AZ HEALTH ZONE

Policies and Procedures

Federal Fiscal Year 2018

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Acronyms

ACS	American Community Survey-Census
ADHS	Arizona Department of Health Services
AHCCCS	Arizona Health Care Cost Containment System
ATA	American Translators Association
BMI	Body Mass Index
BNPA	Bureau of Nutrition and Physical Activity-ADHS
CACFP	Child and Adult Care Food Program
CDC	Centers for Disease Control and Prevention
CER	Contractor's Expenditure Report
CFR	Code of Federal Regulations
CHEA	Council for Higher Education Accreditation
CSFP	Commodity Supplemental Food Program
CLAS	Culturally and Linguistically Appropriate Services
DE	Direct Education
DES	Department of Economic Security
DGA	Dietary Guidelines for Americans
DPS	Department of Public Safety
EARS	Education and Administrative Reporting System
ECE	Early Childhood Education
EBT	Electronic Benefits Transfer
ERI	Educational Reinforcement Item
FDPIR	Food Distribution Program on Indian Reservations
FFY	Federal Fiscal Year
FINI	Food Insecurity Nutrition Incentive grant
FNS	Food and Nutrition Service
FPL	Federal Poverty Level
FTE	Full Time Employee
LAR	Labor Activity Report
LIA	Local Implementing Agency
LWP	Local Wellness Policy

ME	Management Evaluation
MNT	Medical Nutrition Therapy
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NCCA	National Commission for Certifying Agencies (NCCA)
NSLP	National School Lunch Program
OMB	Office of Management and Budget
PO	Purchase Order
PSE	Policy, Systems, and Environmental change
PTO	Paid Time Off
RDN	Registered Dietitian Nutritionist
RFGA	Request for Grant Award
RFP	Request for Proposal
SARN	Semi-Annual Report Narrative
SART	Semi-Annual Report Table
SEEDS	SNAP-Ed Electronic Data System
SEM	Social-Ecological Model
SFSP	Summer Food Service Program
SHAC	School Health Advisory Council
SET	State Evaluation Team
SIT	State Implementation Team
SMART	Specific, Measurable, Appropriate, Realistic, Time-specific
SNAC	State Nutrition Action Committee
SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	Supplemental Nutrition Assistance Program-Education
SSI	Supplemental Security Income
TANF	Temporary Assistance to Needy Families
USDA	United States Department of Agriculture
WCFI	Wilder Collaboration Factors Inventory
WIC	Women, Infants and Children

Introduction

Contents

SNAP-Ed Goal and Focus

As outlined in the SNAP-Ed 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 (DGA) and USDA food guidance.

The focus of SNAP-Ed is:

- Implementing strategies or interventions, among other health promotion efforts, 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 has risk factors for nutrition-related chronic disease, such as obesity, 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 DGA 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 DGA. 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.

As SNAP-Ed nutrition education and obesity prevention activities and interventions are grounded in the DGA, project messaging and activities may be based on any or all of the recommendations or messages in the DGA, 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; for more information see Chapter 3: Disparaging Messages). Such messaging about specific brands is not an acceptable part of SNAP-Ed.

AZ Health Zone Key Behavioral Outcomes

The focus of AZHZ 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, make 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.
- 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 policy, system, or environmental (PSE) 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 the target audience. 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 DGA.

AZ Health Zone 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. SNAP-Ed services may also include emerging strategies or interventions, which are community- or practitioner-driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Emerging strategies or interventions require a justification for a novel approach and must be evaluated for effectiveness.

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.

For more information, see Chapter 2: Submitting Curricula, Resources, and Interventions via the Evidence-Based Questionnaire.

SNAP-Ed Guiding Principles

The Guiding Principles characterize USDA FNS's vision of quality nutrition education and address the nutrition concerns and food budget constraints faced by those eligible for SNAP. These Guiding Principles reflect the definitions of nutrition education and obesity prevention services and evidence-based interventions that stem from the Food and Nutrition Act.

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, and individuals residing in communities with a significant low-income population.

2. Includes nutrition education and obesity prevention services consisting of any combination of educational strategies, accompanied by environment-related PSE interventions, demonstrated to facilitate 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 as well as individuals residing in communities with a significant low-income population. Nutrition education and obesity prevention services are delivered through partners in multiple venues and involve activities at the individual, interpersonal, community, and societal levels. Acceptable policy interventions are activities that encourage healthier choices based on the current DGA.

3. Has the greatest potential impact on behaviors related to nutrition and physical activity in 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 supported by evidence-based direct education, multilevel interventions, social marketing, PSE change efforts and partnerships. Evidence-based interventions based on the best available information must be used.

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 SNAP-Ed providers are defined and put into practice.

Program Approach

The AZ Health Zone Program's approach is based on the Social-Ecological Model (SEM). <mark>The Social-Ecological Framework for Nutrition and Physical Activity Decisions illustrates how all elements of society, including individual factors (demographic factors, psychosocial, knowledge and skills, etc.), environmental factors (schools, workplaces, faith-based organizations, food retail establishments, etc.), sectors of influence (government, industry, media, public health and health care systems, etc.), and social and cultural norms and values (belief systems, religion, heritage, body image, etc.) combine to shape an individual's food and physical activity choices and, ultimately, one's calorie balance and chronic disease risk.</mark>

The AZ Health Zone approach is comprehensive, addressing multiple levels of this framework to reach the AZ Health Zone target population in ways that are relevant and motivational to them, while addressing constraining environmental and/or social factors. The AZ Health Zone comprehensive approach includes a combination of PSE change strategies, direct education, and social marketing efforts. Collaboration with community partners 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.

Local Implementing Agencies (LIAs) 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 DGA and ChooseMyPlate.gov.

SNAP-Ed activities should include general education features that have been shown to be effective, such as: (1) choosing behaviorally-focused messages; (2) using motivators and reinforcements that are personally relevant to the target audience; (3) using multiple channels of communication to convey messages; (4) using 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, multilevel interventions at multiple complementary organizational and institutional levels.
3. Community and public health approaches to improve nutrition.

A Social-Ecological Model for Food & Physical Activity Decisions

The Social-Ecological Model can help health professionals understand how layers of influence intersect to shape a person's food and physical activity choices. The model below shows how various factors influence food and beverage intake, physical activity patterns, and ultimately health outcomes.

SOCIAL & CULTURAL NORMS & VALUES
- Belief systems
- Traditions
- Heritage
- Religion
- Priorities
- Lifestyle
- Body image

SECTORS

Systems
- Government
- Education
- Health Care
- Transportation

Organizations
- Public Health
- Community
- Advocacy

Businesses & Industries
- Planning & Development
- Agriculture
- Food & Beverage
- Manufacturing
- Retail
- Entertainment
- Marketing
- Media

SETTINGS
- Homes
- Early Care & Education
- Schools
- Worksites
- Recreational Facilities
- Food Service & Retail Establishments
- Other Community Settings

INDIVIDUAL FACTORS

Demographics
- Age
- Sex
- Socioeconomic Status
- Race/Ethnicity
- Disability

Other Personal Factors
- Psychosocial
- Knowledge & Skills
- Gene-Environment Interactions
- Food Preferences

FOOD & BEVERAGE INTAKE • **PHYSICAL ACTIVITY** = **HEALTH OUTCOMES**

DATA SOURCES: Adapted from: (1) Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. National Center for Chronic Disease Prevention and Health Promotion. Addressing Obesity Disparities: Social Ecological Model. Available at: http://www.cdc.gov/obesity/health_equity/addressingtheissue.html. Accessed October 19, 2015. (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.

Examples of Potential SNAP-Ed Activities

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

- Conducting nutrition education based on DGA including: following a healthy eating pattern across the lifespan; focusing on a variety, nutrient density, and amount within each food group; limiting calories from added sugars and saturated fat, reducing sodium intake, and shifting to healthier food and beverage choices.
- Conducting individual or group educational sessions on achieving and maintaining a healthy body weight based on the DGA. These sessions could include measuring height and weight or using self-reported height and weight to determine body mass index (BMI).
- Integrating nutrition education into ongoing physical activity group interventions based on the Health and Human Services Physical Activity Guidelines.
- Implementing classes to build basic skills such as cooking.
- Sponsoring multi-component communication activities to reinforce education, such as interactive websites, social media, visual cues, and reminders like text messages.

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

- Developing and implementing nutrition and physical activity policies at organizations with high proportions of people eligible for SNAP-Ed, such as worksites that employ 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 as well as 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.
- Providing consultation, technical assistance, and training to SNAP-authorized retailers in supermarkets, grocery stores, local corner or country stores to provide evidence-based, multi-component interventions.
- Working to bring farmers' markets to low-income areas, such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits.
- 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 governments to develop policies for eliminating food deserts in low-income areas.
- Collaborating with community groups and other organizations, such as food or nutrition policy councils, to improve food, nutrition, and physical activity environments to facilitate the adoption of healthier eating and physical activity behaviors among the low-income population.
- Serving on other relevant nutrition- and/or physical activity-related state and local advisory panels, such as school wellness committees and State Nutrition Action Committees (SNAC).
- Providing technical assistance to a local corner or convenience store to create a designated healthy checkout lane.
- Facilitating the reporting of statewide surveillance and survey data on nutrition indicators among the population that is eligible to receive SNAP benefits.
- Providing obesity prevention 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 percent or greater.
- Conducting social marketing campaigns targeted to SNAP-Ed eligible populations about the benefits of physical activity.

Secondary prevention intervention and Medical Nutrition Therapy (MNT) are not within the scope of SNAP-Ed and should not be included in the program's 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.

Chapter 1:

Program Administration

Contents

Local Implementing Agencies and Subcontractors

Policy

The State SNAP agency is accountable for the content of the SNAP-Ed State Plan and, in partnership with the State Implementing Agency (SIT), provides oversight of all Local Implementing Agencies (LIAs).

Each LIA is responsible for creating and implementing an approved nutrition education and obesity prevention work plan for their service area(s). Should the LIA elect to use subcontractors, LIAs accept full responsibility of subcontractor activities and compliance.

LIAs and subcontractors must:
- adhere to the contract terms and conditions found in RFGA ADHS15-00004836.
- follow all Policies and Procedures found in the AZ Health Zone Policies and Procedures manual.
- comply with all applicable federal laws, rules, and regulations, including Civil Rights and Office of Management and Budget (OMB) regulations governing cost issues.
- ensure the reporting and fiscal information provided to the SIT is accurate.
- meet USDA-FNS fiscal record keeping and reporting requirements.

LIAs are responsible for providing orientation to new staff on program responsibilities, regulations, and requirements. LIAs may request in-service trainings for staff from AZ Health Zone SIT.

LIAs are expected to perform Management Evaluations on subcontractors at least one time a year. This must include a fiscal and programmatic review. LIAs will utilize the ME tool (Appendix A). If LIAs would like to use a different tool, LIAs need to send it to the SIT for approval before use. All Management Evaluations and Lesson Observations conducted by LIAs on subcontractor agencies should be noted in the Semi-Annual Report Narrative (SARN) and be available upon request of SIT.

All contracted services must be awarded through a competitive procurement process. LIAs may conduct their own competitive procurements, or may use county/state/university contracts which were awarded competitively.

Contract Timeline and Financial Responsibility

Contract Timeline
The contract start date is the date the contract is signed by the SIT and the LIA, but no earlier than October 1. It is possible that a contract will not begin on October 1 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 AZ Health Zone Annual Plan, or in the event that Congress does not approve the United States' federal budget in time. Timelines for individual contracts are defined on the contract's Special Terms and Conditions or Award page.

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

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 30 of each year.

Financial Responsibility of LIA
The AZ Health Zone is subject to the USDA SNAP Reimbursement Structure. LIA 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.

LIAs shall comply with the applicable certified finance and compliance audit provisions of the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards *(commonly called "Uniform Guidance") 2014.*

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

Amendments and Changes

Policy

LIAs must submit all changes for approval to the SIT. This includes both programmatic and budgetary changes, including changes to overall LIA programming, changes to work plans, or changes to the approved budget.

An amendment is defined as requiring USDA approval while changes only require SIT approval.

A programmatic change is considered a **programmatic amendment** based on the significance of changes being requested and will be determined by the SIT.

A budgetary change is considered a **budgetary amendment** if it meets the following criteria:
- Increases the approved total budget
- Transfers dollars between line items exceeding 10 percent of the total budget or
- Transfers dollars from a funded line item to a non-funded line item

Amendment requests must be submitted, complete with supporting documentation, to SIT no later than April 1.

LIAs must operate under the original and approved plan, contract, and budget until an amendment has been approved by the SIT, the ADHS Procurement Office, and USDA, if applicable.

If a LIA is submitting a change that is both a programmatic amendment and budgetary amendment, it must be clearly stated and all required information must be submitted for both.

Programmatic Amendments and Changes

LIAs must discuss any proposed changes with the SIT's Focus Area Specialists before submitting a written request via email.

The written request must include:
1. Description of the proposed changes
2. Revised Program Narrative with tracked changes
3. Revised Work Plan with tracked changes
4. Costs of proposed changes and possible budgetary revisions

The SIT will determine whether changes will be a programmatic amendment and will coordinate the amendment submission to USDA with the LIA.

The initial review by the SIT may take up to 14 business days. Additional time may be required for further review and discussion with the LIA.

The SIT will notify the LIA when the amendment or change is fully approved, conditionally approved (i.e., requiring further clarification or adjustments), or denied. All changes are effective only after being fully approved.

Budgetary Amendments:

LIAs must discuss any proposed budgetary changes with the SIT's Operations Team before submitting a request.

For a budgetary amendment, LIAs must submit a written request to the SIT via email with the following:
1. Revised Budget Justification
2. Revised Budget
3. Work Plan changes if needed
4. Explanation of what is changing and why

It is not necessary for the LIA to submit a budgetary amendment if their actual expenses are lower than the approved projected expenses.

The SIT will review and notify the LIA when the amendment is fully approved, conditionally approved (i.e., requiring further clarification or adjustments), or declined. All changes are effective only after being fully approved.

When approved, the SIT will send the contract amendment to the LIA for signature and process accordingly.

The LIA will be required to send the most current CERs to the SIT so that updates can be made to the Excel workbooks. Updated Excel workbooks will then be returned the LIA.

Budgetary Changes

If a budgetary change does not meet the criteria for a budgetary amendment above, LIAs will submit a budgetary change request to the SIT Operations Team.

Please note that budgetary changes will only be considered if there is an extenuating circumstance or unforeseen change that requires a budgetary change. These include changes for an expense not initially budgeted or if there is an increase needed in the amounts budgeted.

All budgetary change requests must be submitted and approved prior to purchasing.

LIAs must provide a written request to the SIT Operations Team with the following information:
1. **What:** Description of item, quantity, and link
2. **Why:** Description of need and what strategy or project it will support (justification)
3. **Who:** Description of who (staff or participants) requires the supplies - Are staff 100% SNAP-Ed funded?
4. **Amount:** Quoted price to include estimated taxes and shipping—Will expense be cost shared with another funding source? If so, please indicate amounts for each.
5. **Budget:** Indicate where expense (line item) was budgeted in your annual budget, if moving between AZHZ budget lines; indicate which lines you will be moving to and from.

If LIAs require movement of funds between funded line items which is less than 10 percent, this will need to be clearly indicated in your budgetary change request. Requests to move funds must be made prior to incurring costs.

If you have submitted a request and received initial approval, but you have experienced an increase to the amount originally requested due to shipping or taxes, follow these guidelines and resubmit as required:

- For approved items with an original price of $0-$250, if costs exceed this amount by less than 20 percent, no additional approval is required.
- For approved items with an original price $0-$250, if the final costs exceed the original approved amount by more than 20 percent, additional approval is required.
- For approved items with an original price above $250, additional approval is required for all increases.

All budgetary requests will be responded to within 5-10 business days.

Staffing

Policy

It remains the responsibility of each LIA participating in the AZ Health Zone Program to ensure staff are qualified and have all necessary documentation available. 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 or messages.

Each LIA is **_strongly encouraged_** to have access (on staff or on contract) to at least one (1) person qualified to be a registered dietitian nutritionist and at least one (1) person knowledgeable in physical activity guidelines. Depending on the LIA's Work Plan, experience and expertise in the following areas may be beneficial: public health, food systems, early childhood, and/or school health.

LIAs are encouraged to work closely with the SIT's Focus Area Specialists.

The following are definitions used by the SIT pertaining to staff:

Nutrition
Registered dietitian nutritionist: Shall have a minimum of an undergraduate degree from an accredited institution* in nutrition (dietetics, 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 nutritionist (RDN). Previous community health experience and/or a Master's degree in a related subject are desirable.

Physical Activity
Physical activity coordinator: Must be certified through a 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 the 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.

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.

Fingerprint Clearance Requirements

Policy

All LIAs are responsible to ensure compliance with the fingerprinting requirement, as required by A.R.S § 46-141* and this policy.

All staff (including independent contractors, subcontractors, volunteers and other agents) that provide direct services to **juveniles** or **vulnerable adults** are required to obtain and possess a valid Level One Fingerprint Clearance Card.

- A Fingerprint Clearance Card is a card issued by the Department of Public Safety (DPS) to persons who, through a fingerprint background check, are found to be qualified for a clearance card or to qualify for a good cause exception. Complete, up-to-date information on obtaining a Fingerprint Clearance Card can be found on the Arizona Department of Public Safety (DPS) website.

- Costs to obtain fingerprint clearance cards are allowable SNAP-Ed costs.

- Employees awaiting approval of their clearance card will not have contact with juveniles or vulnerable adults without direct supervision, monitoring and oversight by their supervisor or their designee until they are issued an approved Level One Fingerprint Clearance Card.

Per A.R.S § 46-141 A. Each license granted by the Department of Economic Security or the Department of Child Safety and each contract entered into between the Department of Economic Security or the Department of Child Safety and any contract provider for the provision of services to juveniles or vulnerable adults shall provide that, as a condition of employment, personnel who are employed by the licensee or contractor, whether paid or not, and who are required or allowed to provide services directly to juveniles or vulnerable adults shall have a valid Fingerprint Clearance Card issued pursuant to section 41-1758.07 or shall apply for a Fingerprint Clearance Card within seven working days of employment.

Coordination and Collaboration Requirements

Policy

The effectiveness of obesity prevention 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, LIAs 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 FNS programs, uniform messages can reinforce and amplify program efforts.

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

LIAs must continue to show in their SNAP-Ed Work Plans that the funding received from the SIT will remain under the administrative control of the LIA as they coordinate their activities with other organizations. LIAs must describe the relationship between the LIA and other organizations with which it plans to coordinate provision of services. LIAs should formalize these relationships through letters of support or commitment. Copies of contracts and MOA, when funds are involved, must be available for inspection upon request.

Memorandum(a) of Agreement

Policy

It is recommended that LIAs 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.

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.

MOA are not required but may be utilized by the LIA. The LIAs will maintain records of all written partnership agreements. For a sample MOA, see Appendix D.

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.

LIAs may deliver SNAP-Ed to the target population through other venues if the audience meets the general low-income standard (> 50 percent of persons have household incomes of <185 percent 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, LIAs 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.

LIAs 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 that the LIA will use to determine the proportion of the target audience that may be reached. All requests will be submitted to USDA for final approval.

Procedures

All LIAs shall first qualify a site based on instructions provided in the Site Qualifying Data Instructions (below) and on the AZ Health Zone Website. Qualifying Site Exclusivity waiver requests are submitted any time LIAs wish to add a site 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 percent).

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 below and on the AZ Health Zone website.

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 LIA is notified and sends the most current monthly report to ADHS to have the new sites added.

Sites must be qualified using a third 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 percent Federal Poverty Level.

- **Child and Adult Care Food Program (CACFP) Mapper**: Provides percentage of population at or below 185 percent Federal Poverty Level.

- **National School Lunch Program Report (NSLP)**: The USDA Income Guidelines for reduced price meals are equal to 185 percent of the Federal Poverty Level. Therefore, if 50 percent 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, FINI, etc.)**: For example, a DES office would qualify based on SNAP participation.

Worksite Wellness
A worksite would qualify for participation in the Worksite Program if 50 percent or more of its employees are paid an hourly wage less than or equal to $27.35; this equates to no more than 185 percent of the FPL for FFY 2017 for a household size of four. Arizona worksites that typically qualify using this method include agricultural, hospitality, retail, etc. Worksites would be required to complete a form verifying the site's eligibility using this method.

Steps to Qualifying a Site Using Census - ACS Data:
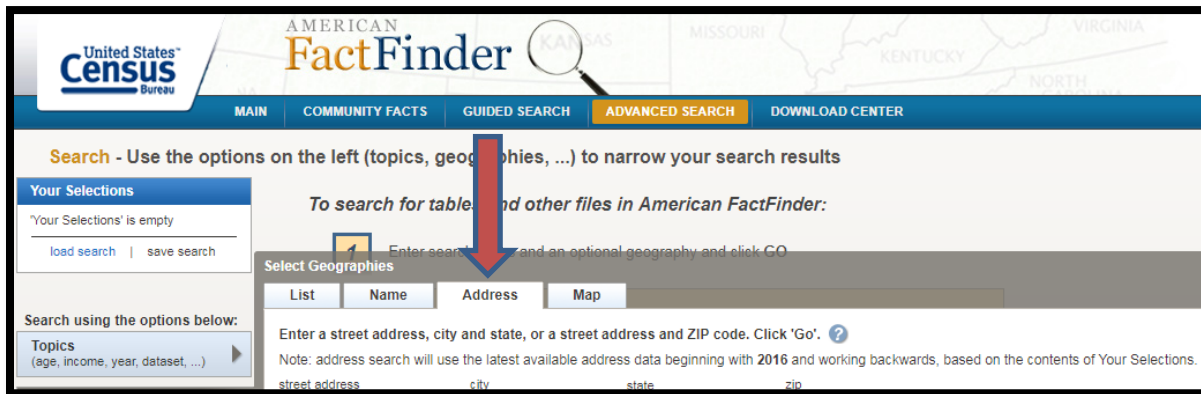
1. Click on American FactFinder - Search for the U.S. Census Tract. Your screen will look like this:

2. Click on "Geographies" on the left side of the page (indicated with red arrow below). Your screen will now look like this:

3. Click on the "Address" tab near the top of the page (indicated with the red arrow below). Your screen will now look like this:

4. Enter the address of the site you are researching and click the "Go" button (indicated with the red arrow below). Your screen will now look like this:
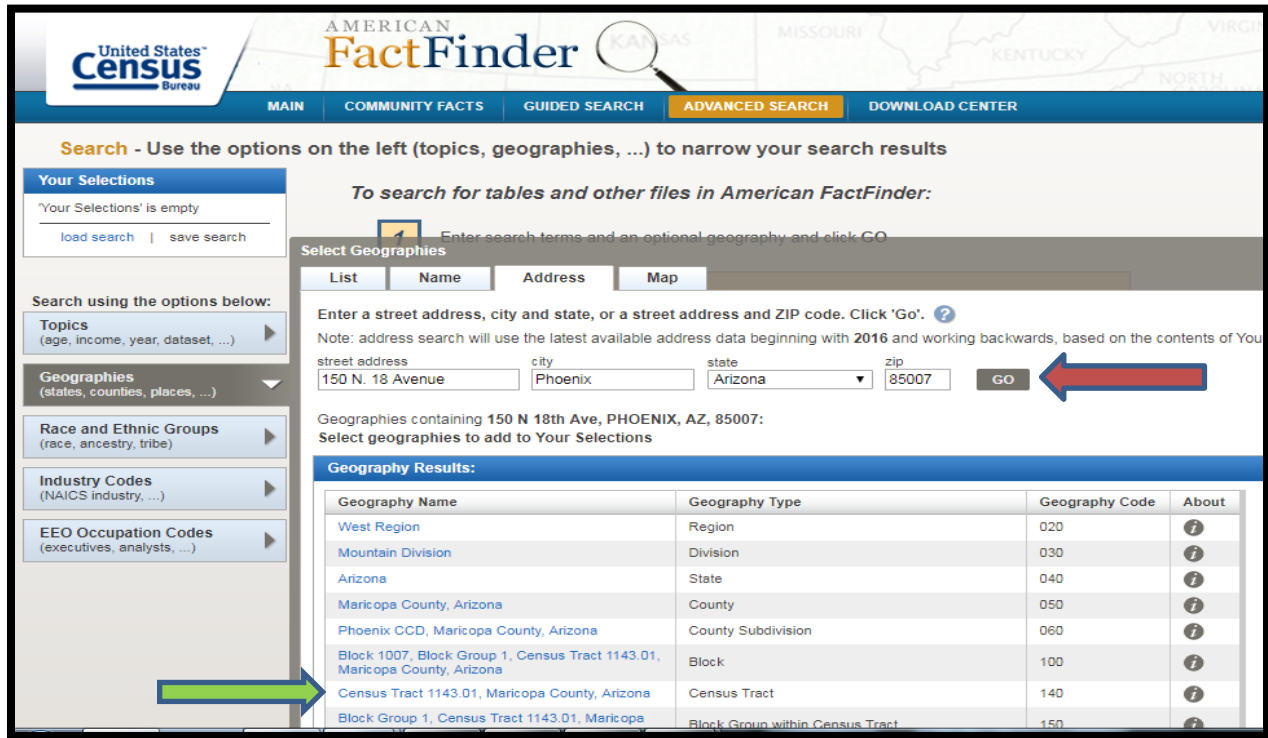
5. Write down the census tract number (indicated with the green arrow above). This example is showing Census Tract #1143.01.

6. If you do not have a physical address, Census Tract numbers can also be identified utilizing latitude and longitude. Go to http://www.latlong.net or another site that will determine the latitude/longitude. Enter a name of a place or zoom to locate on the map.

The link below will help you locate the census tract from the longitude/latitude coordinates. Enter them as x (longitude) and y (latitude).

http://geocoding.geo.census.gov/geocoder/geographies/coordinates;jsessionid=f3M3ZXAH6B4r6RnMh kDZd2641Kvr9oqDinJWe3NaAbzV65z9ti7v!-1100974034?form

Once the location is determined, your screen will look like this:

Scroll down to find the Census Tract info:

The locator found this area to be Census Tract 5.

7. Go to the most current ACS Census Tract Summary spreadsheet found on AZ Health Zone's website: ACS Census Tract Summary. Look for census tract #1143.01 in Maricopa County.

Note: The most current ACS Census Summary must be used when qualifying sites. Older data will not be approved.

Your screen will look like this:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	2011-2015 US Census American Community Survey			Percent of Population with Incomes < 185% FPL						Population with Incomes < 185% FPL					
2	County	Census Tract		Under 6	6 to 17	18 to 64	65 Plus	All Ages				18 to 64	65 Plus	All Ages	
509	Maricopa	Tract 1136.02		100.0%	88.6%	81.6%	64.9%	84.4%		331	749	1817	87	2984	
510	Maricopa	Tract 1137		71.9%	90.5%	56.7%	50.6%	64.0%		543	1303	2944	240	5030	
511	Maricopa	Tract 1138.01		100.0%	95.6%	45.9%	42.6%	52.7%		52	197	711	29	989	
512	Maricopa	Tract 1138.02		NA	NA	NA	NA	#DIV/0!		0	0	0	0	0	
513	Maricopa	Tract 1139		100.0%	100.0%	86.5%	46.7%	91.3%		166	249	411	14	840	
514	Maricopa	Tract 1140		100.0%	81.0%	51.6%	50.5%	57.6%		26	285	677	103	1091	
515	Maricopa	Tract 1141		0.0%	0.0%	36.7%	46.7%	35.0%		0	0	251	7	258	
516	Maricopa	Tract 1142		100.0%	91.1%	84.5%	82.9%	86.7%		86	319	846	102	1353	
	Maricopa	Tract 1143.01		0.0%	66.7%	80.9%	100.0%	80.8%			86	590	54	680	
518	Maricopa	Tract 1143.02		89.7%	85.9%	84.9%	77.5%	85.2%		409	537	1370	217	2533	
519	Maricopa	Tract 1144.01		92.9%	95.7%	83.0%	83.7%	86.5%		221	379	1090	128	1818	
520	Maricopa	Tract 1144.02		100.0%	99.3%	83.8%	70.1%	86.4%		150	289	842	136	1417	

8. Based on the age group you are planning to reach, select the appropriate percentage from the column (indicated with red arrow above).

NOTE: To be eligible for this program, all sites must be 50 percent or greater. This example uses All Ages (indicated with green arrows above). 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 group does cover any audience but, for example, if your intended audience is adults, you cannot qualify them using the Under 6 years data.

9. Document the date of the census tract data used, the census tract number, and age group in the Low Income Documentation column, and document the percentage in the Participant Data column. Your form should look like this:

Low Income Documentation	Participant Data (%)
2011-2015 ACS Data Tract 1143.01 All Ages < 185% FPL	80.80%

Steps to Qualifying a Site Using the CACFP Mapper:

Note: CACFP can only be used to qualify sites where children 0-12 years will be served.

1. Click on Child and Adult Care Food Mapper. Your screen will look like this:
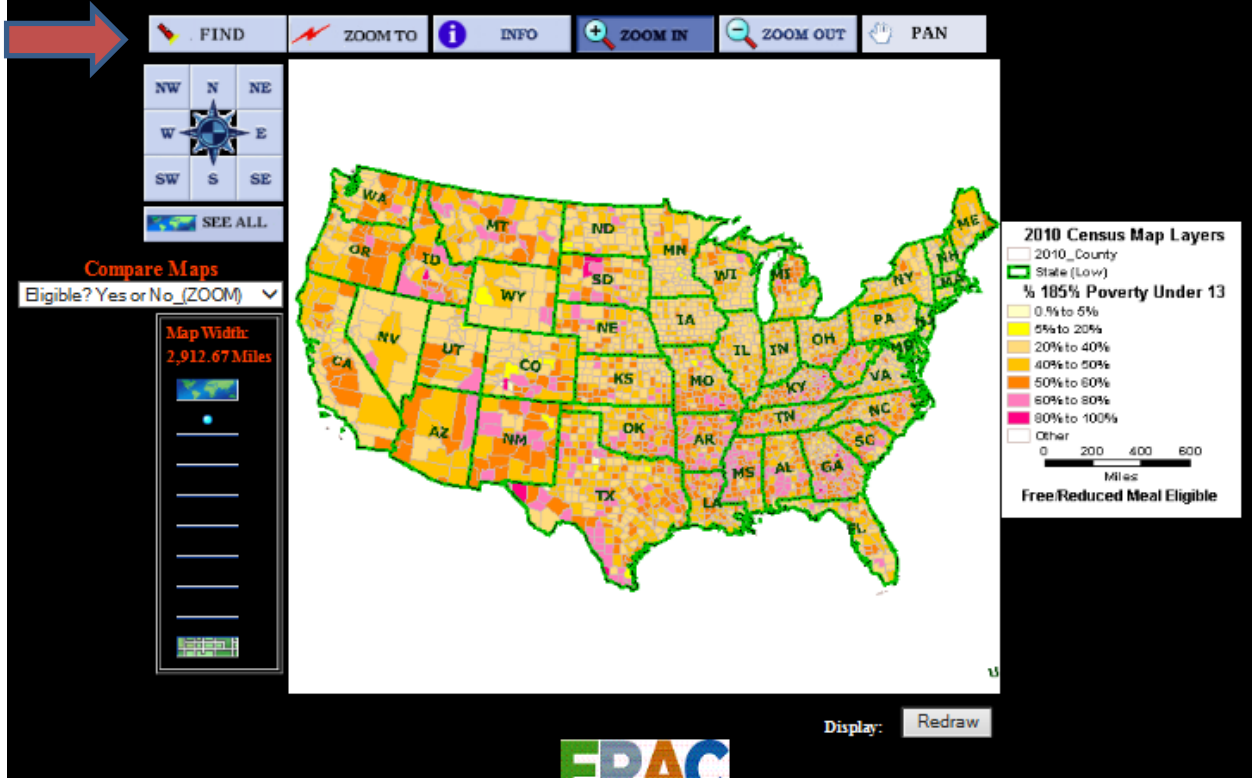
2. Click on the "FIND" button near the top of the page (indicated with the red arrow above).

A window will pop-up that looks like this:

3. Enter the address of the site you are researching and click the "Find" button (indicated with the blue arrow above).

4. Your screen will now look similar to this:
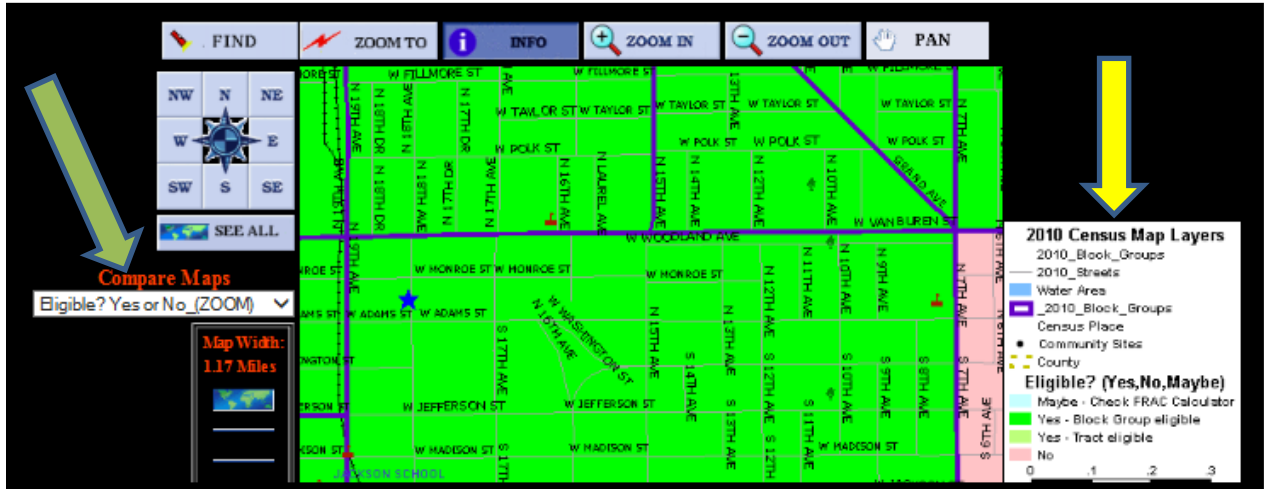
5. Click on the "Compare Maps" button near the middle of the page (indicated with the green arrow above). Select FY15_Under_13 <185% Pov.

6. 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 do not rely on this color coding.

7. Click on the INFO button on the top of the map (indicated with red arrow below).

8. Click on the blue star on the map (indicated with the green arrow below – this is the site address you entered).
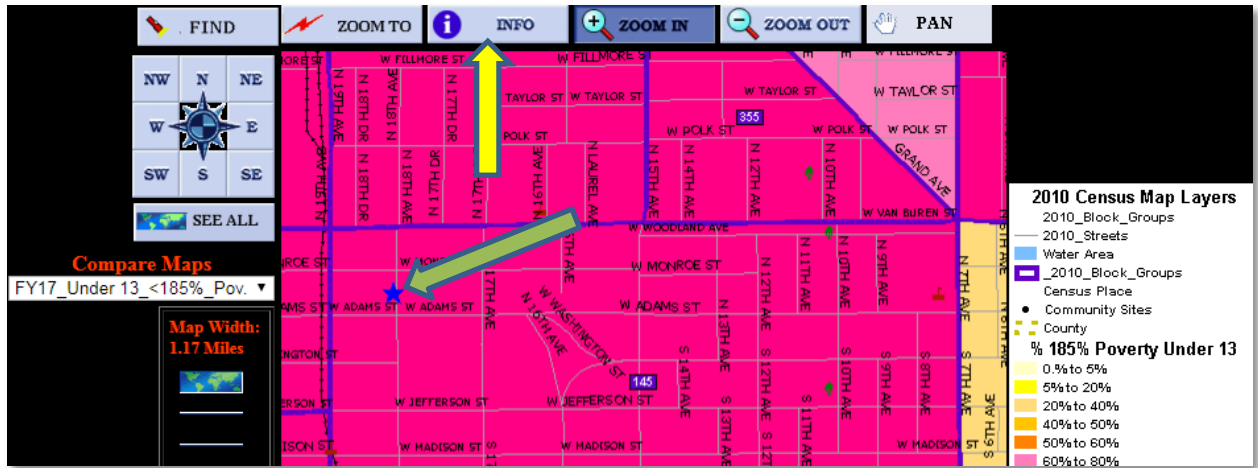
9. A window will pop-up that looks like this:

2010_Block_Groups Information	
BlockGroup	040131143011
Tract	04013114301
County	04013
State	04
County Name	Maricopa County
State Name	Arizona
Eligible? (Yes or No)	Yes
SFSP: Percent 0-18 year olds eligible	89.600
CACFP: Percent 0-12 year olds eligible	85.300

10. Scroll down to where the Federal Poverty Level information appears (CACFP level is indicated by the blue arrow above).

11. Document that the CACFP Mapper was used and the age group in the Low Income Documentation column. Document the percentage in the Participant Data column (note that age groups may differ, so document as stated by CACFP). Your form should look like this:

Low Income Documentation	Participant Data (%)
CACFP Mapper < 13 years < 185% FPL	85.30%

Steps to Qualifying an SFSP Site:

There are two methods for qualifying an SFSP site: the SNAP-Ed Site Map or the SFSP Mapper (same map used for CACFP).

1. Go to the SNAP-Ed Site Map. Your screen will look like this:
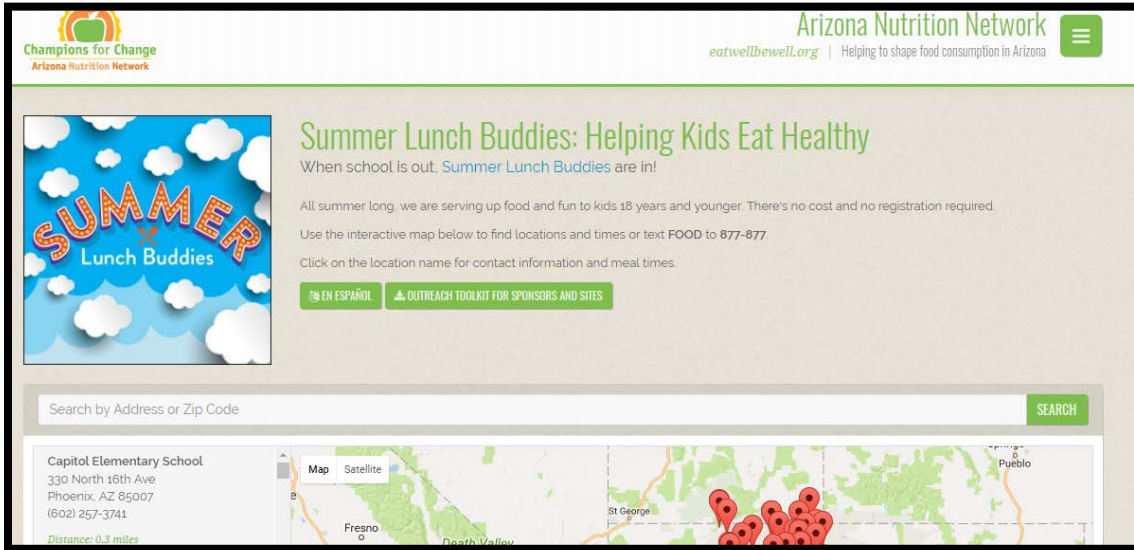
2. Enter the address or zip code of the site you are researching and click the search button (indicated by the blue arrow below). Use the scroll bar (indicated by the green arrow below) to browse the list of sites.
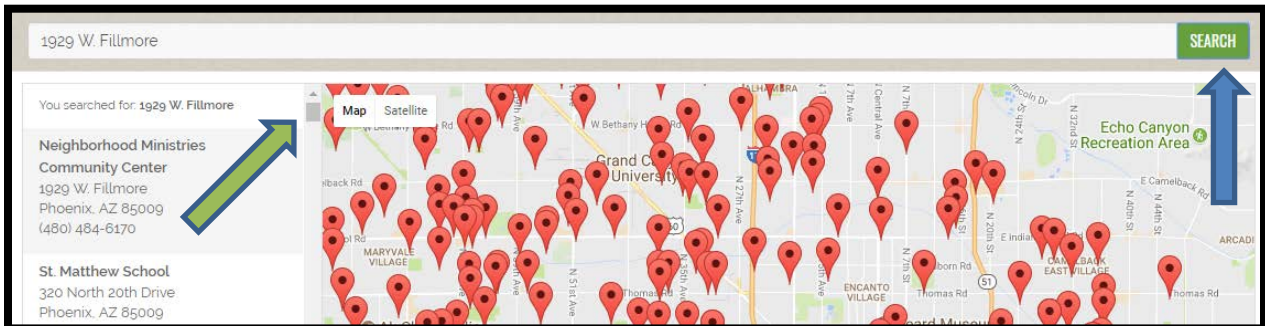
3. If the site you are researching appears on the map, it is a qualified site. Document that the SNAP-Ed Site Map was used and the percentage of 100 percent. Your form should look like this:

Low Income Documentation	Participant Data (%)
SNAP-Ed SFSP Site Map	100.00%

Steps to Qualifying a SFSP Site Using the SFSP Mapper:

1. Go to [Child and Adult Care Food Mapper.](Child%20and%20Adult%20Care%20Food%20Mapper.)

2. Follow the same instructions for qualifying a CACFP site but, when you click on the "Compare Maps" button near the middle of the page, select FY17_Under 19_ <185% Pov.

3. When you reach the screen below, scroll down to where the Federal Poverty Level information appears (SFSP level is indicated with the blue arrow below).

| 2010_Block_Groups Information	
BlockGroup	040131143011
Tract	04013114301
County	04013
State	04
County Name	Maricopa County
State Name	Arizona
Eligible? (Yes or No)	Yes
SFSP: Percent 0-18 year olds eligible	89.600
CACFP: Percent 0-12 year olds eligible	85.300

4. Document that the SFSP Mapper was used and the age group in the Low Income Documentation column. Document the percentage in the Participant Data column (note that age groups may differ, so document as stated by the mapper). Your form should look like this:

Low Income Documentation	Participant Data (%)
SFSP Mapper <19 years <185% FPL	89.60%

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) October 2016	69.57%

Low Income Documentation	Participant Data (%)
Public Housing Site	100.00%
Emergency Food Site	100.00%
Head Start Site	100.00%
WIC Office	100.00%
SNAP Office	100.00%
CSFP Site	100.00%

Worksite Wellness- Employer Income Documentation:

Low Income Documentation	Participant Data (%)
Employment Income Documentation FPL <185%	76.50%

Program Participation (sites that are not "Program Sites" where program participants are 50 percent low income or greater):

Low Income Documentation	Participant Data (%)
WIC Participation	65.00%
SNAP Participation	74.00%
AHCCCS Participation	69.00%

Civil Rights Compliance

Policy

The SIT and LIAs must comply with all applicable federal laws, rules, and regulations including Civil Rights and the OMB regulations. LIAs 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 LIAs, subcontractors are required to complete a civil rights training annually.

LIAs must review personnel records during site visits to subcontractors in order to ensure that this training requirement has been fulfilled. If a LIA does not have an established civil rights training program, Culturally and Linguistically Appropriate Services (CLAS) training is available for use on the AZ Health Zone website.

Nondiscrimination posters ("And Justice for All," version 475-B) must be posted whenever and wherever SNAP-Ed services/education/interventions are provided. Posters are available for order on the AZ Health Zone website.

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.
- Customer service.

A civil rights training is available on the AZ Health Zone website for LIAs that do not have an established training of their own.

Training must be completed annually and records must be maintained by the LIA for all AZ Health Zone staff. MEs will include a review of personnel records to verify compliance with this policy.

Program Site Visits

Policy

Local Implementing Agencies and subcontractors may receive several types of site visits from AZ Health Zone, including ADHS Office of Auditing, Arizona Department of Economic Security and even the USDA. Types of site visits include: Management Evaluations, Fiscal Integrity Review, Technical Assistance, Lesson Observations, and Informal Site Visits. The visits are done to strengthen partnerships, gain a better understanding of the programs, observe the quality of nutrition and physical activity programming, observe areas of improvement and/or expansion, provide assistance and support, and obtain feedback.

Management Evaluations

Management Evaluations (MEs) will be performed with Local Implementing Agencies every other year, to alternate with Fiscal Integrity Reviews, and with greater frequency if deemed necessary. MEs will be scheduled in advance between the SIT and the LIAs. LIAs will be asked to submit possible dates for the ME to allow for coordination with a program activity.

During the ME, SIT staff will conduct a Lesson Observation, review management systems, staffing or audits, and potentially conduct interviews. There may be requests to visit a subcontractor's site and the LIA will be asked to facilitate this visit.

At the end of an ME, suggestions for enhancements or improvements may be made. LIAs are encouraged to use this time to ask questions and to give feedback about the State Implementation Team (SIT), technical assistance, State resources, support, and services. *(For example, the LIA may use this time to emphasize their program's need for a particular type of print material to be produced by AZ Health Zone, or they may have ideas for future trainings).*For more information on the ME tool, see Appendix A.

Fiscal Integrity Review

ADHS Office of Auditing conducts financial audits for all AZ Health Zone LIAs. The audits are conducted on behalf of the Bureau of Nutrition and Physical Activity in accordance with applicable department policies and federal pass-through entity oversight. Audits will be performed every other year, to alternate with Management Evaluations.

The following categories are reviewed during an audit:

- Approved cost allocation plan
- Accounting system
- Expenditure allowability and accountability
- Contractor's Expenditure Report financial reconciliations

Lesson Observations

The SIT will conduct periodic observations of SNAP-Ed activities to ensure fidelity of the curricula and proper administration of the program. Typically a Lesson Observation will take place during an ME. LIAs are responsible to ensure that each educator is observed by a supervising staff at least one (1) time a year. For more information on the Lesson Observation Tool, see Appendix B.

Technical Assistance
The SIT is available to provide technical assistance (TA) as needed for LIAs and subcontractors. Please reach out to the SIT if you would like to have a specialist provide TA.

Informal Site Visits
The SIT may arrange informal site visits periodically to LIAs and subcontractors.

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

Trainings and Meetings

Policy

The State Implementation Team (SIT) will provide trainings and meetings for Local Implementing Agencies (LIAs) throughout the year. Some of the trainings are optional and others are mandatory. LIAs are encouraged to participate in the focus area subcommittees as well.

LIAs are required to have at least one (1) person per program attend each of the required meetings:
- Annual Policy and Procedure Training
- Annual Conference
- Food Demonstration Training (if demos are part of the LIA's Work Plan)

All staff are required to complete:
- Civil Rights Training (annually)

Meetings/Trainings Descriptions

Annual Policies & Procedures Training
The annual policies and procedures 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 AZ Health Zone Program. Travel expenses (travel time, per diem, etc.) to attend the trainings are allowable expenses and must be part of LIAs' approved budgets. 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.

Annual Conference
The annual conference will be held during the spring. Agendas will be available online. LIAs are required to send at least one (1) person from their program to the entire meeting, as the meetings will be used to provide updates on ADHS/AZ Health Zone activities and campaigns. Travel expenses (travel time, per diem, etc.) are allowable expenses and must be part of LIAs' approved budgets.

Food Demonstration Training
The SIT provides a minimum of one (1) food demonstration training each fiscal year. Each LIA is required to attend if food demonstrations are part of their approved Work Plan. Each person who will be providing food demonstrations should have completed the in-person food demonstration training within one (1) year of their first food demonstration. This training must be repeated as a refresher every five (5) years. 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. More information regarding implementation of a food demonstration can be found in Chapter 2: Food Demonstrations.

Civil Rights Training

A civil rights training is available on the SIT website for LIAs that do not have an established training of their own. Training must be completed annually and records must be maintained by the LIA for all AZ Health Zone staff. MEs will include a review of personnel records to verify compliance with this policy. Please see the Civil Rights section of this chapter for further details.

Subcommittee Meetings

The SIT coordinates subcommittee meetings, such as Food Systems, Active Living, School Health, Early Childhood Education, Evaluation, and Direct Education subcommittees. These groups provide an opportunity to identify best practices, effective nutrition and physical activity resources, and opportunities to learn new public health approaches. Subcommittees will be held in Phoenix and available via GoToMeeting.

Chapter 2:

Program Implementation

Contents

Activities Development

Policy

SNAP-Ed activities must be thoughtfully planned with complementary PSE and direct education activities occurring within a defined community. All activities must be evidence-based. The appropriate balance of PSE and direct education within individual communities should be defined by LIAs after assessing the community's need(s).

Staffing levels for SNAP activities must be proportionate and appropriate for the type of activity, the number of participants, their ages, and learning needs.

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 research, including systematically-reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field on interventions that demonstrate obesity prevention potential. The AZ Health Zone website includes many approved interventions that meet the evidence-based criteria. For more information on how to submit resources for approval, see Submitting Interventions via the Evidence-Based Questionnaire.

Direct education is defined as taking place when a participant is actively engaged in the learning process with an educator and/or interactive media within an evidence-based intervention. Direct education must focus on primary prevention, be consistent with the DGA, the USDA Food Guidance System, and 2008 Physical Activity Guidelines for Americans. Only resources that have been approved and are available on our website can be used for direct education single or multi-session lessons.

Single session activities that do not follow an approved evidence-based curriculum's implementation guidelines do not count as direct education. These activities are allowable, but do not meet the criteria of direct education. Example activities include, but are not limited to, food demonstrations, games at community events, etc. For more information, see Curriculum Modification.

All curriculum within the approved resources on our website that contain required embedded assessments as part of the lesson or series must be completed as part of the curriculum requirements. Information regarding embedded assessments can be found in the Direct Education section of that particular resource on the AZ Health Zone website.

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.

Curriculum Modification

Policy

==Curriculum must be implemented with fidelity to meet evidence-based requirements. Program fidelity means that the intervention, curriculum or lessons were implemented as designed. In some cases, modifying lessons to meet the needs of the target audience is appropriate and allowable.==

The types of curriculum modifications that AZ Health Zone Local Agencies may wish to make are divided into Go, Slow and Whoa Modifications, identifying the level of caution with which these modifications should be made.

- **"Go" Modifications** are those that the SIT has determined are appropriate for Local Agencies to implement with minimal administrative and evaluation burden. These modifications **do not** need consultation with the SIT.
- **"Slow" Modifications**, although sometimes necessary to ensure high-quality interventions, should only be implemented with care and require additional administrative and evaluation burden for Local Agencies that choose to make them.
  - "Slow" Modifications **must be coordinated closely** with the SIT.
- **"Whoa" Modifications** are not appropriate under AZ Health Zone guidance and should not be made when using approved curricula.

For a quick guide, please see Appendix M Guidance for Curriculum Modification Tip Sheet.

"Go" Modifications

Types of Modification	Guidance for Modification
Adding visuals or props to enhance a learning concept Examples: • Having actual samples of foods, food labels or containers to pass around • Using food models, anatomy models (e.g., fat, muscle, etc.) • Adding supplemental handouts from the AZ Health Zone Obesity Prevention Resource Guide	Do not substitute for a core component of the curriculum. Keep costs moderate.
Adding supplemental activities to a lesson to make it more interactive Examples: • Food demo/taste testing • Physical activity demonstration/break • Participant engagement (e.g., storytelling, small group discussions, ice breakers, group introductions, review of previous class)	Added activities must follow SNAP-Ed Guidance and Dietary Guidelines for Americans, meet curriculum learning objectives, be appropriate for the audience, fit the objectives of the curriculum, and enhance engagement or relevance to the audience.
Updating content for new Federal Guidelines Examples: • Incorporating the 2015 Dietary Guidelines for Americans, Physical Activity Guidelines for Americans	Local Agencies may update content for new recommendations following SNAP-Ed Guidance and Dietary Guidelines for Americans.
Making adaptations for cultural and age appropriateness or food availability and seasonality Examples:	In some cases, consultation with experts, such as cultural representatives, community

• Adjusting names, stories, recipes, food examples and images, and food demos included in a class • Providing an overview of lesson concepts that are not familiar to audience (substituting familiar phrases for technical terms) • Substituting/using a different recipe or ingredients (e.g., using commodity foods or foods in season to meet needs of audience)	members, etc., are important. Changes can be made to verbal communication during a lesson to improve understanding. Recipe modifications and food demo recipes must meet the AZ Health Zone Nutrient Standards.
Delivering the curricula by speaking in a language other than the language in which it was written Examples: • Providing a lesson in Spanish using an English-based curricula	Curricula may be delivered and interpreted in a different language when the educator is proficient in alternate language. **NOTE**: This does _not_ include written translation.
Dividing larger lessons into smaller lessons to fit the scheduling needs of participants or site Examples: • Dividing a 90-minute session into two 45-minute classes	Class sessions may be divided into multiple sessions as long as the overall curriculum sequence is maintained and content is not omitted. **NOTE**: Adjusting a schedule of classes must align with Curriculum Implementation Guidelines.
Combining lessons in sequence to fit the scheduling needs of participants or site Examples: • Combining ten 30-minute sessions of an adult or child curriculum into five hour-long sessions to improve participant retention	Multiple classes may be combined into a single session as long as the overall curriculum sequence is maintained and content is not omitted. **NOTE**: Adjusting a schedule of classes must align with Curriculum Implementation Guidelines.
Providing supplemental activities for children so that families can attend together (kids and parents together) Examples: • Providing coloring sheets and crayons to keep children occupied while adults focus on the lesson • Inviting children to place items on a poster or participate in a demonstration (as appropriate) • Allowing older children to help parents find an item on a food label	Activities may be incorporated to engage children present at an adult class as long as the adult curriculum is not modified. Supplemental activities should be age appropriate.
Adjusting activities or activity times to accommodate organic changes with lesson pacing Examples: • Moving on from planned activity when group finishes early • Substitution of activity with the same learning objective to meet scheduled time	Adapt time for each activity as needed. An activity of shorter duration that meets learning objectives can be substituted; do not omit activities. Maintain fidelity to core components and learning objectives. **Do not shorten overall class time**.

"Slow" Modifications

Types of Modification	Guidance for Modification
Modifying or adapting curriculum for a different age, grade level, or lifecycle stage, from its intended use or modifying the setting Examples: • Modifying a middle school curriculum for use with high school students • Modifying Grocery Store Tours to be used in Farmers' Markets	Contact the SIT before implementation. Formative or outcome evaluation may be necessary.
Developing a language translation for written curriculum materials not provided by curriculum developers Examples: • Translating a handout or resource from an approved curriculum into a language that meets community needs	SIT approval required. Work with a certified translator to develop an accurate and culturally appropriate translation. May require focus group testing.
Planned adjustments to activities to allow more time for increased discussion with participants (e.g., audiences with language limitations or seniors) Examples: • Substitute a recipe with a shorter preparation time • Substitute a physical activity with similar objectives	Adapt time for each activity as needed. An activity of shorter duration that meets learning objectives can be substituted; do not omit activities. Maintain fidelity to core components and learning objectives. **Do not shorten overall class time**. Lesson modifications must be reported in the SARN under "DE-Opportunities."

"Whoa" Modifications

Types of Modification	Guidance for Modification
Deleting content, activities, or lessons from a series. Examples: • Deleting a taste testing activity that is a core component of a lesson • Omitting content to shorten a lesson • Delivering a single session from a series required to be taught as a series and not permitted as stand-alone lessons	NOT allowed.
Rearranging the order of activities within a lesson Examples: • Moving a culminating activity from the end of a lesson to earlier in the lesson	NOT allowed.
Using a curriculum <u>as is</u> for a different age, grade level, or audience from its intended use outside of Curriculum Implementation Guidelines Examples: • Using a middle school curriculum in high school • Using a high school curriculum for adults	NOT allowed.

• Using elementary school curriculum for preschool	

Resource Use for Single Session Development

Policy

LIAs are allowed to provide single-session activities in support of a PSE activity from one of the focus areas in a targeted community. LIAs are encouraged to use approved supplemental resources available on our website when possible.

Clearly written goals and objectives are the foundation of effective education activities that will increase the likelihood of individual behavior change in the target population. For more information. see Appendix E Single Session Development Form.

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 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

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. Objectives should describe what participants will know that is new or what behavior they will be able to perform following the learning activity. A SMART objective is a **s**pecific, **m**easurable, **a**ppropriate, **r**ealistic, **t**ime-specific statement of what is to be accomplished within a given time. Examples of objectives are given below:
- X% of participants 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 get each day.

All nutrition education and obesity prevention activities should reflect a SNAP-Ed and AZ Health Zone 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/.

Submitting Interventions via the Evidence-Based Questionnaire

Policy

Approved evidence-based interventions can be found on our website. LIAs are able to request additional interventions to be considered. Interventions for consideration should be submitted for approval via the Evidence-Based Questionnaire found at: https://www.surveymonkey.com/r/EvidenceBaseQuestionnaire.

Once the survey is complete, the submitted item is categorized as 1) research- or practice-tested, 2) an emerging practice, or 3) not meeting the evidence-based criteria.

For submissions categorized as *research- or practice-tested*, the SIT reviews and approves within five to ten business days. Approved items will be featured in the next AZ Health Zone update email and added to the website.

For submissions categorized as *emerging*, the SIT will request additional information from the LIA within five to ten business days. Once the additional information is submitted by the LIA, the SIT may approve emerging practices as capacity allows.

Submissions not meeting the evidence-based criteria are not allowable for AZ Health Zone use. LIAs may reach out to the SIT with questions and/or refer to the USDA Checklist for Evidence-Based Approaches (Appendix E) and the AZ Health Zone Evidence-Based Requirements Webinar.

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.

LIAs wishing to complete food demonstrations must complete AZ Health Zone Food Demonstration Training within one (1) year of their 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. A learning management system refresher course is available on the AZ Health Zone website.

Before planning a food demonstration, review and use the document Food Demonstration Guide available on the AZ Health Zone website. Utilize recipes from the Fun Food News, AZ Health Zone 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 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 handwashing techniques prior to handling any food products and proper use of gloves during demonstrations.

Allow the participants to taste 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 AZ Health Zone Recipe Nutrient Standards.

Recipe Nutrient Standards

Policy

Recipes used in food demonstrations, given as handouts, or otherwise used through AZ Health Zone should meet the following recipe criteria. Recipes available on the AZ Health Zone website meet the recipe criteria.

COST: Recipes should contain foods that are readily available, low cost, and consist of ten 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
Saturated Fat	≤ 10% Kcals
Trans Fat	≤ 0.5 g/serving
Sodium	≤ 480 mg/serving
Fiber	≥ 0.014 g/Kcal[1]
Added Sugars	<15% Kcals
Calcium	>100 mg/serving[2]

[1]Fiber standard only applies to vegetables, fruits, and whole grain recipes.

[2]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 and ≤35% total calories from total fat. 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.

Any 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 Nutrition Specialist. ADHS staff will analyze a limited number of recipes for LIAs.

Required nutrients in the nutritional analysis are: Calories (Cal); Carbohydrate (g); Protein (g); Total Fat (g); Saturated Fat (g); Trans fat (g); Cholesterol (mg); Fiber (g); Total Sugars (g); Sodium (mg); Calcium (mg); Folate (mcg); and Iron (mg). 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."

ADHS may request to review recipes used by LIAs at any time. All recipes should be inspired by MyPlate and emphasize nutrient-rich options from the food groups, including whole grains, vegetables, fruits, fat-free and low-fat dairy, and lean proteins. Any recipe found not to align with this philosophy may be considered unacceptable for use.

No recipes containing alcohol will be used in AZ Health Zone materials or activities.

Recipe Format

Policy

Recipes that are developed or adapted by the AZ Health Zone staff and LIAs will follow consistent formatting. This will allow nutrient standards to be maintained and provide a consistent look to materials. 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., one-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: Nutrition information per serving: Calories, 88; Carbohydrate, 12 g; Protein, 5 g; Total Fat, 2 g; Saturated Fat, 1 g; Trans Fat, 0 g; Cholesterol, 0 mg; Fiber, 4.5 g; Total Sugars, 18 g; Sodium, 229 mg; Calcium, 200 mg; Folate, 85 mcg; Iron, 1.2 mg.

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. An example is, "Courtesy of Cooking Light."

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

   • AZ Health Zone website

- 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 g; Protein, 2.4 g; Total Fat, 0.25 g; Saturated Fat, 0.03 g; Trans Fat, 0 g; Cholesterol, 0.42 mg; Fiber, 3 g; Total Sugars, 18 g; Sodium, 30 mg; Calcium, 63 mg; Folate, 28 mcg; Iron, 0.07mg.

This material was federally funded by USDA's Supplemental Nutrition Assistance Program through the AZ Health Zone. 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 F to ensure that all nutrient standards and recipe format policies are met.

Chapter 3:

Social Marketing

Contents

Message and Material Development

Policy

All AZ Health Zone messages and materials 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 to avoid duplication of efforts. Messages and materials should also be simple and practical. All materials must be approved by the SIT prior to use. All materials developed by LIAs must have both the content and graphic/logos approved.

Only reputable sources should be used to ensure that nutrition and physical activity messages are backed by scientific research. The most up-to-date lists of approved curricula and resources are available on the AZ Health Zone website. 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. AZ Health Zone: https://eatwellbewell.org
   3. Dietary Guidelines for Americans (2015): 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®: https://www.fruitsandveggiesmorematters.org/
   7. Maximizing the Message. Helping Moms and Kids Make Healthier Food Choices: https://www.fns.usda.gov/core-nutrition/maximizing-message
   8. Physical Activity Guidelines for Americans (2008): http://www.health.gov/paguidelines/
   9. Youth Physical Activity Guidelines Toolkit: http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm
   10. USDA Core Nutrition Messages: https://www.fns.usda.gov/core-nutrition/maximizing-message

LIAs will submit a request (email) to utilize existing materials, not previously approved, to the SIT Focus Area lead, and Operations Team.

LIAs will submit a request to utilize newly developed materials to the SIT Focus Area Specialist, Operations Team, and Communications Team.

The request will include:

1. Description of how the material fits into the LIA's Work Plan with pre-approved Strategy(ies) and Objective(s).
2. Why existing material cannot be utilized (if applicable).
3. How material will be utilized/distributed.
4. Specific graphics that will be used (See Use of AZ Health Zone Logos and Names).

The SIT review may include review and comments from SIT Focus Area Specialists, Operations Team, Communications Team Manager, and Program Administrator. The initial review process may take 14 days and additional time for further review and discussion with the LIA.

The SIT will notify the LIA when the materials request is fully approved, conditionally approved (e.g., requiring further clarification or adjustments), or declined.

Utilizing social marketing principles, AZ Health Zone conducts two message-specific campaigns each year, which are reinforced through community activities provided by LIAs. Resources such as toolkits, print and online materials, interactive web-based assets, fact sheets, and other items are provided for LIAs to use in PSE change efforts.

Use of common messages and materials strengthens message consistency throughout Arizona allowing AZ Health Zone to maximize the use of consistent messages in multiple locations to promote the adoption of healthy eating and active living habits.

Specific communication and outcome objectives are established for each campaign. All social marketing messages are based on the 2015-2020 Dietary Guidelines Communication Plan and the USDA Core Messages. Evaluation is completed to determine the impact of each social marketing campaign.

All messages conveyed through the AZ Health Zone, including messages conveyed by LIAs, must be consistent with the DGA and MyPlate. Messages that are not consistent with the DGA 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.

Common messages are provided 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. Materials featuring the campaign messages are provided in quantity for LIAs to distribute in eligible communities. Examples of these materials 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 nutrition education reinforcement items.

The AZ Health Zone website features the campaign messages along with recipes, videos, games, and more for parents and kids. The website also includes a special section for LIAs by providing a wide array of materials to support LIA activities for each campaign, such as special downloads that are quick, easy, and ready-to-use nutrition education activities for use with small or large groups.

Nutrition education messages should reflect the most important nutrition education needs of the SNAP-eligible population.

All locally-developed materials <u>must</u> to be reviewed and approved by the SIT prior to mass production or distribution. For more information, see [Nutrition Education Reinforcement Materials](#).

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.

For printed materials, choose two easy-to-read fonts that contrast well with each other. Serifs are semi-structural details or small decorative flourishes on the ends of some of the strokes that make up letters and symbols. An example would be the Times New Roman font. Sans serif does not have these details or flourishes:

- Use a serif font for the regular text (e.g., Baskerville, Bembo, Bodoni, Bookman Old Style, Caslon, Century, ==Courier==, Georgia, Garamond, Lucida, Minion, Rockwell Times).
- Use a sans serif font for the headings (e.g., ==Arial, Avenir, Courier, Franklin Gothic, Futura==, Helvetica, ==Myriad Pro==, Time New Roman, ==Verdana==).

All materials must:

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

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. A qualified professional includes someone with five or more years of relevant translation work experience or certification with the American Translators Association (ATA). Computerized translation programs (such as Google Translate, World Lingo, or others) should not be used in translating materials.

USDA Non-Discrimination Statement–Full Version

The full version of the USDA SNAP-Ed acknowledgement statement is required on materials where space permits.

SNAP and FDPIR state or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

> **English:**
> *In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.*
>
> *Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact*

the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

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 Arizona 1-855-777-8590.

Spanish:
Las agencias estatales o locales de SNAP y FDPIR, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, credo religioso, discapacidad, edad, creencias políticas, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o con discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] llamando al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12

_0.pdf. y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; o
(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

Para cualquier otra información relacionada con el Programa de Ayuda de Nutrición Suplementaria (SNAP), las personas deben comunicarse ya sea con la Línea Directa de USDA SNAP al (800) 221-5689 que también está en español, o en Arizona al 1-855-777-8590.

USDA Non-Discrimination Statement – Space-Limited Version

The space-limited version may be used in materials with limited space. If the material is too small to permit the full statement from being included, the material, at a minimum, should include the following statement:

> **English:**
> *USDA is an equal opportunity provider.*
> **Spanish:**
> *USDA es un proveedor que ofrece oportunidad igual para todos.*

Funding Source Credit

Credit must be given, through AZ Health Zone, to SNAP as a funding source on newly developed and reprinted materials. The following statements are required:

> **English:**
> *This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP through the AZ Health Zone. This institution is an equal opportunity provider.*
>
> **Spanish:**
> *Este material fue financiado por el Programa de Ayuda de Nutrición Suplementaria de USDA-SNAP a través de la Zona de Salud AZ. Esta institución ofrece igualdad de oportunidades.*

Disparaging Messages

Policy

AZ Health Zone 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

LIAs must review their program messages (e.g., lesson plans, campaigns, handouts, brochures, materials) to ensure there are no disparaging messages against specific foods, beverages, or commodities.

All LIA media campaigns and media materials must be submitted and approved by the SIT to ensure appropriate USDA review and to ensure that all messages and activities are free from disparaging messages.

LIAs 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.

Use of AZ Health Zone Logos and Names

Policy

Effective October 1, 2017, a new brand identity including name, logo, and tagline will be used for SNAP-Ed programs throughout Arizona. The new name, AZ Health Zone, reflects the comprehensive services and programs included in SNAP-Ed, including direct education, comprehensive and multilevel interventions, and community and public health approaches. Social marketing methods will be used to identify common messages used in all efforts.

AZ Health Zone—Healthy Starts Here is an aspirational new brand identity, broad enough to be appealing to target audiences and also be motivating and inspirational.

All materials developed prior to October 1, 2017, can be used until stock runs out. All new materials will be branded with AZ Health Zone—Healthy Starts Here. All materials paid for with SNAP-Ed funds will include the AZ Health Zone logo or the LIA-specific AZ Health Zone logo provided by the SIT.

Materials developed for collaborative efforts will require joint funding for the materials when carrying additional organizational logos.

All LIA-developed materials require review and approval by the SIT before printing.

The AZ Health Zone requires consistent messaging throughout program activities. LIAs that develop or produce materials with money from the AZ Health Zone Program must add the USDA disclaimer and AZ Health Zone logo to materials. To maintain consistency and quality, it is required that LIAs work with the ADHS SIT Marketing Manager before using AZ Health Zone logos or graphics.

Usage of the Fruit and Veggies - More Matters® logo is highly regulated, as this is a copyrighted logo. If you would like to use the Fruit and Veggies - More Matters® logo, send all requests to the SIT Marketing Manager.

Procedures

Contact the SIT Marketing Manager prior to printing or distributing materials that include the AZ Health Zone logo or graphics. For more information, see the Graphic Standards booklet found on the AZ Health Zone website.

For high-resolution logos, please contact the SIT Marketing Manager.

See AZ Health Zone Brand Guidelines in Appendix G.

Ordering Materials

Policy

All LIAs may order written materials developed or obtained by AZ Health Zone for use in their nutrition education and obesity prevention or outreach activities targeting SNAP-eligible populations.

Prior to approving any orders, the SIT will verify that the LIA's CERs are submitted and current and that SEEDS documentation is current. LIAs not current with their CERs or SEEDS data reporting will not have orders approved.

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

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

Orders will be filled as they come in and should be received by LIAs within four (4) weeks of the request. Backorders will not be allowed. The AZ Health Zone inventory changes frequently. LIAs can find a current list of items on the AZ Health Zone website. For questions or concerns about material orders, contact the SIT Marketing Manager.

Nutrition Education Reinforcement Materials

Nutrition education reinforcement materials refer to an item(s) that are given to the SNAP education/outreach audience and will be selected to support the AZ Health Zone 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 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.

Purchase or development of nutrition education reinforcement materials by LIAs is limited to items which have been approved in their annual application, meet USDA requirements, and support a specific local communication activity.

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.
- Not be used solely for marketing or staff morale boosters.

The AZ Health Zone Educational Reinforcement Item (ERI) request form must be completed and submitted for approval to AZ Health Zone for each item LIAs would like to purchase. See Appendix L for the ERI Request Form.

All purchases or development of nutrition education reinforcement materials by LIAs must also:

- Be included in the LIA's annual application and budget.
- Be approved by SIT staff for messaging and/or content.
- Be reviewed and approved by the SIT Marketing Manager.
- Be evidence-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 utilized to support the promotion of a new walking trail.

Release of Photographs and Videos

Policy

All photographs and videos to be used in materials, presentations, reports, other printed materials, social media, 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.

Permission to use the photos or video recordings is in effect from the date the images were captured until revoked by persons signing the release.

LIAs 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.

The Photo/Video Release Form provided in Appendix H must be used unless a LIA has a required form that includes all the information on the form from the Arizona Department of Health Services.

Media Opportunities

Policy

AZ Health Zone 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 SIT Marketing Manager prior to scheduling a media opportunity:

- Describe all media inquiries
- 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.

All paid media requests **must**:
1) be part of an LIA's approved budget and work plan and
2) be coordinated with the SIT Marketing Manager **prior** to any planning.

Chapter 4:

Finance and Program Reporting

Contents

Allowable and Unallowable Costs

Policy

Allowable costs are those for which the SIT will reimburse the LIAs. To be allowable, a cost must:
1. Support an activity within the scope of SNAP-Ed, included in an approved LIA plan.
2. Conform to federal government-wide and SNAP-specific cost principles.
3. Conform to government-wide and SNAP-specific rules for specific items of cost.

A cost that supports an activity that is outside the scope of SNAP-Ed is unallowable, even if it otherwise conforms to the federal cost principles. To be allowable, all costs charged to SNAP-Ed must be valid obligations of the LIA and must support activities described in an approved LIA SNAP-Ed plan.

The diversity of SNAP nutrition education and obesity prevention activities makes it impossible to compile a comprehensive listing of all allowable and unallowable costs. The SIT and USDA, as needed, will make all final determinations on what activities support the delivery of SNAP-Ed. As examples, such activities may include, but are not limited to, the following:

1. Employing State agency staff, such as registered dietitians with public health training or experience or credentialed public health professionals, to plan, oversee, and/or monitor the use of SNAP-Ed funds and nutrition education and obesity prevention services.

2. Providing nutrition education and obesity prevention interventions to SNAP participants, low-income individuals eligible to receive benefits under SNAP or other means-tested federal assistance programs, and individuals residing in communities with a significant low-income population. A person whose income is less than or equal to 185 percent of the federal poverty guidelines is income-eligible for SNAP-Ed with certain exceptions.

3. Promoting and conducting physical activity to members of the SNAP-Ed population in conjunction with SNAP-Ed nutrition interventions or activities.

4. Food-related gardening and food-related gardening education for nutrition education and obesity prevention.

5. Breastfeeding promotion activities must be conducted in collaboration with the WIC Program.

6. Collecting information for use in providing nutrition education and obesity prevention activities for the SNAP-Ed audience. Examples include, but are not limited to:
    (a) simple measuring of height and weight by SNAP-Ed staff in determining BMI, as preparation for discussing the prevention or management of overweight and obesity
    (b) administering dietary intake questionnaires on nutrition knowledge and behaviors.

7. Evaluating SNAP-Ed projects and interventions as described elsewhere in this guidance.

The following are examples of activities that do not qualify as SNAP-Ed and their costs are not allowable charges:

1. Medical Nutrition Therapy.

2. Providing SNAP-Ed services to persons not eligible for SNAP benefits.

3. Clinical health assessments of the SNAP-Ed population. This activity includes obtaining clinical data on members of the SNAP-Ed target audience. Such assessments include the measurement of cholesterol, blood glucose, or iron levels. Such activities are not part of SNAP-Ed.

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. Factors to consider in determining reasonableness include:
- Did the State agency receive a program benefit that is generally commensurate with the dollar amount incurred?
- Is the cost proportionate to costs incurred for other, comparable goods or services?
- What is the cost item's priority compared with competing demands on limited administrative resources?

Necessary Costs: This refers to the cost item's relationship to the program's mission and objective(s). Factors to consider when determining necessity include:
- Is the cost item needed to carry out the program?
- Can the cost item be foregone without adversely impacting the program's operations?
- 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 percent 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.
- To illustrate, a broader audience may benefit from a nutrition education effort whose cost is otherwise allowable under SNAP-Ed. In such a case, the SIT may allow prorated costs that reflect SNAP-Ed's proportionate share of the total cost. The calculation of SNAP-Ed's share of the total cost is based on the number of the likely SNAP-Ed low-income target audience that will receive the nutrition education and obesity prevention activities relative to the total population to be reached. For example, if a SNAP-Ed project will reach 100 persons and 20 of these persons are from the SNAP-Ed target audience, then 20 percent of the total costs may be counted as SNAP-Ed costs. The SIT will consider other reasonable methodologies that LIAs describe in their SNAP-Ed Plans for determining the proportion of the low-income target audience that may be reached.
- LIAs must show how prorated costs were calculated; 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, the State must justify how the activity is a good vehicle for reaching the SNAP-Ed audience and influencing their nutrition-related behaviors.
- Areas that, in general, fall outside the Agency's "reasonable and necessary" criteria and would not be allowed include funding for infrastructure changes, like purchasing capital equipment or building sidewalks, and organized efforts to influence elected officials or lobbying for legislative/policy changes. Initiatives that include educating policymakers can be appropriate.

Costs Requiring Prior Approval

Expenditures for Capital Equipment: The State agency must obtain prior federal approval before procuring or requesting payment for equipment valued at more than $5,000 per item. Review and approval of equipment acquisition is normally conducted during review of the proposed budget. Budget review should ensure that proposed equipment requests do not duplicate previous years' equipment purchases for the same project. Inventory records must be maintained for equipment that is paid for with federal funds. A physical inventory is required, and the results must be reconciled with property records, at least once every two years or more often.

Allowable costs are specified in the following sources:
OMB Guidance:
• 2 CFR 200 Subpart E (Cost Principles): cost principles for State and local governments, universities and institutions of higher learning, not-for-profit organizations, etc.
• 2 CFR 200 Subpart D (Post Federal Award Requirements): administrative requirements for universities, hospitals, and not-for-profit organizations, etc.
USDA departmental regulations:
• 2 CFR 416: administrative requirements for State and local governments;
• 2 CFR 400: administrative requirements for universities, hospitals, and not-for-profit organizations (USDA codification of 2 CFR 200)
Program-specific guidance:
• SNAP regulations at 7 CFR 277
• SNAP-Ed policy memos on the SNAP-Ed Connection at https://snaped.fns.usda.gov/policy-memorandums

Allowable administrative costs are operational costs of carrying out SNAP-Ed in accordance with the LIAs approved SNAP-Ed Plan: Lists of allowable and unallowable cost items as examples appear in 2 CFR 200 Subpart E, § 200.420 through §200.475. 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, administering agencies should determine allowability 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.
> o Staff must record time as specified in this manual, the USDA Guidance, and the underlying regulations and OMB circulars.

Office equipment, supplies, postage, and duplication costs necessary to carry out the project's objectives

Charges for travel necessary to fulfill the approved Plan. The travel must conform to the official State travel policy regulations. Allowable travel costs are subject to restrictions, such as prohibiting the

charging of commercial airfare in excess of coach or its equivalent to AZ Health Zone. Only the State rate will be reimbursed by AZ Health Zone. LIAs can reimburse staff at the agency's own travel rates but these costs must be cost shared. Other federal grants cannot be used as the additional funding source. See the Arizona General Accounting Office website for more details.

Development and production of SNAP-Ed materials when no other appropriate materials exist

Memberships, subscriptions, and professional activities. Costs of institution memberships in technical and professional organizations necessary to effectively implement an approved State SNAP-Ed Plan are allowable. Costs of individual memberships in such organizations for 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 and repair expenses

Indirect costs. See *Indirect Costs* in the *Financial and Cost Policy Supplement* of the USDA Guidance.

Cost of Using Publicly-Owned Building Space. Includes depreciation 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.

Unallowable administrative expenses include, but are not limited to:

Advertising and Public Relations. Except where incurred for recruitment of staff, acquisition of material for the grant, or publishing the results or accomplishments of the grant. Costs incurred to publicize the organization, as opposed to SNAP-Ed activities, are unallowable.

Alcoholic Beverages

Bad Debts. Includes losses represented by accounts or claims written off as uncollectible and related costs. The related costs associated with delinquent debts for which the State continues to pursue collection are allowable.

Contingencies. Contributions to an emergency reserve or similar provision for events whose likelihood or magnitude cannot be forecast with certainty. These are not insurance payments, which are allowable.

Contributions and Donations. Usually these are political in nature.

Entertainment. Costs that are primarily for amusement or social activities but there are exceptions. For example, OMB guidance cites meals might be allowable within the context of training. Other costs here might require a "reasonable judgment" based on program purpose and why or when the activity takes place.

Fines and Penalties. Includes fiscal penalties, damages, and other settlements resulting from failure to comply with federal, state, tribal, local or foreign laws and regulations.

General Government Costs. Include costs of the Governor's Office, the State Legislature, the Judiciary, etc. While such costs are generally unallowable, some may be charged as direct costs to a federal grant if they clearly benefit that grant. For example, if a person assigned to the Governor's Office devotes 100 percent of his/her time to SNAP-Ed, the cost of his/her compensation may be allowable. Each situation must be judged on its own merit.

Goods and Services for Private Use

Indemnification. Payments to third parties and other losses not covered by insurance.

Lobbying

Losses Not Covered by Insurance. See Indemnification above. These costs are similar, but not the same.

Medical Equipment used in clinical health assessment.

Under-Recovery of Costs Under Federal Grants. A shortfall in one federal grant cannot be recovered by charging it to another federal grant. This is not the same as charging two federal grants for a share of the costs of the activity if both funding agencies benefit from the activity funded. However, an allocation basis must be established for sharing the costs in proportion to the benefit each receives.

Volunteer Services. Under 7 CFR 277.4(e), the value of volunteer services does not represent any State expenditure or outlay, is therefore not a program cost, and is not payable to the State agency from federal funds.
o Under, 2 CFR 200 Subpart E (Cost Principles) there are some unallowable cost categories that apply to universities, in addition to those listed above:
- **Alumni Activities** (2CFR 200.424)
- **Commencement and Convocations** (2CFR 200.429)
- **Legal Fees Which Result from a Failure to Follow Federal, State, Tribal, Local or Foreign Laws:** If certain conditions are met, the federal government may allow some legal fees. (2CFR 200.441)
- **Housing and Personal Living Expenses**
- **Interest, Fund Raising, and Investment Management:** There are exceptions with prior approval (2 CFR 200.445) but if the cost is shown, it needs to be examined in light of the exceptions.
- **Any and All Political Party Expenses** (2CFR 200.450{c})
- **Scholarships and Student Aid:** There are exceptions which should be reviewed if these costs appear in the budget. (2CFR 200.466)
- **Student Activity Costs** (2CFR 200.469) **Procedures**

Examples of Allowable and Unallowable Costs and/or Activities

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 audience. • The purchase of other nutrition education materials, when there are no Food and Nutrition Service or Center for Nutrition Policy and Promotion 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 DGA and MyPlate.
Social Marketing Campaigns	
• Local radio and television announcements of nutrition education events for the SNAP-Ed target audience. • Appropriate social marketing programs in which messages are delivered in areas, venues, or using communication channels where at least 50 percent of the audience is eligible for SNAP-Ed. • Social media, websites, and other digital content that is designed, tailored to, and predominantly promoted to the SNAP-Ed target audience.	• 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 DGA and MyPlate. • Television and radio announcements/ advertisements that do not include a brief message about the SNAP, benefits and how to apply.
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 determined by multiplying the fair market value times the State's percentage share invested in the equipment. • Equipment shared with non-SNAP users when	• 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.

ALLOWABLE	UNALLOWABLE
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.	
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 (e.g., 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, Subscriptions, and Professional Activity Costs	
• Cost of institutional memberships in business, technical, and professional organizations are allowable consistent with the effort to promote quality nutrition services to SNAP-eligible audiences.	• 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. The primary purpose of the 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 DGA. • Classes on calorie balance (nutrition and physical	• 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.

ALLOWABLE	UNALLOWABLE
activity) to manage weight consistent with the DGA. • Activities that assist in advancing a nutrition education or obesity prevention-related community or environmental change for the low-income population. • The pro rata share of costs of classes that are provided in conjunction with another program, such as WIC, only if 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 website at: http://www.fns.usda.gov/SNAP//outreach/info.htm.	• Clinical health screening (e.g., cholesterol testing, and blood glucose testing, etc). • Distribution of nutrition education and physical activity reinforcement items costing over $4.00 each. • 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
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 DGA. Allowable physical activity	• Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc. • Costs incurred for health club, gym, or fitness class

ALLOWABLE	UNALLOWABLE
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.	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 (e.g., 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–eligible persons 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 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.	• The time spent by volunteers of a non-public agency (e.g., faith-based organizations, many food banks, etc.) performing SNAP-Ed-specific duties. • A physician's or other professional's time spent distributing nutrition flyers at health fairs when 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	

ALLOWABLE	UNALLOWABLE
•Reimbursement for personal costs (such as child care, 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 policy, systems, or environmental changes within the scope of SNAP-Ed. •Offcampus 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 federal 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., child care and transportation expenses). • Child care or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities. • Transportation costs of taking students to a SNAP-Ed event.
Policy, Systems, and Environmental Changes	
•Consultation with partner organizations on promoting organizational policy and practice changes that support healthy food and beverages, physical activity, and reduced sedentary behavior (e.g., entertainment screen time). •Preparing data reports and sharing information on the nutrition and health benefits of appropriate policy, systems, and environmental changes. •Consultation and training with food retailers, farmers, food distributors, and farmers' market managers on increasing access to and promotion of whole grains, fruits and vegetables, and low-fat dairy. •Conducting environmental scans or assessments of the food and activity environments where nutrition education is provided. •Community forums or meetings with SNAP-Ed recipients or service providers on healthy eating and active living.	•Costs associated with infrastructure, construction, or other capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities. •Costs associated with refrigeration units or shelving in grocery or convenience stores. •Financial incentives to community partners or retailers to support environmental or policy changes. •Salaries for retail store staff, farmers' market managers, or food service workers for service operations. •License or permit fees for farmers' markets or food retailers.

ALLOWABLE	UNALLOWABLE
Point-of-purchase or point-of-decision making signage that promotes healthy food choices or physical activity. •Resource kits with strategies for adopting, implementing, maintaining, and evaluating policy, systems, and environmental changes.	

Financial Reporting

Policy

Each LIA is required to submit monthly financial reports to the SIT Operations Team. The financial reports include the Contractor's Expenditure Report (CER) 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 thirtieth of each month following the reporting period. LIAs are also required to submit supporting documentation for all equipment (hardware and software that hold memory and/or data) to the BNPA Finance Manager. A signed original of the CER must also be submitted for reimbursement via mail or email with an electronically scanned copy.

Procedures

The CER is the official form used by a LIA to document actual reimbursements each month. If there are no expenditures for a given month, the LIA 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.

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

Each LIA will submit a CER and a Staff Time Allocation Form for each month of the program year. All LIA agencies will submit the September final Cumulative Expense Report for the period of October 1 through September 30. The final/September Cumulative Expense Report will be submitted within 60 calendar days from the end of the fiscal year (September 30). LIAs must request approval for an extension to submit the final report after November 30.

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

LIAs will be provided with an electronic copy of the CER and Staff Time Allocation Form workbook (Excel). The workbook provided to each LIA will contain budget information specific to their agency. Each month of the fiscal year is designated by a set of tabs in the workbook. LIAs will enter information each month, and electronically submit the workbook and a correct signed CER to the Operations Team 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.

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 LIA's accounting system. This is approximately the month after the subcontractor submits their expense report to the LIA.

Instructions for completing the Contractor's Expenditure Report:

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

2. Lines numbered one through four (1-4) on the top of the CER will be pre-filled with the contract number, PO number, LIA 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 official State travel policy regulations. Out-of-state travel is not permitted unless included in the submitted LIA budget and approved by USDA. See the Arizona [General Accounting Office](#) website for more details.

   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 LIA 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 the SIT staff to match the new/revised price sheet. It will then be provided to the LIA.

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 LIA 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 LIA 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 Operations Team is received, the authorized representative for the LIA will sign on the bottom right of the form and mail the signed original to the attention of the Operations Team for final approval.

8. LIAs are required to submit supporting documentation for all items purchased (hardware and software) that holds memory and/or data. This documentation will be submitted monthly with the Contractor's Expenditure Report (CER). The BNPA Finance Manager will review the documents monthly to ensure compliance and reporting of assets. For more information, see Property Asset Control.

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 SIT staff). Some agencies have altered this sheet to function better with their accounting systems and corresponding reports. Please contact the Operations Team if you have any questions about an altered Staff Time Allocation Form or would like to explore making changes to your current reporting form. 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 Operations Team to add or modify any position titles.

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

5. The column labeled *Hourly Salary*, **column F**, lists the hourly rate for each position. This information must be entered by the LIA. 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 AZHZ Salary*, **column G**, will automatically calculate by taking the *Total SNAP-Ed 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 H**, lists the fringe benefits rate for each position. This information must be entered by the LIA. 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 J**, lists the annual fringe costs (if applicable) for each position. This information must be entered by the LIA.

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

10. The column labeled *Total Fringe Benefits*, **column K**, 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 L through N**, total the Personnel/Salary Costs, Fringe Benefits Costs, and Total Costs. These columns contain formulas and are protected. These columns cannot be changed.

Time Documentation

Policy

Federal SNAP-Ed guidelines require that LIAs 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. <mark>Records must be maintained and must be signed by the end of each pay period bimonthly or twice a month, and include a supervisor's signature.</mark>

Salaries and wages must be based on documented payroll records approved by a responsible official of the LIA. ***Electronic signatures are appropriate for time and effort reporting.***

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 Labor Activity Reports (LARs) 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.
• Must be signed by the employee and their supervisor.

For more information on LARs, see [Appendix C: Labor Activity Report](#).

Any budget or other planned spending costs that are only estimated by a LIA 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.
c. The budget estimates or other distribution percentages are revised at least quarterly.

LIAs must also document time spent by each staff member on management/administrative activities and direct delivery of nutrition education to SNAP participants. <mark>Paid Time Off (PTO) should be documented separately from management and/or direct time.</mark> For instructions on how to document time, see [Chapter4: Financial Reporting](#). This information will be reported on a monthly basis in conjunction with the monthly CER.

• 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 and multilevel interventions, community and public health approaches including Policy, Systems and Environmental change (PSE) efforts to SNAP-eligible participants. Examples include preparing lesson plans, traveling to and from sites to provide direct delivery services, attending meetings, preparing for meetings related to PSE work, teaching allowable nutrition education activities to

SNAP-eligible persons, administering surveys or evaluation questionnaires to participants, summarizing results of nutrition education activities, ordering nutrition education materials, conducting physical activity demonstrations and promotions that include a nutrition message, providing presentations, 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 are also included.

- Paid Time Off (PTO) can include vacation, pregnancy leave, disability leave, jury duty, holiday pay, or sick leave.

See Appendix I: Time Documentation Tip Sheet for more information regarding the documentation of Management and Direct time. 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 alteration(s).

Property Asset Control

Policy

The AZ Health Zone must approve capital equipment and non-capital equipment purchases by LIAs, regardless of cost. Review and approval of equipment acquisition by ADHS and USDA is normally conducted during review of the proposed fiscal year budget but additional requests may be made in writing during the fiscal year. Requests must be approved prior to the purchase of equipment. All LIA programs are required to report the purchases to the SIT and to maintain an inventory of any asset resource above $250. Assets include, but are not limited to, software, furniture and all hardware. Hardware includes computers, printers, and all items that hold data such as USB drives. LIAs are also required to notify the BNPA Finance Manager and SIT of any assets that need to be disposed of.

Procedures

Each LIA must provide the following to the BNPA Finance Manager and Operations Team:
   a. Identify a Property Control Officer for each site where assets are located.
   b. List an alternate contact person.
   c. List address, phone, and email address for both the Officer and Alternate.

The BNPA Finance Manager will contact each site's Property Control Officer.

Procedure for Items purchased
   1) Once an asset is purchased, the LIA must create an individual asset number for each item, tag it, and maintain the asset in an inventory. AZ Health Zone Asset Tags can be obtained from the Operations Team. Notify the BNPA Finance Manager and AZ Health Zone of the following information within ten business days of the item being received. The LIA/Property Control Officer will email the BNPA Finance Manager and the Operations Team the following information:
       a. Tag or ID number
       b. Description
       c. Purchase cost or fair market value on date of donation Purchase or donation date
       d. Location
       e. Funding source
       f. Serial number
       g. Manufacturer
       h. Model number
       i. RAM Size (if applicable)
       j. Specifications (if applicable) Receipt/Invoice (Proof of Purchase)
   2) BNPA will track all LIA assets in the State Accounting and Inventory System.
   3) LIAs are required to submit supporting documentation for all equipment (hardware and software that holds memory and/or data) to the BNPA Finance Manager. The BNPA Finance Manager will review the documents monthly to ensure compliance and reporting of assets.

In the event that there was reimbursement given, the BNPA Finance Manager will contact the Property Control Officer to retrieve the information listed in step # 1.

Procedure for asset transfer

5) Site Property Control Managers must notify the BNPA Finance Manager and AZ Health Zone when an asset is transferred.
   a. The BNPA Finance Manager will develop a relationship and train each Property Control Officer to ensure BNPA is being notified of any transfer.
   b. Transfer will be recorded in the State Accounting and Inventory System.

Procedure for asset disposal
6) The Property Control Officer must notify the BNPA Finance Manager and SIT Operations when an asset needs to be disposed of.
   a. The Property Control Officer will contact the BNPA Finance Manager when an asset needs to be picked up for disposal.
   b. BNPA Finance Manager will arrange for pick-up of asset.
   c. Disposal will be recorded in the State Accounting and Inventory System.

Procedure for Annual Inventory
7) BNPA Finance Manager will print Fixed Asset Report and email to site Property Managers.
8) Each location will get their individual report.
9) Property Control Officers will review the report and either certify that the report is correct with NO changes OR the report is not correct and request changes.

Financial Reviews and Audits

Policy

The AZ Health Zone Auditor will conduct financial reviews of at least half (50 percent) of the current LIAs during the fiscal year. The purpose of this review is to ensure program compliance. (OMB Super Circular, formerly Circular A-133)

It is the responsibility of each LIA to maintain accurate and verifiable records in order to support all expenses claimed under the AZ Health Zone Program.

At any time during the term of an AZ Health Zone contract and at any time within five (5) years after termination of that contract, the LIAs' 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 AZ Health Zone contract. In the event of an audit, a LIA's or organization's nutrition program records must be sufficient and clear enough to support all claims.

Procedures

The AZ Health Zone Auditor will send a notification letter to the selected LIA approximately one (1) month prior to the scheduled review but can schedule unannounced audits as well. 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 LIA prior to the financial review. Completion of the questionnaire will expedite the actual review process.

The LIA 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 hold 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 SIT staff to discuss any findings. A formal report will be sent to the LIA within approximately two (2) months of completion of the audit.

Program Reporting

All program reporting will take place in the new electronic system SEEDS. Data reporting/tracking must be completed within 30 days of the event or action date. Please refer to SEEDS Training materials for more information.

Chapter 5:

Program Evaluation

Contents

Guiding Principles for the AZ Health Zone Evaluation Framework

The AZ Health Zone FFY16-18 Evaluation Framework has been carefully developed using the following guiding principles:

Consistency
- Accommodates three (3) years of LIA funding (FFY16-18) to enable continuity and enhanced evaluative capacity of LIAs 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 LIA.

Utility
- Integrates plans for data collection, data analysis, reporting, and facilitating use of findings.
- Addresses all national SNAP-Ed priority indicators, AZ Health Zone state goals, and AZ Health Zone strategies.
- Excludes collection of data that does not have an identified priority use.
- Gives joint priority to tools proposed in the SNAP-Ed Evaluation Framework and Interpretive Guide and to tools already used or proposed by the SIT, when feasible.

Feasibility
- Minimizes and, where possible, eliminates redundancy for LIAs, the ADHS and the Evaluation Team.
- Is LIA-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.

The FFY16-18 Evaluation Framework Matrix can be found in Appendix K.

Evaluation Tools

Introduction to the FFY18 Evaluation Tools

FOOD SYSTEMS

Tool	Required Strategies	Description	What is Required
Wilder Collaboration Factors Inventory https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx	1: Healthy Retail 3: Farm-to-Institution	The Wilder Collaboration Factors Inventory (WCFI) is a research-tested assessment that allows LIAs who are members of a food systems coalition to evaluate the strengths and areas for improvement within their collaboration. 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.	With the Evaluation Team, LIAs will determine the appropriate community coalition(s) in which they participate to invite to complete the survey. LIAs will be trained (as a refresher from FY16) to conduct the survey once *in person* or *online* with members of their selected coalition(s). The Evaluation Team will also provide *each LIA with recommendations from each WCFI submitted* to enable LIAs to identify strengths and support improvements.
Summer Food Service Program (SFSP) Checklist https://nutritioneval.arizona.edu/food-systems	4: Summer Food Service Program	The Checklist has been revised since FY16 and will be used by LIAs to describe the types of supports provided to participating SFSP meal sites, and other relevant community locations.	LIAs will be trained in FY18 (as a refresher from FY16) to complete the online survey with each participating SFSP once during the grant year at the end of the SFSP season. The survey will be completed online. The Evaluation Team will aggregate, analyze, and interpret data in an annual report with recommendations.

ACTIVE LIVING

Tool	Required Strategies	Description	What is Required
Wilder Collaboration Factors Inventory https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx	6: Active Living Policy 7: Active Living Resources and Partnerships	See *Food Systems* above	See *Food Systems* above

SCHOOL HEALTH

Tool	Required Strategies	Description	What is Required
WellSAT 2.0 http://wellsat.org/	10: Local Wellness Policies	WellSAT 2.0 is a written local wellness policy (LWP) assessment tool measuring comprehensiveness and strength 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, Implementation, Evaluation and Communication.	A refresher training will be provided that incorporates lessons learned from FY16. LIAs 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 LIA with detailed scorecards for each LWP submitted* to enable LIAs to identify strengths and support improvements.

EARLY CHILDHOOD

Tool	Required Strategies	Description	What is Required
Go NAP SACC Self-Assessment https://gonapsacc.org/resources/nap-sacc-materials	13: Empower Standards 14: ECE nutrition education and healthy meals 15: ECE opportunities for physical activity	Go NAP SACC is an assessment tool designed for use by early child care education (ECE) providers. "Child Nutrition" and "Infant & Child Physical Activity" are two of five GO NAP SACC topics and the two core areas of the original NAP SACC tool. They measure strengths 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.	A refresher training will be provided that incorporates lessons learned from FY16. LIAs will work directly with ECE directors/managers to complete hardcopy self-assessments and send them to the Evaluation Team, keeping a copy for themselves. The Evaluation Team will aggregate, analyze, and interpret data in an annual report with recommendations.

DIRECT EDUCATION

Tool	Required Strategies	Description	What is Required
Kids' Activity and Nutrition Questionnaire (KAN-Q) https://nutritioneval.arizona.edu/kan-q-proctor-training-sy17-18	Any combination of PSE and DE Strategies 2, 3, 10, 11, 12 and 16 in schools *(Youth)*	The KAN-Q assesses behavior, knowledge, and attitudes related to nutrition and physical activity. It is designed for pre-post administration with 4th - 8th grades and takes 20-30 minutes to administer.	In FY18, the KAN-Q is required for use with *multi-level interventions (PSEs and Direct Education in schools)*. Pre-surveys are administered at the beginning of the school year, before interventions are delivered, and post-surveys are administered at the end of the school year, after interventions have taken place. The KAN-Q training and Proctor Guide provide information to help LIAs determine which classrooms to assess. All proctors must be trained and certified by passing the Online Proctor Certification Quiz.
University of California Cooperative Extension (UCCE) Food Behavior Checklist and On the Go! / ¡De Prisa! Survey https://nutritioneval.arizona.edu/direct-education	Direct Education, Strategy 16 *(Adults)*	The Food Behavior Checklist is a visually-enhanced 16-item checklist that measures eating and shopping behaviors. The UCCE On the Go! / ¡De Prisa! Survey is a visually-enhanced 20-item questionnaire focusing on adult physical activity behaviors.	In FY18, the combined food and activity survey packet is only required for use with these SIT-approved curricular series: *Eat Healthy, Be Active (6 lessons/workshops), Eating Smart, Being Active (8 lessons), and MyPlate for My Family (4 lessons)*.

Semi-Annual Evaluation Report

Policy

LIAs are required to submit Semi-Annual Report Narratives (SARNs) using the standard format supplied by the SIT. Narratives will outline Policy, Systems, and Environmental (PSE) and <mark>Direct Education activities</mark> as well as program progress. Reports are due by the thirtieth of the following month (April 30 and October 30).

Procedures

1. The **SARN** is a Word document that LIAs complete biannually (every six months), once in March and once in September. These reports allow LIAs to use narrative form to emphasize successes and areas for improvement during the reporting period and to report programming opportunities and potential threats during the upcoming reporting period.
2. <mark>The Semi-Annual Report Table (SART) that LIAs completed in FFY16-17 will no longer be required. In FFY18, SEEDS will replace SART.</mark>

Completing the Semi-Annual Report Narrative (SARN)
The SARN is designed to help LIAs highlight notable PSE and Direct Education programming, especially when programming stresses the interconnectedness of focus areas and multiple levels of influence. See Appendix J for the SARN template and an example of an ideal SARN.

1. **LIA Name:** *Provide agency name.*
2. **County:** *Select the county for which you are reporting. Note: for LIAs who work across more than one county, you must complete one SARN for <u>each</u> 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 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 LIA'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 <u>already occurred</u> during the previous six (6) months.*

What do you see as your program's *areas <u>for improvement</u>* in Food Systems *this* reporting period? *Your answer should cover challenges that have <u>already occurred</u> 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 SIT staff.) *Your answer should cover opportunities that you foresee during the <u>next</u> six (6) months. You may also request assistance from SIT 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 SIT staff.) *Your answer should cover challenges that you foresee during the <u>next</u> six (6) months. You may also request assistance from SIT staff to overcome challenges or threats here.*

Please describe any internal evaluations planned and/or conducted using your own evaluation tools or the SIT's evaluation tools. (Please note that internal evaluations using SIT's evaluation tools require prior approval.) *Internal evaluations are those that are <u>not</u> part of the AZ Health Zone Evaluation Framework (Appendix O). If you have not completed any internal evaluations, you may leave this section blank.*

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 LIAs should be working in Direct Education and must answer each of the four (4) questions as outlined in Food Systems above.

LIAs 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.

Appendices

Contents

Appendix A

Management Evaluation Tool

Name of Local Implementing Agency (LIA):	**Date:**
LIA Staff: (Names, Titles, SNAP-Ed Roles)	**Reviewer:** (Name, Title, AZ State Agency)

Please use the guidelines below to assess LIA performance using scale rating:

Scale Rating	Percentage	Likert	Description
1	0-25%	Never or rarely meets expectations	LIA does not have understanding of policy and is not in compliance
2	26-50%	Attempts to meet expectations	LIA understands policy yet has not been able to enforce at an acceptable rate
3	51- 75%	Occasionally meets expectations	In compliance, yet only meets expectations 50-75% of the time
4	76-100%	Always (or almost always) meets expectations	Meets expectation and is in full compliance at least 76% of the time

All questions in grey should be completed <u>prior</u> to ME date at LIA site

I. Staffing: Performance, Training & Competency					
Review Area	**Assessment**				**Comments**
1. There is a comprehensive policy in place for staff training and/or continuing education.	1	2	3	4	Please provide copy of policy.
2. Did at least one staff member attend the annual conference?	Yes	No	N/A		
3. Did at least one staff member attend the Policy and Procedure training?	Yes	No	N/A		
4. Has your staff attended any additional optional SNAP-Ed training?	Yes	No	N/A		Please provide documentation of training (dates, agendas, sign-in sheet, certificate, etc.).
5. All staff has completed the *mandatory annual* civil rights training.	1	2	3	4	Please provide documentation of training (dates, agendas, sign-in sheet, certificate, etc.).

		Assessment				Comments
6.	All staff providing SNAP-Ed directly to children and/or vulnerable adults have *current* fingerprinting cards on file.	1	2	3	4	Please list all staff with fingerprinting cards.
7.	Is an RDN on staff or on contract? (Recommended only)	Yes		No	N/A	
8.	Is a physical activity expert on staff or on contract? (Recommended only)	Yes		No	N/A	
9.	Staffing is adequate to achieve the program objectives.	1	2	3	4	
10.	Describe how all staff competency is maintained and evaluated. (i.e. performance evaluations)					
11.	Describe any challenges with staff turnover, hiring, etc.					
12.	How do you ensure that staff are trained on new curricula to ensure consistency and fidelity of education/intervention delivery?					
13.	A Lesson Observation has been completed on all educators on the team within the last year.	1	2	3	4	

II. Time & Effort						
Review Area		**Assessment**				**Comments**
1.	Timesheets and time documentation forms are readily available for review.	1	2	3	4	
2.	Is staff time spent on the program consistent with the SNAP-Ed plan? Please indicate on assessment scale	1	2	3	4	
3.	When accounting for time and effort of staff committing less than 100% time to SNAP-Ed, the total cost, including time not worked (annual and sick leave) is computed and charged as required by FNS.	1	2	3	4	
4.	Time records and certifications are signed bi-weekly by both employees and immediate supervisors.	1	2	3	4	

Review Area	Assessment				Comments
5. All timesheets are completed after the fact and they reflect actual time.	1	2	3	4	If no, please indicate percentage of compliance.
6. Staff salaries are reasonable and necessary.	1	2	3	4	Please refer to budget.
7. All staff salaries are documented as "actual."	1	2	3	4	Please refer to CERs.
8. What is your programs' current time split for administration/management vs. direct? (Please ask question during ME to understand LIA's perspective)	Mgmt.		Direct		Should be M: 20%, D: 80%. If not, please discuss with LIA.
9. What efforts are being made to ensure the administrative/management and direct time split meets required levels?					

III. Educational Materials & Reinforcement Items

Review Area	Assessment				Comments
1. SNAP-Ed activities are planned and implemented in accordance with approved Goals and Objectives for current fiscal year.	1	2	3	4	
2. Planned activities are appropriate for the social, cultural, and/or linguistic needs and resources of the low-income population served.	1	2	3	4	
3. USDA recommended non-discrimination statement is on sample materials.	1	2	3	4	Please indicate percentage of compliance.
4. SNAP funding statement is on appropriate materials and reinforcement items.	1	2	3	4	Please indicate percentage of compliance.
5. Materials are written at the sixth grade reading level and free of jargon or technical language.	1	2	3	4	
6. All educational reinforcement items are requested and approved in advance of purchase.	1	2	3	4	Please provide documentation of prior approval.
7. Printed materials are free from disparaging remarks regarding single foods, commodities, or industries?	1	2	3	4	Please indicate percentage of compliance.
8. All SNAP-Ed educational reinforcement items cost less than $4 each.	1	2	3	4	
9. All SNAP-Ed educational reinforcement items are	1	2	3	4	

allowable, reasonable, and necessary.					
10. All Photo/Video Release Forms are numbered and maintained in a log.	1	2	3	4	
11. Describe how and when SNAP-Ed materials are used.					
12. Websites or online materials are up-to-date.	1	2	3	4	
13. Describe how often materials are updated and who is responsible.					

IV. General Program Implementation & Coordination				
Review Area	**Assessment**			**Comments**
1. Was a Lesson Observation completed during the ME?	Yes	No	N/A	If yes, please list date, educator, and lesson observed.
2. Does your LIA participate in any of the AZ Health Zone subcommittees?	Yes	No	N/A	If yes, please list committee(s) and member name(s). If no participation, please ask why.
3. Do SNAP-Ed activities duplicate efforts of other existing nutrition education programs?	Yes	No	N/A	
4. There is coordination or collaboration with other local nutrition assistance programs.	1	2	3	4	
5. Did you provide information about other resources available to SNAP-Ed audience?	Yes	No	N/A	(e.g., WIC, SNAP, CSFP, etc.)
6. How is the IA agency involved?				
7. What cross-program collaboration with other FNS nutrition assistance programs is taking place?				

V. Program Evaluation & Observation				
Review Area	**Assessment**			**Comments**
1. Program evaluations are completed and submitted by the required deadlines.	1	2	3	4	
2. Required evaluation tools are being proctored only by SNAP-Ed staff who have completed the required training.	1	2	3	4	

Review Area					Comments
3. Are evaluation tools being used for internal evaluation purposes?	Yes	No	N/A		If yes, please describe.
4. All other internal evaluation efforts have been submitted in the most recent Semi-Annual Report Narrative.	1	2	3	4	
5. Were the two most recent Semi-Annual Report Narratives submitted by the required deadline?	Yes	No	N/A		

VI. Program Integrity					
Review Area	**Assessment**				**Comments**
1. Is the Policies and Procedures Manual available for staff reference?	Yes	No	N/A		
2. A curriculum schedule is available and is being implemented.	1	2	3	4	Please describe implementation:
3. Program records maintained and archived for a minimum of five (5) years.	1	2	3	4	
4. A Property Control Officer and alternate have been identified for each site where assets are located.	1	2	3	4	
5. Program assets are tagged and an inventory maintained appropriately.	1	2	3	4	
6. Supporting documentation for all equipment purchases ($200 or above) has been submitted to the BNPA Finance Manager.	1	2	3	4	

VII. Contractor's Expenditure Reports (CERs), Reimbursements and Allowable costs					
Review Area	**Assessment**				**Comments**
1. In the last 12-month period, what percentage of CERs were submitted by the thirtieth of the following month?	% on time				
2. In what month was the most recent CER submitted to AZ Health Zone?					
3. There are internal procedures in place to assure monthly CERs are submitted in a timely matter.	1	2	3	4	Please describe.

		Assessment				
4.	All items purchased are **pre-approved** in the budget or by special request.	1	2	3	4	
5.	All professional membership fees are limited to institutional memberships and are SNAP-Ed-related.	1	2	3	4	

VIII. Travel						
Review Area		**Assessment**				**Comments**
1.	In-state and out-of-state travel expenditures are consistent with approved SNAP-Ed budget submitted to AZ Health Zone.	1	2	3	4	
2.	Do all travel expenses adhere to the State of Arizona General Accounting requirements?	1	2	3	4	
3.	If staff commit less than 100% of their time to SNAP-Ed, their non-SNAP-Ed-specific travel expenses (general nutrition conference) are pro-rated based upon their percentage of time spent on SNAP-Ed.	1	2	3	4	

IX. Reports						
Review Area		**Assessment**				**Comments**
1.	Reporting data is entered into SEEDS by the thirtieth of the following month.	1	2	3	4	
2.	Internal procedures to assure monthly data is entered into SEEDS in a timely matter are effective.	1	2	3	4	
3.	The method in which data is collected meets the EARS standards.	1	2	3	4	
4.	Backup documentation is available for monthly reports and shows accurate reporting.	1	2	3	4	
5.	Data reported is actual, unduplicated data.	1	2	3	4	If less than 4, why?
6.	There is a system in place to collect, verify, and validate EARS data.	1	2	3	4	If less than 4, why?

7. Describe challenges encountered when gathering and reporting data for EARS and actions taken to resolve or address these challenges.	

X. Subcontractors' Review				
Review Area	**Assessment**			**Comments**
1. Do you have subcontractors?	Yes	No	N/A	List subcontractors. **If none, skip to page 8**.
2. What was your process for soliciting subcontractors?				
3. Are subcontracts solicited through competitive bid?	Yes	No	N/A	
4. Are subcontracts available for review?	Yes	No	N/A	
5. Are subcontracts executed in a timely manner?	Yes	No	N/A	
6. Do subcontracts contain the required clauses?	Yes	No	N/A	
7. Do you have a training plan for subcontractors? What is it?	Yes	No	N/A	
8. What is your subcontractor monitoring plan? Have you visited each subcontractor this year?	Yes	No	N/A	Request copies of ME tool. Dates: Staff completing review:
9. Do any subcontractors have an outstanding corrective action plan?	Yes	No	N/A	
10. Do you provide technical assistance to your subcontractor who is currently under a corrective action plan?	Yes	No	N/A	

Corrective Action Items:

Arizona State Staff Comments:

Local Implementing Agency Representative Comments:

Appendix B

Lesson Observation Tool

Lesson Observation Tool

Educator being observed _____Date _____

Curriculum/resources used_____

Lesson being observed _____Grade level/Age_____

Location: _____Length of lesson:_____

Section I: Questions to be asked of the educator

Topic/Question	Comments
A. Needs Assessment	
1. How was the course promoted and advertised to generate enrollment?	
2. How was the lesson topic selected for this audience?	
3. How was the educational strategy selected for this audience?	
4. What PSE activities are aligned with this lesson?	
B. Lesson Objectives	
1. What are the goals and objectives of the lesson?	
2. Which local agency objectives does the lesson support?	
3. Which State goals and objectives does the lesson support?	

C. Audience	
1. What procedure(s) are used to document audience attendance?	
2. What system is used to document unduplicated contacts and audience demographic data?	

Section II: Topics to be evaluated by the evaluator based on observation and input from educator.
To what degree or level of understanding is the topic being achieved? Use the following scale and circle your rating.

1 = Very Poor	2 = Fair	3 = Good	4 = Very Good	NA = Not Applicable

C. Audience continued					
3. The location/site is conducive to learning.	1	2	3	4	NA
4. The lesson is offered on days/time that are convenient for audience participation.	1	2	3	4	NA
5. The audience actively participated throughout the lesson.	1	2	3	4	NA
6. Education is provided at accessible locations (e.g., convenient to public transportation, free parking, etc.).	1	2	3	4	NA
7. The lesson accommodates the language capabilities of the audience.	1	2	3	4	NA
Comments About the Audience					

C. Audience continued		
8. The audience is approved as a SNAP-Ed target audience.	Yes	No
9. The local agency is approved to provide activities at the site for this lesson.	Yes	No
If Response is No, Please Provide Explanation.		

D. Educator					
1. The information was presented appropriately for the social/cultural backgrounds of the audience in a culturally sensitive manner.	1	2	3	4	NA
2. The educator treated all participants respectfully.	1	2	3	4	NA
3. The educator was knowledgeable about the information.	1	2	3	4	NA
4. The educator was well prepared.	1	2	3	4	NA
5. The educator had a good rapport with the audience.	1	2	3	4	NA
6. The educator demonstrated a variety of instructional techniques effectively (e.g., classroom discussion, asking and answering questions, individual participant activities, small group activities, psychomotor activities, demonstrations).	1	2	3	4	NA
7. The educator delivered the lesson in accordance with the AZHZ Resource Guide.	1	2	3	4	NA
Comments About the Educator:					

1 = Very Poor   2 = Fair   3 = Good   4 = Very Good   NA = Not Applicable

E. Content					
1. The lesson strategies are appropriate for the audience.	1	2	3	4	NA
2. The information was relevant to the audience.	1	2	3	4	NA
3. Recipes/cooking demonstrations are appropriate and related to lesson content.	1	2	3	4	NA
4. The recipe provided sample sizes rather than meal-sized portions.	1	2	3	4	NA
6. The lesson content was free from disparaging remarks regarding single foods, commodities, or industries.	1	2	3	4	NA
7. The content of the lesson is consistent with U.S. Dietary Guidelines for Americans and My Plate.	1	2	3	4	NA
8. The content adhered to the SNAP-Ed Plan Guidance in regards to physical activity and gardening components.	1	2	3	4	NA
9. The physical activity discussion, if provided, was consistent with the 2008 Physical Activity Guidelines for Americans.	1	2	3	4	NA
10. The lesson activities and materials are evidence-based and allowable as outlined in the SNAP-Ed Plan Guidance and approved State SNAP-Ed Plan.	1	2	3	4	NA
11. The lesson strategies are designed to change behavior based on the information and new knowledge presented in the lesson.	1	2	3	4	NA
Comments About the Content					

F. Fidelity and Modifications		
1. The lesson was delivered in its entirety and in its intended sequence.	Yes	No
2. The lesson is being taught to the audience for which the curriculum was intended (e.g. intended grade, age, or audience)	Yes	No
If Response is No, Please Provide Explanation.		

1 = Very Poor   2 = Fair   3 = Good   4 = Very Good   NA = Not Applicable

F. Fidelity and Modifications continued					
3. The educator adjusted the lesson to accommodate the learning needs of the audience.	1	2	3	4	NA
4. The educator adjusted the lesson to accommodate the instruction time available.	1	2	3	4	NA
5. The educator demonstrated appropriate and effective classroom management techniques.	1	2	3	4	NA
Comments About the Fidelity and Modifications					

G. Lesson Materials					
1. Lesson materials reflect current information, appropriate literacy levels, and cultural relevancy.	1	2	3	4	NA
2. USDA materials are used where appropriate.	1	2	3	4	NA
3. Reinforcement items are provided and contain a nutrition message purposely included to reinforce the lesson content.	1	2	3	4	NA
4. The SNAP funding statement is on all appropriate materials and reinforcement items.	1	2	3	4	NA
Comments About the Lesson Materials					

G. Lesson Materials continued		
5. Materials contain the required USDA non-discrimination statement in its entirety.	Yes	No
6. If other statements are used in addition to the USDA non-discrimination statement, they are listed separately and after the USDA statement.	Yes	No
7. The SNAP public education outreach message is on all appropriate materials and reinforcement items.	Yes	No

If Response is No, Please Provide Explanation.

H. Evaluation		
1. For a lesson taught as part of an approved curriculum series: the AZHZ evaluation requirements were met regarding the series.	Yes	No
If Response is No, Please Provide Explanation.		

1 = Very Poor   2 = Fair   3 = Good   4 = Very Good   NA = Not Applicable

H. Evaluation continued					
2. For a single session not requiring AZHZ evaluation: participants indicated their intention to use the knowledge and skills learned.	1	2	3	4	NA
How? Please Provide Description.					

I. Civil Rights Compliance					
1. Program participants are aware of how to make a complaint.	1	2	3	4	NA
2. The program site is accessible to all.	1	2	3	4	NA
Comments About Civil Rights Compliance					

I. Civil Rights continued		
3. USDA "And Justice for All" posters are displayed at all SNAP-Ed activities.	Yes	No
If Response is No, Please Provide Explanation.		

Additional Comments:

Appendix C

Labor Activity Report

Labor Activity Report

Department of Health Services

Pay Period: _____ To: _____

Position No: **????????????**   Timekeeper's Name: _____

Name: **LastName, FirstName**   EIN: **?????**   Telephone Number:

Default Funding	% Change	Description	Index	PCA	AY	- % -	1/0 S	1/1 S	1/2 M	1/3 T	1/4 W	1/5 T	1/6 F	1/7 S	1/8 S	1/9 HOL	1/10 T	1/11 W	1/12 T	1/13 F	Total
		AZ Health Zone	98339	44161	18																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	320															8					8
ANNUAL	300																				0
SICK	310/311																				0
LWOP/Furlough	640																				0
Jury Duty	350																				0
	Total Leave Hours	0	0	0	0	0	0	0	0	0	8	0	0	0	0	8
	Pay Period Totals	0	0	0	0	0	0	0	0	0	8	0	0	0	0	8

NETWORK FSNE Time

# Hours *Management																	0
# Hours **Direct																	0
Total SNAP-ED Hours	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.

9/27/2017
_____
Employee Signature   Date

_____
Supervisor Signature   Date

_____
Financial Accountant   Date

*Management or administrative hours include time spent:
  - In travel for training or staff meetings for nutrition education
  - Performing duties related to payroll or accounting
  - Preparing invoices, quarterly or other program reports
  - In professional development activities
  - Supervising LIA program personnel

**Direct hours include time spent:
  - Preparing lesson plans
  - In travel to and from sites where direct delivery services are provided
  - Teaching allowable nutrition education activities to food stamp 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 Food Stamp and WIC programs
  - - Setting up for direct delivery nutrition education activities

Appendix D

Sample MOA

MEMORANDUM OF AGREEMENT (MOA)

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

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 MOA is to clearly identify the roles and responsibilities of each party as they relate to….
Include the Key Educational Messages from the AZ Health Zone 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 MOA
[Party A] shall undertake the following activities:
Examples of descriptive terms include: develop, deliver, provide, train, and evaluate

IV. *[PARTY B]* RESPONSIBILITIES UNDER THIS MOA
[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 MOA are federal funds or funds being used to match other federal funds.
- _____ *(Party B)* will provide documentation as requested by _____ *(Party A).*

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 MOA 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 MOA by their signatures.

(Dates must not exceed three years)

Signatures and dates

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

_____   _____

Appendix E

Single Session Development Form

Single Session Development Form

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:_____

AZ Health Zone LIA 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)

Appendix F

Recipe Evaluation and Nutrient Criteria Check Sheet

AZ Health Zone
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 AZ Health Zone 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.
		Saturated Fat: < 10% calories from saturated fat
		Trans Fat: < 0.5 g/serving
		Sodium: < 480 milligrams of sodium per serving
		Added Sugar: <15% of total calories
		Fiber: >0.014g/kcal for fruits, vegetables, and whole grain recipes
		Calcium: > 100 mg calcium per serving for low-fat dairy recipes
		Fruits and Veggies – More Matters® Recipe: >1 serving of fruit and/or vegetable per 250kcal; ≤35% calories from fat.

Reviewed by: _____
Date: _____

Appendix G

Brand Guidelines

All materials developed prior to October 1, 2017, can be used until stock runs out.

All new materials will be branded with AZ Health Zone – Healthy Starts Here.

This Appendix will be updated to reflect the new brand guidelines/logo and requirements as soon as they are available.

Appendix H

Sample Photo/Video Release Form

ARIZONA DEPARTMENT OF HEALTH SERVICES

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 _____ taken on _____ .

            (PRINT NAME)   (DATE)

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

I understand that permission to use photograph(s) and/or video recording(s) **will be in effect until revoked** from the date the images were captured and that ADHS will retain a digital copy of all photograph(s) and video recording(s). 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/or 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 sent to you by e-mail: _____

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

Photographer: _____   Photo/Video Release ID# _____

Douglas A. Ducey | Governor   Cara M. Christ | MD, MS, Director

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Health and Wellness for all Arizonans

AZ Health Zone FFY 2018 Policies and Procedures Manual   Appendix H - 2   October 1, 2017

ARIZONA DEPARTMENT OF HEALTH SERVICES

AUTORIZACIÓN PARA EL USO DE MI FOTO/VÍDEO

Por la presente le doy permiso al Departamento de Servicios de Salud de Arizona (ADHS) para que use la(s) fotografías(s) y/o grabaciones de vídeo _____

<div align="center">(NOMBRE IMPRESO)</div>

tomadas el _____

<div align="center">(FECHA)</div>

Estoy de acuerdo en que el permiso incluya el uso de la(s) fotografías(s) y/o grabaciones de vídeo de para reproducción en publicaciones, periódicos, revistas, televisión, redes sociales, sitios de Internet y otros medios de comunicación. Entiendo que la(s) fotografías(s) y/o grabaciones de vídeo se usan para promover el entendimiento público de los programas y servicios de ADHS.

Comprendo que el permiso para usar la(s) fotografías(s) y/o grabaciones de vídeo estará en efecto **hasta que se revoque** desde la fecha en que se tomen las imágenes y que ADHS guardará una copia digital de todas las la(s) fotografías(s) y/o grabaciones de vídeo por ese período de tiempo. Entiendo que el permiso se puede revocar en cualquier momento, poniéndose en contacto con ADHS ya sea verbalmente, por escrito, en persona o por correo electrónico.

Por la presente libero al Estado de Arizona, ADHS y sus funcionarios, empleados y agentes, de cualquier responsabilidad en relación con el uso de la(s) fotografía(s) y grabaciones de vídeo.

FECHA: _____

FIRMA: _____
(Padre, o Tutor Legal, para los menores de 18 años de edad)

DOMICILIO:_____

_____
<div align="center">Ciudad   Estado   Código Postal</div>

TELÉFONO: _____

CORREO ELECTRÓNICO: _____

Por favor marque aquí si desea que le enviemos una copia de este documento por correo electrónico ____

<div align="center">------------**NO ESCRIBA DEBAJO DE ESTA LÍNEA—SÓLO PARA USO DE LA AGENCIA**-------------</div>

Photographer: _____ Photo/Video Release ID#_____

<div align="center">Douglas A. Ducey | Governor   Cara M. Christ | MD, MS, Director</div>

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AZ Health Zone FFY 2018 Policies and Procedures Manual   Appendix H - 3   October 1, 2017

Appendix I

Time Documentation Tip Sheet

SNAP-Ed Time Documentation

Federal SNAP-Ed guidelines require that Local Implementing Agencies maintain a system of continuous time reporting as well as a breakdown of percent of time allocated for SNAP-Ed management/administrative duties versus time spent on SNAP-Ed direct delivery of 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.

DIRECT TIME

Time spent on SNAP-Ed direct delivery, multilevel interventions, and community and public health approaches including Policy, Systems and Environmental (PSE) change efforts. Preparing and delivering activities related to direct services. Examples of this type of activity include:

SNAP-Ed Presentations and Classes

- Preparing, researching, reviewing, revising a presentation or training materials to be used in direct education with SNAP-eligible audiences.
- Delivering training or technical assistance to SNAP-Ed audiences/staff.
- Conducting a SNAP-approved Train-the-Trainer: Teach staff how to implement a program or class.
- Travel to/from sites to provide direct education or technical assistance or PSE activities/meetings.
- Exhibiting or presenting SNAP-Ed program initiatives at conferences when the target population is the audience.

Meetings with Community and Partners to Advance SNAP-Ed Strategies

- Participation in community taskforces or coalitions to achieve common goals in support of SNAP-approved PSE strategies that meet grant deliverables.
- Discussing SNAP-Ed activities at meetings.
- Participation with AZHZ Committee Meetings.
- Strategizing with team members on how to meet grant deliverables.
- Working with SNAP-Ed families and/or staff at all approved sites.
- Researching, preparing for, and meeting with partners, either individually or through collaborations to advance PSE or direct education.
- Travel to/from sites related to SNAP-Ed PSE activities, initiatives, and/or meetings.

Supporting SNAP-Ed Implementation

- Researching and compiling information about health status, best practices, and related data and knowledge.
- Researching SNAP-Ed curricula and evidence-based strategies.
- Ordering SNAP-Ed materials and resources.
- Performing assessments and evaluations (e.g., Go NAP SACC tools, etc.) at SNAP-Ed locations.
- Evaluation tasks such as proctoring surveys, organizing survey packets, evaluation incentive.

Self-Audit Statements

- ✓ I am doing something that advances a SNAP-Ed policy, system, or environmental change.
- ✓ I am preparing and providing direct education to SNAP-eligible populations.
- ✓ I am presenting on SNAP-Ed initiatives.
- ✓ I am conducting SNAP-Ed assessments and evaluations.
- ✓ I am working with a community partner to advance a SNAP-Ed strategy.

MANAGEMENT/ADMINISTRATIVE TIME

Time spent on tasks related to the **administration** of the SNAP-Ed Program. Examples of this type of activity include:

Reporting & General Administration

- Filling out time documentation (i.e., PARs/LARs).
- Filling out Travel.
- Completing Monthly AZHZ reporting and SARTs/SARNs.
- Preparing reports and proposals.
- Updating grant/project management tools (i.e., Trello and Dashboard).
- Creating statistics.

Staff-Related Administration

- One-on-one staff meetings.
- Planning for a regular staff meeting.
- Providing AZHZ policy and procedures training to staff.
- Traveling to and providing staff training.
- Professional development activities including trainings, webinars, conferences, etc.
- Attending the AZHZ Annual Conference and trainings.

Local Implementing Agency/Employer-Related Administration

- Payroll responsibilities.*
- Correcting and approving timesheets.
- Developing a job description and completing all activities related to the hiring process.
- Completing any new employee trainings.
- Conducting new employee training with staff.
- Addressing employer administrative issues such as building and parking garage badge access problems.
- Vehicle maintenance questions/concerns.
- Participating in employer-sponsored trainings.
- Discussions with staff on performance and completing performance evaluations.

> ## *Self-Audit Statements*
>
> ✓ *I am completing reports.*
> ✓ *I am doing something for the my employer.*
> ✓ *I am participating in a professional development activity.*
> ✓ *I am addressing a staff-related issue.*

* Leave Time (e.g., vacation, sick, etc.) is paid under the grant but should **NOT** be documented under Management OR Direct Time.

Appendix J

Model Semi-Annual Report Narrative

Sample AZHZ Semi-Annual Narrative Report

LIA Name: Coconino County Health Department

County: Coconino

Name of Person Completing Report: Offissa Pupp

Select from Drop-down: 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

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 program's *opportunities* in Food Systems for the *next* reporting period? (Please note if assistance is requested from SIT 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 districtwide 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.

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 SIT or SET 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 care and 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.

> This section allows you to explain delays, difficulties, changes to original plans, and ask for help.

Active Living
☐ **N/A**

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

> When you have success that ties together multiple levels or strategies, it's a good time to boast!

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, Arizona. 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 ages 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.

> Try to provide EVIDENCE of success. You might find it in unexpected places!

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 program's *opportunities* in Active Living for the *next* reporting period? (Please note if assistance is requested from SIT or SET 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 are 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 SIT or SET staff)

In our survey of Page parks, we found that 90 percent 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 AZHZ 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!

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 AZHZ'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 advance planning. In particular, while PE and classroom 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 SIT or SET staff)

> You can request specific AZHZ 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 AZHZ provide another LWP online training session during the next reporting period, or that the last training session be provided to us as a slideshow.

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 SIT or SET 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**

You would only click "N/A" if your work plans do not include ANY strategies in this focus area. (And yes, we know that Coconino really is working in Early Childhood!)

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 SIT or SET 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 SIT or SET staff)
   Click here to enter text.

You may have delivered dozens of lessons. This is a place for you to highlight select ones.

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

It's great to highlight direct education that ties to PSE work.

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 AZHZ'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.

Successful evaluation can also be a strength!

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 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, like 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 AZHZ'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 program's *opportunities* in Direct Education for the *next* reporting period? (Please note if assistance is requested from SIT 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. We have been asked to give a brief presentation/overview of the curriculum during the meeting and focus on how it meets College and Career Readiness Standards. If this is successful, we may see a schoolwide 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 AZHZ 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 SIT 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 AZHZ Evaluation Team and decided to work together to try to reduce the risk of high turnover. We request that the AZHZ 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

You can also request assistance from the AZHZ SNAP-Ed Evaluation Team.

consistent attendance. We will also try to schedule the four classes on a one-class-per-week basis, so that the commitment is the same day, once per week, for one month.

Appendix K

FFY 16-18 Evaluation Framework Matrix

FFY16-18 Arizona SNAP-Ed Evaluation Framework Matrix[1]

Highlighted areas indicate specific data collection tools. *In FY18, we are in Year 3.* Items in blue bold (ex., **ST5**) designate national SNAP-Ed Evaluation Framework indicators. See the key at the end of this document to identify acronyms.

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 (SEEDS)	% of communities reached (SEEDS) % of retailers assessed (SEEDS) Number assessments completed / Number intended for assessment **SINGLE PARTNER TRACK** Number of meetings with site leaders (SEEDS) Number of site leaders met with/trained (SEEDS)	**ST5,6,7,8** Qualitative data re: healthy food retail readiness and capacity, champions, and/or partnerships (SARN)	**MT5,7** Scores for healthy retail PSEs, Year 2 (STORE)	**MT5,7** Increase in scores for healthy retail PSEs, Year 4 (STORE)	**LT10,12** Sustained increase in scores for healthy retail PSEs, Year 6 (STORE) **R2** % of low-income adults who meet fruit and vegetable guidelines (BRFSS)	**R9** % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) **R9** % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			COALITION TRACK					
			Number of meetings with relevant coalitions (SEEDS)	**ST8** Scores for coalition factors, Year 1 (WCFI)	**ST8** Increase in scores for coalition factors, Year 3 (WCFI)	**ST8** Increase in scores for coalition factors, Year 5 (WCFI)		

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[1] Revised August 2017 for use in Fiscal Year 2018

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 (SEEDS)	% of communities reached (SEEDS) Number of meetings with site leaders (SEEDS) Number of site leaders met with/trained (SEEDS) Number of gardening trainings provided to SNAP eligibles (SEEDS) Number of SNAP eligibles who receive gardening training (SEEDS)	ST5 Qualitative data related to readiness and capacity for gardening (SARN) ST5 Baseline number of gardens in communities reached, Year 1 (SEEDS)	MT5 Qualitative data related to adoption of garden supports (SARN) MT5 Increase in number of gardens in communities reached, Year 3 (SEEDS)	LT5 Qualitative data re: implementation of garden supports (SARN) LT5 Sustained increase in number of gardens in communities reached, Year 5 (SEEDS)	LT10 Number SNAP-Ed gardens certified by ADHS to serve harvested foods (SEEDS) R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS) R2 Behavior change among youth toward increased adherence to national guidelines for fruits and vegetable intake (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)

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 (SEEDS)	% of sites reached (SEEDS)	ST5,6,7,8 Qualitative data re: Farm to Institution readiness & capacity, champions, and/or partnerships (SARN)		MT8,LT5 Increase in the % of sites reached that participate in a Farm to Institution program, Year 5 (SEEDS) LT12c Qualitative data re: jurisdictional support for marketing of locally grown foods for Farm to Institution programs, Year 5 (SARN)	LT10 Sustainability Plan – % of farm to institution sites that have multi-year contracts in place (SEEDS) <or> Number Schools/child care programs certified by ADHS to serve garden produce onsite (SEEDS) R2 Behavior change among youth toward increased adherence to national guidelines for fruits and vegetables (YRBSS) R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			SINGLE PARTNER TRACK					
			Number of meetings/trainings with site leaders (SEEDS) Number of site leaders met with/trained (SEEDS)	ST5 % of sites reached that have an action plan, Year 2 (SEEDS)	MT5 % of sites reached that are implementing action plans, Year 3 (SEEDS)			
			COALITION TRACK					
			Number of meetings with relevant coalitions (SEEDS)	ST8 Scores for coalition factors, Year 1 (WCFI)	ST8 Increase in scores for coalition factors, Year 3 (WCFI)	ST8 Increase in scores for coalition factors, Year 5 (WCFI)		

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 (SEEDS)	% of communities reached (SEEDS) Number of meetings with SFSP partners (SEEDS)		MT5 Qualitative data related to SFSP supports adopted, Year 2 (SARN)	LT5 Qualitative data related to the SFSP supports adopted, Year 4 (SARN)	R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary guidelines (YRBSS)	R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			EXISTING SFSPs					
			% of SFSPs assessed (SEEDS) Number SFSP assessments completed Number intended for assessment	ST5 Scores for SFSP assessment, Year 1 (SFSPC)	MT5 Increase in SFSP assessment scores, Year 3 (SFSPC)	LT5 Increase in SFSP assessment scores, Year 5 (SFSPC)	LT10 Sustainability Plan – Formalized concurrent programming at SFSP sites, institutionalized marketing and outreach plans in place (SEEDS)	
			NEW SFSPs					
				ST5 Number of current SFSPs in communities reached, Year 1 (SEEDS)	MT5 Increase in number of SFSP sites, Year 3 (SEEDS)	LT5 Increase in number of SFSP sites, Year 5 (SEEDS)		

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 access/redemptions will be encouraged (SEEDS)	% of farmers' markets reached (SEEDS) Number of farmers' market managers met with/trained (SEEDS)	ST5 Qualitative data re: readiness and capacity for providing SNAP and WIC access at farmers' markets (SARN) ST5 % of farmers' markets reached that accept SNAP/WIC, Year 1 (SEEDS) ST5 WIC/SNAP redemptions as a % of total sales at farmers' markets reached, Year 1 (SEEDS)	MT5,8 Increase in % of farmers' markets reached that accept SNAP/WIC redemptions, Year 3 (SEEDS) MT5,8 Increase in WIC/SNAP redemptions as a % of total sales at sites reached, Year 3 (SEEDS)	LT5,14 Sustained increase in WIC/SNAP redemptions as a % of total sales at sites reached, Year 5 (SEEDS)	LT10,14 Planned Sustainability – At least 70% of farmers' markets reached accept SNAP/WIC redemptions, Year 5 (SEEDS) R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS) R2 Behavior change among youth toward increased adherence to national dietary guidelines for fruits & vegetables (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)

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 (SEEDS) Number of sites that will be reached (SEEDS)	% of communities reached (SEEDS) Number of sites where people are trained on active living policy (SEEDS) Number of trainings provided on active living policy (SEEDS)	ST5-8 Qualitative data re: active living policy readiness and capacity, champions, and/or partnerships (SARN)	MT6,10 Qualitative data re: active living policy that supports PA and/or improvements in community design and safety (SARN) MT6,10 Scores for active living policies, Year 2 (TBD)	MT10 Qualitative data re: active living policy that supports PA and/or improvements in community design and safety (SARN) MT10 Scores for active living policies, Year 4 (TBD)	LT10,16,19 Sustainability plan in place for: regular policy implementation review and revision; policy improvements related to shared use streets, safety, and/or crime reduction; and/or community-wide recognition programs, e.g. *Let's Move!*, Year 5 (TBD) R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS) R7 Behavior change among youth toward increased adherence to national PA guidelines (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			COALITION TRACK					
			Number of meetings with relevant coalitions (SEEDS)	ST8 Scores for coalition factors, Year 1 (WCFI)	ST8 Increase in scores for coalition factors, Year 3 (WCFI)	ST8 Increase in scores for coalition factors, Year 5 (WCFI)		

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 (SEEDS)	% of sites reached (SEEDS) % of physical activity resources assessed (SEEDS) Number assessments completed Number intended for assessment **SINGLE PARTNER TRACK** Number of planning meetings with PA partners (SEEDS)	ST5-8 Qualitative data re: readiness and capacity, champions, and/or partnerships related to use of area PA resources (SARN)	MT6,10 Qualitative data re: adoption of physical activity supports and/or improvements in community design and safety (SARN) MT6 Scores for PA Resources, Year 2 (PARA)	LT6,MT10 Improvement in scores for PA Resources, Year 4 (PARA)	LT10,16,19 Plan in place for: sustained use of PA resources; improvements in shared use streets, safety, and/or crime reduction; and/or community-wide recognition programs, e.g. *Let's Move!*, Year 5 (TBD) R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS) R7 Behavior change among youth toward increased adherence to national PA guidelines (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			COALITION TRACK					
			Number of meetings with relevant coalitions (SEEDS)	ST8 Scores for coalition factors, Year 1 (WCFI)	ST8 Increase in scores for coalition factors, Year 3 (WCFI)	ST8 Increase in scores for coalition factors, Year 5 (WCFI)		

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
8	Support family-friendly physical activity opportunities throughout the year, throughout the community.	Number of communities that will be reached (SEEDS)	% of communities reached (SEEDS) Number of planning meetings with PA partners (SEEDS)	ST5 Qualitative data re: readiness and capacity for supporting family-friendly PA opportunities (SARN) ST5 Number of people reached by PA opportunities, Year 1 (EARS) ST5 Number of physical activity opportunities provided, Year 1 (EARS)	MT6 Qualitative data related to adoption of PA supports (SARN) MT6 Increase in number of people reached by PA opportunities, including adults and youth, Year 3 (EARS) MT6 Increase in number of physical activity opportunities provided, Year 3 (EARS)	LT6 Qualitative data related to the implementation of PA supports (SARN) LT6 Sustained increase in number of people reached by PA opportunities, including adults and youth, Year 5 (EARS) LT6 Sustained increase in number of physical activity opportunities provided, Year 5 (EARS)	LT10 Sustainability Plan – Institutionalization of community-wide plan for sustained and ongoing PA opportunities, Year 5 (SEEDS) R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS) R7 Behavior change among youth toward increased adherence to national PA guidelines (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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
9	Use point-of-decision (POD) prompts to encourage use of stairs.	Number of sites that will be reached (SEEDS)	% of sites reached (SEEDS) Number of meetings with site leadership (SEEDS)	ST5 Qualitative data re: readiness and capacity for using POD prompts (SARN) ST5 % of sites that have POD prompts, Year 1 (SEEDS)	MT6 Increase in % of sites contacted that adopt POD prompts, Year 3 (SEEDS) MT6 Number of people reached by POD prompts, Year 3 (SEEDS)	LT6 Increase in % of sites contacted for POD prompts that have implemented them, Year 5 (SEEDS) LT6 Increase in number of people reached by POD prompts, Year 5 (SEEDS)	LT10 Sustainability of POD prompts - All sites that have adopted POD prompts have a plan to keep them displayed, Year 5 (SEEDS) R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)

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
10	Support the development, implementation, and evaluation of nutrition and physical activity LWPs in collaboration with Local Education Agencies (LEAs).	Number of schools or districts that will be reached (SEEDS)	Number of meetings, including TA, with school or LEA representatives (SEEDS) Number of trainings with school or LEA representatives on LWPs (SEEDS) % of districts/schools assessed (SEEDS): Number assessments completed Number assessments planned	ST5 District or school LWP scores, Year 1 (WellSAT 2.0) ST7 Presence and quality of DWCs and/or SHACs, Year 1 (WellSAT 2.0, IEC Number 1-2) ST5-7 Qualitative data re: LWP/LEA readiness & capacity, champions, and/or DWC/ SHAC activity (SARN)	MT5,6 Implementation scores, Year 2 (NHSAC) ST7 Presence of active SHAC, Year 2 (NHSAC, Item 1) MT5,6 Increase in LWP scores, Year 3 (WellSAT 2.0) ST7 Increase in presence and/or quality of DWCs/SHACs, Year 3 (WellSAT 2.0, IEC Number 1-2) MT5, MT6 Qualitative data re: nutrition and/or PA supports in LWPs (SARN)	LT5,6 Increase in at least 2 implementation scores, Year 4 (NHSAC) LT5,6 Increase in LWP total scores with a comprehensive-ness grade of at least 70, Year 5 (WellSAT 2.0)	LT7,9,10 Schools – Achieving at least Bronze Level Best Practices, Years 6+ (NHSAC), and related recognition awards maintained or newly achieved (SEEDS, SARN) LT10 Sustainability Plan, Districts or Schools – LWP is comprehensive (score of 100) and strength grade has increased, Years 7+ (WellSAT 2.0) R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary and PA guidelines (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)

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
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 (SEEDS)	Number of meetings, including TA, with school or LEA representatives (SEEDS) % of schools reached that are provided training on *menu labeling and/or classroom curricula* (SEEDS)	ST5 Qualitative data about readiness & capacity for providing access to nutrition info through menu labeling or classroom curricula (SARN)	MT5 Qualitative data about adoption of nutrition supports for providing access to nutrition info through menu labeling or classroom curricula (SARN)		R1,2,4,5 Behavior change among youth toward increased adherence to national dietary guidelines (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			CLASSROOM CURRICULA					
			Number of train-the-trainer trainings with teachers on *nutrition education curricula* (SEEDS)		MT5 Implementation score for *Health Education*, Year 2 (NHSAC)	LT5 Increase in *at least two* implementation scores for *Health Education*, Year 4 (NHSAC)		
			MENU LABELING					
			Number of trainings with administrators, teachers, or food service staff on *menu labeling* (SEEDS)	ST5 % of schools that have nutrition info for school meals available to *students*, Year 1 (SEEDS) ST5 % of schools that have nutrition info for school meals available to *parents*, Year 1 (SEEDS)	MT5 Increase in % of schools that have nutrition info for school meals available to *students*, Year 3 (SEEDS) MT5 Increase in % of schools that have nutrition info for school meals available to *parents*, Year 3 (SEEDS)	LT5 Participating schools have nutrition info for school meals available to *students AND parents*, Year 5 (SEEDS)		
			ALSO WORKING IN STRATEGY 10					
			% of schools assessed (SEEDS); Number assessments completed Number planned assessments	ST5 LWP *Nutrition Education* and *School Meals* Scores, Year 1 (WellSAT 2.0, NE and SM Number 11)	MT5 Increase in LWP *Nutrition Education* and *School Meals* Scores, Year 3 (WellSAT 2.0, NE and SM Number 11)	LT5 Increase in LWP *Nutrition Education* and *School Meals* Scores, Year 5 (WellSAT 2.0, NE and SM Number 11)	LT10 Mastery-level LWP scores for *Nutrition Education* and *School Meals*, Years 7+ (WellSAT 2.0, NE and SM Number 11)	

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
12	Support **comprehensive school physical activity programming** (CSPAP).	Number of schools that will be reached (SEEDS)	Number of meetings, including TA, with school or LEA representatives (SEEDS) Number of trainings with schools on CSPAP (SEEDS) % of schools reached that are provided TA and training on CSPAP (SEEDS) % of schools assessed (SEEDS): <u>Number assessments completed</u> Number planned assessments	ST5 Qualitative data re: readiness and capacity related to CSPAP (SARN)	MT6 Qualitative data re: adoption of PA supports (SARN) MT6 Implementation score for *PE and Other PA*, Year 2 (NHSAC – PE/PA)	LT6 Increase in *at least two* implementation scores for *PE and Other PA*, Year 4 (NHSAC – PE/PA)	LT7 Program Recognition - The number of CSPAP-related recognition awards maintained or newly achieved (SEEDS, SARN) LT10 Sustainability Plan – Formalized CSPAP, Years 6+ (CSPAP CDC Guide Checklist & Template) R7 Behavior change among youth toward increased PA meeting national guidelines (YRBSS)	R9 Healthy weight - % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS) R9 Healthy weight - % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
				ALSO WORKING IN STRATEGY 10				
				ST5 LWP Scores for *PE and PA*, Year 1 (WellSAT 2.0, Section 4)	MT6 Increase in LWP Scores for *PE and PA*, Year 3 (WellSAT 2.0, Section 4)	LT6 Increase in LWP Scores for *PE and PA*, Year 5 (WellSAT 2.0, Section 4)		

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
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 (SEEDS)	Number of meetings, including TA, with ECE leadership (SEEDS) Number of trainings with ECE staff on nutrition and PA (SEEDS) % of ECEs reached that are provided TA and training on nutrition and increasing PA opportunities (SEEDS) % of ECEs assessed (SEEDS): Number Go NAP SACCs completed Number planned assessments	ST5 Score for Nutrition PSEs, Year 1 (Go NAP SACC - Child Nutrition) ST5 Score for PA PSEs, Year 1 (Go NAP SACC – Infant & Child PA) ST5 Qualitative data re: readiness and capacity related to nutrition and PA policies and environments (SARN)	MT5 Increase in score in at least 1 area for Nutrition PSEs, Year 3 (Go NAP SACC – Child Nutrition) MT6 Increase in score in at least 1 area for PA PSEs, Year 3 (Go NAP SACC – Infant & Child PA) MT5 Qualitative data re: adoption of nutrition supports (SARN) MT6 Qualitative data re: adoption of PA supports (SARN)	LT5 Increase in score in at least two areas, including Education & Professional Development, for Nutrition PSEs, Year 5 (Go NAP SACC – Child Nutrition) LT6 Increase in score at least two areas, including Education & Professional Development, for PA PSEs, Year 5 (Go NAP SACC – Infant & Child PA)	LT10 Sustainability Plan – Evidence that the program or site has a formal plan for sustaining, evaluating, and improving the nutrition or PA standards or environmental changes, Years 7+ (TBD)	R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary and PA guidelines (YRBSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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
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 (SEEDS)	Number of meetings, including TA, with ECE leadership (SEEDS) Number of trainings with ECE staff on nutrition and PA (SEEDS) % of ECEs reached that are provided TA and training on nutrition and increasing PA opportunities (SEEDS) % of ECEs assessed (SEEDS): Number Go NAP SACCs completed Number planned assessments	ST5 Score for Nutrition PSEs, Year 1 (Go NAP SACC - Child Nutrition) ST5 Score for PA PSEs, Year 1 (Go NAP SACC – Infant & Child PA) ST5 Qualitative data re: readiness and capacity related to nutrition and PA policies and environments (SARN)	MT5 Increase in score *in at least 1 area* for Nutrition PSEs, Year 3 (Go NAP SACC – Child Nutrition) MT6 Increase in score *in at least 1 area* for PA PSEs, Year 3 (Go NAP SACC – Infant & Child PA) MT5 Qualitative data re: adoption of nutrition supports (SARN) MT6 Qualitative data re: adoption of PA supports (SARN)	LT5 Increase in score in *at least two areas, including Education & Professional Development,* for Nutrition PSEs, Year 5 (Go NAP SACC – Child Nutrition) LT6 Increase in score *at least two areas, including Education & Professional Development,* for PA PSEs, Year 5 (Go NAP SACC – Infant & Child PA)	LT10 Sustainability Plan – Evidence that the program or site has a formal plan for sustaining, evaluating, and improving the nutrition or PA standards or environmental changes, Years 7+ (TBD)	R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary and PA guidelines (YRBSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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
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 (SEEDS)	Number of meetings, including TA, with ECE leadership (SEEDS) Number of trainings with ECE and food service staff on nutrition education, healthy meal planning and food preparation (SEEDS) % of ECEs reached that are provided TA and training on nutrition (SEEDS) % of ECEs assessed (SEEDS): Number Go NAP SACCs completed Number planned assessments	ST5 Score for Nutrition PSEs, Year 1 (Go NAP SACC - Child Nutrition) ST5 Qualitative data re: readiness and capacity of ECE to offer nutrition education, health meal planning & food preparation (SARN)	MT5 Increase in score *in at least Education & Professional Development* for Nutrition PSEs, Year 3 (Go NAP SACC - Child Nutrition) MT5 Qualitative data re: adoption of nutrition supports (SARN)	LT5 Increase in score in *at least two areas, including Education & Professional Development,* for Nutrition PSEs, Year 5 (Go NAP SACC - Child Nutrition)	LT10 Sustainability Plan - Evidence that the program or site has a formal sustainability plan for nutrition, Year 7 (TBD)	R1,2,4,5 Behavior change among youth toward increased adherence to national dietary guidelines (YRBSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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
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 (SEEDS)	Number of meetings, including TA, with ECE leadership (SEEDS) Number of trainings with ECE staff on increasing PA (SEEDS) % of ECEs reached that are provided TA and training on increasing PA opportunities (SEEDS) % of ECEs assessed (SEEDS): Number Go NAP SACCs completed Number planned assessments	ST5 Baseline score for PA PSEs, Year 1 (Go NAP SACC – Infant & Child PA) ST5 Qualitative data re: readiness and capacity of the ECE for providing PA opportunities (SARN)	MT6 Increase in score in *at least Time Provided* for PA PSEs, Year 3 (Go NAP SACC – Infant & Child PA) MT6 Qualitative data re: adoption of PA supports (SARN)	LT6 Increase in score in *at least Time Provided* and *Education & Professional Development* for PA PSEs, Year 5 (Go NAP SACC – Infant & Child PA)	LT10 Sustainability Plan - Evidence that the program or site has a formal sustainability plan for PA, Year 7 (TBD)	R7 Behavior change among youth toward increased PA meeting national guidelines (YRBSS) R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)

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
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 (SEEDS)	**EVALUATION OF YOUTH DE (WITH SCHOOL-BASED PSEs)**					R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
			% of Youth *DE series*[2] completed (SEEDS) Number series completed Number series planned % of participants who complete KAN-Q assessments at the start and end of the school year (cover sheet): Number classrooms surveyed Number classrooms planned	**ST1** Increase in MyPlate *knowledge and attitudes* scores, pre to post (KAN-Q) **ST3** Increase in PA *knowledge and attitudes* scores, pre to post (KAN-Q)	**MT1** Increase in MyPlate *behaviors* scores for youth, pre to post (KAN-Q) **MT3** Increase in PA *behaviors* scores for youth, pre to post (KAN-Q)	**LT1,3** Behavior change among youth associated with increased adherence to national dietary and PA guidelines, Year 5 (YRBSS)	**R1,2,4,5,7** Population-level behavior change among youth toward sustained increased adherence to national dietary and PA guidelines, Year 7 (YRBSS)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)
			EVALUATION OF ADULT DE					
			% Adult *DE Series*[3] completed (SEEDS) : Number participating series completed Number participating series planned % of participants who complete pre-post assessments (cover sheet)		**MT1,2** Increase in MyPlate & Food Resource Management scores (UCCE Food Behavior Checklist) **MT3** Increase in PA *behaviors* scores (On the Go! Survey)	**LT1-3** Behavior change among adults associated with sustained increased adherence to national dietary and PA guidelines and improved food resource management (BRFSS)	**R2,5,7** Population-level behavior change among adults toward sustained increased adherence to national dietary and PA guidelines and reduced food insecurity (BRFSS)	

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[2] Includes all AzNN-approved curricula for kids of all ages/grades

[3] The following curricular series are approved for use with the UCCE Food Behavior Checklist and/or On the Go! Surveys: MyPlate for My Family; Eat Healthy, Be Active; Eating Smart, Being Active

KEY:

Yellow = Contractor required to collect data

Green = Evaluation Team required to collect data

Gray = Collected by other ADHS agency

STO = Short-Term Outcomes

MTO = Medium-Term Outcomes

LTO = Long-Term Outcomes

SEEDS = SNAP-Ed Electronic Data System

SARN = Semi-Annual Report Narrative

BRFSS = Behavioral Risk Factor Surveillance System

STORE = Store Assessment Tool

NHSAC = National Healthy Schools Award Checklist, in the *Healthy Schools Program Framework of Best Practices*

KAN-Q = Kids' Nutrition and Physical Activity Questionnaire

WCFI = Wilder Collaboration Factors Inventory

PARA = Physical Activity Resource Assessment Instrument

SFSPC = SNAP-Ed Summer Food Service Program Supports Checklist

POD = Point of Decision

LWP = Local Wellness Policy

ECE = Early Childhood Education Center

DE = Direct Education

UCCE = University of California Cooperative Extension

YRBSS = Youth Risk Behavior Surveillance System

TBD = To be determined

TA = Technical Assistance

Appendix L

Educational Reinforcement Item Request Form

AZ Health Zone ERI Request Form

Local Implementing Agency Name: Click here to enter text.

Item Information (One item per request form)
- **Item Description (include link or attachment with photo):** Click here to enter text.
- **Nutrition or Physical Activity Message:** Click here to enter text.
- **Total # of Items:** Click here to enter text.
- **Total Cost (including tax and shipping):** Click here to enter text.
- **Cost per Item (include a quote):** Click here to enter text.
- **Message and Graphics:** Click here to enter text.

Work Plan
- **The ERI will support the following strategy(ies):** Click here to enter text.
- **The ERI will support activities described in the following objective(s):** Click here to enter text.

Distribution Plan
- **Describe the audience for this ERI:** Click here to enter text.
- **The ERI will be distributed during this time frame:** Click here to enter text.
- **The ERIs will be distributed at the following type of locations/activities:** Click here to enter text.

Describe how the ERI supports multilevel interventions and/or local communication activities which utilize multiple communication channels. Describe the connection between direct education, PSE, and the ERI. (Example 1: Coupons for grocery totes received after completion of a DE series are redeemable at local farmers' markets . Messaging on the tote matches Farmer's Market promotion within the community. Example 2: Hip pack or water bottle with physical activity message distributed at one or more activities leading up to the opening of a new local walking trail. Messaging promotes physical activity and use of the trail:
Click here to enter text.

Note: ADHS Communications Team approval required on all artwork/logos. Attach art files separately.

Appendix M

Guidance for Curriculum Modification Tip Sheet

Guidance for Curriculum Modification
Go, Slow, Whoa

GO

- Adding visuals or props to enhance a learning concept
- Adding supplemental activities to a lesson to make it more interactive
- Updating content for new Federal Guidelines
- Making adaptations for cultural and age appropriateness or food availability and seasonality
- Delivering the curricula by speaking in a language other than the language in which it was written
- Dividing larger lessons into smaller lessons to fit the scheduling needs of participants or site
- Combining lessons in sequence to fit the scheduling needs of participants or site
- Providing supplemental activities for children so that families can attend together (kids and parents together)
- Adjusting activities or activity times to accommodate organic changes with lesson pacing

SLOW

- Modifying or adapting curriculum for different age, grade level, or lifecycle stage, from intended audience or modifying the setting
- Developing a language translation for written curriculum materials not provided by curriculum developers
- Planned adjustments to activities to allow more time for increased discussion with participants (e.g. audiences with language limitations or seniors)

WHOA

- Deleting content, activities, or lessons from a series
- Rearranging the order of activities within a lesson
- Using a curriculum as is for a different age, grade level, or audience from intended use outside Curriculum Implementation Guidelines

Full guidelines available in the AZ HEALTH ZONE Policies and Procedures Manual.