contract Timeline**

Policy   Contract timelines should span the Federal Fiscal Year (October 1st through September 30th). Contracts are considered effective once they are approved by USDA, signed by ADHS and the Contractor, and a Purchase Order for services is issued by ADHS. Timelines for individual contracts are defined on the contract's Special Terms and Conditions or Award page.

Monies awarded for one (1) Federal Fiscal Year expire in September and are not transferable to the following year. Regardless of contract start date, the contract funding cycle end date will be September 30th of each year.

Procedures   The contract start date is the date the contract is signed by ADHS and the Contractor, but no earlier than October 1st. It is possible that a contract will not begin on October 1st if there are delays in the procurement process due to errors, there is a need for multiple revisions, there is a delay in USDA approval of the AzNN Annual Plan, or in the event that Congress does not approve the United States' federal budget in time.

Services performed and costs incurred by Contractors before the contract is effective shall not be eligible for federal reimbursement.

While USDA is reviewing the AzNN Annual Plan, ADHS will begin the procurement process. Each Contractor price sheet will be submitted with the conditionally approved budget (approved by ADHS, but not USDA). An amendment after October 1st may be required to adjust the price sheet if USDA did not approve pieces of the budget. ADHS will send two (2) copies of the new contract or amendment to each Contractor agency for signature by the authorized person in their agency. Contractors must sign and return both copies of the new contract or contract amendment to the ADHS Procurement Office. The ADHS Procurement Office then obtains ADHS authorized signatures and returns one (1) original to the Contractor.

Section III   **Amendments to Contracts**

Policy   Informal contract amendments must be submitted when Contractors are requesting to transfer less than 10% of the total budget between funded line items. This 10% cap covers the entire year. For example, if the total budget is $100,000, then the Contractor may move up to $10,000 in the fiscal year. This can be moved all at once or in smaller increments throughout the year. Informal amendments should be handled through an email request to the AzNN Consultant. Informal amendments to contracts will not produce a new price sheet and will not change the invoice. Instead, one or more line items may appear to be over-expended while other line items appear to be under-expended.

Formal amendments are required when a Contractor wants to:
- Increase the approved total budget;
- Transfer dollars between line items exceeding 10% of the total budget; or
- Transfer dollars from a funded line item to a non-funded line item.

Formal amendment requests must be submitted, complete with supporting documentation, to USDA no later than *May 1st*.

Formal amendments are effective only after they are <u>reviewed</u>, <u>approved</u>, and <u>processed</u> by the Arizona Nutrition Network and the ADHS Procurement Office. In some cases, the proposed amendment must also be sent to USDA for approval. The Contractor agency must operate under the original contract until the contract amendment has been filed with the Secretary of State (Intergovernmental Agreements) or signed by the ADHS Procurement Officer. It is not necessary for agencies to submit an amendment if their actual expenses are lower than the approved projected expenses.

Procedures   Contractor agencies should discuss any issues requiring a contract amendment with their AzNN Consultant before submitting a written request .

If one or more of the conditions for a formal amendment to their contract is met, the Contractor must submit the following to ADHS:

a. Revised Budget Justification
b. Revised Budget
c. Revised Work Plan (if needed)
d. Explanation of what is changing and why

ADHS will review and notify the Contractor agency when the amendment is fully approved, conditionally approved (e.g., requiring further clarification or adjustments), or declined.

When approved, ADHS will send the contract amendment to the Contractor agency for signature and process accordingly.

The Contractor will be required to send the most current CERs and monthly reports to ADHS so that updates can be made to the workbooks. Updated workbooks will then be returned the Contractor.

Section IV   **Financial Reporting**

Policy   Each Contractor is required to submit monthly financial reports to the AzNN Consultant. The financial reports include the Contractor Expenditure Report (CER), formerly called an Invoice Form, and the corresponding Staff Time Allocation Form. ADHS will not accept the use of other forms. Both forms are to be submitted electronically by the 30th of each month following the reporting period. Once approved, a signed original must also be submitted by mail for reimbursement. Agencies typically receive reimbursement within 4-6 weeks of submitting correct CERs.

Procedures   The CER is the official form used by a Contractor to document actual reimbursements each month. If there are no expenditures for a given month, the Contractor will submit the CER for that month with zeroes entered in the expense column for each funded line. CERs will be submitted in chronological order; no CER will be paid before a preceding CER is received and approved.

Contractors must collect and review time documentation forms and quantify the cost of nutrition education activities in each form. These forms must be kept by the Contractor agencies for State compliance auditing.

Each Contractor will submit a CER and a Staff Time Allocation Form for each month of the program year. In addition, each Contractor will have the opportunity to submit a subsequent 13th month CER to report expenses that were encumbered but not paid during the fiscal year. All Contractor agencies will submit a final Cumulative Expense Report for the period of October 1st through September 30th. The final Cumulative Expense Report is included as a tab in the CER workbook and will be submitted within 60 calendar days from the end of the fiscal year (September 30th). Contractors must request approval for an extension to submit the final report after November 30th.

Failure to submit required reports by the contractual due date(s) may disqualify the Contractor from reimbursement.

Contractors will be provided with an electronic copy of the CER and Staff Time Allocation Form workbook (Excel). The workbook provided to each Contractor will contain budget information specific to their agency. Each month of the fiscal year is designated by a set of tabs in the workbook. Contractors will enter information each month, and electronically submit the workbook to the AzNN Consultant for review. After the AzNN Consultant has approved the electronic draft, Contractors must submit a correct signed original CER for reimbursement.

Information on the CER reflects the budget and expenses. Reimbursement is based on the expenses reported on the CER.
Total expenses must not exceed the approved budget total, as indicated on the Price Sheet in the contract. An increase in the budget requires a formal contract amendment.

Contractors will also be provided an electronic CER template to be utilized with their Subcontractors. This template will NOT include any Subcontractor budget information, but editing will be unlocked so data can be entered by the Contractor if needed. Subcontractor expense reports will NOT be submitted to the AzNN Consultant for review, but will be maintained by the Contractor and made available for State staff review, if requested. All Subcontractor expenses will be reported on the Contract/Grants/Agreements line of the CER. Subcontractor expenditures should be reported in the month it is processed through the Contractors accounting system. This is approximately the month after the Subcontractor submits their expense report to the Contractor.

Instructions for completing the Contractors Expenditure Report:

1. Click on the appropriate tab of the workbook for the month to be reported.

2. Lines numbered 1-4 on the top of the CER will be pre-filled with the contract number, PO number, contractor name, title of program and reporting period.

3. Section number five (5) labeled *Cost Reimbursement* lists the budget categories by line item. The definitions of each line item are as follows:

    a. **Personnel Costs/Salary:** Amount spent on salaries and wages.

    b. **Fringe Benefits:** Benefits paid, including statutory benefits, comprehensive benefits or other benefits such as medical, dental, vision coverage, long-term disability, accidental death insurance, and tax-sheltered annuity programs.

    c. **Contracts/Grants/Agreements:** Expenses incurred associated with use of Subcontractors to conduct specialized nutrition activities. This may include consultants, Registered Dietitians, and contracted educators.

    d. **Non-capital Equipment Supplies:** Expenses incurred for food and equipment for food demonstrations, office supplies, office equipment with a <u>unit cost of less</u> than $5,000, printing, photocopying and reproduction costs, and postage. Computers less than $5,000 are included in non-capital equipment.

    e. **Materials:** Expenses incurred for nutrition education resources such as books, posters, and handouts, etc.

f. **Travel:** Amount spent on travel expenses for nutrition education and administration purposes. Mileage rates and per diem are determined in accordance with the Contractor's policy. If the Contractor has no policy in place, the state rates are to be used as default. Out-of-state travel is not permitted unless included in submitted Contractor Agency Budget and approved by USDA.

g. **Building/Space:** The total cost of space utilized for the nutrition education program during the billing month.

h. **Maintenance:** This is the sum of all costs incurred for maintenance related to nutrition education activities.

i. **Equipment & Other Capital:** Non-expendable property used for a nutrition education program, having a unit cost of $5,000 or more and a life expectancy of one (1) year or more.

j. **Indirect Costs:** Costs that benefit more than one (1) program but are not easily identified to a specific program. The general rule is that if a cost can be readily attributed to a specific program, it should be classified as a direct cost rather than included in the indirect cost pool. A Contractor claiming indirect costs must have submitted an Indirect Cost Allocation plan with the application for the current fiscal year.

4. The column labeled *Approved Budget Total*, column A, lists the current approved line item amounts. These amounts match the price sheet and approved budget submitted with the Annual Plan. These amounts will not change without a formal amendment. Once a formal amendment is approved, the CER will be updated by AzNN staff to match the new/revised price sheet. It will then be provided to the Contractor.

5. The column labeled *Prior Report Period Year to Date Expenditures*, column B, automatically calculates the cumulative expenses to date by adding the "Current Reporting Period Expenditures" for the current month to the "Prior Report Period Year to Date Expenditures" from the previous month. This column is protected and cannot be changed.

6. The column labeled *Current Reporting Period Expenditures,* column C, lists the actual expenses for the reported month. The Contractor will enter this information using documented records of expenses for the month. The rows relating to Personnel and Fringe Benefits costs will pre-fill based on the information entered in the Staff Allocation Form.
   a. Actual expenses *cannot* be claimed in unapproved budget lines. For example, a program cannot claim expenses for Maintenance if the budget line has $0.00 allocated for the fiscal year.
   b. Reported expenses must not exceed the approved budget in any line item. A Contractor may request a 10% budget transfer between funded budget lines.

The column labeled *Total Year to Date Expenditures,* column D, automatically calculates the total expenditures by adding "Prior Report Period Year to Date Expenditures" for each line item with the "Current Reporting Period Expenditures" for each line item.

7. After the CER is submitted electronically and provisional approval by the AzNN Consultant is received, the Authorized Representative for the Contractor will sign on the bottom right of the form and mail the signed original to the attention of the AzNN Consultant for final approval.

Instructions for completing the Staff Time Allocation Form:

The following procedure is for the default Staff Time Allocation Form only (the Excel template issued by AzNN staff). Some agencies have altered this sheet to function better with their accounting systems and corresponding reports. Please contact the AzNN Consultant if you have any questions about an altered Staff Time Allocation Form or would like to explore making changes to your current reporting form. Contractors will also receive a blank Staff Allocation Sheet, unlocked for editing, for use with subcontracting agencies. These forms will not be submitted to the AzNN Consultant, but maintained by the Contractor and made available for State staff review, if requested. Instructions for completing the form are below.

1. Click on the appropriate tab of the workbook for the month to be reported.

2. Enter the date the CER is being submitted in the space provided.

3. The column labeled *Position Title,* **column A**, lists each position and is pre-filled with the information provided in the approved annual budget. This column is protected. Please work with the AzNN Consultant to add or modify any position titles.

4. Enter the month's total Management Hours, **column B**, and total Direct Hours, **column C**, for each position. The spreadsheet will automatically calculate the total hours by position, **column D**, and the total management and total direct hours for the month.

5. The column labeled *Hourly Salary,* **column E**, lists the hourly rate for each position. This information must be entered by the Contractor. Once the information is entered, it will carry forward through all of the following months' Staff Time Allocation Forms. Any changes to the hourly rate will only change the following months and will not change the hourly rates entered in previous months.

6. The column labeled *Total AzNN Salary,* **column F**, will automatically calculate by taking the "Total AzNN Hours" and multiplying it by the "Hourly Salary" for each position. This column is protected and cannot be changed.

7. The column labeled *% Fringe Benefits,* **column G,** lists the fringe benefits rate for each position. This information must be entered by the Contractor. Once the information is entered, it will carry forward through all following months' Staff Time Allocation Forms. Any changes to the fringe benefits rate will only change the following months and will not change the fringe benefits rate entered in previous months.

8. The column labeled *Annual Fixed Fringe Benefits,* **column H**, lists the annual fringe costs (if applicable) for each position. This information must be entered by the Contractor.

9. The column labeled *Fixed Fringe Benefits,* **column I,** will automatically calculate by taking the "Annual Fixed Fringe Benefits" and multiplying it by the total FTE (**columns K and L** added together) for each position. This column is protected and cannot be changed.

10. The column labeled *Total Fringe Benefits,* **column J**, will automatically calculate by multiplying the "% Fringe Benefits" and the "Total Salary" and adding it with the "Fixed Fringe Benefits" for each position. This column is protected and cannot be changed.

11. The remaining columns, **columns K thru M**, total the Personnel/Salary Costs, Fringe Benefits Costs, and Total Costs. These columns contain formulas and are protected. These columns cannot be changed.

Section V	**Program Reporting**

Policy Contractors are required to submit a monthly report using the standard format supplied by the Arizona Nutrition Network. This report format was built from the USDA EARS requirements. Quarterly reports outlining Policy, Systems, and Environmental (PSE) activities and the Program progress are also required.

Procedures The monthly report includes detailed information about all activities completed by Contractors and their Subcontractors. The report includes three (3) sections which must be completed. They are:

- **Direct**: This section is where all direct education interventions are recorded. Information including class size, session number, class length, number of participants and contacts, and primary content is recorded. Direct time is defined by the EARS reporting rules as: Interventions where a participant is actively engaged in the learning process with an educator and/or interactive media. This information is reported <u>monthly</u>.
- **New Demographics (formerly Unduplicated)**: This section is where the demographic data is reported for all participants. Demographic data includes SNAP status, age, gender, and race/ethnicity. This information is reported <u>monthly</u>.
- **Indirect**: This section is where all indirect education interventions are recorded. This category is broken down into two (2) sections: Materials Distributed and Communication and Events. This information is reported <u>monthly</u>.

Monthly reports shall be submitted electronically via email no later than the 30th of the following month. Failure to submit required reports may prevent material orders from being processed. The following procedure describes how to complete the Monthly Report (the template issued by ADHS). The sections listed above are required and cannot be changed. Some Contractors have additional sections that help with their data collection methods. Please contact the AzNN Consultant if you have any questions about an additional worksheet in your workbook or would like to explore making changes to your data collection methods and reporting. Each Contractor will be sent a Master Monthly Report and a Subcontractor Monthly Report. The Master Monthly Report contains a macro that will allow Contractors to compile all Subcontractor reports into one master report.

Instructions for completing the Direct Tab:

1. Click on the Direct tab for the month to be reported. Remember, direct time is defined as: Interventions where a participant is actively engaged in the learning process with an educator and/or interactive media.
2. Enter the date of the activity in the column titled *Date,* **column A**.
    a. Note: Each intervention should be recorded and sessions should not be grouped. For example, a three (3)-series session will be recoded with three (3) separate entries.
3. Select the delivery site from the drop-down menu in the column titled *Delivery Site,* **column B**. This field documents where the nutrition education took place. This information is pre-filled based on the list of sites provided in the annual application. Contact your AzNN Consultant to add additional sites.
4. The column titled *Class Identifier,* **column C,** is optional. This field is where Contractors can make a notation to identify the class provided. For example, Ms. Jones' Class or Head Start is the *Class Identifier* but the *Delivery Site* is Brookfield Elementary School. SNAP-Ed may be provided to multiple programs at the same delivery site.
5. Select the delivery site from the drop-down menu in the column titled *Service Setting,* **column D**. This field documents the service setting as described in the application. This information is pre-filled and the choices are Adult, K-8, CACFP, or Gardens.
6. From the drop-down menu, select the direct education curriculum used for the intervention, **column E**. This field denotes the approved curricula utilized for the intervention. If a resource rather than a curriculum is utilized, select "Resource Only" from the drop-down list. This list may be revised annually as approved curricula changes.
7. Select "yes" or "no" from the drop-down menu in the column titled *First Activity With This Group,* **column F**. Select "yes" if it is the first time this particular group/class has met or select "no" if this class/group has already received SNAP-Ed. Also select "yes" or "no" from the drop-down menu in the column titled *Any New Participants,* **column G**. Select "yes" if it is the first contact or if there are new people joining the class/group or select "no" if there are no new participants in the class/group. The answers selected here will determine if these people are counted as contacts or participants.
8. Enter the session number in the column titled *Session Number,* **column H**. This refers to which session this entry is in a series of sessions. For example, if it is a single session, enter "1" and if it is the second session of a four (4)-session series, enter "2" and so on.
9. Enter the total number of sessions of this series in the column titled *Total Number of Sessions in Series,* **column I**. For example, if it is a single session, enter "1" and if it is a four (4)-session series, enter "4"and so on.
    a. This column, combined with the column titled *Session Number,* **column H,** will tell us, for example, that this is the 2nd session of a four (4)-part series.

10. Enter the length of the session in the column titled *Length of Session in Minutes,* **column J**. This column should list the actual length of each session in minutes (i.e., 30, 120, etc.).
11. Enter the percent of time the participant or contact would spend with interactive media in the column titled *% Interactive Media,* **column K**. Examples of interactive media include: a kiosk at a community event, computer-based trainings, etc.
12. Select "yes" or "no" from the drop-down menu in the column titled *Food Demos Provided,* **column L**. The selection of "yes" means a food demo was performed and a selection of "no" means there was not a food demo performed.
13. The columns titled *Participants,* **column M,** and *Contacts,* **column N,** list the number of people that took part in the nutrition education session. These columns will be "available," depending on the information entered in columns *First Activity With This Group* (**column F**) and *Any New Participants* (**column G**).
    a. A person will be categorized as a participant for their first intervention only. All other interventions must be categorized as contacts.
14. The *Primary Content* is reported in four (4) columns (**columns O thru R**). Each column is a drop-down menu based on the approved nutrition topics listed in the annual application. Contractors may report up to four (4) topics.
    a. Note: The primary content refers to the nutrition education being taught, not necessarily the delivery method. For example, if a Contractor is teaching about the importance of fruits and vegetables while working in the community garden, then the primary content would be fruits and vegetables.

Instructions for completing the New Demographics Tab (formerly Unduplicated Tab):

Note: This worksheet will only be used for the interventions where there were participants recorded. If an intervention has only contacts, you will not need to fill out this worksheet.

1. Click on the New Demographics tab for the month to be reported.
2. The column titled *Date,* **column A,** lists the date of the event. This column will carry forward from the Direct tab if there are participants involved.
3. The column titled *Delivery Site,* **column B,** lists the location where the event took place. This column will carry forward from the Direct tab if there are participants involved.
4. The column titled *Class Identifier,* **column C,** lists the identifier used by the Contractor (not required). This column will carry forward from the Direct tab if there are participants involved.
5. **This is a required field.** Select the delivery site from the drop-down menu in the column titled *Service Setting,* **column D**. This field documents the service setting as described in the application. This information is pre-filled and the choices are Adult, K-8, CACFP, or Gardens.
6. The column titled *Type of Setting,* **column E,** will auto-populate with the USDA EARS type of setting based on the delivery site selected. This information was pre-filled based on the information in the annual application. For example, if

ABC Elementary is selected as the delivery site, then this column will automatically read "Q-Public School."

7. The column titled *Participants 1ˢᵗ Time,* **column F,** lists the number of participants (people taking part for the first time). This column will carry forward from the Direct tab if there are participants involved.

8. The columns titled *School Sites* (**column H**), *All Additional Sites* (**column I**), and *Other Participants* (**column J**) are used to record the SNAP status of participants. The number of participants receiving SNAP at *School Sites* is automatically calculated using the National School Lunch Program (NSLP) free percentage when a school is selected. The column for *Other Participants* should be used to record SNAP recipients for all other settings. This column must be entered by the Contractor (it will not calculate). A zero (0) must be entered in the *Other Participants* column if the number of SNAP recipients is zero OR unknown. The final column for *Other Participants* will automatically calculate by taking the total number of participants and subtracting the total participants receiving SNAP (*School Sites* and *All Other Sites*). This column will reflect the participants that are not receiving SNAP or the SNAP status is unknown. Demographic data must be self-reported by adults and can be estimated for children.

9. The column titled *SNAP Participation Total,* **column K,** lists the total number of SNAP participants and is automatically totaled from the participant SNAP Status *School Sites* (**column H**) and *All Additional Sites* (**column I**).

10. Participant age and gender information should be entered in **columns L thru S**. The *Age/Gender Total* column must match the *Participants 1ˢᵗ Time* column. Age/Gender categories are based on the USDA EARS requirements and are broken down as follows:
    a. 0 – 4 Years, M and F (**columns L and M**)
    b. 5 – 17 Years, M and F (**columns N and O**)
    c. 18 – 59 Years, M and F (**columns P and Q**)
    d. 60+ Years, M and F (**columns R and S**)

    Demographic data must be self-reported by adults and can be estimated for children.

11. Participant race and ethnicity information should be entered in **columns T thru AN**. The *Race and Ethnicity Total* column, **column AO,** must match the *Participants 1ˢᵗ Time* column. Race/Ethnicity categories are based on the USDA EARS requirements and are broken down as follows:
    a. American Indian or Alaskan Native, Hispanic or Non Hispanic (**columns U and V**)
    b. Asian, Hispanic or Non Hispanic (**columns W and X**)
    c. Black or African American, Hispanic or Non Hispanic (**columns Y and Z**)
    d. Native Hawaiian or Other Pacific Islander, Hispanic or Non Hispanic (**columns AA and AB**)
    e. White, Hispanic or Non Hispanic (**columns AC and AD**)
    f. American Indian or Alaskan Native and White, Hispanic or Non Hispanic (**columns AE and AF**)
    g. Asian and White, Hispanic or Non Hispanic (**columns AG and AH**)
    h. Black or African American and White, Hispanic or Non Hispanic (**columns AI and AJ**)

    i.   American Indian or Alaskan Native and Black or African American, Hispanic or Non Hispanic (**columns AK and AL**)

    j.   All Others Reporting More than One Race, Hispanic or Non Hispanic (**columns AM and AN**)

Demographic data must be self-reported by adults and can be estimated for children.

Instructions for completing the Indirect Tab:

This section of the report is broken down into two sections: Materials Distribution (ex. mailing out a newsletter) and Communications and Events (ex. having a booth at a community health fair). Click on the Indirect tab for the month to be reported.

Materials Distribution
1. Enter the date the activity took place in the column titled *Date,* **column A**).
2. Enter the activity name in the column titled *Name of Activity,* **column B**. For example, a quarterly newsletter to participants/contacts may be entered as "First Quarter Newsletter."
3. Enter the estimated number of people reached through this activity in the column titled *Estimates Reach,* **column C**. This does not need to be an actual count. In the example listed above, this would be estimated by counting the number of newsletters distributed.
4. Select the type of materials distribution from the drop-down menu in the column titled *Type,* **column D**. These selections are from the USDA EARS requirements.
    a. A-Calendars
    b. B-Electronic (email) materials/info distribution
    c. C-Fact sheets/pamphlets/newsletters
    d. D-Posters
    e. E-Promotional Materials
    f. F-Videos/CD-ROM
    g. G-Website
    h. H-Other

Communications and Events
1. Enter the date the activity took place in the column titled *Date,* **column F**.
2. Enter the activity name in the column titled *Name of Activity,* **column G**. For example, participating at the local farmers' market by handing out information and conducting a food demonstration may be entered as "Phoenix Farmers' Market."
3. Enter the estimated number of people reached through this activity in the column titled *Estimated Reach,* **column H**. This does not need to be an actual count. In the example listed above, this would be estimated by counting the number of handouts distributed or a visual estimate.
4. Select the type of communication or event from the drop-down menu in the column titled *Type,* **column I**. These selections are from the USDA EARS requirements.

     a.   A-Nutrition Education Radio PSAs
     b.   B-Nutrition Education TV PSAs
     c.   C-Nutrition Education Articles
     d.   D-Billboard, Bus or Van Wraps, or Other Signage
     e.   E-Community Events/Fairs - Participant
     f.   F-Community Event/Fairs - Sponsor
     g.   H-Other

5. Select the source data used to estimate the reach in the column titled *Source Data,* **column J**. These selections are from the USDA EARS requirements.
     a.   1-Commercial market data on audience size
     b.   2-Survey of target audience
     c.   3-Visual estimate
     d.   4-Other

6. Select "yes" or "no" from the drop-down menu in the column titled *Food Demos Provided?* (**column K**. The selection of "yes" means a food demo was performed and a selection of "no" means there was not a food demo performed.

7. The *Primary Content(s)* is reported in four (4) columns (**columns L thru O**). Each column is a drop-down menu based on the approved nutrition topics listed in the annual application. Contractors may report up to four (4) topics.
     a.   Note: The primary content refers to the nutrition education being taught, not necessarily the delivery method. For example, if a Contractor is teaching about the importance of fruits and vegetables while working in the community garden, then the primary content would be fruits and vegetables.

Instructions for completing the Master Monthly Report:

Contractors will receive a Master Monthly Report and a regular Monthly Report for each month of the fiscal year. Monthly Reports can be used for all Subcontractors or other sub reports. Only one (1) Monthly Report or a compiled Master Monthly Report will be accepted by ADHS. Therefore, if the Contractor wishes to utilize multiple Monthly Reports to document activities during the month, then all the Monthly Reports must be compiled into the one (1) Master Monthly Report before submission to ADHS.

Open the Master Monthly Report and all the Monthly Reports that are to be compiled into the Master Monthly Report. Only the Master Monthly Report and all the Monthly Reports that are be compiled for the specific month should be open at this time.

1. Make sure the Master Monthly Report is the active workbook open and then select the tab on the Excel 2007/2010 ribbon that reads "AzNN Monthly Report."

2. Click the option on the "AzNN Monthly Report" tab that reads "Master Data Entry." If the active workbook open is a Monthly Report, then this option will not be available.

3. A dialog box will then open titled "FYXX Master Monthly Report Data Entry."

4. Click the "Copy Data" button. When the data is copied, the button will gray out. Then click the "Close" button. It is recommended that this process be done only once per month with a blank Master Monthly Report to avoid any data duplication.

5. Select the "MasterInfo" tab at the bottom of the Master Monthly Report workbook and verify that all the file names listed were the intended files to be copied.

Save the Master Monthly Report and submit to ADHS for approval

Section VI   **Allowable and Unallowable Costs**

Policy   All costs claimed by Contractors must meet the "allowable" guidelines and be approved by ADHS and USDA. Costs that are considered "unallowable" will not be a reimbursable federal expense.

Procedures   Allowable costs are specified in the following sources:

OMB Guidance:

Where applicable, changes have been made to comply with 2 CFR 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). The Uniform Guidance consolidates the guidance previously contained in several citations (OMB Circulars A-21, A-87, A-110, and A-122 {which have been placed in OMB guidance}; Circulars A-89, A-102, and A-133; and the guidance in Circular A-50 on Single Audit Act follow-up) into a streamlined format that aims to improve both the clarity and accessibility. This Uniform Guidance is located in Title 2 of the Code of Federal Regulations.

USDA departmental regulations:

- 7 CFR 3016: administrative requirements for state and local governments
- 7 CFR Part 3019: administrative requirements for universities, hospitals, and not-for-profit organizations (USDA codification of OMB Circular A-110)

Program-specific guidance:

- SNAP regulations at 7 CFR 277
- FNS policy statements

Administrative Expenses
Allowable administrative costs are operational costs of carrying out SNAP-Ed in accordance with the state's approved SNAP-Ed Plan. Lists of allowable and unallowable cost items as examples appear in OMB Guidance and Appendix J. The OMB Guidance states that its failure to mention a particular item of cost does not imply that the cost is either allowable or unallowable; rather, Contractors should determine allowable costs on a case-by-case basis, considering the treatment or standards given in the OMB Guidance for similar or related items of cost. Allowable administrative expenses include, but are not limited to:
- Salaries and benefits of personnel involved in SNAP-Ed and administrative support.

All staff wages, salaries, and benefits must be computed on a reasonable hourly basis commensurate with duties being performed, or the federal minimum hourly wages established by the United States Department of Labor. The wages and salaries are not necessarily commensurate with compensation that would be paid to the individual when performing duties for which he/she is credentialed, but shall relate to the task they are actually performing for SNAP-Ed.

- Costs of preparing proposals for potential federal awards are allowable. Proposal costs should normally be treated as indirect costs and should be allocated to all activities of the governmental unit utilizing the cost allocation plan and indirect cost rate proposal. However, proposal costs may be charged directly to federal awards with the prior approval of the AzNN/USDA. Be sure to notify your AzNN Consultant if any SNAP-Ed staff will be contributing to federal grant applications.
- Office equipment, supplies, postage, and duplication costs that are necessary to carry out the project's objectives.
- Charges for travel necessary to fulfill the approved plan. The travel must conform to official state, local, or university travel regulations. Allowable travel costs are subject to restrictions, such as prohibiting the charging of commercial airfare in excess of coach or its equivalent.
- Development and production of SNAP-Ed materials when no other appropriate materials exist.
- Memberships, subscriptions, and professional activities.
  Costs of institution memberships in business, technical, and professional organizations are allowable. Costs of individual memberships in such organizations for nutrition personnel that work in SNAP-Ed are not allowable. Professional registration or license fees paid by individuals are unallowable costs because the fees would be considered personal expenses, not institutional expenses.
- Lease or rental costs
- Maintenance expenses
- Indirect costs
- Nutrition education reinforcement materials
- Cost of using publicly-owned building space. Includes depreciation or use allowance derived based on the building's original acquisition cost, and such building-related costs as maintenance and utilities; must not include costs of maintenance, utilities, etc. directly if they are already charged as indirect costs.

Details on unallowable administrative expenses can be found in the applicable OMB Circular. If you should have any questions about allowable/unallowable costs, refer to your OMB Circular, the tables that follow, or contact your AzNN Consultant.

Reasonable and Necessary Costs
While OMB regulations define what is allowable, cost that may be covered by SNAP for nutrition education and obesity prevention shall also meet a "reasonable and necessary" test. The federal cost principles identify certain criteria that an allowable cost must satisfy. These criteria include, but are not limited to, the following:

- Reasonable Costs: A reasonable cost is one that a reasonable, prudent person would opt to incur under the circumstances.
- Necessary Costs: Refers to the cost item's relationship to the Program's mission and objective(s). Factors to consider it a necessity include:
    a. Is the cost item needed to carry out the Program?
    b. Can the cost item be foregone without adversely impacting the Program's operations?
    c. Will incurring the cost duplicate existing efforts?
- Allocable Costs: Allocation entails correlating costs with the Program benefits obtained by incurring them. If a cost item benefits only SNAP-Ed, then 100% of it is allocable to SNAP-Ed. If a cost benefits multiple programs or activities, a portion of the cost is allocable to each. That portion must be proportionate to the benefit each program received.

Contractors must show how prorated costs are calculated, when applicable; fully describe the nature of such costs; and demonstrate the value of the proposed activity to SNAP-Ed. Since activities that target general audiences are often not designed with the needs of the SNAP-Ed target audience in mind, Contractors must justify how the activity is a good vehicle for reaching the SNAP-Ed audience and influencing their nutrition-related behaviors.

Property Procurement and Management
ADHS must receive USDA approval before procuring or requesting reimbursement for equipment valued at more than $5,000 per item. Review and approval is normally conducted during review of the proposed budget. Proposed equipment requests should not duplicate previous year's equipment purchases for the same project. Inventory must be maintained for equipment that is paid for in full, or in part, with federal funds.

Indirect Cost Rates
Indirect cost is a general term for certain types of costs that are incurred by an agency in support of other allowable activities that are charged directly to the agency. These indirect costs are determined through a variety of rates or "cost allocation plans" that detail how the costs are to be shared by the funding agency. Indirect cost rates are documented through an indirect cost plan, which is approved by a "cognizant agency."

Indirect cost rate is a rate typically computed by summing all indirect costs, then dividing the total by the Modified Total Direct Costs. The resulting percentage is applied to each grant to determine its share of the indirect or overhead costs. Indirect cost rates applied in the SNAP-Ed Plan shall be documented through an indirect cost plan that is approved by a cognizant agency. If the rate is not approved, the computation of the rate shall be acceptable to FNS.

Indirect cost rates for colleges and universities that have been approved by the appropriate cognizant entity will be accepted. Unless justification is provided, only the off-campus rates may be used. If additional categories, such as "other sponsored activities" are covered, "instructional rates" will not be accepted without justification.

In most plans, only one rate may be used. As a result, any justification for using either the "on-campus" or "off-campus rate" should be based on where the majority of the allowable activities take place. In the case of SNAP-Ed, the allowable activities are defined as those activities that provide nutrition education to the SNAP-eligible population. Other activities, such as research and data analysis, are not the primary purpose of SNAP-Ed and should not be used in determining where the majority of the activities take place. According to OMB Circular A-21, indirect costs at colleges and universities are limited to 26% of the total modified direct costs.

Small agencies may not have staff with the expertise to develop indirect cost rates. local agencies that do not have a cognizant agency to review and approve their rates may apply to ADHS for approval to use a rate developed either by or for the local agency. They may obtain contracted accounting services as an allowable program cost. Any costs of determining the indirect costs are themselves allowable costs and may be included in the proposed budget. Only the proportionate share of the costs of developing the indirect cost rate may be charged to SNAP-Ed.

In-kind Donations Not Involving Transfers of Cash
In-kind donations that are the value of volunteer time or other non-billable goods or services are not allowable as charges to this grant if they are provided to or by a non-governmental agency. In-kinds from government agencies cannot be charged to another federal grant.

A local agency cannot claim a donated service or a good as in-kind if:

- It is not allowable, reasonable, or necessary for the delivery of SNAP-Ed
  - Although public schools are considered a governmental agency, the cost of students' time to get high school credit hours by volunteering with SNAP-Ed activities is not an allowable in-kind charge to SNAP-Ed.
  - The minimum age for a SNAP-Ed volunteer is 18 years of age.
- Payments are made by the local agency for any goods and services.
- The local agency claiming the in-kind is a private organization.

In valuing a volunteer's time or service to a public organization, the following principles apply: (1) the volunteer's wages are computed on a reasonable hourly basis in accordance with the duties being performed for SNAP-Ed, or wages are computed based on the federal minimum hourly wage established by the United States Department of Labor, (2) the volunteer records their time, and (3) the value of the volunteer's time is not being used as match for any other federal grant.
In valuing donated goods, the following principles apply: (1) the value of goods other than publicly owned space is computed on reasonable fair market value, (2) when valuing space owned by a public agency, depreciation or use allowance is used for cost computations, and (3) the value is not being used as match for any other federal grant.

Use of Student Interns
SNAP-Ed activities may not be utilized to fulfill a dietetic or academic field work requirement. Such participation would need to be voluntary, outside of coursework.

The cost of students' time to get school credit hours by volunteering with SNAP-Ed activities is not an allowable in-kind charge to SNAP-Ed. Paid student internships are allowable costs.

Health Care Organizations
The allowability of this type of partnership for the delivery of SNAP-Ed hinges on whether the organization is public or private. The organization's profit or non-profit status is not relevant. USDA has determined that unless an absolute need is documented (i.e., no other SNAP-Ed provider is available), participation by non-governmental (private) health care organizations is not reasonable or necessary and should be discouraged. There are four (4) major problem areas associated with using health care organizations as a sub-grantee. These include:

1. A valid determination as to the health care organization's status as public (governmental) or private (non-governmental) is difficult to ascertain. Many public health care organizations are not governmental and this determination is vital, since some or all of their funding contribution will be in the form of an in-kind (non-cash) contribution. Only government entities may use in-kind contributions to meet the state or local share of allowable costs.
2. Procurement regulations in some states or counties prevent awarding a contract to a private health care organization without a public notice, allowing other health care organizations an opportunity to bid on the work. In addition, once a grantee moves beyond using other governmental services, procurement requirements become mandated. These include items such as the method of procurement, dollar limits, etc.
3. While the nature of a public health care organization may mean that SNAP participants and eligible households will be involved, the health care organization should still validate that it meets one of the eligible target audience categories. Additionally, the health care organization should meet the provisions of allowable SNAP-Ed activities, which states that health promotion and primary prevention of disease should be the focus and aim of SNAP-Ed activities. The disposition of these types of health care organizations already leans towards secondary prevention and Medical Nutrition Therapy, which are not allowable SNAP-Ed expenditures.

4. Private (non-profit) health care organizations receive the majority of their funding from Medicare/Medicaid. Activities funded under one federal grant may not be billed to another federal grant. Unless the state involved is dedicated in tracking these expenditures, it would be difficult to clearly document costs in this environment.

In order to work with a health care organization (as a SNAP-Ed site), a written justification must be submitted that addresses all four (4) concerns listed above.

Medical Equipment & Clinical Health Assessments
Medical equipment or health services related to the health assessments of recipients, obtaining clinical data on nutritional status, and chronic disease or chronic disease risk

assessments are not necessary and reasonable costs to provide nutrition education in SNAP-Ed. Therefore, they are not allowable costs. For example, measurement of skinfold thickness, blood pressure, cholesterol, blood glucose and iron levels are not allowable costs. However, salaries and benefits of personnel to administer dietary intake data questionnaires on nutrition knowledge and behaviors are allowable costs.

Body Mass Index (BMI)
A simple measurement of height and weight by SNAP-Ed staff, or using self-reported height and weight measurements, to determine BMI is an allowable cost.

Gardening
Gardening is a beneficial activity that leads to the economical production and consumption of healthy and fresh food. Costs for the rental or purchase of garden equipment (tractors, etc.) or the purchase or rental of land for garden plots are not allowable. The purchase of seeds, plants, and small gardening tools and supplies, such as fertilizer and potting soil, to assist in developing school and community gardening projects are allowable SNAP-Ed costs. Educational supplies, curricula, and staff salaries to teach gardening concepts that reinforce the beneficial nutrition aspects of gardening are allowable costs. Staff salaries to establish and maintain community gardens (i.e., in low-income housing projects, schools, etc.) may be allowable, but should be submitted to ADHS for prior approval. Provision of time for garden maintenance is an example of an opportunity for community participation in addition to SNAP-Ed funding. Participants may use program benefits to purchase seeds and plants for individual gardening purposes.

Travel and Meeting or Conference Attendance
Travel expenditures are a variable cost. In order to be considered for funding, the request shall provide a direct and clear link to providing nutrition education and obesity prevention activities for the SNAP-Ed audience. Travel requests should be identified for in-state and out-of-state purposes. Contractors should note the destination of the meeting, training, or conference attendance, including:

Travel Purpose and Justification:
- Justify the purpose of the travel request.
- Describe how attendance will benefit SNAP-Ed Program goals and objectives and how the travel request supports the State's SNAP-Ed goals and objectives.
- Demonstrate how information will be disseminated to in-state educators, collaborators, and SNAP office staff.

Number of Staff Attending:
- Identify and justify the number and type of staff making the travel request.
- For attendance at national level conferences, the request should be limited to no more than four (4) staff persons per state and, therefore, requires coordination and approval with ADHS.

Prorating Costs for Nutrition Education

When a broader audience benefits from a nutrition effort that is otherwise allowable, prorated costs that reflect SNAP-Ed's share of the total costs may be allowed. In these situations, the calculation of SNAP-Ed's share of the total cost is based on the number of likely SNAP-eligibles (persons at or below 130% of the federal poverty level). Any supplies or equipment purchased using AzNN monies must be used for SNAP-Ed's exclusive use. If other programs share the use of such equipment, costs are to be prorated accordingly.

College/University Students

Most able-bodied students ages 18 to 49 who are enrolled in college or other institutions of higher education at least half time are not eligible for SNAP and, therefore, not eligible for SNAP-Ed. However, there are exceptions. If you plan to work with this particular audience, contact your assigned AzNN Consultant.

Staff Wages and Benefits

All staff wages and benefits shall be computed on a reasonable hourly basis suitable to duties being performed. The wages are not necessarily in line with wages that would be paid to the individual when performing duties for which he/she is credentialed, but shall relate to the task they are performing for SNAP-Ed.

See Appendix J, Allowable and Unallowable Costs Table.

Section VII   **Financial Reviews and Audits**

Policy   The Arizona Nutrition Network Auditor will conduct financial reviews of at least half (50%) of the current Contractors during the fiscal year. The purpose of this review is to ensure program compliance. (OMB Circular A-133)

It is the responsibility of each Contractor agency to maintain accurate and verifiable records in order to support all expenses claimed under the AzNN Program.

At any time during the term of an AzNN contract and at any time within five (5) years after termination of that contract, the Contractors' or any Subcontractors' books and records shall be subject to audit by the state and, where applicable, the federal government, to the extent that the books and records relate to the performance of the AzNN contract. In the event of an audit, an agency's or organization's nutrition program records must be sufficient and clear enough to support all claims.

Procedures   The Arizona Nutrition Network Auditor will send out a notification letter to the selected Contractor at least one (1) month prior to the scheduled review. The review may look at financial activity from all financial periods not previously audited up to the most current financial period. The Auditor will also send out a brief questionnaire to be completed by the Contractor prior to the financial review. Completion of the questionnaire will expedite the actual review process.

The Contractor will have available during the audit all proper fiscal and program staff, as well as all records necessary to respond to questions. The Auditor will give an exit interview to make suggestions and comments regarding the preliminary findings of the financial review.

Upon returning to ADHS, the Auditor will meet with State Arizona Nutrition Network staff to discuss any findings. A formal report will be sent to the Contractor agency within two (2) months of completion of the audit.

Section VIII.   **Equipment Inventory**

Policy   The Arizona Nutrition Network must approve capital equipment and non-capital equipment purchased by Contractor agencies, regardless of cost. All Contractor programs are required to report the purchases in the narrative of their monthly reports and to maintain an inventory of State-furnished equipment or equipment purchased through the AzNN Program with reimbursement funds.

Contractor agencies wishing to purchase capital equipment will be provided with the Arizona Department of Health Services policy entitled "Material and Capital Equipment Control, Capitalization Policy and Inventory Control of Fixed Assets."

Procedures   Contractors may purchase equipment costing less than $5,000 as listed in their budget as approved by the ADHS and USDA, and included in their contracts and the state Nutrition Education Plan. All supplies/non-capital equipment with a value greater than $200 must have an AzNN asset tag and records maintained in an inventory. Changes or modifications to the items on the approved budget must be authorized by ADHS before purchases can be made.

If the equipment has a $5,000 or higher cost per unit, the Contractor is required to submit two (2) original signed letters to ADHS indicating the purpose of the purchase, the price of the equipment, and the location where the equipment is to be kept. Upon approval, one (1) letter will be marked "OK to buy" and returned to the Contractor for their files. This file will be reviewed during an audit. The other letter will be kept in the ADHS contract file. All capital and non-capital equipment that is purchased with AzNN funds must be tagged as a State asset . Contact information for State tagging of equipment: 602-629-7353 or
602-220-6154.

Commodities that are used and diminished need not be tagged, but a log should be kept of your purchases. Items that were provided by ADHS are not required to be State tagged, such as Food Demonstration Kits. If a piece of equipment is no longer functional and needs to be discarded, a record must be kept for this equipment and when it is discarded must be noted. If a piece of equipment is shared with another department other than the AzNN Program, it must be State tagged, logged and the percentage of use by each department recorded (i.e., 65% Contractor Program, 35% ABC office – using the appropriate percentages). When a piece of equipment is used by another cost-sharing department a record of its location at all times must be kept. If equipment is determined to be missing or stolen, the Contractor is required to report the loss to ADHS. ADHS will report the loss to the ADHS Inventory Control Office (ICO). Contractors need to maintain an inventory of equipment. Inventory records must be available for review at site visits and for the USDA audits.

Chapter 5
Overview

This chapter covers the requirements of evaluation for the AzNN Program. Contractors of the Arizona Nutrition Network are required to develop and implement evidence-based programing and evaluate those efforts. This chapter is divided into three (3) sections:

I.   Guiding Principles for the AzNN Evaluation Framework
II.   Evaluation Tools
III.   Semi-Annual Report

Section I   **Guiding Principles for the AzNN Evaluation Framework**

The AzNN FFY16-18 Evaluation Framework has been carefully developed using the following *guiding principles*:

Consistency
- Accommodates three (3) years of Contractor funding (FFY16-18) to enable continuity and enhanced evaluative capacity of Contractors from one year to the next.
- Allows for revisions as new information is gained, but remains generally consistent from year to year.
- Includes evaluation beyond FFY18 to integrate long, longer and longest-term outcomes and impacts.

Ease of Use
- Excerpt frameworks will be available for each FFY.
- Excerpt frameworks will be available for each Contractor.

Utility
- Integrates plans for data collection, data analysis, reporting, and facilitating use of findings.
- Addresses all Western Region priority indicators, AzNN state goals, and AzNN strategies.
- Excludes collection of data that does not have an identified priority use.
- Gives joint priority to tools proposed by the Western Region and tools already used or proposed by the AzNN, when feasible.

Feasibility
- Minimizes and, where possible, eliminates redundancy for Contractors, the ADHS and the Evaluation Team.
- Is Contractor-friendly in terms of workload, training, and expectations regarding evaluation proficiency.
- Is practical in terms of the Evaluation Team's capacity.

Accuracy
- Uses measurement tools that are evidence-based, giving priority to validated tools.
- Prioritizes data triangulation, when feasible.
- Prioritizes mixed methods, when feasible.

Section II   **Evaluation Tools**

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Food Systems

Wilder Collaboration Factors Inventory

When Tool Is Required in FFY16: Food Systems, Strategies 1 (Healthy Retail) and 3 (Farm-to-Institution)

Description: The Wilder Collaboration Factors Inventory (WCFI) is a research-tested assessment that allows Contractors who are members of a Food Systems collaboration or coalition to evaluate the strengths and areas for improvement within their partnerships. The WCFI measures 20 collaboration success factors, such as history of collaboration or cooperation in the community; appropriate cross-section of members; and concrete, attainable goals and objectives.
What is Required in FFY16: Contractors will determine the appropriate community coalition(s) in which they participate to achieve their selected Food Systems strategies. Contractors will be trained to conduct the survey once *in person* or *online* with members of their selected coalition(s).

To Learn More: https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx

Summer Food Service Program Questionnaire (TBD)

When Tool Is Required in FY16: Food Systems, Strategy 4 (SFSP)

Description: No tool has been selected yet. The University of Arizona (UA) AzNN Evaluation Team is reviewing currently available Summer Food Service Program (SFSP) needs assessment questionnaires that would be appropriate for implementation with SNAP-Ed Programs.

What is Required in FY16: Contractors will be trained in FFY16 to complete the needs assessment questionnaire with each participating and/or new SFSP once per year to understand the needs of each site prior to the SFSP season.

To Learn More: Participate in the AzNN Evaluation Committee to learn more and guide the selection and/or development of an appropriate tool.

Active Living

Wilder Collaboration Factors Inventory

When Tool Is Required in FFY16: Active Living, Strategies 6 (Active Living Policy) and 7 (Active Living Resources and Partnerships)

Description: The Wilder Collaboration Factors Inventory (WCFI) is a research-tested assessment that allows Contractors who are members of an Active Living collaboration or coalition to evaluate the strengths and areas for improvement within their

partnerships. The WCFI measures 20 collaboration success factors, such as history of collaboration or cooperation in the community; appropriate cross-section of members; and concrete, attainable goals and objectives.

What is Required in FFY16: Contractors will determine the appropriate community coalition(s) in which they participate to achieve their selected Active Living strategies. Contractors will be trained to conduct the survey once *in person* or *online* with members of their selected coalition(s).

To Learn More: https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx

School Health

WellSAT 2.0

When Tool Is Required in FFY16: School Health, Strategy 10 (LWPs)

Description: WellSAT 2.0 is a local wellness policy (LWP) assessment tool measuring comprehensiveness and strength of written LWPs for six sections: Nutrition Education; Standards for USDA Child Nutrition Programs and School Meals; Nutrition Standards for Competitive Foods and Other Foods and Beverages; Physical Education and Physical Activity (PE/PA); Wellness Promotion and Marketing; and Implementation, Evaluation and Communication

What is Required in FFY16: Contractors must provide district or school LWPs to the Evaluation Team. The Evaluation Team will score the LWPs and report mean scores annually, along with recommendations. The Evaluation Team will also provide *each Contractor with detailed scorecards for each LWP submitted* to enable Contractors to identify strengths and support improvements.

To Learn More: http://wellsat.org/

WellSAT-i 2.0
When Tool Is Required in FFY16: School Health, Strategy 12 (PA Programming)

Description: WellSAT-i 2.0 is a newly available tool designed to measure *implementation* of written LWPs, but it may also measure school-level implementation of systems or environmental changes that may exist in the absence of strong LWPs. It includes scope and mastery scores for six (6) sections matched to WellSAT 2.0 as well as qualitative data in the form of open-ended responses for each question. In FFY16, only the PE/PA section will be used.
What is Required in FFY16: Contractors will be trained to work directly with Principals and PE teachers to complete WellSAT-i 2.0 PE/PA questionnaires and send completed questionnaires to the Evaluation Team. The Evaluation Team will aggregate, analyze, and interpret data in an annual report with recommendations.
To Learn More: http://wellsat.org/faq.aspx#implementation (*Note*: this site houses the first version of the tool; the v2.0 is not yet posted)

Early Childhood

Go NAPP SAC Self-Assessment

When Tool Is Required in FFY16: Early Childhood, Strategies 13 (Child Nutrition and Infant & Child Physical Activity), 14 (Child Nutrition), and 15 (Infant & Child Physical Activity)

Description: Go NAPP SAC is an assessment tool designed for use by early care and education (ECE) providers. Child Nutrition and Infant & Child Physical Activity are two (2) of five (5) GO NAPP SAC topics and the two (2) core areas of the original NAPP SAC tool. They measure strength and areas for improvement for several sections:
- Child Nutrition covers Foods Provided, Beverages Provided, Feeding Environment, Feeding Practices, Menus & Variety, Education and Professional Development, and Policy.
- Infant & Child Physical Activity covers Time Provided, Indoor Play Environment, Teacher Practices, Education and Professional Development, and Policy.

What is Required in FFY16: Contractors will be trained in FFY16 to work directly with ECE Directors/Managers to complete hardcopy self-assessments and send them to the Evaluation Team. The Evaluation Team will aggregate, analyze, and interpret data in an annual report with recommendations.

To Learn More: https://gonapsacc.org/resources/nap-sacc-materials

Direct Education

AzNN Youth Survey

When Tool Is Required in FFY16: Direct Education, Strategy 16 (Youth DE)

Description: The AzNN Youth Survey assesses knowledge and behavior related to nutrition and physical activity. It is designed for pre-post administration with direct education lesson series. The survey is provided in Scantron form and is appropriate for 4th-8th grades. Contractors who have used the AzNN Youth Survey in previous fiscal years will notice that the revised version is quite similar; however, student names are now included and questions have been reworded to increase readability.

What is Required in FFY16: In FFY16, the AzNN Youth Survey is only required for use with *Serving Up My Plate: A Yummy Curriculum (SUMP), Levels 2 and 3,* with 4th and 5th grade classes. Contractors will administer the pre-test prior to the first lesson and the post-test after the final lesson. Completed cover sheets and Scantron surveys will be sent to the Evaluation Team for scanning, analysis, interpretation, reporting, and recommendations.

To Learn More: An in-depth training will be provided to all contractors at the start of FFY16.

UCCE Food Behavior Checklist

When Tool Is Required in FFY16: Direct Education, Strategy 16 (Adult DE)

Description: The UCCE Food Behavior Checklist is a visually-enhanced 16-item checklist that measures eating and shopping behaviors. It has been extensively validated with the low-income population and is available in English and Spanish.

What is Required in FFY16: In FFY16, the University of California Cooperative Extension (UCCE) Food Behavior Checklist is only required for use with the full four (4)-lesson series, *MyPlate for My Family*. Contractors will work with the Evaluation Team on scheduling pre- and post-tests and will NOT be asked to administer surveys. Instead, the Evaluation Team will perform all aspects of the evaluation of adult direct education, including survey proctoring.

To Learn More: Visit http://townsendlab.ucdavis.edu/.

UCCE On the Go! / ¡De Prisa! Survey

When Tool Is Required in FFY16: Direct Education, Strategy 16(Adult DE)

Description: The UCCE On the Go! / ¡De Prisa! Survey is a visually-enhanced 20-item questionnaire focusing on adult physical activity behaviors. It has been adapted for low-income audiences from the validated International Physical Activity Questionnaire and combines English and Spanish within the same survey.

What is Required in FFY16: In FFY16, the UCCE On the Go! / ¡De Prisa! Survey is only required for use with the full four (4)-lesson series, *MyPlate for My Family*. Contractors will work with the Evaluation Team on scheduling pre- and post-tests and will NOT be asked to administer surveys. Instead, the Evaluation Team will perform all aspects of the evaluation of adult direct education, including survey proctoring.

To Learn More: Visit http://townsendlab.ucdavis.edu/

Section III   **Semi-Annual Evaluation Report**

Policy   **Contractors are required to submit Semi-Annual Reports using the standard format supplied by the Arizona Nutrition Network. This report will outline Policy, Systems, and Environmental (PSE) activities and program progress.**

Procedures   **The Semi-Annual Report (SAR)** replaces the Quarterly Reports used during previous fiscal years. It consists of two (2) elements:

1. The **Semi-Annual Report Narrative (SARN)** is a Word document that Contractors complete semi-annually (every six (6) months), once in March and once in September. These reports allow Contractors to use narrative form to emphasize successes and areas for improvement during the current reporting period and to report programming opportunities and potential threats during the upcoming reporting period.

2. The **Semi-Annual Report Table (SART)** is an Excel spreadsheet that Contractors complete semi-annually (every six (6) months) for concurrent submission with the SARN. These reports collect data that is not otherwise collected by EARS to help track evaluation indicators (mainly process indicators for PSE work).

Reports are due by the 30th of the following month (April 30th and October 30th).

Completing the Semi-Annual Report Narrative (SARN)
The SARN is designed to help Contractors highlight notable PSE and Direct Education programming, especially when programming stresses the interconnectedness of focus areas and multiple levels of influence. See the Appendix M for the SARN Template and a fictional sample of an ideal SARN.

1. **Contractor Name:** *Provide agency name.*
2. **County:** *Select the county for which you are reporting. Note: for Contractors who work across more than one county, you must complete one SARN for each county.*
3. **Name of Person Completing Report:** *Provide the name of the person responsible for completing the SARN.*
4. **Select from Drop-Down:** *Select the correct reporting period from the two (2) drop-down menu choices: (1) Mid-Year Report or (2) End-of-Year Report. The Mid-Year Report in March covers the reporting period for October – March, and the End-of-Year Report in September covers the reporting period for April – September.*
5. **Instructions:** *This is just a brief reminder on how to complete the report.*

6. **Food Systems:** *Only check the "N/A" box if the Contractor's Work Plan does not address __any__ strategies in this focus area.*
   - *If you check N/A, please skip to the next section.*
   - *If you do NOT check N/A, answer each of the four (4) questions as outlined below.*

   What do you see as your Program's *major strengths* in Food Systems *this* reporting period? *Your answer should cover positive developments that have __already occurred__ during the previous six (6) months.*

   What do you see as your Program's *areas of improvement* in Food Systems *this* reporting period? *Your answer should cover challenges that have __already occurred__ during the previous six (6) months.*

   What do you see as your Program's *opportunities* in Food Systems for the *next* reporting period? (Please note if assistance is requested from AzNN staff) *Your answer should cover opportunities that you foresee during the __next__ six (6) months. You may also request assistance from AzNN staff to pursue opportunities here.*

   What do you see as potential *threats* to your Food Systems programming in the *next* reporting period? (Please note if assistance is requested from AzNN staff) *Your answer should cover challenges that you foresee during the __next__ six (6) months. You may also request assistance from AzNN staff to overcome challenges or threats here.*

7. **Active Living:** *See Food Systems above*
8. **School Health:** *See Food Systems above*
9. **Early Childhood:** *See Food Systems above*
10. **Direct Education:** *All Contractors should be working in Direct Education and must answer each of the four (4) questions as outlined in Food Systems above.*

Contractors are also welcomed, but not required, to submit ***additional materials*** with the SARN, such as photos, newspaper articles, or video clips related to the narrative.

Completing the Semi-Annual Report Table (SART)

The SART is designed to provide a means for Contractors to report evaluation indicators *not* collected by EARS or other evaluation tools. Therefore, the SART mainly collects process indicators related to PSEs.

Contractors will be provided with a Contractor-specific SART template and will be required to complete it every six (6) months, once in March and again in September. It is designed as a single Excel spreadsheet organized by Focus Area and Strategy. Within each Strategy, required indicators are listed. To complete the SART, follow these basic guidelines:

- **Numbers-only fields:** In many cases, you will only be asked to report actual numbers in the Numerator column. The Denominator and Percent columns will be blacked out. Examples include: number of meetings with school leaders, number of site leaders met with, number of sites where people are trained on active living policy, number of meetings with partnerships/active coalitions, and number of trainings with ECE staff. (Note that none of these include percentages.)
- **Percent fields:** Some indicators require a numerator and a denominator. These are the indicators that are written as percentages. You will be asked to enter both a numerator and a denominator in the appropriate columns for these fields. The actual Percent column will auto-calculate after you have entered the numerator and denominator. Examples include: percent of communities reached, percent of schools/districts assessed, percent of farmers' markets reached that accept SNAP/WIC redemptions, and percent of ECEs reached that are provided TA and training on nutrition.
- **Notes:** this is an optional field available for each indicator. Please enter any comments you have regarding the data reported for that indicator under "Notes."

Appendix A

AzNN Consultant Site Visit Tool

AzNN Consultant Site Visit Tool

Contractor Name: _____   Review Date: _____

AzNN Consultant Completing Review: _____

Names, titles and roles of personnel involved in the site visit:

Name	Title	Role

Staffing, Training and Competency				
Review Area	**Yes**	**No**	**N/A**	**Comments**
Question 1 should be answered in-office after review of application and before site visit. 1. Is documentation available for attendance to AzNN trainings? 2. Is the number of staff adequate to achieve the program objectives? 3. Are performance evaluations available for staff with SNAP-Ed responsibilities? 4. Is there documentation available for optional ongoing SNAP-Ed staff training (dates, agendas, sign-in sheets/certificates, materials used, etc.)? 5. Are fingerprint cards on file for all staff providing SNAP-Ed directly to children?				

Review Area	Yes	No	N/A	Comments
6. Is there documentation of annual Civil Rights training available (dates, agendas, sign-in sheets/certificates)?				
7. Is an R.D. on staff or on contract?				
8. Is a physical activity expert on staff or on contract?				

Program Lessons				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Are SNAP-Ed activities planned and implemented in accordance with approved Goals and Objectives for current fiscal year?				
2. Is the USDA-recommended non-discrimination statement on sample materials?				
3. Is a SNAP public education outreach message on appropriate materials and reinforcement items?				
4. Is a SNAP funding statement on appropriate materials and reinforcement items?				
5. Are printed materials free from disparaging remarks regarding single foods, commodities, or industries?				
6. Is SNAP-Ed funding for activities related to physical activity provided within the context of nutrition education?				

Program Integrity				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Is the Policies and Procedures Manual available?				
2. Is there a curriculum schedule available and is it being implemented?				
3. Are program records maintained and archived for a minimum of five (5) years?				

Applicable Cost Principles				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Are sub-contracts (outside organizations and individuals) available for review?				

Contractor Expenditure Reports (CER) and Reimbursement				
Review Area	**Yes**	**No**	**N/A**	**Comments**
Questions 1 and 2 should be answered after in-office review of CER records and before site visit. 1. Are monthly CERs submitted within a reasonable time frame? 2. What month was the most recent CER submitted to AzNN? 3. Are there internal procedures in place to assure monthly CERs are submitted in a timely matter?				

Reports				
Review Area	**Yes**	**No**	**N/A**	**Comments**
Questions 1 and 2 should be answered after in-office review of monthly reports and before site visit. 1. Are monthly reports submitted by the 15th of the following month? 2. What month is the most recent month submitted to AzNN? 3. Are there internal procedures to assure monthly reports are submitted in a timely matter? 4. Does the data collection method meet the EARS standards? 5. Is back-up documentation available for monthly reports? 6. Are Quarterly Narrative reports submitted by the 30th of the following month?				

Time and Effort				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Are timesheets and time documentation forms available for review? 2. Is staff time spent on the program consistent with the SNAP-Ed Plan? 3. When accounting for time and effort of staff committing less than 100% time to SNAP-Ed, is the total cost, including time not worked (annual and sick leave) computed and charged as required by FNS?				

4. Are time records and certifications signed bi-weekly by both employees and immediate supervisors?				
5. Are staff salaries reasonable and necessary?				
6. Are timesheets after the fact and do they reflect actual time?				
7. Are all staff salaries documented as "actual"?				

Travel				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Are in-state and out-of-state travel expenditures consistent with approved SNAP-Ed budget submitted to AzNN?				
2. For staff that commit less than 100% of their time to SNAP-Ed, are their non-SNAP-Ed-specific travel expenses (general nutrition conference) pro-rated based upon their percentage of time spent on SNAP-Ed?				

Miscellaneous Allowable Cost Issues				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Do all SNAP-Ed educational reinforcement items cost less than $4 each and are they allowable, reasonable, and necessary?				
2. Are professional membership fees limited to institutional memberships and SNAP-Ed-related?				

Subcontractors' Review				
Review Area	**Yes**	**No**	**N/A**	**Comments**
1. Do you have any Subcontractors? List Subcontractors: 2. Have site visits been conducted with Subcontractors during the fiscal year? Date: 3. Do Subcontractors have any outstanding corrective action plan? 4. Do you provide technical assistance to your Subcontractor currently under a corrective action plan?				

Corrective Action Items:

AzNN Consultant Staff Comments:

Contractor Representative Comments:

Appendix B

Lesson Observation Review Tool

Lesson Observation Review Tool

Name of educator being observed:

Location: Date:

Length of lesson:

Topic/Question	Comments		
A. Needs Assessment			
1. How was the lesson topic selected for this audience?			
2. How was the educational strategy selected for this audience?			
B. Lesson Objectives			
1. What are the goal(s) and objective(s) of the lesson?			
2. Which State goal(s) and objective(s) does the lesson support?			
C. Audience			
1. What procedure(s) are used to document audience attendance?			
2. Is there a system to document unduplicated contacts and audience demographic data?	YES	NO	
3. Is the audience consistent with the approved exclusivity waivers?	YES	NO	
4. Is the location/site conducive for learning?	YES	NO	
5. Is the lesson offered at a time period that is appropriate to the audience?	YES	NO	
6. Did the educator have a good rapport with the audience?	YES	NO	
7. Did the audience actively participate throughout the lesson?	YES	NO	

D. Educator			
1. Is information presented in a culturally sensitive manner?	YES	NO	
2. Did the educator treat all participants respectfully?	YES	NO	
2. Is educator knowledgeable about the information?	YES	NO	
3. Was the educator well prepared?	YES	NO	
E. Content			
1. Are lesson activities and materials allowable as outlined in the SNAP-Ed Plan Guidance and approved State SNAP-Ed Plan?	YES	NO	
2. Are lesson strategies designed to change behavior and appropriate for the audience?	YES	NO	
3. Was information relevant to audience?	YES	NO	
4. Are recipes/cooking demonstrations appropriate and related to lesson content?	YES	NO	
5. Did the recipe provide sample sizes rather than meal-sized portions?	YES	NO	
6. Was the required SNAP public education outreach message communicated?	YES	NO	
7. Was lesson content free from disparaging remarks regarding single foods, commodities, or industries?	YES	NO	
8. Was content of lesson consistent with U.S. Dietary Guidelines for Americans and My Plate?	YES	NO	
9. Did the lesson provide physical activity or discuss physical activity?	Yes	NO	
10. If the lesson provided physical activity, was the activity age-appropriate and provided in a safe environment?	YES	NO	
11. If the lesson discussed physical activity, was the discussion consistent with the 2008 Physical Activity Guidelines for Americans?	YES	NO	
12. If the lesson provided or discussed physical activity, was it integrated into a nutrition lesson?	YES	NO	

F. Lesson Materials			
1. Do lesson materials reflect current information, appropriate literacy levels and cultural relevancy?	YES	NO	
2. Are USDA materials used where appropriate?	YES	NO	
3. If reinforcement items are provided, do they contain a nutrition message that reinforces the lesson content?	YES	NO	
4. Is a SNAP public education outreach message on all appropriate materials and reinforcement items?	YES	NO	
5. Is the USDA-recommended non-discrimination statement on materials?	YES	NO	
6. Is the SNAP funding statement on all appropriate materials and reinforcement items?	YES	NO	
G. Evaluation			
1. Was the lesson evaluated? How?	YES	NO	
2. Do participants indicate they intend to use the knowledge and skills learned?	YES	NO	
H. Civil Rights Compliance			
1. Are program participants aware of how to make a complaint?	YES	NO	
2. Is the program site accessible to all?	YES	NO	

Overall comments, observations, or corrective actions:

Appendix C

Labor Activity Report

Labor Activity Report
Department of Health Services

Pay Period: **09/20/12** To: **10/03/12**

Position No: _____ Timekeeper's Name: _____

Name: _____ EIN: _____ Telephone Number: _____

Default Funding	% Change	Description	Index	PCA	AY	- % -	9/20 S	9/21 S	9/22 M	9/23 T	9/24 W	9/25 T	9/26 F	9/27 S	9/28 S	9/29 M	9/30 T	10/1 W	10/2 T	10/3 F	Total
																					0
																					0
																					0
																					0
																					0
																					0
																					0
																					0
																					0
																					0
0%	0%	**Total Hours Worked**				0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

LEAVE Time

COMP	330																				0
HOLIDAY	322																				0
ANNUAL	300																				0
SICK	310/311																				0
LWOP	640																				0
Jury Duty	350																				0
		Total Leave Hours				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Pay Period Totals 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

NETWORK FSNE Time

# Hours *Management																0
# Hours **Direct																0
Total FSNE Hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

I certify that the hours above represent, to the best of my knowledge, an accurate record of the time that I have devoted to the identified programs/activities as per ADHS policies and procedures.

NOTE: Due to Timekeeper when signing time sheet.
Due into Payroll Office on Monday, before close of business.
LAR will not be processed without Signatures.

_____   ____
Employee Signature   Date

_____   ____
Supervisor Signature   Date

_____   ____
BNP Financial Accountant   Date

Appendix D

Sample MOU/MOA

MEMORANDUM OF UNDERSTANDING (MOU)
or MEMORANDUM OF AGREEMENT (MOA)

Between _____*[insert name of Party A](Contractor)*

and

_____*[insert name of Party B]*
(Supporting Agency)

This is an agreement between "*Party A*", hereinafter called _____ and "Party B", hereinafter called _____.

I. PURPOSE & SCOPE
The purpose of this MOU is to clearly identify the roles and responsibilities of
each party as they relate to….
Include the Key Educational Messages from the AZNN application in this section and be sure to reference the target population i.e., SNAP participants.
Examples of descriptive terms include: enhance, increase, reduce costs and/or establish.

II. BACKGROUND
Brief description of agencies involved in the MOU with mention of any current/historical ties to FSP nutrition education.

III. *[PARTY A]* RESPONSIBILITIES UNDER THIS MOU
[Party A] shall undertake the following activities:
Examples of descriptive terms include: Develop, Deliver, Provide, Train, and Evaluate

IV. *[PARTY B]* RESPONSIBILITIES UNDER THIS MOU
[Party B] shall undertake the following activities:
Examples of descriptive terms include: Deliver, Support, Provide, Comply, Train, and Maintain records

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND
BETWEEN THE PARTIES THAT:
Discuss any contingencies or modifications to this understanding/agreement and terms to terminate.

VI. FUNDING
This MOU does not include the reimbursement of funds between the two parties.
- Approximately $_____is being leveraged from _____ *(Party B)* for the _____ *(Party A)*
- None of the funds used in this MOU are federal funds or funds being used to match other federal funds.
- No portion of the proposed Local Share funds is being counted more than once, or for another AzNN Contract.
- _____ *(Party B)* will provide documentation as requested by _____ *(Party A)*

(FOR MOA'S ONLY)
Program activities do not supplant existing nutrition education and obesity prevention programs, and where operating in conjunction with existing programs, enhance and supplement them. This applies to all activities and costs under both Federal and State budget shares.

VII. EFFECTIVE DATE AND SIGNATURE
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from October 1, 2_____ to September 30, 2_____. Parties A and B indicate agreement with this MOU by their signatures.

(Dates must not exceed three years)

Signatures and dates

[*insert name of Party A*]   [*insert name of Party B*]

_____   _____

Appendix E

Social Ecological Model

Social Ecological Model
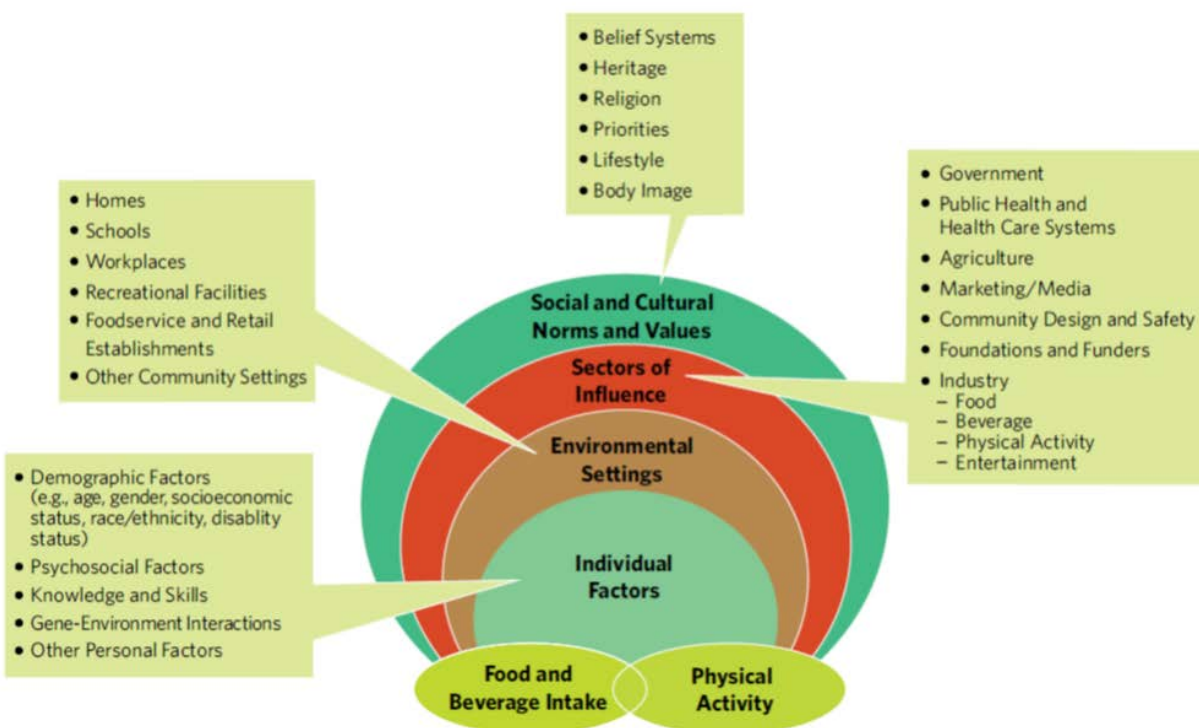
The *Dietary Guidelines for Americans* identifies how the Social-Ecological Model (SEM) provides a framework to illustrate how all sectors of society, including individuals and families, educators, communities and organizations, health professionals, small and large businesses, and policymakers combine to shape an individual's food and physical activity choices, and ultimately one's calorie balance and chronic disease risk. The SEM offers an opportunity to address providing SNAP nutrition education and obesity prevention services to the low-income SNAP target audience through the three approaches – individual and group-based activities, multi-level interventions, and community and public health approaches.

Source: http://www.dietaryguidelines.gov. Adapted from: (1) Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. State Nutrition, Physical Activity and Obesity (NPAO) Program: Technical Assistance Manual. January 2008, page 36. Accessed April 21, 2010. http://www.cdc.gov/obesity/ downloads/TA_Manual_1_31_08.pdf. (2) Institute of Medicine. Preventing Childhood Obesity: Health in the Balance, Washington (DC): The National Academies Press; 2005, page 85. (3) Story M, Kaphingst KM, Robinson-O'Brien R, Glanz K. Creating healthy food and eating environments: Policy and environmental approaches. Annu Rev Public Health 2008;29:253-272.

Appendix F

AzNN Lesson Plan Form

Arizona Nutrition Network Lesson Plan

Type of Nutrition Education and Obesity Prevention Class/Activity:

___Classroom lesson   ___Game
___Community presentation   ___Food demonstration
___Physical activity with nutrition message   ___Other_____

Class Location:_____ Date of Lesson:_____

AzNN Contractor Class Instructor:_____

Title of Lesson:_____

Estimated class time:_____minutes

Lesson goal:

Arizona Academic Standards:

Lesson Objectives: (Use SMART = Specific, Measurable, Achievable, Realistic, Time-Specific)
1.
2.
3.

Materials and Preparation: (List and attach lesson handouts/reinforcement items and evaluation form for class presentation)

Sequence of lesson/script (Relate to each objective)

Evaluation (How was each objective met)

Closure (Recap - Call to Action)

Brief SNAP Outreach Message: "The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-352-8401."

Appendix G

AzNN Recipe Evaluation and Nutrition Criteria Check Sheet

Arizona Nutrition Network
Recipe Evaluation and Nutrient Criteria Check Sheet

Recipe Name: _____

Yes	No	Recipe Evaluation
		Recipe contains 10 ingredients or less. (Excludes water, cooking spray, and seasonings).
		Recipe features readily available, low cost foods.
		Recipe follows standard AzNN format for capitalization, margin justification, and terminology.
		Weights and measures are specified and spelled out for all ingredients.
		No brand names are used in the recipe.
		Common preparation terms are used.
		Recipe directions are numbered, written in brief logical steps and easy to understand. Recipe ends with an action statement (e.g. Serve immediately).
		Cooking times and temperatures are complete.
		The number of servings is included at the end of the instructions with an approximate serving size.

Meets	Does Not Meet	Nutrient Criteria
		Recipe analyzed using approved nutrition analysis software.
		Recipe analysis is included at the end of the recipe and contains the required nutrients.
		Fat: Contains $\leq$ 35% calories from fat.
		Saturated Fat: $\leq$ 10% calories from saturated fat.
		Trans Fat: $\leq$ 0.5 g/serving.
		Sodium: $\leq$ 480 milligrams of sodium per serving.
		Added Sugar: $\leq$15% of total calories.
		Fiber: $\geq$0.014g/kcal (except low fat dairy recipes)
		Calcium: $\geq$ 100 mg calcium per serving for low fat dairy recipes.
		Fruits and Veggies – More Matters® Recipe: $\geq$1 serving of fruit and/or vegetable per 250kcal.

Reviewed by: _____

Date: _____

Appendix H

AzNN Logo Options

Horizontal Logo Options (white logo available upon request)

1 Color	1 Color w/website	1 Color USDA/Website

3 Color	CMYK 3 Color	3 Color USDA/Website

3 Color w/Website	CMYK 3 Color USDA/Website	CMYK w/Website

Black	Black w/Website	100% Black USDA/Website

Grayscale	Grayscale w/Website	Grayscale USDA/Website

Vertical Logo Options (white logo available upon request)

1 Color

1 Color w/Website

1 Color USDA/Website

3 Color

3 Color w/Website

3 Color USDA/Website

CMYK

CMYK w/Website

CMYK USDA/Website

Vertical Logo Options Continued

Black

Black w/Website

Black USDA/Website

Grayscale

Grayscale w/Website

Grayscale USDA/Website

These five colors are for the 4-color process applications only.

pms 116
r 255   c 0
g 188   m 19
b 25   y 100
        k 0

pms 158
r 233   c 0
g 128   m 51
b 79   y 84
        k 0

pms 158
r 224   c 0
g 0   m 92
b 58   y 76
        k 0

pms 369
r 96   c 54
g 161   m 0
b 68   y 92
        k 2

pms 286
r 0   c 100
g 57   m 72
b 166   y 0
        k 0
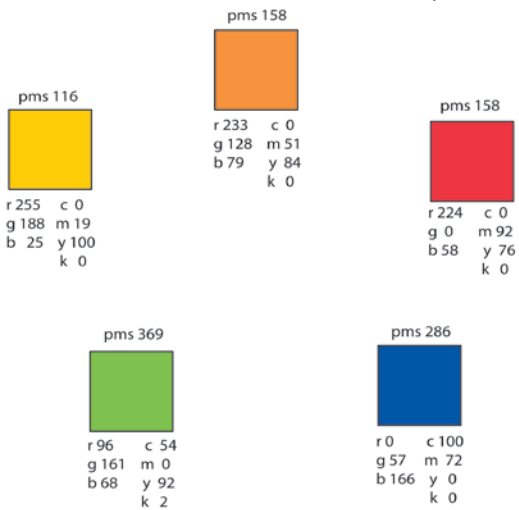
Appendix I

Sample Photo/Video Release Form

PHOTO/VIDEO RELEASE

I hereby grant permission to the Arizona Department of Health Services (ADHS) to use photograph(s) and/or video recording(s) of _____

(PRINT NAME)

made on _____

(DATE)

I agree that permission includes the use of photograph(s) and video recording(s) for reproduction in publications, newspapers, magazines, television, social media, websites and other communications media. I understand that photograph(s) and video recording(s) are used to promote public understanding of ADHS programs and services.

I understand that permission to use photograph(s) and video recording(s) will be in effect for **FIVE YEARS** from the date the images were captured and that ADHS will retain a digital copy of all photograph(s) and video recording(s) for that time period. I understand that permission can be revoked at any time by contacting ADHS verbally, in writing, in person, or by email.

I hereby release the State of Arizona, ADHS, and its officers, employees, and agents from any liability in connection with the use of photograph(s) and video recording(s).

DATE: _____

SIGNATURE: _____
(Parent or Legal Guardian for persons less than 18-years-old)

ADDRESS:_____

_____
           City   State   Zip Code

TELEPHONE: _____

E-MAIL: _____

Please check if you would like a copy of this release send to you by e-mail _____

-------------DO NOT WRITE BELOW THIS LINE—FOR AGENCY USE ONLY--------------

Photographer: _____ Photo/Video Release ID#_____

Appendix J

Allowable/Unallowable Costs Table

Examples of Allowable and Unallowable Costs

ALLOWABLE	UNALLOWABLE
Literature/Materials/Audiovisuals	
• The purchase of Food, Nutrition and Consumer Services (FNCS) nutrition education/promotion materials that address SNAP-Ed topics and are for use with or distribution to the SNAP-Ed • The purchase of other nutrition education materials, when there are no FNCS materials available that address SNAP-Ed topics and will be used with or distributed to the SNAP-Ed target audience • The production of State SNAP-Ed materials, for which no other comparable materials exist that support the State's goals and objectives for SNAP-Ed and will be used with or distributed to the SNAP-Ed audience. States are encouraged to collaborate with other FNS programs on the messages conveyed in SNAP-Ed materials and in sharing the production costs.	• Costs for any nutrition education materials that have already been charged to another Federal or private program or source. • Any material that endorses or promotes brand name products or retail stores. • Manufacturer's or store (cents off) coupons. • Purchase or production of written or visual material for purposes of lobbying or influencing Federal, State, or local officials to pass or sign legislation or to influence the outcomes of an election, referendum, or initiative • Purchase or production of written or visual nutrition education messages, that is not consistent with the current Dietary Guidelines for Americans and MyPlate.
Social Marketing Campaigns	
• Local radio and television announcements of nutrition education events for the SNAP-Ed target audience. • Appropriate social marketing campaigns that target nutrition messages to the SNAP-Ed target audience and are delivered in areas/venues where at least 50 percent of persons are income eligible for SNAP.	• Social marketing campaigns that target the general population. In some instances, prorated costs based upon the number of the SNAP-Ed target audience that will be reached with the campaign may be allowed. FNS may consider alternate methods with justification. • Publication or dissemination of nutrition education and obesity prevention messages that are inconsistent with the current Dietary Guidelines for Americans and MyPlate • Television and radio announcements/ advertisements that do not include a brief message about the SNAP, benefits and how to apply.

ALLOWABLE	UNALLOWABLE
Equipment	
• Purchase of office equipment. A county can donate equipment and use fair market value; however, any fair market value has to be adjusted to reflect Federal funding provided for the equipment. This can be arrived at by multiplying the fair market value times the state's percentage share invested in the equipment. • Equipment shared with non-SNAP users when cost-shared with those users or used by non-SNAP users when not needed for SNAP-Ed purposes. • Kitchen appliances only with justification of need.	• Expenditures for equipment that exceeds prior approval thresholds. (i.e., $5,000 per unit, unless prior approval is received). • Medical equipment except for inexpensive equipment such as anthropometric measuring tools that can be used to measure height and weight to determine and discuss BMI and calorie balance/physical activity.
Gardening	
• Educational supplies, curricula and staff salaries to teach gardening concepts that reinforce the beneficial nutrition aspects of gardening. • Purchase of seeds, plants, and small gardening tools and supplies to assist in developing school and community gardening projects are allowable. • Staff salaries to establish and maintain community gardens, i.e., in low-income housing projects, schools, etc. may be allowable but should be submitted to FNS for prior approval.	• Cost for the rental or purchase of garden equipment. • The purchase or rental of land or garden plots.

Memberships, Subscription and Professional Activity Cost	
• Cost of institution memberships in business, technical, and professional organizations are allowable consistent with the effort to promote quality nutrition services to SNAP eligibles.	• Professional registration or license fees paid by individuals would not be allowable costs since the fees would be considered personal expenses, not institutional expenses. • Costs of institutional memberships for nutrition personnel that work directly for SNAP-Ed projects are not allowable.

Food Samples, Supplies and Provisions	
• Cost of food for recipe/taste testing purposes and cost of kitchen equipment and supplies necessary for food storage, preparation and display of food prepared for demonstration purposes. • Food samples associated with nutrition education lessons.	• Ongoing snack or food service. • Meal sized portions or complete meal service. • Cost of food provided as groceries or supplemental food.

Nutrition Education and Obesity Prevention	
• Classroom setting (salaries, space, equipment, materials) for SNAP Ed audience. Primary purpose of class shall be to provide nutrition and obesity prevention education. If nutrition and obesity education is included with other topics, only that portion of class pertaining to these topics is an allowable cost. • Physical activity demonstration, promotion, referral that includes a nutrition-related message based on Dietary Guidelines for Americans. • Classes on calorie balance (nutrition and physical activity) to manage weight consistent with the Dietary Guidelines for Americans • Activities that assist in advancing a nutrition education or obesity prevention-related community or environmental change for the low-income population	• Classes that are designed to provide case management or "life skills" training such as (but not limited to) classes on English as a second language, parenting, child development, or crisis management. • Medical Nutrition Therapy and secondary prevention interventions. • Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc. • Gym memberships, trainers, gym equipment, or facilities. • Clinical health screening (i.e., cholesterol testing, and blood glucose testing, etc). • Distribution of nutrition education reinforcement items costing over $4.00 each.

• The pro rata share of costs of classes that are provided in conjunction with another program, e.g., WIC, provided the State agency describes the method for allocating costs between the programs. • Breastfeeding education, promotion, and support which is coordinated with WIC and which supplements and complements WIC services, rather than duplicating or supplanting. • Activities where the primary objectives pertain to allowable nutrition education but brief SNAP outreach messages are shared with SNAP-Ed participants. Free SNAP information materials are available on the FNS Web site at: http://www.fns.usda.gov/SNAP//outreach/info.htm.	• Nutrition education costs that are charged to another Federal program such as WIC, EFNEP, Head Start, etc. • Breastfeeding education, promotion, and support that duplicates or is provided through WIC, EFNEP, or Head Start funding. • Education provided to incarcerated or institutionalized persons who are not eligible for SNAP. • SNAP-Ed activities delivered to most able-bodied students, ages 18 through 49, enrolled in college or other institutions of higher education at least half time. For information on students that may be eligible: http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm. • Activities where the primary objective(s) is (are) to conduct outreach efforts for SNAP or other programs.
Space Allocation	
• Space allocated to SNAP-Ed and other programs under a plan whereby the method of space/cost allocation between programs is documented and the costs are tracked. • Space donated by local school districts, but only the cost of the space based on depreciation or use allowance.	• Commercial rental spaces cannot be used for publicly owned space.
Nutrition Education Reinforcement Materials	
• Reinforcement items of nominal value ($4.00 or less per item) that contain a reinforcing nutrition message. • Reinforcement material designed for physical activity promotion that is provided in conjunction with relevant nutrition and physical activity messages.	• Reinforcement items over $4.00.

Physical Activity	
• Physical activity demonstration, promotion, and referral (based on 2008 Physical Activity Guidelines for Americans) that includes a nutrition-related message based on Dietary Guidelines for Americans. Allowable physical activity costs include: purchase of educational materials promoting physical activity (such as brochures, newsletters, posters, etc.) and education and promotion as part of nutrition education sessions. • Measuring heights and weights or using self-reported heights and weights to determine BMI. • Classes on caloric balance. • Inexpensive physical activity equipment such as stability balls, hand weights, jump ropes, hula hoops, etc.	• Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc. • Costs incurred for health club, gym, or fitness class membership fees; large expenditure equipment (e.g., bicycles, treadmills, ellipticals, weight sets, etc.); facilities (rental or modifications); and instructors for continuing exercise classes. •Costs for admission fees for activities associated with physical activity i.e., ice skating,
Medical Nutrition Therapy	
• Allowable SNAP-Ed activities include health promotion activities and interventions aimed at primary prevention of disease designed to help SNAP eligibles establish and maintain physically active lifestyles and healthy eating habits.	• Medical Nutrition Therapy and secondary prevention interventions.
Breastfeeding	
• Breastfeeding education, promotion and support which is coordinated with WIC and which supplements and complements WIC services, rather than supplanting them.	• Breastfeeding education, promotion and support that duplicates or otherwise is provided for under other funding sources such as WIC, EFNEP, or Head Start.
Staff and Training Costs	
• SNAP-Ed-related training for program delivery staff. • Staff time spent delivering nutrition education and obesity prevention services to the SNAP-Ed target	• The time volunteers of a non-public agency, e.g., faith-based organizations, many food banks, etc. spend performing SNAP-Ed specific duties. • A physician's or other professional time spent distributing nutrition flyers at health fairs when

audience. Time must be charged at a rate commensurate with the duties being performed. • General briefings to community health care providers serving low-income communities about SNAP-Ed services in the community.	charges are based on a rate commensurate with his/her credentials as opposed to the duties he/she is performing. • University courses that are not relevant to the practical delivery of SNAP-Ed to the SNAP population. • Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed.
Costs Associated with Other Activities	
• Reimbursement for personal costs (such as childcare, meals, lodging, and transportation) for recipients of SNAP-Ed to actively participate in focus groups needs assessment and advisory groups to inform and improve SNAP-Ed effectiveness. • Interventions that promote the selection of healthy foods from vending machines • Participation on relevant nutrition education and obesity prevention related State and local advisory panels focusing on the interests of the SNAP-Ed target audience • Costs associated with the implementation and maintenance of environmental, systems, or policy changes within the scope of SNAP-Ed • Off campus SNAP-Ed event. • Costs related to the transportation of SNAP-Ed staff to an education site. • Cell phone costs are allowable for those assigned to work primarily in the field	• Organized efforts to influence elected officials and lobbying for legislative/policy changes. • Costs associated with surveillance or surveys of the general population that are not prorated based on the number of likely SNAP eligible respondents (persons with incomes $\leq$130% of poverty guidelines/thresholds, with certain exceptions). • Costs associated with the establishment and maintenance of environmental or policy changes, such as staffing, infrastructure, equipment, space, land, construction or supplies. • Money, vouchers or passes provided to SNAP-Ed recipients to offset personal costs incurred so that they may attend nutrition education classes (e.g., for childcare and transportation expenses). • Childcare or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities. • Transportation cost of taking students to SNAP-Ed event.

Policy, Systems, and Environmental Changes	
•Consultation with partner organizations on promoting organizational practice changes that support healthy food and beverages	•Costs associated with infrastructure, construction, or other capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities
•Preparing data reports and sharing information on the nutrition and health benefits of appropriate policy, environmental, and systems changes	•Costs associated with refrigeration units in grocery or convenience stores
•Consultation with food retailers, farmers, food distributors, and farmers market managers on increasing access to whole grains, fruits and vegetables, and low-fat dairy	•Financial incentives to community partners or retailers to support environmental or policy changes
•Conducting environmental scans or assessments of the food and activity environments where nutrition education is provided	•Salaries for retail store staff, farmers market managers, or food service workers for service operations
•Community forums or meetings with SNAP-Ed recipients or service providers on healthy eating and active living of-purchase or point-of-decision making signage that promotes healthy food choices or physical activity	•License or permit fees for farmers markets or food retailers
•Resource kits with strategies for adopting, implementing, maintaining, and evaluating policy, systems, and environmental changes	

Appendix K

AzNN Site Qualifying Data Instructions

AzNN SITE QUALIFYING DATA

Sites must be qualified using a 3rd party data source. You may not ask individuals for personal income data to determine whether the target audience is low-income. Public disclosure of SNAP participation is not allowed by USDA. Examples of data sources used to qualify sites include (but are not limited to): **Census - ACS Data**: Provides percentage of population at or below 185% Federal Poverty Level. **CACFP Mapper**: Provides percentage of population at or below 185% Federal Poverty Level. **National School Lunch Report** (NSLP): The USDA Income Guidelines for reduced price meals are equal to 185% of the Federal Poverty Level. Therefore, if 50% or more of the students at that particular school qualify for Free or Reduced Meals, the school is eligible to receive SNAP-Ed
Participation in other eligible programs (i.e., CSFP, SFSP, Head Start, SNAP, WIC, SSI, TANF, AHCCCS, etc.): For example, a DES office would qualify based on SNAP participation.

Participation with eligible programs must be 50% or greater at 185% of the Federal Poverty Level (FPL) to qualify for SNAP-Ed services. Be aware that some approved data sources may list other qualifying requirements for their specific program that may not be the same as SNAP-Ed requirements.

Steps to Qualify a Site using **Census - ACS Data**

1. Click on the link American FactFinder - Search for the U.S. Census Tract. Your screen will look like this:
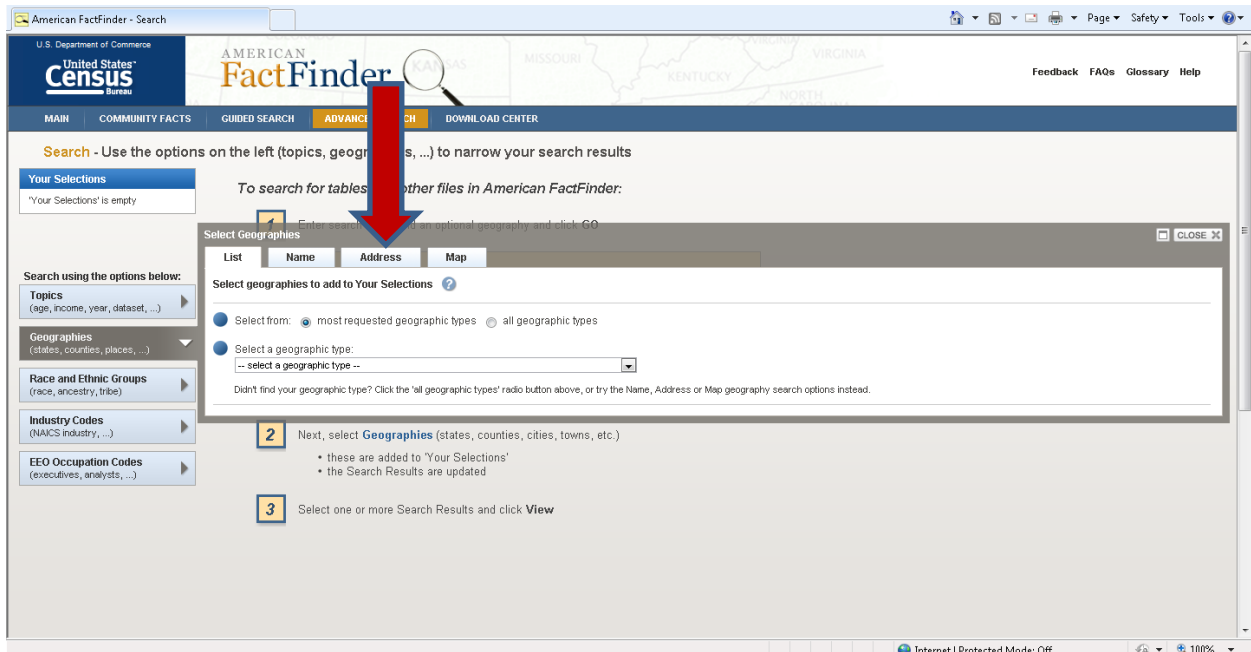
2. Click on the "address search" tab near the top of the page (indicated in the above picture with the red arrow). Your screen will now look like:
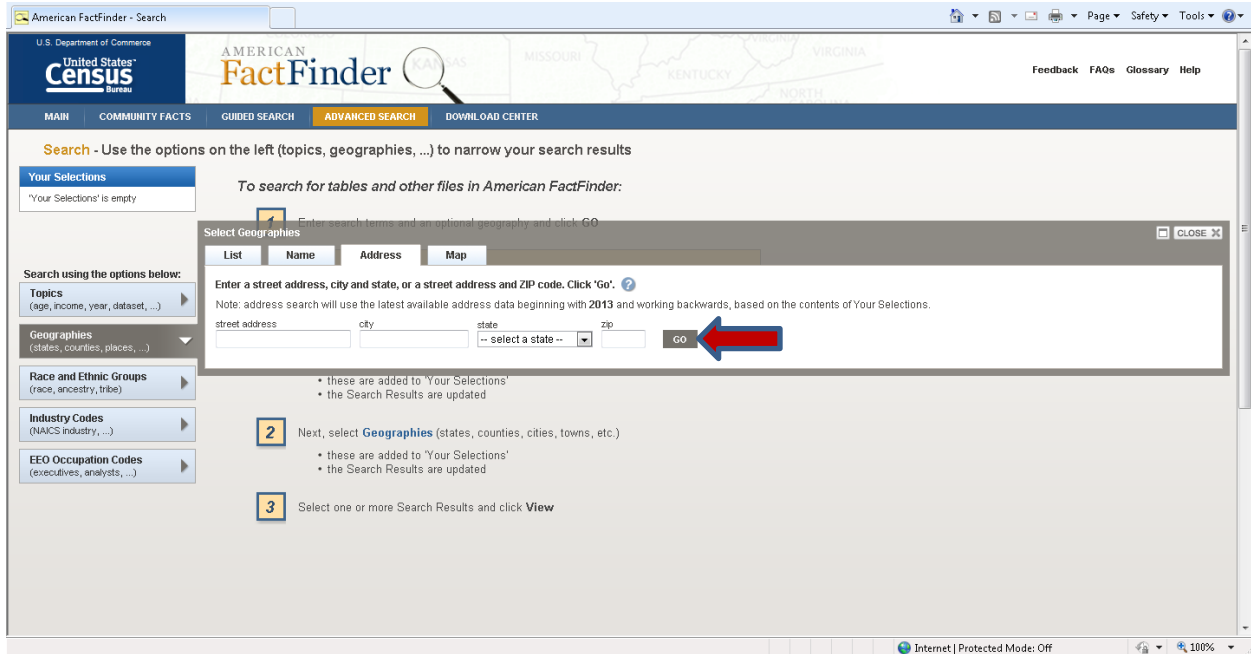
3. Enter the address of the site you are researching and click the "Go" button (indicated in the above picture with the red arrow). Your screen will now look like:
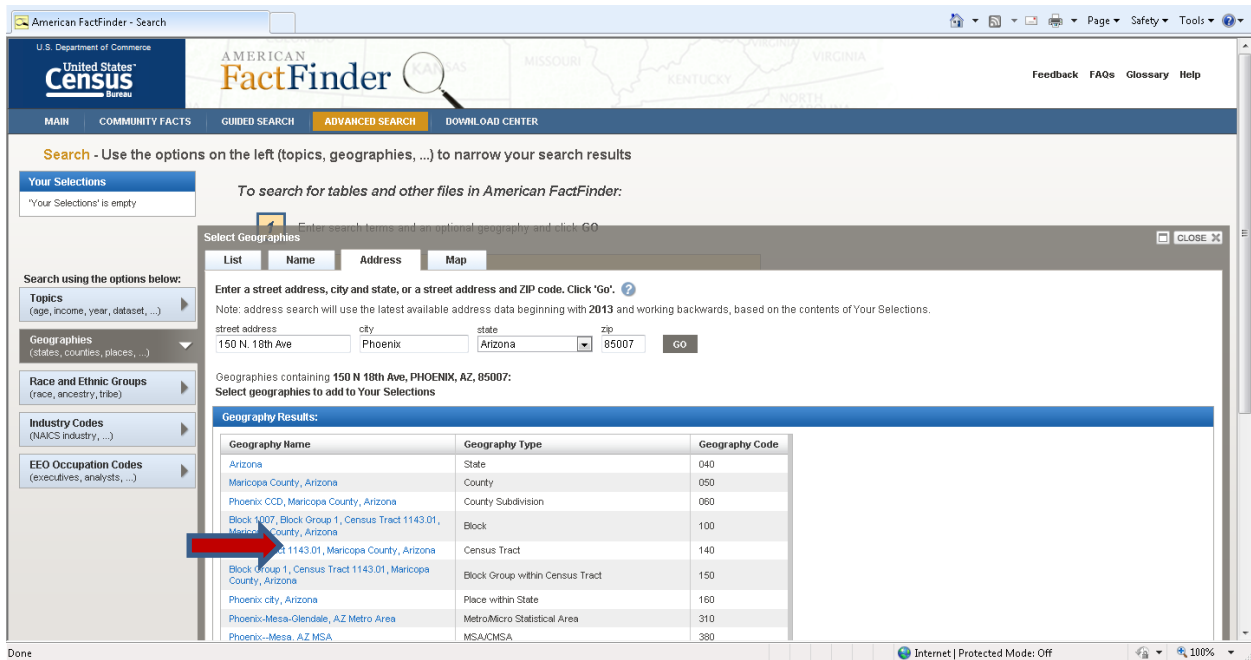
4. Write down the census tract number (indicated in the above picture with the red arrow). The above example is showing Census Tract # 1143.01.

5. Go to the ACS Census Tract Summary 2007-2011spreadsheet found on EatWellBeWell.org. Link: ACS Census Tract Summary 2007-2011. Look for census tract #1143.01 in Maricopa County. Your screen will look like this:

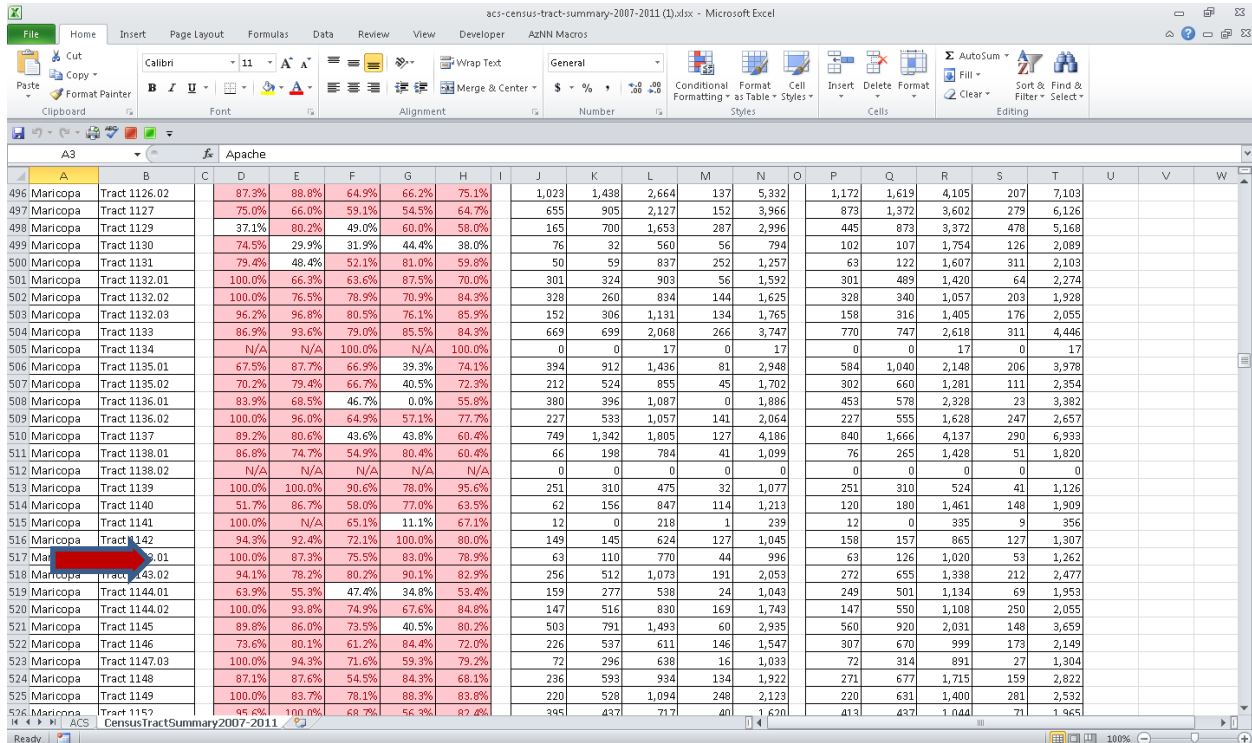|	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
496	Maricopa	Tract 1126.02		87.3%	88.8%	64.9%	66.2%	75.1%		1,023	1,438	2,664	137	5,332		1,172	1,619	4,105	207	7,103
497	Maricopa	Tract 1127		75.0%	66.0%	59.1%	54.5%	64.7%		655	905	2,127	152	3,966		873	1,372	3,602	279	6,126
498	Maricopa	Tract 1129		37.1%	80.2%	49.0%	60.0%	58.0%		165	700	1,653	287	2,996		445	873	3,372	478	5,168
499	Maricopa	Tract 1130		74.5%	29.9%	31.9%	44.4%	38.0%		76	32	560	56	794		102	107	1,754	126	2,089
500	Maricopa	Tract 1131		79.4%	48.4%	52.1%	81.0%	59.8%		50	59	837	252	1,257		63	122	1,607	311	2,103
501	Maricopa	Tract 1132.01		100.0%	66.3%	63.6%	87.5%	70.0%		301	324	903	56	1,592		301	489	1,420	64	2,274
502	Maricopa	Tract 1132.02		100.0%	76.5%	78.9%	70.9%	84.3%		328	260	834	144	1,625		328	340	1,057	203	1,928
503	Maricopa	Tract 1132.03		96.2%	96.8%	80.5%	76.1%	85.9%		152	306	1,131	134	1,765		158	316	1,405	176	2,055
504	Maricopa	Tract 1133		86.9%	93.6%	79.0%	85.5%	84.3%		669	699	2,068	266	3,747		770	747	2,618	311	4,446
505	Maricopa	Tract 1134		N/A	N/A	100.0%	N/A	100.0%		0	0	17	0	17		0	0	17	0	17
506	Maricopa	Tract 1135.01		67.5%	87.7%	66.9%	39.3%	74.1%		394	912	1,436	81	2,948		584	1,040	2,148	206	3,978
507	Maricopa	Tract 1135.02		70.2%	79.4%	66.7%	40.5%	72.3%		212	524	855	45	1,702		302	660	1,281	111	2,354
508	Maricopa	Tract 1136.01		83.9%	68.5%	46.7%	0.0%	55.8%		380	396	1,087	0	1,886		453	578	2,328	23	3,382
509	Maricopa	Tract 1136.02		100.0%	96.0%	64.9%	57.1%	77.7%		227	533	1,057	141	2,064		227	555	1,628	247	2,657
510	Maricopa	Tract 1137		89.2%	80.6%	43.6%	43.8%	60.4%		749	1,342	1,805	127	4,186		840	1,666	4,137	290	6,933
511	Maricopa	Tract 1138.01		86.8%	74.7%	54.9%	80.4%	60.4%		66	198	784	41	1,099		76	265	1,428	51	1,820
512	Maricopa	Tract 1138.02		N/A	N/A	N/A	N/A	N/A		0	0	0	0	0		0	0	0	0	0
513	Maricopa	Tract 1139		100.0%	100.0%	90.6%	78.0%	95.6%		251	310	475	32	1,077		251	310	524	41	1,126
514	Maricopa	Tract 1140		51.7%	86.7%	58.0%	77.0%	63.5%		62	156	847	114	1,213		120	180	1,461	148	1,909
515	Maricopa	Tract 1141		100.0%	N/A	65.1%	11.1%	67.1%		12	0	218	1	239		12	0	335	9	356
516	Maricopa	Tract 1142		94.3%	92.4%	72.1%	100.0%	80.0%		149	145	624	127	1,045		158	157	865	127	1,307
517	Mar...43.01			100.0%	87.3%	75.5%	83.0%	78.9%		63	110	770	44	996		63	126	1,020	53	1,262
518	Maricopa	Tract 1143.02		94.1%	78.2%	80.2%	90.1%	82.9%		256	512	1,073	191	2,053		272	655	1,338	212	2,477
519	Maricopa	Tract 1144.01		63.9%	55.3%	47.4%	34.8%	53.4%		159	277	538	24	1,043		249	501	1,134	69	1,953
520	Maricopa	Tract 1144.02		100.0%	93.8%	74.9%	67.6%	84.8%		147	516	830	169	1,743		147	550	1,108	250	2,055
521	Maricopa	Tract 1145		89.8%	86.0%	73.5%	40.5%	80.2%		503	791	1,493	60	2,935		560	920	2,031	148	3,659
522	Maricopa	Tract 1146		73.6%	80.1%	61.2%	84.4%	72.0%		226	537	611	146	1,547		307	670	999	173	2,149
523	Maricopa	Tract 1147.03		100.0%	94.3%	71.6%	59.3%	79.2%		72	296	638	16	1,033		72	314	891	27	1,304
524	Maricopa	Tract 1148		87.1%	87.6%	54.5%	84.3%	68.1%		236	593	934	134	1,922		271	677	1,715	159	2,822
525	Maricopa	Tract 1149		100.0%	83.7%	78.1%	88.3%	83.8%		220	528	1,094	248	2,123		220	631	1,400	281	2,532
526	Maricopa	Tract 1152		95.6%	100.0%	68.7%	56.3%	82.4%		395	437	717	40	1,620		413	437	1,044	71	1,965

6. Based on the age group you are planning on reaching select the appropriate percentage from the column (indicated in the above picture with the red arrow).

Note: To be eligible for this programs all site must be 50% or greater.

7. Document the census tract and the percentage in the Sites section as shown below:

| Low Income Documentation	Participant Data (%)
2007-2011 ACS Data Tract 1143.01 All Ages < 185% FPL	78.90%

NOTE: This example uses All Ages (indicated in the above picture with red arrow). Other age groups listed in the ACS data are: Under 6 years, 6 to 17 years, 18 to 64 years and 65 years Plus. The age group you select must match the intended target audience. The All Ages age group does cover any audience but, for example, if your intended audience is Adults, you cannot qualify them using the Under 6 years data.

Steps to Qualify a Site using the **Child and Adult Care Food Program Mapper and Summer Food Service Program (SFSP). (CACFP can only be used to qualify sites where children 0-12 will be served. SFSP can only be used to qualify children who will participate with the SFSP program.**

1. Click on the link: Child and Adult Care Food Mapper. Your screen will look like this:
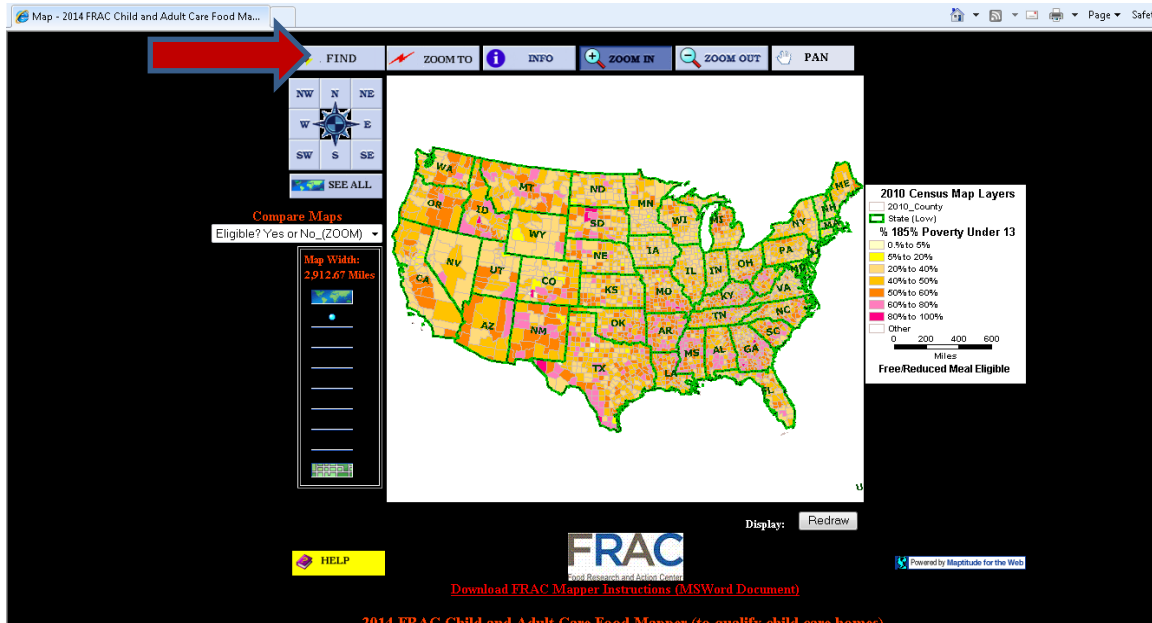
2. Click on the "find" button near the top of the page (indicated in the above picture with the red arrow). A window will pop-up that looks like this:
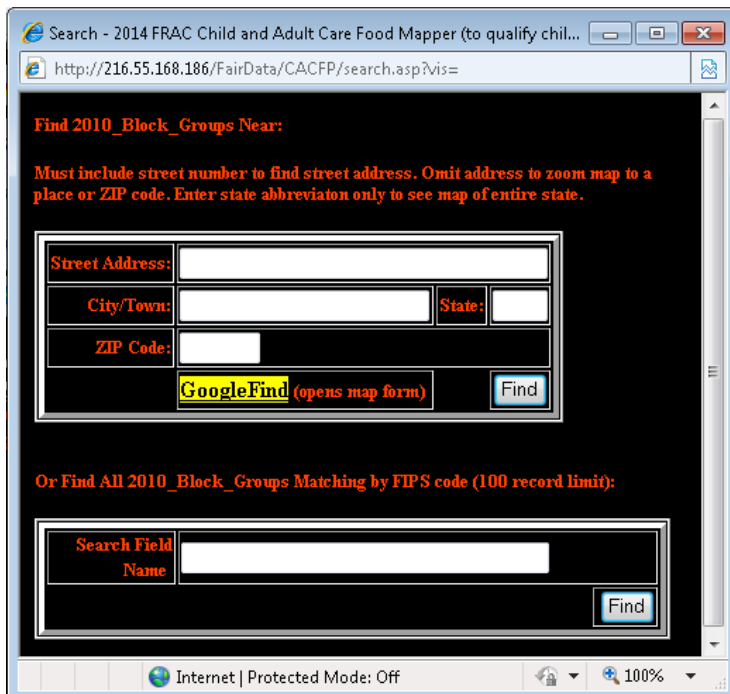
3. Enter the address of the site you are researching and hit the "Find" button (indicated in the above picture with the blue arrow). Your screen will now look similar to this:
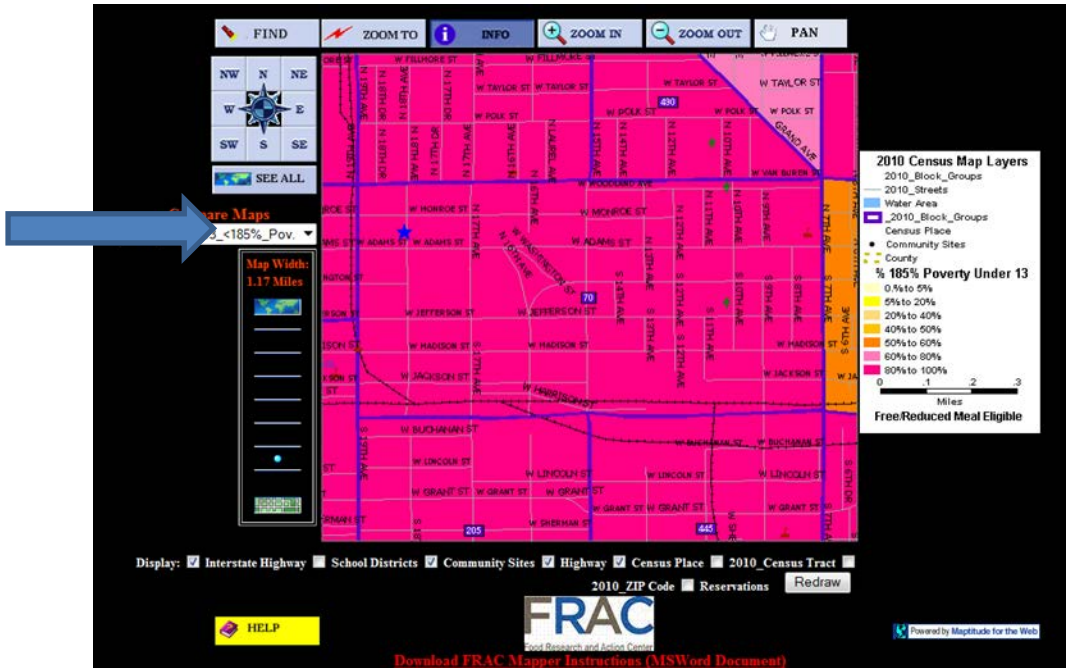
4. Click on the "Compare Maps" button near the middle of the page (indicated in the above picture with the blue arrow). Click either FY15_Under_19 <185% Pov. Or FY15_Under_13 <185% Pov. as appropriate.

5. The chart to the right of the map (indicated with a yellow arrow in the figure above) provides a color coded scale indicating the percentage of poverty but don't rely on this color coding

6. Click on the INFO button on the top of map.

7. Click on the blue star on the map (site address you typed in). A window will pop-up that looks like this:
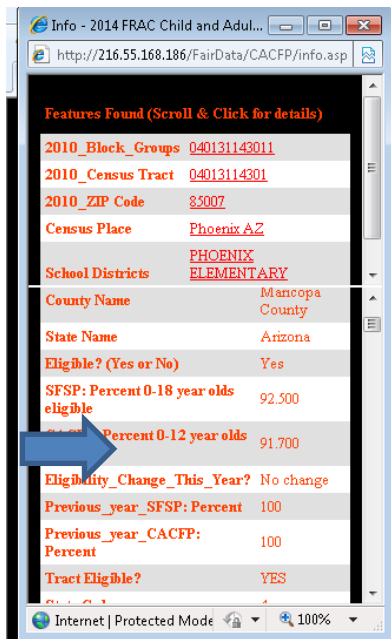
8. Scroll down to where the Federal Poverty Level information appears (CACFP level is indicated above by a blue arrow and SFSP – summer food service program, indicated above with the green arrow).

9. Document that CACFP Mapper was used and the percentage in the Sites section.
Document as follows:

Low Income Documentation	Participant Data (%)
CACFP Mapper, <19 years, FPL <185	69.05%

10. Document that SFSP Mapper was used and the percentage in the Sites section. (SFSP can only be used to qualify a site where the programing will be SFSP.
Document as follows:

Low Income Documentation	Participant Data (%)
SFSP Mapper 0-18 yrs FPL <185%	92.50%

The following are samples of how to document other low income data:

National School Lunch Program Data

Low Income Documentation	Participant Data (%)
Free & Reduced Lunch Data (NSLP) Oct 2009	69.57%

Emergency Food Assistance Site and Public Housing Site

Low Income Documentation	Participant Data (%)
Public Housing Site	100.00%
Emergency Food Assistance Site	100.00%

Program Participation- includes CSFP, Head Start, SNAP, WIC, SSI, TANF, AHCCCS

Low Income Documentation	Participant Data (%)
SNAP Participation	100.00%
AHCCCS Participation	75.00%
WIC Participation	100.00%

Appendix L

Sample: Certification of Duty Performance

ARIZONA DEPARTMENT OF HEALTH SERVICES

Bureau of USDA Nutrition Programs
Arizona Nutrition Network

Certification of Duty Performance

FEDERAL FISCAL YEAR:

PERIOD (select one):
    ☐ October 1 – March 31

    ☐ April 1 – September 30

NAME:

POSITION TITLE:

As the incumbent of the position listed above, I certify that all work performed during this period was solely for the Federal grant shown above in accordance with the Office of Management and Budget Circular No. A-87, Attachment B, Paragraph 8h, 3-4, Circular No. A-122, Attachment B, Paragraph 8B, 1-2, Circular No. A-21, Attachment J, Paragraph 10 A-D.

_____
Employee Signature   Date

_____
Supervisor Signature   Date

Appendix M

Model AzNN Semi-Annual Narrative

Sample AzNN Semi-Annual Narrative Report

Contractor Name: Coconino County Health Department

County: Coconino

Name of Person Completing Report: Offissa Pupp

Select from Dropdown: Mid-Year Report

Instructions: For each of the following Focus Areas, please answer the questions succinctly. *If you do not work in a Focus Area, check the box next to "N/A".*

Food Systems
☐**N/A**

1. What do you see as your program's *major strengths* in Food Systems *this* reporting period?

This period, the Coconino County Health Department (CCHD) has met with extraordinary success in our promotion of healthy food retail (strategy 1) using the Baltimore Healthy Store Initiative in corner stores. Since the start of FY16, we have recruited two Krazy Kat Korner stores in Flagstaff who signed agreements with the CCHD and were introduced to the initiative. During a two-hour working meeting with one store manager, CCHD staff assisted her in setting up multiple point-of-purchase prompts to signal healthy choices (whole grain products and low-fat dairy), and after receiving positive customer feedback, she created a new "Healthy Kat Korner."

The section now boasts large, attractive signage; offers seasonal fruits and vegetables; and houses a variety of low-fat dairy products. The manager reported that sales of items from this section are up compared to when they were housed alongside less healthy options. Encouraged by this, she scheduled two in-store nutrition education mini-lessons with the CCHD last month. The CCHD nutrition educator included food demos incorporating Healthy Kat Korner foods, and the manager was so impressed that she has agreed to continue to host two lessons per month. The second Krazy Kat manager requested that the CCHD carry out a focus group near the store to learn more about shopper preference. We completed the focus group, finding that shoppers prefer whole grain snack and cereal products and replacing the donut shelf with low-fat dairy selections, but they are unlikely to purchase fruits and vegetables at the corner store because they have a nearby farmers' market. The CCHD has scheduled a meeting with the manager to share findings.

Moreover, the CCHD is especially excited to report that a third Krazy Kat store manager has contacted us to start a Health Food Initiative in his store. This exceeds our stated objective of locating one store per year. In addition, we have obtained a signed agreement with the Ignatz

1

Supermarket leadership at two stores in the Navajo Nation, where we will also pursue the promotion of the Healthy Store Initiative.

All of these stores, Krazy Kat and Ignatz, are SNAP retailers, and so we are also able to encourage the SNAP purchase of food-producing plants and seeds at these community outlets (strategy 5). Already, the CCHD has worked with the two active Krazy Kat stores to display "SNAP Gardens: Grow Your Food Stamps" posters in the windows, and both managers have agreed to work with us to track SNAP EBT dollar amounts spent on these foods over time.

2. What do you see as your program's *areas of improvement* in Food Systems *this* reporting period?

> **This section gives you a chance to explain challenges and report on any lessons learned.**

While the CCHD was able to schedule meetings with two Coconino County Schools and a Healthy Arizona Policy Initiative (HAPI) representative to discuss the Farm-to-School initiative (strategy 3), the meetings were challenging in terms of planning and progress. Early in FY16, CCHD and HAPI met with the Herriman Elementary principal and a teacher who ran the school garden, but after reviewing the Farm-to-School Initiative Planning Toolkit, the principal told us that he had not realized he should invite the cafeteria manager and district food service manager and that we need to schedule another meeting.

We used that information when scheduling with Herriman Middle School, however it took two months to find an accommodating time, and, during that meeting, the district food service director suggested that all three district schools -- Herriman Elementary, Middle and High -- meet simultaneously to review the toolkit and develop an action plan. We are in the process of pulling together that third meeting, and we've learned that the district food service director would have been the ideal initial contact to assist in planning, as she has a great deal of authority over all three cafeterias and is a strong advocate for healthier foods. In the future, CCHD staff will prepare for meetings by fleshing out strong leaders and advocates in advance of scheduling meetings.

3. What do you see as your programs' *opportunities* in Food Systems for the *next* reporting period? (Please note if assistance is requested from AzNN staff)

> **Here you can connect back to work you have already begun OR introduce new opportunities.**

In the next six months, the CCHD will be able to leverage the influence of the Herriman School District's food service director and the strong ties between the three district schools to support a district-wide rather than school-by-school Farm-to-School initiative (strategy 3). This should help to streamline the planning process and advance progress at a faster pace. In addition, the CCHD has identified a local grower who is interested in the initiative and will join the planning group.

Also, the same district's elementary and middle schools are already participating in the Summer Food Service Program (SFSP), and the CCHD's new ties with school administrators allow for a natural collaboration to emerge to enhance participation in the SFSP (strategy 4) during the next reporting period. Encouragingly, one of our active Krazy Kat Korner stores is located within the Herriman District's boundaries, and the CCHD has already been invited to place promotional SFSP fliers at that location, once we develop them with the school.

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Finally, although the Krazy Kat Korner stores are independently owned and operated, the CCHD has learned that local owners and managers of all seven Coconino stores (all SNAP retailers) will attend an upcoming annual meeting in Flagstaff, and we have been invited to present for one hour to promote the Healthy Store Initiative. This presentation has the potential to significantly expand our originally projected reach.

4. What do you see as *potential threats* to your Food Systems programming in the *next* reporting period? (Please note if assistance is requested from AzNN staff)

Because our staff has been busy moving forward with other Food Systems strategies, we have not been able to advance as quickly as we would prefer with eligible Head Starts on establishing early childcare education (ECE) center gardens (strategy 2). The CCHD has met with two interested centers, however CCHD staff has not yet completed the Master Gardener training. To avoid further delays as they complete this training, the CCHD has decided to move forward with training the ECE staff on the "Grow It, Try It, Like It" curriculum and apply what they have already learned to support garden planning. Once the Master Gardener Training has been completed, the staff will then engage in additional technical assistance to have two gardens started by the end of the next reporting period, using seeds appropriate for summer and fall planting rather than the ones originally planned for spring planting.

Active Living
☐ **N/A**

1. What do you see as your program's *major strengths* in Active Living *this* reporting period?

Over the past six months, the CCHD has made significant progress toward building active living policy (strategy 6) and supporting family-friendly physical activity opportunities (strategy 8) in Page, AZ. The City of Page responded eagerly to our SNAP-Ed outreach efforts and began planning with us at the start of the fiscal year. By sharing workloads among CCHD and City of Page staff, we completed mapping all Page parks and basic assessments of their conditions/use. During the assessments, we found that Kwakk Wakk Park, an eligible site, was in excellent condition and had a long, well-kept path. The City of Page and CCHD staff recognized the Park's potential to host large-scale physical activity events and co-planned a family-friendly Bum Bil Bee Race Day hosted by the City. The CCHD was involved in planning and event-day support, including a hydration booth, and over 200 residents (including two school run clubs) participated in either the 1-mile walk or 5K run. For comparison, Page has about 7,250 residents!

After the Race Day, the City of Page newsletter posted an article highlighting the event, where one mother with girls aged two and four was quoted, "I hadn't ever realized how much my girls would enjoy going to the park until we did the 1 mile walk. They were so excited about the rabbits that they didn't realize they had just walked a mile! Now they keep asking to go back to the 'Bunny Path.'" Thus not only was the event itself a success, but it generated new awareness among residents about physical activity opportunities at the park.

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2. What do you see as your program's *areas of improvement* in Active Living *this* reporting period?

Coordinating and marketing family-friendly physical activity opportunities with Coconino's Navajo community has gone slowly this reporting period. The CCHD was originally uncertain about IRB regulations, however our investigation revealed that we could proceed in working with tribal agencies to help plan events without IRB approval (our work did not involve human subjects research). However, when we tried to move ahead to set event planning meetings with tribal representatives, we discovered that we were unprepared to meet the unique needs of the Navajo Nation with respect to planning and promoting physical activity at qualified reservation sites. For example, we had not integrated culturally-relevant elements into our event suggestions, and we had not considered the events the Navajo Nation had already scheduled at or near the locations we were proposing. We therefore delayed our actual planning meetings until we became more familiar with the Navajo Nation by formal and informal conversations and phone calls with Navajo Nation representatives. Those conversations enabled us to adjust our suggestions for physical activity events, and we are now much better poised to provide actual planning support, with the Navajo representatives leading the effort.

3. What do you see as your programs *opportunities* in Active Living for the *next* reporting period? (Please note if assistance is requested from AzNN staff)

Our park survey with the City of Page has led to some interesting findings that we can reference as we develop an action plan with the City to augment park usability. Also, after experiencing the momentum of the Kwakk Wakk Park Race Day event in inspiring park use, the City has contacted the CCHD for help with planning future events. In the upcoming quarter, we have scheduled to begin work with a local fitness center to plan free, monthly outdoor Zumba classes at the park.

Unexpectedly, Flagstaff hired a new city manager in October who expressed particular interest in enhancing city parks in his "Message to the City of Flagstaff." This provides us with the perfect opportunity to build upon our successes with the City of Page as we reach out to expand family-friendly PA opportunities in Flagstaff over the next six months.

What do you see as *potential threats* to your Active Living programming in the *next* reporting period? (Please note if assistance is requested from AzNN staff)

In our survey of Page parks, we found that 90% of parks were in poor or fair condition, and the City of Page has little funding to contribute to refurbishing those parks over the next few years. Because of that, we are limited in what we can integrate into the action plan for enhancing active living policy in Page. We know that the state AzNN has planned an Active Living webinar in three months; any resources or training that the state can include that promotes active living policy given budget constraints would be much appreciated!

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School Health
☐N/A

1. What do you see as your program's ***major strengths*** in School Health ***this*** reporting period?

In a single reporting period, CCHD staff obtained and reviewed four district Local Wellness Policies (LWPs) in an effort to support their development (strategy 10). Our two staff assigned to work on LWPs have become proficient in understanding and improving LWPs; they attended the AzNN's LWP online training session, a WellSAT 2.0 LWP training, an FNS LWP webinar, CATCH training and a Healthy Classrooms, Healthy Schools Program training. These staff used their expertise to review the LWPs obtained and then scheduled two-hour working meetings with district wellness committees. In the three meetings that have occurred to date, we provided hardcopy reference materials and technical assistance specific to improving LWPs, and numerous revisions that align with Arizona Nutrition Standards and national PA/PE guidelines were made and approved on-the-spot! Our staff also used the new relationships they developed during these meetings to engage in separate meetings with two individual schools to enhance PA programming (strategy 12); here they reported school administrators and PE teachers to be thoroughly enthusiastic about the CATCH program. After a recent meeting, one staff member forwarded a PE teacher's email that read: "I can't tell you how excited I am that you've been able to get our principal interested in CATCH. It's like the PE program suddenly exists at the school when it used to be invisible!"

> Even PSEs can include feedback from participants. Let us know when site managers, teachers, and other stakeholders take note of your PSE efforts!

2. What do you see as your program's ***areas of improvement*** in School Health ***this*** reporting period?

As with Food Systems, we learned that scheduling with school districts and individual sites can be challenging and requires advanced planning. In particular, while PE and classrooms teachers who have already worked with SNAP-Ed were quick to respond to our meeting polls, principals and other administrators needed additional encouragement and information to understand why and how their support was critical to success during planning meetings. We have learned to identify key administrative support people through which to schedule meetings, and we have learned that we need to make attendance attractive to busy administrators by providing snapshot information over phone, email or fliers.

3. What do you see as your programs ***opportunities*** in School Health for the ***next*** reporting period? (Please note if assistance is requested from AzNN staff)

> You can request specific AzNN assistance.

Our staff has an additional LWP working meeting planned for the next six months; if successful, the meeting would mean that all four of the Coconino LWPs that we intended to obtain in FY16 will have been reviewed and improved by the end of the year! In addition a fifth district proactively contacted the CCHD after hearing about our work on LWPs and provided their LWP, so we now have a fifth meeting planned for this year, putting us well ahead of schedule.

Because we have a new staff member that has begun training on LWPs, we request that the AzNN provide another LWP online training session during the next reporting period, or that the last training session be provided to us as a slideshow.

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4. What do you see as *potential threats* to your School Health programming in the *next* reporting period? (Please note if assistance is requested from AzNN staff)

At this time, we see no potential threats to the CCHD's School Health Programming, as it has advanced faster and more effectively than expected.

Early Childhood
☒ N/A

1. What do you see as your program's *major strengths* in Early Childhood *this* reporting period?
   Click here to enter text.
2. What do you see as your program's *areas of improvement* in Early Childhood *this* reporting period?
   Click here to enter text.
3. What do you see as your programs *opportunities* in Early Childhood for the *next* reporting period? (Please note if assistance is requested from AzNN staff)
   Click here to enter text.
4. What do you see as *potential threats* to your Early Childhood programming in the *next* reporting period? (Please note if assistance is requested from AzNN staff)
   Click here to enter text.

Direct Education

1. What do you see as your program's *major strengths* in Direct Education *this* reporting period?

After receiving the evaluation training for youth, our staff scheduled five Serving Up MyPlate lesson series with fourth and fifth grade classes in districts where CCHD was also actively working to support LWPs and comprehensive PA programming. Lessons for all five series began in this reporting period, and two have been completed. We are excited to report that staff were able to successfully administer the AzNN's Youth Survey (pre) to all classes, and the two classes that completed the series also received the post-survey. In particular, we found that after taking the pre-survey, the students seemed more curious about survey topics that we would cover in the lessons, and we were able to start off the first lesson by reminding them about the survey questions as we introduced MyPlate. In one fifth grade class, a student saw the CCHD educator arrive and asked, "Are we taking another survey today?" The educator explained that no, they would begin the first lesson, at which point several students raised their hands to ask if they would be learning about what type of milk they should drink and why brown and white bread is different. The educator used these as prompts to introduce the dairy and grains sections of MyPlate.

We were also extremely pleased with teacher reactions to the series. At the pre-survey administration, CCHD staff shared the curriculum with teachers and pointed out the sections that described alignment with the College and Career Readiness Standards. This gave teachers the opportunity to review the curriculum while the surveys were being administered, and many commented on the attractive, pre-packaged curriculum and said they'd like to share it with other teachers or school administrators. After the series at Herriman Elementary was

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completed, the fourth grade teacher emailed us to ask if we could provide the curriculum package to each of the third and fourth grade teachers, who are interested in using it as a replacement for other College and Career Readiness Standards lessons they had planned.

2. What do you see as your program's **areas of improvement** in Direct Education **this** reporting period?

We have been very successful in reaching youth with our direct education efforts, however it has been more challenging to reach adults with lesson series. The school setting provides us with a central location and consistent attendance, but this is not the case with our qualified adult sites. We have found that a few of these sites, e.g. the Walter Cephus Austrige Community Center, can offer a central meeting location, however attendance from class to class varies so widely that we were unable to deliver the series to a consistent group of adults. While we did complete a four lesson My Plate for My Family series at this center, we treated the four lessons as independent lessons, which is allowable per the AzNN's Resource Guide. Our direct educators will continue to carefully choose curricula that can be taught as single lessons at locations with high turnover, and we have also started working with schools to identify after-hours possibilities for fun family lesson series offered twice per month over two to four months.

3. What do you see as your programs **opportunities** in Direct Education for the **next** reporting period? (Please note if assistance is requested from AzNN staff)

> **Here, we see direct education influencing potential future PSE work!**

We agreed to provide the Herriman Elementary teachers with the Level 2 Serving Up My Plate curriculum and have been invited to attend a teacher's planning meeting in March, which the principal will also be attending. During the meeting, we have been asked to give a brief presentation/overview of the curriculum and focus on how it meets College and Career Readiness Standards standards. If this is successful, we may see a school-wide adoption of the Level 2 (and possibly Level 1 or 3) curriculum to be taught by teachers!

The CCHD educators would feel better prepared to discuss alignment with the College and Career Readiness Standards, especially among teachers and administrators, if they had additional training. We would like to request that the state AzNN provide such training, or provide us with information about any external trainings available regarding the College and Career Readiness Standards.

4. What do you see as **potential threats** to your Direct Education programming in the **next** reporting period? (Please note if assistance is requested from AzNN staff)

As we mentioned above, we ended up teaching our four lesson My Plate for My Family series as more of a single lesson group of classes in the last reporting period, and this reporting period we would like to be sure that we can deliver the series. This would also allow us to participate in the adult direct education evaluation, where the series is required for the pre-post surveys. We have contacted the AzNN evaluation team and decided to work together to try to reduce the risk of high turnover. We request that the AzNN evaluation team continue to work with us to explain how we can use the survey incentives like the $10 gift cards and early advertising of sign-ups for the four-lesson series at the Walter Cephus Austrige Community Center to ensure consistent attendance. We will also try to schedule the four classes on a class-per-week basis, so that the commitment is the same day, once per week, for one month.

> **You can also request assistance from the AzNN SNAP-Ed Evaluation Team.**

Appendix N

AzNN Alignment with USDA's Western Region Evaluation Framework

AzNN Alignment with the USDA's Western Region Evaluation Framework

	SART	SARN	EARS	Wilder Collaboration Factors Inventory	CHANGE Nutrition	CHANGE Physical Activity	WellSAT 2.0	WellSAT-I	Go NAPP SAC Nutrition Assessment	Go NAPP SAC Physical Activity Assessment	AzNn Youth Survey	UCCE Food Behavior Checklist	On the Go Survey
The USDA's Western Region Office (WRO) has developed seven **priority evaluation indicators** as part of its WRO Evaluation Framework that SNAP-Ed programs must use to track key outcomes associated with reducing individual and community-level obesity rates. An overview of the indicators and their alignment with the AzNN Evaluation Framework is described in this matrix.													
Western Region Office Priority Evaluation Indicators													
MT 1 MyPlate Behaviors		X									X	X	
MT 2 Shopping Behaviors		X										X	
MT 3 Physical Activity Behaviors		X									X		X
ST4 Identification of Opportunities	X	X	X		X	X	X	X	X	X			
ST6 Partnerships	X	X		X									
MT4 Nutrition Supports Adopted	X	X			X	X		X	X	X			
MT 5 Physical Activity Supports Adopted	X	X	X	X		X	X	X		X			
Arizona Nutrition Network FY16 Strategies													
1 Increase Availability of Healthy Food Retail	X	X		X	X								
2 Encourage Participation in Gardens	X	X	X										
3 Start and expand Farm-to-Institution programs	X	X		X									
4 Support Implementation and Promotion of the SFSP	X	X											
5 Encourage Use of Farmers' Markets with SNAP/WIC	X	X											
6 Build Capacity to Implement Active Living Policy	X	X		X		X							
7 Promote Use of Active Living Resources	X	X		X									
8 Support Family-Friendly Physical Activities	X	X	X										
9 Use Prompts to Encourage Use of Stairs	X	X											
10 Support LWP Development, Implementation and Evaluation	X	X					X	X					
11 Improve Access to Nutrition Information	X	X					X	X					
12 Support Comprehensive School PA Programming	X	X					X	X					
13 Support ECE Policy Development, Implementation and Evaluation	X	X							X	X			
14 Improve ECE Capacity for Healthy Eating	X	X							X				
15 Improve ECE Capacity for Providing PA	X	X								X			
16 Provide Evidenced Based Direct Education		X	X								X	X	X

Appendix O

FFY 16-18 Evaluation Framework Matrix

FFY16-18 Evaluation Framework Matrix

Highlighted areas found in parentheses in this matrix indicate specific data collection tools. See the key at the end of this document to identify acronyms. Items in blue boldface (ex., **ST4, MT5**) designate Western Region Office indicators.

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
1	**Increase availability of healthy food retail**, including mobile vendors, farmers' markets, corner/country stores, and grocery stores.	Number of communities that will be reached (SART)	Percent of communities reached (SART) **If working with individual partners/sites:** Number of meetings with site leaders/managers (SART) Number of site leaders/managers met with/trained (SART) **If working with community partnerships/coalitions:** Number of meetings with community partnerships/coalitions (SART)	**ST4** Baseline number of farmers' markets and/or produce stands in communities reached, Year 1 (SART) **Individual partner/site track:** **ST4** Qualitative data related to identification of healthy retail partner opportunities (SARN) **Community partnerships/ coalitions track:** **ST6/ST8** Baseline scores for active partnerships, Year 1 (WCFI)	**MT4** Increase in number of farmers' markets and/or produce stands in communities reached, Year 3 (SART) **Community partnerships/ coalitions track:** **MT4** Increase in scores for active partnerships, Year 3 (WCFI) **MT4** Baseline scores for healthy retail policies and environments, Year 2 (CHANGE Nutrition)	**LT9/LT13** Sustained increase in number of farmers' markets and/or produce stands in communities reached, Year 5 (SART) **MT4/MT9** Increase in scores for healthy retail policies and environments, Year 4 (CHANGE Nutrition)	**Community partnerships/ coalitions track:** **MT5** Increase in scores for active partnerships, Year 5 (WCFI) **LT2-5** Percent of adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS) Percent of low-income adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS)	**I1** Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) **I1** % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) **I1** % of youth in Arizona who are overweight and % who are obese (YRBS) **I1** % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
2	Encourage participation in community, home, school, and child care gardens.	Number of communities where gardens will be promoted (SART)	Percent of communities reached (SART) Number of meetings with community/site leaders (SART) Number of community and site leaders met with/trained (SART) Number of gardening trainings provided to SNAP eligibles (EARS) Number of SNAP eligibles who receive gardening training (EARS)	ST4 Qualitative data related to identification of garden promotion opportunities (SARN) ST4 Baseline number of gardens in communities reached, Year 1 (SART)	MT4 Qualitative data related to adoption of garden supports (SARN) MT4 Increase in number of gardens in communities reached, Year 3 (SART)	LT9 Qualitative data re: implementation of garden supports (SARN) LT9 Sustained increase in number of gardens in communities reached, Year 5 (SART)	I4 # schools/ child care programs certified by ADHS to serve garden produce onsite (SART) LT2-5 Percent of adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS) LT2-5 Percent of low-income adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS) LT2-5 Behavior change among youth associated with increased adherence to national dietary and guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of youth in Arizona who are overweight and % who are obese (YRBS) I1 % of low-income youth in Arizona who are overweight and % who are obese (YRBS)

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
3	*Start and expand Farm to School, Farm to Child Care, Farm to Worksite programs.*	Number of sites that will be reached (SART)	Percent of sites reached (SART) **If working with individual partners/sites:** Number of meetings/trainings with site leaders (SART) **If working with community partnerships/coalitions:** Number of meetings with community partnerships/coalitions (SART)	ST4 Qualitative data related to identification of opportunities (SARN) ST6 % of sites reached that have an action plan, Year 2 (SART) **Community partnerships/ coalitions track:** ST6/ST8 Baseline scores for active partnerships, Year 1 (WCFI)	MT9 % of sites reached that are implementing action plans, Year 4 (SART) **Community partnerships/ coalitions track:** MT4/MT9 Increase in scores for active partnerships, Year 3 (WCFI)	LT9 Increase in the % of sites reached that participate in a farm to institution program, Year 5 (SART)	I4 Sustainability Plan – % of farm to institution sites that have multi-year contracts in place (SART) <or> # Schools/child care programs certified by ADHS to serve garden produce onsite (SART) LT7-8 Behavior change among youth associated with increased adherence to national dietary and guidelines (YRBS) LT2-5 Percent of adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS) LT2-5 Percent of low-income adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS) I1 Healthy weight - % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
4	*Support implementation and promotion of the Summer Food Service Program (SFSP).*	Number of communities that will be reached (SART)	Percent of communities reached (SART) **If working with Existing SFSPs:** Number of meetings with SFSP leaders (SART) #SFSP assessments completed # sites contacted for assessment (SART) **If working with new SFSPs:** Number of meetings with potential SFSP sites (SART)	**Existing SFSPs:** ST4 Baseline scores for SFSP needs assessment, Year 1 (SFSPQ) **New SFSPs:** ST4 Number of current SFSPs in communities reached, Year 1 (SART)	**Existing SFSPs:** MT4 Qualitative data related to SFSP supports adopted, Year 2 (SARN) MT4 Increase in SFSP assessment scores, Year 3 (SFSPQ) **New SFSPs:** MT4 Increase in # of SFSP sites, Year 3 (SART)	**Existing SFSPs:** LT9 Increase in SFSP assessment scores, Year 5 (SFSPQ) **New SFSPs:** MT9 Qualitative data related to the SFSP supports adopted, Year 4 (SARN)	**Existing SFSPs:** I4 Sustainability Plan – Formalized concurrent programming at SFSP sites, institutionalized marketing and outreach plans in place (SART) **New SFSPs:** LT9 Increase in # of SFSP sites, Year 5 (SART) LT7-8 Behavior change among youth associated with increased adherence to national dietary guidelines (YRBS)	I1 Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS) I1 Healthy weight - % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

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Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
5	*Encourage use of farmers' market with SNAP and WIC access* at key community outlets.	Number of farmers' markets where SNAP/WIC redemptions will be encouraged (SART) Number of partner sites where the use of SNAP/WIC at farmers' markets will be promoted (SART)	Percent of farmers' markets reached (SART) Number of farmers' market managers met with/trained (SART) Percent of partner sites reached (SART) Number of partner staff met with/trained (SART)	ST4 Qualitative data related to identification of opportunities (SARN) ST4 % of farmers' markets reached that accept SNAP/WIC redemptions, Year 1 (SART) ST4 Baseline WIC/SNAP redemptions as a % of total sales at farmers' markets reached, Year 1 (SART)	MT4 Increase in % of farmers' markets reached that accept SNAP/WIC redemptions, Year 3 (SART) MT4 Increase in WIC/SNAP redemptions as a % of total sales at sites reached, Year 3 (SART)	LT9 Sustained increase in WIC/SNAP redemptions as a % of total sales at sites reached, Year 5 (SART)	I4 Sustainability Plan – At least 70% of farmers' markets reached accept SNAP/WIC redemptions, Year 5 (SART) LT2-5 Percent of adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS) LT2-5 Percent of low-income adults who eat fruits at least twice and vegetables at least 3 times per day (BRFSS) LT2-5 Behavior change among youth associated with increased adherence to national dietary guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS) I1 Healthy weight - % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
6	**Build capacity to implement active living policy** at the community level and by community organizations	Number of communities that will be reached (SART) Number of sites that will be reached (SART)	Percent of communities reached (SART) **If working with individual partners/sites:** Number of sites where people are trained on active living policy (SART) Number of trainings provided on active living policy (SART) **If working with community partnerships/coalitions:** Number of meetings with community partnerships/coalitions (SART)	**Individual partners/sites:** **ST4** Qualitative data related to identification of active living policy opportunities (SARN) **Community partnerships/ coalitions track:** **ST6** Baseline scores for active partnerships, Year 1 (WCFI)	**ST6** Baseline scores for active living policies and environments, Year 2 (CHANGE PA) **Community partnerships/ coalitions track only:** **MT5** Increase in scores for active partnerships, Year 3 (WCFI)	**MT11** Increase in scores for active living policies and environments, Year 4 (CHANGE PA)	**I4** Sustainability – Plan in place for regular policy implementation review and revision (SART) **Community partnerships/coalitions track:** **MT5** Increase in scores for active partnerships, Year 5 (WCFI) **LT7-LT8** Behavior change among adults associated with increased adherence to national physical activity guidelines (BRFSS) **LT7-8** Behavior change among youth associated with increased adherence to national PA guidelines (YRBS).	**I1** Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) **I1** Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS)

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
7	*Promote participation in and use of area physical activity resources, including partnerships with parks and trails organizations, and other community organizations*	Number of sites that will be reached (SART)	Percent of sites reached **If working with individual partners/sites:** Number of planning meetings with PA partners (SART) **If working with community partnerships/coalitions:** Number of meetings with community partnerships/coalitions (SART)	ST4 Qualitative data related to identification of PA partnership opportunities (SARN) **Community partnerships/ coalitions:** ST6 Baseline scores for active partnerships, Year 1 (WCFI)	MT4 Qualitative data related to adoption of physical activity supports (SARN) ST4 Baseline scores for active living policies and environments, Year 2 (CHANGE PA) **Community partnerships/ coalitions:** MT5 Increase in scores for active partnerships, Year 3 (WCFI)	MT11 Increase in scores for active living policies and environments, Year 4 (CHANGE PA)	**Community partnerships/ coalitions:** MT5 Increase in scores active partnerships, Year 5 (WCFI) LT7-LT8 Behavior change among adults associated with increased adherence to national physical activity guidelines (BRFSS) LT7-8 Behavior change among youth associated with increased adherence to national PA guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS)

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8	*Support family-friendly physical activity opportunities throughout the year, throughout the community*	Number of communities that will be reached (SART)	% of communities reached (SART) Number of planning meetings with PA partners (SART)	ST4 Qualitative data related to identification of PA opportunities (SARN) ST4 Number of people reached by PA opportunities, Year 1 (EARS) ST6 Number of physical activity opportunities provided, Year 1 (EARS)	MT5 Qualitative data related to adoption of PA supports (SARN) MT5 Increase in number of people reached by PA opportunities (EARS) MT5 Increase in number of physical activity opportunities provided (EARS)	MT5 Qualitative data related to the adoption of PA supports (SARN) MT5 Sustained increase in number of people reached by PA opportunities (EARS) MT5 Sustained increase in number of physical activity opportunities provided (EARS)	I4 Sustainability Plan – Institutionalization of community-wide plan for sustained and ongoing PA opportunities (SART) LT7-LT8 Behavior change among adults associated with increased adherence to national physical activity guidelines (BRFSS) LT7-8 Behavior change among youth associated with increased adherence to national PA guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS) I1 Healthy weight - % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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9	*Use point-of-decision (POD) prompts to encourage use of stairs*	Number of sites that will be reached (SART)	Percent of sites reached (SART) Number of meetings with site leadership (SART)	ST4 Qualitative data related to identification of POD opportunities (SARN) ST4 Percent of sites that have POD prompts, Year 1 (SART)	MT5 Increase in percent of sites contacted that adopt POD prompts, Year 2 (SART) MT5 Number of people reached by POD prompts, Year 3 (SART)	LT10 Increase in % of sites contacted for POD prompts that have implemented them, Year 4 (SART) MT5 Increase in number of people reached by POD prompts, Year 5 (SART)	I4 Sustainability of POD prompts - All sites that have adopted POD prompts still have them displayed (SART) LT7-LT8 Behavior change among adults associated with increased adherence to national physical activity guidelines (BRFSS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS)

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10	*Support the development, implementation, and evaluation of nutrition and physical activity LWPs* in collaboration with Local Education Agencies (LEAs)	Number of schools that will be reached (SART)	Number of meetings with school and LEA leadership (SART) **Phase I** % of schools/districts assessed (SART): <u># WellSAT 2.0 assessments completed</u> # contacted for assessment **Phase II** Number of trainings and/or TA with school and LEA leadership on LWPs (SART)	ST4 Baseline scores for school LWPs, Year 1 (WellSAT 2.0) ST4 Qualitative data re: the identification of LWP/LEA opportunities and/or needs (SARN)	MT4, MT5 Implementation scores for LWPs Year 2 (WellSAT-i 2.0, Section 6) MT4, MT5 Increase in LWP scores, Year 3 (WellSAT 2.0) MT4 Qualitative data re: nutrition supports in LWPs (SARN) MT5 Qualitative data re: PA supports in LWPs (SARN)	LT9, LT10 Mastery-level implementation score for LWPs, Year 4 (WellSAT-i 2.0, Section 6) LT9, LT10 Increase in LWP total scores with a comprehensive-ness grade of at least 70, Year 5 (WellSAT 2.0)	I4 Sustainability Plan – LWP is fully comprehensive (score of 100) and strength grade has increased, Years 7+ (WellSAT 2.0) LT2-5, LT7-8 Behavior change among youth associated with increased adherence to national dietary and PA guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of youth in Arizona who are overweight and % who are obese (YRBS) I1 % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

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11	*Improve student, teacher, and staff access to nutrition information through menu labeling and classroom curriculum* to improve student understanding of nutrition information	Number of schools that will be reached (SART)	Number of meetings with school and LEA leadership (SART) **Phase I** % of schools assessed (SART): #assessments completed # contacted for assessment **Phase II** Number of trainings and/or TA with administrators, teachers, or food service staff on *menu labeling* (SART) Number of train-the-trainer trainings and/or TA with teachers on nutrition education *classroom curricula* (SART) Percent of schools reached that are provided TA and training on *menu labeling and/or classroom curricula* (SART)	ST4 Qualitative data re: the identification of opportunities or needs related to access to nutrition information through menu labeling or classroom curricula (SARN) ST4 ↔ **menu labeling** Baseline % of schools that have nutrition information for school meals available to *students*, Year 1 (SART) ST4 ↔ **menu labeling** Baseline % of schools that have nutrition information for school meals available to *parents*, Year 1 (SART) ST4 ↔ **strategy 10** Evaluation Team uses baseline LWP *Nutrition Education* Score, Year 1 (WellSAT 2.0, Section 1)	MT4 Qualitative data re: adoption of nutrition supports related to access to nutrition information through menu labeling or classroom curricula (SARN) MT4 ↔ **menu labeling** Increase in % of schools that have nutrition information for school meals available to *students* (SART) MT4 ↔ **menu labeling** Increase in % of schools that have nutrition information for school meals available to *parents* (SART) MT4 ↔ **classroom curricula** Implementation scores for *Nutrition Education*, Year 2 (WellSAT-i 2.0, Section 1) MT4 ↔ **strategy 10**, Evaluation Team uses LWP *Nutrition Education* Score, Year 3 (WellSAT 2.0, Section 1)	LT9 ↔ **menu labeling** All participating schools have nutrition information for school meals available to *students AND parents* (SART) LT9 ↔ **classroom curricula** Mastery-level implementation scores for *Nutrition Education*, Year 4 (WellSAT-i 2.0, Section 1) LT9 ↔ **strategy 10** Increase in LWP *Nutrition Education* scores with comprehensiveness grade of at least 70, Year 5 (WellSAT 2.0, Section 1)	I4 Sustainability Plan – Mastery-level scores for *Nutrition Education*, Years 6+ (WellSAT 2.0, Section 1) LT2-5 Behavior change among youth associated with increased adherence to national dietary and guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of youth in Arizona who are overweight and % who are obese (YRBS) I1 % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

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12	*Support comprehensive school physical activity programming (CSPAP)*	Number of schools that will be reached (SART)	Number of meetings with school and LEA leadership (SART) **Phase I** % of schools assessed (SART): #assessments completed #contacted for assessment **Phase II** Number of trainings and/or TA with schools on CSPAP (SART) Percent of schools reached that are provided TA and training on CSPAP (SART)	ST4 Baseline implementation score for *PA*, Year 1 (WellSAT-i 2.0, Section 4) ST4 Qualitative data re: the identification of opportunities related to CSPAP (SARN) ST4 ↔ strategy 10 Evaluation Team uses baseline Score for *PE and PA* in LWPs, Year 1 (WellSAT 2.0, Section 4)	MT5 Qualitative data re: adoption of PA supports (SARN) MT5 Implementation score for *PA*, Year 3 (WellSAT-i 2.0, Section 4) MT5 ↔ strategy 10 Evaluation Team uses score for *PE and PA* in LWPs, Year 3 (WellSAT 2.0, Section 4)	LT10 Mastery-level implementation score for *PA*, Year 5 (WellSAT-i 2.0, Section 4) LT10 ↔ strategy 10 Evaluation Team uses score for *PE and PA* in LWPs, Year 5 (WellSAT 2.0, Section 4)	I4 Sustainability Plan – Formalized CSPAP, Years 6+ (CSPAP CDC Guide Checklist & Template) LT7-8 Behavior change among youth associated with increased PA meeting national guidelines (YRBS)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) I1 Healthy weight - % of youth in Arizona who are overweight and % who are obese (YRBS) I1 Healthy weight - % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS)

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13	*Support development, implementation, and evaluation of food and beverage and physical activity (PA) policies and environments* consistent with the Empower standards.	Number of ECEs that will be reached (SART)	Number of meetings with ECE leadership (SART) **Phase I** % of ECEs assessed (SART): <u># GO NAPP SAC assessments completed</u> # contacted for assessment **Phase II** Number of trainings and/or TA with ECE staff on nutrition and PA (SART) Percent of ECEs reached that are provided TA and training on nutrition and increasing PA opportunities (SART)	**ST4** Baseline Score for Nutrition PSEs, Year 1 (Go NAPP SAC Nutrition Assessment) **ST4** Baseline Score for PA PSEs, Year 1 (Go NAPP SAC PA Assessment) **ST4** Qualitative data re: the identification of opportunities/ needs related to nutrition and PA policies and environments (SARN)	**MT4** Increase in Score *in at least 1 area* for Nutrition PSEs, Year 3 (Go NAPP SAC Nutrition Assessment) **MT5** Increase in Score *in at least 1 area* for PA PSEs, Year 3 (Go NAPP SAC PA Assessment) **MT4** Qualitative data re: adoption of nutrition supports (SARN) **MT5** Qualitative data re: adoption of PA supports (SARN)	**LT9** Increase in Score in *at least two areas, including Education & Professional Development,* for Nutrition PSEs, Year 5 (Go NAPP SAC Nutrition Assessment) **LT10** Increase in Score *at least two areas, including Education & Professional Development,* for PA PSEs, Year 5 (Go NAPP SAC PA Assessment)	**I4** Sustainability Plan – Evidence that the SNAP-Ed setting from MT4 and/or MT5 has a formal plan for sustaining, evaluating, and improving the nutrition or PA standards or environmental changes. (Evidence of sustainability plan varies by ECE)	**I1** Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) **I1** % of adults in Arizona who are overweight and % who are obese (BRFSS) **I1** % of youth in Arizona who are overweight and % who are obese (YRBS) **I1** % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS) **I1** % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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14	*Improve capacity of child care providers and food service staff* in nutrition education and healthy meal planning and food preparation.	Number of ECEs that will be reached (SART)	Number of meetings with ECE leadership (SART) **Phase I** % of ECEs assessed (SART): underline># GO NAPP SAC assessments completed</underline> <u># contacted for assessment</u> **Phase II** Number of trainings and/or TA with ECE and food service staff on nutrition education, healthy meal planning and food preparation (SART) Percent of ECEs reached that are provided TA and training on nutrition (SART)	**ST4** Baseline Score for Nutrition PSEs, Year 1 (Go NAPP SAC Nutrition Assessment) **ST4** Qualitative data re: the identification of opportunities related to ECE capacity for nutrition education, health meal planning & food preparation (SARN)	**MT4** Increase in Score *in at least Education & Professional Development* for Nutrition PSEs, Year 3 (Go NAPP SAC Nutrition Assessment) **MT4** Qualitative data re: adoption of nutrition supports (SARN)	**LT9** Increase in Score in *at least two areas, including Education & Professional Development,* for Nutrition PSEs, Year 5 (Go NAPP SAC Nutrition Assessment)	**I4** Sustainability Plan - % of SNAP-Ed settings from MT4 with a formal plan for sustaining, evaluating, and improving the nutrition standards or environmental changes. (Evidence of sustainability plan varies by ECE)	**I1** Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) **I1** % of adults in Arizona who are overweight and % who are obese (BRFSS) **I1** % of youth in Arizona who are overweight and % who are obese (YRBS) **I1** % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS) **I1** % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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15	*Improve capacity of child care providers to provide children with opportunities for PA throughout the day*, including outside play when possible.	Number of ECEs that will be reached (SART)	Number of meetings with ECE leadership (SART) **Phase I** % of ECEs assessed (SART): # GO NAPP SAC assessments completed # contacted for assessment **Phase II** Number of trainings and/or TA with ECE staff on increasing PA (SART) Percent of ECEs reached that are provided TA and training on increasing PA opportunities (SART)	ST4 Baseline Score for PA PSEs, Year 1 (Go NAPP SAC PA Assessment) ST4 Qualitative data re: the identification of opportunities related to ECE capacity for providing PA opportunities (SARN)	MT5 Increase in Score in *at least Time Provided* for PA PSEs, Year 3 (Go NAPP SAC PA Assessment) MT5 Qualitative data re: adoption of PA supports (SARN)	LT10 Increase in Score in *at least Time Provided* and *Education & Professional Development* for PA PSEs, Year 5 (Go NAPP SAC PA Assessment)	I4 Sustainability Plan - % of SNAP-Ed settings from MT4 with a formal plan for sustaining, evaluating, and improving the PA standards or environmental changes. (Evidence of sustainability plan varies by ECE)	I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of youth in Arizona who are overweight and % who are obese (YRBS) I1 % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS) I1 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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16	*Provide evidence-based healthy eating and active living education in support of policy, system, and environmental change strategies to eligible audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.*	Number of class series planned (SART)	**Youth Outcomes Evaluation, YOE** % participating in *SUMP* who complete the series (EARS): #participating series completed #participating series planned % of participants who complete pre-post assessments (cover sheet): # who completed pre-post surveys # invited to complete surveys **Adult Impact Evaluation, AIE** % participating in *MPFMY* who complete the series (EARS) : #participating series completed #participating series planned % intervention group participants who completed pre-post assessments (cover sheet) % comparison group participants who completed pre-post assessments (cover sheet) % intervention group participants who completed focus groups (AIE records) % intervention group participants who completed follow-up assessments (cover sheet)	ST1 ↔ YOE Increase in MyPlate *knowledge* scores for youth, pre to post (AzNN Youth Survey) ST3 ↔ YOE Increase in PA *knowledge* scores for youth, pre to post (AzNN Youth Survey) ST1-3 ↔ AIE Qualitative data re: adult MyPlate *knowledge*, shopping *knowledge* or *intention*, and PA *goals* in impact evaluation (Focus Groups)	MT1 ↔ YOE Increase in MyPlate *behaviors* scores for youth, pre to post (AzNN Youth Survey) MT3 ↔ YOE Increase in PA *behaviors* scores for youth, pre to post (AzNN Youth Survey) MT1-2 ↔ AIE Sustained increase in adult MyPlate and shopping *behaviors* scores (UCCE Food Behavior Checklist) MT3 ↔ AIE Sustained increase in adult PA *behaviors* scores (On the Go! Survey) MT1-3 ↔ AIE Qualitative data re: adult MyPlate, shopping, and/or PA *behaviors* (Focus Groups)	LT2-5, LT7-8 Behavior change among youth associated with increased adherence to national dietary and PA guidelines (YRBS) LT2-8 Behavior change among adults associated with sustained increased adherence to national dietary and PA guidelines and reduced food insecurity (BRFSS)	LT2-5, LT7-8 Behavior change among youth associated with *sustained* increased adherence to national dietary and PA guidelines (YRBS) LT2-8 Behavior change among adults associated with *sustained* increased adherence to national dietary and PA guidelines and reduced food insecurity (BRFSS)	I1 % of youth in Arizona who are overweight and % who are obese (YRBS) I1 % of *low-income* youth in Arizona who are overweight and % who are obese (YRBS) I1 Healthy weight - % of adults in Arizona who are overweight and % who are obese (BRFSS) I1 % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS)

KEY:

↔ = if and only if (this symbol signifies that contractors are only required to collect the data specified if and only if they are also working in another strategy)

Yellow = Contractor required to collect data   WCFI = Wilder Collaboration Factors Inventory

Green = Evaluation Team required to collect data   CHANGE-CAL = Community Health Assessment & Group Evaluation Tool for Nutrition / Physical Activity

Gray = Collected by other ADHS agency   SFSPQ = AzNN Summer Food Service Program Questionnaire

STO = Short-Term Outcomes   POD = Point of Decision

MTO = Medium-Term Outcomes   LWP = Local Wellness Policy

LTO = Long-Term Outcomes   ECE = Early Childhood Education Center

SART = Semi-Annual Report Table   YOE = Youth Outcomes Evaluation (Youth Direct Education Evaluation)

SARN = Semi-Annual Report Narrative   AIE = Adult Impact Evaluation (Adult Direct Education Evaluation)

PA = Physical Activity   UCCE = University of California Cooperative Extension