

**Arizona Department
of Health Services**

Arizona Nutrition Network

Annual Report

Federal Fiscal Year 2016



Champions for Change
Arizona Nutrition Network

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Part 1, Section A: SNAP-Ed Narrative Annual Report

1. SNAP-Ed Program Overview

The AzNN far exceeded many goals in the operational plan for FFY2016. Highlights are listed below. See **Appendix A** for full update on all activities included in the operational plan.

- Generated 179 million combined media impressions with the *Brighten the Family Table* and *Put a Little Plat Into Your Day* social marketing campaigns (target of 50 million).
- Interacted with nearly 93 thousand users on the eatwellbewell website (target of 55,000 users). Not only did the website see an increase in overall users, but also in returning users.
- Provided training to almost 700 individuals to build capacity around SNAP-Ed implementation and evaluation (target of 400 people). Example trainings include: utilizing general plans to improve health, health literacy, proctoring surveys for the impact evaluation, and the Annual Partners Conference.
- Collaborated with Arizona Department of Education to develop a Summer Food Service Program (SFSP) outreach toolkit to be utilized by the local implementing agencies and SFSP sponsors. The resulting Summer Lunch Buddies campaign was received well within targeted communities and among community partners.
- Focus Area driven subcommittees formed in FFY2016. Subcommittees met monthly and were lead in partnership with AzNN and LIA staff. The subcommittees facilitated additional partner sharing opportunities, encouraged cross collaboration between LIAs, and provided opportunities for LIA staff to assist with and provide feedback on AzNN projects. The subcommittees will continue into FFY2017.

FFY2016 included many “firsts” as the AzNN embarked on the first year of the FFY2016-2018 Nutrition Education and Obesity Prevention Plan:

- Local Implementing Agencies (LIAs) began work under the new scope of work which was developed in FFY2014 and awarded in FFY2015. The LIA scope of work includes a more focused approach to SNAP-Ed implementation in Arizona and enhances evaluation to better document the impact of AzNN activities. The AzNN directly funded at least one LIA in every county in Arizona.
- The AzNN contracted with the University of Arizona to support statewide evaluation efforts. This included a revised evaluation framework which better aligned with the revised LIA scope of work and strategy list. Specialized training was provided to LIAs on implementation of the evaluation framework.
- Developed a *stand-alone* social marketing campaign specific to physical activity. Previous physical activity campaigns were integrated with nutrition focused campaigns, and components were limited to one TV spot which was aired at 20-25% of the overall media buy.

The AzNN continued to thrive as a program in spite of the headcount restriction implemented in 2015. The program was able to fill the Food Systems Specialist position near the end of the fiscal year (the employee started in FFY2017). The AzNN will continue to advocate for filling the remaining five vacant positions. While some projects were carried into FFY2017, many were completed on time and at/under budget

See **Appendix B** for the SNAP-Ed Priority Indicators Report.

2. SNAP-Ed Administrative Expenditures

Administrative Expenses	FFY2015 Carry-In Funds	% Total Admin Expenses	FFY2016 Funds	% Total Admin Expenses
Administrative Salary ⁽¹⁾	\$2,819.75	1.63%	\$674,879.47	48.83%
Administrative Training Functions	\$0	0%	\$0	0%
Reporting Costs ⁽²⁾	\$91,458.60	52.92%	\$442,373.61	32.01%
Equipment/Office Supplies	\$32,590.79	18.86%	\$0	0.00%
Operating Costs	\$11,434.98	6.62%	\$52,012.86	3.76%
Indirect Costs	\$34,519.47	19.97%	\$212,816.75	15.40%
Overhead Charges ⁽³⁾	N/A	N/A	N/A	N/A
TOTAL ADMIN EXPENSES	\$172,823.59		\$1,382,082.69	

Fiscal tracking at the State level is not completed in this manner. The amounts shown above are based on re-categorization of expenditures to align with the listed categories. Therefore, it only includes AzNN administrative expenses and only those expenditures falling within the categories above. For example, costs associated with media placement are not included nor are local agency expenditures. Because of this, the above table will not match question 10 in the final EARS report.

⁽¹⁾ All salary costs have been prorated to the percentage administrative time reported for ADHS staff throughout FFY2016.

⁽²⁾ The AzNN does not track costs associated with reporting (i.e. EARS) separately. The staff time spent on EARS is reported along with all other administrative salary costs. The AzNN is reporting the evaluation contract with the University of Arizona as well as the BRFSS questions in the reporting section.

⁽³⁾ Overhead charges are covered by the agency's indirect costs and cannot be separated out.

3. SNAP-Ed Evaluation

- **SNAP-Ed Evaluation Reports Completed for this Reporting Year:**

Project Name	Key Project Objective(s)	Target Audience	Evaluation Type			
			FE	PE	OE	IE
Reliability of a Kids' Activity and Nutrition Questionnaire for School-based SNAP-Ed Interventions (Appendix C)	Strategy 16: Direct Education with Youth	School-based SNAP-Ed Participants and Eligibles in Grades 4-8.	X			
AzNN FFY2016 Partner Satisfaction Survey (Appendix D)	All	SNAP-Ed staff statewide	X			
Evaluation Team Direct Education Observation and Feedback (Appendix E)	Strategy 16: Direct Education with Adults	SNAP-Ed Staff in 8 Counties in Arizona	X			
Evaluation Team Services and Support Survey (Appendix F)	All	Arizona SNAP-Ed Evaluation Team	X			
Arizona SNAP-Ed Economic Analysis (Appendix G)	All	Arizona SNAP-Ed Stakeholders			X	

- **Impact Evaluation:**

Name of the Project

An Impact Evaluation of the Adult Direct Education Curriculum MyPlate for My Family (MPFMF) in Arizona

Project Goals (specifically those evaluated)

- Primary: To determine if the MPFMF four class series delivered by SNAP-Ed Local Implementing Agencies (LIAs) in eight Arizona counties changed the nutrition and/or physical activity behaviors of participants, compared with a SNAP-eligible Control group in the same counties.
- Secondary: To explore Intervention group participants' experiences in the classes and their applications of the educational messages, including behaviors, attitudes and knowledge.

Evaluation Design

The unit of assignment for the **Intervention group** was participation in a SNAP-Ed MPFMF class series in Arizona between January and April 2016. All participants in a class series occurring during this time were offered the opportunity to participate in the Intervention group, with the exception of two due to scheduling conflicts.

For the **Control group**, the unit of assignment was a SNAP-Ed non-direct education activity reaching adults in a county where there had also been an Intervention group. These activities included health fairs, parent nights, a parenting class, an afterschool pickup time at a SNAP-Ed qualified site, and a youth event utilizing parent chaperones. All attendees reached by proctors at these activities were invited to participate in the Control group. Participants who completed surveys were offered a \$10 grocery store gift card as a thank-you for participating.

Individuals were not randomly assigned to a group. See Section B, for additional details.

At project inception, there were eighteen units (class series) representing 151 adult participants in the Intervention group. The Control group consisted of eight units (events where Control group participants were recruited) representing 155 adult participants.

By project completion, there were sixteen units representing 98 adult participants in the Intervention group (65% retention rate). Of these 98 participants, 21 participated in a focus group after the last class. All eight Control group units were retained, representing 80 individual adult participants in the Control group (52% retention rate).

Impact Measures

To measure behavior changes related to Healthy Eating (MT1) and Food Resource Management (MT2), the University of California Cooperative Extension's (UCCE) Food Behavior Checklist was used. The survey is a visually-enhanced 16-item **self-report** checklist that measures **eating and shopping behaviors**. It has been extensively validated with the low-income population and is available in English and Spanish.

For behavior changes related to Physical Activity and Reduced Sedentary Behavior (MT3), the University of California Cooperative Extension's (UCCS) On the Go/iDe Prisa! Survey was used. The survey is a visually-enhanced 20-item questionnaire focusing on **self-reported adult physical activity behaviors in the last 7 days**. It has been adapted for low-income audiences from the validated International Physical Activity Questionnaire and combines English and Spanish within the same survey.

To expand upon the quantitative behavior data and collect **qualitative data** regarding MyPlate knowledge, shopping knowledge or intention, and physical activity goals, **focus group participants** were asked about the following topics:

- The session they liked best from the MPFMF series
- The most helpful messages from the classes that assisted them or their families to make a successful change
- The class messages they struggled with applying to their lives
- The teaching strategies that worked well.
- Other topics on which they desired further information

Findings

The following is a brief summary of statistically significant Impact Evaluation results. Please refer to Section B, for more detailed results.

Demographics	Intervention vs. Control Groups
Gender	There were significantly fewer females in the Control group.
Children in Household	There were significantly more participants in the Control group who did not have children at home.
Hispanic ethnicity	There were significantly fewer participants reporting Hispanic ethnicity in the Control group.

MT1: Healthy Eating	Intervention vs. Control Groups
MT1a. Protein foods - low fat/lean	The Intervention group was significantly more likely to take the skin off chicken at Pre and Post.
MT1d. More than one kind of vegetable	The Intervention group was significantly more likely to eat 2+ vegetables with their main meal at Post.
MT1h. Fewer sugar-sweetened beverages	The Intervention group was significantly less likely to drink fruit drinks, sports drinks, or punch at Post.
MT1l. Cups of fruit	Over time, the Intervention group increased their fruit intake while the Control group decreased theirs. This resulted in a significant change across time, with the Intervention group reporting more positive change in fruit consumption.
MT1m. Cups of vegetables	Over time, the Intervention group increased their vegetable intake while the Control group decreased theirs. This resulted in a significant change across time, with the Intervention group reporting more positive change in vegetable consumption.

MT2: Food Resource Management	Intervention vs. Control Groups
MT2g. Running out of food before month's end	The Intervention group was significantly more likely to run out of food at Pre. Over time, the Intervention group increased their food security and the Control group decreased theirs. This resulted in a significant change across time with the Intervention group reporting higher food security at Post.

MT3: Physical Activity and Reduced Sedentary Behavior	Intervention vs. Control Groups
MT3a. Days in the last week individuals engaged in physical activity/leisure sport	At Post the Intervention group was significantly more active than the Control group. The Intervention group increased their activity across time, and the Control group decreased theirs. This resulted in a significant change across time with the Intervention group reporting a higher number of days active.
MT3b. Physical activity in the last week that caused individuals to breathe harder than normal (moderate/vigorous)	At Post, for moderate activity, the Intervention group was significantly more active than the Control group. The Intervention group increased their activity across time, and the Control group decreased theirs. This resulted in a significant change across time with the Intervention group reporting higher minutes for both moderate and vigorous activity.
MT3i. Hours spent sitting and sedentary in the last week	At Post, the Intervention group was significantly less sedentary than the Control group for both time spent sitting, and for time spent sitting plus time spent in transit. The Intervention group decreased their sitting across time and the Control group increased theirs. This resulted in a significant change across time for both time spent sitting and time spent sitting plus time spent in transit.

Focus Groups	Finding
Overall	Participation in the MPFMM series raised awareness about the importance of planning meals ahead, getting family members involved in meal preparation and physical activity, being more vigilant about their children’s whole food environment, and taking small steps toward healthier habits.
Favorite Class	Lesson 3: <i>Vegetables and Fruits, Simple Solutions</i> and Lesson 1: <i>MyPlate Family Meals</i>
Helpful messages	<ul style="list-style-type: none"> • Ways to get children involved in meal preparation • Proper portion sizes
Hard-to-adopt messages	<ul style="list-style-type: none"> • The effort required to prepare healthy meals when time is in short supply • Changing family tastes balanced against family resistance to these changes, and not wanting to waste food
Teaching strategies that worked well	<ul style="list-style-type: none"> • Interactive food demos or hands-on activities • Instructors answering questions and explaining thoroughly • An opportunity to share knowledge within the class group
Additional information sought	<ul style="list-style-type: none"> • More time to delve deeper into MyPlate topics • More detail on reading food labels

Description of how evaluation results will be used

The results will be shared with primary stakeholders, including relevant departments within the Arizona Department of Health Services and the SNAP-Ed Local Implementing Agencies (LIAs). Data will also be used to explore how to enhance LIA capacity building in teaching class series with adults. This will include stratifying the results by language (English vs. Spanish) and SNAP recipients vs. non-recipients, to understand implications for practice if there are significant differences in results by subpopulation. In addition, the project adds to the evidence base for the MPFME curriculum, seeking to move it from a practice-tested to a research-tested curriculum. Finally, results will be shared with the SNAP-Ed, nutrition education, and obesity prevention professional networks to enhance direct education efforts reaching SNAP-eligible communities nationwide.

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Relevant Journal References

Results to be submitted for publication in 2017

4. SNAP-Ed Planned Improvements

The AzNN will continue to focus on implementation of the multi-year plan and supporting the revised Evaluation Framework. The AzNN and DES will continue to meet quarterly to strengthen collaboration.

New project management tools will be implemented in FFY2017 under the Arizona Management System, based on Lean management principles. The use of Huddle Boards and Huddle Meetings will increase opportunities to trouble shoot problems with projects and ensure the AzNN team is regularly reviewing goal/objective metrics and realigning efforts as necessary. In addition to the metrics outlined in the state plan, the AzNN has selected one of the metrics to be the *percentage of the FFY2017 work plan completed* as well as metrics specific to local agency performance.

Arizona's State Nutrition Action Committee (SNAC) will be implemented in FFY2017 after completion of the Request for Proposal (RFP) process.

5. Appendices

Appendix A: Progress Achieving Overarching Goals

Appendix B: SNAP-Ed Priority Indicators

Appendix C: Reliability of a Kids' Activity and Nutrition Questionnaire JNEB Article

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Part 1, Section B: SNAP-Ed Annual Report Summary for Impact Evaluations

1. Name of Project or Social Marketing Program

An Impact Evaluation of the Adult Direct Education Curriculum *MyPlate for My Family* (MPFMF) in Arizona

2. Key Evaluation Impact(s)

Indicator	Sub-indicator	Evaluation Impact
MT1. Healthy Eating	MT1a. Protein Foods	Are participants who attend the series more likely to: a) Take the skin off chicken? b) Have eaten fish in the past week?
	MT1c. Fruit Consumption	Are participants who attend the series more likely to eat more than one kind of fruit each day?
	MT1d. Vegetable Consumption	Are participants who attend the series more likely to: a) Eat more than one kind of vegetable each day? b) Eat two or more vegetables at their main meal?
	MT1h. Sugar-sweetened Beverages	Are participants who attend the series less likely to: a) Drink fruit drinks, sports drinks or punch? b) Drink regular soda?
	MT1l. Daily Fruit Consumption	Are SNAP-eligible participants who attend the series likely to eat more fruit daily?
	MT1m. Daily Vegetable Consumption	Are participants who attend the series likely to eat more vegetables daily?
MT2. Food Resource Management	MT2b. Food Label Use	Are participants who attend the series more likely to use the Nutrition Facts label?
	MT2g. Food Insecurity	Are participants who attend the series less likely to run out of food before the end of the month?
MT3. Physical Activity and Reduced Sedentary Behavior	MT3a. Physical Activity Participation	Are participants who attend the series more likely to engage in physical activity more often throughout the week?
	MT3b. Moderate/Vigorous Physical Activity Participation	Are participants the series more likely to engage in increased moderate and/or vigorous physical activity throughout the week?
	MT3i. Sedentary Behavior	Are participants who attend the series more likely to reduce their time spent sitting throughout the week?

3. Evaluation Participants

Participants included 178 adults who attended a MPFMMF lesson series (Intervention group) or other activity (Control group) with SNAP-Ed in one of eight counties in Arizona. These counties included Coconino, Maricopa, Mohave, Pima, Pinal, Santa Cruz, Yavapai and Yuma.

4. Assignment to intervention and control or comparison conditions

- **Describe the unit of assignment to intervention and control groups**

The unit of assignment for the **Intervention group** was participation in a SNAP-Ed MPFMMF class series in Arizona between January and April 2016. All participants in class series occurring during this time (except for two due to scheduling conflicts) were offered the opportunity to participate in the Intervention group. Participants who completed surveys were offered a \$10 grocery store gift card as a thank-you for participating.

For the **Control group**, the unit of assignment was a SNAP-Ed non-direct education activity reaching adults occurring in a county where there had also been an Intervention group. These activities included health fairs, Head Start parent nights, a parenting class at a Family Resource Center, a pickup time at a SNAP-Ed qualified Boys and Girls Club, and a youth event where parents were chaperones. All attendees reached by proctors at these activities were invited to participate in the Control group. Participants who completed surveys were offered a \$10 grocery store gift card as a thank-you for participating

- **Describe how assignment to intervention and control groups was carried out**

MPFMMF was the most popular adult direct education curriculum chosen by SNAP-Ed local implementing agencies (LIAs) in Arizona in FY16. The Evaluation Team invited local agencies that planned to proctor MPFMMF series between January and April 2016 to participate in the Adult Impact Project. If the local agency was able to schedule the Evaluation Team for proctoring the adult surveys during the first and last classes, then they were included in the **Intervention group**. Of those agencies with participants who completed all four MPFMMF lessons, we selected four sites across the state to engage in focus groups in addition to the pre-post survey assessment.

We used a quasi-experimental approach with a nonequivalent comparison group design, in which the Intervention group received the MPFMMF four-class series during a specified period (January - April 2016), while the Control group had the potential to receive the Intervention (a class series) during a later period (May – September 2016).

While randomized group assignment is often considered the gold standard, in real-world evaluation, randomization for Intervention and Control groups can be problematic. Considering that a goal of SNAP-Ed is to provide direct education equitably to all who are eligible, assignment to the Control group for this project was based upon the opportunity to participate in a future class series (i.e. delayed Intervention), which was preferable because SNAP recipients and eligibles were not denied the intervention.

To recruit individuals who had not yet been invited into a MPFMMF class series for the **Control group**, Evaluation Team members visited sites in seven of the eight counties where Intervention groups were conducted seeking to survey SNAP-eligible adults at events such as health fairs and Head Start parent nights. One county was not able to be reached for a Control group due to logistical challenges. When Control group participants were invited to

complete their first survey, a mailing address was collected to send a follow up survey after four weeks. This periodicity matched the duration of the MPFMF class series for most Intervention groups, who attended one class session weekly.

- **Describe how many units and individuals were in the intervention and control groups at the start of the intervention**

The Intervention group contained 18 units (class series) representing 151 adult participants. The focus group participants were drawn from four units (class series within the 18), representing 21 adult participants. The Control group contained eight units (events where Control group participants were recruited) representing 155 individual adult participants

5. Impact Measure(s)

For behavior changes related to Healthy Eating (MT1) and Food Resource Management (MT2), the University of California Cooperative Extension's (UCCE) **Food Behavior Checklist** was used. The UCCE Food Behavior Checklist is a visually-enhanced 16-item self-report checklist that measures eating and shopping behaviors. It has been extensively validated with the low-income population and is available in English and Spanish.

Specific questions pertain to:

MT1a: Protein foods prepared without solid fats or fresh poultry, seafood, pork and lean meat rather than processed meat and poultry (Questions 11 and 12)

Mt1c: Eating more than one kind of fruit (Question 8)

MT1d: Eating more than one kind of vegetable (Questions 9 and 13)

MT1h: Drinking fewer sugar-sweetened beverages (Questions 2 and 4)

MT1l: How many cups of fruit are consumed per day (Question 7 in English version/Question 6 in Spanish version)

MT1m: How many cups of vegetables are consumed per day (Question 6 in English version/Question 7 in Spanish version)

MT2b: Use of the nutrition facts label (Question 14)

MT2g: Running out of food before month's end (Question 15)

For the Medium Term behavior changes related to Physical Activity and Reduced Sedentary Behavior (MT3), the University of California Cooperative Extension's (UCCS) On the Go/iDe Survey was used. The UCCE **On the Go!/iDe Prisa!** Survey is a visually-enhanced 20-item questionnaire focusing on self-reported adult physical activity behaviors in the last 7 days. It has been adapted for low-income audiences from the validated International Physical Activity Questionnaire and combines English and Spanish within the same survey.

Specific questions pertain to:

MT3a: How many days in the last week individuals engaged in physical activity and general leisure sport (Questions 5, 7, 9, 11, 17, and 19)

MT3b: Amount of physical activity in the last week which caused individuals to breathe harder than normal (Questions 6, 8, 10, 12, 18, and 20)

MT3i: Hours spent sitting on a weekday and a weekend day in the last week (Questions 13 and 14)

To expand upon the quantitative behavior data and collect qualitative data regarding MyPlate knowledge, shopping knowledge or intention, and physical activity goals, focus group participants were asked about the following topics:

- The session they liked best of the four MPFMM lessons
 - The most helpful messages from the classes that assisted them and their families make a successful change to be healthier
 - Class messages they struggled with applying to their lives
 - Teaching strategies that worked well
 - Topics on which they desired further information
- **Describe the points at which data were collected from intervention and control group participants**

For the Intervention group, pre-test data was collected before participants began their first class of the MPFMM class series. Post-test data was collected after the fourth class in the MPFMM class series. Intervention group participants were also sent survey packets by mail to measure behaviors again three months after they completed a post-test (follow-up data). Follow up data are described in the following section of this report: *Reporting SNAP-Ed Priority Outcome Indicators - SNAP-Ed Evaluation Framework, Indicators MT1-MT3.*

For the Control group, pre-test data was collected at the time of recruitment. Post-test data was collected by participants' voluntary response to a second survey packet sent four weeks after the pre-test.

6. Results

Interpreting the results at a glance:

Significant difference between groups

Trend-level difference between groups

Non-significant difference between groups

Demographic Results:

	Intervention Group (N = 98)	Control Group (N = 80)
Gender	Significant difference in gender (p=0.000 between groups, by Fisher's Exact test.	
Female	97.96%	82.50%
Male	2.04%	17.50%
Age	No significant difference in age (p = 0.1211) between groups by Wilcoxon Rank Sum test.	
18 - 29	15.31%	18.75%
30 - 49	77.55%	50.00%
50 - 59	4.08%	8.75%
60+	3.06%	15.00%
Missing	0.00%	7.50%
Children in Household	Significant difference in children in household (p=0.037) between groups, by Chi square test.	
Yes	94.79%	85.14%
No	5.21%	14.86%
Receive SNAP benefits	Trend toward a significant difference in receive SNAP benefits (p=0.091) between groups, by Chi square test.	
Yes	32.26%	44.87%
No	67.74%	55.13%

Hispanic	Significant difference in Hispanic ethnicity (p=0.001) between groups, by Chi square test.	
Yes	92.39%	74.03%
No	7.71%	25.97%
Race	No significant differences (p ranging from 0.389 – 0.702) between groups, by Chi square test for each race group separately.	
American Indian	3.06%	5.00%
Native Hawaiian	0.00%	1.25%
White	52.04%	56.25%
Asian	2.04%	0.00%
Black	0.00%	1.25%
Missing	43.88%	37.50%

Data Results: The Evaluation Team analyzed data from those individuals for whom there were matched Pre and Post surveys in each group (Intervention N=98 and Control N=80).

The data tables below compare behavior in the Intervention and Control group at Pre and Post points in time. The Change Over Time column refers to the amount of change seen in the Intervention group vs. the Control group across four weeks between Pre and Post. Unless otherwise specified, the test for significance is the Wilcoxon Rank Sum test.

MT1a. Protein Foods

Intervention vs. Control	At PRE	At POST	Change Over Time
Take skin off chicken	Intervention group significantly more likely to do this (p=0.0041) N: Intervention (I) = 97, Control (C) = 76	Intervention group significantly more likely to do this (p=0.0041) N: I = 97, C = 73	No significant difference between groups (p=0.7337) N: I = 96, C = 69
Eat fish in past week	No significant difference between groups (p=0.2626) N: I = 97, C = 75	Intervention group shows trend toward eating more fish (p=0.0668) N: I = 97, C = 72	No significant difference between groups (p=0.1654) N: I = 96, C = 67

MT1c. Fruit Consumption

Intervention vs. Control	At PRE	At POST	Change Over Time
Eat more than one kind of fruit	No significant difference between groups (p=0.6907) N: I = 98, C = 76	No significant difference between groups (p=0.5342) N: I = 96, C = 72	No significant difference between groups (p=0.1612) N: I = 96, C = 68

MT1d. Vegetable Consumption

Intervention vs. Control	At PRE	At POST	Change Over Time
Eat more than one kind of vegetable	No significant difference between groups (p=0.8849) N: I = 97, C = 76	No significant difference between groups (p=0.7428) N: I = 97, C = 72	No significant difference between groups (p=0.8567) N: I = 96, C = 68
Eat 2+ vegetables at main meal	No significant difference between groups (p=0.3952) N: I = 97, C = 78	Intervention group significantly more likely to do this (p=0.0361) N: I = 97, C = 78	No significant difference between groups (p=0.1284) N: I = 96, C = 76

MT1h. Sugar-Sweetened Beverages

Intervention vs. Control	At PRE	At POST	Change Over Time
Drink fruit drinks, sports drinks, or punch	No significant difference between groups (p=0.2033) N: I = 98, C = 77	Intervention group significantly less likely to do this (p=0.0429) N: I = 97, C = 78	No significant difference between groups (p=0.2800) N: I = 97, C = 75
Drink regular soda	No significant difference between groups (p=0.6568) N: I = 97, C = 77	Intervention group shows trend toward drinking less soda (p=0.0885) N: I = 95, C = 73	No significant difference between groups (p=0.3966) N: I = 94, C = 70

MT1j. Daily Fruit Consumption

Intervention vs. Control	At PRE	At POST	Change Over Time
Amount of Daily Fruit Consumption	No significant difference between groups (p=0.1995) N: I = 97, C = 75	No significant difference between groups (p=0.2297) N: I = 97, C = 72	Significant difference between groups, with Intervention group increasing intake and Control group decreasing intake (p=0.0086) N: I = 96, C = 67

MT1m. Daily Vegetable Consumption

Intervention vs. Control	At PRE	At POST	Change Over Time
Amount of Daily Vegetable Consumption	No significant difference between groups (p=0.1196) N: I = 98, C = 75	No significant difference between groups (p=0.6193) N: I = 95, C = 73	Significant difference between groups, with Intervention group increasing intake and Control group decreasing intake (p=0.0160) N: I = 95, C = 68

MT2b. Food Label Use

Intervention vs. Control	At PRE	At POST	Change Over Time
Use nutrition facts label when shopping	No significant difference between groups (p=0.9848) N: I = 97, C = 77	No significant difference between groups (p=0.1951) N: I = 96, C = 77	No significant difference between groups (p=0.1126) N: I = 95, C = 74

MT2g. Food Insecurity

Intervention vs. Control	At PRE	At POST	Change Over Time
Run out of food before the end of the month	Intervention group significantly more likely to do this (p=0.0034) N: I = 97, C = 76	No significant difference between groups (p=0.6411) N: I = 96, C = 78	Significant difference between groups, with Intervention group increasing food security and Control group decreasing food security (p=0.0025) N: I = 95, C = 74

MT3a. Physical Activity Participation

Intervention vs. Control	At PRE	At POST	Change Over Time
Days active per week	No significant difference between groups (p=0.9880) N: I = 98, C = 78	Intervention group significantly more likely to be active (p=0.0093) N: I = 98, C = 78	Significant difference between groups, with Intervention group increasing their activity level and Control group decreasing theirs (p=0.0302, by T-test) N: I = 98, C = 78

MT3b. Moderate/Vigorous Physical Activity Participation

Intervention vs. Control	At PRE	At POST	Change Over Time
Moderate activity minutes per week	No significant difference between groups (p=0.3073) N: I = 88, C = 68	Intervention group significantly more moderately active (p=0.0121) N: I = 76, C= 72	Significant difference between groups, with Intervention group increasing their activity level and Control group decreasing theirs (p=0.0144, by T-test) N: I = 68, C = 63
Vigorous activity minutes per week	No significant difference between groups (p=0.9216) N: I = 89, C = 69	Intervention group significantly more vigorously active (p=0.0026) N: I = 72, C = 74	Trend toward significant difference between groups , with Intervention group increasing their activity level and Control group decreasing theirs (p=0.0772, by T-test) N: I = 66, C = 66

***We noted larger effects for spare time activity and activity at work vs. activity at home, for both moderate and vigorous activity levels.*

MT3i. Sedentary Behavior

Intervention vs. Control	At PRE	At POST	Change Over Time
Hours spent sitting per week	No significant difference between groups (p=0.7791) N: I = 93, C = 74	Intervention group significantly fewer hours sitting (p=0.0005) N: I = 94, C= 76	Significant difference between groups, with Intervention group decreasing their sitting and Control group increasing theirs (p=0.0042, by T-test) N: I = 90, C = 72
Sedentary hours per week (siting + time sitting in transit)	No significant difference between groups (p=0.8264) N: I = 78, C = 69	Intervention group significantly less sedentary (p=0.0012) N: I = 69, C = 67	Significant difference between groups, with Intervention group decreasing their sedentary time and Control group increasing theirs (p=0.0113, by T-test) N: I = 58, C = 60

Focus Group Results:

Focus group participants described key themes related to their participation in the MPFMF series:

- Increased consumption of new foods
- Barriers to serving healthier foods and their attempts to overcome them
- Increased involvement of children in food preparation
- An increased interest in food resource management practices
- Increased vigilance regarding their children's overall food environment

The majority of focus group participants were trying new fruits and/or vegetables thanks to new awareness from the MPFMF class series, but some commented that their children were resisting new healthier habits. To combat this, many participants were taking small steps, such as offering juice diluted with water to adjust their children's tastes. The participants also voiced new awareness that involving family and engaging children while cooking or exercising helped encourage the family to learn healthier habits, and was an enjoyable way to spend family time.

Some participants expressed difficulty taking time to plan/budget for meals and indicated that they needed to "get [into] that habit of thinking ahead." The majority of participants commented that they were tired at the end of the day and usually just wanted to prepare something quick for dinner. However, they reported new awareness of how to make shopping lists and use new recipes, which made meals simpler to plan. They also commented on a new awareness about how to read food labels and focus on "what we should look for" (i.e. nutrient content), which was beneficial for meal planning.

These classes made participants aware that some foods contributed little nutritionally to their families' diets, and in fact, could have a deleterious effect ("we are the ones... giving poison to our children and we are not realizing it"). The participants also commented that they were becoming more aware that their children consume unhealthy food from other places (schools, etc.) and they needed to be informed about their families' overall dietary intake.

Participants most enjoyed information about portion sizes, a topic covered in lesson 3: *Vegetables and Fruits – Simple Solutions*, and also about getting children involved in meal preparation (Lesson 1: *MyPlate Family Meals*). Others mentioned that messages including how to organize and prepare food were very helpful.

"...How to make the [My]plate in the meal . . . that it has to have vegetables, fruit, the meat, the milk...[the educator] showed us how to make it easy."

Participants expressed challenges with lesson messages about portions. Some admitted eating too much so as not to waste food, and others were not sure about portion sizes for different types of food and for different-aged family members.

"On the oversized portions - you get home, and you don't have the pre-plan for the lunch and dinner, you're just sitting down and you're just hungry and tired and you're just going to have a second helping. Because, golly, I put leftovers in the fridge, and nobody eats them, and by the end of the week, there's all my leftovers. I might as well have eaten two portions."

Most participants expressed that the themes and messages delivered in the MPFMF curriculum were applicable to their lives. While they might be difficult to put into practice, they were worthwhile goals to pursue. Some mentioned ongoing difficulty in changing to healthier beverages for their families, such as using lower-fat milk and salad dressings, and switching from juice to water.

"The [lower fat] milk. It is very hard for me...because I have bought it and when I buy it, it stays [in the refrigerator]. I have to throw it in the garbage. It goes bad. My children do not like it, and I have tried to change it, and...no. They tell me it tastes like water, that it doesn't taste like milk."

Participants liked hands-on activities and food demonstrations that let them "be part of it, instead of just reading the recipe." They appreciated instructors offering and emphasizing new recipes and different healthy meals. Many participants appreciated that educators answered questions and explained concepts thoroughly, and they also enjoyed being able to share with each other and talk about their own lives and perspectives, rather than just be lectured to.

Some participants said that the class format did not offer enough time to delve into specifics, and they would like to spend more time learning about MyPlate topics. Some also said that they would have liked to learn a little bit more about the food labels and what nutrients they should focus on when shopping.

7. Reference

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The results of this project will be submitted for publication as a Research Article to *the Journal of Nutrition Education and Behavior*.

Appendix A

Progress Achieving Overarching Goals



AzNN Program Overview – Progress Achieving Overarching Goals

Result 1: *By September 30, 2018, develop, conduct, and evaluate three effective social marketing campaigns to promote increased consumption of fruits and vegetables targeting SNAP eligible individuals with an annual overall marketing reach of at least 25 million to include media impressions, website visitors, HRMP campaign(s), and social media supporting local contractors in the five service areas of Food Systems, Active Living, School Health, Early Childhood Development, and Direct Education.*

The first campaign in FFY2016 was the vegetables and fruit *Brighten the Family Table* concept. Table 1 below summarizes key campaign performance measures. Sample materials can be found in **Appendix H**.

Table 1: Vegetables and Fruits Campaign Summary

Vegetables & Fruits			
	FFY2016	FFY2017	FFY2018
Media Mix	Out of Home, TV, Radio, Online	TBD	TBD
Ad Campaign Timing	11/9/15 – 4/24/16	TBD	TBD
Media Budget	\$554,876.77	TBD	TBD
Impressions	91,374,694	TBD	TBD
CPM ¹	\$6.07	TBD	TBD

¹ Cost per thousand

Paid digital campaigns accounted for the majority of site traffic, however there was a significant increase in direct and organic search traffic as out of home, radio, and TV were run. Future campaigns will explore ads on social platforms such as Facebook and Instagram. Additionally, using more video content will also help deliver the message to the target audience.

The AzNN has observed a decrease in material distribution by local agencies. This can be attributed to the overall program shift towards more PSE activities and supports. The local agencies continue to use the materials and feel they are a valuable component to their program; however they are spending less time delivering materials to partner sites. With the support of local agencies, the AzNN will begin transitioning to a state level distribution model for key community partners (i.e. DES offices).

Campaign pre/post surveys were not completed in FFY2016, but have been initiated for FFY2017.

Result 2: *By September 30, 2018 develop and conduct three complete Healthy Behavior campaigns that will promote common behavior change nutrition educational messages targeting SNAP-Ed eligible individuals with an annual overall marketing reach of at least 25 million per year to include media impressions, website visitors, HTML campaign(s), and social media supporting local contractors in the five service areas of Food Systems, Active Living, School Health, Early Childhood Development, and Direct Education.*

The second campaign in FFY2016 was the healthy behaviors *Put a Little Play Into Your Day* concept. Table 2 below summarizes key campaign performance measures. Sample materials can be found in **Appendix H**. *Put a Little Play Into Your Day* was the first physical activity focused campaign the AzNN has run in seven years. The concept testing focus group report can be found in **Appendix I**.

Table 2: Healthy Behaviors Campaign Summary

Healthy Behaviors			
	FFY2016	FFY2017	FFY2018
Media Mix	Out of Home, TV, Radio, Online	TBD	TBD
Ad Campaign Timing	4/25/16 – 9/11/16	TBD	TBD
Media Budget	\$457,620.87	TBD	TBD
Impressions	87,749,786	TBD	TBD
CPM ¹	\$5.22	TBD	TBD

¹ Cost per thousand

Overall, the campaign performed very well. Paid digital campaigns accounted for the majority of site traffic. There was a drop in organic and direct traffic sources when compared to the *Brighten the Family Table* campaign, however, it can be attributed to the overall reduction in traditional media impressions. The *Put a Little Play Into Your Day* campaign included the use of social channels and videos as recommended after *Brighten the Family Table*. Both the English and Spanish websites saw significant site growth as a result of digital media efforts and allocation towards video and social channels. The AzNN will continue to explore the use of video and social channels.

As the interest in social media usage grows among local agencies, the AzNN will be more intentional with the development and promotion of social media messaging. The AzNN did develop canned social media messages with the social marketing campaigns, but will need to be more intentional going forward to ensure consistent messaging across all partners.

Campaign pre/post surveys were not completed in FFY2016, but have been initiated for FFY2017.

Result 3: *By September 30, 2018, support community-based obesity prevention activities by identifying or developing policy resources and online or print materials that support local contractors, Arizona Department of Education collaborative projects, the Arizona Department of Agriculture, Department of Economic Security joint activities in the five service areas of Food Systems, Active Living, School Health, Early Childhood Development, and Direct Education.*

The AzNN continues to support nutrition education with the Fresh Fruit and Vegetable Program (FFVP) run through the Arizona Department of Education (ADE). The AzNN purchases nutrition education resources for schools participating in FFVP, participates in all trainings for FFVP implementers, and connects FFVP schools to local agencies in their communities. With input from AzNN, ADE selects the nutrition education resources for the FFVP schools. The FFY2016 materials included fruit and veggies themed books for the libraries, vinyl banners to be hung outside the schools, and games such as bingo for classrooms to share.

Under the collaboration with the AZ Farm2School program, the AzNN completed a second set of the Harvest of the Season (formerly called Healthy Harvest) materials. See **Appendix J** for sample materials. These materials are designed to have a similar look and feel to other AzNN materials with the AzNN target audience in mind (low-income women 18-49 with children 2-11). The AzNN does not physically print the materials. The ADE Farm2School prints a limited supply for participating schools and also makes the materials available through the ADE print shop for schools to order (cost reimbursement). The AzNN will explore doing a series on native foods in FFY2017.

FFY2016 marked the first year the AzNN coordinated support for Summer Food Service Program (SFSP) implementation at a broader state level. Not only did local agency work plans include a strategy option specific to SFSP, the AzNN collaborated with ADE to develop a SFSP Campaign/Outreach Toolkit. A toolkit will ensure consistent messaging and help to develop a “brand” for SFSP in Arizona. The AzNN referenced existing SFSP research to develop concepts to then be tested with the target audience via focus groups with kids and in-depth interviews with moms (see **Appendix K** for concept testing report). The resulting *Summer Lunch Buddies* concept was then developed into an outreach campaign/toolkit. Beyond concept research and campaign development, FFY2016 efforts focused on promoting and encouraging use of the *Summer Lunch Buddies* toolkit (see **Appendix J** for toolkit contents). The toolkit was distributed through the AzNN’s distribution list, Arizona’s Hunger Advisory Council, and to all SFSP sponsors. Admittedly, the toolkit was distributed too close to the start of SFSP to be as effective as it could have been. FFY2017 activities will include an earlier timeline for promotion of the toolkit as well as a small media placement to boost awareness of SFSP. In addition to the toolkit, the AzNN and ADE agreed to move the SFSP site locator map to the www.eatwellbewell.org website which is more participant friendly rather than the ADE’s summer food site which is designed for sponsors.

Arizona’s Pinnacle Prevention was awarded the FINI grant in FFY2016. Pinnacle Prevention has partnered with the Fair Food Network to bring the Double Up Food Bucks (DUFB) program to AZ. The AzNN has committed to supporting promotion and outreach of Double Up Food Bucks AZ. The FINI award came later than expected and the AzNN was unable to produce too many materials before year end. Posters and flyers were developed and printed prior to the first market launch in the 4th quarter of FFY2016. See **Appendix J** for sample materials. The bulk of material development was carried into the 1st quarter of FFY2017. Nearly every market participating in DUFB is also connected with an AzNN local agency. Activities with local agencies include supporting promotion, providing education/tastings at the market, etc.

In FFY2015, the Bureau of Nutrition and Physical Activity (BNPA) was reorganized and the Commodity Supplemental Food Program (CSFP) was moved to the AzNN. The AzNN had committed to increasing nutrition education through the CSFP program by purchasing additional nutrition education resources for the CSFP sites. However, there was an abundance of materials (both AzNN and non-AzNN) in the BNPA warehouse. The AzNN and CSFP decided to promote the distribution of these existing materials prior to purchasing new materials. New materials will be purchased and distributed in FFY2017.

Beginning in FFY2016, the AzNN included a strategy to support implementation of the Empower Standards. The Empower program is Arizona’s solution that addresses chronic disease and obesity prevention through implementation of 10 health standards targeted to the early care and education setting. The Empower Program underwent its’ third revision of its’ main support materials - the Guidebook and Empower Pack - since the program started in 2010. The revisions focused on increasing cultural sensitivity, enhancing family engagement, and adding information for the non-traditional Empower sites (i.e. in home, before/after school, etc.). This activity was cost shared across multiple programs and funding sources. All materials were revised and printed in FFY2016 with distribution taking place in the first quarter of FFY2017.

The AzNN had the opportunity to partner with the Valley Metro Be Bright program (safe routes to school). Be Bright was approaching the end of their grant cycle and was looking to utilize the materials they were storing in their warehouse. The AzNN and Valley Metro partnered to provide specialized training to AzNN local agencies as well as community partners with Valley Metro/Be Bright providing all materials for the training. Materials included implementation guidebooks, bike rodeo kits, incentives

such as bike lights, signage for schools, helmets, etc. The AzNN explored adopting the recognized *Be Bright* brand and running it through AzNN upon completion of the grant cycle, however, it was decided to not move forward at this time.

The FFY2016 AzNN work plan included a number of activities specific to material development or purchase. A number of these projects were started in FFY2016, but the physical production of the materials was carried into FFY2017 (noted below).

- At the request of local agencies, the AzNN printed the Discover MyPlate Teacher Guide and Student Workbooks. Local Agencies were finding success with integrating this curriculum in the classroom, but experienced multiple barriers when trying to order the curriculum from Team Nutrition. By the AzNN printing the materials, not only could we guarantee timely delivery for local agencies, but we also received a price break over each Local Agency printing their own copies.
- Local agencies struggled with the reduction in available nutrition education reinforcement items (NERIs). The AzNN removed NERI budgets from local agencies prior to award for FFY2016 activities and only budgeted for campaign specific items. This was quite an adjustment from previous years. The AzNN has since allowed local agencies to procure their own NERIs with appropriate justification. Additionally, a small purchase of additional items local agencies could distribute more freely (i.e. drop off with partner sites, etc.) were ordered. These items were less expensive than campaign specific items and included: “I tried it” stickers, measuring cups/spoons, and grocery totes). All items drive participants to the www.eatwellbewell.org website.
- The AzNN planned to create a number of education materials to be printed in FFY2016; however, the persistent vacancies delayed content development. The design was completed for updated Fruit and Veggie Fact Sheets and Harvest Calendar. Also, all content was drafted but the AzNN decided to wait to print materials until the newly hired Food Systems Specialist was onboard and could finalize all materials. It was important to wait for the appropriate subject matter expert, as these designs will last for the next few years. These materials will be printed in early FFY2017. Additionally, the Arizona Grown MyPlate was postponed until FFY2017.
- The collaboration with the University of Arizona Community Research, Evaluation and Development (CRED) for the Municipality Factsheets/Community Profiles was lucrative but slow. In FFY2016, the AzNN worked with CRED to (1) identify key data points to be included in the profiles (2) identified communities to be profiled, and (3) developed a phased rollout plan to meet immediate local agency need without overburdening either the AzNN or CRED. The first set of profiles will be rolled out in FFY2017.
- Due to contractual issues in the 4th quarter of FFY2016, the Painting Playgrounds stencils were delayed until FFY2017. The AzNN identified the stencils, developed the process/procedure for use with local agencies, and developed training for implementation. The contractual issues were resolved in early FFY2017 and the project is back underway.

Due to the transitions at DES and the vacancies in the AzNN, little progress was made on reinvigorating the DES Adopt an Office program in FFY2016. Both teams remain committed to the project and will resume activities in FFY2017.

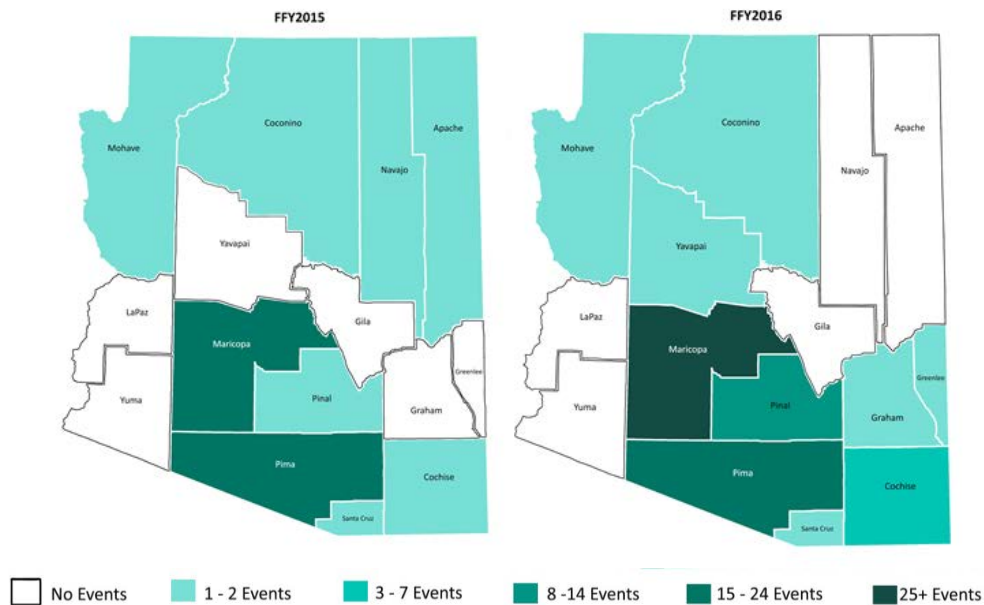
Result 4: By September 30, 2018, utilize formative research to develop consistent and comprehensive communications strategies to be used in direct education and PSE interventions in the five service areas of Food Systems, Active Living, School Health, Early Childhood Development, and Direct Education.

The majority of the research planned for FFY2016 was pushed forward into FFY2017 (at the time of writing this report both major research projects have been initiated as well as the social media usage project planned for FFY2017). The AzNN did complete messaging research specific to physical activity (*Put a Little Play Into Your Day*) and summer food outreach (*Summer Lunch Buddies*) as stated above.

Result 5: By September 30, 2018, support community-based obesity prevention activities with interactive educational games statewide at least 100 public events or festivals annually.

Community events continue to be a large part of the AzNN program as they are a great way to reach the SNAP-Ed audience and build community partnerships. Throughout FFY2016, the AzNN participated in 542 events and reached 80,486 people. Of those events, the local agencies used 117 AzNN games/inflatables over 70 of the events. The new games and inflatables created in FFY2015 accounted for the increase in overall game usage. Additionally, as shown in Figure 1 the AzNN saw an overall increase in statewide coverage (10 counties in FFY2016 vs. 9 counties in FFY2015) as well as an increase in use across three counties when compared to FFY2015. The AzNN will continue to promote the use of the games at community events.

Figure 1: Game Rental Event Comparison FFY2015 to FFY2016

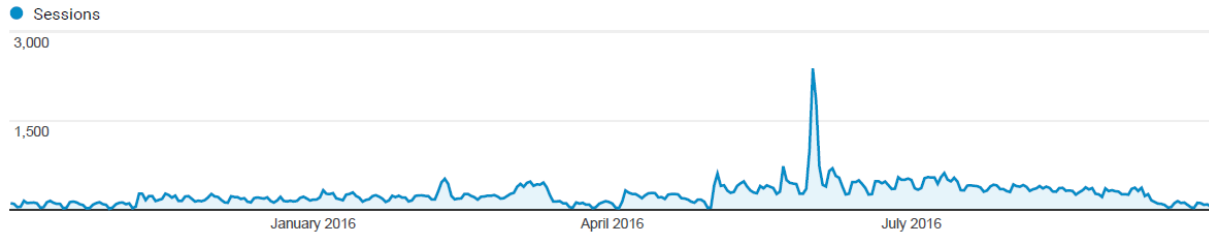


Result 6: By September 30, 2018, develop, maintain, and refresh an interactive website for SNAP eligible participants and AzNN Local Agencies with at least 55,000 visitors annually.

The www.eatwellbewell.org and www.comesanovivemejor.org websites are the hub of all AzNN activities. The refresh completed in FFY2015 strengthened the local agency/collaborator section of the

website and the call to action for all marketing efforts continues to direct the target audience to the relevant website. The addition of the Summer Food map bumped website interactions during the summer months, especially the first week of June. This is highlighted in Figure 2 below.

Figure 2: Google Analytics for www.eatwellbewell.org - FFY2016 Sessions



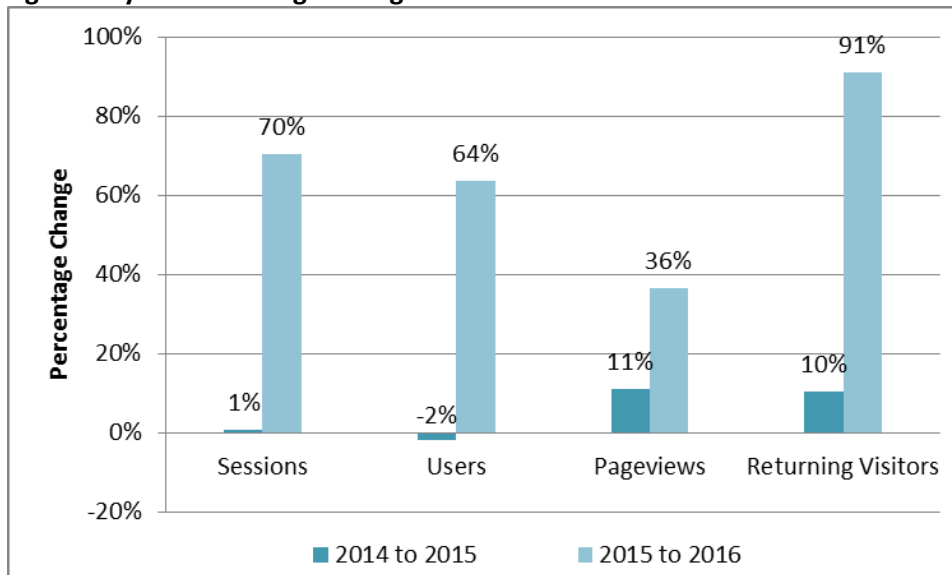
As seen in Table 3 below, the AzNN far exceeded the target of 55,000 visitors. This resulted in 127,669 sessions and 276,116 page views for the year (collective English and Spanish sites).

Table 3: AzNN Unduplicated Website Visitors

Unduplicated Website Visitors			
	FFY2016	FFY2017	FFY2018
English	70,021	TBD	TBD
Spanish	22,962	TBD	TBD
Total	92,983	TBD	TBD

Most exciting, while the overall number of visitors/sessions/page views have increased over FFY2015, the AzNN has also seen an increase in the number of *returning* visits (i.e. individuals who are visiting the website again). When considering the percentage change between years, FFY2016 saw an overall increase in activity on the website(s), but the *returning* visits nearly doubled from the previous year (see Figure 3 below).

Figure 3: Google Analytics Percentage Change



Further analysis is needed to determine if the increase in return visits can be attributed to local agency staff (i.e. collaborator section refresh completed in FFY2015), or if it is the target audience returning for additional information.

The AzNN planned enhancements to the recipe section of the website each year through 2018. After exploring the various planned features and development timelines, the AzNN elected to change the planned order of the recipe enhancements. In FFY016, the AzNN worked with the web developer to make all recipes searchable by ingredients. Previously, the search function only pulled from words in the recipe title. This enhancement will allow participants to see all recipe options based on foods they would like to try, foods they have on hand, etc.

Additionally, the AzNN began a recipe research project in the 4th quarter that will be completed in FFY2017. The research will inform recipe ingredients, food preparation methods, etc. to better enhance available recipes and program delivery with local agencies.

As previously mentioned, one of the website enhancements in FFY2016 was the SFSP searchable map. Through the partnership with ADE, the site locator for SFSP sites was moved from the ADE website to the more participant friendly www.eatwellbewell.org. The map was rolled out at the start of the SFSP season and has the ability to be turned “off” after SFSP completion. The AzNN participated in debrief sessions with local agencies and with SFSP partners and will incorporate minor enhancements (i.e. “you are here” marker) prior to SFSP launch in FFY2017. Unfortunately, the AzNN does not receive the SFSP site listing until late May. However, the web vendor has streamlined site listing maintenance to expedite map updates once the data set is received from ADE.

An additional searchable map was planned for FFY2016, but was not fully executed due to contractual issues in the 4th quarter. In a collaborative project with CDC1305 and FMNP, the AzNN will host a searchable map specific to Farmers’ Markets. It will include information about accepted payment methods, hours of operation, etc. The map is slated to be completed in early FFY2017.

Result 7: *By September 30, 2018, utilize AzNN subcommittees to engage local agencies and other community stakeholders to improve efficiency by strengthening coordination of local activities and improving partner satisfaction with utilization of input and leadership opportunities.*

FFY2016 marked the expansion of the AzNN subcommittees. In FFY2015, the AzNN had an Evaluation Committee which met regularly as well as a Nutrition Committee and Physical Activity Committee which both met as needed. In FFY2016, the AzNN rolled out a subcommittee for each Focus Area (e.g. Food Systems, Active Living, School Health, Early Childhood, and Direct Education) as well as Evaluation and Social Marketing. Each subcommittee was chaired by a staff member from a local agency and a staff member from the AzNN State team. Not only would the subcommittees increase communication between AzNN members, they would also allow local agencies a “voice” and opportunities to help drive the program. According to the FFY2016 Partner Satisfaction Survey (found in **Appendix D**), 87.0% of respondents were satisfied/very satisfied with the utilization of their input (previously 75%), and 91.7% of respondents were satisfied/very satisfied with opportunities for AzNN members to take leadership roles (previously 76%). The AzNN will discontinue the social marketing committee after lack of interest from local agencies but will continue use of all other subcommittees in FFY2017.

The AzNN continues to strive towards officially forming a State Nutrition Action Committee (SNAC) in Arizona. Individual collaborations and partnerships continue as the AzNN moves toward a more coordinated approach. The procurement process to select a vendor was initiated in the beginning of the 4th quarter of FFY2016 but multiple delays have postponed contract award until the 2nd quarter of FFY2017. The contract for the SNAC has been developed based on the Collective Impact model and includes a multi-phase approach to implementation.

Result 8: *By September 30, 2018, strengthen the statewide public health system and maximize effectiveness by providing skill-building training to at least 400 individuals per year.*

In FFY2016, the AzNN trained nearly 700 people far exceeding the target of 400. The training numbers do not include people reached through archived webinars or LMS courses (tracking system in development). The training “theme” for FFY2016 shifted from specific PSE implementation to general skills that could translate to any focus area (i.e. media training, framing the message, etc.) as well as implementation of the new AzNN Evaluation Framework. The AzNN used a combination of in-person trainings and webinars. Table 4 below shows the breakdown. A full training list can be found in **Appendix L**. Highlights include workshops on utilizing general plans to improve health, health literacy, as well as the Annual Partners Conference.

Table 4: People Trained by the AzNN

People Trained			
	FFY2016	FFY2017	FFY2018
In Person	383	TBD	TBD
Webinar	312	TBD	TBD
Total	695	TBD	TBD

Since FFY2016 marked the first year of the new scope of work for the local agencies, a special Policies and Procedures training was held to ensure all operating units were up to speed. A webinar titled AzNN 101 was held to provide a high level overview of the AzNN, cover the requirements outlined in the scope of work, and explain the history and evolution of the SNAP-Ed program in Arizona. The webinar was followed by a more traditional training which covered AzNN’s Policies and Procedures Manual.

The AzNN has nearly completed the Baby Friendly Hospital Initiative LMS courses that started in FFY2015. Changes in staffing on the breastfeeding team have resulted in minor delays, but the project is on track to be completed in the first half of FFY2017. Once the project is completed, there will be a full online training program to support implementation of the Baby Friendly Hospital Initiative.

Through other funding sources, Arizona’s Empower program was able to provide specialized training to childcare group homes which led to an opportunity to expand the Empower Program to DES’s Family Childcare sites. The AzNN partnered with Empower to provide additional resources for assistance in implementing the standards for physical activity and family style meals. The same training provided to childcare group homes was provided to DES to provide to their sites. Additional training is planned for FFY2017 to continue to support the implementation and expansion of Empower throughout the state.

As previously mentioned, the AzNN partnered with ADE to support incorporating nutrition education while implementing FFVP. Local agency staff provided a tailored training at each of the FFVP trainings. In

FFY2015, the AzNN was also working with ADE to increase nutrition education in the classroom with a collaborative project called Nutrition Education Action Team (NEAT). The AzNN and ADE aimed to advance direct education efforts in schools around nutrition education and assist with development of nutrition education standards to be adopted by the Arizona School Board by funding a position at ADE. However, changes in leadership at ADE stalled the program and efforts of the NEAT collaborative were suspended indefinitely.

Two trainings from FFY2016 were carried into FFY2017 due to scheduling conflicts with the trainers. Both the Food Demo training and the Smarter Lunchrooms training were moved to the first half of FFY2017.

Appendix B

SNAP-Ed Priority Indicators



MT2 Food Resource Management Behaviors - Adults (18+)

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

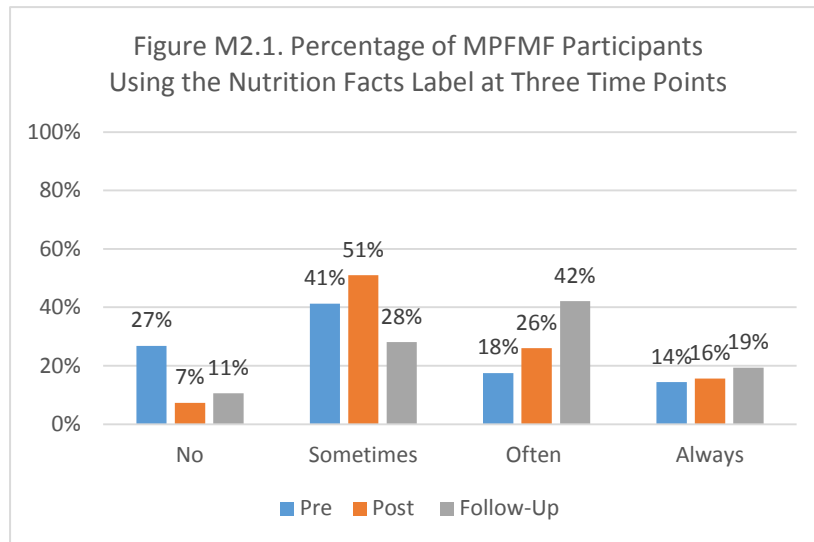
For all MT2 Indicators, the survey used was the validated **University of California Cooperative Extension Food Behavior Checklist** (English and Spanish versions). Data were collected as part of the FY16 Adult Impact Project in Arizona, where participants were pre-tested, received the four-lesson MyPlate for My Family (MPFMF) series, were post-tested after the fourth lesson, and then received a follow-up survey three months after their final MPFMF class. Comparison group results are reported in Template 1, Section B: *SNAP-Ed Annual Report Summary for Impact Evaluations*.

Numbers for pre and post time points reflect matched pre-post tests so all questions show percentages out of up to a possible 98 surveys completed. Numbers for follow-up are out of a possible 59 surveys completed. Unless otherwise specified, the test for significance is the Wilcoxon Sign Rank test.

MT2b. Use of the nutrition facts label

Question: Do MPFMF participants use the Nutrition Facts label when food shopping?

Use of the nutrition facts label was significantly greater at post ($p=0.0002$) vs. pre and also at follow-up ($p=0.0000$) vs. pre.

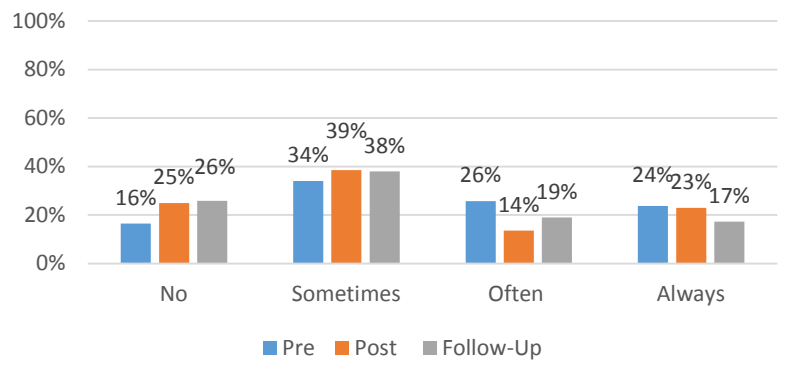


MT2g. Running out of food before month's end

Question: Do MPFMF participants run out of food before the end of the month.

Class participants ran out of food significantly less at post ($p=0.0493$) vs. pre but this difference was not maintained at follow-up ($p=0.1194$, vs. pre).

Figure M2.2. Percentage of MPFMF Participants Running Out of Food Before the End of the Month at Three Time Points



MT3 Physical Activity and Reduced Sedentary Behaviors - Youth

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed. For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

LEARN Setting: The Arizona Nutrition Network (AzNN) used the validated **Kids' Activity and Nutrition Questionnaire (KAN-Q)** to assess physical activity behaviors (MT3) and students' knowledge related to physical activity guidelines. During the 2015-16 school year, the KAN-Q was completed by 244 students (88 fourth graders and 156 fifth graders) in Coconino, Pinal and Yavapai counties. It was administered in pre-post fashion before and after delivery of a nine-lesson direct education curriculum, *Serving Up MyPlate: A Yummy Curriculum*. The average age of respondents was 10. Results are reported below. Overall, the KAN-Q results for the *Serving Up MyPlate* curriculum suggest that student outcomes improved for nutrition (see MT1 section) but not physical activity.

MT3d. Physical education or gym class activities (school PE)

Table M3.1. Mean Minutes of PE Activity Yesterday

PRE	POST	Change	p-value
15.7 min	20.2 min	+4.5 min	0.0188*

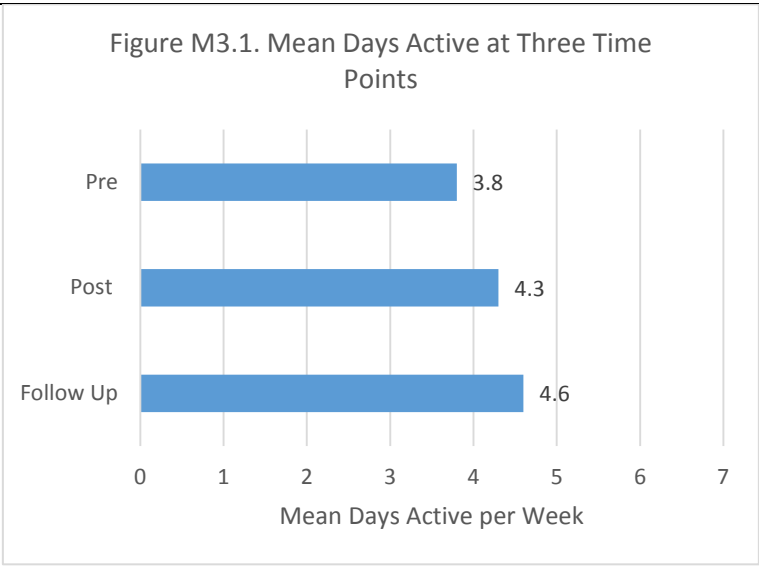
* significant at p<0.05

While it may appear that the significant increase in number of minutes spent being active during PE was a positive finding, the KAN-Q framed this question to ask about PE *yesterday*. PE for all classes surveyed was offered two days/week and happened to occur for more classes on the day prior to the administration of the post than the pre.

<p>MT3e. Recess, lunchtime, classroom, before/after school physical activities (school activities—non-PE)</p>	<p>Table M3.2. Mean Minutes of Time Spent Active After School Yesterday</p> <table border="1" data-bbox="597 279 1399 422"> <thead> <tr> <th>PRE</th> <th>POST</th> <th>Change</th> <th>p-value</th> </tr> </thead> <tbody> <tr> <td>54.7 min</td> <td>54.2 min</td> <td>-0.5 min</td> <td>0.8587</td> </tr> </tbody> </table> <p>There was no significant change in the amount of time students spent being physically active after school the previous day, nor were there any reported changes in levels of activities during recess or traveling to and from school.</p> <p>However, there was a significant increase in fourth graders’ knowledge of the national recommendation that kids should be active for at least 60 minutes per day ($p < 0.01$). This increase was not found for fifth graders.</p>	PRE	POST	Change	p-value	54.7 min	54.2 min	-0.5 min	0.8587
PRE	POST	Change	p-value						
54.7 min	54.2 min	-0.5 min	0.8587						
<p>MT3i. Sitting on weekdays while at work, at home, while doing course work, and during leisure time</p>	<p>Table M3.3. Mean Minutes of Time Sitting During Non-school Hours Yesterday</p> <table border="1" data-bbox="597 940 1399 1083"> <thead> <tr> <th>PRE</th> <th>POST</th> <th>Change</th> <th>p-value</th> </tr> </thead> <tbody> <tr> <td>112.9 min</td> <td>111.3 min</td> <td>-1.6 min</td> <td>0.8429</td> </tr> </tbody> </table> <p>There was no significant change in the amount of time students spent sitting during non-school hours.</p>	PRE	POST	Change	p-value	112.9 min	111.3 min	-1.6 min	0.8429
PRE	POST	Change	p-value						
112.9 min	111.3 min	-1.6 min	0.8429						

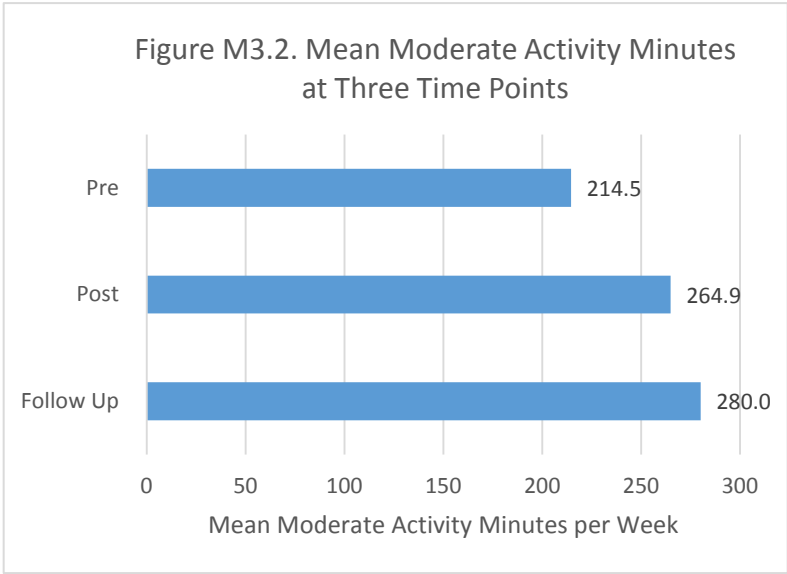
<p>MT3 Physical Activity and Reduced Sedentary Behaviors – Adults (18+)</p> <p>Adult indicator data were collected as part of the FY16 Adult Impact Project in Arizona, where participants were pre-tested, received the four-lesson MyPlate for My Family (MPFMF) series, were post-tested after the fourth lesson, and then received a follow-up survey three months after their final MPFMF class. For all adult MT3 Indicators, the survey used was the University of California Cooperative Extension’s validated dual language (English/Spanish) physical activity survey, On the Go/¡De Prisa! Comparison group results are reported in Template 1, Section B: <i>SNAP-Ed Annual Report Summary for Impact Evaluations</i>.</p> <p>Numbers for pre and post reflect matched pre-post tests so all questions show percentages out of up to a possible 98 surveys completed. Numbers for follow-up are out of a possible 59 surveys completed. Unless otherwise specified, the test for significance is the Wilcoxon Sign Rank test.</p>	
<p>MT3a. How many days in the last week individuals</p>	<p>Question: How many days are MPFMF participants active per week? Days active was significantly greater at post ($p = 0.0147$) vs. pre and also at follow-up ($p = 0.0209$) vs. pre.</p>

engaged in physical activity and general leisure sport

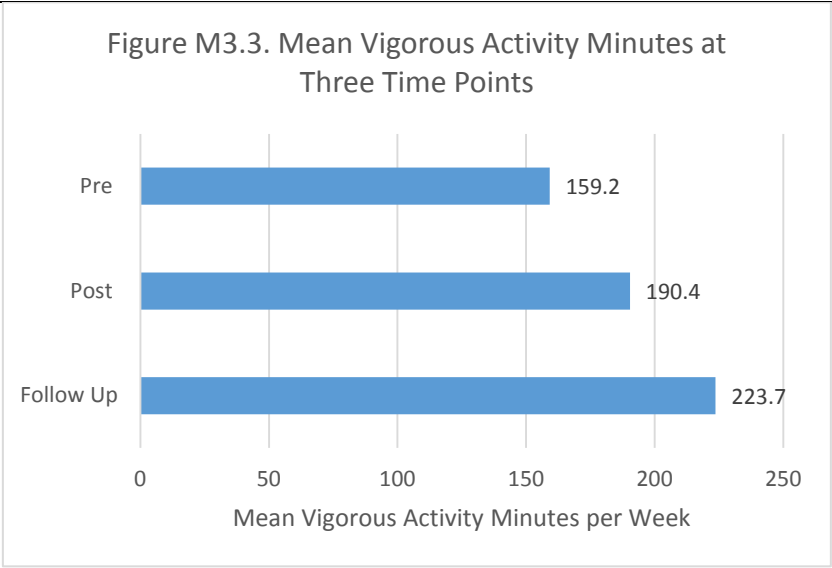


MT3b. Amount of physical activity in the last week which caused individuals to breathe harder than normal

Question: How much moderate activity do MPFMF participants engage in per week?
 Mean minutes of moderate activity was significantly greater at post ($p=0.0046$) vs. pre but this difference was not maintained at follow-up ($p=0.1358$, vs. pre). *Note: Participants in some classes participated in a physical activity demonstration during the lesson immediately preceding the post survey.*

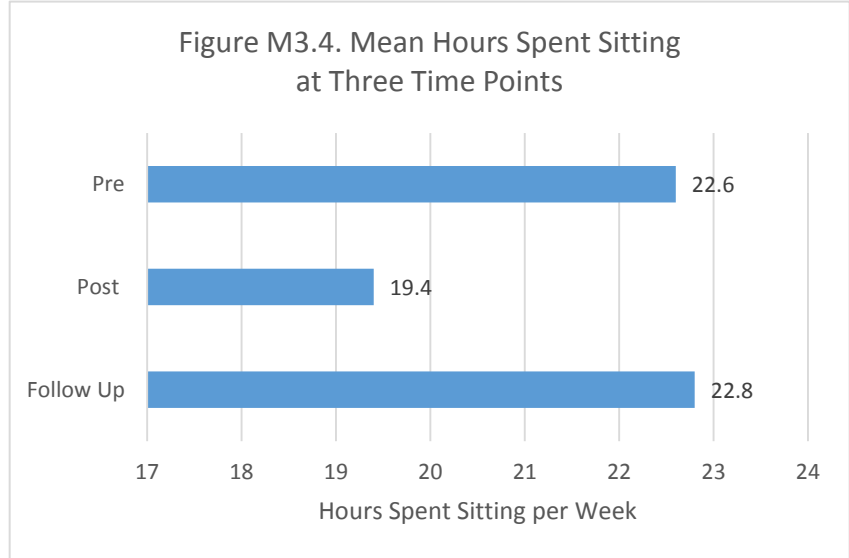


Question: How much vigorous activity do MPFMF participants engage in per week?
 Mean minutes of vigorous activity was not significantly different at post ($p=0.1012$) vs. pre but there was a significant difference at follow-up ($p=0.0137$) vs. pre.



MT3i. Hours spent sitting on a weekday and a weekend day in the last week

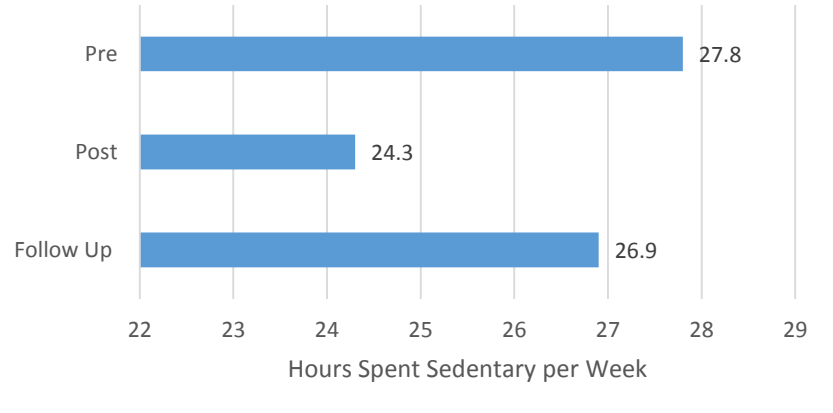
Question: How many hours per week do MPFMF participants spend sitting?
 Time spent sitting was significantly less at post ($p=0.0220$) vs. pre by a paired T-test, but this difference was not maintained at follow-up ($p=0.3069$, vs. pre).



Question: How many hours per week do MPFMF participants spend sedentary (sitting + time sitting on transportation)?

Time spent sedentary was trending toward significantly fewer hours at post ($p=0.0610$) vs. pre by a paired T-test, but this difference was not maintained at follow-up ($p=0.4844$, vs. pre).

Figure M3.5. Mean Hours Spent Sedentary (Sitting + Transportation) at Three Time Points



ST 7 Organizational Partnerships

Report the number of organizational partnerships, councils, or collaboratives in qualified SNAP-Ed settings that organize themselves around a common agenda, mission, or strategic plan to adopt nutrition or physical activity practices, supports and/or standards.

For selected partnerships, describe the partnership maturity levels, partnership accomplishments and lessons learned.

Organizational partnerships were assessed using mixed methods. To better understand partnership maturity, strengths, and areas for improvement across all relevant settings, a broad qualitative analysis of semi-annual report narratives was conducted using NVivo v10.0 or v11.0.

In Food Systems-related settings, indicators in the semi-annual report tables were quantitatively analyzed to assess reach and progress toward outcomes.

In the School Health setting, a broad quantitative assessment was performed using the WellSAT 2.0 Local Wellness Policy (LWP) tool, items IEC 1 and IEC 2, to measure the existence *and* quality of District Wellness Committees (DWCs).

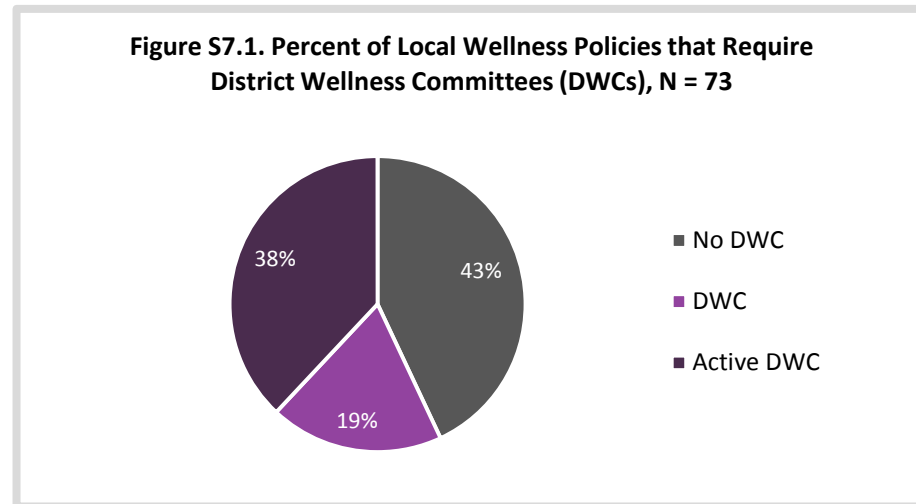
Because four Active Living settings-level partnerships were documented in FY16, each partnership is described in detail in the LIVE and PLAY settings.

LEARN

School District Wellness Committees (DWCs)

DWCs provide leadership in the development, implementation, compliance review, and revision of LWPs that promote nutrition and physical activity in schools. To that end, the AzNN has collected information regarding the existence and quality of DWCs for 73 SNAP-Ed-eligible districts across 13 of Arizona’s 15 counties. This information was compared against LIA data reported in semi-annual report tables for the process indicator, “Number of meetings with school and LEA leadership” to better understand LIA engagement with DWCs.

ST7a. Number of active partnerships. Across Arizona, 58% (42) of the school districts assessed had written LWPs that established a DWC, and 38% (28) of LWPs used language to reflect that the DWC should be active/ongoing (Figure S7.1).



Arizona’s SNAP-Ed Local Implementing Agencies (LIAs) reported participation in 447 meetings with school and LEA leadership across the same 13 counties that were assessed using the WellSAT 2.0 (Table S7.1), which suggests that LIAs are engaged with active DWCs as well as other partners.

Table S7.1. Number of Meetings with School and LEA Leadership Reported by Local Implementing Agencies (LIAs) for FY16

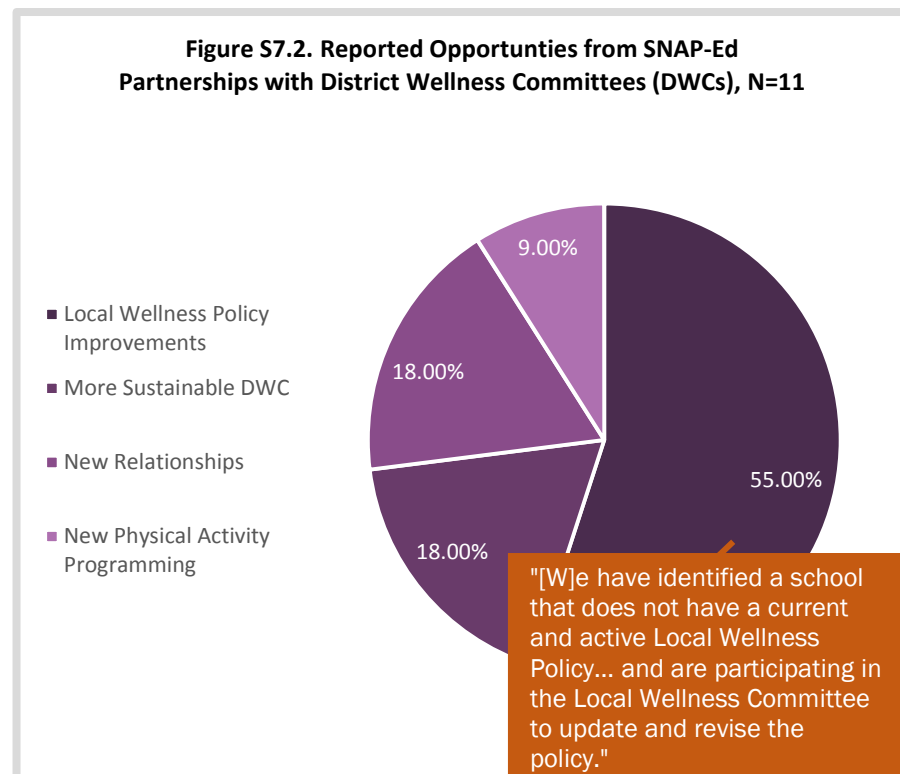
County	# Meetings	Group(s) or Leader(s) Met ^a
Apache	17	DWCs, Other District ^b and School ^c Leaders
Cochise	56	DWCs, SHACs, HAPI ^d
Coconino	20	DWCs, Other District and School Leaders
Gila	12	Not Specified
Greenlee	3	Other School Leaders
La Paz	3	Other District Leaders
Maricopa	117	DWCs, SHACs, Other District & School Leaders
Mohave	3	Not Specified
Navajo	10	Not Specified
Pima	116	DWCs, SHACs, Other School Leaders
Pinal	71	Not Specified
Santa Cruz	14	DWCs, Other District and School Leaders
Yavapai	5	DWCs, SHACs
ALL COUNTIES	447	

^a Meetings reported by LIAs in the semi-annual report tables were grouped for school and LEA leadership. Numbers therefore reflect active LIA participation with both District Wellness Committees (this section) and School Health Advisory Committees (next section). ^b Other District Leaders include county and district superintendents and county and district boards. ^c Other School Leaders include school administrators (e.g. principals), food service managers, and teachers who oversee school wellness. ^d Health in All Policies Initiative (HAPI) meeting (see “Other Partnerships” section).

ST7b. Depth of relationships. Written LWPs were also examined to see if they required DWCs to have community-wide representation: 59% (43) of districts at least mentioned that membership was open to the community, and 30% (22) stated a plan to actively recruit some or all community members.

Overall, 22% of the LWPs had a best practice policy that established ongoing DWCs and actively recruited at least some members of the community. Quality policies did not group by geography and spanned eight of the 13 counties included.

ST7c. Accomplishments and lessons learned. Beyond the reported number of LIA meetings with DWCs, qualitative data from semi-annual report narratives suggest that LIAs are successfully partnering with DWCs. More than a quarter (26%) of all school health partnership references related to ongoing partnerships with DWCs, and all of these references described at least one opportunity that arose out of the partnership (Figure S7.2). LWP review, revision, and implementation were the most often reported opportunities resulting from partnerships.



In Pima County, the LIA hosted quarterly wellness coordinator meetings that acted as a sort of *county*-level wellness committee: each district sent representatives to create a model LWP for dissemination to all districts in the county.

Time constraints on both LIAs and district staff were noted as



"Each meeting the group tackles a different section of the model LWP and discusses ... language that is both generalizable to all school districts, yet able to be tailored to meet local needs."

	<p>barriers to supporting DWCs. LIAs learned to anticipate meeting cancellations and seek to support more sustainable DWCs (Figure S7.2).</p> <p>Taken together, the quantitative and qualitative findings suggests that DWCs and LWPs serve to mutually reinforce one another: DWCs tend to focus on LWP improvements, while quality LWPs include written mandates for active and inclusive DWCs. LIAs have made progress in leveraging their relationships with DWCs to promote LWP improvements and enhance sustainability.</p>
<p>School Health Advisory Committees (SHACs)</p>	<p>School Health Advisory Committees (SHACs) are critical to school-level nutrition and physical activity programming. While the AzNN Evaluation Team will perform a quantitative assessment of SHACs in FY17, qualitative data from this year’s semi-annual report narratives reveal that LIAs are already very active with SHACs.</p> <p>ST7a-c. Table S7.1 includes LIA reports of FY16 meetings with SHACs. In addition, after DWCs, LIA activities with SHACs were the next most referenced type of school health partnership in the narratives (20% of all references). Five counties reported working with 35 SHACs, with the majority of partnerships focused on two activities: creating and supporting sustainable SHACs and developing, revising, and implementing school-level wellness policies.</p> <p>Multiple barriers emerged in narratives related to LIA partnerships with SHACs. Most notably, LIAs reported a lack of community-wide engagement in SHACs.</p> <p>This underscores the value of the LIA activity to provide support for sustaining active SHACs.</p> <div data-bbox="886 961 1385 1146" style="background-color: #4b2c62; color: white; padding: 10px; border: 1px solid #4b2c62;"> <p>“Often times we find ourselves at the table with someone from the school that has set up the meeting, and rarely anyone else.”</p> </div>
<p>Other School Health Partnerships</p>	<p>ST7a-c. Over half (54%) of the school health partnerships referenced in LIA semi-annual report narratives described work with groups beyond DWCs and SHACs, including the Health in All Policies Initiative (HAPI), school boards, the Arizona Department of Education, and county-specific healthy schools programs. Most partnership activities centered on LWPs and the implementation of new PSE programs in schools. One example is in Navajo County, where the Navajo County Public Health Services District partnered with St. Mary’s Food Bank to help Holbrook School District start a school-based Food Pantry Program. One mother said:</p> <div data-bbox="435 1696 1318 1902" style="background-color: #4b2c62; color: white; padding: 10px; border: 1px solid #4b2c62;"> <p>“We are not always able to buy fresh fruits and vegetables. As a SNAP mom, I’m thankful for the school pantry program because now we have peaches, pears, peas, beans, tomato sauce, chili beans, peanut butter and rice. Everything that the kids bring home gets used.”</p> </div>

SHOP

Healthy Retail Partnerships

Healthy retail partnerships in Arizona emphasize enhancing the appeal, access, and/or promotion of nutritious items at small and larger food retailers.

ST7a-b. Three LIAs in four counties (Apache, Coconino, Maricopa, and Navajo) reported five active partnerships with stores in their communities to advance healthy retail initiatives. The characteristics of those partnerships are described in Table S7.2

Table S7.2. Healthy Retail Partnership Characteristics

COUNTY	Store Type	Number of Partnerships	Healthy Retail Intervention (s)	Maturity Level
Apache	Grocery	1	Recipes and in-store recorded messages in Navajo language	Cooperator
Coconino	Grocery	2	In-store food demonstrations and recipes in Navajo language, increased variety of healthier foods	Coordination
Maricopa	Corner/ convenience	1	Promotional materials, in-store event, increased variety of produce	Coordination
Navajo	Grocery	1	Recipes and in-store recorded messages in Navajo language	Cooperator

below:

ST7c. LIAs typically reported successes engaging their retail partners in activities that hew closely to SNAP-Ed’s traditional mission, by conducting in food demonstrations and distributing materials. Yet these efforts are slowly expanding. The Coconino and Navajo County Public Health Services Districts’ SNAP-Ed programs (which includes efforts in Apache County) collaborated to meet with the regional managers of a locally-owned grocery chain, thereby advancing efforts to initiate in-store initiatives through top-down buy-in.

“Collaboration with store staff has begun to influence procurement...educating staff has increased availability of whole wheat tortillas, no salt-added canned vegetables, no sugar-added canned fruit, and larger containers of low-fat/non-fat yogurt. Also, individually priced fruit is now available at the deli for purchase, whereas before a shopper had to go stand in a check-out line to get the fruit weighed.”

From this starting point with the store, the Coconino SNAP-Ed team plans to tackle healthy end-cap marketing, enhanced whole grain inventory, and point of purchase prompts.

The Maricopa County Department of Public Health (MCDPH) partnered intensively

	<p>with the ABC Mart through a collaboration with the International Rescue Committee. This intervention included increasing the variety of produce offered in the store, as well as coordinating a culminating in-store promotional and wellness event.</p> <p>“During the event, the [team] provided samples of [foods] based on the items they had available in the store...A community health worker provided blood pressure checks and referrals to twenty-four community members...Customers purchased a large amount of produce, as the store offered a ‘dollar for dollar’ matching program that day on SNAP purchases of fresh fruits and vegetables.”</p> <p>Lessons learned came predominantly from healthy retail partnerships that were not as successful. Although MCDPH met success with the ABC Mart, they and other LIAs reported struggling to engage store managers in healthy retail efforts.</p> <p>LIAs have also reported a lack of training on the business aspects of retail operations, as well as hearing concerns from managers regarding a perceived lack of demand for healthier foods among their customers.</p> <p>“The team has been challenged with getting full buy-in from corner store managers and addressing their concerns related to making sufficient money while providing healthier options for their community.”</p>
<p>Farmers’ Market Partnerships</p>	<p>SNAP-Ed farmers’ market partnerships emphasize increasing the number of farmers’ markets and produce stands in SNAP-Ed eligible communities, as well as expanding the use of EBT at established farmers’ markets.</p> <p>ST7a-b. LIAs in six counties actively engaged with farmers’ market partners to advance SNAP-Ed goals. Table S7.3 below summarizes those efforts.</p>

Table S7.3. Summary of SNAP-Ed Farmers’ Market Partnerships

COUNTY	Partner	Initiative(s)	Maturity Level
Gila	Payson Farmers’ Market	Establish EBT payment method	Coordination
Greenlee	Clifton Farmers’ Market	Establish EBT payment method	Coordination
Maricopa	Phoenix Urban Research Farm	Provide business training for farmers with referrals to EBT-accepting farmers’ markets and produce stands	Coordination
Mohave	Kingman Farmers’ Market	Establish new farmers’ market	Coordination
Pima	Foot in Root Farmers’ Markets	Establish EBT payment method	Coordination
Yavapai	Prescott Farmers’ Market	Establish new Farmers’ Market, establish EBT payment method	Coordination

STc. Farmers’ market partnership accomplishments this year included the assessment of communities’ needs related to farmers markets (see ST5-Readiness section), success establishing a new market in one county, and addressing barriers to EBT certification.

“The UANN in Pima County had early success by driving a group of managers from the Food In Root Farmers’ Market to Sierra Vista to attend a USDA SNAP Sign-Up Event for Farmers’ Markets and Vendors...The UANN also connected Food in Root Farmers’ Market to ...Pinnacle Prevention of Phoenix...to include [them] in the ‘Double-Up Bucks program.’”

The UANN Maricopa’s Beginning Farmer’s Program is another success, where 19 new farmers attended the eight week business-planning course. Topics covered included how to accept SNAP, WIC, and FMNP and how to market healthy foods, with an initial business plan created by each farmer upon completion of the course. These farmers then had access to plots within the Phoenix Urban Research Farm (PURF).

“Many of the beginning farmers utilizing PURF’s resources sell at markets accepting SNAP, WIC, and FMNP...The UANN Maricopa assisted in opening a growers’ consignment table at the Ktizo Farmers Market, which already accepts SNAP and sells vegetable seeds to West Phoenix residents.”

	<p>As a newly emphasized SNAP-Ed strategy, the support of farmers' markets has grown slowly but meaningfully in FY16, with many LIAs reporting plans to deepen and expand efforts. Barriers have been reported, however. For example, overcoming the bureaucratic steps to participating in EBT programs has been a challenge in Greenlee County, where logistical challenges have included the programs' insurance and location requirements.</p>	<p>"The Clifton Farmers' Market does not have their own insurance... [or] a written Land Use Agreement...Without meeting either of these requirements, the Clifton Farmers' Market may not meet the certification guidelines."</p>
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PLAY

<p>OS3 Movement Bike Club (Santa Cruz County)</p>	<p>ST7a-b. The UANN Santa Cruz program and OS3, a club of bicycle enthusiasts in Nogales, have established a new partnership this year, which is at the level of cooperation/coordination.</p> <p>ST7c. The partnership has already led to several accomplishments, including:</p> <ul style="list-style-type: none"> Finalizing the transfer of ownership of ten bikes and helmets, previously used in the County's Safe Routes to School Program, to OS3. OS3 will use these as lender bikes for youth without bikes, which will enable more families to participate in regularly occurring Friday night rides. UANN Santa Cruz facilitated providing Be Bright Bike Rodeo resources to OS3 to support a week-long summer bike camp for school-aged youth.
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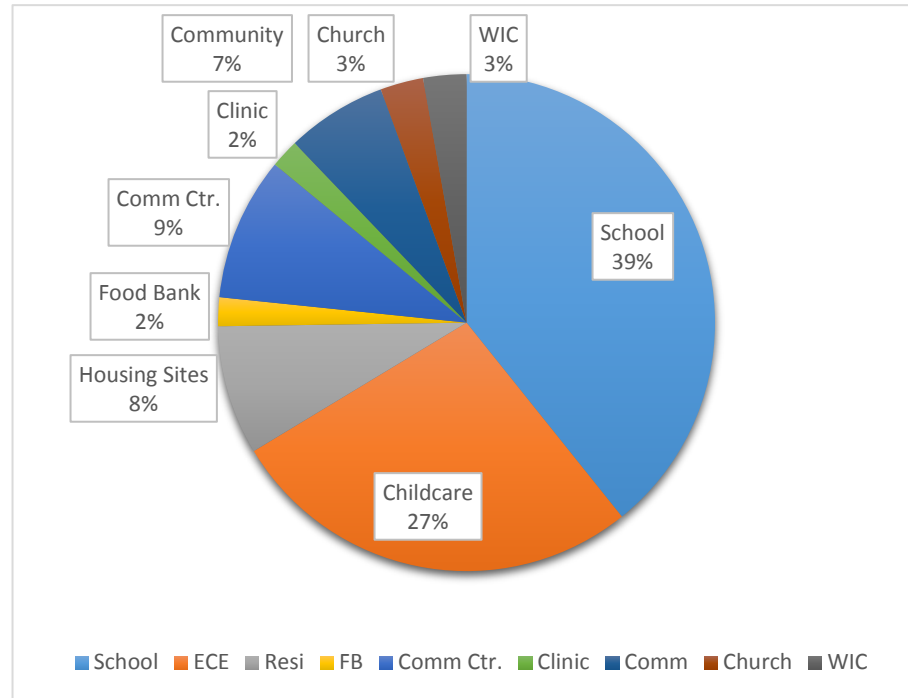
<p>Grid Bike Share (Maricopa County)</p>	<p>ST7a-b. SNAP-Ed staff at the Maricopa County Department of Public Health and Grid Bike Share, an organization facilitating the development and use of a bike share program in Phoenix, have a newly established partnership at the level of cooperation/coordination.</p> <p>ST7c. The partnership has already led to several accomplishments, including:</p> <ul style="list-style-type: none"> Conducting meetings to discuss next steps for the Grid Share program to become more accessible to low income/SNAP-eligible communities. Connecting Grid Bike Share to the Department of Economic Security (DES) to discuss bike share subsidies for SNAP participants.
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LIVE

<p>Living Streets Alliance (Pima County)</p>	<p>ST7a-b. SNAP-Ed staff at the UANN in Pima County initiated a new partnership with the Living Streets Alliance (LSA), with the partnership at the level of coalition. LSA is an organization dedicated to increasing and enhancing walking, bicycling, and public transit in Tucson.</p> <p>ST7c. The partnership has already led to several accomplishments, including:</p> <ul style="list-style-type: none"> Conducting walkability audits in low-income neighborhoods in Tucson in FY16. Developing walkability maps for two schools in low-income neighborhoods
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	<p><i>(provided by contract)</i>, based on Active School Neighborhood Checklist results conducted by UANN Pima.</p> <ul style="list-style-type: none"> • Connecting UANN Pima to a Community Walking Forum focused on making all areas of Tucson pedestrian-friendly communities. A coalition called Walk Tucson formed out of this event, in which the UANN Pima participates.
<p>House of Neighborly Service (Pima County)</p>	<p>ST7a-b. A continuing partnership between SNAP-Ed staff at UANN Pima and the House of Neighborly Service (HNS) is at the level of cooperation/coordination. HNS is an organization that for 70 years has served to strengthen the social, physical and spiritual growth of the people of South Tucson.</p> <p>ST7c. The partnership has already led to several accomplishments, including:</p> <ul style="list-style-type: none"> • Organizing a month-long “March Madness” event in the neighborhood that included weekly well-attended physical activity opportunities, including recreational basketball, along with food demonstrations and farmers’ market promotion. • Revitalizing the HNS garden, including planting 23 fruit trees on their campus in alignment with the South Tucson coalition’s “Edible Canopy” project (see ST8: Multi-sector Partnerships and Planning).
<p>Multiple Settings</p>	
<p>LIVE, PLAY, LEARN: Gardening Partnerships</p>	<p>Gardening represented one of the most popular forms of organizational partnership for Arizona SNAP-Ed. Most promisingly, LIAs reported leveraging the partnership momentum associated with their garden support to encourage the development of other site-level PSEs, including healthy gathering standards and family style meal service.</p> <p>ST7a. LIAs supported 107 gardens in their target communities (Figure S7.3), with the majority (76%) located in the LEARN and LIVE settings at schools, childcare centers, and community centers.</p>

Figure S7.3. SNAP-Ed Supported Gardens in Arizona by Type



STb. SNAP-Ed most often played a coordinating role in their settings-level gardening partnerships. They engaged in activities such as:

- Suggesting a garden at sites where other SNAP-Ed programming occurs
- Providing the technical assistance and small materials to initiate and/or reinvigorate a garden, as well as training site staff in gardening practices
- Convening other resources and organizational supports to enhance garden efforts
- Teaching participants gardening education and other curricula, as well as providing food demonstrations from the gardens
- Using the garden’s success as a leverage point to encourage the adoption of other settings-level PSEs.

Gardening site partners often played the following roles:

- Leading the development of the garden with SNAP-Ed and committing to sustaining the garden
- Allowing other SNAP-Ed site activities that advance PSE-level supports
- Encouraging staff and other stakeholders to participate in garden efforts
- Linking SNAP-Ed to other sites that may be interested in gardening

ST7c. Qualitative analysis suggests that SNAP-Ed is successful in partnering with sites seeking gardening support. Documented progress toward gardening goals included the reporting of 483 gardening meetings and technical assistance sessions in 117 communities across 13 counties.

Major themes in garden accomplishments included: 1) strong integration with direct education efforts, 2) the ability to leverage gardening enthusiasm to address other PSE goals at partner sites, 3) the ability to apply garden successes at one site in order to recruit new gardening partner sites.

	<p>The UANN in Pima County reported success partnering with the Las Milpitas de Cottonwood community farm as a way to engage participating youth in complementary direct education and create to a healthy retail opportunity.</p> <p>“With this group, we’ve seen the same 10-15 low-income teenagers each month since October, and we discussed ways to utilize produce grown in a home garden to increase the healthfulness of their diets. The group has responded very well to these classes and comes to each new session with ideas and questions for incorporating home grown fruits and vegetables into daily meals. We’ve also worked with Las Milpitas to host a farm stand at Garden Kitchen events.”</p> <p>Community garden initiatives based in Maricopa County senior housing sites are also leading to the development of broader health initiatives and PSEs.</p> <p>“At many of the senior housing sites, [our partner teams] provide biometric health screenings and chronic disease self-management programs to residents...to begin establishing health committees. The health committees consist of residents and are supported...[to] give the residents a voice in addressing health within their community.”</p> <p>While some LIAs have been successful in leveraging garden efforts to engage site partners around other PSE activities, others report that the establishment of a garden in and of itself has not always encouraged the site to address garden-supportive <i>policies</i>.</p> <p>“We have been engaged in the process of promoting the adoption of garden support policies...providing TA in their development, including sample policy language, but have not met with success...There is still much work for us to do to persuade site decision-makers, including schools, to support food gardens through policies.”</p> <p>Another challenge to garden sustainability was being able to identify an on-site champion to continue with day-to-day garden maintenance after SNAP-Ed’s initial intervention. Lessons learned included finding a garden champion as a first step in establishing the garden, and in some cases, procuring a written commitment from the site and/or participants to sustain the garden.</p>
<p>LIVE, LEARN, SHOP:</p> <p>Farm-to-table Partnerships</p>	<p>Farm-to-table partnerships in Arizona strive to increase access to locally-grown produce in SNAP-Ed eligible schools, early childcare sites, and community locations such as food banks and neighborhood centers.</p> <p>ST7a-b. Four LIAs in three counties (Coconino, Maricopa, and Yavapai) reported eight active partnerships to advance farm-to-table initiatives in Arizona.</p> <p>The majority of current SNAP-Ed farm-to-table efforts are focused on coordinating with partners at their sites to encourage the initiation of new activities. In some cases, a few partnerships are also working to increase the locally-produced food shed by enhancing capacity among small farmers. The table below characterizes LIAs’ efforts in FY16 (Table S7.4).</p>

Table S7.4. Farm-to-Table Partnership Characteristics

COUNTY	Setting	Initiative	Partner	Maturity Level
Coconino	LEARN	Initiate a Farm-to-School Program	Tonolea Day School	Coordination
Maricopa	SHOP	Create a SNAP-accepting CSA at a food bank, donate surplus produce	Crooked Sky Farm	Coordination
		Sell produce at farm stands and restaurants	Quincea Food Hub, Cultivate South Phoenix	Coordination
	LEARN	Serve produce from on-site gardens	Katy's Kids Childcare Center, Kids Can Doodle, 5th Place	Coordination
		Serve produce procured from local growers or on-site gardens	Roosevelt, Tempe School Districts	Network
		Certify small farmers to sell produce to school districts	GROUP Gap	Coalition
	LIVE	Serve produce from on-site garden	Rio Vista Center	Coordination
Yavapai	LEARN	Encourage Farm-to-School programs	Seasonal Harvest	Coalition

ST7c. Qualitative analysis suggests that SNAP-Ed farm-to-table partnerships are still early in their development, but accomplishments and lessons learned have been documented. Farm-to-table activities have been a natural extension of gardening efforts by the Maricopa Department of Public Health, especially at their child care partner sites.



“The gardens have become a way to establish a relationship with the sites, introduce healthy eating and nutrition, and then advance discussions on other PSE topics. For example, at early care sites, the gardens have led to including garden produce in snacks provided to the kids and taste testing, as well as expanding the concept of gardens to the home.”

Where efforts have focused primarily on the purchase of locally grown produce for meal service, the UANN Maricopa has been challenged to bridge the gap between a district’s procurement guidelines and the small business realities of small farmers.

“Farm to school efforts will likely not advance quickly due to the district requiring the GAP certification, the price point the school district can pay for produce, and the quantities that are needed. All these factors are often not realistic, or in the best interest of the small, beginning farmers, which make this a very challenging market to break into.”

One farm-to-food bank success has been the creation of a SNAP-accepting CSA distributed by Crooked Sky Farms at the Desert Mission Food Bank in Maricopa County. SNAP shoppers at the food bank can purchase \$25 worth of produce on each CSA distribution day. The farm was not able to accept SNAP, so the food bank accepts payment at their cash registers and the farm is reimbursed. In addition, CSA shares not picked up on distribution days are donated to the food bank. Through the partnership, 1,056 pounds of surplus produce has been donated in addition to the farm’s regular donations (approximately 36,000 pounds last year).

ST 8 Multi-Sector Partnerships and Planning

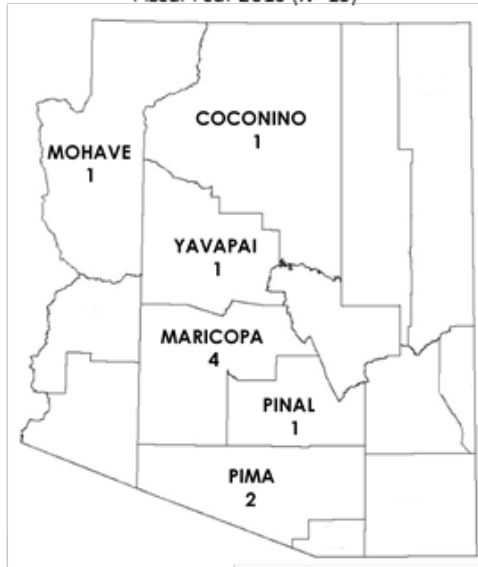
Report the number of state SNAP-Ed programs or local geographic areas with multi-sectoral partnerships that include at least 5 diverse sector representatives (who reach low-income audiences through their services) that address nutrition or physical activity practices or standards or other elements contained within the evaluation framework.

For selected partnerships, describe the types and number of organizations or individuals per sector represented, documented level of multi-sectoral integration of the partnership, documented level of active engagement of the partnership, and level of influence of SNAP-Ed in the partnership.

The AzNN implemented the Wilder Collaboration Factors Inventory (WCFI) to assess multi-sector partnerships and planning. The WCFI is a research-tested 40 question assessment tool that allows members of a coalition to anonymously evaluate the strengths and areas for improvement within their collaboration using web- or paper-based questionnaires. 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. An average score ranging from one to five is calculated from participants’ responses for each of the 20 factors. Based on the scores, each factor is categorized as strong (4.0-5.0), moderate (3.0-3.9), or weak (1.0-2.9).

ST8a. Number of active partnerships. Ten eligible partnerships in six counties (Figure S8.1) were assessed after meeting the following inclusion criteria: 1) the coalition’s mission focused on Food Systems and/or Active Living PSE goals, 2) the presence of coalition representatives from at least five organizations in the community, including SNAP-Ed, and 2) coalition age of at least 6 months.

Figure S8.1. Number of WCFI Collected and Scored by County in Arizona, Fiscal Year 2016 (N=10)



The following WCFI success factors align with ST8:

Table S8.1. ST8 Indicator and WCFI Alignment

Indicator	WCFI Success Factor(s)	Score(s) Reported
ST8b. Level of multi-sector integration of the partnership	<ul style="list-style-type: none"> Appropriate cross section of members. 	The success factor score is reported for ST8b.
ST8c. Level of active engagement	<ul style="list-style-type: none"> Established informal relationships and communications links Members share a stake in both process and outcome Multiple layers of participation in decision making Open and frequent communication 	A composite score combining the four success factors is reported for ST8c.

ST8b-c. Multi-sector representation and active engagement. The mean score for the level of multi-sector integration across Arizona’s ten assessed coalitions was 3.3. The level of active engagement across all coalitions was relatively higher, with a mean of 3.8.

In addition to the success factors that align with ST8b-c, the WCFI found the following three strongest success factors across all coalitions: *Members see collaboration as in their self-interest (4.3)*, *Favorable political and social climate (4.1)*, and *Unique purpose (4.1)*.

The findings suggest that coalition members are engaged around a common purpose to address Food Systems and Active Living PSE changes, which also align their own organizations’ goals. Furthermore, members believe the climate is right in their communities to achieve their coalitions’ objectives, and that the collaboratives are uniquely positioned to accomplish those changes.

Yet, these coalitions struggle with adequate resources to accomplish those goals, and both the diversity of membership and the development of clear roles and coalition guidelines could be strengthened. The lowest success factors included *Sufficient funds, staff, materials, and time* (2.8), *Appropriate cross section of members* (3.3) and *Development of clear roles and policy guidelines* (3.4).

Based on each coalition’s scores listed below, the AzNN Evaluation Team returned user-friendly recommendations to the submitting LIA in order to encourage coalition capacity building based on the findings.

In addition to quantitative analysis of the WCFI results, qualitative review of semi-annual report narratives was conducted using NVivo v11.0 to better understand the characteristics of each coalition. Selected findings are reported with the WCFI results below.

<p>Fredonia-Kanab Healthy Kane County (Coconino County)</p>	<p>ST8a-c. The Fredonia-Kanab Healthy Kane County Coalition is tasked with increasing opportunities for achieving a healthy lifestyle by providing education and support, developing infrastructure, and enhancing skills in Kane County, UT, and Coconino County, AZ.</p> <p>Table S8.2. Fredonia-Kanab Healthy Cane County Coalition Characteristics</p> <table border="1" data-bbox="407 915 1430 1247"> <thead> <tr> <th>Coalition members</th> <th>Sectors Participating</th> <th>Completed Wilder Assessments</th> <th>Multi-Sector Representation Score</th> <th>Active Engagement Score</th> </tr> </thead> <tbody> <tr> <td>10</td> <td> <ul style="list-style-type: none"> Government Public Health/Health Care Education Community Design </td> <td>10</td> <td>3.5</td> <td>3.9</td> </tr> </tbody> </table> <p>“Steps have been taken with the coalition to promote more opportunities for low to no-cost physical activity, created awareness around the benefits of nutrition and physical activity at the Fredonia Healthy Trails Day event and Fredonia Back to School Fair, and finding increased participation of Fredonia residents to sit on the coalition.”</p> <p>Recommendations based on weaker success factors included providing networking opportunities for members to develop relationships, sharing the coalition’s history and vision to enhance trust, and recruiting new members from diverse sectors of the community.</p>	Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score	10	<ul style="list-style-type: none"> Government Public Health/Health Care Education Community Design 	10	3.5	3.9
Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score							
10	<ul style="list-style-type: none"> Government Public Health/Health Care Education Community Design 	10	3.5	3.9							
<p>Kingman Farmers’ Market Coalition (Mohave County)</p>	<p>ST8a-c. The Kingman Farmers’ Market Coalition promotes the production and sale of agricultural and hand-made products in downtown Kingman with a weekly open-air market.</p>										

Table S8.3. Kingman Farmers' Market Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
32	<ul style="list-style-type: none"> • Food Industry • Government • Public Health/Health Care • Education • Agriculture • Commercial Marketing 	9	3.8	4.1

“The coalition has been built and expanded into a solid base of eighteen [active] members...The Mohave County Cooperative Extension is ensuring that a core element of the market keeps SNAP/WIC recipients interests in the forefront and that access to this market will reach and consider the needs of these populations.”

Recommendations based on weaker success factors included exploring creative work-arounds for limited resources, making roles and expectations clear, and ensuring that members have the influence necessary to achieve the coalition’s goals.

Let’s Move Casa Grande
(Pinal County)

ST8a-c. The Let's Move Casa Grande Coalition is tasked with reducing obesity by providing a culture of wellness in Pinal County.

Table S8.4. Let’s Move Casa Grande Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
34	<ul style="list-style-type: none"> • Government • Public Health/Health Care • Education • Community Design 	7	3.4	3.7

Recommendations based on weaker success factors included exploring creative work-arounds for limited resources, developing a strategic plan, and recruiting new members from diverse sectors of the community.

Community Health Improvement Plan Coalition
(Yavapai County)

ST8a-c.The Yavapai Community Health Improvement Plan Coalition is tasked with setting priorities, coordinating and targeting resources, and defining actions taken by members of the public health system to promote health in Yavapai County.

Table S8.5. Community Health Improvement Plan Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
40	<ul style="list-style-type: none"> • Food Industry • Government • Public Health/Health Care • Education • Community Design • Public Safety • Agriculture 	17	3.7	3.9

Recommendations based on weaker success factors included exploring creative work-arounds for limited resources, the creation of an inventory of members’ specialty areas, and ensuring that policy makers and influencers view the coalition as the leading authority on the changes sought.

Arizona Alliance for Livable Communities
(Maricopa County)

ST8a-c. The Arizona Alliance for Livable Communities Coalition is tasked with educating, engaging, and encouraging communities and decision makers to transform cities and towns in ways that improve health, livability, and well-being in Maricopa County.

Table S8.6. Arizona Alliance for Livable Communities Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
22	<ul style="list-style-type: none"> • Government • Public Health/Health Care • Education • Community Design • Public Safety 	13	2.9	3.5

“Maricopa [SNAP-Ed] staff and partners in the Arizona Alliance for Livable Communities made specific recommendations during the open public comment period regarding the Chandler draft General Plan. Chandler Planning staff incorporated many of these recommendations into the revised draft.”

Recommendations based on weaker success factors included providing networking opportunities for members to enhance relationships, the creation of an inventory of members’ specialty areas, and inviting a cross section of new stakeholders from diverse sectors of the community.

City of Phoenix Nutrition, Education, and Training Program
(Maricopa County)

ST8a-c. The City of Phoenix Nutrition, Education, and Training (NEAT) Program provides large scale health, nutrition education and physical activity based programs and events throughout the City of Phoenix.

Table S8.7. City of Phoenix NEAT Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
14	<ul style="list-style-type: none"> • Food Industry • Government • Public Health/Health Care • Education • Community Design 	11	3.3	3.8

Recommendations based on weaker success factors included recruiting a broader cross-section of members from diverse sectors of the community, assuring that members have enough influence to achieve the coalition’s goals, and exploring creative work-arounds for limited resources.

Cultivate South Phoenix
(Maricopa County)

ST8a-c. The Cultivate South Phoenix Coalition is tasked with promoting the wellness of families and children in south Phoenix by supporting and leveraging the efforts of a broad range of organizations with a shared vision of improving the natural, built, and social environments.

Table S8.8. Cultivate South Phoenix Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
22	<ul style="list-style-type: none"> • Food Industry • Government • Public Health/Health Care • Education • Community Design 	6	3.2	3.6

“...The coalition received the first round of feedback from USDA AMS on Grown in AZ’s Quality Management System (QMS). After making the appropriate revisions, the coalition anticipates being able to implement the QMS in early fall and begin scheduling internal food safety audits with participating growers.”

Recommendations based on weaker success factors included exploring creative work-arounds for limited resources, developing a timeline for priority goals, and developing clear guidelines for decision making.

Maricopa County Food Systems Coalition
(Maricopa County)

ST8a-c. The Maricopa County Food Systems Coalition works to support and grow a food system in Maricopa County that is equitable, healthy, sustainable, and thriving.

Table S8.9. Maricopa County Food Systems Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
16	<ul style="list-style-type: none"> • Food Industry • Government • Public Health/Health Care • Community Design • Agriculture 	16	3.0	4.0

“There are many passionate people in our community wanting to see an increase in healthful, affordable, local food options but there are systemic and political challenges that still need to be addressed. The Maricopa County Food Systems Coalition has many of the right players involved and should be able to help drive the work forward.”

Recommendations based on weaker success factors included recruiting new members from diverse sectors of the community, exploring creative work-arounds for limited resources, and ensuring that policy makers and influencers view the coalition as a leading authority.

Activate Tucson
(Pima County)

ST8a-c. The Activate Tucson Coalition is tasked with educating, motivating and facilitating long-term multi-sectoral collaboration to make the greater Tucson area a healthier place to live, work and play.

Table S8.10. Activate Tucson Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
12	<ul style="list-style-type: none"> • Food Industry • Government • Public Health/Health Care • Education • Community Design • Public Safety 	11	3.1	3.8

Recommendations based on weaker success factors included offering more opportunities for members to network and enhance trust, creating an inventory of stakeholders’ expertise areas, and developing a strategic plan that is accessible to members.

Healthy South Tucson Coalition
(Pima County)

ST8a-c.The Healthy South Tucson Coalition is tasked with making the City of South Tucson healthier through mind, body and spirit.

Table S8.11. Healthy South Tucson Coalition Characteristics

Coalition members	Sectors Participating	Completed Wilder Assessments	Multi-Sector Representation Score	Active Engagement Score
20	<ul style="list-style-type: none"> • Government • Public Health/Health Care • Education • Community Design 	6	3.3	3.8

“[A] walkability assessment has been completed [by Living Streets Alliance partner] and shared with The Garden Kitchen staff. We will present this information and work with the Healthy South Tucson coalition as well as City of South Tucson officials to implement suggestions for improvement of walkability...to increase physical activity throughout South Tucson.”

Recommendations based on weaker success factors included exploring creative workarounds for limited resources, reviewing the coalition’s overall mission and goals, and recruiting new members from diverse sectors of the community.

Additional SNAP-Ed Framework Outcomes

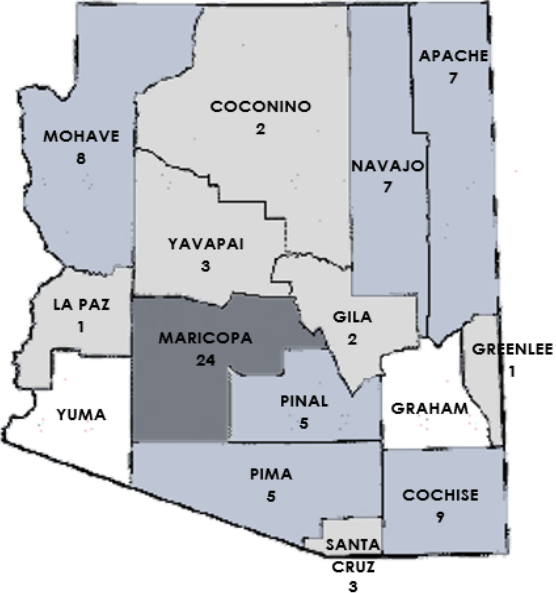
	LEARN																																
<p>ST5. Readiness and Need</p>	<p>School Health</p> <p>Readiness and needs among Arizona’s SNAP-Ed qualifying schools and districts were assessed using mixed methods. The WellSAT 2.0 tool was used to collect quantitative data related to written Local School Wellness Policies (LWPs), providing a baseline understanding of strengths and areas for improvement. Seven LIAs collected 77 LWPs across 13 of Arizona’s 15 counties, including 73 district-level policies (Figure S5.1). Consequently, the comprehensiveness and strength of LWPs were assessed for approximately one third of all Arizona’s school districts.</p> <div data-bbox="467 726 1321 1436" style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Figure S5.1. Number of Local Wellness Policies Collected and Scored by County in Arizona, Fiscal Year 2016 (N=77)</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>County</th> <th>Number of Policies</th> </tr> </thead> <tbody> <tr><td>Mohave</td><td>8</td></tr> <tr><td>Coconino</td><td>2</td></tr> <tr><td>Navajo</td><td>7</td></tr> <tr><td>Apache</td><td>7</td></tr> <tr><td>Yavapai</td><td>3</td></tr> <tr><td>Maricopa</td><td>24</td></tr> <tr><td>Gila</td><td>2</td></tr> <tr><td>Greenlee</td><td>1</td></tr> <tr><td>La Paz</td><td>1</td></tr> <tr><td>Pinal</td><td>5</td></tr> <tr><td>Graham</td><td>1</td></tr> <tr><td>Yuma</td><td>0</td></tr> <tr><td>Pima</td><td>5</td></tr> <tr><td>Santa Cruz</td><td>3</td></tr> <tr><td>Cochise</td><td>9</td></tr> </tbody> </table> </div> <p>A minimum of two trained staff from the AzNN Evaluation Team scored each LWP independently using the WellSAT 2.0 online assessment. Scorers then met to resolve scoring discrepancies, finalize scores, and generate user-friendly recommendations based upon WellSAT 2.0 findings. Scorecards, recommendations and the Alliance for a Healthier Generation’s Model Wellness Policy were provided back to LIAs to share with all districts/schools assessed.</p> <p>Mean WellSAT 2.0 scores for comprehensiveness and strength are reported here by county in Tables S5.1 and S5.2, respectively. Comprehensive scores address <i>whether</i> an LWP addresses an item, while strength scores address <i>how well</i> an LWP addresses an item. Scores range from 0-100, with 100 representing the optimum score.</p>	County	Number of Policies	Mohave	8	Coconino	2	Navajo	7	Apache	7	Yavapai	3	Maricopa	24	Gila	2	Greenlee	1	La Paz	1	Pinal	5	Graham	1	Yuma	0	Pima	5	Santa Cruz	3	Cochise	9
County	Number of Policies																																
Mohave	8																																
Coconino	2																																
Navajo	7																																
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Yavapai	3																																
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Pinal	5																																
Graham	1																																
Yuma	0																																
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Santa Cruz	3																																
Cochise	9																																

Table S5.1. Mean WellSAT 2.0 Scores for Comprehensiveness^a of Local Wellness Policies (LWPs) in 13 Arizona Counties, N=77

County	Total (All Sections)	Nutrition Education Standards for USDA Child Nutrition Programs & School Meals	Nutrition Standards for Competitive and Other Foods & Beverages	Physical Education & Physical Activity	Wellness Promotion & Marketing	Implementation, Evaluation & Communication	
Apache	48	78	39	44	27	35	64
Cochise	57	97	47	56	36	37	69
Coconino	64	100	61	62	57	40	64
Gila	54	100	14	64	45	27	73
Greenlee	54	100	43	9	40	33	100
La Paz	29	86	13	0	10	0	64
Maricopa	54	95	35	58	38	31	68
Mohave	53	96	41	43	38	35	65
Navajo	42	88	23	27	32	22	61
Pima	54	97	37	47	39	39	65
Pinal	76	100	66	84	57	67	82
Santa Cruz	72	100	57	82	63	56	76
Yavapai	49	95	36	36	34	18	65
ALL COUNTIES	55	94	40	53	39	35	69

^a Comprehensive scores address whether an LWP addresses an item. Scores range from 0-100, with 100 representing the optimum score.

Table S5.2. Mean WellSAT 2.0 Scores for Strength^a of Local Wellness Policies (LWPs) in 13 Arizona Counties, N=77

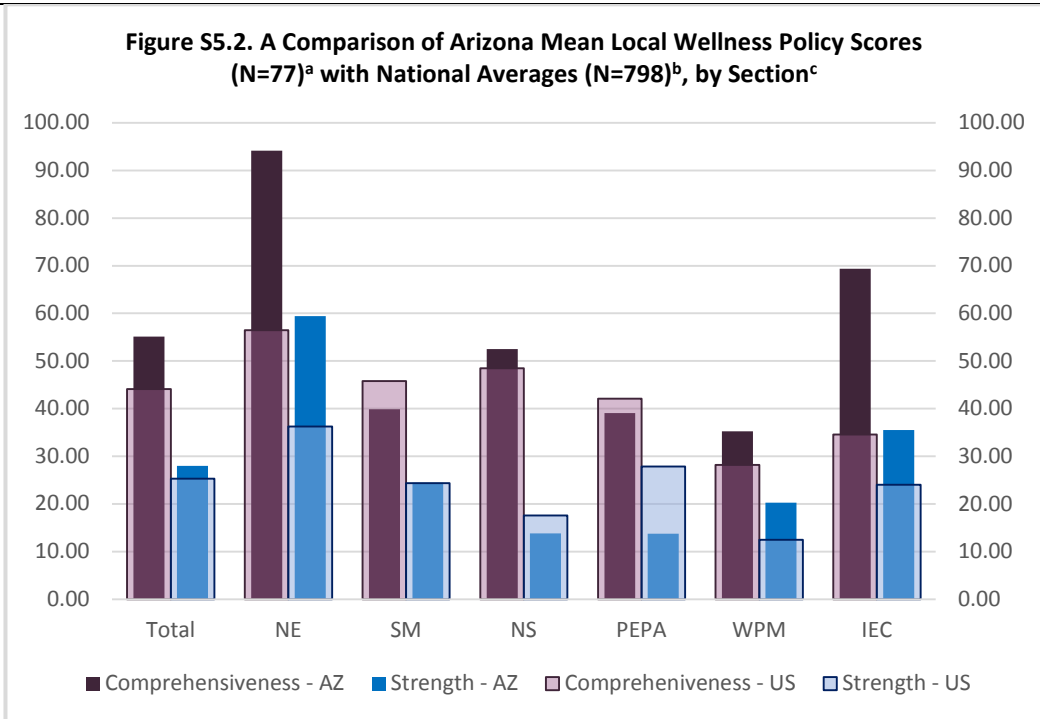
County	Total (All Sections)	Nutrition Education Standards for USDA Child Nutrition Programs & School Meals	Nutrition Standards for Competitive and Other Foods & Beverages	Physical Education & Physical Activity	Wellness Promotion & Marketing	Implementation, Evaluation & Communication	
Apache	24	47	22	9	8	20	35
Cochise	32	65	29	18	17	24	36
Coconino	30	59	32	23	16	24	27
Gila	28	100	14	0	5	13	32
Greenlee	21	14	14	9	10	33	45
La Paz	11	29	7	0	0	0	27
Maricopa	26	63	21	15	11	16	32

Mohave	22	38	22	6	11	20	35
Navajo	20	43	11	8	9	16	31
Pima	29	70	24	9	14	23	34
Pinal	48	62	53	30	39	45	56
Santa Cruz	44	100	38	28	31	26	39
Yavapai	24	60	19	9	0	21	38
ALL COUNTIES	28	59	24	14	14	20	36

^a Strength scores address how well an LWP addresses an item. Scores range from 0-100, with 100 representing the optimum score.

Figure S5.2 shows mean comprehensiveness and strength scores for all Arizona LWPs and provides a comparison of state scores against national averages. It should be noted that national averages were not available for the 2015-16 school year, so the comparison was made using the most recently available data from 2013-14. Because national scores have gradually increased since 2006-7, it is likely that national scores for 2015-16 would be slightly higher than those shown.

Nonetheless, some clear patterns emerge regarding Arizona policy strengths and weaknesses. Arizona LWPs were particularly strong in the area of Nutrition Education, exceeding national averages for both comprehensiveness and strength. They were also relatively strong in Implementation, Evaluation, and Communication; however there is room for improvement regarding strength (i.e., how *well* this section is addressed in policies). The weakest sections relative to national averages were Standards for USDA Child Nutrition Programs & School Meals and Physical Education & Physical Activity, both of which had mean comprehensiveness and strength scores lower than US means. In Arizona, Nutrition Standards for Competitive and Other Foods & Beverages was particularly lacking in strength, and while the state's Wellness Promotion and Marketing scores exceeded national averages, they were still quite low relative to other WellSAT 2.0 sections and the total Arizona means for comprehensiveness and strength.

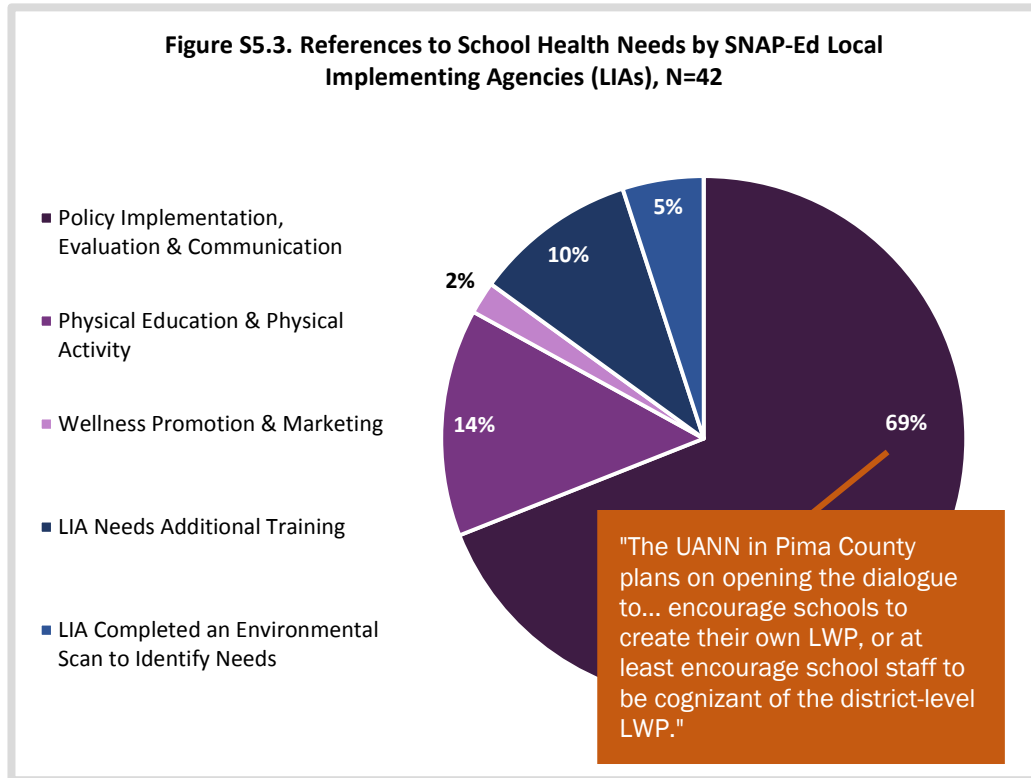


^a Arizona means were calculated for LWPs collected during the 2015-16 school year. ^b National means were taken from the 2013-14 data provided in: Piekarcz E, Schermbeck R, Young SK, et al. *School District Wellness Policies: Evaluating Progress and Potential for Improving Children’s Health Eight Years after the Federal Mandate. School Years 2006-07 through 2013-14*. Volume 4. Chicago, IL: Bridging the Gap Program and the National Wellness Policy Study, Institute for Health Research and Policy, University of Illinois at Chicago, 2016. This data reported two distinct means for Physical Education and Physical Activity; two distinct means for Wellness Promotion and Marketing; and three distinct means for Implementation, Evaluation, and Communication. Each set of means were combined here for purposes of visual comparison, only. ^c Section abbreviations are as follows: NE, Nutrition Education; SM, Standards for USDA Child Nutrition Programs & School Meals; NS, Nutrition Standards for Competitive and Other Foods & Beverages; PEPA, Physical Education & Physical Activity; WPM, Wellness Promotion and Marketing; IEC, Implementation, Evaluation & Communication.

Subsequent to the WellSAT 2.0 quantitative analysis, a qualitative inquiry was undertaken to enhance understanding of needs and readiness related to: 1) written LWPs, and 2) school-level systems and environments. The inquiry included narrative data related to School Health PSEs from LIA semi-annual reports and information from two formal debrief sessions with LIAs who participated in the WellSAT 2.0 process. The NVivo v10.0 software was used for coding and theme analysis, and results were compared against the quantitative patterns that emerged from the WellSAT 2.0 analysis.

ST5b. Sites or organizations with an identified need. Needs related to School Health PSEs were coded *a priori* to align with WellSAT2.0 categories. Two additional themes for needs emerged during coding: a need for LIA training and completion of environmental scans to better identify school health needs.

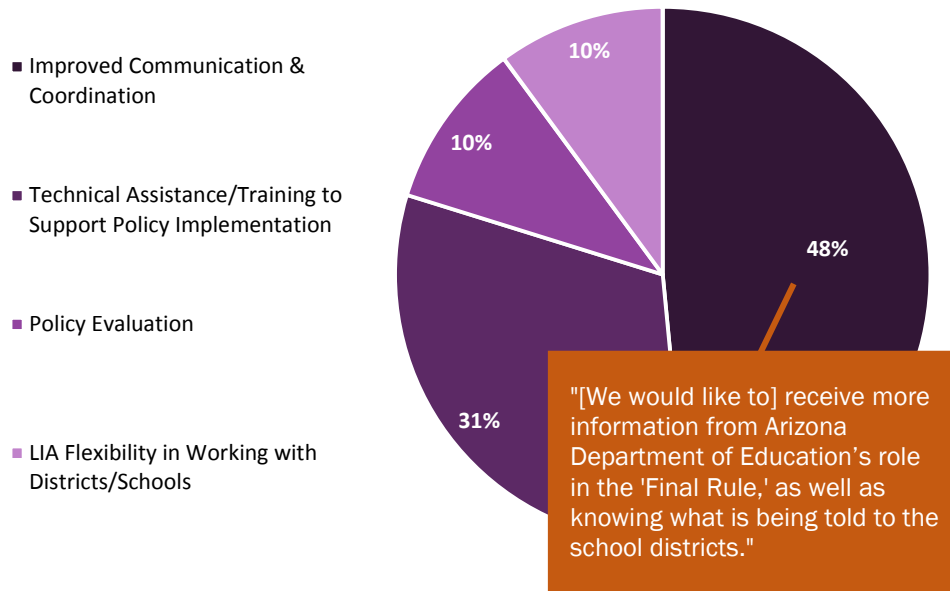
Figure S5.3 shows the percent of references to categorical needs identified by LIAs. The majority of needs were related to LWP implementation, evaluation, and communication (69% of references) - not surprising given the state's FY16 focus on LWP assessment. No LIAs referenced needs for nutrition education or nutrition standards for school meals or competitive foods; however, they do note needs related to physical education and physical activity programming at schools (14% of references).



Note: WellSAT 2.0 themes established a priori are shown in purple, while the emergent themes are shown in blue.

Sub-themes also emerged within the broader LWP implementation, evaluation, and communication node. These are illustrated in Figure S5.4.

Figure S5.4. References to Policy Implementation, Evaluation, and Communication Needs by Local Implementing Agencies (LIAs), N=29

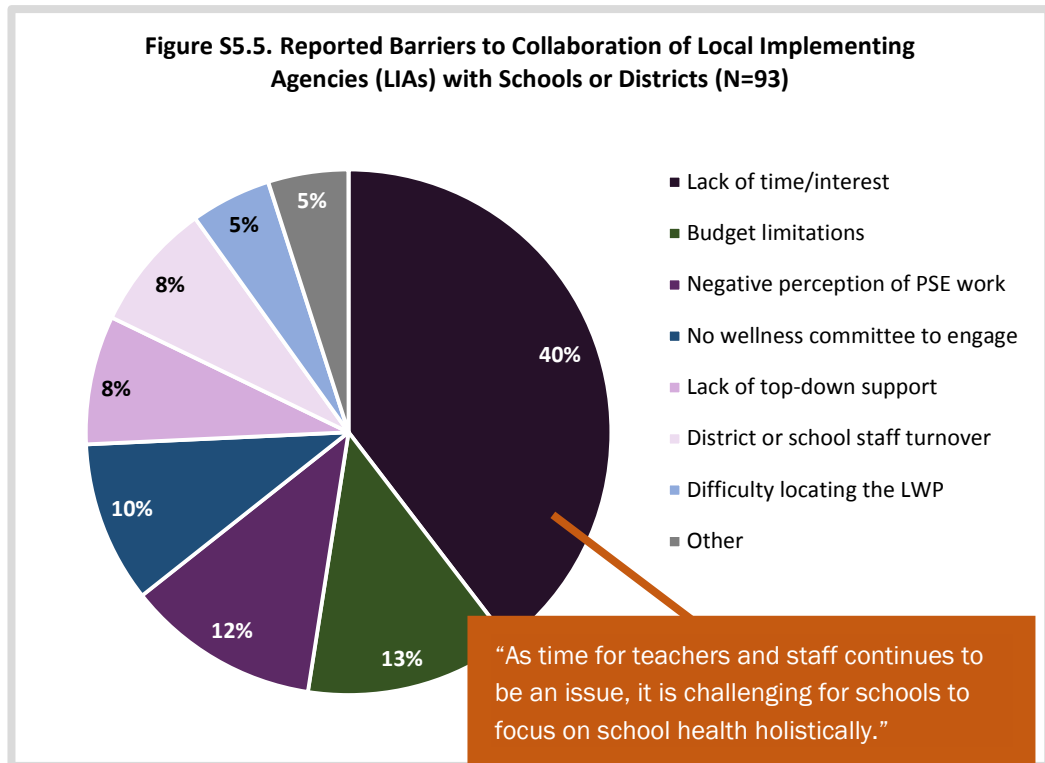


Considered together with the WellSAT 2.0 findings, these key findings surface:

- Arizona's LWPs are quite strong in Nutrition Education, and LIAs do not report need in this area.
- Arizona's LWPs are relatively weak in Standards for USDA Child Nutrition Programs & School Meals and Nutrition Standards for Competitive and Other Foods & Beverages, however LIAs *do not* report need in these areas. Further training for LIAs in these areas should be considered. It should be noted that most Arizona school districts participate in federal school meal programs, but there is a need for LEAs to update policies with more detail regarding school meals. Training and support is also needed on *how to integrate nutrition standards for foods and beverages offered outside of school meals into LWPs*. This includes foods offered or sold to students during the normal school day, the extended school day, during celebrations, and in fundraisers.
- Comprehensive School Physical Activity Programming (CSPAP) needs to advance in Arizona schools, including Physical Education and Physical Activity policy. LIAs are aware of this need.
- LWPs are relatively weak in Wellness Promotion and Marketing, both nationally and in Arizona. LIAs may be marginally aware of this, but they may benefit from additional training. Technical assistance in these areas could include how written policies can address teacher/staff modeling of healthy behaviors and marketing restrictions on unhealthy foods and beverages. The recently released Final Rule on LWPs includes marketing restrictions for unhealthy foods and beverages, which can help to address this need.

- Arizona’s LWPs are relatively comprehensive in addressing Implementation, Evaluation, and Communication, but the *quality* with which they address this area can be improved. LIAs are particularly aware of needs related to LWP implementation, evaluation, and communication, likely as a result of Arizona SNAP-Ed’s FY16 focus on LWP assessment. In particular, LIAs note the need for improved communication and collaboration with LEAs and state agencies such as the Arizona Department of Education. Many are seeking to improve marketing of SNAP-Ed services related to LWPs. LIAs also report a need to improve communication with parents and school-level administrators to enhance LWP awareness. Again, the new Final Rule can help to address this need with its call for enhanced transparency and inclusion in the LWP process.

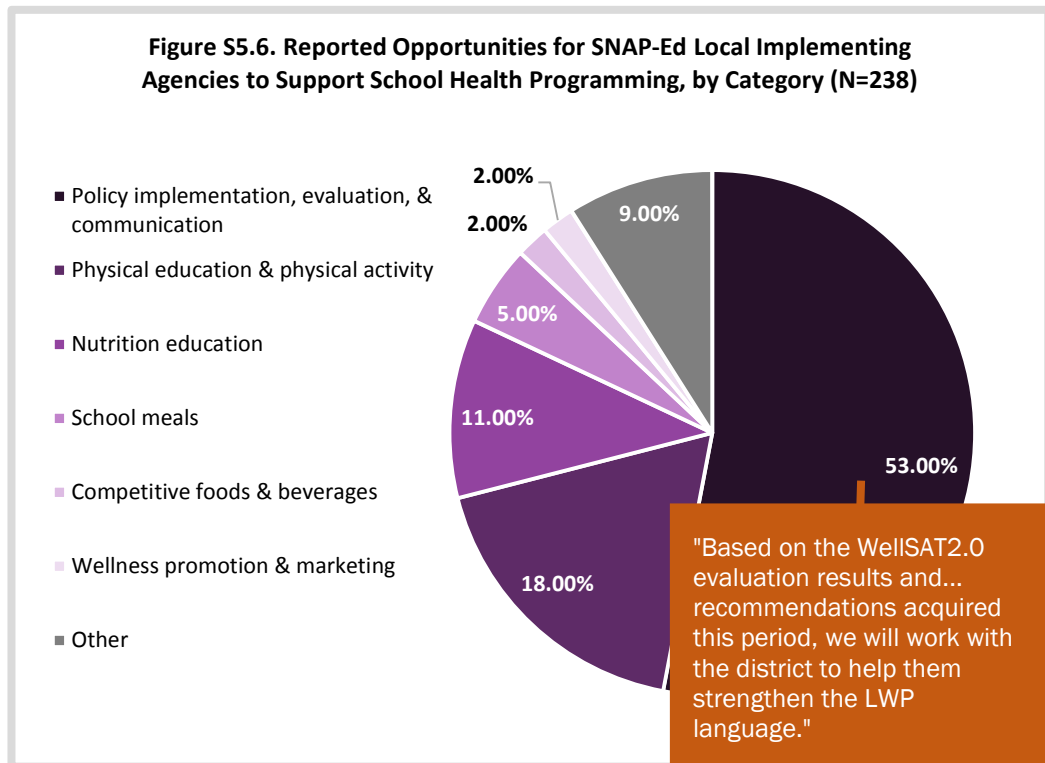
ST5c. Sites or organizations with documented readiness. School and district readiness to collaborate with SNAP-Ed agencies was examined in terms of both barriers and opportunities. Qualitative data included 93 references to barriers that inhibited collaboration between LIAs and LEAs or schools. The most common obstacle, referenced in 40% of barriers, was a lack of time or interest by districts/schools, usually because of competing demands (Figure S5.5).



A lack of funding was also seen as a barrier to promoting school health PSEs (13% of barriers), and LIAs felt inhibited by district or school staff turnover as well as a lack of top-down support from state and district agencies. The issue of higher-level support is particularly salient for CSPAP in Arizona, where state regulations for PE and physical activity in schools are weak or non-existent according to the 2016 Shape of the Nation State Profile for Arizona (http://portal.shapeamerica.org/advocacy/son/2016/upload/SON_Arizona_2016.pdf).

In terms of LWP-specific work, LIAs felt they were stymied by a lack of wellness committees with which to engage (10% of barriers) and an inability of districts to accurately locate LWPs (5% of barriers). This underscores the importance of having wellness committee leadership for proper LWP development, review, and implementation. Indeed, the new Final Rule has recognized this need and calls for stronger leadership through active and inclusive committees.

Despite barriers, LIAs have been able to identify existing and emerging opportunities for SNAP-Ed services to schools. Figure S5.6 shows the results of a qualitative analysis of the 238 LIA references to new opportunities to work with schools or districts. Most opportunities were related to LWP implementation, evaluation, and communication, which is a promising find given the FY16 focus on LWP assessment. Encouragingly, LIAs also described opportunities for physical education and physical activity programming despite the many perceived barriers and low policy scores in this area.



In terms of actual opportunities *within* LWP implementation, evaluation, and communication, further coding of the 125 references to these revealed most to have resulted from the WellSAT 2.0 assessment process: 33% of all policy opportunities were related to using findings from the WellSAT 2.0 scorecards, and an additional 17% of comments related to plans for future LWP development or revision. Moreover, LIAs appear to be addressing the need for enhanced communication and collaboration (see ST5b): 30% of policy opportunities described those emerging from improved communication and collaboration with wellness committees,

"The FUSD approved Local Wellness Policy Plan was disseminated at five Open Houses to inform parents of the new changes."

and another 6% explicitly addressed new opportunities for communicating with and/or engaging parents, school staff, and the public in the LWP process.

Early Childhood

Needs and readiness among Arizona’s SNAP-Ed qualifying Early Childhood Education sites (ECEs) were assessed using mixed methods. The **Go NAP SACC** Child Nutrition instrument was used to collect quantitative data related to ECE nutrition practices and policies, and the Go NAP SACC Infant & Child Physical Activity tool was used to measure ECE practices and policies related to physical activity. These assessments were designed to provide immediate feedback to the ECE site regarding strengths and areas for improvements, so individual site results have already been made available to LIAs working with ECEs.

More broadly, the Go NAP SACC assessments provide an overview of ECE needs and readiness across Arizona. In FY16, six LIAs worked in 10 counties to complete Go NAP SACCs with 40 ECEs (Table S5.3).

Table S5.3. Go NAP SACC Participation during FY16, By County

COUNTY	Number of Sites Assessed	Number of Go NAP SACCs Collected ^a
Apache	2	4 (2 N, 2 PA)
Cochise	4	4 (4 N, 0 PA)
Graham	4	4 (0 N, 4 PA)
Maricopa	5	10 (5 N, 5 PA)
Mohave	3	6 (3 N, 3 PA)
Navajo	4	7 (4 N, 3 PA)
Pima	10	20 (10 N, 10 PA)
Santa Cruz	2	4 (2 N, 2 PA)
Yavapai	5	7 (3 N, 4 PA)
Yuma	1	2 (1 N, 1 PA)
ALL COUNTIES	40	68 (34 N, 34 PA)

^a N = Child Nutrition Assessment, PA = Infant and Child Physical Activity Assessment

The summary results offered in Tables S5.4 and S5.5 include section and total means for each of the two Go NAP SACC topics covered in the evaluation.

Table S5.4. Section and Total Means ^a for Go NAP SACC Child Nutrition Assessments in Nine Arizona Counties, N=34

County	Foods Provided	Beverages Provided	Feeding Environment	Feeding Practices	Menus & Variety	Ed & Prof Development	Policy	ALL SECTIONS
Apache	3.9	3.8	3.7	3.6	4.0	3.2	3.0	3.7
Cochise	3.0	3.6	3.3	3.5	3.4	2.9	2.0	3.2
Maricopa	3.6	3.8	3.5	3.6	3.3	3.2	2.8	3.5
Mohave	3.3	3.5	3.3	3.6	3.3	2.5	2.0	3.2
Navajo	3.7	3.8	3.8	3.7	4.0	3.3	3.5	3.7
Pima	3.7	3.7	3.8	3.5	3.8	3.7	3.5	3.7
Santa Cruz	3.5	3.8	3.3	3.0	4.0	3.1	2.5	3.3
Yavapai	3.3	3.8	3.2	3.0	2.8	2.7	2.0	3.1
Yuma	3.6	3.9	2.9	3.3	3.3	2.7	2.5	3.3
OVERALL MEAN SCORE	3.5	3.7	3.5	3.5	3.6	3.2	2.8	3.5

Scores reflect Likert-scale assignments of 1-4, where 1 = weakest practice and 4 = best practice. ^a All means are average responses for individual items and exclude items for which there was no response (N/A items).

Table S5.5. Section and Total Means ^a for Go NAP SACC Infant & Child Physical Activity Assessments in Nine Arizona Counties, N=34

County	Time Provided	Indoor Play Environment	Teacher Practices	Ed & Prof Development	Policy	ALL SECTIONS
Apache	2.9	3.7	3.6	3.3	3.5	3.4
Graham	3.3	3.3	3.7	3.5	3.3	3.4
Maricopa	2.5	3.0	3.3	3.1	2.2	3.0
Mohave	2.7	3.3	3.3	3.2	3.0	3.1
Navajo	2.6	3.3	3.8	3.5	3.7	3.3
Pima	2.7	3.8	3.7	3.8	3.5	3.5
Santa Cruz	2.9	2.7	3.1	3.4	3.5	3.1
Yavapai	3.5	3.2	3.5	3.0	2.5	3.2
Yuma	3.0	2.6	3.3	2.3	1.5	2.6
OVERALL MEAN SCORE	2.9	3.3	3.5	3.3	3.0	3.3

Scores reflect Likert-scale assignments of 1-4, where 1 = weakest practice and 4 = best practice. ^a All means are average responses for individual items and exclude items for which there was no response (N/A items).

To further understand ECE needs and readiness, a qualitative inquiry was undertaken using NVivo v10.0 for coding and theme analysis. The inquiry included narrative data related to Early Childhood PSEs from LIA semi-annual reports, information from a formal debrief session with LIAs who completed Go NAP SACCs, and information provided by LIAs in the Go NAP SACC cover sheets regarding their assessment experience with the ECE. Results were considered in terms of ECE needs and readiness and compared against the quantitative patterns that emerged from the Go NAP SACC analysis.

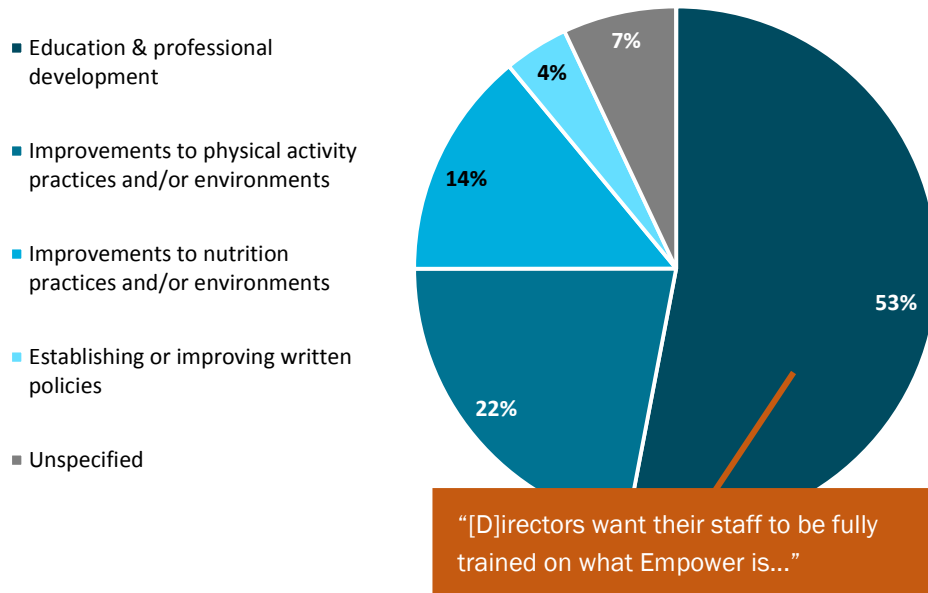
ST5b. In general, LIAs reported using Go NAP SACC assessments as planning tools. One third of all Go NAP SACC-related comments described intentions to use results for goal-setting and/or the identification of ECE needs.

“Maricopa Department of Public Health worked with the center to develop a plan of action that will address physical activity policies and practices, and to improve the family style dining process.”

ECEs had a higher overall average Go NAP SACC score for Child Nutrition (\bar{X} =3.5) than for Infant and Child Physical Activity (\bar{X} =3.3). Qualitative data related to needs supported this finding: of the 77 ECE needs referenced by LIAs, more were related to physical activity than nutrition (Figure S5.7). Specifically, all physical activity needs described by LIAs related to incorporating more physical activity programming at the site, primarily through teacher-led physical activities. None addressed making alterations to actual physical structures. This makes sense given SNAP-Ed restrictions on purchasing items such as playground equipment, however LIAs may not be aware that technical assistance can still be provided on how to arrange spaces and equipment to encourage play.

For nutrition, three of the 11 references to nutrition-related needs were centered on support for farm-to-ECE programming, and another three were focused on family-style dining, which is an Empower standard.

Figure S5.7. References to Early Childhood Education Center (ECE) Needs by SNAP-Ed Local Implementing Agencies, N=77



In terms of *section* means, average policy scores were relatively low for nutrition and physical activity (2.8 and 3.0, respectively), which indicates a need for improving ECE written policies related to both topics. However, LIAs only identified a need for improving written policies in 4% of qualitative references (Figure S5.7). Thus, it may be necessary to promote the importance of ECE policy among LIAs.

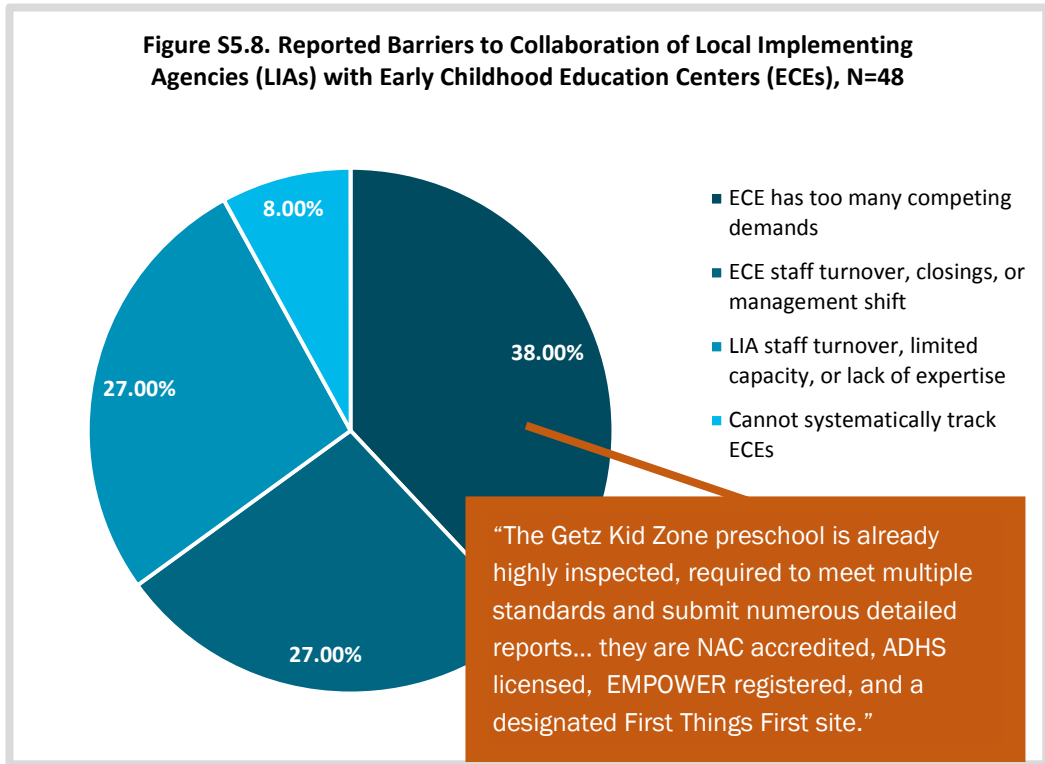
Alternatively, while Education and Professional Development also scored low relative to other sections (\bar{X} =3.2 for Nutrition, \bar{X} =3.3 for Physical Activity), LIAs appear to be acutely aware of the need for ECE staff training and family education. Figure S5.7 shows that over half (53%) of all references to ECE need were related to Education (of families) and Professional Development (of staff). One potential explanation is that because LIAs view

“Administrators were familiar with Empower, solely based on the licensure discount, but not a single individual was specifically familiar with the standards.”

their role as providing technical assistance and training, they are more likely to notice the need for these services. In particular, LIAs overwhelmingly identified Empower training as the most pressing of all professional development needs (54%). The Arizona Department of Health Services promotes the

Empower Program among licensed ECE facilities and provides financial incentives to participate. This may explain the reported need – and enthusiasm – for staff training on understanding and implementing Empower standards.

ST5c. ECE readiness to collaborate with SNAP-Ed agencies to improve nutrition and physical activity was examined in terms of both barriers and opportunities. The semi-annual report narratives included 48 references to barriers that inhibited collaboration between LIAs and ECEs. The most common obstacle, referenced in 38% of barriers, was competing demands on the ECEs (Figure S5.8). In fact, competing demands on ECEs were also reported as the primary threat to having ECEs complete the Go NAP SACC assessments.

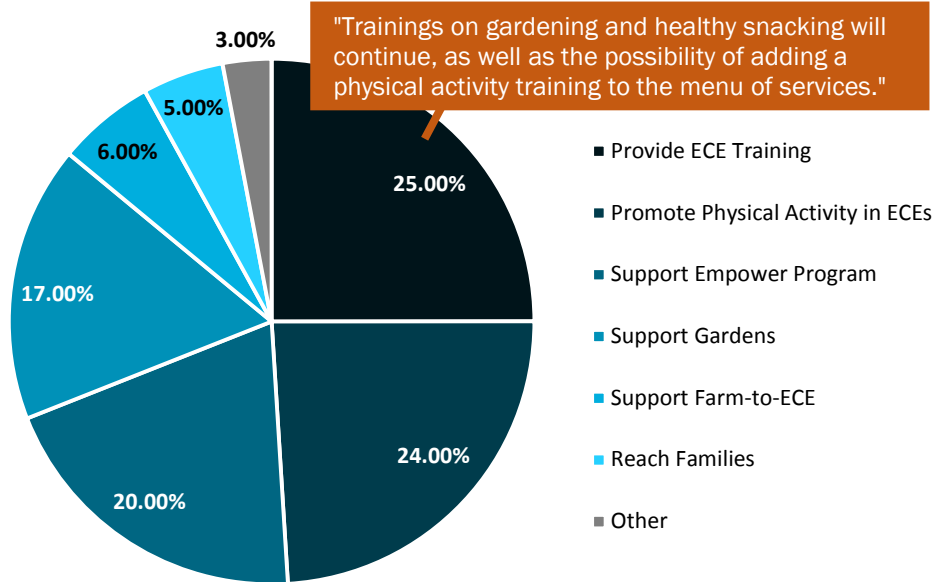


Nonetheless, LIAs have been able to identify existing and emerging opportunities for SNAP-Ed services. Qualitative analysis of the 70 references to providing new opportunities to work with ECEs related to three areas:

- The implementation of the Go NAP SACC assessments (33%)
- The development of new or enhanced partnerships (29%)
- The existence of the Empower program (23%), which inspired ECEs to reach out to or accept SNAP-Ed support from LIAs.

In terms of what those actual opportunities were, a qualitative analysis of the 79 references to specific opportunities revealed that the most referenced opportunities aligned with identified needs (Figure S5.9): ECE training (25%), physical activity programming (24%), and Empower support (20%). It is interesting to note that both farm-to-ECE and gardening opportunities are explicitly mentioned by LIAs; this helps to highlight the ECE as a hub where various food systems can collectively influence the eating and activity patterns of the very young.

Figure S5.9. Reported Opportunities for SNAP-Ed Local Implementing Agencies to Support Early Childhood Education Centers (ECEs), N=79



ST5.

EAT

Readiness and Need

Summer Food Service Program

Providing support for the implementation and promotion of the Summer Food Service Program (SFSP) was a new SNAP-Ed strategy in FY16. As such, the AzNN Evaluation Team assessed the needs and readiness of the meal sites and districts that were selected statewide by LIAs. A SNAP-Ed SFSP Supports Checklist (“Checklist”) was developed and piloted after a review of the existing literature found a gap in assessments to document SNAP-Ed’s role. The Checklist was used as a needs assessment in FY16 and as a mechanism to understand the readiness of SFSP sites and staff to enhance SFSP support in ways that are likely to be effective in increasing meal site participation.

The Checklist collected quantitative and qualitative data about supports provided by SNAP-Ed staff to their selected SFSP sites and districts, including: 1) indirect and direct education to promote meal sites, 2) direct education that was provided during or around meal hours at sites, and 3) other efforts, including kick-off events, media coverage, and coordination with other partners. To further understand SFSP needs and readiness, a qualitative inquiry was undertaken using NVivo v11.0 for coding and theme analysis. The inquiry included narrative data related to the SFSP from semi-annual reports and from debrief sessions with LIAs who completed Checklists. Qualitative findings are integrated with the Checklist’s quantitative results below.

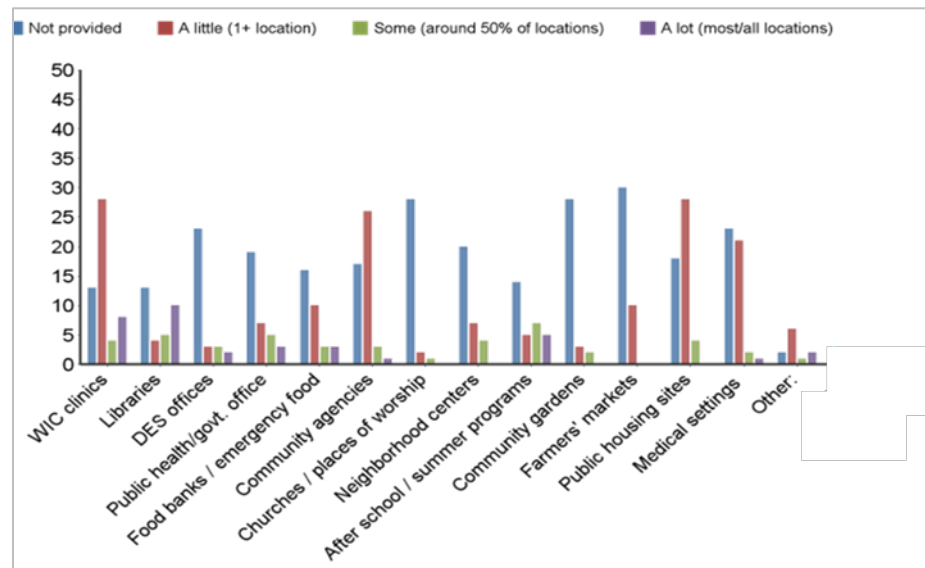
ST5b. Six LIAs in nine counties completed Checklists for the 72 SFSP sites or districts that they supported. See Table S5.6.

Table S5.6. Checklists Completed by County and SFSP Site or District

COUNTY	Total Number of Assessments Completed	Number of Districts Assessed	Number of Sites Assessed
Apache	2	0	2
Coconino	2	2	0
Maricopa	45	10	35
Mohave	1	1	0
Navajo	2	1	1
Pima	6	0	6
Pinal	3	2	1
Yavapai	6	1	5
Yuma	5	4	1
ALL COUNTIES	72	21	51

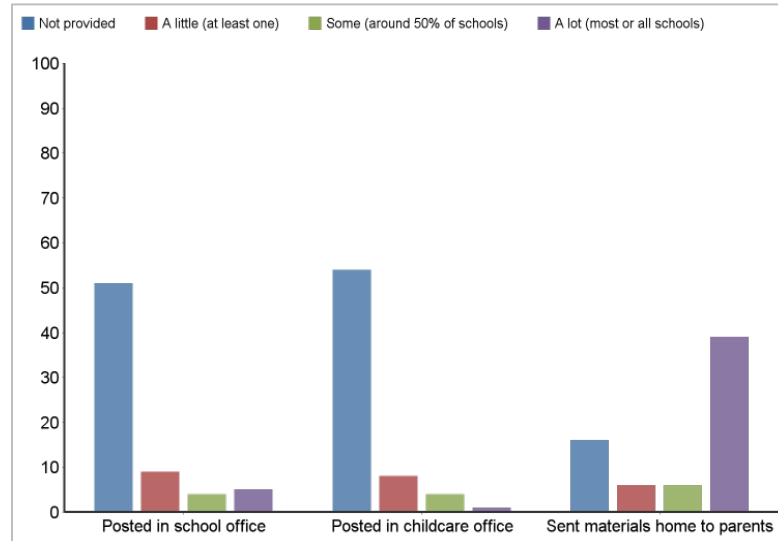
The LIAs reported that their promotion of SFSP sites through the distribution materials such as posters, flyers, and magnets was most concentrated (provided in at least half of the locations) in the following places: libraries, afterschool programs and WIC offices. Checklist respondents indicated that they provided *no* promotional materials in their counties most frequently at locations including places of worship, community gardens, and farmers’ markets. See Figure S5.10:

Figure S5.10. Frequency of SFSP Promotion at Community Locations



Targeted promotion of the SFSP to parents at schools and childcare sites was also typically provided by LIAs, but was not a prominent feature of their promotional efforts. Most popular activities included sending materials home to parents, which were provided *at most* or *all* schools by 58% of respondents (Figure S5.11).

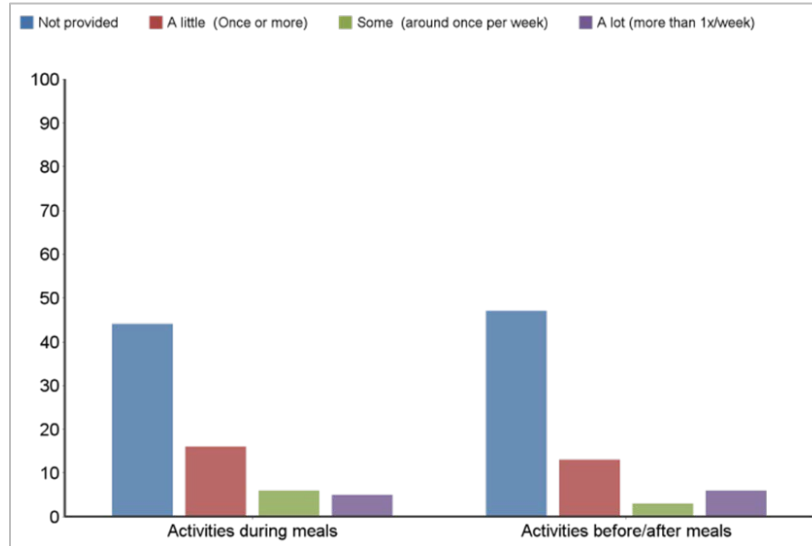
Figure S5.11. Targeted SFSP Marketing to Parents



Direct education by SNAP-Ed staff before, during, or after meal hours was also reported. While 16% of sites or districts received nutrition education, physical activities, or food demonstrations before, during, and/or after meal hours at least once per week, 62% received no activities by SNAP-Ed staff during the summer meal season.

Other SFSP supports that were captured by the Checklist included whether SNAP-Ed staff incorporated promotional messages into their regular direct education lessons throughout the community. This was, in fact, quite common among LIAs, with 82% of respondents reporting that they shared information about the SFSP during their educational activities. However, respondents reported limited participation in securing media coverage or participating in SFSP promotional events, with only 3% of sites receiving media support by LIAs and 10% of sites being promoted through events such as SFSP kick offs.

Figure S5.12. Frequency of SNAP-Ed Activities at SFSP Sites



The FY16 Checklist results suggest that overall, LIAs are nascent in their support of SFSPs. This first year of implementation provided challenges and lessons learned, with many LIAs reporting a desire to start their SFSP efforts earlier in the calendar year.

“This year turned out to be a great learning experience...Next year, we plan on meeting with our sites earlier in the year to assist with preparing for SFSP and identifying specific needs they may have.”

Other challenges included the delayed release of the AzNN’s promotional materials, difficulty identifying and communicating with SFSP managers, and resistance from sites to be promoted and to accept additional meal participants.

“Hosting an event in the West and South Phoenix area proved to be difficult due to sites not wanting to increase their numbers. Many of these sites already had set programming for youth and did not want to expand.”

Contractors reported less participation in promotional activities that ventured away from traditional SNAP-Ed outreach, such as seeking out media coverage for SFSPs. That said, LIAs reported promoting the programs on their own social media platforms and those of their partner school districts. Gaps in marketing efforts affected participation rates in some areas and were seen as a lesson learned, especially in rural communities.

“St. Johns had high numbers in June due to the close proximity to the city pool where swimming lessons were taking place. When the pool quit giving swimming lessons, then the numbers fell off. We realize that we need to do more consistent and stronger marketing of the programs to not only the community members but outlying areas as well.”

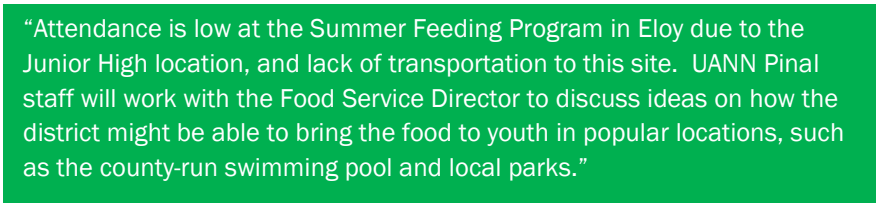
	<p>Other reported program barriers to SFSP success related to the transportation challenges of getting children to the feeding sites, especially in rural areas.</p> <p>  “Attendance is low at the Summer Feeding Program in Eloy due to the Junior High location, and lack of transportation to this site. UANN Pinal staff will work with the Food Service Director to discuss ideas on how the district might be able to bring the food to youth in popular locations, such as the county-run swimming pool and local parks.” </p> <p>The UANN Pima also conducted their own internal evaluation of targeted SFSP site managers (N=5). Results suggested that low participation was an ongoing challenge, and that activities to engage participants during meal times was strongly desired.</p> <p>While the Checklist is not required again until FY18, several LIAs have expressed interest in using it in FY17 to track their ongoing efforts and assist the AzNN Evaluation Team in continuing to refine the tool. As LIAs continue to add interventions to their menu of SFSP supports, Checklist scores are anticipated to increase. SFSP meal participation numbers from SNAP-Ed supported sites have also been collected, with FY16 as the baseline year (N=560,263). Changes in participation over time will provide the opportunity to explore potential associations between SNAP-Ed supports and SFSP participation.</p>
<p>ST5. Readiness and Need</p>	<p style="text-align: center;">SHOP</p> <p>Healthy Retail</p> <p>ST5b. Contractors engaged in nine internally developed and disseminated needs assessments or environmental scans in the SHOP setting. Those efforts, with key results, are described below in Table S5.7.</p>

Table S5.7. LIA-Developed Needs Assessments and Results in the SHOP Setting

COUNTY	Assessment Type (# Completed)	Topic	Target Audience or Setting	Key Results
Greenlee	Survey (78)	Barriers to Shopping at the Clifton Farmers' Market	SNAP and WIC Recipients	<ul style="list-style-type: none"> 94% of respondents prefer market times on Thursdays from 9:00 a.m. to 2:00 p.m.
	Survey (6)	Barriers to Accepting EBT Payments	Clifton Farmers' Market Vendors	<ul style="list-style-type: none"> WIC does not respond to questions in a timely manner Farmers' market does not have an EBT machine FMNP Crop Plan is too difficult to complete Unable to keep an up-to-date Crop Plan on site
Maricopa	Store Inventory Scan (27)	Healthy Retail	Small stores in SNAP eligible locations	<ul style="list-style-type: none"> 44% of stores stocked frozen vegetables <i>and</i> 5 or more fresh vegetables Over 1/3 of the stores stocked none of the assessed nutritious items and only one stocked all 7
Mohave	Survey (500+)	Creation of a Farmers' Market	Residents	<ul style="list-style-type: none"> 94% of respondents reported interest in attending a market A Saturday all day market was found to be convenient or very convenient for 77% of respondents Most respondents had a vehicle and did not participate in SNAP or WIC
	Store Inventory Scans and Interviews (3)	Establishing SNAP/WIC EBT Payments	Small stores and managers in SNAP eligible locations	<ul style="list-style-type: none"> One store expressed interest in next steps for SNAP and WIC EBT Two stores lacked interest in accepting SNAP and/or WIC due to stocking requirements and lack of demand

Pima	Develop Community Map (1)	Healthy Retail	Convenience stores in SNAP eligible locations	<ul style="list-style-type: none"> Map developed to identify and recruit retailers based on proximity to SNAP-Ed intervention areas
	Survey (50)	Healthy Retail	Residents	<ul style="list-style-type: none"> Nearly all open-ended responses to what foods should be more available in small stores included “produce” or “fresh fruits and vegetables” Other data still under review
	Store Observations and Interviews (6)	Healthy Retail	Small Stores and Managers in SNAP eligible locations	<ul style="list-style-type: none"> Two markets had an extensive selection of produce Four markets provided only apples and bananas Vendors cited the importance of providing produce to their communities due to the closure of a grocery store Lack of promotion and interest from customers were reported as a barrier to stocking more options
	Survey (N=105)	Food Security	Residents	<ul style="list-style-type: none"> Nearly 50% indicated some level of food insecurity

The results suggest both readiness and need among SNAP-Ed communities and organizational partners. Some counties have utilized the results of their needs assessments to implement interventions; in the case of the UANN in Pima County, they have used their community map to identify and recruit specific small stores to their healthy retail initiatives. Others, such as Yavapai County, have disseminated the results of their food security survey to raise awareness among stakeholders about the needs in their county. Taken together, the findings suggest that LIAs are deepening their exploration of the food environments in their communities, and that there is strong potential to capitalize on the needs and readiness for PSE changes.

ST5.

Readiness and Need

LIVE and PLAY**Active Living**

For LIAs in Arizona, the implementation of Active Living PSE strategies are still in the early stages of development. Because moving into the realm of Active Living represents a new direction for many LIAs in the state, reporting of ST5 indicators in Active Living emphasizes **LIA readiness (ST5a)** as a first step toward future efforts to address settings- and sectors-level changes.

Active Living readiness was evaluated using mixed methods, including qualitative analysis of semi-annual report narratives using NVivo v.11.0 and quantitative analysis of training attendance lists and LIA monthly reports describing physical activity events reaching >20 SNAP-Ed participants.

Active Living Policy

ST5a. LIA staff were invited to attend seven AzNN trainings on active living policy in FY16. See Table S5.8 for the number of LIA staff who participated in each opportunity.

Table S5.8. LIA Trainings on Active Living Policy

Topic	LIA Staff Reached
Co-producing Healthy Communities: Integrating Federal, State, and Local PSE Strategies to Improve Community Health (<i>AzNN Conference</i>)	78
Wilder Collaboration Factors Inventory (<i>AzNN Conference</i>)	32
Bringing Health into Decision Making Processes (<i>AzNN Conference</i>)	20
Healthy Community Design (<i>Workshop</i>)	34
Who Creates Our Built Environment? (<i>Webinar</i>)	9
How to Become a Change Agent for Healthier Environments (<i>Webinar</i>)	4
Who You Can Enlist to Assist (<i>Webinar</i>)	4

ST5c. Qualitative analysis indicated that many LIAs are still at early stages of readiness within their organizations to advocate for active living policies at the community level, and are still in the process of becoming integrated into networks and coalitions to explore making PSE changes.

Networking events such as forums and partnerships with community organizations and coalitions has allowed LIAs to expand their readiness to address active living policy by, as the UANN Pima noted, “making inroads with appropriate organizations and individuals that influence active living policy decisions.”

The Maricopa County Health Department in particular hired an urban planner to facilitate “establishing peer-to-peer relationships with municipal planners and the opportunity for future engagement in planning initiatives” related specifically to SNAP-Ed. Yavapai County’s ongoing Health Impact Assessment (HIA) in 2016 addressed transportation needs in the county, allowing SNAP-Ed staff from both LIAs in the county the opportunity to meet new contacts focused on Active Living.

“One of our team members has joined a biking association run by the City of Prescott to focus on improving the City's walking and biking safety infrastructure.”

In addition to exploring community-level events and groups centered on active living, LIAs are exploring how to interest their site-level partners in drafting active living policies for their organizations.

“...There is great potential to partner with SNAP-eligible low-income multi-unit housing (MUH) to promote healthy eating and active living policies within complexes.”

These efforts by LIAs suggest that while attending trainings on broader active living topics may provide them with important information more broadly, future trainings could also focus specifically on how to encourage policies at the settings-level as a first step. For contractors in early stages of Active Living PSE work, achieving site-based policies may be an encouraging stepping-stone to address broader municipal or county-level policy changes later on.

Promoting Physical Activity Resources

ST5a. Quantitative analysis of readiness and need related to Promoting Physical Activity Resources indicated that LIA staff had access to two trainings on this topic through the AzNN.

Table S5.9. LIA Staff Training on Promoting Physical Activity Resources

Topic	LIA Staff Reached
Active School Neighborhood Checklist (AzNN Conference)	19
Put A Little Play In Your Day (AzNN Conference)	32

ST5b-c. Promotion of physical activity resources by LIAs builds on their direct education strategies – for example, producing and distributing physical activity resource guides for a geographic area, or supporting the printing and distribution of a bike friendly map.

Beyond compiling and distributing materials, Gila County took advantage of a community health assessment (CHA) to better understand the county’s active living needs:

“Surveys and focus groups completed as part of the Gila County CHA...identified "lack of coordinated recreational opportunities" as an important need. Stress and social isolation were cited as key factors that could be addressed through increased recreational opportunities.”

The Graham County

Cooperative Extension described the increased use of physical activity resources in their community thanks to involvement from multiple stakeholder groups:

“With the support of the parents, youth, and staff in Bylas there are many opportunities. With the SNAP-Ed staff attending the meetings there is a new energy and excitement in the meetings, which is in turn spilling over to the families in Bylas...Families are starting to, again, utilize the facilities they have ready and waiting [for] them.”

Family Friendly Physical Activity

ST5b-c. Quantitative analysis indicated that LIAs exceeded their planned outreach numbers in supporting family friendly physical activities; by the end of FY16, nearly 150% of their combined estimated reach had been achieved. Events that focused primarily on physical activity were largely targeted at youth, such as walk to school days. However, activities that reached adults were less frequent. LIAs reported a total of 38 one-time community-based physical activity events that reached at least 20 individuals, but the number that included adults was only six.

For many LIAs just beginning their Active Living PSE efforts, participating in existing family-friendly physical activity events has been their first step. Encouraging LIAs to take active roles in developing new physical activity opportunities that are sustainable and reliably reach adults will continue to progress these efforts.

Qualitative analysis indicated that some LIAs are seeking partnerships to develop more family-friendly physical activity events:

“The more remote areas of Mohave County are under-served. Potential collaborators include the Hualapai and River Valley Indian Tribes; Golden Valley Homeowners Association, Chloride and Dolan Springs civic and veteran groups.”

Others have already been able to motivate a group of like-minded organizations to come together to sponsor recurring events:

“La Paz County has also created a community-wide family friendly “Get Out and Play Day.” These events are opportunities for community members to access a free event that encourages physical activity...This activity...will be held two times a month in SNAP-approved locations such as community parks.”

	<p>For the UANN in Pima County, their previous relationship with a direct education partner helped them to progress systems changes at the site.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>“[At] Five Points transitional housing, a member of our staff started a walking group with this community as part of her direct education. It was well enough received that residents reached out for technical assistance on how to run the group on their own. Now, this participant run walking group is a consistent feature of this community and has regular participants that return week after week.”</p> </div> <p>This effort serves as an example for how SNAP-Ed programs can develop new ongoing physical activity opportunities that can be sustained by partner champions.</p>
<p>LT14(f). Agriculture Sales and Incentives <i>(Input- Output Analysis)</i></p>	<p>In FY16 the AzNN commissioned an input-output analysis to estimate the economic impact of its SNAP-Ed funded programs in Arizona. The following results report on SNAP-Ed spending in FFY14, the most recent year for which complete data are available.</p> <p>By bringing \$13.7 million of federal SNAP-Ed funds into the state and spending those funds on program implementation, the AzNN has an economic impact on the Arizona economy by generating sales, incomes, and jobs in other Arizona industries. Accounting for the AzNN spending on social marketing campaigns and overall program operation (implemented by the AzNN State Office) and community education programs (implemented through Local Implementing Agencies), the AzNN generated an estimated <i>additional</i>:</p> <ul style="list-style-type: none"> • \$15.7 million in sales of goods and services • \$5.4 million in income (employee and business-operator) • \$8.6 million in value added¹ • 114 Arizona full-time equivalent jobs² <p>This additional economic activity occurs in other Arizona businesses and was generated through indirect and induced multiplier effects which occur as a result of business-to-business purchases (indirect effects) and household-to-business purchases (induced effects).</p> <p>Including the direct effects that provide incomes and jobs for the AzNN program staff, the total impact of FY14 AzNN spending to Arizona’s economy, including multiplier effects were an estimated:</p> <ul style="list-style-type: none"> • \$29.4 million in sales of goods and services, • \$10.9 million in income (employee and business-operator) • \$14.1 million in value added, and • 232 Arizona full-time equivalent jobs <p>The full report, “The Arizona Nutrition Network: FFY14 Federal Funding Implications for the Arizona Economy” is provided in Appendix G.</p>

¹ Value added is similar to Gross Domestic Product and includes employee income, business operator income (proprietor income and other property type income), and indirect business taxes.

² Indirect and induced employment effects were estimated using the IMPLAN software and full-time equivalent jobs were calculated using IMPLAN’s FTE conversion spreadsheet.

Appendix C

Reliability of a Kids' Activity and Nutrition Questionnaire JNEB Article



Reliability of a Kid's Activity and Nutrition Questionnaire for School-Based SNAP-Ed Interventions as Part of a Tiered Development Process

Theresa A. LeGros, MA¹; Vern L. Hartz, MS²; Laurel E. Jacobs, DrPH, MPH¹

ABSTRACT

Objective: To assess the reliability of the Kids' Activity and Nutrition Questionnaire (KAN-Q) as part of a tiered process for developing *Supplemental Nutrition Assistance Program–Education* tools.

Methods: The KAN-Q was administered at 2 time points to assess internal consistency using standardized values of Cronbach α and test-retest reliability using the intraclass correlation coefficient for continuous variables, Cohen's kappa (κ) statistic for categorical variables, and the weighted κ statistic for ordinal data.

Results: Data were collected from 119 fourth graders. Cronbach α was adequate for behavior (.71) and knowledge (.72) scales and nutrition behavior (.78) and nutrition knowledge (.75) subscales. Test-retest reliability was generally acceptable, with intraclass correlation coefficients from 0.40 to 0.75 and κ coefficients showing fair to substantial agreement (0.30 to 0.72).

Conclusions and Implications: The KAN-Q is a practical and reliable questionnaire for school-based administration that aligns directly with *Supplemental Nutrition Assistance Program–Education* evaluation priorities.

Key Words: reliability, questionnaire design, *Supplemental Nutrition Assistance Program*, childhood obesity, schools (*J Nutr Educ Behav.* 2016; ■:1–5.)

Accepted October 2, 2016.

INTRODUCTION

Effective program evaluation combines 2 unlikely partners: rigor and feasibility. This pairing is particularly salient in the evaluation of *Supplemental Nutrition Assistance Program–Education* (SNAP-Ed), which operates through the US Department of Agriculture. As the education component of the largest federal nutrition assistance program, SNAP-Ed serves SNAP participants and eligible people by providing evidence-based, behaviorally-focused obesity prevention interventions that include direct education; policy, systems and environmental supports; and social marketing.¹ Specif-

ically, interventions targeting youth are a SNAP-Ed priority. Among the 6 million recipients of SNAP-Ed direct education in 2012, more than two thirds were school-aged youth.² Thus schools have become a focal point for delivering SNAP-Ed.^{2,3}

Consequently, school-based assessments of children's nutrition and physical activity behaviors are central to understanding SNAP-Ed effectiveness. However, it can be daunting for states and implementing agencies to collect these data. On the one hand, schools can provide optimal settings for the evaluation of obesity prevention programs: The audience is captive, class

turnover is relatively low, and assessment can be incorporated into curricula.^{2,3} Conversely, competing demands on the educational system and the lack of top-down support may be powerful barriers to SNAP-Ed programming and evaluation, especially in under-resourced schools.^{2,4} A 2013 Institute of Medicine workshop offered educator perspectives on nutrition education that highlighted election politics, inadequate funding, lack of teacher training, and severely limited instruction time as persistent obstacles to obesity prevention in schools.² In terms of evaluation, measures perceived as intrusive, costly, or overly burdensome are more likely to be challenged by school administrators and teachers.⁵ Alternatively, questionnaires that are minimally invasive and easy to administer are more readily accommodated.^{5–7}

This problem typifies a broader dilemma in SNAP-Ed evaluation: Programs should be systematically assessed with what Guthrie et al⁵ referred to as a "common core of measures that would give us a basis for comparison," and yet to be successful, the evaluation

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must be appropriate and feasible at the community or site level.⁵⁻⁹ In other words, the quintessential SNAP-Ed measure should be easily applied across diverse contexts and still capture high-quality, consistent data for aggregation on state and national levels.

Over the past decade, impressive strides have been made to guide SNAP-Ed evaluation in this direction.⁵⁻⁹ In 2006, Townsend⁸ published a 6-stage process for developing accurate, practical measures to assess community-based nutrition education programs targeting low-income audiences. Table 1 outlines the tiered stages. More generally, the recent national SNAP-Ed Evaluation Framework and associated Interpretive Guide⁹ provide direction for evaluating SNAP-Ed, including recommended tools to measure nutrition and physical activity behaviors. These measures are valuable in that they can be applied across diverse contexts to assess indicators linked to SNAP-Ed objectives. Moreover, select tools in the Interpretive Guide were validated using the Townsend process or a similar one. However, well-validated youth measures requiring >30 minutes and/or the collection of biometric data^{10,11} can be difficult to administer in classrooms, whereas the Guide's shorter, validated measures are limited in scope (eg, the Beverage and Snack Questionnaire¹²). Therefore, SNAP-Ed would benefit from an accurate, practical tool that measures both MyPlate and physical activity behaviors for use with comprehensive, school-based obesity prevention programs.

Following Townsend's⁸ tiered process for tool development, the current authors present the reliability testing phase (stage 4) for a Kids' Activity and Nutrition Questionnaire (KAN-Q) that is feasible to administer in classrooms and aligns directly with the national SNAP-Ed

Evaluation Framework indicators for healthy eating and physical activity.

METHODS

Early Questionnaire Development

Initial questionnaire development spanned stages 1–3 of the Townsend process⁸ (Table 1). A team of experts in nutrition, SNAP-Ed, and evaluation selected content domains (stage 1) by examining nutrition education instruments for school-aged children in the peer-reviewed literature alongside SNAP-Ed objectives. Specific behaviors and knowledge associated with the Dietary Guidelines for Americans¹³ were chosen as fundamental indicators: consumption of fruits, vegetables, low-fat dairy, and whole grains; water and sugar-sweetened beverage intake; time spent doing physical activity and being sedentary; MyPlate knowledge; and knowledge of the Physical Activity Guidelines for Americans. Questionnaire items were generated (stage 2) from the validated Day in the Life Questionnaire¹⁴ and School Physical Activity and Nutrition questionnaire.¹¹ The resultant visually enhanced measure was piloted iteratively over 3 years for face validity (stage 3) with fourth to eighth graders in Arizona's SNAP-Ed-eligible schools. The revised questionnaire included a child-friendly font and a readability grade of 2.6 to accommodate fourth graders below reading level.

Study Design

This study tested the revised measure for internal consistency and test-retest reliability (stage 4). The project was approved by the Arizona Department of Health Services Human Subjects Review

Board as being of minimal risk to participants and administered in compliance with school district regulations for parental and student consent. A written disclaimer reinforced that participation was optional, and student assent was obtained verbally before questionnaire administration.

The researchers recruited a convenience sample of 119 fourth graders aged 9–11 years from 5 SNAP-Ed-eligible classrooms in Pima County, AZ. A trained proctor administered the questionnaire in classrooms at 2 time points with no nutrition education in between. Four classes received the test and retest 1 week apart; 1 class was retested at 6 weeks to accommodate the teacher's schedule. A standardized proctor protocol was used with item explanations and prescribed responses to potential questions: The proctor led classes through each item, allowing students to ask clarifying questions but not otherwise talk or share answers. Administration times ranged from 10 to 20 minutes, depending on students' questions and completion pace.

Data Analysis

Items were categorized into primary scales and secondary subscales: behavior–nutrition and physical Activity, and knowledge–nutrition and physical activity. Internal consistency was examined using standardized values of Cronbach α at both time points using reverse coding of answers for 3 items (refined grain consumption, sweetened beverage consumption, and sedentary time). Alpha values for scales and subscales were generated separately. Although interpretation of α is not rigorously defined, .7 is generally regarded as acceptable and was used here.^{8,15}

Test-retest reliability was assessed for continuous variables using the intraclass correlation coefficient (ICC) in a 2-factor mixed-effects model testing for consistency. Cohen's kappa (κ) statistic, a reliability measure that takes into account agreement occurring by chance, was used for categorical variables. The weighted κ statistic was used for ordinal data. Interpretations of the ICC and κ were based on the values suggested by Cicchetti¹⁶ and Landis and Koch,¹⁷ respectively. Stata/IC13.1 (StataCorp, College Station, TX, 2013) was used for all analyses.

Table 1. Best Practice Development of Nutrition Education Measures and Progress to Date for the KAN-Q

Stage of Development	KAN-Q Progress
1. Domain selection using literature review	Completed
2. Item generation from evidence base and expert contribution	Completed
3. Item pretesting with target audience	Completed
4. Item testing/analysis for consistency and reliability	Reported here
5. Convergent and criterion validity testing	Planning phase
6. Sensitivity assessment of ability to detect change	Planning phase

KAN-Q indicates the Kids' Activity and Nutrition Questionnaire.

RESULTS

Internal Consistency

Table 2 provides reliability results for internal consistency. Cronbach α was adequate¹⁶ for the behavior and knowledge scales (.71 and .72, respectively) and the nutrition behavior and nutrition knowledge subscales (.78 and .75, respectively). At .46, internal consistency for the physical activity behavior subscale was below the minimally acceptable level.

Test-Retest Reliability

Test-retest reliability (Table 3) was generally acceptable. The ICCs for continuous data fell within the fair (0.40) to excellent (0.75) range suggested by Cicchetti,¹⁶ excluding the physical education (PE) question. Kappa coefficients for categorical and ordinal data had fair (0.30) to substantial (0.72) agreement, per Landis and Koch.¹⁷

DISCUSSION

The current study describes progress toward a feasible, appropriate, and valid SNAP-Ed questionnaire for school-aged youth using established best practices for developing such measures.^{5,8} The KAN-Q was purposefully designed to assess school-based nutrition and physical activity interventions targeting grades 4–8. Its brief administration and absence of biometric data collection help to overcome the potential barriers of limited classroom time, sociopolitical obstacles in schools, and restrictions on the time and resources of SNAP-Ed implementing agencies. The KAN-Q was also developed to align with SNAP-Ed objectives. Recently, this alignment was scrutinized against the SNAP-Ed

Evaluation Framework⁹ and was found to measure 2 of its 4 core indicators: healthy eating behaviors and physical activity and reduced sedentary behaviors.

Beyond practicality and suitability, the KAN-Q was shown to be reliable in terms of internal consistency and reproducibility among the youngest intended audience. For internal consistency, Cronbach α exceeded .7 for the 2 primary scales, behavior ($\alpha = .71$) and knowledge ($\alpha = .72$), and for all subscales except physical activity behavior. Hall et al¹⁸ reported similar findings for a nutrition-only youth survey, which included a behavior subscale ($\alpha = .71$) and a knowledge subscale ($\alpha = .56$). Although debate exists regarding minimally acceptable α values,^{15,16} Townsend⁸ has recommended a .6–.7 cutoff for nutrition education measures, and researchers commonly report these values as adequate.^{7,19,20} Tavakol and Dennick¹⁵ have averred that α values are positively influenced by the number of scale items and negatively influenced by scale heterogeneity. Here, α values may have been lower-bound estimates of reliability because the number of scale items was relatively low and multiple factors likely underlay both scales.

Test-retest reliability was acceptable for all but the PE question. Results were comparable to estimates for similar instruments.^{11,19,21} In a child nutrition questionnaire, Wilson et al¹⁹ reported ICCs of 0.57, 0.66, and 0.66 for water, fruit, and vegetable intake, respectively, compared with KAN-Q values of 0.61, 0.75, and 0.55. Conversely, the KAN-Q had higher ICCs than the child nutrition questionnaire for fruit knowledge (0.46 vs 0.16) and vegetable knowledge (0.51 vs 0.36) and a lower ICC for sweetened beverage intake (0.45 vs 0.59). In a child food frequency questionnaire,

Saeedi et al²¹ also described ICCs for fruit (0.63) and vegetable (0.60) consumption that were similar to KAN-Q findings.

With an ICC of -0.50 , the PE question was likely problematic because PE classes were scheduled to recur weekly, not daily. Reframing the question from asking about yesterday to weekly PE may strengthen agreement. The relatively low ICC for after-school activities (0.40) may require similar revision, because sports and activity clubs are often scheduled weekly. In addition, 4 of the 5 nutrition knowledge subscale items had acceptable but lower-range test-retest agreement: recommended cups of fruit per day, recommended cups of vegetables per day, how much of kids' plates should be covered by fruits and vegetables, and how much of all grains consumed should be whole grains. For these questions, reliability may be improved by having proctors remind students to avoid guessing and selecting the option of "I don't know" when they are uncertain.

One class received pre-post tests at a substantially longer time interval than the other 4 classes (6 weeks vs 1 week) to accommodate the teacher's schedule, which appeared to have influenced results. Agreement generally improved when the class surveyed 6 weeks apart was excluded from the analysis (Table 3). This suggested that 6 weeks may be too long an interval to test for KAN-Q agreement among this age group and that the slightly higher agreements reported in parentheses in Table 3 may be a more accurate representation of test-retest reliability.

This study had several limitations. There is an inherent challenge to developing a practical SNAP-Ed questionnaire for school-based administration: limiting length also limits scope and scale accuracy.¹⁵ Here, internal consistency was influenced by the number of questions in each scale/subscale; dimensions with few items may have demonstrated lower-bound reliability. Moreover, the self-report questionnaire may have been less burdensome than direct observation or food records, but it was subject to recall bias.^{10,11} The low reliability of the physical activity behavior subscale prompted investigator doubt regarding recall accuracy. Although the KAN-Q posed behavioral questions about yesterday to enhance recall, those items cannot be assumed to reflect usual intake without multiple administrations

Table 2. Internal Consistency Reliability for 2 Administrations of the Kids' Activity and Nutrition Questionnaire

Scale/Subscale	Questions, n	Cronbach α (Test 1)	Cronbach α (Test 2)
Behavior	13	.72	.71
Nutrition	7	.79	.78
Physical activity	6	.36	.46
Knowledge	5	.52	.72
Nutrition	4	.58	.75
Physical activity	1	NA	NA
Overall	18	.73	.73

NA indicates not available.

Table 3. Test-Retest Reliability for the Kids' Activity and Nutrition Questionnaire

Scale/ Subscale	Item	Intraclass Correlation Coefficient ^a	
Behavior	Nutrition	Yesterday, did you drink any milk? ^b	0.68 (0.70)
		Yesterday, did you eat any corn tortillas or bread, tortillas, buns, bagels, or rolls that were brown? ^b	0.43 (0.50)
	Physical activity	Yesterday, did you eat any corn tortillas or bread, tortillas, buns, bagels, or rolls that were white? ^b	0.57 (0.59)
		Did you eat any vegetables yesterday? ^b	0.55 (0.54)
		Yesterday, did you eat any fruit? ^b	0.75 (0.76)
		Yesterday, did you drink any regular (not diet) soda, Kool-Aid, sports drink, or other fruit-flavored drinks? ^b	0.45 (0.45)
		Yesterday, did you drink any water? ^b	0.61 (0.61)
		Did you do any activities after school yesterday that made your heart beat fast or made you breathe hard? ^c	0.40 (0.45)
		Did you go to physical education or gym class yesterday? ^c	−0.50 (−0.61)
		When you were not in school yesterday, how many hours did you spend sitting or lying around? ^c	0.48 (0.53)
Knowledge	Nutrition	How many total cups of fruit should most kids eat each day?	0.46 (0.57)
		How many total cups of vegetables should most kids eat each day?	0.51 (0.54)
	Physical activity	How many minutes of physical activity/exercise should most kids have on all or most days of the week?	0.53 (0.62)
		Kappa	
Behavior	Nutrition	What type of milk do you drink most of the time?	0.72 (0.74) ^d
		Physical activity	How did you travel to school yesterday?
	How did you travel home from school yesterday?		0.53 (0.57) ^d
	What did you do most of the time at lunchtime recess yesterday?		0.38 (0.38) ^e
		If you had a morning break yesterday, what did you do most of the time at morning break?	0.55 (0.60) ^e
Knowledge	Nutrition	What type of milk should most kids drink most of the time?	0.48 (0.59) ^d
		How much of most kids' plates at meals should be fruits and vegetables?	0.39 (0.46) ^e
		How much of the bread and cereal that most kids eat should be made with whole grains (brown, whole wheat, etc)?	0.30 (0.42) ^e

^aValues that excluded the class surveyed at a 6-week (vs 1-week) interval are in parentheses; ^bResponse choices were continuous as number of times consumed; ^cResponse choices were continuous as number of minutes/hours; ^dCohen's kappa statistic; ^eWeighted kappa statistic.

to the same cohort to better reflect habitual consumption.

IMPLICATIONS FOR RESEARCH AND PRACTICE

Given its success as a reliable measure, the KAN-Q shows promise as a standard SNAP-Ed questionnaire for grades 4–8. With a 15- to 20-minute administration protocol, it addresses feasibility concerns for school-based administration and aligns directly with national SNAP-Ed evaluation priorities. Items

that were identified here as problematic (eg, physical activity behavior questions) are currently under revision. A potential next step is to assess convergent validity using 24-hour recall (Table 1, stage 5).⁸

Today's SNAP-Ed initiatives demand multilevel programming using a combination of direct education with policy, systems and environmental interventions, and social marketing.¹ Population indicators are sought across all levels for fruits and vegetables, whole grains, dairy, and beverages; physical activity; and reduced sedentary behaviors.⁹ Because the KAN-Q includes

each of these population-level indicators, it has potential for broad use in measuring SNAP-Ed outcomes related to multiple levels of intervention, given the proper evaluation design.

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CONFLICT OF INTEREST

The authors have not stated any conflicts of interest.

Appendix D

AzNN FFY2016 Partner Satisfaction Survey



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INTRODUCTION

The mission of the Arizona Nutrition Network (AzNN) is to shape food consumption in a positive way, promote health, and reduce disease among all people living in Arizona. The AzNN's work is accomplished primarily through the efforts of its partners to provide nutrition education through statewide campaigns and promotional materials. Partners in the Network include health departments, the University of Arizona, American Indian tribes, school districts, food banks, and non-profit agencies.

For the purpose of continuously improving the AzNN, a survey¹ was developed to measure the partners' satisfaction with the Network. The survey assesses partners' satisfaction with areas related to the Network.

METHODS

A link to the web-based survey was emailed in July 2016 to 159 partners. Twenty-five partners responded to the survey for a response rate of 15.7 percent.

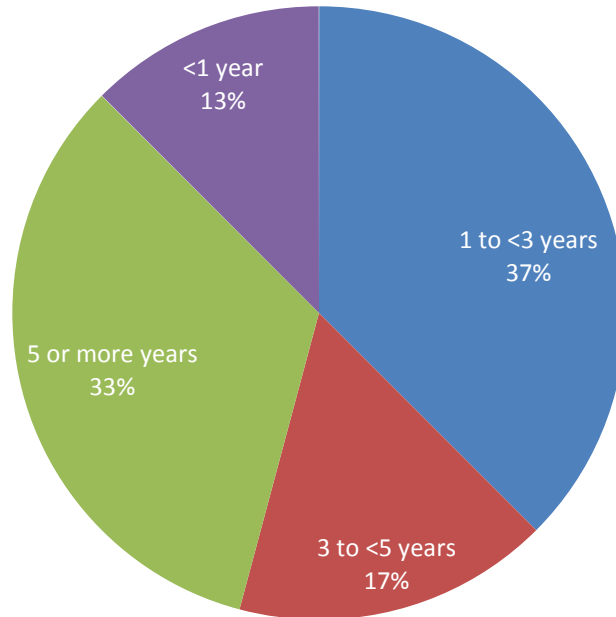
There were eight sections to the survey related to the areas of the Network including: Planning and Implementation; Technical Assistance; Communication; Leadership; Progress and Outcome; Materials; AZ Nutrition Network Subcommittees; and AZ Nutrition Network Overall. Respondents rated their level of satisfaction on a four-point Likert scale with the options of very dissatisfied, dissatisfied, satisfied, and very satisfied and an option to select not applicable. Dichotomous variables were created by combining dissatisfied and very dissatisfied as well as satisfied and very satisfied. In each section, respondents had the option to rate their level of satisfaction with each related item. In addition, respondents rated how their satisfaction level changed from Fiscal Year (FY) 2015 to Fiscal Year (FY) 2016 based on the following categories: became worse, stayed the same, improved, or not applicable.

¹ The survey is an adaptation from Fawcett, S., Foster, D. & Francisco, V. (1997). "Monitoring and evaluation of coalition activities and success", in Kaye, G. & Wolff, T. (Eds.) "From the ground up: A workbook on coalition building and community development". Amherst, MA: AHEC/Community Partners, pp.163-185.

RESPONDENTS

Of the respondents, 37 percent have been with the Network for one year to less than three years, while 33 percent have been with the Network for five or more years. Of the remaining respondents, 17 percent have been involved for three to five years and 13 percent for less than one year. See Figure 1.

Figure 1: How long have you worked with the AzNN?



The majority of respondents (58 percent) were involved with the AzNN as a local SNAP-Ed implementation agency. Other areas of involvement selected by respondents included local SNAP-Ed implementation agency subcontractor (13 percent), state level collaborative partner (13 percent), and public health (4 percent).

AZNN OVERALL

When asked to rate their level of satisfaction with the AzNN overall, 96 percent of partners said they were either satisfied or very satisfied. See Figure 2. Partners were asked to compare how their satisfaction level with the AzNN overall changed from FY 2015 to FY 2016, and the majority indicated that it stayed the same (50 percent). Forty-two percent of respondents believe it improved, while 8 percent believe it became worse. See Figure 3.

Figure 2: How satisfied are you with the AzNN overall?

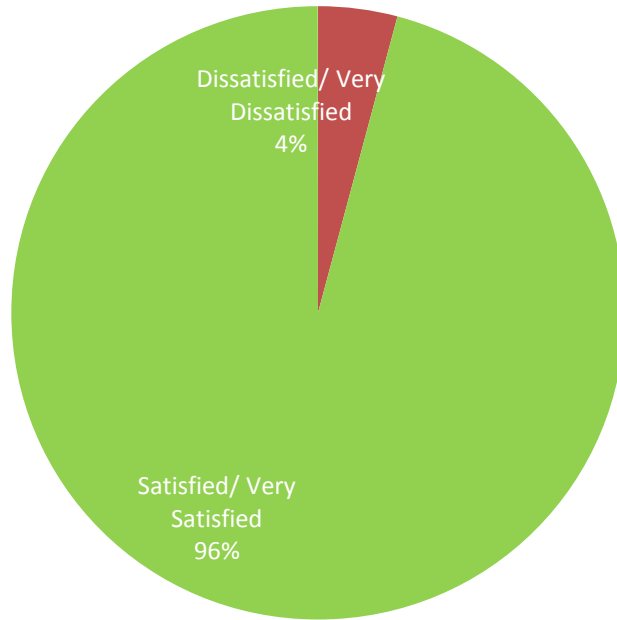
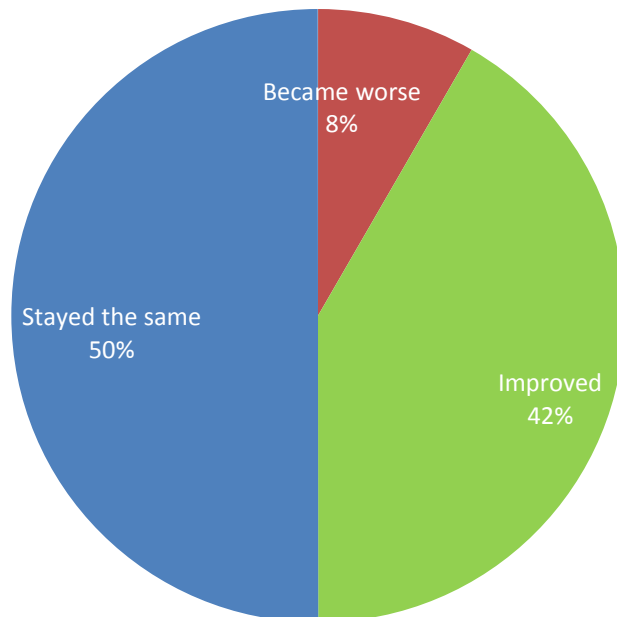


Figure 3: How has this changed from FY 2015 to FY 2016?



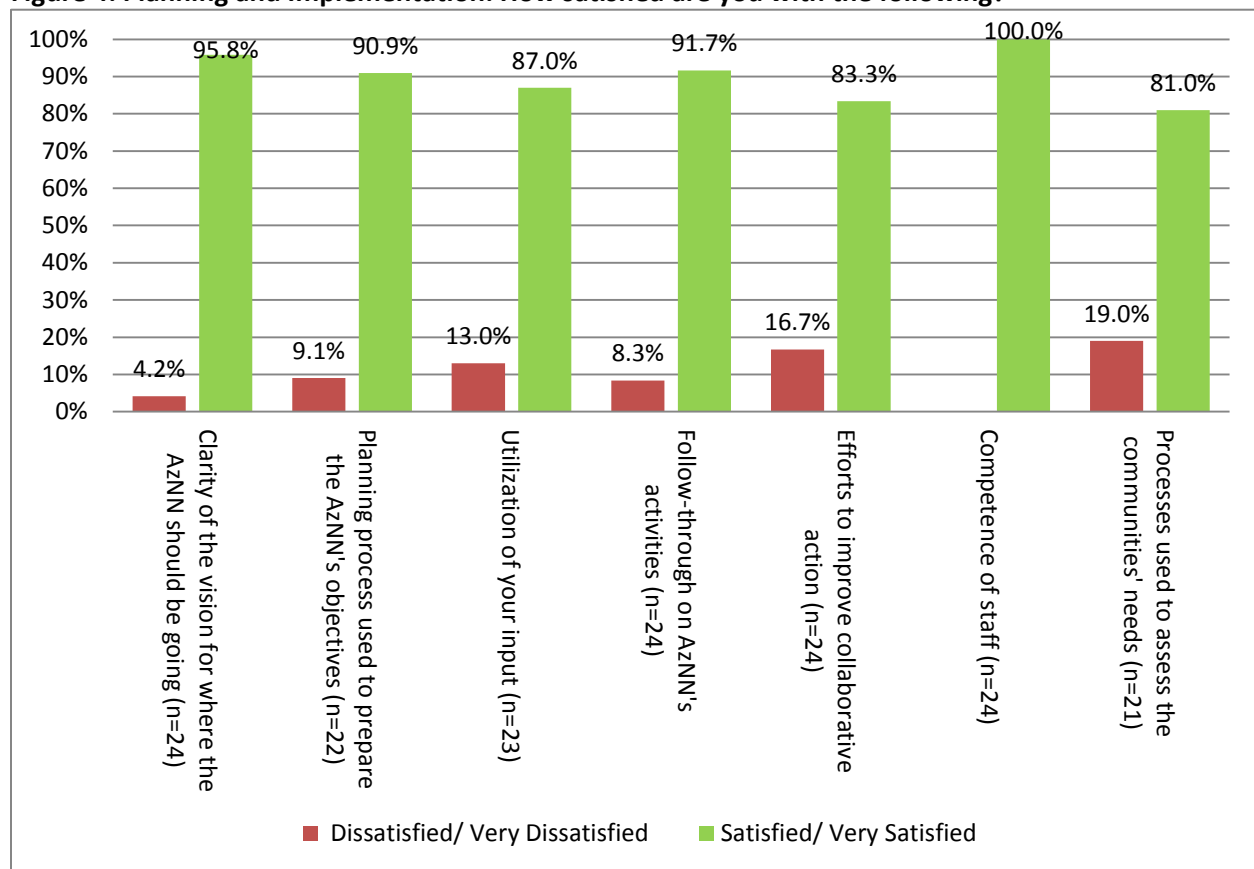
Respondents had the opportunity to provide comments related to their satisfaction with the AzNN overall. Partners understand that staffing restrictions continue to affect the level of support offered by the AzNN, but acknowledge that the remaining staff members provide excellent service. Incentives are mentioned as important to programming, but partners note that they are often unable to get what is needed. Requests are also made for materials translated into Navajo for American Indian populations. The new evaluation process is listed as a positive asset. See Table 1, where comments were edited only for spelling.

Table 1: AZNN Overall Comments
Feel that programming guideline, rules and resources available are restricted or limited to meet the goal of regimentation and exact control while diminishing creativity & enthusiasm. It would seem that in 2012-13 when no materials or resources were offered up to programming teams, reason was part of the mix in the independent creativity and resourcefulness with which teams got the job done. Just a thought!
Getting better. The State is doing well with the limited resources. They need more staff; not their fault.
I know there's a lot to coordinate. I hope that Stephanie can continue to empower her staff to continue their excellent service to contractors.
Incentives are a big part of the program. I have nothing and I can't get water bottles, pens or appropriate items. Requests have been denied. I also work with a Native American population, all my materials are English & Spanish. This does me no good on the Navajo Reservation. Food demos and recipes are limited. I work with many WIC programs, I have many requests to make healthy baby foods. We don't have approved recipes. Why not? These would make my job easier. And don't get me wrong, I LOVE my job. So for that thank you.
The streamlining of the evaluation process, the PSE objectives and the subcommittees has made the network stronger and more efficient.

PLANNING AND IMPLEMENTATION

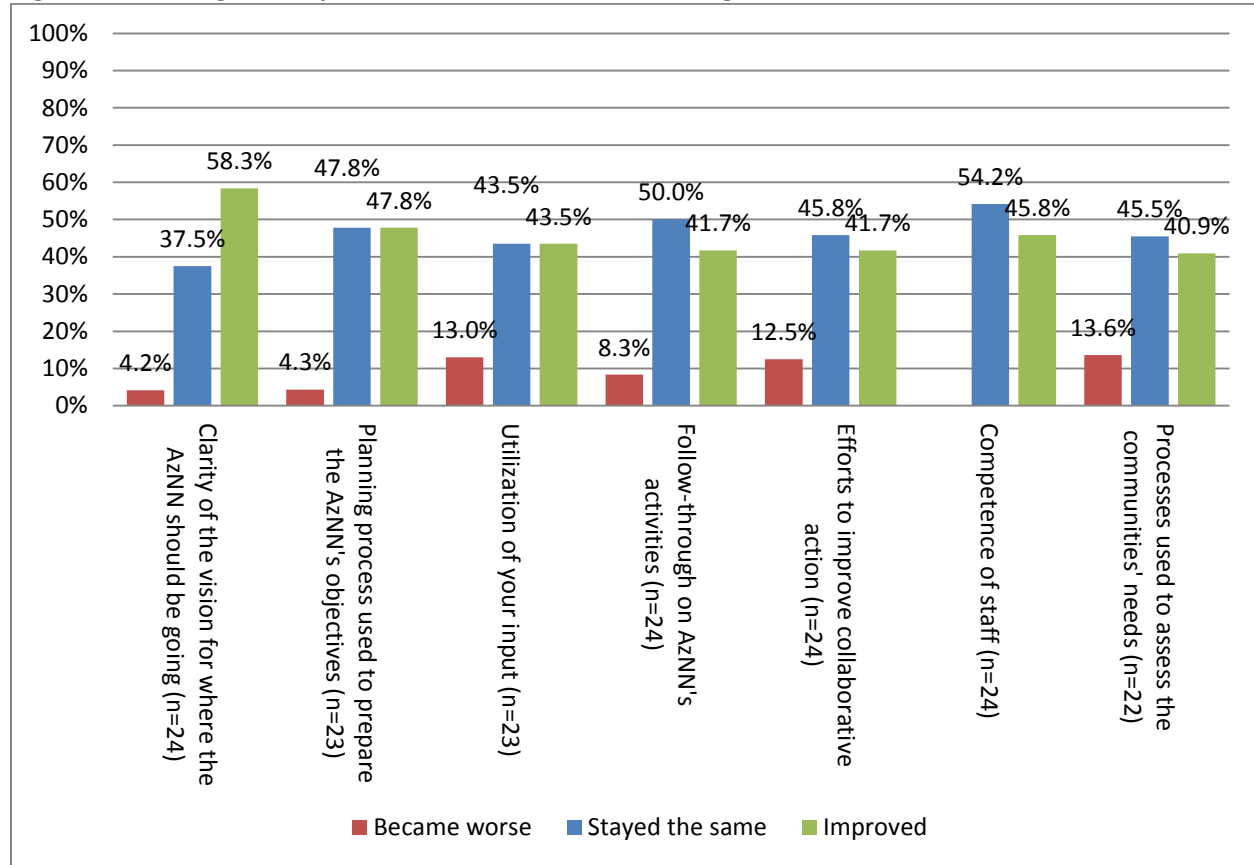
There were seven questions related to planning and implementation, including clarity of the vision, planning processes used to prepare objectives, utilization of contractor input, follow-through on activities, efforts to improve collaboration, staff competence, and processes used to assess community needs. Overall, the respondents were satisfied or very satisfied. One hundred percent of respondents were satisfied or very satisfied with the competence of staff. Three areas received satisfaction ratings of over 90 percent, including clarity of the vision for where the AzNN should be going (95.8 percent), planning process used to prepare the AzNN's objectives (90.9 percent), and follow-through on AzNN's activities (91.7 percent). The highest level of dissatisfaction was with the processes used to assess the communities' needs at 19 percent. See Figure 4.

Figure 4: Planning and Implementation: How satisfied are you with the following?



Regarding the same planning and implementation-related questions, the majority of respondents indicated that from FY 2015 to FY 2016, there were improvements. The area noted with the highest level of improvement was clarity of vision for where the AzNN should be going at 58.3 percent. Regarding the competence of staff, none of the respondents felt that it became worse. See Figure 5.

Figure 5: Planning and Implementation: How has this changed from FY 2015 to FY 2016?



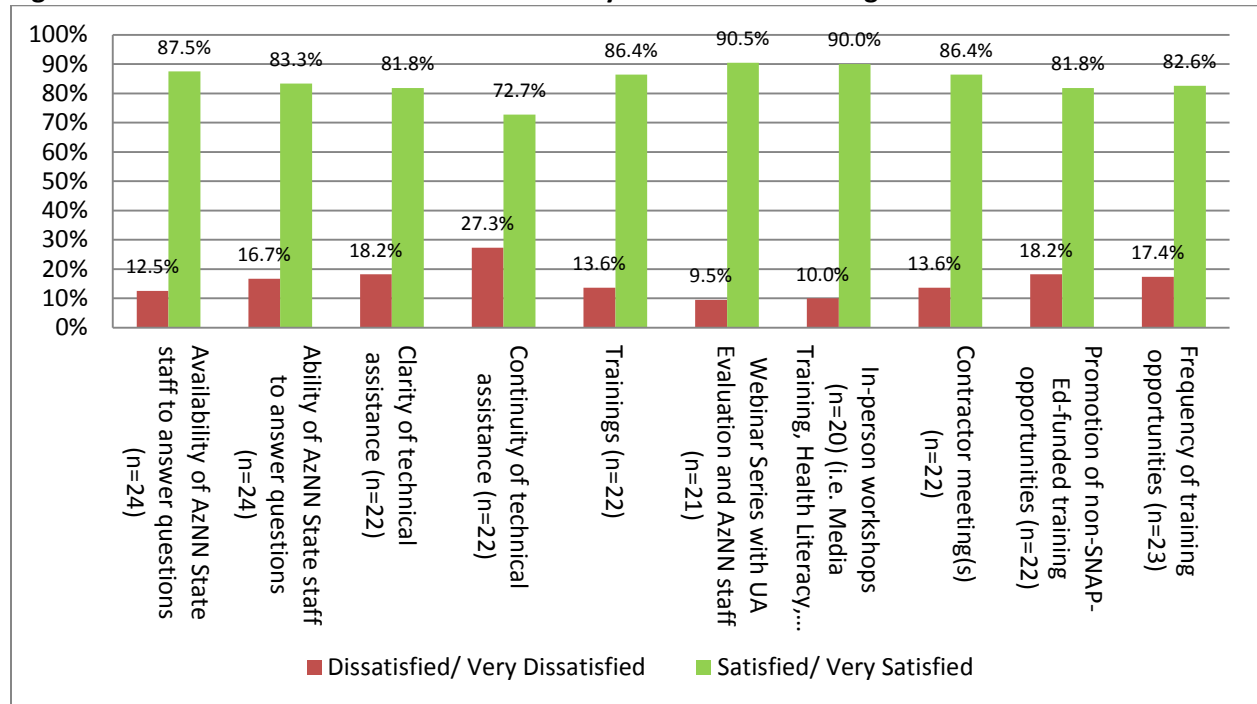
For the most part, respondents recognize that the number of Network staff at the State agency is inadequate due to the hiring freeze and appreciate what they are able to do, but would like more effort to approve resources. See unedited comments in Table 2.

Table 2: Planning and Implementation Comments
I know that the State is limited with staff but still too difficult to get resources approved.
The AzNN staff and program do remarkably well considering staff hiring limitations.
Using the USDA's guidelines on what needs to be done in each community is not necessarily what is best or will work in each community. This is especially true with rural communities vs. urban communities.
We have not done any community assessments.

TECHNICAL ASSISTANCE

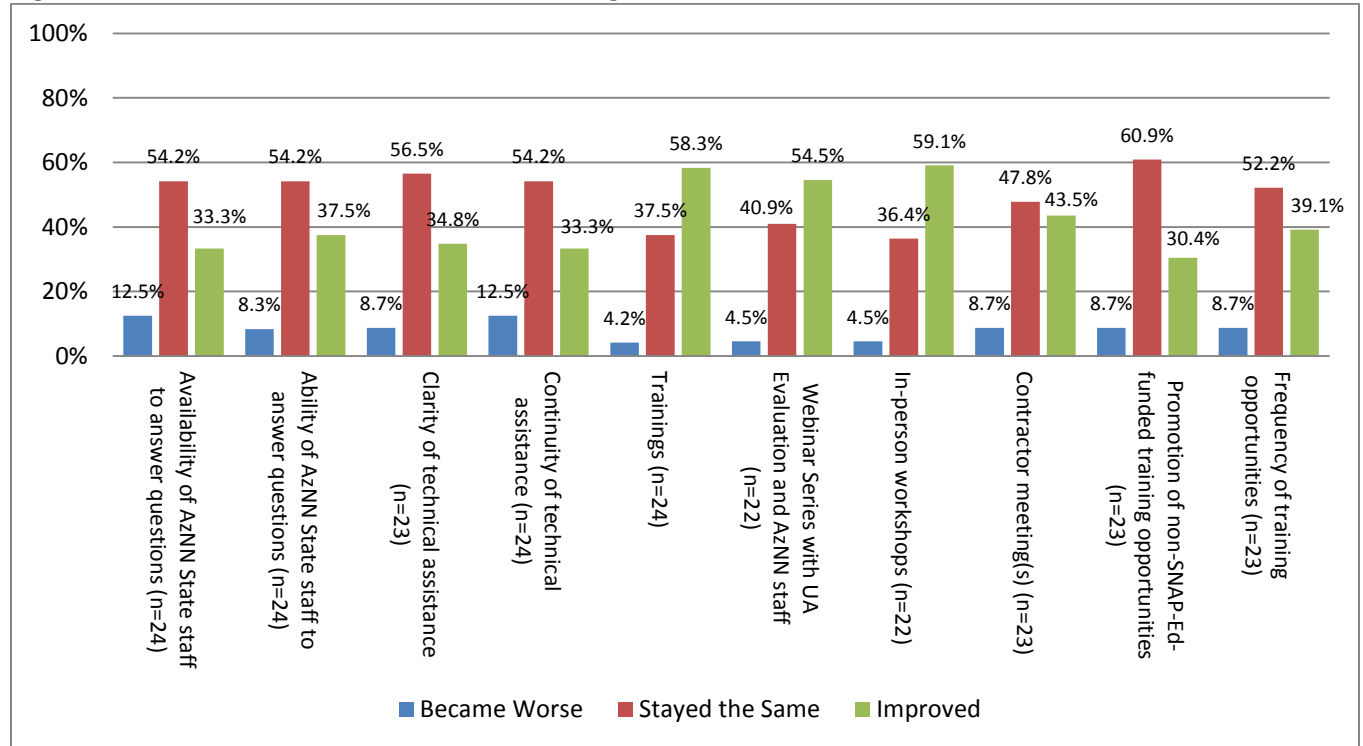
In the technical assistance category, there were ten questions addressing the availability and ability of AzNN staff to answer questions, the clarity and continuity of technical assistance, trainings, webinar series, in-person workshops, contractor meetings, promotion of non-SNAP-Ed-funded trainings, and the frequency of trainings. At 27.2 percent, the area with the highest level of dissatisfaction was the continuity of technical assistance. The area with the highest level of satisfaction was the webinar series with the University of Arizona Evaluation team and AzNN staff. See Figure 6.

Figure 6: Technical Assistance: How satisfied are you with the following?



From FY 2015 to FY 2016, the majority of respondents felt that all areas stayed the same or improved. In-person workshops had the most improved rating at 59.1 percent. The areas with the highest ratings that became worse were availability of AzNN staff to answer questions (12.5 percent) and continuity of technical assistance (12.5 percent). See Figure 7.

Figure 7: Technical Assistance: How has this changed from FY 2015 to FY 2016?



From the comments regarding future training topics, partners want continued curriculum training, food demonstration training, other USDA curriculum trainings, trainings on current nutrition science, policies, systems, and environmental (PSE) policy training, and live trainings. See Table 3. Comments in Table 3 were edited only for spelling.

Table 3: What training topics would you like to see in the future?
Continued curriculum training, even if it is a repeat for new staff. Food demo training has not occurred yet this year. Other USDA programs/partners trainings (i.e. CACFP, CEP, WIC, Fuel Up to Play, Healthy Schools Program etc. to stay informed and best help partners participating in these programs)
Coordinated School Health technical assistance related trainings, including depth of resources to support school efforts; expansion of all school PA & Nutrition themed special events & promotions resources, i.e., National Nutrition Month, Breakfast in the Classroom, Bike & Walk to School events National Heart Health Month, Celebration of FF&VMM National F&V month in September; successful use of curricula for all audiences directed at educators, especially in areas not well supported or having developed resources such as Native American health education; support in the area of Active Living
Current nutrition science. I feel like we are learning more and more each year about how food affects the body but we need to search for this information outside of AZNN. Thanks!
Food demonstration training for new staff
How to make adopting PSE changes attractive to community partners - more live training opportunities throughout the State.
I would like to see trainings on PSE work and I would like more live food demonstration trainings, and real life physical activities that work for older adult audiences.
More on health literacy; loved the one provided.
More on working with ECE and the requirements associated with them.
More trainings on Health Retail, Successful Grant Writing, Fun Food Demos, and Cultural Sensitivity within the Network.
Facilitating opportunities for community collaboration at the local and regional level early care and education - how to best support them and help them understand what we can offer them

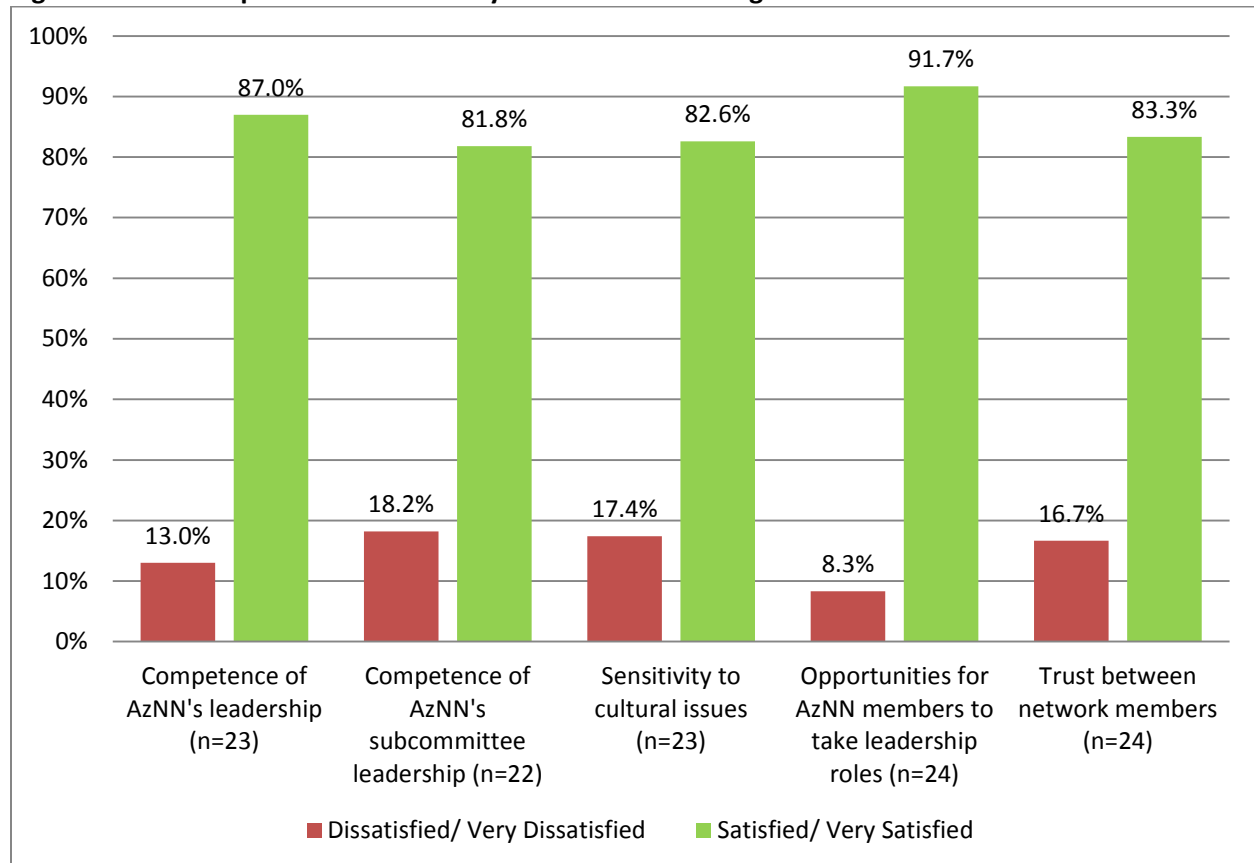
Of the comments regarding technical assistance, respondents want food demonstration trainings offered at least annually, PowerPoint slides from the pre-conference training, and AzNN staff review of direct education classroom curriculum. Partners acknowledge that the staffing shortage at the State level is responsible for most of the issues. See unedited comments in Table 4.

Table 4: Technical Assistance Comments
Certain trainings, such as the food demo training (Chef Stephanie) are required for all new staff but it has yet to be offered for this current fiscal year. If it is required shouldn't that be something offered on an annual basis?
Staff from the State does the best with the limitations that it has. I commend them for that.
Thank you for all your help! I thought that the pre-conference training was great. I'm still waiting for the power point presentation slides.
We realize it is not the fault of AzNN, however, the staff shortage has affected the availability of help and assistance to the partners. It is unfortunate that a grant funded program has been frozen. As for the trainings, there were many and some seemed less "meaty". Many months it felt like there were so many meetings that there was not enough time to process the information. There were many trainings that were announced in the biweekly that was so last minute, we did not have the ability to attend due to direct ed being scheduled at that time. Many missed opportunities to get training in some important areas.
Would appreciate AzNN reviewing and revising direct education classroom curriculum for new, and in some cases more palatable options. What happened to the California Healthy Kids Resource Center Lessons and Resources for Integrated Instruction classroom resource?

LEADERSHIP

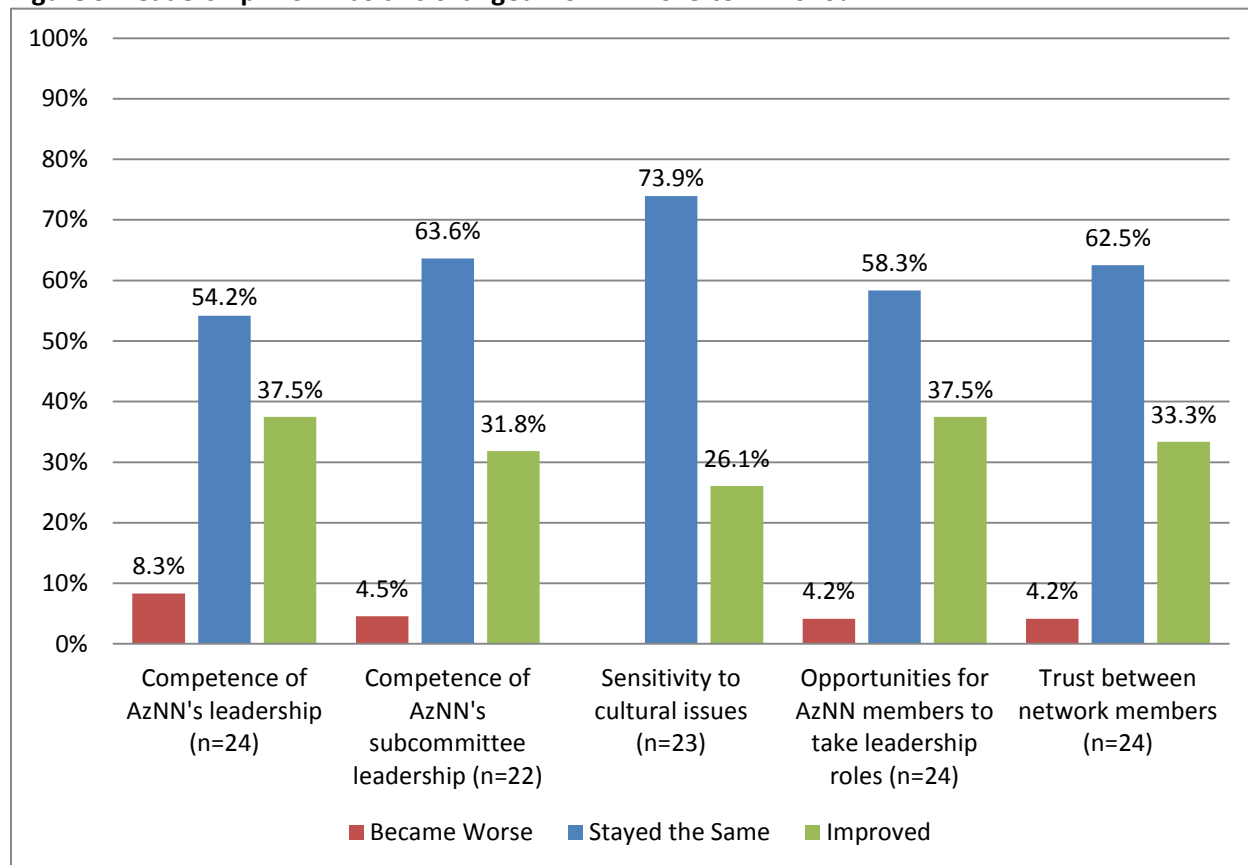
To measure the level of satisfaction with leadership, there were five questions on the survey regarding the competence of AzNN’s leadership and subcommittee leadership, sensitivity to cultural issues, opportunities for AzNN to have leadership roles for partners, and trust between Network members. In all categories, more than 80 percent of respondents were satisfied or very satisfied. Opportunities for AzNN to have leadership roles had the highest level of satisfaction at 91.7 percent. See Figure 8.

Figure 8: Leadership: How satisfied are you with the following?



From FY 2015 to FY 2016, respondents indicated whether the leadership areas became worse, stayed the same, or improved. In all areas, the majority of respondents felt they stayed the same or improved. Regarding sensitivity to cultural issues, 73.9 percent felt it stayed the same and none felt that it became worse. The area with the highest rating for becoming worse was competence of AzNN’s leadership at only 8.3 percent. See Figure 9.

Figure 9: Leadership: How has this changed from FY 2015 to FY 2016?



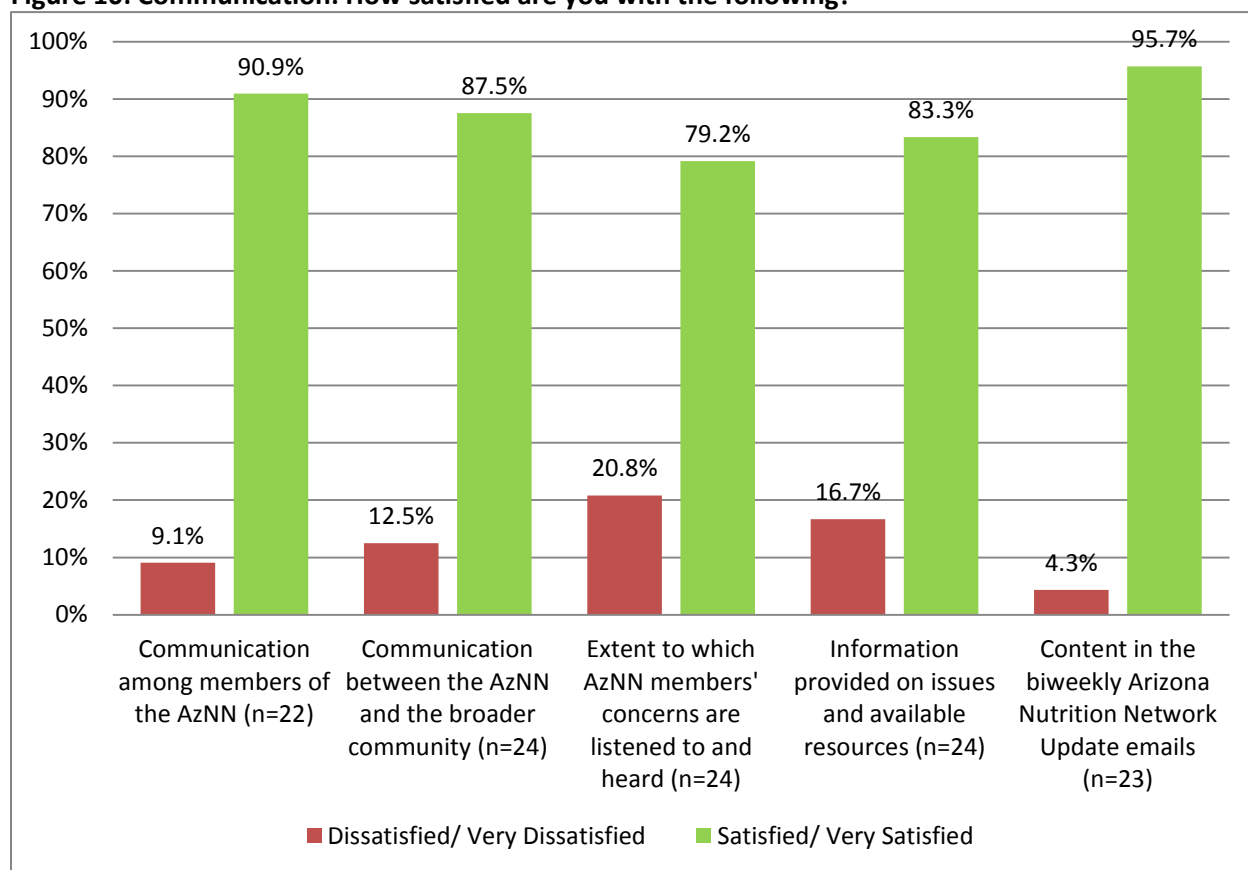
The comments suggest that more focus is needed to fully engage with Latino and American Indian populations. Again, the lack of staffing is noted as an issue. Partners recommended having more expertise in specific areas if the hiring freeze gets lifted. See unedited comments in Table 5.

Table 5: Leadership Comments
It is difficult to know the degree of influence the short staffed situation presents. However, if the opportunity arises, it would seem advantageous to the leadership to hire people who specialize in areas needing improvement, i.e., someone in education to review, develop and expand education resources
Stephanie is incredible!! And so is Ryan
There is not enough focus on adapting curricula to the populations of Arizona. Simply translating something to Spanish isn't enough - new tactics to engage Latino and Native Americans in PSEs and direct education need to be explored and piloted by SNAP-Ed Arizona.

COMMUNICATION

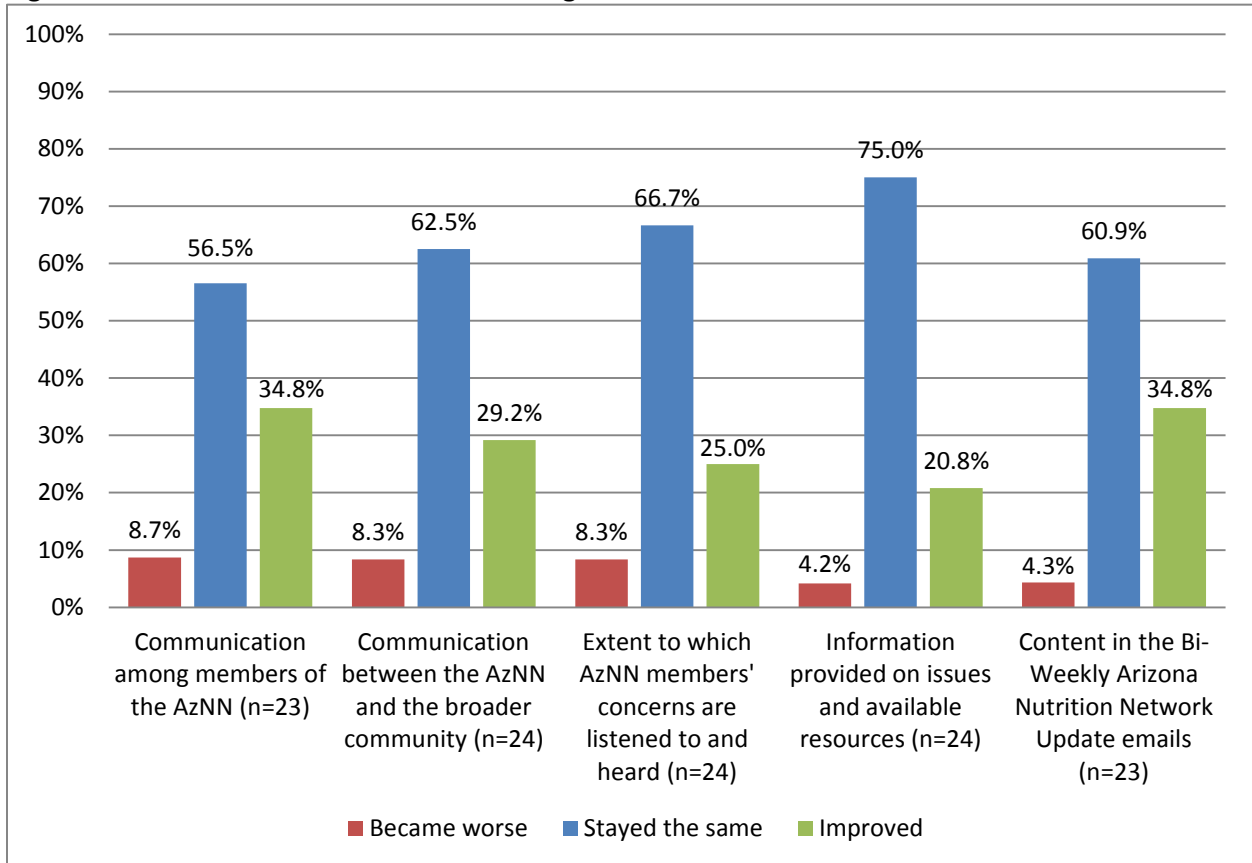
To assess the level of satisfaction with communication, partners had the opportunity to rate communication among members of the AzNN, communication between the AzNN and the broader community, the extent to which AzNN members' concerns are listened to and heard, information provided on issues and available resources, and content in the biweekly AzNN update emails. Overall, the level of satisfaction toward communication was high, with content in the biweekly AzNN update emails rated at 95.7 percent. The extent to which AzNN members' concerns were listened to and heard had the lowest level of satisfaction at 79.2 percent of respondents being satisfied or very satisfied. See Figure 10.

Figure 10: Communication: How satisfied are you with the following?



From FY 2015 to FY 2016, the majority of respondents indicated that communication aspects stayed the same or improved. At 8.3 percent, respondents rated communication among members of the AzNN as having become worse. For the most part, respondents considered that all areas stayed the same. The area with the highest level of improvement was the content in the biweekly AzNN update emails at 34.8 percent. See Figure 11.

Figure 11: Communication: How has this changed from FY 2015 to FY 2016?



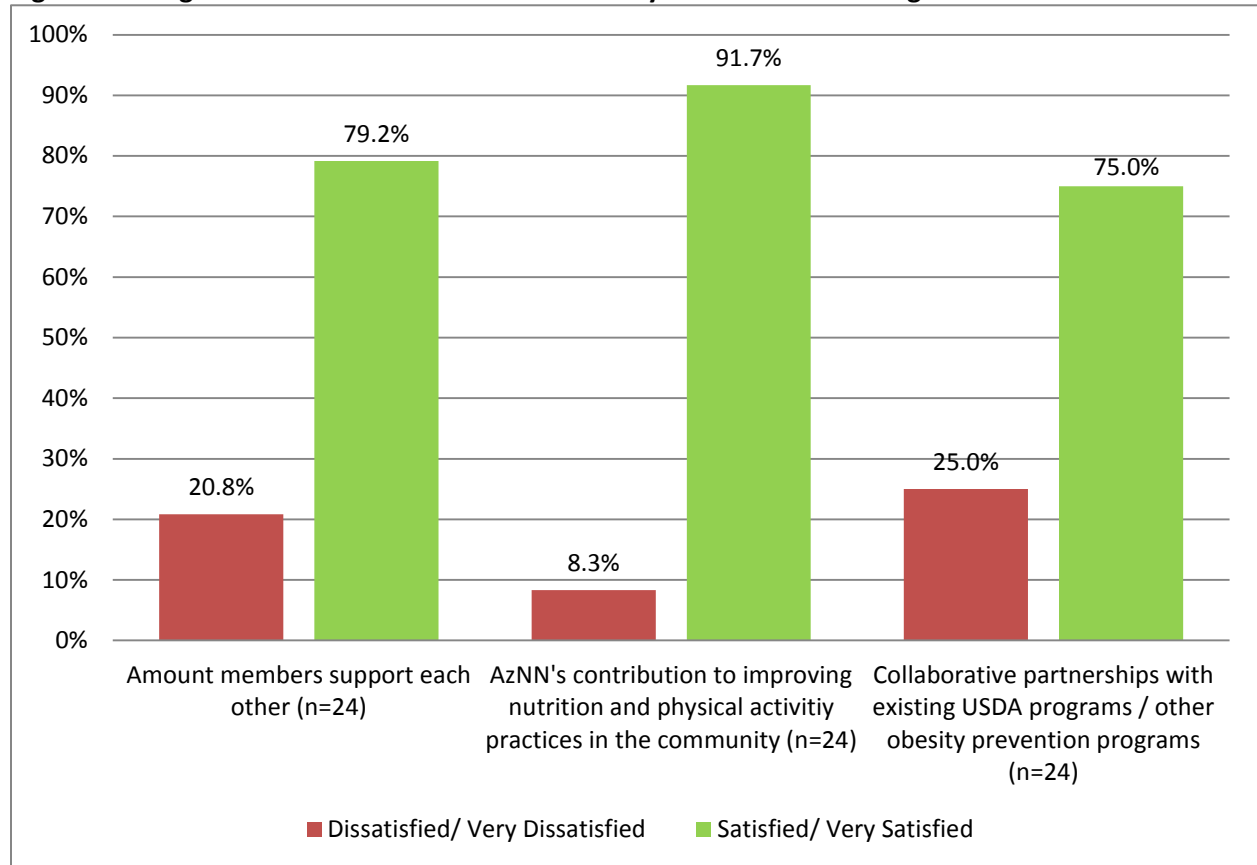
In the comments related to communication, respondents expressed frustrations with the level of control from USDA directives and AzNN's flexibility with interpretation. Partners requested more communication and resources explaining direct education and would like more PSEs from the State level. Comments in Table 6 were edited only for spelling.

Table 6: Communication Comments
C & D stayed the same because adult curricula has not been added and it's very important to include more of this especially if we are dealing with parents of children ages 8-11 years of age.
In our office there was much confusion over what could or could not be used when using resources for direct education. Would not have been an issue if a copy of section of the grant explaining this was given with the Obesity Prevention Guide. I realize that one doesn't think of all the options at one time and this is a learning process. I'm glad you provided this opportunity.
It would be interesting to know how much independence the AzNN has in interpreting directives from USDA. If USDA is really so specific in what can and cannot be done or how their directives are interpreted. Too much control diffuses enthusiasm.
There sometimes seems to be miscommunication between AzNN Team members (not all being on the same page), but not often. I would like AzNN to take a more active role in larger PSEs that are more appropriate to coordinate at a State level - such as reaching out the administrative offices of a large grocery store chain local to Arizona to do way-finding arrows to produce sections or family-friendly check out lines, or convening state-level groups to discuss food systems challenges in rural areas, etc.

PROGRESS AND OUTCOME

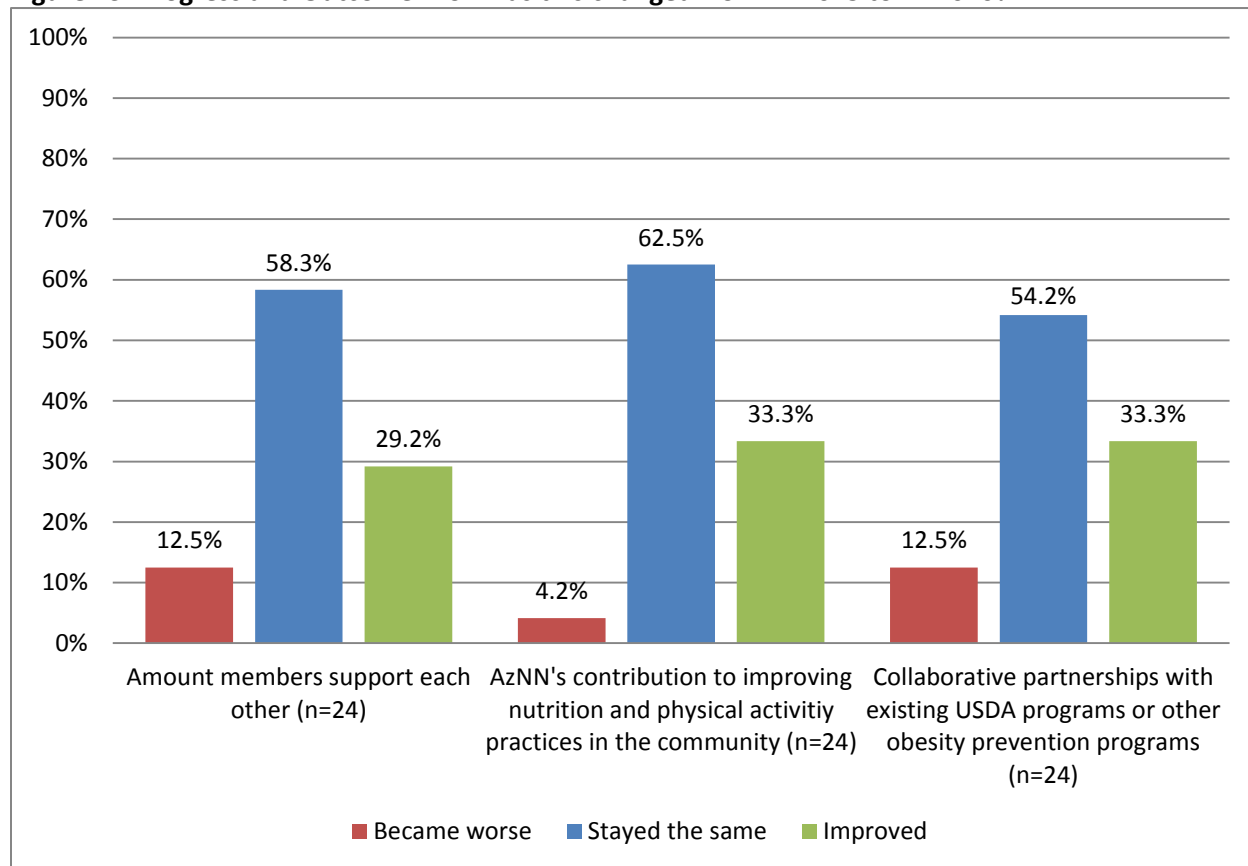
To assess progress and outcome, survey respondents rated their level of satisfaction with the amount members support each other, AzNN’s contribution to improving nutrition and physical activity practices in the community, and collaborative partnerships with existing USDA programs or other obesity prevention programs. In all categories, the level of satisfaction was 75 percent or higher for satisfied or very satisfied, with the highest satisfaction being for AzNN’s contribution to improving nutrition and physical activity practices in the community at 91.7 percent. See Figure 12.

Figure 12: Progress and Outcome: How satisfied are you with the following?



Overall, the progress and outcome variables were rated as staying the same or improving, with less than 13 percent rating anything as becoming worse from FY 2015 to FY 2016. Approximately 30 percent of respondents rated all areas as improved. See Figure 13.

Figure 13: Progress and Outcome: How has this changed from FY 2015 to FY 2016?



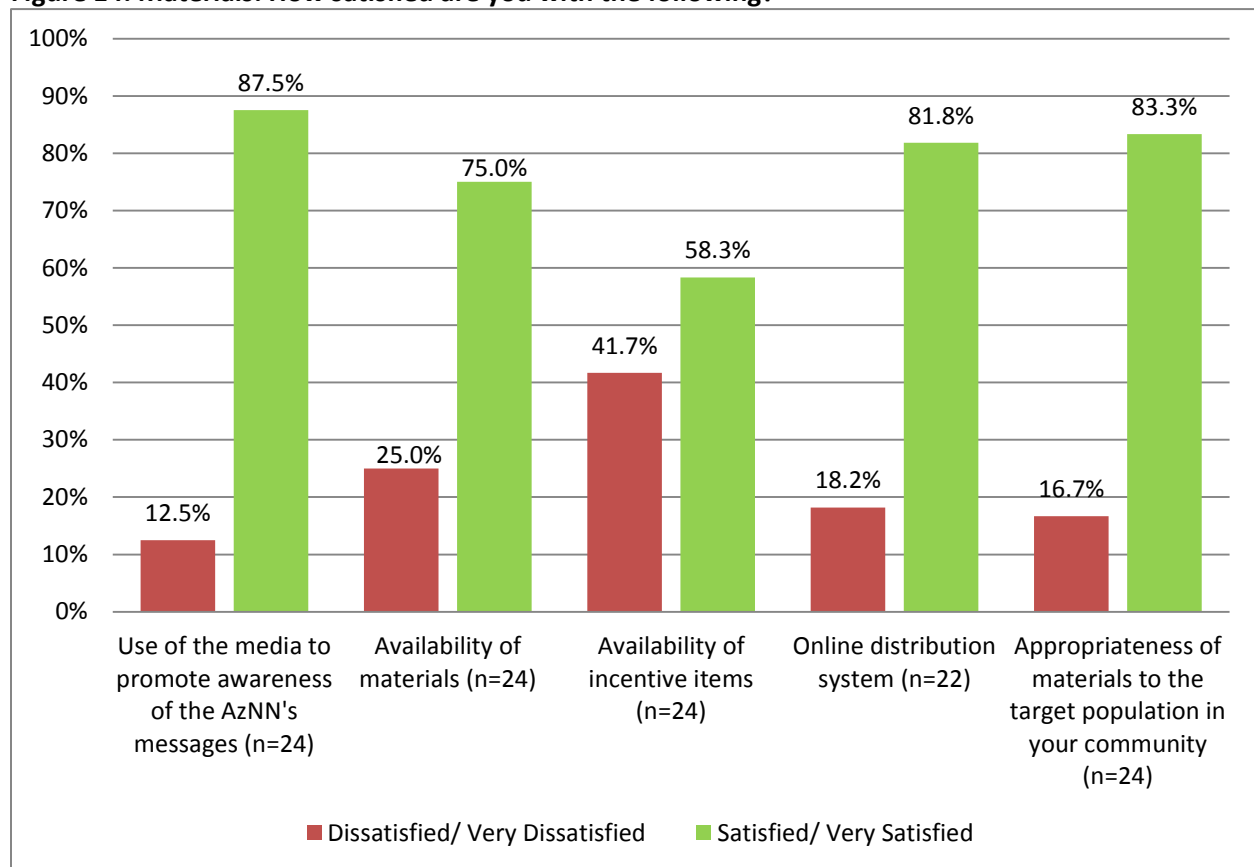
Collaboration with other USDA programs, including the Women, Infants, and Children (WIC) Program and Department of Economic Security (DES), is noted as a challenge for some respondents. See unedited comments in Table 7.

Table 7: Progress and Outcome Comments
It is a challenge to collaborate with WIC. Their scheduling does not lend itself to our being able to support their educational services.
Still working to break down silos!
The obesity prevention collaboration work with USDA programs has yet to be implemented for this fiscal year. Still seems to be an "us" versus "them" distrust between U of A contractors (not eval team) and all others.
There has been little collaboration with WIC or DES
We would like to see more headway made in the DES collaboration area.

MATERIALS

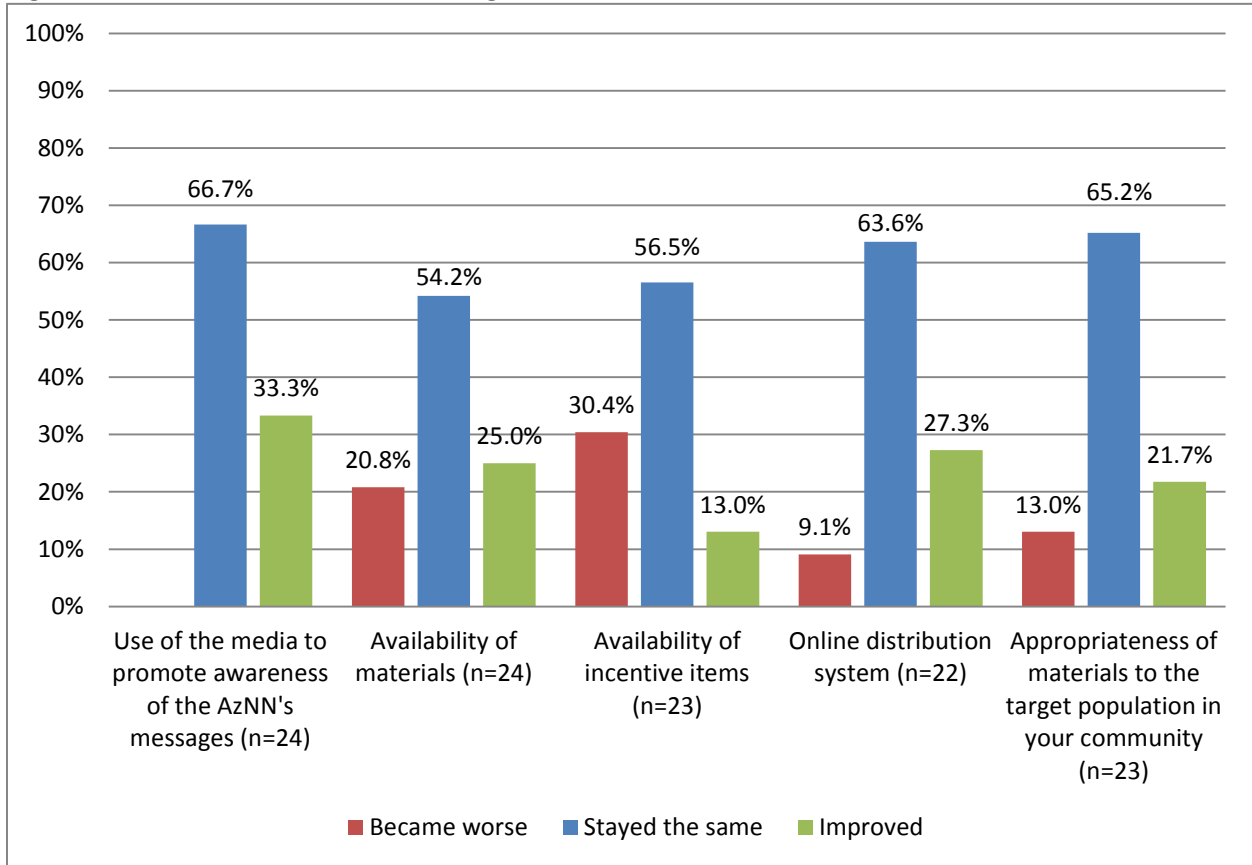
There were two sections to the Materials category with questions related to materials provided and material design. The level of satisfaction for the materials provided was assessed via the use of the media to promote awareness of the AzNN’s messages, the availability of materials and incentive items, the online distribution system, and appropriateness of materials to the target population. Of these, the overall level of respondents being satisfied or very satisfied was over 75 percent, with the exception of availability of incentive items at 58.3 percent. The use of the media to promote awareness of the AzNN’s messages had the highest level of satisfaction at 87.5 percent. See Figure 14.

Figure 14: Materials: How satisfied are you with the following?



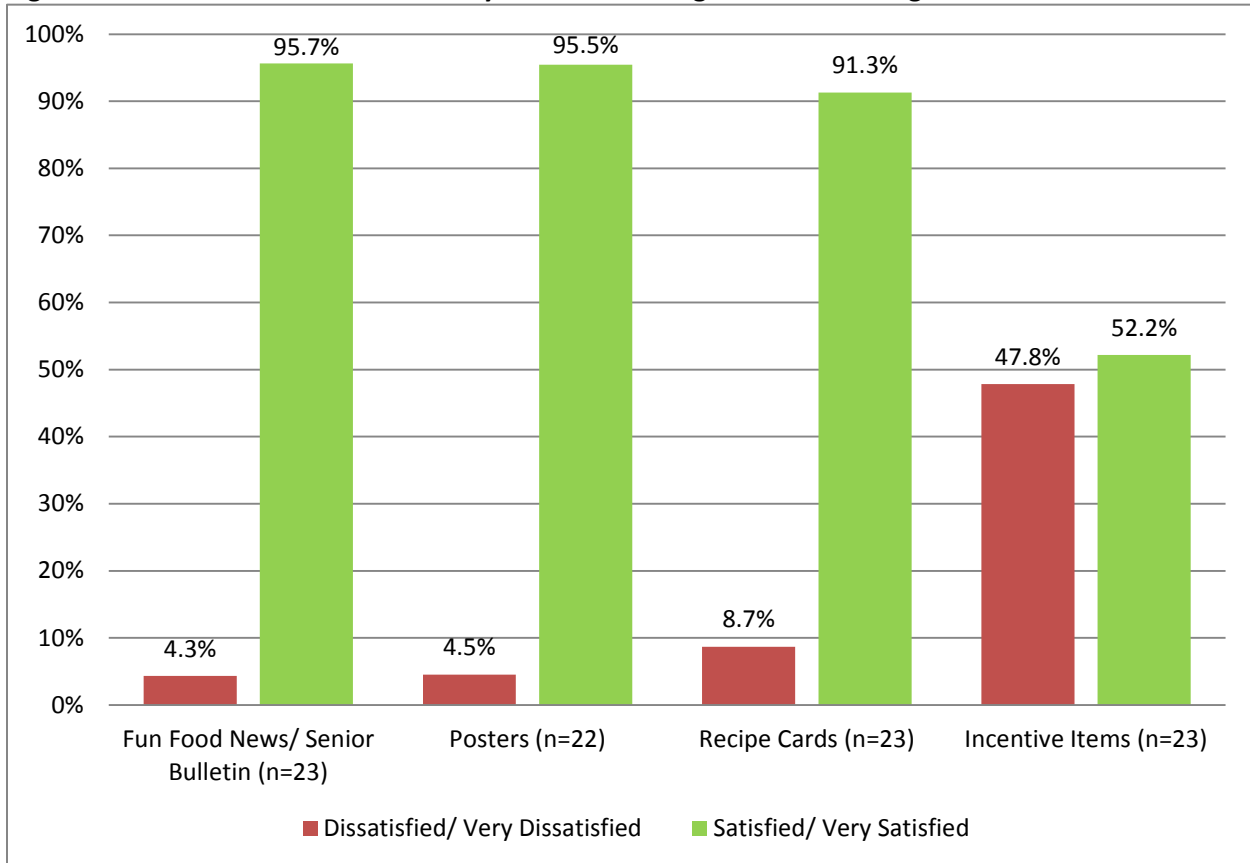
The materials were rated regarding the level of change from FY 2015 to FY 2016. For the most part, materials were rated as staying the same. None of the respondents rated the use of the media to promote awareness of the AzNN’s message as having become worse, and 33.3 percent of respondents rated it as improved. See Figure 15.

Figure 15: Materials: How has this changed from FY 2015 to FY 2016?



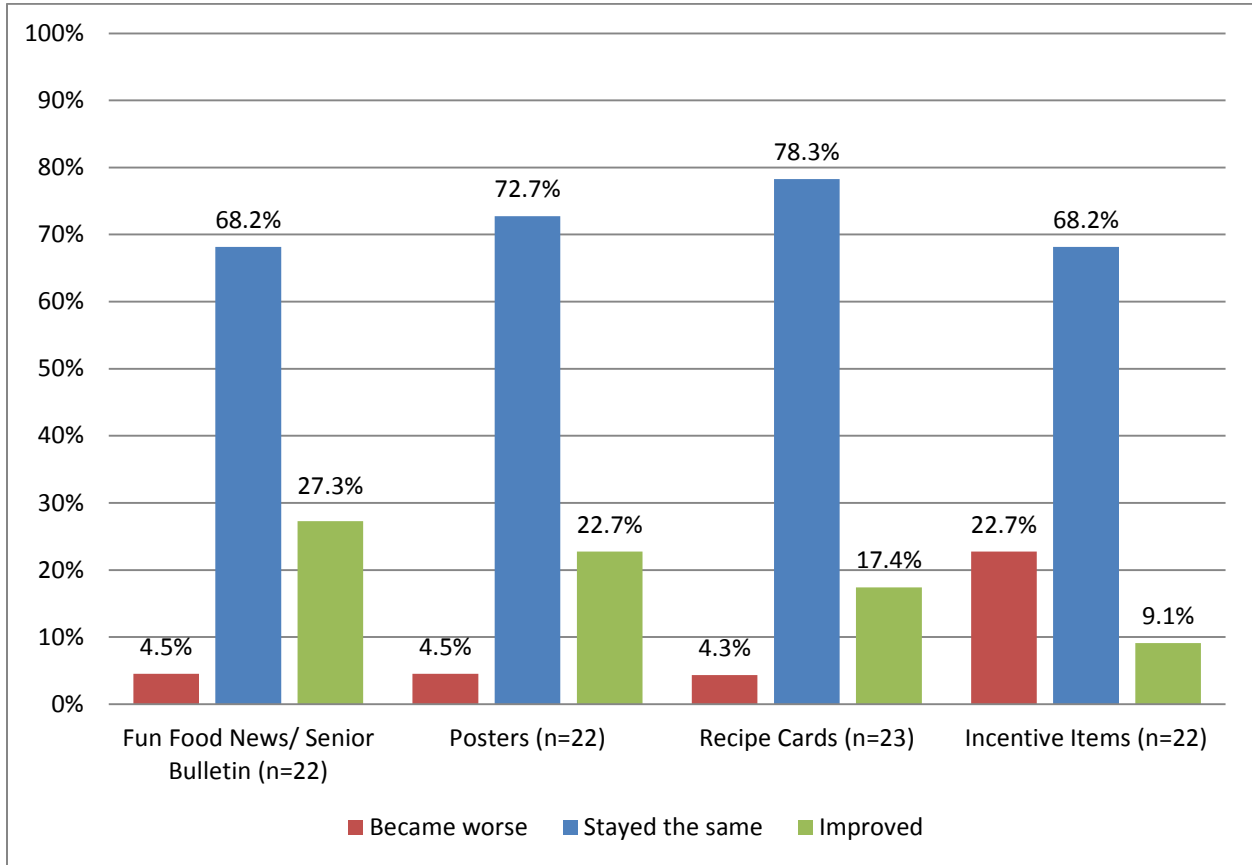
Respondents were asked to rate their level of satisfaction with material design on the following items: Fun Food News/senior bulletin, posters, recipe cards, and incentive items. In each category, with the exception of incentive items, more than 90 percent rated their level of satisfaction with the material design as satisfied or very satisfied. Concerning the design of incentive items, 47.8 percent are dissatisfied or very dissatisfied. See Figure 16.

Figure 16: Materials: How satisfied are you with the design of the following materials?



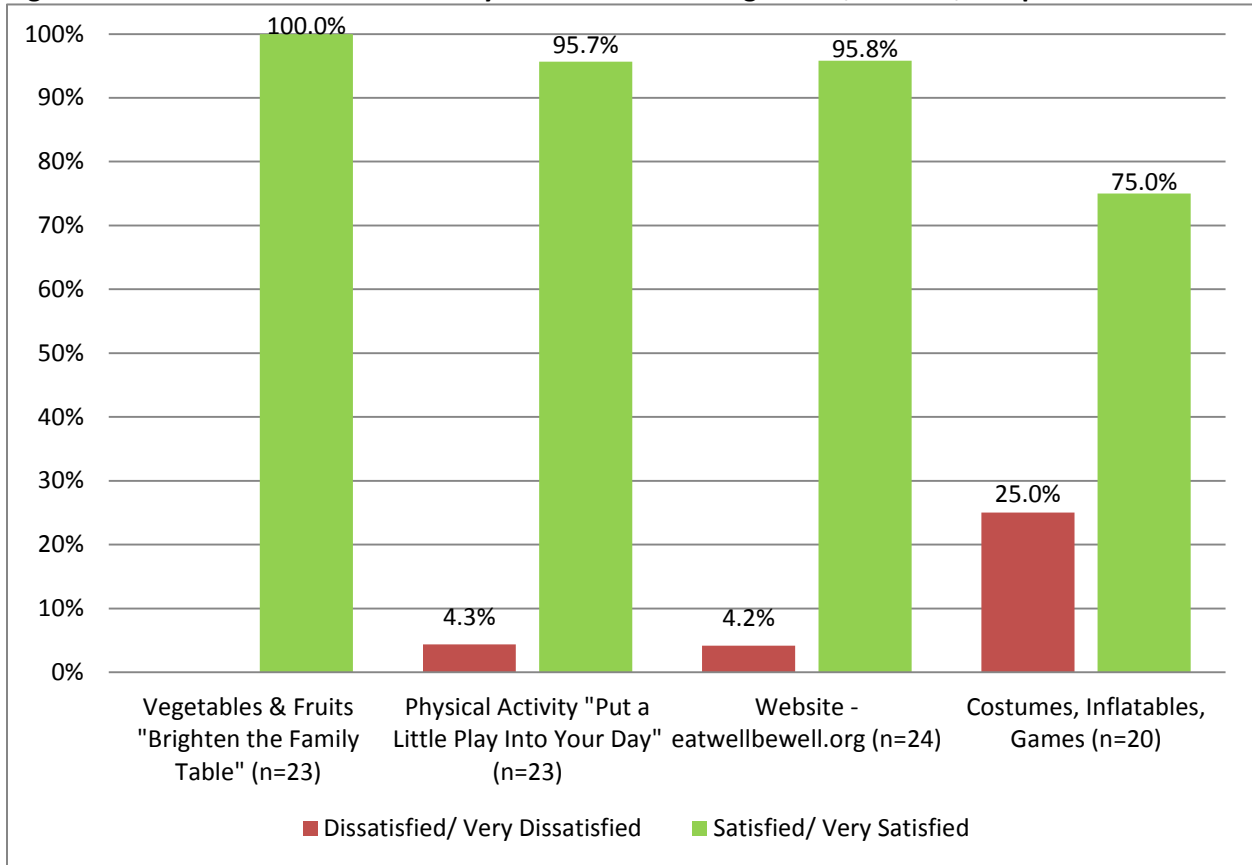
From FY 2015 to FY 2016, the satisfaction with material design was also rated as mostly staying the same, with over 68 percent in each category. Fun Food News/senior bulletin had the highest rating for improved at 27.3 percent. See Figure 17.

Figure 17: Materials: How has your satisfaction of the design of the following changed from FY 2015 to FY 2016?



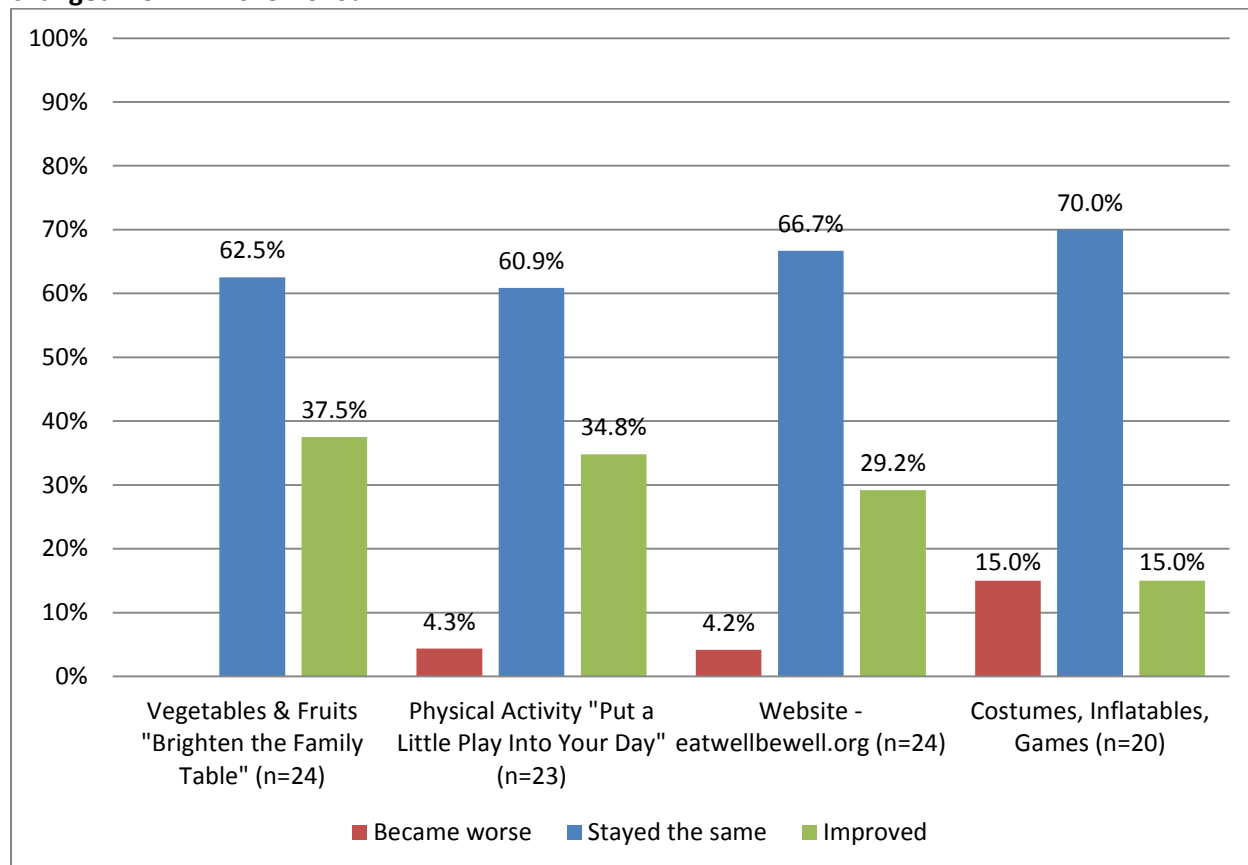
Respondents had the opportunity to rate their level of satisfaction with the design of television ads, website, and partner tools, including the vegetables and fruits “Brighten the Family Table” and physical activity “Put a Little Play Into Your Day” campaigns, as well as the eatwellbewell.org website, costumes, inflatables, and games. In each category, more than 75 percent rated their level of satisfaction with the design as satisfied or very satisfied. One hundred percent of respondents were satisfied or very satisfied with the “Brighten the Family Table” campaign. See Figure 18.

Figure 18: Materials: How satisfied are you with the following TV ads, website, and partner tools?



From FY 2015 to FY 2016, the design of television ads, website, and partner tools was also rated highly overall, with the majority rating it as staying the same or improved in each category. The area with the most room for improvement is costumes, inflatables, and games, with 15 percent of respondents rating it as having become worse. See Figure 19.

Figure 19: Materials: How has your satisfaction with the following TV ads, website, and partner tools changed from FY 2015-2016?



From the responses regarding materials and material design, respondents would like more Navajo translations, American Indian recipes, and easier website navigation. Incentive availability and the request process are very frustrating aspects of the Network for partners. See Table 8 for unedited comments.

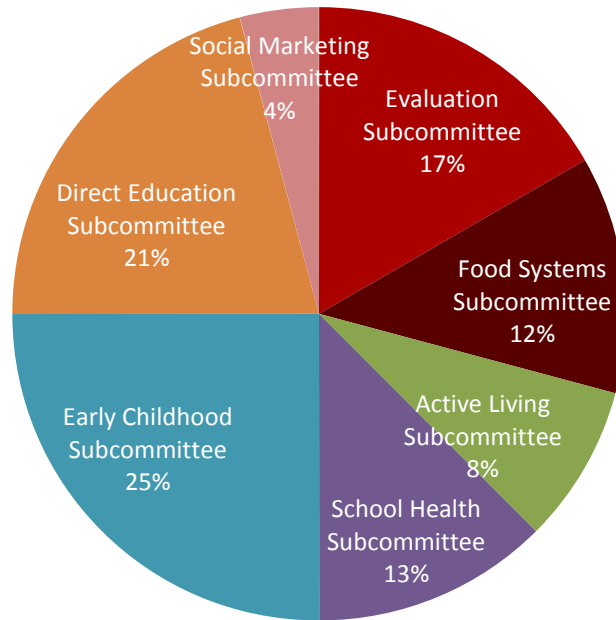
Table 8: Materials Comments

<p>I work a lot with adolescents, children, families and communities. I can't even get water bottles for community runs. I am unable to get any incentive items. I Work WIC families, I get many requests for food demos on making baby food, I have nothing to use.</p>
<p>I work on the Navajo Nation, I would like to see materials with English and Navajo.</p>
<p>In the areas I selected N/A, it is because I do not engage directly with those topic questions/resources in my position on my team.</p>
<p>Inflatables and games required patching at the event in order to stay inflated. The incentive process was time consuming and difficult. Specific materials from outside vendors that have been used in the past have been well received-and continue to be requested-yet we are not able to use them as they are not on the approved resource list. Materials that are available and approved are seen as boring, bland, and not as appealing to participants.</p>
<p>Pens, Pencils, and Fun Food News are okay, but incentives should be better. They're generic.</p>
<p>Posters are very well designed but are very thin and rip easily. It is necessary to laminate them before we distribute them.</p>
<p>The NERIs available through our state agency are minimal. While I appreciate that some guidelines for ordering and distributing NERIs are needed, the process for contractors to order NERIs from their own budgets has become a very complex, time-consuming process.</p>
<p>The social media campaign is great, but it would be even better if we could better work together to promote the same messages of the media at the county levels - i.e better coordination of the message throughout programming, providing ideas to contractors about how to best leverage these new media campaigns at the ground level.</p>
<p>We do not see the commercials or have the availability of the costumes in the Rural areas.</p>
<p>When the initial grant was completed, we were told no ERIs could be written into the grant application and that AzNN would supply ERIs to make up for it. That changed, but it was too late for us to change budgets & plans. Then, we were asked about ERIs for PA and then nothing came of it. There are few ERIs available on the site. This has left us with few items for classes and special community events. The "Put a Little Play Into Your Day" posters and commercials are rough- the children are in weird positions and they're being spun around in a way that is unadvised because of dislocation of elbows and such. We were super excited about a PA campaign, but I cringe every time I see those shots of the kids. The games and costumes are too cumbersome to order. The website pops up in weird gibberish most of the time. Then, we have to do a lot of scrolling to get through it all.</p>
<p>The website needs to be updated with some native American recipes for our native American partners that we work with. Also, if I am looking for vegetable pasta salad for instance and find it but also want it in Spanish, it doesn't take me directly to that recipe. I would have to know Spanish to find it. The fun food news improved a lot in the children. Please make it fun for adults as well. The physical activity senior bulletin needs pictures, it's all written and can be a little busy for the elderly who cannot read much. Let the images speak for themselves! We absolutely loved the yellow fruit and veggie fun food news for children and parents-great job! The senior one was also very good but the one that followed (PA) didn't match it. Please make the child picture in the yellow fruit and veggie fun food news into a poster. It will be very useful in classes and very impactful.</p>

AzNN SUBCOMMITTEES

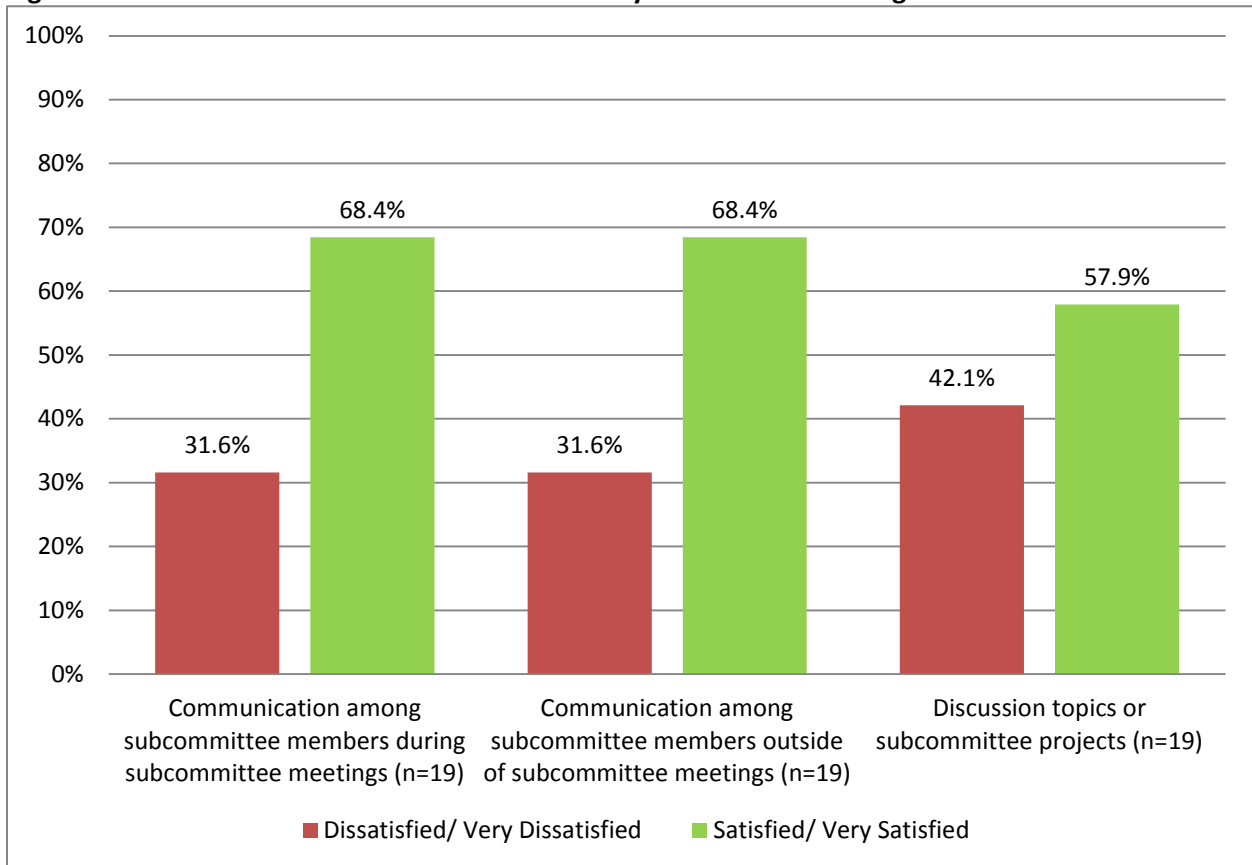
Subcommittee membership included participation in one or more of the following subcommittees: active living, direct education, early childhood, evaluation, food systems, school health, and social marketing. Respondents had the option to select membership in more than one subcommittee. See Figure 20.

Figure 20: What AzNN subcommittees are you a member of?



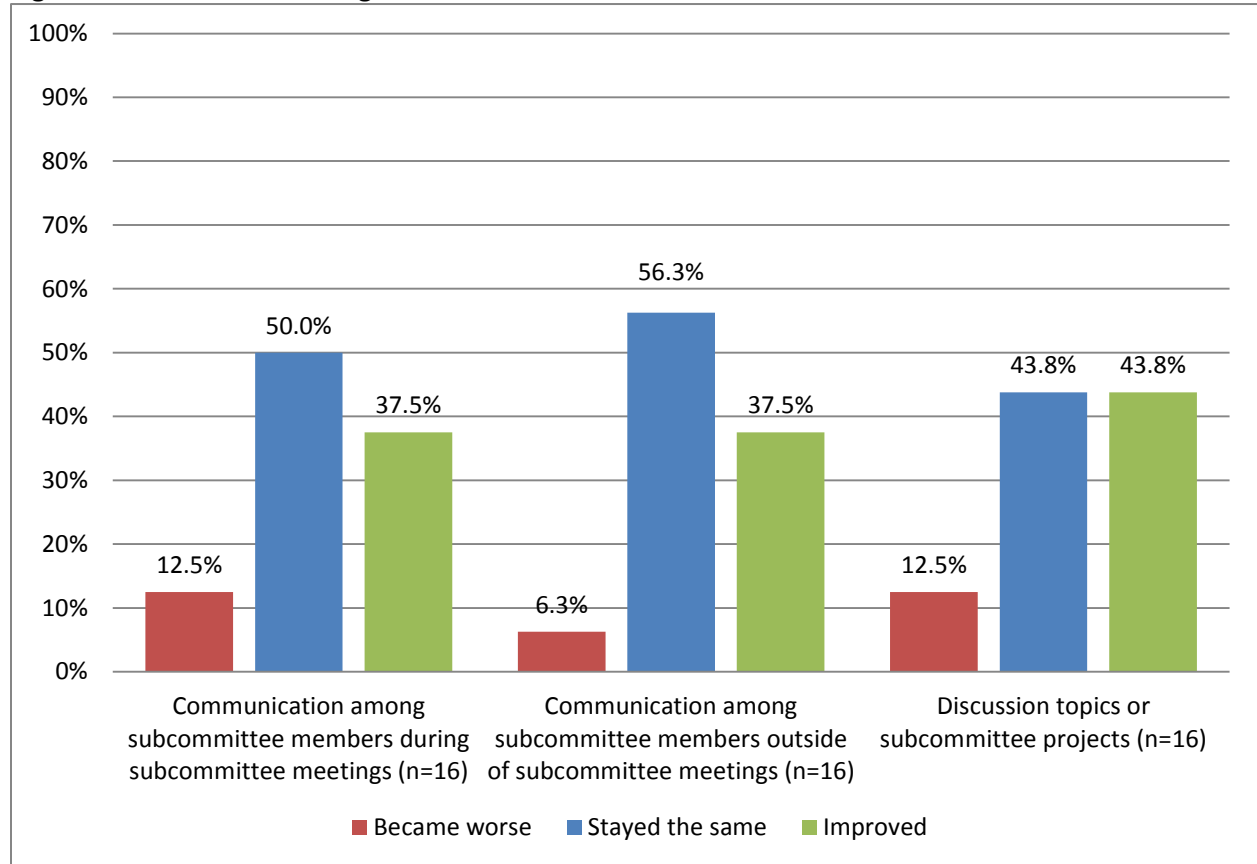
The AzNN subcommittees were assessed in three ways, including communication among subcommittee members during subcommittee meetings, communication among subcommittee members outside of subcommittee meetings, and discussion topics or subcommittee projects. For both the communication among subcommittee members during subcommittee meetings and the communication among subcommittee members outside of subcommittee meetings, the level of dissatisfaction was rated at 31.6 percent. The highest level of dissatisfaction among partners was for discussion topics or subcommittee projects, with 42.1 percent dissatisfied or very dissatisfied. See Figure 21.

Figure 21: AzNN Subcommittees: How satisfied are you with the following?



When asked whether the items related to the AzNN subcommittees had become worse, stayed the same, or improved from FY 2015 to FY 2016, the majority of respondents indicated things had stayed the same or improved. See Figure 22.

Figure 22: How has this changed from FY 2015-2016?



Suggestions for subcommittees are listed below, in Table 9. They are edited only for spelling.

Table 9: What subcommittees should AzNN consider forming?
Health Literacy and Cultural Diversity
Native/Tribal
Possibly, break out a committee for school/community gardens
unfortunately I am unable to attend most of the calls because of the time and day of the meetings.

Partners provided suggestions to improve subcommittees, including meeting less than once monthly, better time management during the meetings, more collaboration, and meetings during after-school hours. See Table 10. Comments in Table 10 edited only for spelling.

Table 10: Subcommittee Comments
I am unsure that all committees need to meet every month. Sometimes it seems we are spinning our wheels.
I have been a member of Active Living and sat in on other subcommittees as well. While I really appreciate AzNN's aim in wanting to hold space for collaborations and cross-contractor sharing and learning - the time has to be thoughtfully managed and planned in order for the time together to be meaningful and useful to all on the call. Too many times the meetings feel like an after-thought, rushed in their organization, and when asked to "share-out" what a contractor is doing in a particular strategy - they are only going to present the highlights and skip the challenges. Meaningful and helpful discussions have to be facilitated - topics and questions have to be planned in advance. I would look at how the Evaluation Team has structured some of their FY16 evaluation focus areas close-out discussions for guidance. These conversations have produced more honest sharing of challenges and more open discussion than other subcommittee meetings I have attended.
Some subcommittees are less about collaboration and more about the lead telling you what they are doing. There is not enough public health entities represented on most committees, so a lot of the information is for UANN but not usable for outside of UANN.
Subcommittee meeting should be after school hours. It's difficult to make your meeting when you are out doing DE at 10:00am. If the meetings are going to be once a month, the discussions should be better. We spend time going over and over the same things sometimes. Icebreakers at every single meeting are annoying.
Where I selected N/A it is because I am either not part of a subcommittee and receive very little updated information or resolution that I request of the subcommittee presented by my team representative sitting on a subcommittee.

CONCLUSION

Overall, the 2016 AzNN partner satisfaction survey yielded high levels of satisfaction with the various areas assessed. The response rate was low, with only 15.9 percent of partners responding. Ninety-six percent of partners that responded are satisfied with the AzNN overall. Positive aspects with high satisfaction levels include staff competence, clarity of the vision, content in the biweekly emails, opportunities for leadership roles, the use of media, and media campaigns. Challenges for the partners include incentive availability, State staffing shortages, American Indian-related materials and translations, and subcommittee discussion topics.

Appendix E

Evaluation DE Observation and Feedback



Evaluation Team DE Observation and Feedback Summary

Background

As the external evaluators for the Arizona Nutrition Network (AzNN), we are interested in the fidelity of the adult and youth direct education curricula that are being implemented by contractors throughout the state. Fidelity is an important aspect of curriculum implementation because it strengthens the evaluation effort by standardizing the messages received by participants and may improve the likelihood of behavioral change if all participants receive all messages as intended in the curriculum. Conversely, allowing flexibility in delivering curricula may enhance learning in certain contexts.

Methods

We gathered the information for this summary in two ways:

1. From January to April 2016, our evaluation of the MPFMF curriculum included survey proctoring by members of the Evaluation Team, which enabled direct observation of classes. We documented our observations of MPFMF instructors during the first and final classes of the series, *Class 1: MyPlate Family Meals* and *Class 4: Family Time Active and Fun*. A total of nine instructors were observed during 17 class series in eight counties. We recorded observations of curriculum fidelity in the areas of behaviorally focused messaging, activities and lesson supports suggested by curriculum guidelines and added by instructors, and incentives that instructors had incorporated outside of the grocery gift cards we provided through our special research project. We also observed challenges related to languages spoken during classes and instructor teaching styles.
2. In May 2016, we solicited direct feedback from the AzNN Evaluation Subcommittee members who are using adult and youth curricula. We asked this cross-section of contractors participating in the May 2016 Subcommittee meeting the following two-part question regarding adult and youth curriculum implementation: *"How easy has the curricula been to roll out as packaged? What (if any) modifications were useful?"*

Key Findings - Adult Direct Education

MyPlate for My Family

Evaluation Team Classroom Observations

In observations of 31 class meetings (one or more sessions observed during 17 class series), the SNAP-Ed Evaluation Team saw general fidelity in behaviorally focused messaging and activities suggested by curriculum guidelines. Specifically, the Evaluation Team observed that approximately **two-thirds** of observed instructors exhibited fidelity to the MPFMF curriculum by:

- Focusing on stated objectives for the lesson.
- Distributing and discussing handout materials.
- Using behaviorally focused messages.
- Facilitating discussion among class participants.

The table below provides details of our observations over the 31 classes.

Observation Categories	Specific Messages/Activities (# of times observed, reported as available)	
	Class 1: <i>MyPlate Family Meals</i>	Class 4: <i>Family Time Active and Fun</i>
Behaviorally Focused Messages	<ul style="list-style-type: none"> ▪ Planning menus and using shopping lists ▪ Including kids in meal preparation ▪ Choosing a variety of fruits and veggies ▪ Trying new fruits & veggies/tactics to get kids to try ▪ Benefits of a healthy diet for all family members ▪ Tips for saving money at the grocery store Making small, incremental changes 	<ul style="list-style-type: none"> ▪ Benefits of exercise for parents ▪ Finding time and motivation to exercise ▪ Finding a physical activity you enjoy ▪ Starting slowly with exercise and increasing time increments
Curriculum elements often not included in the class	<ul style="list-style-type: none"> ▪ Making a meal with pictures or models of food (7) 	<ul style="list-style-type: none"> ▪ Engaging participants in a physical activity (11)

Observation Categories	All Classes
Use of Visuals	<ul style="list-style-type: none"> ▪ Handouts, with recipes highlighted (18) ▪ MyPlate fabric banner or poster (9) ▪ Whiteboard for objectives/questions (4) ▪ Plastic MyPlate (2) ▪ Instructor-created PowerPoint (1)
Food Preparation/Tasting	<ul style="list-style-type: none"> ▪ Healthy potluck as a 5th class (8 – all one instructor) ▪ Family meal preparation (1) ▪ Recipe demos at each class (1)
Teaching Style	<ul style="list-style-type: none"> ▪ Instructor spent more than 10% of class reading handouts to participants, with little interaction (3) ▪ Instructor presented factually incorrect information (2) ▪ Instructor engaged in tangential remarks that interfered with focus on topics assigned for that class (2)
Language Barriers	<ul style="list-style-type: none"> ▪ Class taught in English but some participants were Spanish-speaking. Translation occurred, but no direct communication was possible between instructor and participants (4) ▪ Class taught in Spanish but some participants were primarily English-speaking. Impeded understanding in some cases (2) ▪ Class taught in English, with Instructor and a Spanish translator translating to Spanish and a Sign Language interpreter translating from English to ASL. Additional time was required to accomplish all translations (1)
Getting Participants Active	<ul style="list-style-type: none"> ▪ Participatory stretching demo with stretch band incentive (8) ▪ 10 mins of dancing/Zumba with a DVD (6) ▪ Activity break between 2 back-to-back MPF classes (1)
Incentives Linked to Curriculum Objectives:	<ul style="list-style-type: none"> ▪ Magnetic menu planners (10) ▪ Grocery lists (8) ▪ Stretch bands (9)
Incorporation of Other Relevant Activities	<ul style="list-style-type: none"> ▪ Youth education in the school (1) ▪ Presence of USDA-supported food in the classroom (1) ▪ Presence of a local school/community garden (1)

MPF class Feedback from AzNN Evaluation Subcommittee Member

- The time it takes for English-Spanish translation within the class period is a challenge. One instructor translated the introductory story (Class 1) into Spanish because instructor guide is only in English.

Other Curricula Feedback from AzNN Evaluation Subcommittee: Eat Smart, Live Strong and Eat Healthy, Be Active

- Curricula used as written without challenges.
- Curriculum Implementation Modifications: Offered food tasting/demos, chair yoga or healthy potlucks as culminating activities with the goal of increasing attendance and making classes more attractive.

Key Findings - Youth Direct Education

Serving Up My Plate: A Yummy Curriculum (SUMP)

- Generally used as written. Some barriers with setting (afterschool program vs. classroom), language, and developmental stages (students not able to do what should be grade-level appropriate activities) have been challenges.
- Curriculum implementation modifications:
 - Added visual aids (posters, food models) to engage kids.
 - Worksheets slightly modified to allow kids to complete them within the allotted time.
 - Teacher assistance enlisted to help with language or developmental issues.
 - In afterschool programs, contractors incorporated worksheet questions into a game and did food taste/demo at end of the lesson to give the group something tangible for discussion.
 - Songs within curricula (including SUMP) viewed negatively by certain age groups, & instructors.

Dairy Council Curricula

- Used as written.
- Curriculum implementation modifications:
 - Added visual aids (posters, food models) to engage kids.

Cooking Matters

- Used as written.
- Curriculum implementation modifications:
 - Added visual aids (posters, food models) to engage kids.

Junior Master Gardeners

- Generally used as written.

Next Steps

Our data represent a cross-sectional convenience sample – a snapshot in time of how *some contractors* are modifying *some adult and youth curricula*. We realize this is a necessarily partial view, but it is clear that modifications are being made across counties and contractors. As this occurs, the need for guidelines on curriculum modification – and possibly a system to capture the kinds of modifications contractors are making, and why - will become more pressing. Possible next steps by the AzNN and supported by our team could include:

- A broader survey of all contractors to elicit information regarding their current and/or requested curricular modifications
- Curriculum modification guidelines that provide parameters for appropriate modifications, as well as clear definitions for how and when curricula cannot be changed
- Fidelity checklists as a resource for SNAP-Ed program managers to encourage site observations with their educators, and/or for use during AzNN site visits.
- Once guidelines are in place, a peer document that shares acceptable curriculum modifications for use by all contractors

Our hope is that this information is helpful to the AzNN leadership to ensure fidelity, and ultimately, the quality and efficacy of SNAP-Ed direct education programs.

Appendix F

Evaluation Services and Support Survey



Evaluation Team Services and Support Survey Report

Background

As the external evaluators for the Arizona Nutrition Network (AzNN) since October 1, 2016, the University of Arizona AzNN Evaluation Team regularly seeks feedback from primary stakeholders regarding the services and support that we provide. At the midway point in our first year in this role, we sought contractors' feedback regarding the support and technical assistance they have received in order to continually improve our services and deliverables for the evaluation project.

Methods

The survey was developed by the Evaluation Team using Qualtrics, an online survey development and analysis platform. The survey included topics such as respondent demographics, experiences with their evaluator, Evaluation Team areas of strength and areas needing improvement, and suggestions for improving evaluation-related support. The survey format included close-ended (quantitative) and open-ended (qualitative) questions. The survey was distributed through the AzNN bi-weekly update to all contractors and through email correspondence to each contractor. It was intended for program staff and managers who have participated in AzNN evaluation activities or interacted with the Evaluation Team this year. The survey was open from March 30-April 13, 2016.

Key Findings

Overall Findings (Quantitative)

The total number of survey respondents was 33. Findings of note include:

- 27% of respondents participated in the AzNN evaluation subcommittee.
- 58% stated they understand the evaluation framework and think the Evaluation Team is on the right track.
- 84% of respondents characterized the overall evaluation service and support they have received from the Evaluation Team so far this year as excellent or good.
- When asked to compare the overall evaluation service and support respondents have received *this year* compared with the same time *last year*:

- o 65% said that evaluation support was much better, slightly better or about the same.
- o 35% said they were not sure.
- o 0% said that evaluation support was slightly worse or much worse.
- The Evaluation Team sought insight into the quality of the experience that contractors are receiving from their evaluation liaison. Below are the average scores, with 1 representing the highest possible rating (strongly agree), and 5 representing the lowest possible rating (strongly disagree):

QUESTION	AVERAGE SCORE (1=Strongly Agree)
I receive a prompt response from my evaluator when I call or email her.	1.53
My evaluator is proactive in offering assistance and support.	1.66
My evaluator makes an effort to understand my SNAP-Ed program.	1.72
It is easy to understand the guidance that I receive from my evaluator.	1.69
I am confident in my evaluator's ability to provide knowledgeable guidance about SNAP-Ed evaluation.	1.69
My evaluator exhibits a high level of professionalism in our interactions.	1.63

Variations Across Subgroups (Quantitative)

- Those working in SNAP-Ed **at least three years** (N=16) reported more understanding of the evaluation framework and agreement with the Evaluation Team's direction (75% versus 20% of new staff). Experienced SNAP-Ed staff were also more likely to score the Evaluation Team's service as excellent (50% versus 30% of new staff).
- Those working in SNAP-Ed **less than one year** (N=10) reported less understanding of the evaluation framework and were more comfortable simply following the evaluation requirements (70% compared with 19% of experienced staff). New staff were also more likely to state that they were not sure how evaluation services this year compared to last year (89% versus 7% of experienced staff).
- All **evaluation committee members** (N=9) stated that they understand the evaluation framework and think that the Evaluation Team is on the right track, compared with 58% of all respondents.
- **Subcontractors** (N=4) were more likely to report that evaluation services were about the same as last year (75% versus 16% of all respondents).

Relationship Building and Communication - Summary of Comments

- The Evaluation Team is helpful in translating evaluation-related knowledge for contractors (9 comments).

- Contractors perceive a positive rapport with the Evaluation Team (7 comments).
- Contractors feel that their evaluators are communicative (6 comments).
- Contractors feel their evaluators are interested in their work (4 comments).

Evaluation Framework & Trainings - Summary of Comments

- Contractors like the framework and the direction that evaluation is taking (6 comments).
- Contractors have good things to say about the evaluation trainings (5 comments).

Areas for Improvement – Summary of Comments

- The Evaluation Team should be ready at the start of the fiscal year with all evaluation-related materials (4 comments).
- The Evaluation Team should assist new or busy staff with patience as these staff try to navigate evaluation (3 comments).

Next Steps

In response to survey feedback, the Evaluation Team plans to implement the following action steps to continue to enhance their evaluation services and to support contractors' on-the-ground efforts:

- Contractors will have **more opportunities to contribute** to evaluation-related decisions. Participation in the evaluation subcommittee, the focus area subcommittees, feedback during site visits, and the use of online surveys will be used as the primary venues for understanding and incorporating contractors' perspectives.
- The Evaluation Team will collaborate with the AzNN to develop a SNAP-Ed **evaluation basics workshop** for contractors within the next 6-9 months. The rollout of the new evaluation website is also intended to enhance contractors' understanding of the AzNN evaluation framework and best practices for their program evaluations.
- The Evaluation Team will **encourage new participation** in the evaluation subcommittee by promoting the ability for multiple representatives from each contractor to participate in the subcommittee.
- The Evaluation Team will continue to visit contractors in their communities to learn more about their programs and **provide individualized evaluation support**.
- Evaluators working with each contractor will **reach out to new staff** as they are hired to introduce the evaluation framework, describe their evaluation plan, and discuss the types of evaluation support that are available.

Appendix G

AzNN Economic Analysis



The Arizona Nutrition Network

FY14 Federal Funding Implications for the Arizona Economy

Ashley Kerna, Economic Impact Analyst
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Department of Agricultural & Resource Economics
November 2016

Introduction

The Arizona Nutrition Network (AzNN) is Arizona's Nutrition Education and Obesity Prevention Program funded by the United States Department of Agriculture Food and Nutrition Service (USDA-FNS) to encourage healthy eating, increase physical activity, and reduce health disparities. Programmatic activities engage communities with a large proportion of low-income households that receive or are eligible to receive Supplemental Nutrition Assistance Program (SNAP) benefits. In the community, this nutrition and physical activity education program is often known as SNAP-Ed.

The AzNN operates throughout the state of Arizona implementing community nutrition education programs and engaging in statewide social marketing campaigns. Local implementing agencies (LIAs), such as county health departments, school districts, and the University of Arizona Cooperative Extension Nutrition Network (UANN), deliver nutrition education programs to local communities. These LIAs have face-to-face contact with SNAP and SNAP-eligible Arizonans, providing nutrition education classes and providing outreach through community events. The AzNN State Office contributes to this effort by managing the overall implementation of the program and relaying nutrition messages through its social marketing program. The State Office designs consistent and recognizable messaging and delivers the messages through a variety of media avenues including television, radio, billboards, and online advertisements.

By bringing USDA-FNS funds into the state, the Arizona Nutrition Network has an economic impact on the Arizona economy- generating sales, incomes, and jobs for the AzNN program staff. These **direct effects**, however, are not the only impacts on the Arizona economy. By spending these funds for program implementation, a ripple of economic activity is generated in other Arizona industries. If spent in-state, **multiplier effects** are generated when the AzNN purchases goods and services (including labor) necessary to carry out this work.

For example, when the AzNN purchases instruction materials, printing and advertising services, and food demonstration equipment and ingredients from Arizona suppliers, the suppliers must in turn purchase the inputs (goods and services, including labor) to provide the supplies needed by the AzNN. Suppliers, in turn, must purchase inputs from other businesses to produce their goods and services and so on and so forth. These business-to-business transactions are called **indirect multiplier effects**. Additionally,

when the AzNN and AzNN-suppliers employ Arizonans, the employees spend some of their paychecks at other Arizona businesses to pay for rent, groceries, doctor visits, recreational activities, and many other goods and services. These household-to-business transactions are called ***induced multiplier effects***.

In FY2014, the AzNN received and spent approximately \$13.7 million for nutrition and physical activity outreach education, social marketing campaigns, and overall program implementation. More than 70% of these expenditures were spent by LIAs for community nutrition education programs. The remaining amount was spent by the AzNN State Office for overall program implementation and a statewide social marketing campaign effort. This analysis estimates the total economic impacts¹, including indirect and induced multiplier effects, of AzNN program spending to the state of Arizona for the 2014 fiscal year. The AzNN State Office spending was modeled separate from Local Implementing Agency spending.

Translating AzNN Spending to Economic Impact

IMPLAN 3.1², an input-output modeling system, was used to estimate the economic activity resulting from Arizona Nutrition Network spending. This economic impact includes the AzNN expenditures for program implementation (direct effects), the economic activity generated by vendors supplying AzNN operations (indirect effects), and employee spending (induced effects). For this analysis, the AzNN spending was separated into two components: (1) social marketing campaign spending by the AzNN State Office and (2) community education program spending by partner LIAs.

In order to capture indirect multiplier effects (the effects from business-to-business transactions), customized spending patterns³ were developed using financial expenditure data from program financial records⁴. Expenditures were categorized and mapped to corresponding IMPLAN industries and were defined as occurring “in-state” or “out-of-state” depending on the location of the supplier/vendor. Identifying whether purchases were made from in-state vendors is important as the multiplier effects of

¹ Economic impacts, by definition, occur when there is a net inflow of money into the region. As AzNN receives funding from outside of the state, this study is considered an economic impact analysis. This is in contrast to an economic contribution analysis, whereby a program may receive funding from in-state sources. A contribution analysis measures gross effects and does not account for the fact that another program in the state could generate similar economic effects.

² IMPLAN is a widely-used input-output data and modelling system, originally developed by the US Forest Service, used to estimate the effects of change in final demand for a good or service on regional economics through backward linkages with suppliers of inputs to production.

³ Developing a customized spending pattern is often called a bill-of-goods approach.

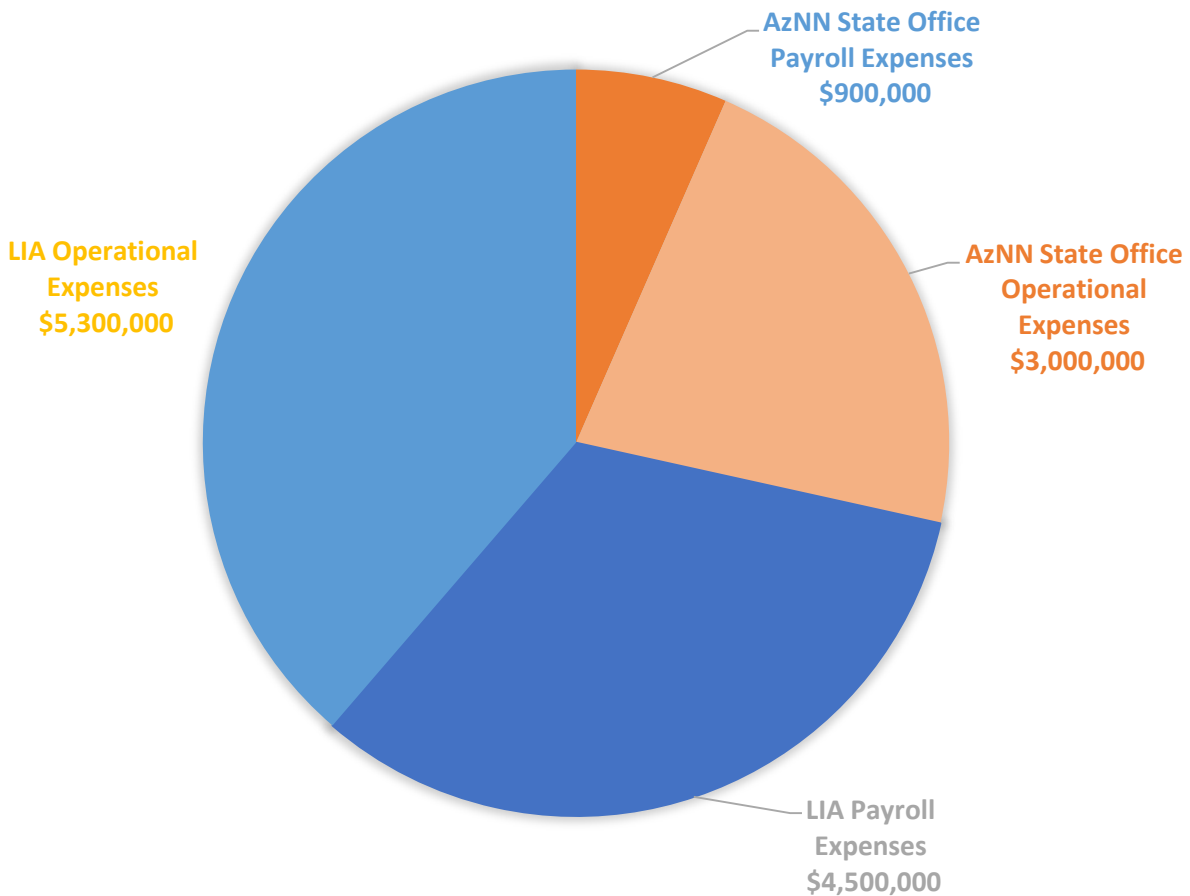
⁴ AzNN State Office expenditures were provided by the Arizona Nutrition Network / Arizona Department of Health Services. Local Implementing Agency expenditures were provided by the University of Arizona Nutrition Network (UANN). Because UANN accounts for more than half (57%) of all Local Implementing Agency (LIA) spending, this analysis assumes that the UANN spending pattern is representative of all local implementing agency spending patterns and is consistent across agencies.

AzNN spending are only realized when purchases are made within the state. Additionally, expenditures at retail establishments were margined to more accurately reflect multiplier effects. Margining is a method of dividing spending on retail goods between retail, wholesale, transportation, and manufacturing and is important because the full amount spent at retail establishments doesn't necessarily stay in-state. For example, the retail markup for a food demonstration supplies may stay in state, but the wholesale and transportation markups related to the same products may go to a company located outside of the state.

Induced effects (household-to-business transactions) were captured by separating out payroll expenses from other operating expenses and modeling in IMPLAN through a labor income change. A labor income change captures the economic activity from AzNN employees and employees of AzNN suppliers going out and spending their paychecks at other Arizona businesses.

Figure 2 below demonstrates the breakdown of the \$13.7 million spent in FY14 by the AzNN State Office and the LIAs.

Figure 1 Arizona Nutrition Network FY2014 Spending Breakdown



AzNN State Office Spending

The Arizona Nutrition Network State Office is responsible for the overall implementation of the program and managing the statewide social marketing campaign for Arizona. These social marketing campaigns disseminate messages through billboards, posters, television, radio, and online advertisements. Billboards can be found throughout Arizona and posters are often displayed on transit shelters, bus benches, school buses, and in grocery stores and other food-related establishments. The AzNN's social marketing campaign also provide messaging on television and online, including banner advertisements on popular websites such as Arizona news sources and Pandora.

In FY14, approximately \$3.9 million was spent by the AzNN State Office. A financial analysis of State Office spending demonstrated that slightly more than \$900,000 was paid to AzNN employees as salaries and benefits. The remaining \$3.0 million was spent on social marketing campaigns and overall program implementation, with most expenditures going towards advertising and interactive nutrition and physical activity marketing products to use at community events.

By working with a local marketing firm and other Arizona businesses, the AzNN State Office spending supported sales in other private industries, generating an estimated \$5.9 million in additional economic activity in Arizona. In FY14, the total sales impact of AzNN State Office spending was \$9.8 million, as demonstrated in Table 1 below.

Table 1 Total Sales Effects from AzNN State Office Spending

Economic Effect	Sales
Direct Effects	\$3.9 million
Indirect and Induced Effects	\$5.9 million
Total Effects	\$9.8 million

This additional \$5.9 million in sales supported 39 full-time equivalent jobs and \$1.9 million in income for people in other Arizona industries. As a majority of the AzNN State Office program expenses were used for developing social marketing campaigns, it is logical that the industries that received the greatest impact were the **Advertising, public relations, and related services** and the **Radio and television broadcasting** industries. Other industries that provide goods and services to households (generated from induced effects) such as the **Retail, Real Estate,** and **Healthcare** industries also benefited from this additional economic activity. As seen in Table 2 below, the additional economic activity supported jobs and incomes in other Arizona industries.

Table 2 Top Employment and Income Effects from the AzNN State Office Spending

Industry	Jobs	Incomes
Advertising, public relations, and related services	4	\$223,000
Radio and television broadcasting	1	\$114,000
Retail - Miscellaneous store retailers	3	\$82,000
Management consulting services	1	\$59,000
Newspaper publishers	1	\$58,000
Employment services	2	\$58,000
Wholesale trade	1	\$56,000
Real estate	3	\$55,000
Hospitals	1	\$54,000
Offices of physicians	1	\$48,000

Local Implementing Agency Spending

As stated previously, more than 70% of total AzNN expenditures were spent by LIAs for direct education in their local communities. In FY2014, approximately \$9.8 million was spent by 12 LIAs, with more than half of this funding spent by the University of Arizona Cooperative Extension Nutrition Network (UANN).

Because a significant component of these community-based programs is outreach with SNAP and SNAP-eligible Arizonans and interaction with other community-based organizations and institutions that serve low income audiences, a large portion of the expenses supported program staff. As demonstrated in Figure 2 above, more than half of all LIA expenses were spent on personnel costs to support program staff. The remaining operational expenses supported the purchase of necessary supplies, materials, and equipment used to conduct community-based programming.

Using the UANN's expenditures as a proxy for all LIA expenditures, the top operational expense categories were for⁵:

1. Educational and promotional materials
2. Sub-contracts with other community-based service providers
3. Food demonstration ingredients, garden supplies, kitchen supplies, and other operating supplies

Approximately 55% of operational expenses were spent on educational and promotional materials. This includes curricula and other types of advertising and promotional

⁵ This analysis assumes that the University of Arizona Cooperative Extension Nutrition Network (UANN) spending pattern is representative of all LIA spending patterns and that LIA spending pattern is consistent across agencies.

materials that were distributed at local events. A large majority (approximately 95%) of these materials were purchased from an out-of-state company. The second highest expense category reflects partnerships and sub-contracts with other community-based service providers. Subcontracts with other agencies are critical in ensuring that these programs are available in rural areas of the state. These represent approximately 11% of operational expenses and all subcontractors were located within the state. Finally, the third highest expense category was for food demonstration ingredients, garden and kitchen supplies, and other operating supplies. These supplies accounted for approximately 5% of operational expenses. All of these expenditures took place within the state.

In FY14, approximately \$9.8 million was spent by LIAs for community education programs. Of this, about \$4.5 million was paid to LIA employees in personnel costs. The remaining \$5.3 million was spent on program implementation, with a large majority of the expenditures going towards educational and promotional supplies to distribute at community events. While most of the spending on educational and promotional supplies leaks out of the Arizona economy (because the supplier is located out-of-state), the other top two general expense categories are spent 100% in-state. As described above, purchases made for conducting these community programs generate additional economic activity throughout the state, supporting sales, incomes, and jobs in other industries.

LIA spending of \$9.8 million supported sales in other industries, generating an estimated \$9.8 million in additional economic activity in Arizona. The total sales impact of community education program spending by all LIAs is therefore \$19.6 million, as demonstrated in Table 3 below.

Table 3 Total Sales Effects from LIA Spending

Economic Effect	Sales
Direct Effects	\$9.8 million
Indirect and Induced Effects	\$9.8 million
Total Effects	\$19.6 million

This additional \$9.8 million in economic activity supported an additional 76 full-time equivalent jobs and \$3.5 million in income for people in other Arizona industries. Table 4 below shows the greatest impacted industries in terms of the number of jobs supported and the corresponding incomes supported. Consistent with how the funds were spent, the industry with the greatest impacts were in the **Individual and family services** industry. This reflects the sub-contracts with other nutrition education service providers. Other industries with significant impacts were the **Healthcare** industry and other consumer driven industries such as **Retail, Wholesale, and Restaurant** industries.

Table 4 Top Employment and Income Effects from LIA Spending

Industry	Jobs	Incomes
Individual and family services	12	\$315,000
Hospitals	2	\$152,000
Offices of physicians	1	\$133,000
Wholesale trade	2	\$118,000
Retail - Miscellaneous store retailers	4	\$110,000
Retail - General merchandise stores	4	\$105,000
Full-service restaurants	4	\$95,000
Real estate	5	\$86,000
Marketing research, professional, scientific, and technical services	2	\$74,000
Monetary authorities and depository credit intermediation	1	\$67,000

Conclusions

By bringing \$13.7 million of federal funds into the state and spending those funds on program implementation, the Arizona Nutrition Network has an economic impact on the Arizona economy generating sales, incomes, and jobs in other Arizona industries. Accounting for the AzNN spending on social marketing campaigns and overall program operation (implemented by the AzNN State Office) and community education programs (implemented through Local Implementing Agencies), the AzNN generated an estimated *additional*:

- \$15.7 million in sales of goods and services,
- \$5.4 million in income (employee and business-operator),
- \$8.6 million in value added⁶, and
- 114 Arizona full-time equivalent jobs⁷.

This additional economic activity occurs in other Arizona businesses and was generated through indirect and induced multiplier effects which occur as a result of business-to-business purchases (indirect effects) and household-to-business purchases (induced effects).

⁶ Value added is similar to Gross Domestic Product and includes employee income, business operator income (proprietor income and other property type income), and indirect business taxes.

⁷ Indirect and induced employment effects were estimated using the IMPLAN software and full-time equivalent jobs were calculated using IMPLAN's FTE conversion spreadsheet.

Including the direct effects that provide incomes and jobs for the AzNN program staff, the total impact of FY14 AzNN spending to Arizona's economy, including multiplier effects were an estimated:

- \$29.4 million in sales of goods and services,
- \$10.9 million in income (employee and business-operator),
- \$14.1 million in value added, and
- 232 Arizona full-time equivalent jobs.

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Appendix H

AzNN Social Marketing Sample Materials





Champions for Change
Arizona Nutrition Network



BRIGHTEN

the family table



For tips and recipes visit
EatWellBeWell.org

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP through the Arizona Nutrition Network. This institution is an equal opportunity provider and employer. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more: in Maricopa County call 602.542.8935, outside of Maricopa County call 1.800.352.8401.

Brighten the Family Table - Billboards Statewide



Brighten the Family Table - Out of Home Statewide



Brighten the Family Table - Specialty Grocers



Brighten the Family Table - Online Advertisements

Carrier 4:48 AM

Latin Radio

PÓNGALE COLOR a la mesa familiar

Champions for Change
Arizona Nutrition Network

Para consejos y recetas, visite
ComeSanoViveMejor.org

Your station will be right back... Why Ads?

0:05 ————— 0:24

BRIGHTEN the family table

Champions for Change
Arizona Nutrition Network

For tips and recipes visit
EatWellBeWell.org

PÓNGALE COLOR a la mesa familiar

Champions for Change
Arizona Nutrition Network

Para consejos y recetas, visite
ComeSanoViveMejor.org

Champions for Change
Arizona Nutrition Network

PÓNGALE COLOR a la mesa familiar

Para consejos y recetas
HAGA CLIC AQUÍ

Sublime Radio

BRIGHTEN the family table

Champions for Change
Arizona Nutrition Network

For tips and recipes visit
EatWellBeWell.org

Falling
Iration

0:12 ————— 3:49

PÓNGALE COLOR a la mesa familiar

Champions for Change
Arizona Nutrition Network

Para consejos y recetas, visite
ComeSanoViveMejor.org

PÓNGALE COLOR a la mesa familiar

Champions for Change
Arizona Nutrition Network

Para consejos y recetas, visite
ComeSanoViveMejor.org

BRIGHTEN the family table

For tips and recipes,
CLICK HERE


Champions for Change
Arizona Nutrition Network


Brighten the Family Table - Educational Materials

Parents Newsletter


Brighten the Family Table

By Adding Vegetables and Fruits to Every Meal!





For more healthy tips and recipes, call 1-800-695-3335 or visit www.EatWellBeWell.org













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

Vegetables and Fruits - A Way of Life

Vegetables and fruits can help make you feel and look healthy. By being a smart shopper and storing foods properly, you can make the most of your family's budget while including vegetables and fruits in your meals. Make it a habit to choose these tasty foods whenever you can. There are so many colorful vegetables and fruits to enjoy!

Make Your Vegetables and Fruits Last Longer and Taste Better

 Apples Refrigerator Plastic bag (away from foods with strong odors) 3 weeks	 Green Beans Refrigerator Plastic bag 1 week	 Bananas Unripe - room temperature Ripe - refrigerator 2 weeks once ripe Skins may turn black	
 Bell Peppers Refrigerator Plastic bag 5 days	 Grapefruit Room temperature 1 week Refrigerated 2-3 weeks	 Carrots Refrigerator 2 weeks	 Tomatoes Room temperature - away from direct sunlight Refrigerate only if you won't use them before they spoil 1 week
 Summer Squash Refrigerator 3-4 days	 Oranges Room temperature 1-2 days Refrigerator 1-2 weeks	 Cucumbers Refrigerator Plastic bag 1 week	

Kitchen Timesaver Tips

By taking the stress and hassle out of cooking, you'll have more time to enjoy and spend with your loved ones.

Chop It! When chopping up vegetables for a meal, chop more than you need. Put the extra in a storage container and freeze. The next time you need it, you can skip a step.

Double It! For your next casserole or stew, try doubling the extra. You'll save time and make cooking next week's dinner a snap!

Clean It! Fill up the sink with soapy water and wash the dishes as you cook. It'll make clean-up go much faster.

Organize It! Keep items you use often, such as cooking oils, sprays, spatulas, cutting boards, and spices, within easy reach. You won't have to search for them later.

Money Saving Tips

It is possible to fit vegetables and fruits into any budget. There are many low-cost ways to meet your vegetable and fruit needs.

Celebrate the season. Look for vegetables and fruits that are in season. Your local farmers' market is a great source of seasonal items.

Try canned or frozen. Canned and frozen vegetables and fruits may be less expensive than fresh.

Plan and cook smart. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking.

Use your Cash Value Vouchers. Cash Value Vouchers (CVVs) can be used to purchase vegetables and fruits at the store or at a WIC authorized farmers' market.

Grow a garden. SNAP EBT benefits can be used to purchase plants and seeds to grow your own vegetables and fruits.

Cheesy Spaghetti Squash

Ingredients

1 medium spaghetti squash (about 2 1/2 pounds)	1/4 teaspoon kosher salt
1 tablespoon all-purpose flour	1/4 teaspoon black pepper
1 1/2 teaspoons olive oil	1/4 cup Greek yogurt, non-fat
1/4 cup sweet onion, chopped	1/4 teaspoon sugar
1 tablespoon minced garlic	1/4 cup shredded part-skim mozzarella cheese
1 tablespoon Italian seasoning	1/4 cup diced tomatoes
1/4 teaspoon red pepper flakes	1 tablespoon minced parsley

Directions

- Wash hands with warm water and soap. Wash fresh vegetables before preparing.
- Using a paring knife, pierce 8 holes into the squash around the stem end. Place the whole squash in the microwave and cook for about 8 minutes or until skin slightly gives when squeezed. Allow to rest in microwave for about 5 minutes to continue steaming.
- When squash is cool, slice in half lengthwise and gently scrape out the seeds and discard. Use a fork to scrape squash noodles into a large mixing bowl.
- Add flour to squash and toss well.
- Heat olive oil in large skillet over medium-high heat.
- Add onion, garlic, Italian seasoning, red pepper flakes, salt and pepper. Cook 1 minute, stirring occasionally be careful and don't let the garlic turn dark.
- Add spaghetti squash, yogurt, sugar and cheese. Stir to combine and cook 2-3 minutes or until warmed through and fragrant.
- Remove from heat and transfer to a serving dish. Garnish with diced tomatoes and parsley. Serve warm.


Makes 4 servings, 1 cup each


Nutrient Analysis per serving: Calories, 120; Carbohydrate, 17 gm; Protein, 7 gm; Total Fat, 4 gm; Saturated Fat, 1.5 gm; Trans Fat, 0 gm; Cholesterol, 5 mg; Fiber, 2 gm; Total Sugar, 7 gm; Sodium, 330 mg; Calcium, 132 mg; Folate, 25 mcg; Iron, 1 mg; Calories from Fat, 29%.

For more free recipes, visit EatWellBeWell.org or call 1-800-695-3335.


Kids Fun Food News

BRIGHTEN the Family Table





For fun games and recipes, visit www.EatWellBeWell.org




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Healthy Eating is Good For You - From Head to Toe


Vegetables and fruits can do amazing things for your body. Fuel up with these foods to stay strong and healthy!

Eyes - vegetables and fruits keep your vision strong.




Broccoli Carrots

Skin - vegetables and fruits help heal your skin when we get a cut or a scrape.




Oranges Bell Peppers

Digestive System - vegetables and fruits keep your digestive system clean.




Apples Green Beans

Muscles - vegetables and fruits help keep your muscles strong.




Peas Banana

Brain - vegetables and fruits help you learn better in school.




Blueberries Avocado

Teeth - vegetables and fruits help you have a healthy smile.




Apples Tomatoes

Heart - vegetables and fruits help your heart be healthy.



Grapefruit Red Cabbage

Bones - vegetables and fruits help keep your bones strong.



Spinach Kale

Where Are All the Vegetables and Fruits?

Vegetables and fruits can be found in many places! Try to find a vegetable or fruit in the places listed below. Write down what you find.

Your school lunch tray _____

In the school lunch line _____

On a poster in your school _____

In your teacher's or principal's lunch _____

Part of a classroom party _____

In a garden close to your home or school _____

At the grocery store _____

In your refrigerator _____

On your dinner plate _____

In a TV commercial _____

What was the easiest place to find a vegetable or fruit? _____

What was the hardest place to find a vegetable or fruit? _____

Was there a place you were not able to find a vegetable or fruit? _____

Peanut Butter and Fruit Sandwich

Ingredients

1 green apple, thinly sliced	2 tablespoons peanut butter
1 banana, thinly sliced	1 tablespoon maple syrup
2 slices whole-wheat bread	Cinnamon

Directions

- Wash hands with warm water and soap.
- Wash apple. Cut the apple and take out the seeds.
- Cut the apple and banana into thin slices.
- Toast the bread.
- Spread the peanut butter on both sides of the bread.
- Layer the fruits on top of the peanut butter.
- Pour on the maple syrup.
- Sprinkle with cinnamon.

Makes 2 sandwiches, 1/2 sandwich each

Nutrient Information per serving: Calories, 285; Carbohydrates, 46 gm; Protein, 7.9 gm; Total Fat, 9.37 g; Saturated Fat, 1.86 g; Trans Fat, 0.02 g; Cholesterol, 0 mg; Fiber, 7.5 g; Total Sugar, 21.5 g; Sodium, 197 mg; Calcium, 75 mg; Folate, 28.5 mcg; Iron, 1.23 mg; Calories from Fat, 30%.

Recipe courtesy of: [What Should I Eat for Breakfast Today](http://WhatShouldI Eat for Breakfast Today)


For more free recipes, visit EatWellBeWell.org or call 1-800-695-3335.

There Are Many Ways to Fuel Up with Vegetables and Fruits During the Day!

- Eat a piece of fruit at breakfast or add some fruit to your cereal or oatmeal.
- Enjoy your favorite vegetable as a snack.
- Eat the vegetables and fruits served in your school's lunch.
- Ask your family to include your favorite vegetable at dinner.
- Pick out a piece of fruit the next time you are food shopping. Eat it for a sweet treat!


Eat Smart to Play Hard!

You need at least 60 minutes of physical activity every day. Physical activity should be fun! Do things you enjoy like riding your bike, playing with your pet, dancing with your friends, or running around at recess.



Brighten the Family Table - Educational Materials

Senior Bulletin



BRIGHTEN Your Table

USDA For more healthy tips and recipes, call 1-800-695-3335 or visit www.EatWellBeWell.org Champions for Change Arizona Nutrition Network

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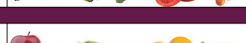
Eat Smart - Live Strong

One way to keep your body healthy is by eating vegetables and fruits. These foods not only have many nutrients, but are also full of flavor! Make it a goal to include at least one vegetable or fruit in your day. Once that is a habit, try adding one more. Small changes in your diet add up, and it is never too late to make a change for the better!

Key Nutrients for Older Adults

Eating well is important at all ages. As you get older, your doctor might suggest that you need extra vitamins or minerals. It is recommended to get these nutrients from food rather than a pill, since nutrient-rich foods have other nutrients, such as fiber, that are good for you. Getting a variety of vegetables and fruits is one way to help you meet your nutritional needs.


Below is a chart of some important nutrients, as well as the vegetables and fruits that offer these nutrients.

Vitamins	Needed For	Vegetable or Fruit
Vitamin A	Healthy eyes and skin	
Vitamin C	Healthy teeth and gums	
Minerals		
Calcium	Healthy bones and teeth	
Potassium	Healthy heart and muscles	
Other Nutrients		
Fiber	Healthy heart and digestion	

The Supplemental Nutrition Assistance Program (SNAP) 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, ANNN 10-16

Quick Meals and Snacks


- Add berries to ready-to-eat whole grain breakfast cereals.
- Add canned beans to salads, soups, rice dishes, and casseroles.
- Keep a container of washed raw vegetables or fruits in the fridge for a quick snack.
- Choose vegetable-based soups, such as tomato, bean, or chunky vegetable.
- Choose frozen meals that include vegetables.



Food Safety Tips

The immune system can't fight back as easily as we age, so it's important to keep your food safe to lower the risk of foodborne illness. Below are some food safety tips for vegetables and fruits:

- Always wash your vegetables and fruits with water (no soap) before cooking or eating.
- Keep vegetables and fruits separate from raw meat, poultry, and fish.
- Use a special cutting board when cutting up vegetables and fruits.
- Remove bruised and damaged spots on vegetables and fruits.
- Check canned vegetables and fruits before opening them. Throw away cans that are bulging, leaking, or expired. Wash the top of cans before opening.
- Store vegetables and fruits according to storage guidelines.



Spiced Kale Chips

Ingredients

5 cups raw kale 1/2 teaspoon paprika
 1 1/2 teaspoons olive oil 1/2 teaspoon salt
 1/2 teaspoon taco seasoning

Directions

- Wash hands with warm water and soap. Wash fresh vegetables before preparing.
- Pat kale completely dry with a paper towel. Trim away thick stems and discard. Cut kale into 2-inch pieces.
- Drizzle olive oil over kale in mixing bowl and gently massage the oil evenly over each piece.
- Sprinkle taco seasoning, paprika and salt over kale and toss to combine.
- Evenly space kale pieces on microwave-safe plate without overlapping leaves. You will have to cook it in batches. Cook on high for 30 seconds to 1 minute and then flip the kale over and cook for another 30 seconds to 1 minute. Cooking time will vary depending on microwave. Kale should be crispy but not grayish green in color.

Servings: Makes 4 servings

Nutrition Facts per serving: Calories, 57; Total Fat, 2 gm; Saturated Fat, <0.5 gm; Trans Fat, 0 mg; Cholesterol, 0 mg; Sodium, 170 mg; Carbohydrates, 7 gm; Fiber, 2 gm; Sugar, 0 gm; Protein, 4 gm; Calcium, 126 mg; Folate, 26 mg; Iron, 1 mg; Calories from Fat 26%

For more free recipes, visit EatWellBeWell.org or call 1-800-695-3335.

Chipotle Apple Slaw

Ingredients

1/2 cup Greek yogurt, non-fat 1/2 teaspoon kosher salt
 1 tablespoon diced chipotle pepper in adobo sauce (about 1 pepper) 3 cups finely shredded red cabbage
 1 teaspoon olive oil 1/2 cup diced sweet onion
 2 teaspoons apple cider vinegar 1/2 cup shredded carrots
 1 tablespoon sugar 1 cup diced apple with skin
 Cook's Note: Use less chipotle pepper to decrease the spiciness. 1/2 cup finely chopped parsley

Directions

- Wash hands with warm water and soap. Wash fresh fruits and vegetables before preparing.
- Combine yogurt, chipotle pepper, olive oil, apple cider vinegar, sugar and salt in a large mixing bowl. Whisk well until mixed and set aside.
- Add cabbage, onion, carrots, apple and parsley to yogurt mixture. Toss to combine.
- Cover and refrigerate for 30 minutes prior to serving to allow the cabbage to wilt and flavors to develop.

For more free recipes, visit EatWellBeWell.org or call 1-800-695-3335.

This material was funded by USDA's Supplemental Nutrition Assistance Program through the Arizona Nutrition Network. This instruction is an equal opportunity provider and employer. ANNN 3/2/15

Grapefruit Avocado Salsa

Ingredients

1 cup diced pink grapefruit segments 1 tablespoon lime juice
 1/2 cup green onions, green and white parts finely chopped 2 teaspoons sugar
 1 tablespoon minced garlic 1/2 cup chopped cilantro
 1 tablespoon diced jalapeno 1/2 teaspoon kosher salt
 1 teaspoon lime zest 1/2 cup diced avocado

Directions

- Wash hands with warm water and soap. Wash fresh fruits and vegetables before preparing.
- Combine grapefruit, green onions, garlic, jalapeno, lime zest, lime juice, sugar, cilantro and salt in a small bowl. Mix well to combine.
- Gently fold avocado into mixture. Serve immediately.

For more free recipes, visit EatWellBeWell.org or call 1-800-695-3335.

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Tasty Taco Rice Salad

Ingredients

1 pound lean ground beef 3 cups tomatoes, chopped
 1 1/2 cups instant brown rice, cooked 1 seeded jalapeno, finely chopped
 2 cups water 2 cups spinach or romaine lettuce
 1 cup onion, chopped 1 1/2 cups low-fat cheese, shredded
 1 tablespoon chili powder

Directions

- Wash hands with soap and warm water.
- Wash onion, tomatoes, jalapeno, and spinach or romaine lettuce before preparing.
- Cook ground meat in a large skillet until brown (160o F). Drain off fat. Rinse meat with warm water to remove the grease.*
- Add rice, water, onion, and chili powder to meat in skillet.
- Cover. Simmer over low heat about 15 minutes to cook rice.
- Add tomatoes and jalapeno. Heat for 2-3 minutes.
- Place layers of spinach or romaine lettuce, rice mixture, and cheese on plate.
- Serve immediately.

Courtesy of Iowa State University Extension and Outreach

For more free recipes, visit EatWellBeWell.org or call 1-800-695-3335.

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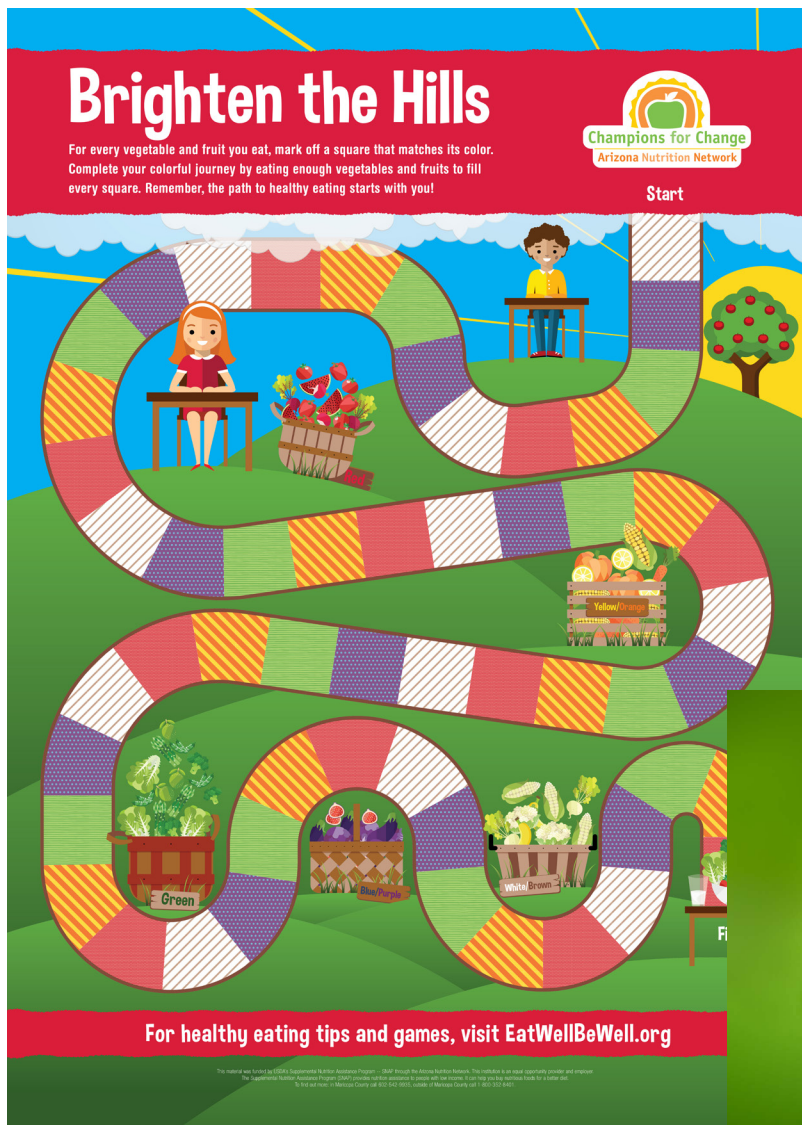
Recipe Cards

Vegetable Steamers



Brighten the Family Table - Educational Materials

Kids Poster



Adult Poster



Put a Little **PLAY**

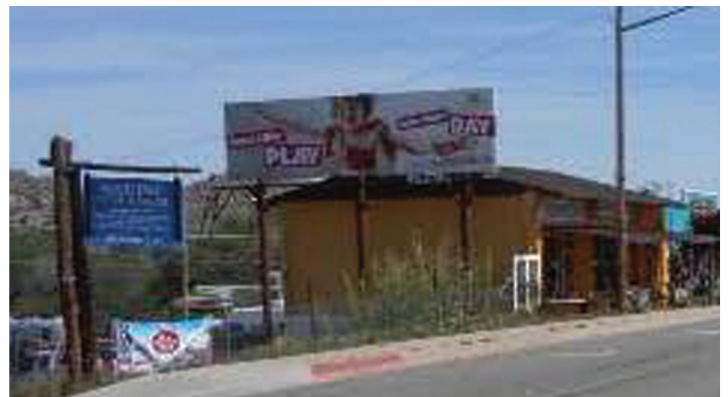


Into Your **DAY**

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Put a Little Play Into Your Day - Billboards Statewide



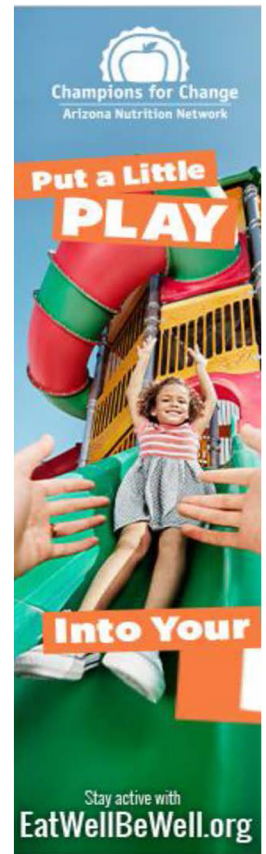
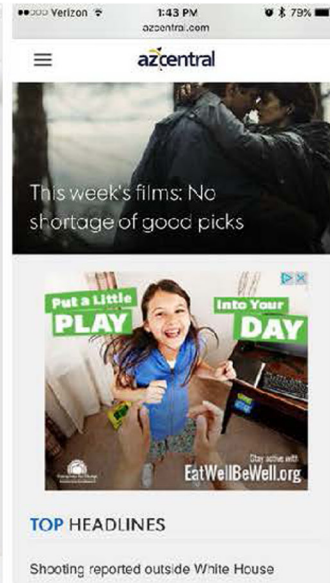
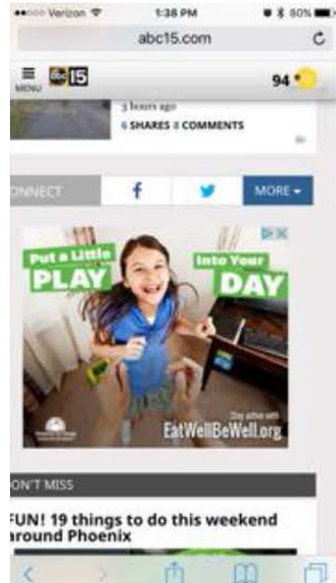
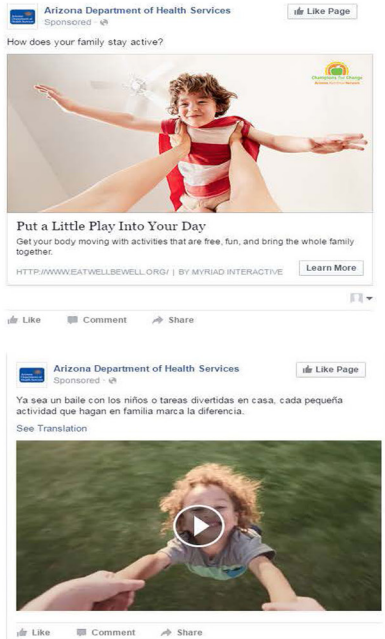
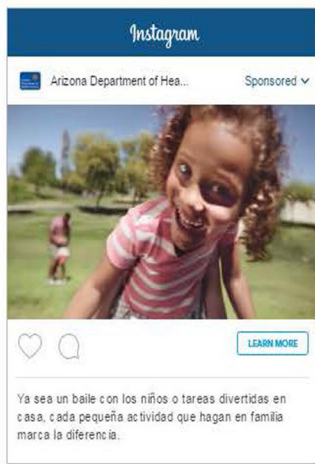
Put a Little Play Into Your Day - Out of Home Statewide



Put a Little Play Into Your Day - Pools, Community Centers, Libraries



Put a Little Play Into Your Day - Online Advertisements



Put a Little Play Into Your Day - Educational Materials

Adult Newsletter



Put a Little PLAY Into Your DAY

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You Can Do It!

Adding physical activity to your life is a key to healthy living. Adults need at least 150 minutes a week of moderate activity (like brisk walking) or 75 minutes of vigorous activity (like jogging). Muscle-strengthening activities (like weight training or yoga) are important to include twice per week. It may be hard to be physically active, but don't give up. There are things you can do to help keep you on track.

Challenges	Solution
"I don't have time"	<ul style="list-style-type: none"> Physical activity can be done in smaller amounts of time throughout the day. Break up your activity into smaller chunks and you can still reach your goal.
"It's boring"	<ul style="list-style-type: none"> Invite friends to join in. The best physical activity is the kind you enjoy and want to do. Mix it up! Change the types of activities you do.
"I don't have energy or motivation"	<ul style="list-style-type: none"> Be active during the time of day when you have the most energy. Being active will actually give you more energy. Set goals you can reach to keep you on track.
"My family needs me"	<ul style="list-style-type: none"> Play active games with your children or walk around the neighborhood.

"My family loves being active. We spend time together as a family and are being healthy at the same time!"



"I know that some activity is better than none and that it all adds up. That's why I do a little bit throughout the day when I can."

The Supplemental Nutrition Assistance Program (SNAP) 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, ANNN 5-15

Physical Activity for the Family

Doing physical activity can be a fun way to get the family moving and spend time together! Leading by example and being a good role model will help your children be more active. Being active as a family will help children learn healthy habits that will last a lifetime.

- Make physical activity a family habit:** Before you know it, physical activity will become part of your daily routine. Walk to school together or take the family for a walk after dinner.
- Play together.** Plan time at the park instead of going to a movie. Playing together as a family is fun for everyone.
- Limit screen time.** Set a two-hour time limit per day for TV and video games. Ask your children to help with dinner or play an active game instead of sitting in front of a screen.
- Set a family goal.** Start with a goal your family can reach, like walking after dinner at least three nights a week. Include your children in the weekly planning and goal setting. Allowing them to help make decisions will motivate them to reach the goal.

Healthy Eating Tips for Active Families

- Save time by slicing vegetables.** Store sliced vegetables in the fridge and serve on their own or with dips like hummus or low-fat plain yogurt.
- Swap out the sugar.** Keep healthier foods handy to help kids limit cookies, candy and chips between meals.
- Fruits are a quick and easy snack.** Fresh, frozen and canned fruits can be easy grab-and-go options with little prep time. Offer whole fruit or choose fruits packed in 100% juice or water.
- Drink water instead of sugary drinks to cut extra calories.** Drinking plenty of water is important for an active lifestyle, especially in Arizona. If you're thirsty, reach for water.

Avocado Breakfast Bruschetta

Ingredients

1 ripe avocado	4 eggs (hard boiled)
2 medium tomatoes	12 slices whole wheat baguette
1 green onion	1 head
1/2 cup chopped fresh basil	1/2 cup ricotta cheese (reduced fat)
2 tablespoons for garnish	cracked black pepper to taste

Directions

- Dice avocado, tomatoes, and green onions.
- Peel and chop hard-boiled eggs.
- Reserving 2 tablespoons basil for garnish, gently toss the first five ingredients in a small bowl. Add pepper to taste.
- Toast baguette slices and smear with ricotta cheese.
- Top with avocado mix and garnish with chopped basil.

Make: 8 Servings

Nutrition information per serving: Calories, 327; Carbohydrate, 33 gm; Protein, 15 gm; Total Fat, 15 gm; Saturated Fat, 4 gm; Cholesterol, 155 mg; Fiber, 5 gm; Total Sugar, 2 gm; Sodium, 360 mg; Calcium, 137 mg; Folate 84 mcg; Iron, 5.1 mg; Calories from Fat, 43%.



Kids Fun Food News

Put a Little PLAY Into Your DAY

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How Can You Get 60 Minutes of Play Each Day?

Being active is an important part of a healthy life. Aim for at least 60 minutes of activity each day. Try activities that make your body work harder, like active games or running, at least three days per week. There are many ways for you to stay active and play each day!

- Walk to school**
- Go swimming with your family and friends**
- Play games like hide and seek or tag with friends**
- Walk with your family**
- Play on the playground at school or a park**
- Join a sports team**
- Turn off the TV or video game and go be active**

Physical Activity Keeps Your Body Healthy

Staying active and playing each day helps your body grow and stay healthy. Doing activities that build strong bones and muscles at least three days per week are important for your body. Here are all the ways you are keeping your body healthy by being physically active each day.

Bones: Physical activity makes your bones stronger, which is important for growing kids. There are over 200 bones to support your body!

Muscles: While you are active, your muscles are working to stay healthy and help your body move. Any physical activity you like to do is a great way to build strong, healthy muscles.

Brain: Your brain controls the way you move your body and the way you think. Physical activity can help you learn, think, and sleep better! Staying active is a great way to keep you feeling happy.

Put a Little Play In Your Day Word Search

Find the hidden words about physical activity:

active, healthy, body, move, walk, run, fun, happy, play, jump

P	R	F	E	V	B	P	L	P	N
J	X	U	F	A	T	O	K	L	K
H	N	G	C	M	D	A	X		
M	H	X	J	X	T	O	Y	R	
P	E	A	D	M	R	N	I	V	P
N	A	B	P	Y	B	L	W	V	E
D	L	M	X	P	I	V	A	I	E
J	T	R	Q	X	Y	C	L	D	X
Q	H	R	W	J	A	Q	K	T	V
D	Y	L	K	Z	O	F	K	A	P



Activity Pledge

I agree to be an active kid for 60 minutes each day. My body is healthy and I am happy when I am moving. There are many ways to be active and have fun too. I can be active any time of the day and have my family and friends with me.

Name: _____

No-Bake Peanut Butter Crunch Balls

Ingredients

1/2 cup golden raisins	1 teaspoon ground ginger
1/2 cup smooth peanut butter	2 cup pulled rice cereal
2 tablespoons brown sugar, packed	1/2 cup chopped unsalted pretzels
2 teaspoons cinnamon	1/2 cup unsweetened coconut

Directions

- Wash hands with warm water and soap.
- Add raisins to a food processor. Pulse raisins until thoroughly chopped and a ball forms. If you do not have a food processor, chop finely by hand with a sharp knife.
- Add peanut butter, brown sugar, cinnamon, ginger, pulsed rice cereal and pretzels to food processor. Pulse for about 1 minute or until the mixture is fluffy ground.
- Measure out 1 tablespoon of the mixture and roll into a ball with your hands. Sprinkle with coconut. Repeat process with remaining ingredients and place on a serving plate.

Cook's Note: Transfer balls to a plastic airtight container to prevent them from drying out.

Makes: 25 balls

Nutrition Facts for one serving (1 ball): Calories, 90; Carbohydrate, 13 gm; Protein, 2 gm; Total Fat, 3.5 gm; Saturated Fat, 0 gm; Trans Fat, 0 gm; Cholesterol, 0 mg; Fiber, 1 gm; Total Sugar, 7 gm; Sodium, 10 mg; Calcium, 8 mg; Folate, 2.4 mg; Iron, 0.1 mg; Calories from Fat, 35%.



Fuel Up to Keep Moving

Eating healthy foods like vegetables and fruits helps keep you active. Healthy eating gives your body energy so that you can be active for 60 minutes each day. Power your body to be healthy with vegetables and fruits.

- Snack like a super hero. Power up with fruit and yogurt.
- Do the dip! Ask for cut-up veggies with your favorite dip for an after-school snack.
- Red, orange, yellow, green—eat lots of colors of vegetables and fruits to fuel your play every day.
- Pick your favorite fruit to fill your family's fruit bowl next week!

Put a Little Play Into Your Day - Educational Materials

Senior Bulletin

Put a Little PLAY Into Your DAY



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Getting Your Physical Activity

Regular physical activity is one of the most important things you can do for your health. Older adults need at least 150 minutes of moderate activity (like brisk walking) or 75 minutes of vigorous activity (like jogging) per week. If possible, spread your physical activity throughout the week.

Healthy Aging with Physical Activity

Varying the types of physical activity is the key to keeping your body healthy. Aerobic activity makes the heart beat faster and makes the body move more than usual. Muscle-strengthening activities make muscles work more than usual and work best if done at least twice per week. Some of the health benefits of regular physical activity include:

- Being able to live on your own
- Reducing the risk of fractured bones
- Helping to control joint swelling and pain due to arthritis
- Possibly reducing blood pressure

Be Active Your Way

Physical activity does not need to be hard. Start with shorter bouts of activity at a time (at least 10 minutes) and slowly build up. Some physical activity is better than none and any amount of activity has health benefits. The important thing is to do activities that are right for you and your abilities.

Aerobic Activities (150 minutes per week)	<ul style="list-style-type: none"> • Walking • Jogging • Swimming • Gardening • Tennis • Bicycle riding (stationary or on a path)
Muscle-Strengthening Activities (2 days per week)	<ul style="list-style-type: none"> • Exercise bands • Hand weights • Household chores or yard work • Carrying groceries • Yoga • Balance training

Be Safe While Being Active

Physical activity can be safe for everyone, no matter your age. What can you do if you want to be active and safe? The best steps to reduce risk or injury during physical activity are:

- Be as active as possible to increase your fitness level
- Start out with low levels of activity, go slow, and work your way up
- Drink water before, during, and after you are active
- Wear the right shoes and clothing that allow free movement



Healthy Eating as You Age

Healthy foods can give you the energy you need to live an active life with friends and family. Here are some things to keep in mind to help choose healthy foods and drinks:

- As you age, you may not feel as thirsty. Drink water often. Fat-free or low-fat (1%) milk and 100% juice can also count.
- Add sliced vegetables and fruits to your meals and snacks. Look for pre-sliced vegetables and fruits on sale if slicing and chopping are hard for you.
- Include a variety of colored vegetables and fruits to brighten your plate. Most vegetables are low in calories.
- Changes in your teeth and gums can make it harder to chew foods like vegetables, fruits or meat. Try cooked vegetables or fruits, low-sodium soups, and canned tuna or chicken to help you get the nutrition you need.
- Add flavor to foods with spices and herbs instead of salt. Look for low-sodium packaged foods.

Warm Kale and Apple Salad

Ingredients

2 cups diced red apple	2 cups sliced almonds
1/2 cup chopped onion	1/2 teaspoon salt
1/2 teaspoon olive oil	1/2 teaspoon black pepper

1 bunch kale (about 6 ounces), chopped, (large stems removed)

Directions

1. Wash hands with warm water and soap.
2. Wash fresh vegetables before preparing.
3. Heat non-stick skillet over medium high heat.
4. Add oil and onion. Cook, stirring occasionally for 5 minutes.
5. Add apples and cook for 5 more minutes stirring occasionally.
6. Add kale and cook for about 5 minutes or until kale is bright green in color and has wilted slightly. Add salt and pepper to taste, and sprinkle almonds over the top and serve.

Makes: 2 servings

Nutrition Facts for one serving (1/2 of recipe): Calories, 150; Carbohydrate, 28 gm; Protein, 12 gm; Total Fat, 4 gm; Saturated Fat, 3 gm; Trans Fat, 0 gm; Cholesterol, 5 mg; Fiber, 5 gm; Total Sugar, 14 gm; Sodium, 240 mg; Calcium, 130 mg; Potassium, 94 mg; Iron, 3.7 mg; Calories from Fat, 20%

Recipe Cards

Bingo Cards

Easy Fruit Salad

Ingredients

- 1 can mixed fruit, in juice
- 1 orange
- 1 can pineapple chunks, in juice
- 1 (8-ounce) container low-fat vanilla yogurt
- 1 red apple
- 1 tablespoon honey*

*Do not feed honey to children under 1 year of age.

Directions

1. Wash hands with warm water and soap.
2. Open the can of mixed fruit and pineapple with the can opener. Pour both cans into the colander over a bowl to drain. Save the juice to drink later.
3. Wash the apple in cool water. Pat dry with paper towels.
4. Have an adult cut the apple into 4 sections on the cutting board using the cutting knife. Cut out the apple core and seeds. Cut the apple in large chunks.
5. Wash the orange in cool water. Peel the orange and separate the orange segments. Have an adult cut each segment in half and remove all the seeds.
6. Put the yogurt and honey in the mixing bowl. Stir with the wooden spoon until mixed. Add the drained fruit and pineapple and the apple and orange. Stir with the spoon until mixed. Serve cold.

For more free recipes, visit EatWellBeWell.org



Makes 4 servings

Nutrition Facts
per serving

Calories	150
Carbohydrate	42 gm
Fiber	4 gm
Total Fat	4 gm
Saturated Fat	0 gm
Trans Fat	0 gm
Cholesterol	0 mg
Dietary Fiber	3.4 gm
Total Sugar	14 gm
Sodium	15 mg
Total Fat	4 gm
Iron	17 mg
Calcium	130 mg
Calories from Fat	5%



Hummus and Veggie Wraps

Ingredients

- 1 (14.5-ounce) can garbanzo beans, rinsed and drained (about 1/2 cups cooked)
- 1/2 cup plain yogurt or tahini (sesame seed paste)
- 1 garlic clove, minced
- 1 tablespoon lemon juice
- 1 tablespoon cumin
- 4 whole wheat tortillas, large or burrito size
- 1 green pepper, sliced
- 1 tomato, sliced
- 1 cucumber, sliced

Directions

1. Puree garbanzo beans, yogurt or tahini, garlic, lemon juice, and cumin in a blender to make hummus.
2. Refrigerate until ready to use.
3. Spread hummus on tortilla. Layer green pepper, tomato, and cucumber on top. Roll up and eat!

For more free recipes, visit EatWellBeWell.org



Makes 4 servings

Nutrition Facts
per serving

Calories	339
Carbohydrate	59 gm
Fiber	14 gm
Total Fat	7 gm
Saturated Fat	2 gm
Trans Fat	0 gm
Cholesterol	0 mg
Dietary Fiber	6 gm
Total Sugar	4 gm
Sodium	479 mg
Total Fat	7 gm
Iron	31 mg
Calcium	139 mg
Calories from Fat	2%



Protein Power Veggie Salad

Ingredients

- 1 lemon, juiced and peel grated
- 2 teaspoons vinegar
- 2 teaspoons sugar
- 2 tablespoons low fat plain yogurt
- 1 teaspoon Italian seasonings blend
- 1 (15-ounce can) garbanzo beans, drained and rinsed
- 2 tablespoons finely diced red onion
- 1 celery stalk, diced
- 1 cup frozen vegetable mix, thawed
- 2 cups chopped fresh spinach leaves

Directions

1. Wash hands with soap and warm water.
2. Wash fresh vegetables before preparing.
3. Whisk lemon peel and juice, vinegar, sugar, yogurt and Italian seasoning in a medium size mixing bowl.
4. Add garbanzo beans, onion, celery, vegetable mix and spinach leaves to the bowl. Toss well and serve.

For more free recipes, visit EatWellBeWell.org



Makes 2 servings

Nutrition Facts
per serving

Calories	150
Carbohydrate	38 gm
Fiber	11 gm
Total Fat	1 gm
Saturated Fat	0 gm
Trans Fat	0 gm
Cholesterol	0 mg
Dietary Fiber	8 gm
Total Sugar	3 gm
Sodium	20 mg
Calcium	117 mg
Iron	27 mg
Calories from Fat	1%




Put a Little Play Into Your Day - Educational Materials

WORD PLAY

Champions for Change
Arizona Nutrition Network

Five activities are missing in the boxes below. Find out what they are by adding the images next to each box.

For example:  +  = **Basketball**

J _ _ _ _ **P**

This activity gets your heart pumping and your legs jumping. Plus it can be played alone or with friends!

How many can you do?

 + 

 + 

L _ _ _ _ **G**


This activity is made for playing with friends. Use your hands for balance when you jump and for safety when you kneel on the ground.




How many can you do?

W _ _ _ **D**

This activity is good for you and your furry friend. It gets your legs moving and your pet's tail wagging.

Have you done this today?

 + 

 +  + 

P _ _ _ **U**

y

This activity gets your body moving and your room clean. Make a game to see how fast you can go!


Have you done this today?

M _ _ _ **a**

a _ _ _ **r**

This activity is perfect for playing with friends. Get your heart racing as your race for a seat!

How long can you last?

 + 

Visit EatWellBeWell.org for more ways to add play into your day.

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Kids Poster

Put a Little PLAY

Champions for Change
Arizona Nutrition Network



Into Your DAY

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Adult Poster

Appendix I

Put a Little Play Into Your Day Concept Testing





Moses / AzNN

Physical Activity Focus Groups

February 23, 2016

Research Goal & Methodology

Research Goal: Determine target audience preference among proposed creative concepts.

Target Audience: Low-income (SNAP eligible) moms, ages 18 to 49, with kids ages 2 to 11; statewide

Focus Groups: Six groups

Phoenix: 1 English & 2 Spanish

Tucson: 1 English & 1 Spanish

Flagstaff: 1 English

Each group consisted of eight to twelve moms who were paid an incentive for participating in the study. Three concepts developed by Moses and translated by AzNN were presented in the groups in alternating rotation to avoid any position bias.

Moderators: Wendy Godfrey & Monica Villalobos

Dates: February 8-10, 2016

Executive Summary

Put a Little Play Into Your Day does the best job communicating the perception that physical activity can be fun, not a chore. As the only concept that includes mom and child, it drives home the idea of moms and kids being physically active together most clearly. Inviting and inspiring, *Put a Little Play Into Your Day* would capture the attention of this audience, is relevant, and “looks like fun.” Though not new information, moms need and want the reminder to take time out of their busy day to play with their children. The one caution is to make certain the visual suggests movement, so the message of *spending time* with your kids doesn’t outweigh the message of being *physically active* with your kids.

Find the Fun that Moves You communicates a similar message that movement and physical activity can be fun, among English-speakers. Many said something along the lines of, “There is something for everyone to be active. Find something you think is fun and do it!” The freedom this gives moms to choose an activity they enjoy might lead to high self-efficacy. This line resonated with moms for another reason: several said they dance with their kids at home all the time. Most of the negative comments related to the visual, e.g., girl is cropped out, girl’s pose looks awkward / distracting, font isn’t fun, and colors are hard on the eyes. In addition, participants would like to see more kids in the picture. However, the risk of only including kids in the visual (and no moms/parents) is that moms will think this is about getting their *kids* moving, but not necessarily about getting *themselves* moving.

Executive Summary

- ***Find the Fun that Moves You*** did not resonate as well among Spanish-dominant moms, partly because of the translation and partly because of the visual. Many participants wrote that they do not identify with the little girl, which caused further disconnect with the phrase. In addition, respondents were confused by exactly who this message was for - a girl? Me? A Family? In the follow-up discussion, the message could be culled out with some adjustments and prompting but there were too many distractions in the wording and visual to make it reflective of the ideas associated with adding more physical activity to your daily routine.
- ***Families in Motion*** drew moms in with the sweet little boy's smile and the happiness the visual provoked. However, confusion over the white lines and the disconnect between the headline (families) and the visual (one child) overshadowed the message. That said, once participants *got it*, they liked the idea of using your imagination and that you can play anywhere with your kids.
- ***What does physical activity that moms and kids are most likely to actually do look like?*** Dancing. It is loved by all, moms and kids alike. It's a very powerful motivator to move. Also, walking the family dog and kids playing with pets were mentioned positively several times. Those activities should be represented in the campaign.

Executive Summary

- While many participants suggested that TV is still the most common way in which they learn about products, companies and initiatives, this medium is not nearly as dominate as in the past. All groups mentioned social media, specifically Facebook and YouTube, as effective ways to get their attention. In addition, many moms identified messaging they see as part of their daily commute on billboards, bus shelters, and the light rail, as well as in doctor's offices and on school bulletin boards.
- Nearly all participants access social media, primarily via their smartphones, quite frequently. When it comes to watching TV, moms are fairly evenly split between traditional cable and broadcast and streaming (Netflix, Hulu, YouTube), or both. Similarly, most maintain they listen to music in a variety of ways including conventional AM/FM radio, Spotify, Pandora, and other streaming options.

Concept Evaluation



Ranking: #1

CAMPAIGN OVERVIEW

With this concept, we focus on physical activity as a form of playing. It improves your mood and gives you a chance to bond with friends and family. By adding a little play into your day, you make your mind and your body happy.



PUT A LITTLE PLAY INTO YOUR DAY

- ▶ Ranked #1 in all groups, *Put a Little Play into Your Day* does the best job communicating the perception that physical activity can be fun, not a chore. Moms definitely embraced the thought of playing with their kids every day and quickly picked up on the idea that playing involves moving and being active for both mom and child. The interactive nature of the mother and child in the photo is something every mother felt she had done with her own children at one time or another. As the only concept that includes mom and child, *Put a Little Play into your Day* drives home the idea of moms and kids being physically active together. This concept also created a feeling of nostalgia in many participants, with several recalling stories of playing airplane with their parents and now with their own kids. Others (in the English groups) commented that they like the rhyming aspect of the slogan. Spanish speakers felt the direct nature of the phrase instructed them to do something in a seemingly stronger call to action. This would motivated them to look for more activities to infuse into their daily routine.
- ▶ When asked specifically if the concept would inspire them, *Put a Little Play into Your Day* scored well. This concept also inspired more responses about “spending more time with family and children.” Many commented on bringing together the family unit more closely. This idea most equated family activity with happiness and enjoying time together. In addition, this concept scored highest in “Looks like fun.” It also received high scores for “applies to me / my family.”

PUT A LITTLE PLAY INTO YOUR DAY

- ▶ Most participants agreed the colors are bright and consistent with the message. Some suggested the big letters appeared to be lifting up the mother and child forming a visual action of physical activity.
- ▶ Although this concept was widely appealing, there was some constructive criticism given. A few thought that the two people looked like sisters rather than mom and daughter, which some, but not all, liked. When asked how they would feel if the image portrayed a dad instead of a mom, most participants felt that would be fine. Several moms suggested they would find it endearing to see dad and child, saying it's important for dads to be involved in the activities with the family as well. Interestingly, even participants who don't have a traditional father as part of their family, liked the idea of showing a father figure. A few participants also thought the mom was cut off a little bit on the bottom of the image, with others suggesting the image could be shown in a nature setting with her lying in grass.

Recommendation: Make sure the “play” suggests movement. The one concern is that the message of spending time with your kids trumps the message of being physically active with your kids. For example, when asked about the message being communicated by *Put a Little Play into Your Day*, one Spanish-speaking participant said, “This one, we need to spend some time with our kids, not necessarily in exercise, but dedicating some time.”

PUT A LITTLE PLAY INTO YOUR DAY

Participant Comments:

- ▶ *It's funny because my mom did the same thing, and I have done it with my son too because of that I think. It really appealed to me. I didn't like how the word play came so close to the mom's hair, but I liked seeing the mom and the child. Maybe they could shrink the font. The word play almost overrides the images, which the image is really powerful and it invokes a sense of love and fun and good feelings.*
- ▶ *I like the brightness and fun of the colors, and I like the image because it made me think happy thoughts, love, happiness, fun with my child, fond memories of my mom, and it made me want to do more of that with my kids and family.*
- ▶ *It looks more fun. I think the person on the bottom is the mom and then you have the daughter. You don't have to go to the gym, you can do something with your daughter like this. I really liked the phrase and the colors. It includes more people. (S)*
- ▶ *You come home from work tired, but then you play among yourselves and the tiredness goes away. If you come home in a bad mood, that could also take care of that. (S)*
- ▶ *It is motivating when you read it because it's breaking up your daily routine. (S)*

- ▶ *The images are good, but I feel like they are too based on the letters. You can understand it because of the wording, but it's missing maybe a park and some green. They need more colors to get your attention. (S)*

PUT A LITTLE PLAY INTO YOUR DAY

Average Rating <i>(10-point scale, 10="Loved it")</i>	Likes	Dislikes	Message
<p><u>English:</u> Phoenix: 8.63 Flagstaff: 7.50 Tucson: 9.44</p> <p><u>Spanish:</u> Phoenix: 9.29 Tucson: 8.60</p>	<ul style="list-style-type: none"> • Colors, layout, bright • Good visual of two playing • Loving fun between mother & child • My mom used to do that with me • 2 kids playing together & laughing is inviting; makes me want to join in • Catchy phrase, quote • Encourages you to get out & enjoy your day, especially with your kids • The rhyming • We should all play with our children • Like bold "PLAY" and "DAY" • Reminds me to be silly • Mom / daughter moment • Make playtime / exercise for both kids & parents • Parent / child bonding 	<ul style="list-style-type: none"> • Font (letters) • Color is hard to look at (several) • Mom's hair is cut off by part of a word • Can't tell if it is 2 siblings or mother & child • Slightly plain • Lacks diversity 	<ul style="list-style-type: none"> • Fun / play is important part of day • Kids need to play / move around & stay active • Exercise more, be more active • Playing can be exercise • Slow down & enjoy life's little moments together • Play with your kids daily • Bring joy, fun, activity into your relationship • Get families to be more active & fun • Don't forget to be a kid with your kids • Encourages bonding & physical activity • For mom to be active w/ her child • Even though life is busy we should always make time to play with our kids

PUT A LITTLE PLAY INTO YOUR DAY

		Average Rating (5-point scale, 5=“Strongly Agree”)		
		<i>Phx</i>	<i>Flag</i>	<i>Tuc</i>
E N G L I S H	Would get my attention	4.38	3.6	4.44
	Taught me something new	2.63	2.8	3.00
	Makes me think I can be more physically active	3.75	3.6	4.11
	Applies to me / my family	4.38	4.1	4.44
	Would stand out from other ideas about being healthy	3.88	3.7	4.11
	Makes me think I don’t have time to be physically active	1.50	2.1	1.56
	Looks like fun	4.50	4.3	4.67
S P A N I S H	Would get my attention	4.42		3.80
	Taught me something new	4.04		3.90
	Makes me think I can be more physically active	4.29		4.30
	Applies to me / my family	4.25		3.89
	Would stand out from other ideas about being healthy	4.08		3.80
	Makes me think I don’t have time to be physically active	2.92		3.00
	Looks like fun	4.67		4.40

Ranking: #2

CAMPAIGN OVERVIEW

This concept encourages you to find a fun activity that gets your body moving. Activities that make you happy (and healthy) could include dancing to music, playing basketball with your friends, or riding your bike.



FIND THE FUN THAT MOVES YOU

- ▶ Most English-speaking participants liked the slogan, “Find the Fun that Moves You.” They described it as empowering and upbeat, and said it evokes positive energy. More than the other two, this concept allows moms and their families to personalize the fun and activities and discover for themselves what makes them want to move more. In addition, this concept resonated with many moms because they DO dance with their kids at home. Others commented that the girl looks like she is *totally in the moment*, is *carefree*, and *full of energy*.
- ▶ According to Spanish-dominant participants, this line was not translated properly. While correct literally, it lacked accurate interpretation. Specifically, “...la mueva” translates to “...moves her/it” and is not specific to “you.” In addition, “seek” was too passive for the active verb necessary to convey the sentiment. “Find” is closer to “Encuentre” to make the phrase more accurate.
- ▶ The image and the colors of the concept received mixed reviews from both English and Spanish-speakers. The visual was distracting in that many could not identify what the girl was doing, while others felt she looked awkward and cut off. Participants felt the colors were too dark and that brighter colors would go better with the message. In addition, a few participants did not like the blue and purple coloring: one mentioned the colors gave her a negative feeling and another felt the colors reminded her of the eighties. Others also commented that they would prefer the girl to be in color rather than in black and white.

Recommendation: Add mom to the visual so the target audience understands this is about getting families active, not just the children. In addition, brighter colors would add to the appeal. Finally, reconsider headline translation.

FIND THE FUN THAT MOVES YOU

Participant Comments:

- ▶ *I liked the concept behind it. The slogan itself was upbeat and had positive energy, and the girl looks carefree and is enjoying herself; however, the visual gave me a negative feel, like the colors or something. Maybe it was the girl too, but I don't know. That wasn't a strong presence to me, but I loved the concept. It's basically telling you to find your inner fun and get out there.*
- ▶ *I didn't necessarily focus so much on her whole image, but her face shows that she is in the moment, and I liked that. I could see this maybe with two little girls or two kids playing and dancing. There was some awkwardness to it, but she's in the moment. If I saw this, I'm drawn to kids dancing, and I'm like a magnet to that.*
- ▶ *We all have different activities we like to do. I like to dance, she likes yoga, so everyone has to find what they really like and what really motivates them. A lot of my friends go to the gym, and even though they insist on me going, it doesn't motivate me. I have gone, but it doesn't get my attention. I feel like it's more of an obligation. You have to use this machine or that machine, you have to do this or that, so I feel like it's an obligation. (S)*
- ▶ *This one says to find the fun that moves you. It is personal. You're going to do what motivates you. (S)*
- ▶ *When I read it I understood it but not right away. I had to read it again and again. It's not translated in the way that it should be. The sentence is a bit confusing. You have to read it 2 or 3 times to understand it. (S)*
- ▶ *I think if this was on a billboard, the colors are too dark and doesn't get your attention. It doesn't seem like something fun that will get your attention. (S)*

FIND THE FUN THAT MOVES YOU

Average Rating <i>(10-point scale, 10="Loved it")</i>	Likes	Dislikes	Message
<p>English: Phoenix: 7.13 Flagstaff: 7.00 Tucson: 6.56</p> <p>Spanish: Phoenix: 8.29 Tucson: 7.40</p>	<ul style="list-style-type: none"> • Positive words / phrase • Good colors • Simple • Girl dancing • Do whatever it is that gets you moving • Slogan is upbeat, evokes positive energy • Girl looks carefree • Anything that has to do with movement is good for you • Discover what makes you want to move more • Quote is motivating • Make it personal • There is something for everyone to be active • Dancing is fun and exercise • Everyone is different/likes different activities 	<ul style="list-style-type: none"> • Background needs more action • Looks boring • Can't relate • Girl is cropped out • Girl's pose looks awkward / distracting • Colors / colors are hard on the eyes • Only one girl dancing • Waste of white "purple" space • Add more kids of different ethnicities • Font isn't fun • Girl is lost in the picture • Color of the girl's clothing is not bright • Layout seems outdated • Needs more kids 	<ul style="list-style-type: none"> • Get / stay moving • Kids can have fun & workout at the same time • Do things that are fun and get you moving • Be a kid again • Find the positive energy • Get kids moving, exercising • Tap into your joy & get moving • Motion=fun • Discover what motivates you to be a better version of you • Do what you enjoy • Dancing is fun / good exercise • Have fun • Whatever gets your body moving – do it!

FIND THE FUN THAT MOVES YOU

		Average Rating (5-point scale, 5=“Strongly Agree”)		
		<i>Phx</i>	<i>Flag</i>	<i>Tuc</i>
E N G L I S H	Would get my attention	3.75	3.20	3.22
	Taught me something new	2.25	2.90	2.11
	Makes me think I can be more physically active	3.13	3.60	3.44
	Applies to me / my family	3.75	3.80	4.33
	Would stand out from other ideas about being healthy	3.25	3.60	3.00
	Makes me think I don’t have time to be physically active	1.71	2.00	1.89
	Looks like fun	4.13	3.80	4.00
S P A N I S H	Would get my attention	3.88		3.80
	Taught me something new	3.58		3.40
	Makes me think I can be more physically active	4.13		4.00
	Applies to me / my family	3.96		3.60
	Would stand out from other ideas about being healthy	3.79		3.70
	Makes me think I don’t have time to be physically active	3.09		2.80
	Looks like fun	4.08		4.00

Ranking: #3

CAMPAIGN OVERVIEW

In this concept, we look at how physical activity is fun for the whole family. By doing physical activities, families build healthy habits, healthy relationships, and healthy bodies.



FAMILIES IN MOTION

- ▶ Most moms loved the little boy in this image because he looks so happy. However, nearly all participants focused on the paradox of the message referring to families and having only a boy in the visual. This disconnect dominated the discussion.
- ▶ While many participants did not see that the boy was holding a watermelon right away or that there was a soccer net drawn, once they realized it, they liked the imaginative quality of the concept and felt it portrayed the idea that anywhere can be a place to play. Most took away a version of the message, “Be a happy and active family.”
- ▶ A few suggested this concept might work best in a TV commercial format rather than a print ad or billboard. Adding motion to the white lines or showing them being drawn could make the concept more impactful and understandable.
- ▶ In the Spanish group in Tucson, "Families in Motion" scored slightly higher on the general 1-10 scale than did “Put a Little Play Into Your Day.” However, when pushed to select one or the other between "Families" and "Put A Little Play," moms chose "Put A Little Play Into Your Day" because of the stronger call to action.

Recommendation: add a family to the visual to match the tagline. Somehow, make the imaginative quality of the concept clearer.

FAMILIES IN MOTION

Positive Comments:

- ▶ *I thought about my little boy and his imagination and creativity, and it made me think about how kids constantly find play in everything that they do, and it's touching and inspiring, so I liked that concept and I liked how they brought that to your attention by creating this scenario over a normal situation.*
- ▶ *I assume they are trying to get us to use our imagination in all things to let play or motion take root in all things, but this was my least favorite. I love the idea of families in motion, and that was the biggest thing I took from this, but I just didn't get the sense of family from this.*
- ▶ *What got my attention is that they are in the kitchen and the kid is pretending with his imagination, so he is pretending that it is another thing. I liked that you can use your imagination and create different activities even if you don't have the adequate things, but you can do the same activity. Or you can use water bottles to do weights or beans or whatever. (S)*
- ▶ *I liked that it is a kid with a ball. It's giving you the idea that he is going to go play or that he is playing. The message is that you have to spend more time with your kids and play with them and keeping them active practicing a sport. (S)*
- ▶ *To see the kids' faces and being so happy with a ball as a mom and trying to involve the whole family, that motivates me. (S)*
- ▶ *The words are good, but it is lacking in the image. It needs more family where everybody is participating. (S)*

FAMILIES IN MOTION

Average Rating <i>(10-point scale, 10="Loved it")</i>	Likes	Dislikes	Message
<p><u>English:</u> Phoenix: 7.63 Flagstaff: 5.40 Tucson: 6.22</p> <p><u>Spanish:</u> Phoenix: 9.21 Tucson: 9.10</p>	<ul style="list-style-type: none"> • Cute / smiling little boy • Child is so happy / no cares • Animation mixed in with realization • Be active & play as a family • Outside image penciled in over inside of house • Fruits & veggies on the table • Lets you use your imagination • Concept of boy holding the fruit but also incorporating a sport into the activity 	<ul style="list-style-type: none"> • No families in the picture • No interaction w/ others • Formatting of the words • Difficult to understand white overlay • Web-like netting too busy / distracting • Not colorful • Not all kids like soccer • Typical all-American white kid • Weird sketches in white • Why in the kitchen? • Couldn't tell what it was at first • Improbability of child that small playing with a watermelon • Hard to interpret 	<ul style="list-style-type: none"> • The whole family can have fun working out together • Be active as a family • Great ways to involve the family through fun-filled games / sports • Kids are always at play • Play with your kids / keep them active • Go play outside • Family activity / sports • Promotes healthy living in a positive / fun way • You can play anywhere with your children • Working out doesn't have to be work • Encourage activity among families

FAMILIES IN MOTION

		Average Rating (5-point scale, 5=“Strongly Agree”)		
		<i>Phx</i>	<i>Flag</i>	<i>Tuc</i>
E N G L I S H	Would get my attention	3.75	3.0	3.67
	Taught me something new	2.00	1.7	2.44
	Makes me think I can be more physically active	3.88	2.6	3.89
	Applies to me / my family	3.88	2.9	3.67
	Would stand out from other ideas about being healthy	3.63	2.6	2.78
	Makes me think I don’t have time to be physically active	2.14	1.8	2.22
	Looks like fun	4.00	3.3	4.11
S P A N I S H	Would get my attention	4.21		4.20
	Taught me something new	3.78		3.70
	Makes me think I can be more physically active	4.50		4.10
	Applies to me / my family	4.35		3.90
	Would stand out from other ideas about being healthy	3.96		3.90
	Makes me think I don’t have time to be physically active	2.91		3.00
	Looks like fun	4.42		4.30

Physical Activity



Physical Activity

Moms in the target group are most likely to think of formal or traditional sports and activities such as hiking, walking, biking, swimming, yoga, soccer, and playing on the playground, when asked about the physical activities they or members of their family do, although several were quick to point out that housework should also be included. Sweeping, mopping, vacuuming, dusting, cleaning the tub, washing windows, yardwork and making beds are *chores* they do everyday, because *they have to be done*. For most, items on the first list evoke pleasant emotions – because they're enjoyable – as well as a yearning feeling – because they sometimes seem like a luxury or privilege they seldom get to take advantage of. Going to the gym sounds like a chore to many.

Participant Comments:

- ▶ *I was thinking more of the first list (traditional activities). The other things like the housework and yardwork, I do those no matter what, so I wouldn't consider that physical activity, but now that I think about it, it really is.*
- ▶ *I immediately thought of hiking, swimming, bike riding, and yoga, and then I thought about my son playing soccer and kung fu, and then housework did cross my mind because I do a ton of it and I do it really fast. I didn't think of mentioning it, but it did pass through my thoughts because I get hot and sweaty and I'm moving fast with vacuuming and sweeping and cleaning the tub and I exert a lot of energy, so you feel like you burn a lot of calories.*
- ▶ *To me, hiking, swimming, riding bikes, yoga, and dancing are all fun things that are a privilege and I want to try to squeeze that stuff in more, but I feel like between working and cooking and cleaning and paying bills and helping with homework and all those things I have to do, those take up my time so much that I'm always trying to find time to do those things.*

Physical Activity

As the discussion about physical activity continued, moms identified additional ways they incorporate movement into their lives, many of which they consider enjoyable. Dancing with their kids is one that stands out. Many recounted stories of dancing at home with their kids as well as dancing with their moms when they were kids themselves. Similarly, stories about walking with or chasing pets, were things that happened *naturally*, and always evoked positive emotions.

Participant Comments:

- ▶ *In my house we do a lot of dancing and chasing.*
- ▶ *My boyfriend will play the really old country music and my kids don't like that, so he says if they want other music on then they all have to dance, so they do that.*
- ▶ *Now we go bike riding and taking the dog to play and taking our daughter to boxing every day, and then on the weekends we go fishing or kayaking or try to do something, so I feel like we both have more motivation to try to do more.*
- ▶ *My 3-year-old son also likes to dance. If he is watching TV, he will start dancing to it. (S)*
- ▶ *My son hears music in the supermarket and will start dancing. If he likes the song, it doesn't matter where he is at, he will dance, and I have to tell him to calm down, and he wants me to dance with him, so I have to spin with him and pick him up, but he doesn't care where he's at, he doesn't get embarrassed, he just starts dancing. (S)*
- ▶ *We have a cat and dog, and they will play hide-and-seek with my son, and that gets my attention because all of a sudden the dog and cat understand each other and they go and hide, but we discovered they like playing this with my son. (S)*

Physical Activity

Frequency of activity varies considerably as do self-ratings for being physically active. While there are those who give themselves a “10,” saying they are on the move all day long, others confess to being rather sedentary, either due to injury or just being too busy. The majority give themselves ratings between “6” and “8.”

When asked about simple ways to build movement into their daily routines, moms had numerous suggestions, including taking the stairs instead of the elevator, parking further away from the store, using apps to tell them how many steps they’ve taken, exercising while watching TV, doing lunges while doing laundry, and more.

Participant Comments:

- ▶ *I will try to purposely do household activities as a workout, like if I’m doing the laundry I will use my legs and squat or when I do the dishes I will do stuff. When I’m using the broom, I will do like an abdominal workout and things like that to get my heart rate going.*
- ▶ *It’s a lot more fun. You want to do it longer. You want to push that bike ride a little bit longer or race with your kids or whatever. Housework can be exhausting and tedious, but when you are playing it’s fun and a lot more motivating to keep going than to want to stop.*

Media

Media

Overwhelmingly, moms in the target audience are most likely to go online using their mobile devices. However, when it comes to watching TV, they are fairly evenly split between traditional cable and broadcast and streaming (Netflix, Hulu, YouTube), or both. Similarly, most maintain they listen to music in a variety of ways including conventional AM/FM radio, Spotify, Pandora, and other streaming options. And, while Facebook and YouTube get the highest social media play, Instagram, Pinterest, Snapchat, and Craigslist are regularly used by about half of those responding.

When asked where *they* are most likely to see advertising, several immediately pointed to Facebook and YouTube, while others said TV, and still others mentioned billboards, community centers, buses, light rail, and doctors' offices.

Media

- ▶ *Facebook. They have a lot of sponsored ads on there*
- ▶ *I spend a lot of time on YouTube, and I see a lot of advertising on there. I usually skip the ads once it lets me.*
- ▶ *Billboards. I like to read the billboards because they are getting more interesting. Normally you have typical ones where people get up there and put them up there, but now they have the digital ones, so seeing that transformation is nice. I still like to see the traditional ones though as well as the moderate day ones.*
- ▶ *You hear it on Pandora a lot too.*
- ▶ *Last year I was downtown at this time and everything was Super Bowl, and I remember the light rail and everything down there was covered in Super Bowl ads, so I thought that was creative.*
- ▶ *When the buses are painted with the announcements because it looks different than the normal bus colors that you are used to seeing, so that gets your attention. (S)*
- ▶ *We watch the news and soap operas, so that's where we see ads. I think the majority of people would look at them. (S)*

Appendix J

Collaborative Project Sample Materials





Champions for Change
Arizona Nutrition Network

SUMMER

Lunch Buddies



Helping kids eat healthy

Spend time with friends and enjoy meals at no cost while school is out.

Open to ages 18 and younger. No application is needed.

Visit azsummerfood.gov or text **FOOD** to 877-877 for locations and times.

This material was funded by USDA's Supplemental Nutrition Assistance Program -- SNAP through the Arizona Nutrition Network. This institution is an equal opportunity provider.



Summer Food Service Program - Summer Lunch Buddies A Collaboration with the Arizona Department of Education

Campeones del Cambio
La Red de Nutrición de Arizona

ALMUERZO

de Verano entre Amigos

Ayudando a los niños a comer saludable

Pasa tiempo con tus amigos y disfruta de comidas sin costo durante las vacaciones de verano. Para estudiantes hasta los 18 años de edad. No se necesita solicitud.

Ubicación: _____

Fechas: _____

Horarios: _____

Comidas: _____

Poster

Champions for Change
Arizona Nutrition Network

SUMMER

Lunch Buddies

Helping kids eat healthy

Spend time with friends and enjoy meals at no cost while school is out. Open to ages 18 and younger. No application is needed.

Visit summerfood.gov or text **FOOD** to 877-877 for locations and times.

See this image come alive! Scan for FREE Lunch Buddies App

Available on the App Store and Google Play

Magnet

Champions for Change
Arizona Nutrition Network

SUMMER

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Available on the App Store and Google Play

Flyer

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Arizona Nutrition Network

SUMMER

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See this image come alive! Scan for FREE Lunch Buddies App

Available on the App Store and Google Play

Bookmark

Champions for Change
Arizona Nutrition Network

SUMMER

Lunch Buddies

Helping kids eat healthy

Spend time with friends and enjoy meals at no cost while school is out. Open to ages 18 and younger. No application is needed.

Location: _____

Dates: _____

Times: _____

Meals: _____

Visit summerfood.gov or text **FOOD** to 877-877 for more information.

See this image come alive! Scan for FREE Lunch Buddies App

Available on the App Store and Google Play

Summer Food Service Program - Summer Lunch Buddies A Collaboration with the Arizona Department of Education



Arizona has a new toolkit with informative flyers, posters and other promotional materials to use to get the word out about the Summer Food Program and help families locate sites.

The Toolkit includes the following downloadable materials:

- Customizable posters
- Generic promotional posters
- Customizable flyers
- Generic flyers
- Postcards
- Email and web banners
- Social media posts (Twitter/Facebook)
- Radio promotional scripts

Professionally printed materials were also drop-shipped to specific locations, and additional quantities were available by ordering through EatWellBeWell.org.

Printed materials included:

- Posters
- Magnets
- Bookmarks



Double Up Your Food Bucks Arizona FINI Grant Collaboration



STRETCH YOUR
FOOD DOLLARS

Get more fruits & vegetables when you use your **SNAP QUEST CARD** at farmers markets

English Flyer

It's easy with
DOUBLE UP FOOD BUCKS!

1 BRING YOUR QUEST CARD to the farmers market booth before you shop.

2 BUY SNAP-ELIGIBLE FOODS at the market with your QUEST Card dollars.

3 WE'LL MATCH WHAT YOU SPEND with free Double Up Food Bucks — up to \$10, every market day. Use them right away or later to buy

INFO BOOTH **ARIZONA GROWN**

YOU SPEND \$1 **WE MATCH \$1**

FRESH FRUITS & VEGETABLES grown in ARIZONA.

Have questions? Call us! 480-207-5955 or visit www.doubleupfoodbucksarizona.org



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Appendix K

Summer Lunch Buddies Concept Testing



ZEITGEIST

research



Moses, Inc. | Summer Food Programs Concept Testing

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ZEITGEIST:

"spirit of the times"

German, from Zeit (time) + Geist (spirit)

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Concepts, Moodboards	
Screeners, Discussion Guides, Handouts	



Project Background

Project Summary



Background

AZNN, in partnership with the Arizona Department of Education, is working to increase statewide participation in the Summer Food Services Program (SFSP). This is a Child Nutrition Program established to ensure that low-income children continue to receive nutritious meals when school is not in session. Free nutritional meals are provided to children at approved SFSP sites. Moses is creating a complete outreach toolkit and is conducting research to determine which of 3 concepts most resonates with moms and kids.

Objectives

- 1 Identify which concept resonates most with mothers and kids in target audience
- 2 Ascertain current awareness and perceptions of program
- 3 Determine which factors/messages will prompt increased participation in the summer program
- 4 Evaluate best means of promoting the program

Focus Group Methodology



Arizona Statewide

Moms with kids eligible for the School Lunch & Summer Lunch Programs

IDIs:
15 English-speaking
14 Spanish-speaking

Qualifications:

- Age: 18 – 49
- Moms of kids ages 2 – 12
- Ethnicity: Mix
- HH Income: 185% of poverty level

Focus Group Methodology



Phoenix, January 11

Kids eligible for School/Summer Lunch

Groups: 1

Participants: 7

Qualifications:

- Age: 9 -12
- Gender: Mix
- Ethnicity: Mix
- HH Income: 185% of poverty level



In a Nutshell

In a Nutshell

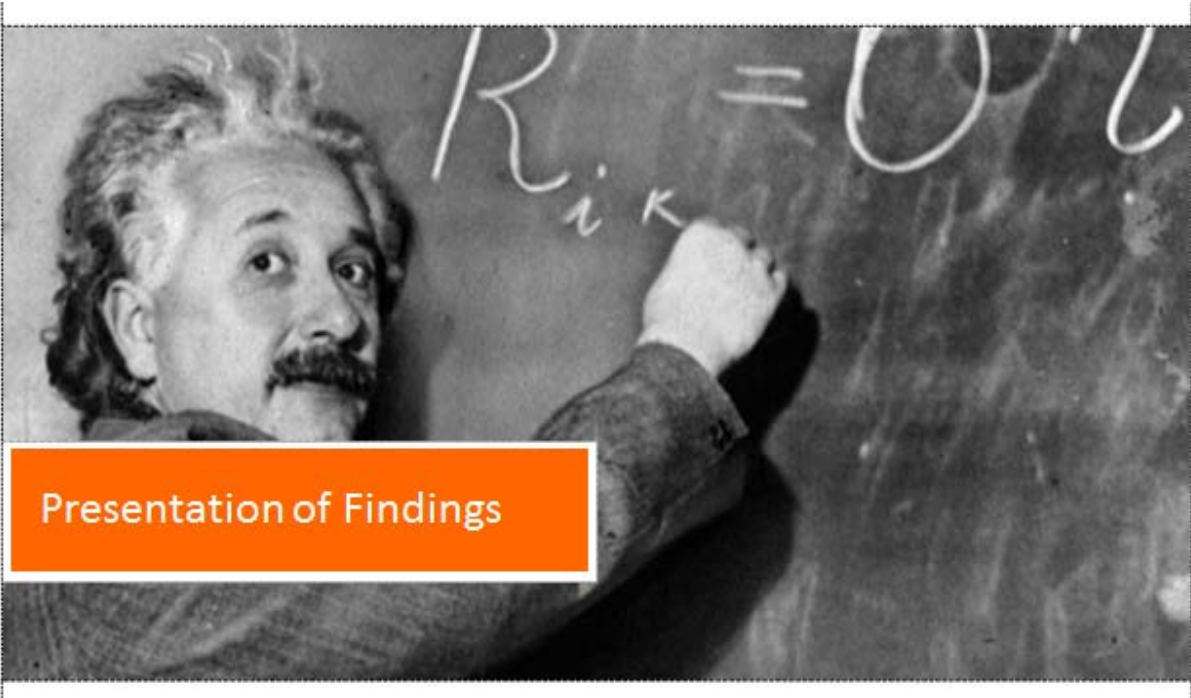
- **Address the convenience concerns that moms have with the summer program:** Moms are generally aware of the program, but the distance they have to go to get there is a concern in terms of the time and travel expense (gas, bus, etc.) involved. Communicate ways to find closer locations.
- **Use the “Summer Lunch Buddies” message with the Portrait style images:** It strongly communicates the message that lunch is available during the summer, as well as the added benefit offering children the opportunity to spend time with their friends during the lunchtime event.
- **Reframe perceptions:** Messaging needs to reflect healthy food and quality of what is served. Parents are more likely to drive/walk somewhere to participate if they know their kids will enjoy and eat the food, and parental concerns over nutritional quality will be addressed.
- **Increasing program offerings will also increase summer foods program participation:** Moms and kids alike want to have some physical activities during the program as well as options such as games and crafts.

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In a Nutshell

- **English promotions should include a website along with an option to text for locations. Spanish promotions should be via television or flyers from the schools:** Spanish-speaking moms are less likely to look for information on their phones or on a website, but will notice it on television or if the school sends a flyer home closer to the summer break.
- **Target kids with information about the activities and social aspects of the program:** Most will be skeptical about the food based on previous experiences, but all of them are enthusiastic about the opportunity to spend more time with their friends during the summer break.

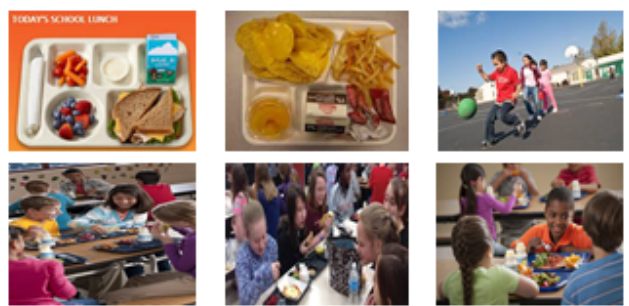
10



Presentation of Findings

Collage Exercise

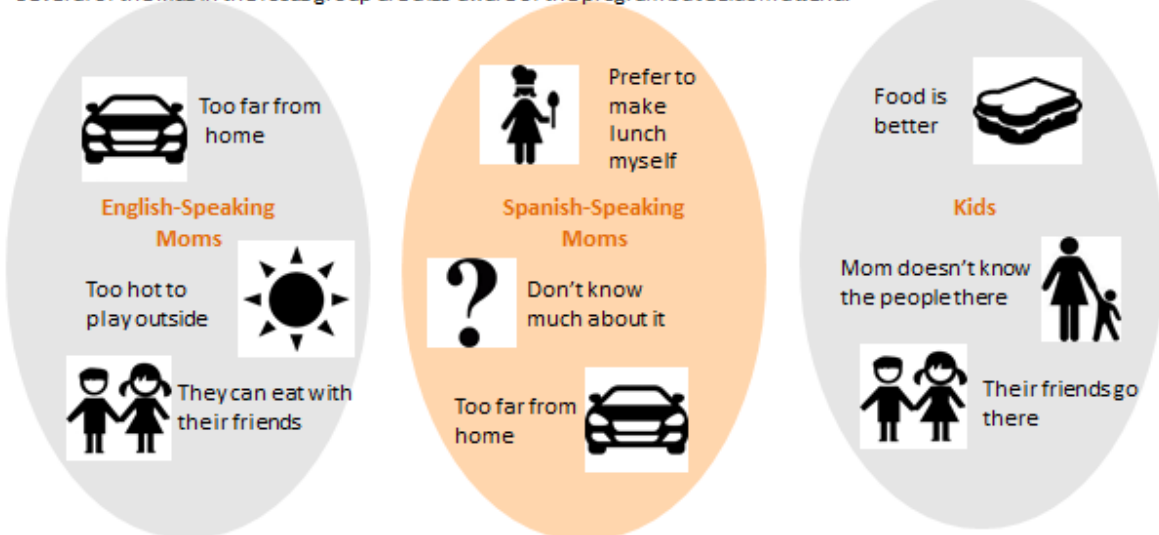
Participants in the kids' focus group were asked to create a collage* to describe how they feel about lunch at school. Each child had a packet of 24 pictures to select from. The following photos were used by nearly all of the children suggesting that, while food plays a role in their lunch experience, socializing with friends is most important to them.



* Individual collages are included in the report appendix.

Awareness/Perceptions re: the Summer Foods Program

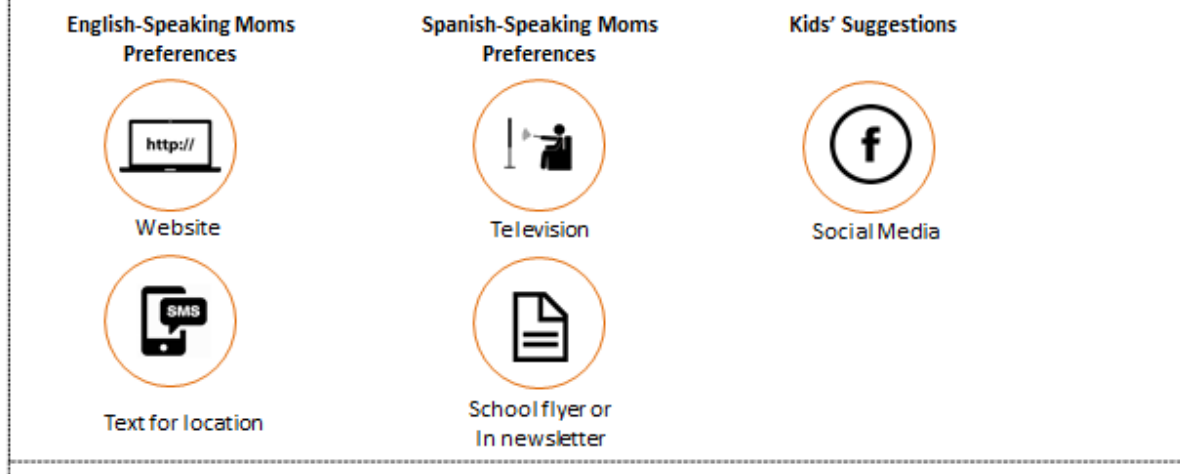
Nearly all moms interviewed are familiar with the Summer Foods Program, but only a few have used it. Several of the kids in the focus group are also aware of the program but seldom attend.



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Best Ways to Promote the Summer Foods Program to Moms

The best ways promote it to English-speaking moms are via a website or texts, while Spanish-speaking moms are more likely to pay attention to television or school flyers.



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Message Testing

CONCEPT 2: ★

HEADLINE: Summer Lunch Buddies
SUB-HEAD: Helping Kids Eat Healthy

CONCEPT 2 EXPLANATION:

This concept emphasizes the value of the summer lunch program as a way for kids to get healthy food, as well as its ability to bring kids together in a social atmosphere.

59%
 % of moms preferring Concept 2

- Says kids will be there
- "Healthy" is good
- Fun
- "Buddies" is inviting
- Straight to the point
- Catchy and cute
- Relatable to kids

- Sounds like playdates
- What's a "Lunch Buddy"?
- Doesn't sound as fun as Concept 1

57%
 % of kids preferring Concept 2

- I like this one
- It kind of pops out more than the other one
- Eating with friends and more healthy

- "Buddies" sounds like reading buddies
- Don't like the wording
- We know how to eat healthy, we just don't want to
- "Buddies" is like "ugh"

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Message Testing (cont'd)

CONCEPT 1:

Headline: Summer Lunch Bunch
Sub-Head: School is out, but lunch is still on

CONCEPT 1 EXPLANATION:

This concept focuses on the continuation of the school lunch program. Even though school is out, kids can still gather together for lunch.

15%
 % of moms preferring Concept 1

- Kind of catchy
- Provides an option to have lunch even if school is out
- Kids like hanging out with friends
- Contemporary
- Summer lunch program where kids can socialize

- "Lunch Bunch" sounds silly
- What do they mean by "bunch"?
- It's not inviting...too dull
- Assumes it's just lunch
- Confusing for kids

14%
 % of kids preferring Concept 1

- Obvious lunch is being served
- Says other kids will be there

- Seems to be just about the lunch
- Not really surprising or exciting
- It could be a little more interesting
- I'm not getting it...

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Message Testing (cont'd)

22%

CONCEPT 3:

HEADLINE: Eat Up Meet Up
SUB-HEAD: Keeping Kids Health all Summer Long

CONCEPT 3 EXPLANATION:
 This concept uses less verbiage to incorporate the summer program's different meal options, rather than focusing exclusively on lunch. The idea also promotes the social and nutritious aspects of the program.

% of moms preferring Concept 3

Thumbs Up

- It stresses the socializing
- Makes it sound like an event, so they'd want to go
- Sounds like a cool place to go

Thumbs Down

- It doesn't tell me to do anything
- Doesn't say how it keeps kids healthy
- Kids would see it as forcing healthy food on them
- Sounds like "meetup.com" More for adults

29%

% of kids preferring Concept 3

Thumbs Up

- Sounds like we are going to have a lot of fun there with kids our age
- Some people may miss their friends over summer break and want to see them

Thumbs Down

- Sounds like a dating site
- Seems like they are forcing you to eat healthy

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Image Testing

Four Moodboards were tested with both moms and kids to identify the best fit with their preferred concepts.

PORTRAIT ★



VECTOR



FOOD CREATIONS



FOOD LETTERING



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Moms' Reactions to Moodboards

Moms have a strong preference for the "Portrait" style, while a few also suggest combining it with "Food Creations" by showing kids eating the fun food. (Negative comments are shown in red.)



PORTRAIT	VECTOR	FOOD CREATIONS	FOOD LETTERING
<ul style="list-style-type: none"> • Very relatable • Shows different varieties of food that might be available • Kids having a good time and eating healthy food • Variety of kids eating healthy and socializing • Looks like a good place to go • Good healthy food; eating with friends • Would make kids feel good about the program • Feels a little bit generic, like in a doctor's office – doesn't say "lunch program" 	<ul style="list-style-type: none"> • Might appeal to younger children • Seems a bit childish • Too much emphasis on vegetables • Looks like wallpaper • Too cartoonish • Pretty plain; doesn't pop out • Not as catchy; very basic like clip-art • Lacks warmth 	<ul style="list-style-type: none"> • Playful • Looks fresh, healthy and inviting at the same time • This would make my kids want to go and eat there • Shows healthy food as fun • It would be cool to do this at the program • Eye-catching • Very creative/attractive • Doesn't show social aspect of program • Only shows breakfast foods, needs to be lunch foods 	<ul style="list-style-type: none"> • Might apply to older kids or those who like to cook • Cool but more for adults • A little too busy; looks like Pinterest or a cookbook cover • Too serious or formal • None of the food items look appealing • Pretty fancy; more "restauranty" • Focused more on adults; like a grocery ad • Not kid-friendly

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Kids' Reactions to Moodboards








The kids do not favor one image style over another as a group. Only one prefers the Vector style, while the others are split between the other 3 options.

PORTRAIT	VECTOR	FOOD CREATIONS	FOOD LETTERING
<ul style="list-style-type: none"> • Like it because it shows kids are eating together • Looks like "buddies" eating together 	<ul style="list-style-type: none"> • This fits with "helping kids eat healthy" 	<ul style="list-style-type: none"> • I like how the healthy foods are interesting and pop out • It's healthy food • Like the butterfly 	<ul style="list-style-type: none"> • It's good for summer

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Moms' Program Suggestions (Unaided)

Following are mom's **unaided** suggestions for ideas to make the summer program appealing. **Bolded** items were most frequently suggested.

						
<ul style="list-style-type: none"> • Sports (soccer, basketball, summer sports) • Dance • Exercise • Obstacle courses • Water balloons • Playground time • Jumping rope 	<ul style="list-style-type: none"> • Board games • Puppet Shows • Movies with positive messages • Scavenger hunt • Pajama Day • Crazy Hair Day 	<ul style="list-style-type: none"> • Arts and crafts • Coloring • Activity sheets • Building things • Simple science projects • Reading • Sewing 	<ul style="list-style-type: none"> • Make food like in "Food Creations" Moodboard • Let kids make simple lunches • Let parents help kids make lunch 	<ul style="list-style-type: none"> • Parent/kid "Olympics" • Talent contest • "American Idol" contest 	<ul style="list-style-type: none"> • Start a community garden • Let kids grow vegetables 	<ul style="list-style-type: none"> • Offer parent resources • Quick recipes for parents (or recipe swap) • Bonding time with kids • Teach parents more about eating healthy

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Moms' Interest in Suggested Program Changes

The majority of all of the moms interviewed are in favor of all of the potential program changes with the exception of offering dinner. Dinner is considered family time and is very important to them.

<p>Positive Program Changes</p> <ul style="list-style-type: none"> ✓ Open 4 hours with breakfast and lunch <i>"More of a chance to get them a meal."</i> ✓ Offering breakfast <i>That's good...food budget is up in the summer."</i> ✓ Kids' activities <i>"Summer can get boring; would be a nice break..."</i> 	<p>Negative Program Changes</p> <ul style="list-style-type: none"> ✓ Offering dinner <i>"We try to have dinner at home most of the time..."</i> <i>"Dinner is family time."</i>
---	--

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Photo Card Exercise with Kids

In order to better understand what type of programs kids would like to have offered in the Summer Foods Program, each child received a booklet with photos including a wide range of possible activities.* Following are those which are included in their top 3 preferences.



Basketball
(7 of 7)



Board Games
(5 of 7)



Swings
(3 of 7)



Jumping Rope
(2 of 7)



Crafts
(1 of 7)



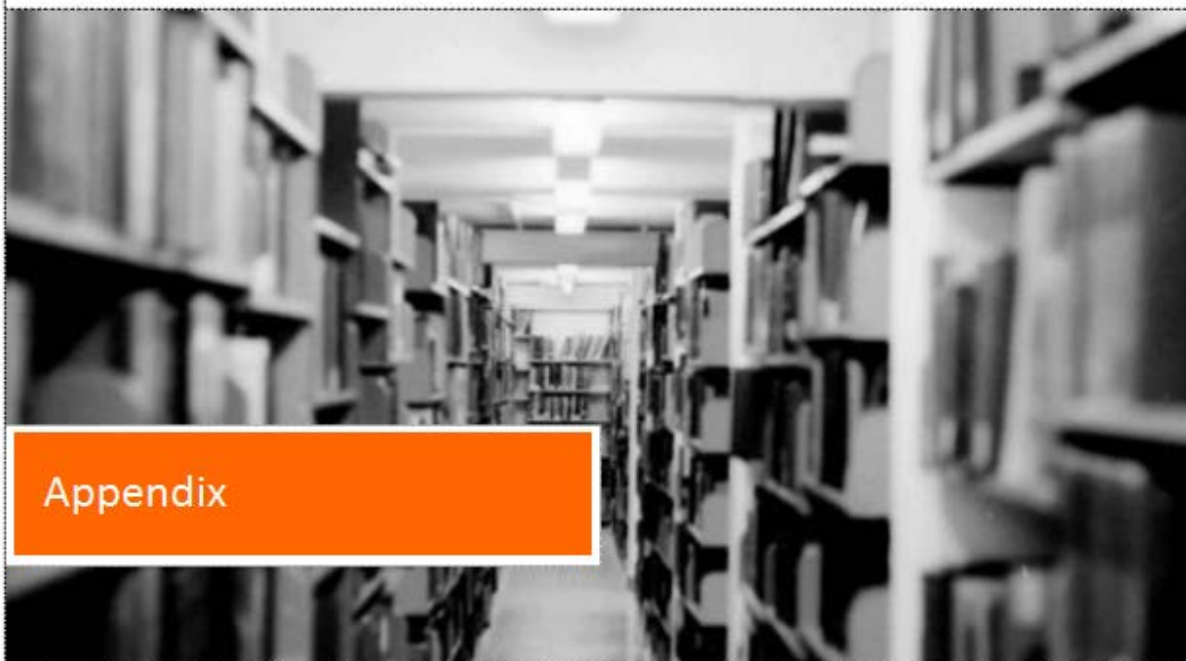
Monkey Bars
(1 of 7)



Soccer
(1 of 7)

* The complete photo booklet is included in the report appendix.

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Screener, Guide, and Assets

Focus Group Screener:



IDI Screener:



Focus Group Guide:



IDI Guide



Concepts & Moodboards:



Photo Card Exercise:



Collage Exercise Photos:



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Thank you!
info@zeitgeistresearch.com

Connect with us on **LinkedIn**.

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Appendix L

FFY2016 Training List



FFY2016 AzNN Trainings

Operations
AzNN 101
Annual Policies and Procedures Training
Curricula Training
Serving Up MyPlate... A Yummy Curriculum
MyPlate for MyFamily
CATCH Early Childhood
Evaluation
Semi-Annual Report Table (SART)
WellSAT 2.0
MyPlate for MyFamily Impact Evaluation
School Health Evaluation
Go NAPSACC
Summer Food Service Program Evaluation
SART Refresher
Capacity Building
Safe Routes to School Webinar
Media Training
Health Literacy Workshop
Framing the Message Workshop
Annual Conference
Safe Routes to School Workshop
Physical Activity Leader (PAL) Training
What's New with Empower Webinar
Healthy Community Design Webinar Series (3 parts)
General Plan Workshops
Archived Webinars
Seeding the City: Strategies to Promote Urban Agriculture
Farmers Markets: Fresh Food Pops Up!
Growing Healthier Schools: Bringing Agriculture into Classrooms, Cafeterias, and Schoolyards
Healthy Food Retail 101
Strategies to Reduce Sugar-Sweetened Beverage Consumption
Safe Routes to School & the Law
Shared Use: Maximizing Potential of School Facilities
Bringing Water Back to School
Eight Elements of a Strong Policy
Liability 101: Understanding and Overcoming Common Obstacles
Public Health Advocacy vs. Lobbying: The Legal Basics
Learning Management System (LMS) Courses
MyPlate: Basic Introduction Course
Physical Activity for All Ages
Culturally and Linguistically Appropriate (CLAS)
Empower: Fruit Juice in Child Care Settings
Empower: Sedentary Activity and Screen Time in Child Care Settings
Empower: Family Style Meals in Child Care Settings
Empower: Physical Activity 0-12***
Baby Friendly Hospitals Initiative Courses***

Appendix M

FFY2017 Evaluation Framework Matrix



FFY16-18 Arizona SNAP-Ed Evaluation Framework Matrix¹

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

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
1	Increase availability of healthy food retail, including mobile vendors, farmers' markets, corner/country stores, and grocery stores.	Number of communities that will be reached (SART)	% of communities reached (SART)	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 (STAT)	MT5,7 Increase in scores for healthy retail PSEs, Year 4 (STAT)	LT10,12 Sustained increase in scores for healthy retail PSEs, Year 6 (STAT)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)
			% of retailers assessed (SART)					
			Number assessments completed Number intended for assessment					
			SINGLE PARTNER TRACK					
Number of meetings with leaders/ managers (SART)	COALITION TRACK	Number of leaders/managers met with/trained (SART)						
Number of meetings with multi-sector partnerships(SART)		ST8 Scores for multi-sector partnerships, Year 1 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 3 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 5 (WCFI)	R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS)	R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)		

¹ Revised August 2016 for use in Fiscal Year 2017

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
2	Encourage participation in community, home, school, and child care gardens.	Number of communities where gardens will be promoted (SART)	<p>% of communities reached (SART)</p> <p>Number of meetings with community/site leaders (SART)</p> <p>Number of community and site leaders met with/trained (SART)</p> <p>Number of gardening trainings provided to SNAP eligibles (EARS)</p> <p>Number of SNAP eligibles who receive gardening training (EARS)</p>	<p>ST5 Qualitative data related to readiness and capacity for gardening (SARN)</p> <p>ST5 Baseline number of gardens in communities reached, Year 1 (SART)</p>	<p>MT5 Qualitative data related to adoption of garden supports (SARN)</p> <p>MT5 Increase in number of gardens in communities reached, Year 3 (SART)</p>	<p>LT5 Qualitative data re: implementation of garden supports (SARN)</p> <p>LT5 Sustained increase in number of gardens in communities reached, Year 5 (SART)</p>	<p>LT10 Number schools/ child care programs certified by ADHS to serve garden produce onsite (SART)</p> <p>R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS)</p> <p>R2 Behavior change among youth toward increased adherence to national guidelines for fruits and vegetable intake (YRBSS)</p>	<p>R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)</p> <p>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)</p>

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS		
3	Start and expand Farm to School, Farm to Child Care, Farm to Worksite programs.	Number of sites that will be reached (SART)	% of sites reached (SART)	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 (SART)	LT10 Sustainability Plan – % of farm to institution sites that have multi-year contracts in place (SART) <or> Number Schools/child care programs certified by ADHS to serve garden produce onsite (SART) R2 Behavior change among youth toward increased adherence to national guidelines for fruits and 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)		
			SINGLE PARTNER TRACK						LT12c Jurisdictional support for marketing of locally grown foods for Farm to Institution programs, Year 5 (TBD)	
			Number of meetings/trainings with leaders (SART)	ST5 % of sites reached that have an action plan, Year 2 (SART)	MT5 % of sites reached that are implementing action plans, Year 4 (SART)					
			Number of leaders/managers met with/trained (SART)							
COALITION TRACK										
			Number of meetings with multi-sector partnerships (SART)	ST8 Scores for multi-sector partnerships, Year 1 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 3 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 5 (WCFI)	R2 % of low-income adults who meet fruit and vegetable guidelines (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	
4	Support implementation and promotion of the Summer Food Service Program (SFSP).	Number of communities that will be reached (SART)	% of communities reached (SART)		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)	
			Number of meetings with current and/or potential SFSP leaders (SART)	EXISTING SFSPs					
			Number SFSP assessments completed Number intended for assessment (SART)	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 (SART)		
				NEW SFSPs					
			ST5 Number of current SFSPs in communities reached, Year 1 (SART)	MT5 Increase in number of SFSP sites, Year 3 (SART)	LT5 Increase in number of SFSP sites, Year 5 (SART)				

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

Strategy Number	Description of Strategy	INTENDED REACH	PROCESS INDICATOR	STO (0-1 Yr) INDICATORS	MTO (2-3 Yrs) INDICATORS	LTO (3-5 Yrs) INDICATORS	LONGER TO (5+ Yrs) INDICATORS	LONGEST TO (7+ Yrs) INDICATORS
6	Build capacity to implement active living policy at the community level and by community organizations.	Number of communities that will be reached (SART)	% of communities reached (SART)	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)	LT6,MT10 Increase in 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. <i>Let's Move!</i> , Year 5 (TBD)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)
		Number of sites that will be reached (SART)	Number of sites where people are trained on active living policy (SART)					
COALITION TRACK								
		Number of meetings with multi-sector partnerships (SART)	Number of meetings with multi-sector partnerships (SART)	ST8 Scores for multi-sector partnerships, Year 1 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 3 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 5 (WCFI)	R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS)	R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)
							R7 Behavior change among youth toward increased adherence to national PA guidelines (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
7	Promote participation in and use of area physical activity resources, including partnerships with parks and trails organizations, and other community organizations.	Number of sites that will be reached (SART)	% of sites reached (SART)	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)	LT6,MT10 Increase 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. <i>Let's Move!</i> , Year 5 (TBD)	R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)
			% of physical activity resources assessed (SART)					
			Number assessments completed Number intended for assessment					
			SINGLE PARTNER TRACK					
Number of planning meetings with PA partners (SART)								
COALITION TRACK								
			Number of meetings with multi-sector partnerships (SART)	ST8 Scores for multi-sector partnerships, Year 1 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 3 (WCFI)	ST8 Increase in scores for multi-sector partnerships, Year 5 (WCFI)	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)	

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 (SART)	% of communities reached (SART) Number of planning meetings with PA partners (SART)	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, 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, 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 (SART) 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)

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9	Use point-of-decision (POD) prompts to encourage use of stairs.	Number of sites that will be reached (SART)	% of sites reached (SART) Number of meetings with site leadership (SART)	ST5 Qualitative data re: readiness and capacity for using POD prompts (SARN) ST5 % of sites that have POD prompts, Year 1 (SART)	MT6 Increase in % of sites contacted that adopt POD prompts, Year 3 (SART) MT6 Number of people reached by POD prompts, Year 3 (SART)	LT6 Increase in % of sites contacted for POD prompts that have implemented them, Year 5 (SART) LT6 Increase in number of people reached by POD prompts, Year 5 (SART)	LT10 Sustainability of POD prompts - All sites that have adopted POD prompts have a plan to keep them displayed, Year 5 (SART) 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)

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

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 (SART)	Number of meetings with school and LEA leadership (SART)	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)	
			% of schools reached that are provided TA and training on <i>menu labeling and/or classroom curricula</i> (SART)	CLASSROOM CURRICULA					
			Number of train-the-trainer trainings and/or TA with teachers on <i>nutrition education curricula</i> (SART)		MT5 Implementation score for <i>Health Education</i> , Year 2 (NHSAC)	LT5 Increase in <i>at least two</i> implementation scores for <i>Health Education</i> , Year 4 (NHSAC)			
			MENU LABELING						
			Number of trainings and/or TA with administrators, teachers, or food service staff on <i>menu labeling</i> (SART)	ST5 % of schools that have nutrition info for school meals available to <i>students</i> , Year 1 (SART) ST5 % of schools that have nutrition info for school meals available to <i>parents</i> , Year 1 (SART)	MT5 Increase in % of schools that have nutrition info for school meals available to <i>students</i> , Year 3 (SART) MT5 Increase in % of schools that have nutrition info for school meals available to <i>parents</i> , Year 3 (SART)	LT5 Participating schools have nutrition info for school meals available to <i>students AND parents</i> , Year 5 (SART)		R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)	

ALSO WORKING IN STRATEGY 10								
			% of schools assessed (SART): <u>Number assessments completed</u> Number contacted for assessment	ST5 LWP <i>Nutrition Education</i> and <i>School Meals</i> Scores, Year 1 (WellSAT 2.0, NE and SM Number11)	MT5 Increase in LWP <i>Nutrition Education</i> and <i>School Meals</i> Scores, Year 3 (WellSAT 2.0, NE and SM Number11)	LT5 Increase in LWP <i>Nutrition Education</i> and <i>School Meals</i> Scores, Year 5 (WellSAT 2.0, NE and SM Number11)	LT10 Mastery-level LWP scores for <i>Nutrition Education</i> and <i>School Meals</i> , Years 7+ (WellSAT 2.0, NE and SM Number11)	

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12	Support comprehensive school physical activity programming (CSPAP).	Number of schools that will be reached (SART)	<p>Number of meetings with school and LEA leadership (SART)</p> <p>% of schools assessed (SART):</p> <p><u>Number assessments completed</u> Number intended for assessment</p> <p>Number of trainings and/or TA with schools on CSPAP (SART)</p> <p>% of schools reached that are provided TA and training on CSPAP (SART)</p>	ST5 Qualitative data re: readiness and capacity related to CSPAP (SARN)	<p>MT6 Qualitative data re: adoption of PA supports (SARN)</p> <p>MT6 Implementation score for PE and Other PA, Year 2 (NHSAC – PE/PA)</p>	LT6 Increase in <i>at least two</i> implementation scores for PE and Other PA, Year 4 (NHSAC – PE/PA)	<p>LT10 Sustainability Plan – Formalized CSPAP, Years 6+ (CSPAP CDC Guide Checklist & Template)</p> <p>R7 Behavior change among youth toward increased PA meeting national guidelines (YRBSS)</p>	<p>R9 Healthy weight - % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)</p> <p>R9 Healthy weight - % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)</p>
				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)		

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13	Support development, implementation, and evaluation of food and beverage and physical activity (PA) policies and environments consistent with the Empower standards.	Number of ECEs that will be reached (SART)	<p>Number of meetings with ECE leadership (SART)</p> <p>% of ECEs assessed (SART):</p> <p>Number Go NAP SACCs completed</p> <p>Number intended for assessment</p> <p>Number of trainings and/or TA with ECE staff on nutrition and PA (SART)</p> <p>% of ECEs reached that are provided TA and training on nutrition and increasing PA opportunities (SART)</p>	<p>ST5 Score for Nutrition PSEs, Year 1 (Go NAP SACC - Child Nutrition)</p> <p>ST5 Score for PA PSEs, Year 1 (Go NAP SACC - Infant & Child PA)</p> <p>ST5 Qualitative data re: readiness and capacity related to nutrition and PA policies and environments (SARN)</p>	<p>MT5 Increase in score <i>in at least 1 area</i> for Nutrition PSEs, Year 3 (Go NAP SACC - Child Nutrition)</p> <p>MT6 Increase in score <i>in at least 1 area</i> for PA PSEs, Year 3 (Go NAP SACC - Infant & Child PA)</p> <p>MT5 Qualitative data re: adoption of nutrition supports (SARN)</p> <p>MT6 Qualitative data re: adoption of PA supports (SARN)</p>	<p>LT5 Increase in score in <i>at least two areas, including Education & Professional Development</i>, for Nutrition PSEs, Year 5 (Go NAP SACC - Child Nutrition)</p> <p>LT6 Increase in score <i>at least two areas, including Education & Professional Development</i>, for PA PSEs, Year 5 (Go NAP SACC - Infant & Child PA)</p>	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)	<p>R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary and PA guidelines (YRBSS)</p> <p>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)</p> <p>R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)</p>

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

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15	Improve capacity of child care providers to provide children with opportunities for PA throughout the day, including outside play when possible.	Number of ECEs that will be reached (SART)	<p>Number of meetings with ECE leadership (SART)</p> <p>% of ECEs assessed (SART):</p> <p>Number Go NAP SACCs completed</p> <p>Number intended for assessment</p> <p>Number of trainings and/or TA with ECE staff on increasing PA (SART)</p> <p>% of ECEs reached that are provided TA and training on increasing PA opportunities (SART)</p>	<p>ST5 Baseline score for PA PSEs, Year 1 (Go NAP SACC – Infant & Child PA)</p> <p>ST5 Qualitative data re: readiness and capacity of the ECE for providing PA opportunities (SARN)</p>	<p>MT6 Increase in score in <i>at least Time Provided</i> for PA PSEs, Year 3 (Go NAP SACC – Infant & Child PA)</p> <p>MT6 Qualitative data re: adoption of PA supports (SARN)</p>	<p>LT6 Increase in score in <i>at least Time Provided</i> and <i>Education & Professional Development</i> for PA PSEs, Year 5 (Go NAP SACC – Infant & Child PA)</p>	<p>LT10 Sustainability Plan - Evidence that the program or site has a formal sustainability plan for PA, Year 7 (TBD)</p>	<p>R7 Behavior change among youth toward increased PA meeting national guidelines (YRBSS)</p> <p>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)</p> <p>R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (AzNN Data)</p>

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16	Provide evidence-based healthy eating and active living education in support of policy, system, and environmental change strategies to eligible audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.	Number of class series planned (SART)	EVALUATION OF YOUTH DE					R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)
			% of Youth <i>DE series</i> ² completed (SART): <u>Number participating series completed</u> Number participating series planned % of participants who complete pre-post assessments (cover sheet): <u>Number who completed pre-post surveys</u> Number invited to complete surveys	ST1 Increase in MyPlate knowledge scores, pre to post (KAN-Q) ST3 Increase in PA knowledge 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 (YRBSS)	R1,2,4,5,7 Population-level behavior change among youth toward sustained increased adherence to national dietary and PA guidelines (YRBSS)	
			EVALUATION OF ADULT DE					
			% Adult <i>DE Series</i> ³ completed (SART) : <u>Number participating series completed</u> Number participating series planned % of participants who complete pre-post assessments (cover sheet): <u>Number who completed pre-post surveys</u> Number invited to complete surveys		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 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)	

² The following curricular series are approved for use with the KAN-Q, starting in FY17: Serving Up MyPlate; Kid Quest; Healthy Classrooms, Healthy Schools (10-lesson series); Nutrition Pathfinders; Nutrition Voyage (9-lesson series); CATCH Kids Club Basic Concepts Series; The Great Garden Detective

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

SART = Semi-Annual Report Table

SARN = Semi-Annual Report Narrative

BRFSS = Behavioral Risk Factor Surveillance System

STAT = 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, formerly known as the AzNN Youth Survey

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