**AZ HEALTH ZONE**

# Policies and Procedures

**Federal Fiscal Year 2020**

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# Acronyms

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

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

# Introduction

## Contents

## SNAP-Ed Goal and Focus

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

The focus of SNAP-Ed is:

- Implementing strategies or interventions, among other health promotion efforts, to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle;

  and

- Primary prevention of diseases to help the SNAP-eligible population that has risk factors for nutrition-related chronic disease, such as obesity, prevent or postpone the onset of disease by establishing healthier eating habits and being more physically active.

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

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

As SNAP-Ed nutrition education and obesity prevention activities and interventions are grounded in the DGA, project messaging and activities may be based on any or all of the recommendations or messages in the DGA, including promoting foods and nutrients to increase as well as foods and food components to reduce. FNS has determined that SNAP-Ed funds may not be used to convey negative written, visual, or verbal expressions about any specific brand of food, beverage, or commodity (referred to as disparaging; for more information see Chapter 3: Disparaging Messages). Such messaging about specific brands is not an acceptable part of SNAP-Ed.

## AZ Health Zone Key Behavioral Outcomes

The focus of AZ Health Zone program efforts is on the following behavioral outcomes for SNAP-Ed participants in order to magnify the impact of SNAP-Ed:

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

SNAP nutrition education and obesity prevention services are any combination of educational strategies, accompanied by policy, system, or environmental (PSE) supports, designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of the target audience. Nutrition education and obesity prevention services are delivered through multiple venues and involve activities at the individual, community, and appropriate policy levels. Acceptable policy-level interventions are activities that encourage healthier choices based on the current DGA.

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

Evidence may be related to obesity prevention target areas, intervention strategies, and/or specific interventions. SNAP-Ed services may also include emerging strategies or interventions, which are community- or practitioner-driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Emerging strategies or interventions require a justification for a novel approach and must be evaluated for effectiveness.

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

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

## SNAP-Ed Guiding Principles

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

The six SNAP-Ed Guiding Principles are as follows:

The SNAP-Ed Program:

1. Is intended to serve SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested federal assistance programs, and individuals residing in communities with a significant low-income population.

2. Includes nutrition education and obesity prevention services consisting of any combination of educational strategies, accompanied by environment-related PSE interventions, demonstrated to facilitate adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of SNAP participants and low-income individuals eligible to participate in SNAP and other means-tested federal assistance programs as well as individuals residing in communities with a significant low-income population. Nutrition education and obesity prevention services are delivered through partners in multiple venues and involve activities at the individual, interpersonal, community, and societal levels. Acceptable policy interventions are activities that encourage healthier choices based on the currentDGA.

3. Has the greatest potential impact on behaviors related to nutrition and physical activity in the overall SNAP low-income population when it targets low-income households with SNAP-Ed-eligible women and children.

4. Uses evidence-based, behaviorally-focused interventions and can maximize its national impact by concentrating on a small set of key local outcomes supported by evidence-based direct education, multilevel interventions, social marketing, PSE change efforts and partnerships. Evidence-based interventions based on the best available information must beused.

5. Can maximize its reach when coordination and collaboration takes place among a variety of stakeholders at the local, state, regional, and national levels through publicly- or privately-funded nutrition intervention, health promotion, or obesity preventionstrategies.

6. Is enhanced when the specific roles and responsibilities of local, state, regional, and national SNAP agencies and SNAP-Ed providers are defined and put intopractice.

## Program Approach

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

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

Local Implementing Agencies (LIAs) should align all program efforts with the goal of SNAP-Ed to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose active lifestyles consistent with the current DGA and ChooseMyPlate.gov.

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

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

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

## A Social-Ecological Model for Food & Physical Activity Decisions

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

DATA SOURCES: Adapted from: (1) Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. National Center for Chronic Disease Prevention and Health Promotion. Addressing Obesity Disparities: Social Ecological Model. Available at: http://www.cdc.gov/obesity/health_equity/addressingtheissue.html. Accessed October 19, 2015. (2) Institute of Medicine. Preventing Childhood Obesity: Health in the Balance, Washington (DC): The National Academies Press; 2005, page 85. (3) Story M, Kaphingst KM, Robinson-O'Brien R, Glanz K. Creating healthy food and eating environments: Policy and environmental approaches. Annu Rev Public Health 2008; 29:253-272.

**Examples of Potential SNAP-Ed Activities**

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

• Conducting nutrition education based on DGA including: following a healthy eating pattern across the lifespan; focusing on a variety, nutrient density, and amount within each food group; limiting calories from added sugars and saturated fat, reducing sodium intake, and shifting to healthier food and beverage choices.
• Conducting individual or group educational sessions on achieving and maintaining a healthy body weight based on the DGA. These sessions could include measuring height and weight or using self-reported height and weight to determine body mass index (BMI). Measurement and communication of weight status should be done with careful consideration of the sensitive and personal nature of this information. Consider if this is truly necessary for the effectiveness of the intervention, and what actions to take in order to prevent stigmatizing and alienating participants.
• Integrating nutrition education into ongoing physical activity group interventions based on the Health and Human Services Physical Activity Guidelines.
• Implementing classes to build basic skills such as cooking.
• Sponsoring multi-component communication activities to reinforce education, such as interactive websites, social media, visual cues, and reminders like text messages.

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

- Developing and implementing nutrition and physical activity policies at organizations with high proportions of people eligible for SNAP-Ed, such as worksites that employ low-wage earners or eligible youth- and faith-based organizations.
- Collaborating with schools and other organizations to improve the school nutrition environment, including providing nutrition education classes as well as serving on school wellness committees or School Health Advisory Councils (SHACs).
- Coordinating with outside groups to strategize how healthier foods may be offered at sites such as emergency food sites frequented by the target audience.
- Establishing community gardens in low-income areas, such as public housing sites, eligible schools, and qualifying community sites.
- Providing consultation, technical assistance, and training to SNAP-authorized retailers in supermarkets, grocery stores, local corner or country stores to provide evidence-based, multi-component interventions.
- Working to bring farmers' markets to low-income areas, such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits.
- Coordinating with the WIC Program to promote and support breastfeeding activities.

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

- Working with local governments to develop policies for eliminating food deserts in low-income areas.
- Collaborating with community groups and other organizations, such as food or nutrition policy councils, to improve food, nutrition, and physical activity environments to facilitate the adoption of healthier eating and physical activity behaviors among the low-income population.
- Serving on other relevant nutrition- and/or physical activity-related state and local advisory panels, such as school wellness committees and State Nutrition Action Committees (SNAC).
- Providing technical assistance to a local corner or convenience store to create a designated healthy checkout lane.
- Facilitating the reporting of statewide surveillance and survey data on nutrition indicators among the population that is eligible to receive SNAP benefits.
- Providing obesity prevention interventions at settings such as schools, child care centers, worksites, community centers, places of worship, community gardens, farmers' markets, food retail venues, or other settings with a low-income population of 50 percent or greater.
- Conducting social marketing campaigns targeted to SNAP-Ed eligible populations about the benefits of physical activity.

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

# Chapter 1:

# Program Administration

## Contents

## Local Implementing Agencies and Subcontractors

**Policy**

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

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

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

LIAs are responsible for providing orientation to new staff on program responsibilities, regulations, and requirements. LIAs may request in-service trainings for staff from the State Implementation Team (SIT).

LIAs are expected to perform Management Evaluations on subcontractors at least one time a year. This must include a fiscal and programmatic review. LIAs will utilize the ME tool (Appendix A). If LIAs would like to use a different tool, LIAs need to send it to the SIT for approval before use.

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

## Contract Timeline and Financial Responsibility

**Contract Timeline**
The contract start date is the date the contract is signed by the SIT and the LIA, but no earlier than October 1. It is possible that a contract will not begin on October 1 if there are delays in the procurement process due to errors, there is a need for multiple revisions, there is a delay in USDA approval of the AZ Health Zone Annual Plan, or in the event that Congress does not approve the United States' federal budget in time. Timelines for individual contracts are defined on the contract's Special Terms and Conditions or Award page.

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

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

**Financial Responsibility of LIA**
The AZ Health Zone is subject to the USDA SNAP Reimbursement Structure. LIA contracts shall use the practices, procedures, and standards specified in and required by the Accounting and Auditing Procedures Manual for Arizona Department of Health Services-funded programs.

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

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

All records of the LIA must be retained for three (3) years from Federal Fiscal Year closure. This requirement applies to all fiscal records, reports, and client information.

## Amendments and Changes

**Policy**

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

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

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

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

Mid-year amendment requests for the current fiscal year must be submitted, complete with supporting documentation, to SIT no later than February 28th.

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

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

**Programmatic Amendments and Changes**:

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

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

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

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

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

**Budgetary Amendments:**

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

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

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

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

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

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

**Budgetary Changes**

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

Please note that budgetary changes will only be considered if there is an extenuating circumstance or unforeseen change that requires a budgetary change.

Changes can fall into two categories:

1. Requesting an increase in budget amounts for approved budget items/cost, or
2. Requesting non-budgeted item/cost, for an expense not initially included in the approved annual budget.

**All budgetary change requests must be submitted and approved PRIOR to purchase.**

LIAs must provide a written request to the SIT Operations Team.

**Increases in Budget Amounts** are any item/cost that is specifically listed in the approved budget but additional items/services are required. Requests relate to increase the amount of items or group of items (e.g., Office Supplies, Garden Supplies or Food Demo Supplies). For groups of supplies, only items specifically listed under the grouping in the budget will be approved under this section.

For requests that are for many items under one project, provide all items under one request with the details of the project and not individually.

Provide the following:

1. Name/type of item
2. Purchase amount
3. Number of sites, individuals, gardens, etc., that this extended amount will cover
4. General description of the plan for use.
5. If funds need to be moved among line items
6. Amount originally budgeted and total of all related requests year to date. (Ex-Original budget for paper was $50, current request is $50, total to date costs are $150 because this is the 2nd additional $50 request for paper.

**Requesting Non-budgeted item/costs** are ANY expense that is not specifically listed in the approved budget. Ex-A spade would be considered a Garden Supply but if it was not specifically listed in the budget as an item under this heading, then it requires approval.

Provide the following in an initial email request:

1. Description of the item
2. Quantity,
3. Cost
4. General description of how the item/cost will be utilized.

The following additional information may be required after original review.

5. **What:** Hyperlink to item
6. **Why:** Description of need and what strategy or project it will support(justification)
7. **Who:** Description of who (staff or participants) requires the supplies - Are staff 100% SNAP-Ed funded?
8. **Amount:** Quoted price to include estimated taxes and shipping—Will expense be cost shared with another funding source? If so, please indicate amounts for each.
9. **Budget:** Indicate where the expense (line item) was budgeted in your annual budget, if moving between AZ Health Zone budget lines; indicate which lines you will be moving to and from.
10. **Budget total:** As well as the providing the originally budgeted amount, provide the year to date total for requests for the item/cost.

Keep in mind that all requests are subject to ADHS Audit and USDA determination of allowable, reasonable and necessary. Per the FY20 SNAP-Ed Guidance the following questions should be considered.

- Is the good or service necessary to carry out essential functions of the program?
- Can the purchase be avoided without adversely affecting the program's operations?
- Has the agency performed an inventory of current items prior to new purchases? As may be the case with Nutrition Education Reinforcement Items (NERI).
- Has the agency significantly deviated from established practices and policies regarding the purchase?

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

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

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

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

## Staffing

**Policy**

It remains the responsibility of each LIA participating in the AZ Health Zone Program to ensure staff are qualified and have all necessary documentation available. To ensure nutrition education activities are of good quality and provide accurate, relevant information to the target audience, it is essential to have the input of trained nutrition professionals when developing classes or materials, as well as planning other nutrition education materials or messages.

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

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

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

**Nutrition**
Registered dietitian nutritionist: Shall have a minimum of an undergraduate degree from an accredited institution* in nutrition (dietetics, community nutrition, public health nutrition, nutrition education, human nutrition, or nutrition science), home economics or biochemistry with an emphasis in nutritional sciences, and be certified by the Commission on Dietetic Registration as a registered dietitian nutritionist (RDN). Previous community health experience and/or a Master's degree in a related subject are desirable.

**Physical Activity**
Physical activity coordinator: Must be certified through a National Commission for Certifying Agencies (NCCA) accredited institution and have three (3) years of experience; or must have a Bachelor's degree in Exercise Science or related field and two (2) years of experience; or must have a Bachelor's degree in Exercise Science or related field and a have a certificate through an NCCA-accredited institution and one (1) year of experience. The preferred candidate will have or be working towards attaining the Physical Activity and Public Health certification through the American College of Sports Medicine (an NCCA-accredited institution). To find out more about NCCA accredited institutions for fitness and wellness, visit www.credentialingexcellence.org.

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

## Fingerprint Clearance Requirements

**Policy**

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

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

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

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

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

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

## Coordination and Collaboration Requirements

**Policy**

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

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

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

## Memorandum(a) of Agreement

**Policy**

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

The following statements are required on an MOA:

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

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

## Qualifying Sites

**Policy**

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

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

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

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

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

Activities at all sites must align with the LIA's work plan. The strategy and activity that will occur at the sites must be included in each request.

**Procedures**

All LIAs shall first qualify a site based on instructions provided in the Site Qualifying Data Instructions (below) and on the AZ Health Zone Website. New Qualifying Site requests are completed any time LIAs wish to add a site to a project. Documentation of low income must be provided to qualify all sites where activities will be provided.

Low-income documentation can be provided through a number of sources; for example, American Community Survey (ACS or Census) data, CACFP (Child and Adult Care Food Program), NSLP (National School Lunch Program) Report and/or participation in other eligible programs. Details for obtaining low-income documentation are provided below and on the AZ Health Zone website.

All requests are completed in SEEDS and are reviewed and approved by SIT. l. Alternative delivery sites requests are reviewed by SIT and must be approved by USDA. Detailed guidance for entering new site requests in SEEDS is located in the SEEDS User Guide. The initial review by the SIT may take 7 to 10 business days. Additional time may be required for further review and discussion with the LIA. Once approved, the LIA is notified and the new site can then be mapped to strategies and activities within the SEEDS system.

Sites must be qualified using a third party data source. You may not ask individuals for personal income data to determine whether the target audience is low income. Public disclosure of SNAP participation is not allowed by USDA. Examples of data sources used to qualify sites include (but are not limited to):

- **Census - ACS Data**: Provides percentage of population at or below 185 percent Federal Poverty Level.

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

- **National School Lunch Program Report (NSLP)**: The USDA Income Guidelines for reduced-price meals are equal to 185 percent of the Federal Poverty Level. Therefore, if 50 percent or more of the students at that particular school qualify for Free or Reduced Meals, the school is eligible to receive SNAP-Ed.

- **Community Eligibility Provision (CEP)**: The CEP provides an alternative to household applications for free and reduced-price meals in local educational agencies (LEAs) and schools in high-poverty areas. To be eligible, LEAs and/or schools must:
  o meet a minimum level (40 percent) of identified students for free meals in the year prior to implementing the CEP;
  o agree to serve free lunches and breakfasts to all students;
  o not collect free and reduced-price applications from households in participating schools;
  o and agree to cover with non-federal funds any costs of providing free meals to all students above amounts provided in federal assistance.

  These schools would be eligible for SNAP-Ed. SNAP-Ed providers implementing this targeting strategy should consider the resource and staffing limitations inherent in providing SNAP-Ed at all eligible schools.

- **Participation in other eligible programs (i.e., CSFP, SFSP, Head Start, SNAP, WIC, SSI, TANF, AHCCCS, FINI, etc.)**: For example, a DES office would qualify based on SNAP participation.

- **Worksite Wellness**
  A worksite would qualify for participation in the Worksite Wellness Program if 50 percent or more of its employees are paid an hourly wage less than or equal to $22.90; this equates to no more than 185 percent of the FPL for FFY 2019 for a household size of four. Arizona worksites that typically qualify using this method include agricultural, hospitality, retail, etc. Worksites would be required to complete a form verifying the site's eligibility using this method.

**Steps to Qualifying a Site Using United States Census Bureau Data:**

1. Click on https://geocoding.geo.census.gov/geocoder/geographies/address?form to search for the census tract by address. Your screen will look like this:
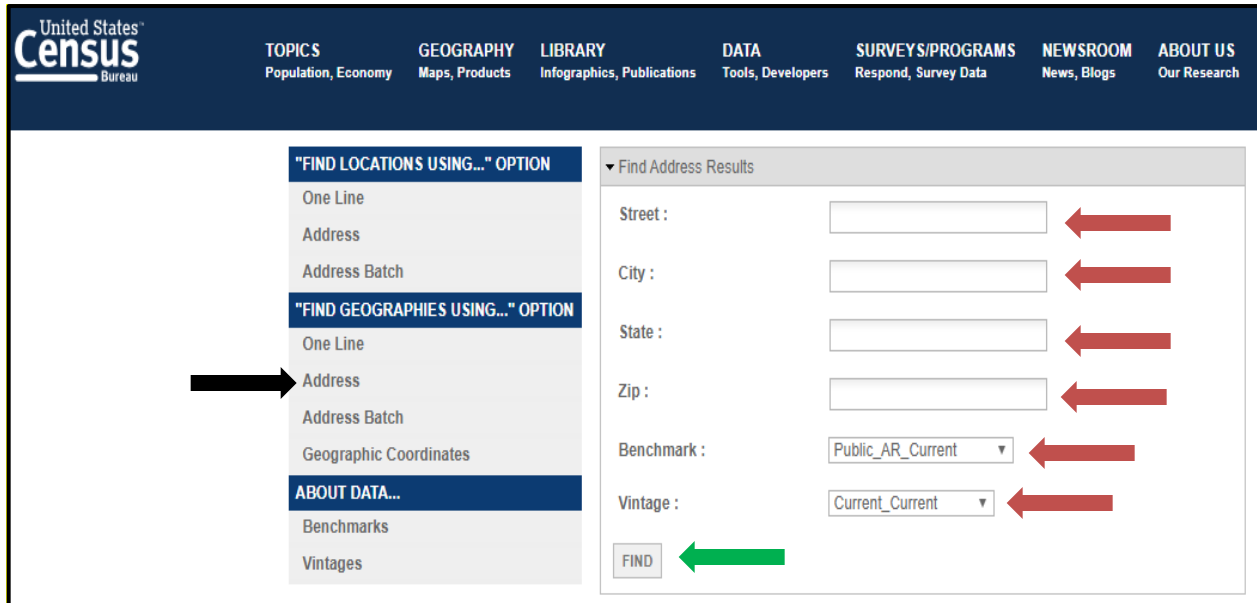


2. Under "Find Geographies Using Option", click on Address (see black arrow above).
3. Enter the Street Address, City, State and Zip. For Benchmark, select Public_AR_Current. For Vintage, select Current_Current (see red arrows above).

4. Click on FIND (see green arrow above). Your screen will look like this:
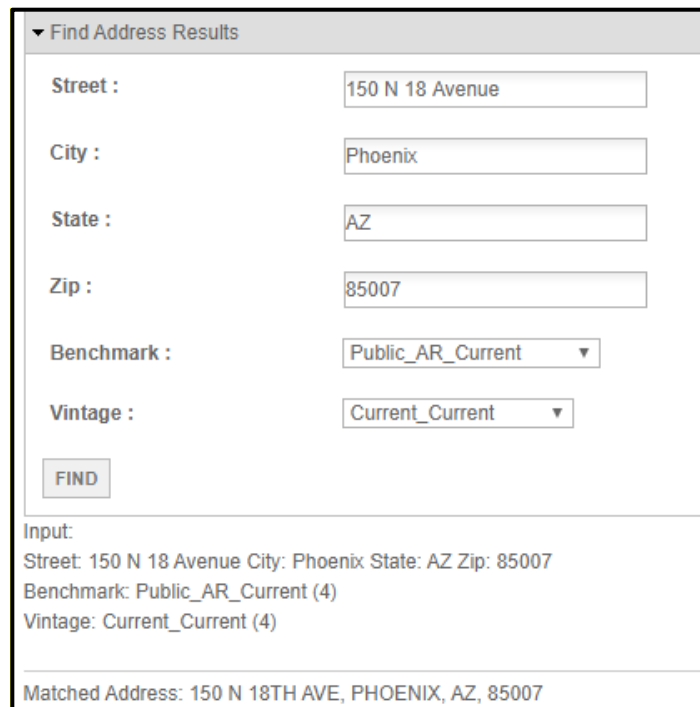
Scroll down to locate the census tract number.  In this example, the census tract number is 1143.01 (see red arrow below).
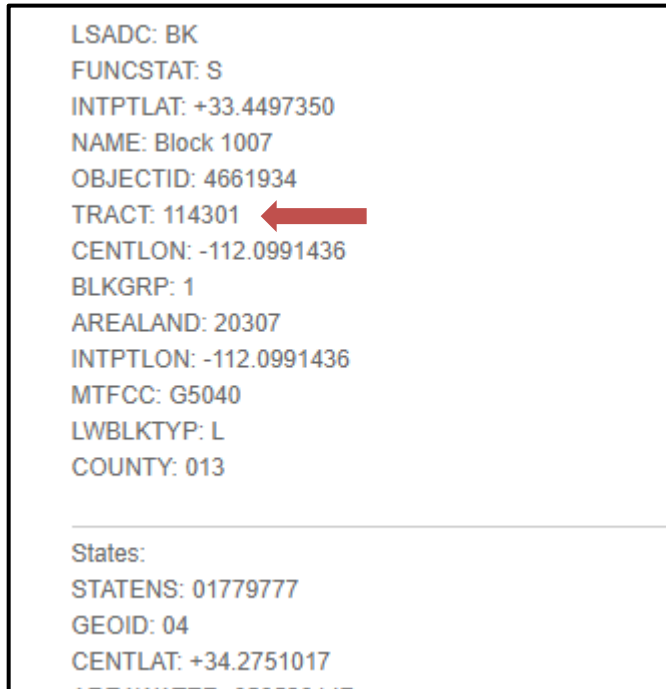


5.    Write down the census tract number.

6.    If you do not have a physical address, Census Tract numbers can also be identified utilizing latitude and longitude. There are various sites that can determine the latitude and longitude.

### Google Earth
Go to https://earth.google.com and click on Launch Earth in Chrome.
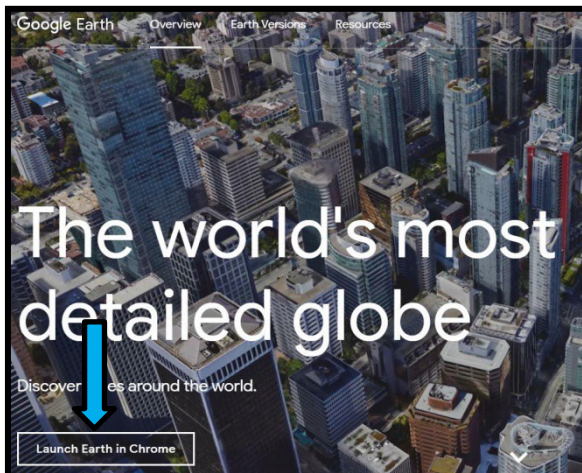
Click on the Search icon and type the place name, city and state in the search box.
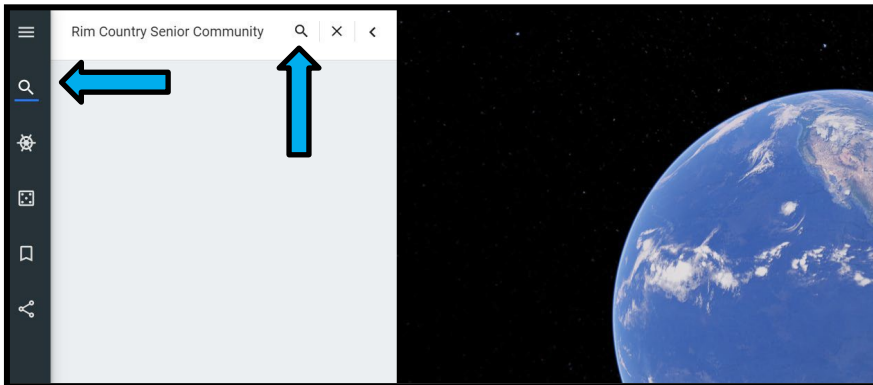


Click on search.



Your location is displayed on the map. Place your cursor on the red map location pin. The latitude/longitude is displayed at the bottom of the map. If Google Earth cannot find the location by name, zoom in on the area of the map for your site, find the site, place your cursor on the site and the latitude/longitude will be displayed at the bottom of the map.

**Google Maps**
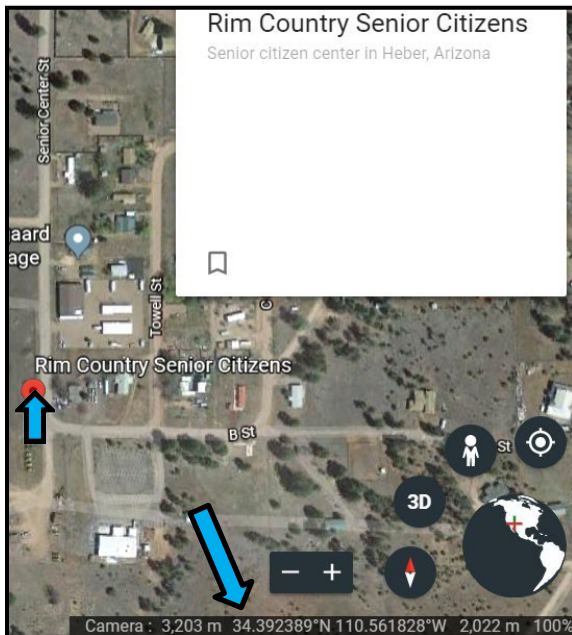
Go to https://www.google.com/maps and enter the place name, city and state in the search box. Click on search. The location will be displayed on the map.
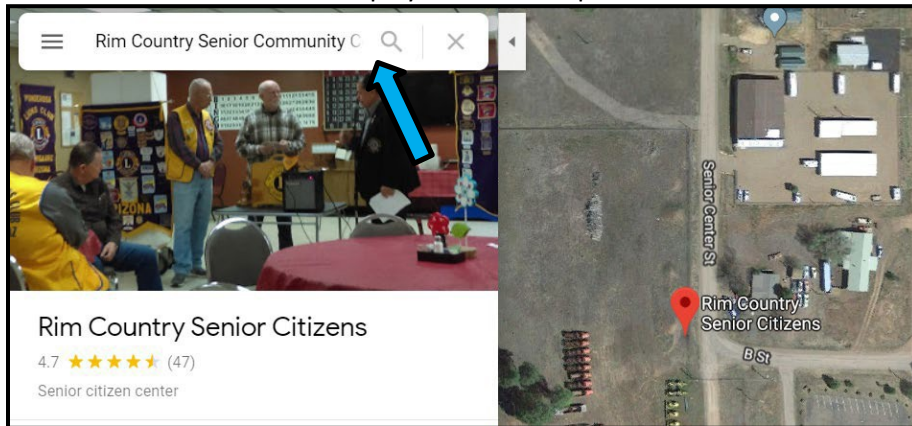


Right click on the red map location pin and select What's here?
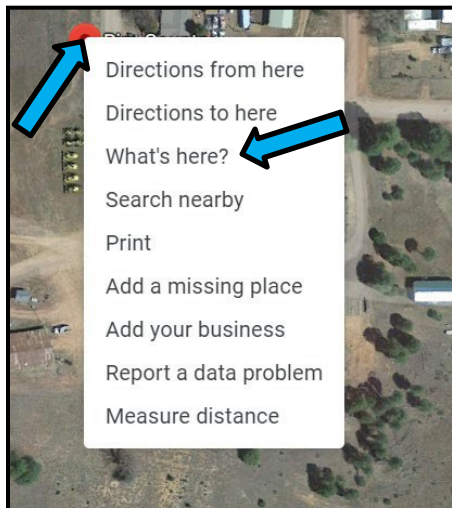


The latitude and longitude will be displayed in a pop up box at the bottom of the map.

**LatLong.net**

Go to https://www.latlong.net/ and enter a name of a place, city and state and click on Find. The latitude and longitude will be displayed.
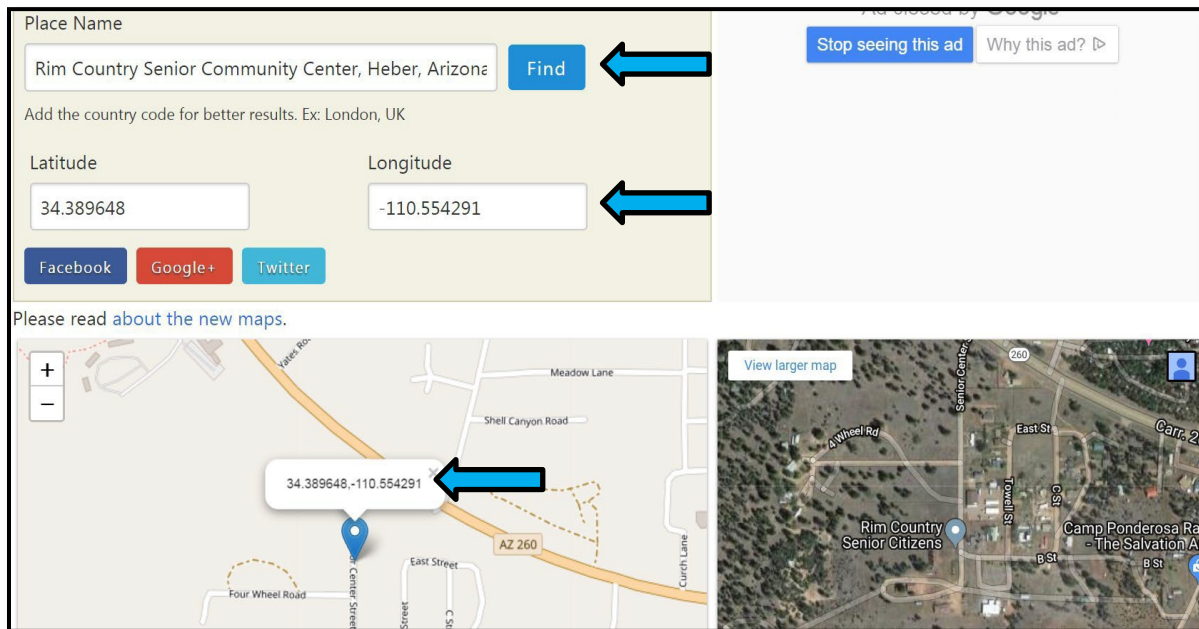


**Find Census Tract Using Latitude/Longitude**

The link below will help you locate the census tract from the longitude/latitude coordinates.

https://geocoding.geo.census.gov/geocoder/geographies/coordinates?x=-109.097419&y=32.726721&benchmark=4&vintage=4

Enter X (longitude) and Y (latitude). Click on Find.
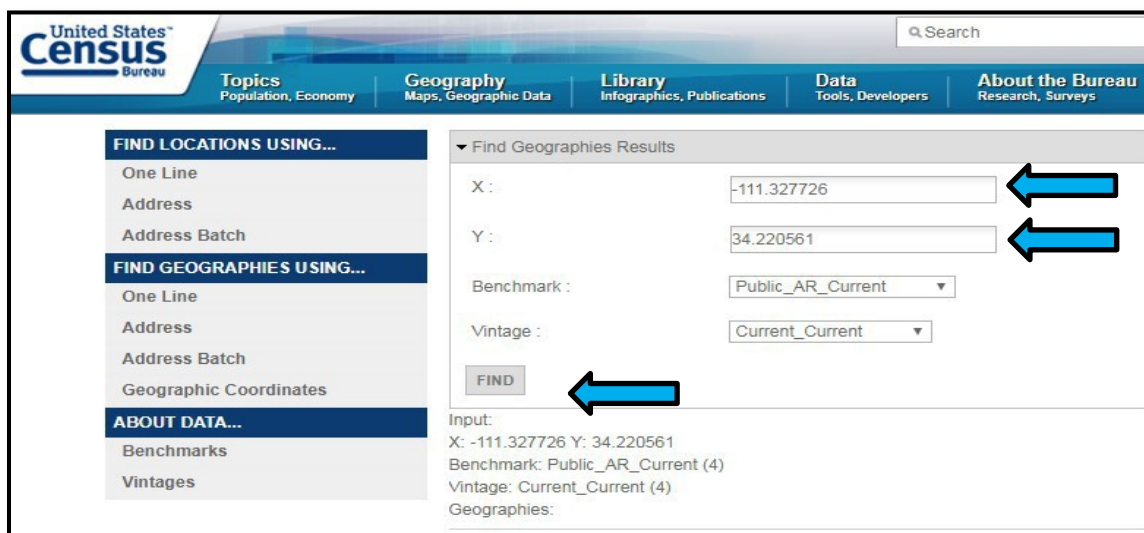


Scroll down to find the Census Tract info:
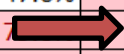
The locator found this area to be Census Tract 5.

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

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

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 1 | **2013-2017 US Census American Community Survey** | | | **Percent of Population with Incomes < 185% FPL** | | | | |
| 2 | **County** | **Census Tract** | | **Under 6** | **6 to 17** | **18 to 64** | **65 Plus** | **All Ages** |
| 513 | Maricopa | Tract 1139 | | 100.0% | 98.0% | 70.0% | 50.0% | 81.0% |
| 514 | Maricopa | Tract 1140 | | 100.0% | 100.0% | 52.0% | 49.0% | 58.0% |
| 515 | Maricopa | Tract 1141 | | 0.0% | 25.0% | 35.0% | 36.0% | 34.0% |
| 516 | Maricopa | Tract 1142 | | 100.0% | 97.0% | 79.0% | 47.0% | 80.0% |
| 517 | Maricopa | Tract 1143.01 | | 24.0% | 100.0% | 72.0% | | 72.0% |
| 518 | Maricopa | Tract 1143.02 | | 84.0% | 83.0% | 74.0% | 81.0% | 78.0% |
| 519 | Maricopa | Tract 1144.01 | | 78.0% | 91.0% | 66.0% | 95.0% | 73.0% |
| 520 | Maricopa | Tract 1144.02 | | 75.0% | 86.0% | 78.0% | 72.0% | 79.0% |

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

**NOTE:** To be eligible for this program, all sites must be 50 percent or greater. This example uses Census Tract 1143.01 and All Ages (indicated with blue arrows above). Other age groups listed in the ACS data are: Under 6 years, 6 to 17 years, 18 to 64 years and 65 years Plus. The age group you select must match the intended target audience. The All Ages group does cover any audience but, for example, if your intended audience is adults, you cannot qualify them using the Under 6 years data.

2. Document the data source, participant data, qualifying data, census tract number, and the date of the ACS report. Entry in SEEDS should look like this:

| County: * | Data Source: * |
|---|---|
| Yavapai | Census Data |
| **Qualifying Data: *** | **Census Tract: *** |
| All Ages | 1143.01 |
| **Participant Data: *** | **Report Date: *** |
| 72.00 | 2013-2017 ACS |

**Steps to qualifying a Site Using the National School Lunch Program (NSLP) & Community Eligibility Provision (CEP) data on the ADE website.**

Although the NSLP data is auto populated on the Qualifying Site Form, more current data may be found using the following steps.

1. Go to the ADE website at https://www.azed.gov/hns/frp/.
2. Click on the most current data available. This example shows SY 19-20.
3. Click on Excel or PDF to download and review the document.

## Free/Reduce-Price Percentage

Please Read: Important Notes for data consumers

- The report provides **claim** data for the month of **October** as re[...] body which is responsible for the administration of the National[...]
- All data is pertaining to children enrolled at locations that **partic**[...] location cannot technically be approved for free or reduced-pri[...]
- The Report is updated by January 30th
- Cells with an **asterisk(*)** indicate data has been suppressed to[...]
- The Site Level percentage for non-CEP entities is derived by **di**[...] price lunch eligible children by the **sum** of all free lunch eligible[...] eligible children
- Enrollment figures are as of the **last day in October**
- When using this data to determine Summer Food Service Prog[...] school reports 50%.
- F[...] any additional data needs, please visit our Data Manageme[...]

| SY 19-20 | SY 18-19 | SY 17-18 | SY 16-17 | SY 15-16 | SY 14[...] |

**If the above information is not applicable, please feel free to**[...]
Excel – File updated on 02/12/2020
PDF – File updated on 02/12/2020

4. Search for the site name and review the Program Participation column. This column will show if the data is Regular or Community Eligibility Provision data.

| Site Name | Site CTDS | Program Participation | Enrollment** | Published F/ |
|---|---|---|---|---|
| Westwood Elementary School | 0 | Regular or Provision 2/3 Base Year | 1145 | 93% |
| All Aboard Charter School | 078967101 | Regular or Provision 2/3 Base Year | 120 | 69% |
| Altar Valley Middle School | 100351103 | Community Eligibility Provision | 299 | 76% |
| Robles Elementary School | 1 | Community Eligibility Provision | 328 | 94% |

Regular – site must be 50% or greater to qualify.
CEP – site must be 40% or greater to qualify (under 50% is acceptable for CEP only).

5. Document the data source, participant data, qualifying data, and date of the report (SY 19-20) or most current.

Steps to Qualifying a Site Using the CACFP Mapper:

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

1. Click on Child and Adult Care Food Mapper. Your screen will look like this:
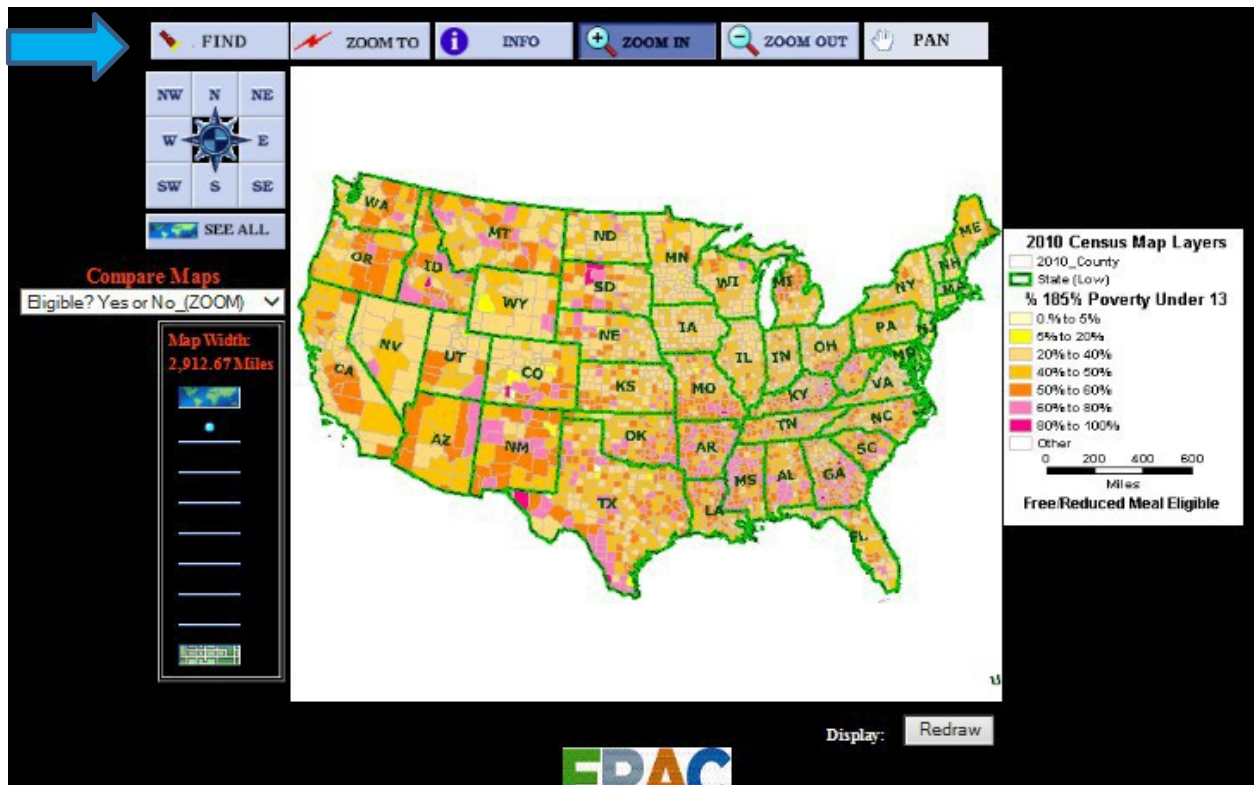
2. Click on the "FIND" button near the top of the page (indicated with the blue arrow above). A window will pop-up that looks like this:



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

4. Your screen will now look similar to this:



5. Click on the "Compare Maps" button near the middle of the page (indicated with the blue arrow above). Select FY18_Under_13 <185% Pov.

6. The chart to the right of the map (indicated with a yellow arrow in the figure above) provides a color-coded scale indicating the percentage of poverty, but do not rely on this color coding.

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

8. Click on the blue star on the map (indicated with the blue arrow below – this is the site address you entered).



9. A window will pop-up that looks like this:



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

11. Document the data source, participant data, and qualifying data (note that age groups may differ, so document as stated by CACFP). Entry in SEEDS should look like this:

**Steps to Qualifying an SFSP Site:**

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

**NOTE: Sites using this qualifying data source are only approved for SFSP activities.**

1.  Go to the SNAP-Ed Site Map. The screen will look like this:
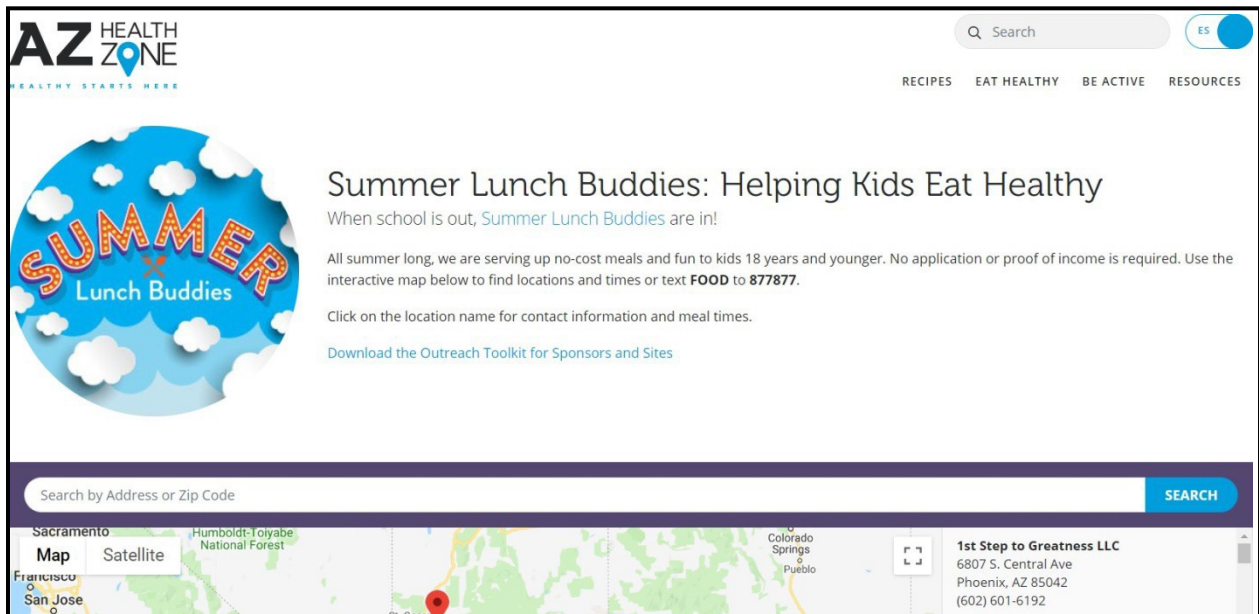


2.  Enter the zip code of the area you are researching and click the search button (indicated by the blue arrows below). Use the scroll bar (indicated by the red arrow below) to browse the list of sites for that area. Click on the red map location pins for additional site information.
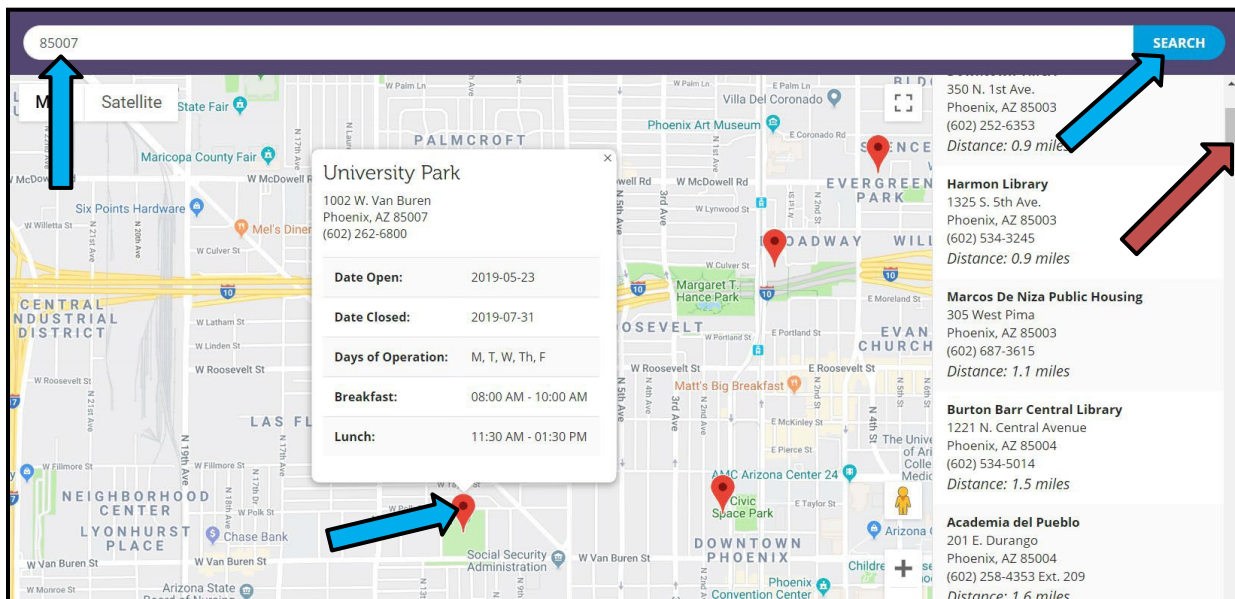
3. If the site you are researching appears on the map, it is a qualified site. Document the data source, participant data, and qualifying data. Entry in SEEDS should look like this:

| County: * | Data Source: * |
|---|---|
| Yavapai | SFSP |
| **Qualifying Data: *** | **Census Tract: *** |
| SNAP-Ed Site Map | N/A |
| **Participant Data: *** | **Report Date:** |
| Yes | N/A |

**Steps to Qualifying a SFSP Site Using the SFSP Mapper:**

1. Go to Child and Adult Care Food Mapper.

2. Follow the same instructions for qualifying a CACFP site but, when you click on the "Compare Maps" button near the middle of the page, select FY18_Under 19_<185%_Pov.

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

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

4. Document the data source, participant data and qualifying data (note that age groups may differ, so document as stated by the mapper). Entry in SEEDS should look like this:

| County: * | Data Source: * |
|---|---|
| Yavapai | SFSP |
| **Qualifying Data: *** | **Census Tract: *** |
| SFSP Mapper | N/A |
| **Participant Data: *** | **Report Date:** |
| 89.60 | N/A |

**Below is a chart which shows the requirements for Qualifying Data, Participant Data, Census Tract#, and Report Date, according to the Data Source chosen:**

| DATA SOURCE | QUALIFYING DATA | PARTICIPANT DATA | CENSUS TRACT # | REPORT DATE |
|---|---|---|---|---|
| CACFP Mapper | 0-12 (automatically populates) | % | N/A | N/A |
| Census Data | Multi-select<br>< 6<br>6-17<br>18-64<br>65+<br>All Ages | % | not dropdown, this is free text field to enter Census Tract # | 2014-2018 ACS (or most current) |
| Community Eligibility Provision (CEP) | N/A | Yes/No | N/A | NSLP 2018-2019 |
| National School Lunch Program (NSLP) | N/A | % | N/A | NSLP 2018-2019 |
| Program Participation | Emergency Food Assistance Site<br>SNAP Office<br>WIC Office<br>Head Start<br>Public Housing Site<br>FINI Site | Yes/No | N/A | N/A |
| | AHCCCS<br>SSI<br>TANF | % (current from site) | N/A | N/A |
| SFSP | SNAP-Ed Site Map | Yes/No | N/A | N/A |
| | SFSP Mapper | % | N/A | N/A |
| SNAP Redemption | $50,000+ | Yes/No | N/A | N/A |
| Other | Justification | Yes/No | N/A | if applicable |

## Civil Rights Compliance

**Policy**

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

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

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

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

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

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

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

## Program Site Visits

**Policy**

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

**Management Evaluations**

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

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

At the end of an ME, ADES will conduct a closeout meeting to discuss the next steps and make any requests for additional information. Once the report is drafted, a copy will be sent to the LIA and SIT for review. A Review Exit meeting will then be scheduled with ADES, the LIA and SIT to discuss the drafted ME report. LIAs have the opportunity to raise questions or provide clarifying information. After the call, ADES will make any resulting edits and issue a final report to the LIA and SIT. If a corrective action plan (CAP) is required, ADES will request the LIA write CAP (template provided by DES) addressing the issues covered in the final ME report. ADES will approve and determine if the CAP has been satisfied. SIT will provide any needed technical assistance to the LIA regarding the CAP process. For more information on the ME tool, see Appendix A.

**Fiscal Integrity Review**

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

The following categories are reviewed during an audit:
- Approved cost allocation plan
- Accounting system
- Expenditure allowability and accountability
- Contractor's Expenditure Report financial reconciliations

**Pre-Management Evaluation**

The SIT Operations Team may schedule pre-management evaluations with LIAs in preparation of Management Evaluations or Fiscal Integrity Reviews. This could include desk reviews, lesson observations and/or in person meetings. Throughout a pre ME, suggestions for enhancements or improvements may be made. LIAs are encouraged to use this time to ask questions and to give feedback about the State Implementation Team (SIT), technical assistance, State resources, support, and services. *(For example, the LIA may use this time to emphasize their program's need for a particular type of print material to be produced by AZ Health Zone, or they may have ideas for future trainings).*For more information on the ME tool, see [Appendix A.](#)

**Technical Assistance**

Technical assistance is intended to benefit both the state teams and LIAs and can be requested by either the LIA or the SIT/SET.

TA can include but is not limited to the following:

- *Training* – The LIA, SIT or SET may deliver formal training or process training relevantto programing, evaluation or operations.

- *Meeting*- may be requested by the LIA, SIT or SET relevant to programing, evaluation or operations.

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

- *Experience and Learning* – LIAs, SIT, or SET can requests visits to gain a better understanding of program implementation, staff relationship building, and/or Arizona's communities

Please reach out to the SIT/SET if you would like to have a TA visit.

Following all site visits, the LIA will receive a site visit follow up documenting the activities observed and any comments or suggestions about the program. The SIT will also retain a copy of the report in the LIA's contract file at the State office. LIAs are responsible for correcting any areas needing improvement during site visits. These visits also include preparation assistance for the DES Management Evaluations of LIAs by SIT Operations.

## Trainings and Meetings

**Policy**

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

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

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

**Meetings/Trainings Descriptions**

Annual Policies & Procedures Training
The annual policies and procedures training will be held near the beginning of the fiscal year. It is important for both the program staff and financial staff to attend this training, as it outlines all of the policies and procedures of the AZ Health Zone Program. Travel expenses (travel time, per diem, etc.) to attend the trainings are allowable expenses and must be part of LIAs' approved budgets. All travel expenses must follow the State of Arizona Accounting Manual (SAAM) guidelines for travel. Failure to impl+ement new guidance/regulations provided during training may result in denial of payments for unallowable activities identified during a site visit or an audit.

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

Food Demonstration Training

The SIT provides a minimum of one (1) food demonstration training each fiscal year. Each LIA is required to attend if food demonstrations are part of their approved Work Plan. Each person who will be providing food demonstrations should have completed the in-person food demonstration training within one (1) year of their first food demonstration. Attendees will be instructed on correct methods for planning food demonstrations for either an adult or child audience. Information and techniques will be shared, along with hands-on experience for food preparation and presentation. More information regarding implementation of a food demonstration can be found in Chapter 2: Food Demonstrations. Travel expenses (travel time, per diem, etc.) are allowable expenses and must be part of LIAs' approved budgets. All travel expenses must follow the State of Arizona Accounting Manual (SAAM) guidelines for travel.

Refresher training must be completed every five (5) years after taking the initial in-person food demonstration training. This will be completed through the AZHealthZone.org Food Demonstration Training resource. Complete the survey at the end of the training and maintain it for your staff training records.

Civil Rights Training

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

Subcommittee Meetings

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

# Chapter 2:

# Program Implementation

## Contents

## Activities Development

**Policy**

SNAP-Ed activities must be a comprehensive approach utilizing direct education with complementary PSE strategies occurring within a defined community. All activities must be evidence-based and PSE interventions must be selected in the following focus areas: (a) Food Systems, (b) Active Living, (c) School Health, and (d) Early Childhood. The appropriate balance of PSE and direct education within individual communities should be defined by LIAs after assessing the community's need(s).

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

An evidence-based approach for nutrition education and obesity prevention is defined as the integration of the best research evidence with the best available practice-based evidence. The best research evidence refers to relevant rigorous research, including systematically-reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field on interventions that demonstrate obesity prevention potential. The AZ Health Zone website includes many approved interventions that meet the evidence-based criteria. For more information on how to submit resources for approval, see Submitting Interventions via the Evidence-Based Questionnaire.

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

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

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

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

## Curriculum Modification

**Policy**

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

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

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

For a quick guide, please see [Appendix M Guidance for Curriculum Modification Tip Sheet](#).

# "Go" Modifications

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

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

# "Slow" Modifications

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

# "Whoa" Modifications

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

## Resource Use for Single Session Development

**Policy**

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

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

A goal is a statement of direction and general purpose or wide interest. Goals tend to be a broad description of what is to be accomplished through the learning activity. Examples of a goal for nutrition education and obesity prevention activities are:
• Promote increased consumption of fruits and vegetables
• Promote increased consumption of healthy proteins
• Promote increased physical activity among seniors

The long-term outcome of all nutrition education and obesity prevention activities is to achieve positive behavior change. Objectives for a single learning activity may address knowledge, skills, or attitudes that lead to the behavior change. Objectives should describe what participants will know that is new or what behavior they will be able to perform following the learning activity. A SMART objective is a **s**pecific, **m**easurable, **a**ppropriate, **r**ealistic, **t**ime-specific statement of what is to be accomplished within a given time. Examples of objectives are given below:
• X% of participants will be able to record the fruits and vegetables they ate in one day and plan how to eat one more the next day.
• At the end of the class, X% of students will be able to plan a healthy snack with a fruit or vegetable.
• At the end of the class, X% of students will be able to identify 60 minutes as the amount of physical activity they should get each day.

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

## Submitting Interventions via the Evidence-Based Questionnaire

**Policy**

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

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

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

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

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

## Food Demonstrations

**Policy**

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

LIAs wishing to complete food demonstrations must complete AZ Health Zone Food Demonstration Training within one (1) year of their first food demonstration. ADHS staff will announce the trainings as they become available. This training must be repeated every five (5) years as a refresher. A learning management system refresher course is available on the AZ Health Zone website.

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

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

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

The demonstrator should practice good handwashing techniques prior to handling any food products and proper use of gloves during demonstrations.

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

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

## Recipe Nutrient Standards

**Policy**

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

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

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

NUTRIENTS:

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

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

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

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

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

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

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

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

## Recipe Format

**Policy**

Recipes that are developed or adapted by the AZ Health Zone staff and LIAs will follow consistent formatting. This will allow nutrient standards to be maintained and provide a consistent look to materials. The required recipe format is as follows:

Title

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

Ingredients

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

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

3.  Do not use brand names.

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

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

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

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

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

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

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

Directions

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

2. Each step should be numbered.

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

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

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

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

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

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

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

Yield

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

Nutrient Analysis

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

Miscellaneous

1. A courtesy line is required if the recipe is used with permission from another source. Place the courtesy line at the end of the recipe. Include any required wording as specified by the publisher or owner of the recipe. An example is, "Courtesy of CookingLight."

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

   • AZ Health Zone website
   • Fruits & Veggies - More Matters®, www.fruitsandveggiesmorematters.org
   • Centers for Disease Control and Prevention, www.cdc.gov
   • SNAP-Ed Connection, http://snap.nal.usda.gov

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

Apple Broccoli Salad

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

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

Makes 6 servings, approximately ½ cup each.

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

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

**Note: Use the Recipe Evaluation and Nutrient Criteria Check Sheet found in Appendix F to ensure that all nutrient standards and recipe format policies are met.**

# Chapter 3:

# Social Marketing

# Contents

## Message and Material Development

**Policy**

All AZ Health Zone messages and materials will be developed using credible, scientifically-based information about food, nutrition, and physical activity. Information that is not backed by credible research shall not be used. An assessment of existing information should be completed prior to developing new materials to avoid duplication of efforts. Messages and materials should also be simple and practical.

Only reputable sources should be used to ensure that nutrition and physical activity messages are backed by scientific research. The most up-to-date lists of approved curricula and resources are available on the AZ Health Zone website. The following are *examples* of reputable sources.

a. Print materials from USDA.

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

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

   1. Academy of Nutrition and Dietetics: http://www.eatright.org/
   2. Kids Eat Right: http://www.eatright.org/kids/
   3. AZ Health Zone: https://eatwellbewell.org
   4. Dietary Guidelines for Americans (2015): http://www.health.gov/dietaryguidelines/
   5. Choose MyPlate: www.choosemyplate.gov
   6. Food and Nutrition Service: www.fns.usda.gov/fns
   7. Fruits & Veggies - More Matters®: https://www.fruitsandveggiesmorematters.org/
   8. Maximizing the Message. Helping Moms and Kids Make Healthier Food Choices: https://www.fns.usda.gov/core-nutrition/maximizing-message
   9. Physical Activity Guidelines for Americans (2008): http://www.health.gov/paguidelines/
   10. Youth Physical Activity Guidelines Toolkit: http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm
   11. USDA Core Nutrition Messages: https://www.fns.usda.gov/core-nutrition/maximizing-message

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

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

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

All messages conveyed through the AZ Health Zone, including messages conveyed by LIAs, must be consistent with the DGA and MyPlate. Messages that are not consistent with the DGA and MyPlate may not be used. For example, a lesson plan designed to promote a fad diet that is high in fat or excludes a food group such as milk would directly conflict with the Guidelines.

Common messages are provided during each campaign in a variety of ways, such as online advertising, radio ads, billboards, and other methods to reach large numbers of low-income mothers and their children ages 2-11. Materials featuring the campaign messages are provided in quantity for LIAs to distribute in eligible communities. Examples of these materials include posters for children and adults, a Fun Food News bulletin for children, a Fun Food News bulletin for parents, a Senior Bulletin, recipe cards, and nutrition education reinforcement items.

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

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

It is the LIA's responsibility to adhere to all graphic, disclaimer, and nutritional standards when developing materials. It is the LIA's responsibility to ensure the messaging requirements have been met. All materials developed will be subject to review during technical assistance visits and scheduled informal site visits. A materials audit will be conducted randomly throughout the year. LIAs will be required to submit all developed materials (e.g., fliers, handouts, etc.) to the SIT for review of the disclaimer, logos, and content. Technical assistance will be provided for future material development. The SIT and the Social Marketing Manager are available to assist with questions, graphics, and content.

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

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

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

**Edits and size requirements**

Additions, edits, or deletions to the Civil Rights statement are not allowed. The minimum font size for nondiscrimination statements for brochures is 8 point. For all other printed materials and web pages, the statement must be legible. Use of a smaller font size must be approved by FNS CRD in writing.

Materials that should have the nondiscrimination statement include print (e.g., brochures, newsletters, education curricula, etc.) and non-print (e.g., audio, videos, websites, etc.) forms of communication. Documents developed and adapted by State and Implementing Agencies receiving financial assistance from FNS **MUST** have the following shortened nondiscrimination statement:

**English:**

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

**Spanish:**

Este material fue financiado por el Programa de Ayuda de Nutrición Suplementaria de USDA-SNAP a través de la Zona de Salud AZ. Esta institución ofrece igualdad de oportunidades.

The nondiscrimination statement is not needed if a document meets the following criteria:

- Is not funded by the USDA/SNAP-Ed;
- Only contains content that provides general information for the public (examples are menus, calendars);
- Has no SNAP or SNAP-Ed program information or reference to SNAP application or eligibility; and
- Is an approved AZ Health Zone resource that is not being modified.



The disclaimer and AZ Health Zone logo are required on all recipe cards.

The approved fact sheet from ChooseMyPlate.org contains the appropriate disclaimer; the AZ Health Zone logo is not required.

For online sites, individual SNAP-Ed webpages should provide the full version of the nondiscrimination statement if there is information that requires the full statement to be featured even if it is on a different webpage of the site. A recommendation is to link to the appropriate version, available at http://www.fns.usda.gov/fns-nondiscrimination-statement, in the footer of the site.

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

**USDA Non-Discrimination Statement–Full Version**

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

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

> **English:**
> *In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.*
>
> *Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.*
>
> *To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:*
>
> *http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:*
>
> *(1) mail: U.S. Department of Agriculture*
> *Office of the Assistant Secretary for Civil Rights*
> *1400 Independence Avenue, SW*
> *Washington, D.C. 20250-9410;*
> *(2) fax: (202) 690-7442; or*
> *(3) email: program.intake@usda.gov.*

*This institution is an equal opportunity provider.*

*For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish, or in Arizona 1-855-777-8590.*

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

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

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

*Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12 _0.pdf. y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:*

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

*Esta institución es un proveedor que ofrece igualdad de oportunidades.*

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

**Translation to Other Languages**

All translations should be done by a qualified professional translator who not only is fully fluent in the language, but has the cultural understanding to accurately convey the meaning of the source language. A qualified professional includes someone with five or more years of relevant translation work experience or certification with the American Translators Association (ATA). Computerized translation programs (such as Google Translate, World Lingo, or others) should not be used in translating materials.

## Disparaging Messages

**Policy**

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

**Procedures**

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

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

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

## Use of AZ Health Zone Logos and Names

**Policy**

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

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

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

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

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

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

**Procedures**

It is the LIA's responsibly to adhere to all graphic and disclaimer standards when developing or utilizing AZ Health Zone branded materials. For more information, see the Graphic Standards booklet found on the AZ Health Zone website. The appropriate logo package has been developed for each LIA. Here are logo examples to follow. The SIT Social Marketing Manager is available to assist with questions about logos and names.

All uses of the AZ Health Zone logo should maintain consistent spacing equal to the dimensions of the "A" in "AZ" around the mark to separate the mark from surrounding elements. If the logo placement lacks sufficient space to achieve this separation, remove the tagline and just use the AZ Health Zone mark.

CENTER ON TEXT IN IMAGE CONTAINER.

DON'T CROWD THE TAGLINE     DON'T ALTER LOGO COLORS     DON'T ANGLE LOGO

REMOVE TAGLINE IF THE POINT SIZE DROPS BELOW 6 POINTS.

MINIMUM SIZE 21W X 27.5H PIXELS

The tagline should be used whenever space allows, but there will be instances when the font will be too small to read. Most publications will not guarantee font legibility below 6 point; if the format requires the logo to be scaled below 6 point, it is recommended that the tagline be removed.

See AZ Health Zone Brand Guidelines in [Appendix G](#).

## Ordering Materials

**Policy**

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

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

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

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

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

## Nutrition Education Reinforcement Item

Nutrition education reinforcement item (NERI) refer to an item(s) that are given to the SNAP education/outreach audience and will be selected to support the AZ Health Zone social marketing campaigns. These items contain or convey nutrition or obesity prevention messages and promote healthy eating and active living. Such items shall have a direct relationship to program objectives and the expected behavior change. These items are sometimes called promotional items, incentives, and educational extenders.

These are considered allowable costs only if they are deemed reasonable and necessary, contain a reinforcing message, and are of nominal value ($5.00 or less per item). If the reinforcement material is designed for physical activity promotion, it should be provided in conjunction with relevant nutrition and physical activity messages.

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

Nutrition education reinforcement items must meet the reasonable and necessary cost test and should:

- Target the intended SNAP audience.
- Have a clear, relevant, and useful connection to particular FNS/SNAP nutrition education or obesity prevention messages.
- Contain an educational message or have a use that is directly relevant to reinforce nutrition education and obesity prevention messages.
- Have value as nutrition education and obesity prevention aids.
- Be offered only after weighing and assessing other relative needs and cost effectiveness.
- Be of nominal value of $5.00 or less per item.
- Not be used solely for marketing or staff morale boosters.

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

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

- Be included in the LIA's annual application and budget.
- Be approved by SIT staff for messaging and/or content.
- Be evidence-based as recommended in The Community Guide. This requires that the item be selected to support a specific local communication activity which uses multiple communication channels and includes mass media (such as newspapers, radio, or television). An example might be a hip pack or water bottle with a nutrition or physical activity message utilized to support the promotion of a new walking trail.

## Release of Photographs and Videos

**Policy**

All photographs and videos to be used in materials, presentations, reports, other printed materials, social media, or on webpages must have a Photo/Video Release Form completed for all persons in the photograph who are identifiable. Releases obtained by schools or other agencies are not acceptable.

**Procedures**

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

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

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

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

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

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

## Media Opportunities

**Policy**

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

**Procedures**

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

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

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

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

# Chapter 4:

## Finance and Program Reporting

## Contents

## Allowable and Unallowable Costs

**Policy**

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

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

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

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

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

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

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

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

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

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

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

1. Medical Nutrition Therapy.

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

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

The federal cost principles identify certain criteria that an allowable cost must satisfy. These criteria include, but are not limited to, the following:

**Reasonable Costs:** A reasonable cost is one that a reasonable, prudent person would opt to incur under the circumstances. Factors to consider in determining reasonableness include:
- Did the State agency receive a program benefit that is generally commensurate with the dollar amount incurred?
- Is the cost proportionate to costs incurred for other, comparable goods or services?
- What is the cost item's priority compared with competing demands on limited administrative resources?

**Necessary Costs:** This refers to the cost item's relationship to the program's mission and objective(s). Factors to consider when determining necessity include:
- Is the cost item needed to carry out the program?
- Can the cost item be foregone without adversely impacting the program's operations?
- Will incurring the cost duplicate existing efforts?

**Allocable Costs:** Allocation entails correlating costs with the program benefits obtained by incurring them. If a cost item benefits only SNAP-Ed, then 100 percent of it is allocable to SNAP-Ed. If a cost benefits multiple programs or activities, a portion of the cost is allocable to each. That portion must be proportionate to the benefit each program received.
- To illustrate, a broader audience may benefit from a nutrition education effort whose cost is otherwise allowable under SNAP-Ed. In such a case, the SIT may allow prorated costs that reflect SNAP-Ed's proportionate share of the total cost. The calculation of SNAP-Ed's share of the total cost is based on the number of the likely SNAP-Ed low-income target audience that will receive the nutrition education and obesity prevention activities relative to the total population to be reached. For example, if a SNAP-Ed project will reach 100 persons and 20 of these persons are from the SNAP-Ed target audience, then 20 percent of the total costs may be counted as SNAP-Ed costs. The SIT will consider other reasonable methodologies that LIAs describe in their SNAP-Ed Plans for determining the proportion of the low-income target audience that may be reached.
- LIAs must show how prorated costs were calculated; fully describe the nature of such costs; and demonstrate the value of the proposed activity to SNAP-Ed. Since activities that target general audiences are often not designed with the needs of the SNAP-Ed target audience in mind, the State must justify how the activity is a good vehicle for reaching the SNAP-Ed audience and influencing their nutrition-related behaviors.

- Areas that, in general, fall outside the Agency's "reasonable and necessary" criteria and would not be allowed include funding for infrastructure changes, like purchasing capital equipment or building sidewalks, and organized efforts to influence elected officials or lobbying for legislative/policy changes. Initiatives that include educating policymakers can be appropriate.

**Costs Requiring Prior Approval**

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

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

**Allowable administrative costs are operational costs of carrying out SNAP-Ed in accordance with the LIAs approved SNAP-Ed Plan:** Lists of allowable and unallowable cost items as examples appear in 2 CFR 200 Subpart E, § 200.420 through §200.475. The OMB guidance states that its failure to mention a particular item of cost does not imply that the cost is either allowable or unallowable; rather, administering agencies should determine allowability on a case-by-case basis, considering the treatment or standards given in the OMB guidance for similar or related items of cost. Allowable administrative expenses include, but are not limited to:

**Salaries and benefits of personnel involved in SNAP-Ed and administrative support.** All staff wages, salaries, and benefits must be computed on a reasonable hourly basis commensurate with duties being performed, or the federal minimum hourly wages established by the United States Department of Labor. The wages and salaries are not necessarily commensurate with compensation that would be paid to the individual when performing duties for which he/she is credentialed, but shall relate to the task they are actually performing for SNAP-Ed.
- Staff must record time as specified in this manual, the USDA Guidance, and the underlying regulations and OMB circulars.

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

**Charges for travel necessary to fulfill the approved Plan.** The travel must conform to the official State travel policy regulations. Allowable travel costs are subject to restrictions, such as the prohibition of charging commercial airfare in excess of coach or its equivalent to AZ Health Zone. Only the State rate will be reimbursed by AZ Health Zone. LIAs can reimburse staff at the agency's own travel rates but these costs must be cost shared. Other federal grants cannot be used as the additional funding source.

Per the travel policy, all non-State of Arizona employees are required to submit all receipts for food, lodging and transportation (as appropriate) along with travel forms submitted for reimbursement. Records must be available for review during Management Evaluations.

See the [State of Arizona Accounting Manual](#) website for more details.

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

**Memberships, subscriptions, and professional activities.** Costs of institution memberships in technical and professional organizations necessary to effectively implement an approved State SNAP-Ed Plan are allowable. Costs of individual memberships in such organizations for personnel that work in SNAP-Ed are not allowable. Professional registration or license fees paid by individuals are unallowable costs because the fees would be considered personal expenses, not institutional expenses.

**Lease or rental costs**

**Maintenance and repair expenses**

**Indirect costs.** See *Indirect Costs* in the *Financial and Cost Policy Supplement* of the [USDA Guidance](#).

**Cost of Using Publicly-Owned Building Space.** Includes depreciation based on the building's original acquisition cost, and such building-related costs as maintenance and utilities; must not include costs of maintenance, utilities, etc. directly if they are already charged as indirect costs.

**Unallowable administrative expenses** include, but are not limited to:

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

**Alcoholic Beverages**

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

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

**Contributions and Donations.** Usually these are political in nature.

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

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

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

**Goods and Services for Private Use**

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

**Lobbying**

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

**Medical Equipment** used in clinical health assessment.

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

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

## Examples of Allowable and Unallowable Costs and/or Activities

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

| Equipment | |
|---|---|
| • Purchase of office equipment. A county can donate equipment and use fair market value; however, any fair market value has to be adjusted to reflect federal funding provided for the equipment. This can be determined by multiplying the fair market value times the State's percentage share invested in the equipment.<br>• Equipment shared with non-SNAP users when cost-shared with those users or used by non-SNAP users when not needed for SNAP-Ed purposes.<br>• Kitchen appliances only with justification of need. | • Expenditures for equipment that exceeds prior approval thresholds. (i.e., $5,000 per unit, unless prior approval is received).<br>• Medical equipment, except for inexpensive equipment such as anthropometric measuring tools that can be used to measure height and weight to determine and discuss BMI and calorie balance/physical activity. |
| **Gardening** | |
| • Educational supplies, curricula, and staff salaries to teach gardening concepts that reinforce the beneficial nutrition aspects of gardening.<br>• Purchase of seeds, plants, and small gardening tools and supplies to assist in developing school and community gardening projects are allowable.<br>• Staff salaries to establish and maintain community gardens (e.g., in low-income housing projects, schools) etc. may be allowable but should be submitted to FNS for prior approval. | • Cost for the rental or purchase of garden equipment.<br>• The purchase or rental of land or garden plots. |
| **Memberships, Subscriptions, and Professional Activity Costs** | |
| • Cost of institutional memberships in business, technical, and professional organizations are allowable consistent with the effort to promote quality nutrition services to SNAP-eligible audiences. | • Professional registration or license fees paid by individuals would not be allowable costs since the fees would be considered personal expenses, not institutional expenses.<br>• Costs of institutional memberships for nutrition personnel that work directly for SNAP-Ed projects are not allowable. |
| **Food Samples, Supplies, and Provisions** | |
| • Cost of food for recipe/taste testing purposes and cost of kitchen equipment and supplies necessary for food storage, preparation, and display of food prepared for demonstration purposes.<br>• Food samples associated with nutrition education lessons. | • Ongoing snack or food service.<br>• Meal-sized portions or complete meal service.<br>• Cost of food provided as groceries or supplemental food. |

| Nutrition Education and Obesity Prevention | |
|---|---|
| • Classroom setting (salaries, space, equipment, materials) for SNAP-Ed audience. The primary purpose of the class shall be to provide nutrition and obesity prevention education. If nutrition and obesity education is included with other topics, only that portion of class pertaining to these topics is an allowable cost. <br> • Physical activity demonstration, promotion, referral that includes a nutrition-related message based on DGA. <br> • Classes on calorie balance (nutrition and physical activity) to manage weight consistent with the DGA. <br> • Activities that assist in advancing a nutrition education or obesity prevention-related community or environmental change for the low-income population. <br> • The pro rata share of costs of classes that are provided in conjunction with another program, such as WIC, only if the State agency describes the method for allocating costs between the programs. <br> • Breastfeeding education, promotion, and support which is coordinated with WIC and which supplements and complements WIC services, rather than duplicating or supplanting. <br> • Activities where the primary objectives pertain to allowable nutrition education but brief SNAP outreach messages are shared with SNAP-Ed participants. Free SNAP information materials are available on the FNS website at: http://www.fns.usda.gov/SNAP//outreach/info.htm . | • Classes that are designed to provide case management or "life skills" training such as (but not limited to) classes on English as a second language, parenting, child development, or crisis management. <br> • Medical Nutrition Therapy and secondary prevention interventions. <br> • Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc. <br> • Gym memberships, trainers, gym equipment, or facilities. <br> • Clinical health screening (e.g., cholesterol testing, and blood glucose testing, etc). <br> • Distribution of nutrition education and physical activity reinforcement items costing over $5.00 each. <br><br> • Nutrition education costs that are charged to another federal program such as WIC, EFNEP, Head Start, etc. <br> • Breastfeeding education, promotion, and support that duplicates or is provided through WIC, EFNEP, or Head Start funding. <br> • Education provided to incarcerated or institutionalized persons who are not eligible for SNAP. <br> • SNAP-Ed activities delivered to most able-bodied students, ages 18 through 49, enrolled in college or other institutions of higher education at least half time. For information on students that may be eligible: http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm. <br> • Activities where the primary objective(s) is (are) to conduct outreach efforts for SNAP or other programs. |
| Space Allocation | |
| • Space allocated to SNAP-Ed and other programs under a plan whereby the method of space/cost allocation between programs is documented and the costs are tracked. <br> • Space donated by local school districts, but only the cost of the space based on depreciation or use allowance. | • Commercial rental spaces cannot be used |

| Nutrition Education Reinforcement Materials | |
|---|---|
| • Reinforcement items of nominal value ($5.00 or less per item) that contain a reinforcing nutrition message.<br>• Reinforcement material designed for physical activity promotion that is provided in conjunction with relevant nutrition and physical activity messages. | • Reinforcement items over $5.00.<br>• Knives are not acceptable NERIs |
| Physical Activity | |
| • Physical activity demonstration, promotion, and referral (based on 2008 Physical Activity Guidelines for Americans) that includes a nutrition-related message based on DGA. Allowable physical activity costs include: purchase of educational materials promoting physical activity (such as brochures, newsletters, posters, etc.) and education and promotion as part of nutrition education sessions.<br>• Measuring heights and weights or using self-reported heights and weights to determine BMI.<br>• Classes on caloric balance.<br>• Inexpensive physical activity equipment such as stability balls, hand weights, jump ropes, hula hoops, etc. | • Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc.<br>• Costs incurred for health club, gym, or fitness class membership fees; large expenditure equipment (e.g., bicycles, treadmills, ellipticals, weight sets, etc.); facilities (rental or modifications); and instructors for continuing exercise classes.<br>• Costs for admission fees for activities associated with physical activity (e.g., ice skating). |
| Medical Nutrition Therapy | |
| • Allowable SNAP-Ed activities include health promotion activities and interventions aimed at primary prevention of disease designed to help SNAP–eligible persons establish and maintain physically active lifestyles and healthy eating habits. | • Medical Nutrition Therapy and secondary prevention interventions. |
| Breastfeeding | |
| • Breastfeeding education, promotion, and support which is coordinated with WIC and which supplements and complements WIC services, rather than supplanting them. | • Breastfeeding education, promotion, and support that duplicates or otherwise is provided for under other funding sources such as WIC, EFNEP, or Head Start. |

| Staff and Training Costs | |
|---|---|
| • SNAP-Ed-related training for program delivery staff.<br>• Staff time spent delivering nutrition education and obesity prevention services to the SNAP-Ed target audience. Time must be charged at a rate commensurate with the duties being performed.<br>• General briefings to community health care providers serving low-income communities about SNAP-Ed services in the community. | • The time spent by volunteers of a non-public agency (e.g., faith-based organizations, many food banks, etc.) performing SNAP-Ed-specific duties.<br>• A physician's or other professional's time spent distributing nutrition flyers at health fairs when charges are based on a rate commensurate with his/her credentials as opposed to the duties he/she is performing.<br>• University courses that are not relevant to the practical delivery of SNAP-Ed to the SNAP population.<br>• Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed.<br>•Individual use clothing items (t-shirts) for staff. |
| Costs Associated with Other Activities | |
| • Reimbursement for personal costs (such as child care, meals, lodging, and transportation) for recipients of SNAP-Ed to actively participate in focus groups needs assessment and advisory groups to inform and improve SNAP-Ed effectiveness.<br>•Interventions that promote the selection of healthy foods from vending machines. Participation on relevant nutrition education and obesity prevention-related State and local advisory panels focusing on the interests of the SNAP-Ed target audience.<br>•Costs associated with the implementation and maintenance of policy, systems, or environmental changes within the scope of SNAP-Ed.<br>• Off campus SNAP-Ed event.<br>•Costs related to the transportation of SNAP-Ed staff to an education site.<br>• Cell phone costs are allowable for those assigned to work primarily in the field. | •Allowable costs for focus group participants are intended to reimburse for incurred costs, NOT to provide a financial incentive for participation.<br>• Organized efforts to influence elected officials and lobbying for legislative/policy changes.<br>• Costs associated with surveillance or surveys of the general population that are not prorated based on the number of likely SNAP-eligible respondents (persons with incomes $\leq$130% of federal poverty guidelines/thresholds, with certain exceptions).<br>• Costs associated with the establishment and maintenance of environmental or policy changes, such as staffing, infrastructure, equipment, space, land, construction, or supplies.<br>• Money, vouchers or passes provided to SNAP-Ed recipients to offset personal costs incurred so that they may attend nutrition education classes (e.g., child care and transportation expenses).<br>• Child care or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities.<br>• Transportation costs of taking students to a SNAP-Ed event. |

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

## Financial Reporting

**Policy**

The SNAP-Ed program and sub-recipients of Federal funds are required to comply with the applicable State of Arizona Accounting Manual (SAAM) and Office of Management and Budget Code of Federal Regulation 2 (CFR) Part 200 (OMB). Each LIA is required to submit monthly financial reports to the SIT Operations Team. The financial reports include the Contractor's Expenditure Report (CER) and the corresponding Staff Time Allocation Form. ADHS will not accept the use of other forms. Both forms are to be submitted electronically by the thirtieth of each month following the reporting period. A signed original of the CER must also be submitted for reimbursement via mail or email with an electronically scanned copy.

LIAs will continue to submit monthly financial ledgers of all expenditures reflected on the corresponding monthly CER. LIAs are now also required to participate with Sub-Recipient Monitoring or CER reconciliation. See Financial Audits and Sub-Recipient Monitoring section of Chapter 4. LIA's monthly expenditures must be reviewed and cleared prior to approval of CERs for payment that month.

LIAs are also required to submit supporting documentation for all equipment (hardware and software that hold memory and/or data) to the SIT Operations Team who will then provide to the BNPA Finance Office for tracking.

**Procedures**

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

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

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

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

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

Information on the CER reflects the budget and expenses. Reimbursement is based on the expenses reported on the CER.

Total expenses must not exceed the approved budget total, as indicated on the Price Sheet in the contract. An increase in the budget requires a formal contract amendment.

All subcontractor expenses will be reported on the Contract/Grants/Agreements line of the CER. Subcontractor expenditures should be reported in the month it is processed through the LIA's accounting system. This is approximately the month after the subcontractor submits their expense report to the LIA.

**Instructions for completing the Contractor's Expenditure Report:**

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

2. Lines numbered one through four (1-4) on the top of the CER will be pre-filled with the contract number, PO number, LIA name, title of program, and reporting period.

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

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

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

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

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

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

   f. **Travel:** Amount spent on travel expenses for nutrition education and administration purposes. Mileage rates and per diem are determined in accordance with the official State travel policy regulations. Out-of-state travel is not permitted unless it is included in the submitted LIA budget and approved by USDA. See the Arizona General Accounting Office website for more details.

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

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

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

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

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

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

6. The column labeled *Current Reporting Period Expenditures*, **column C**, lists the actual expenses for the reported month. The LIA will enter this information using documented records of expenses for the month. The rows relating to Personnel and Fringe Benefits costs will pre-fill based on the information entered in the Staff Allocation Form.

   a. Actual expenses *cannot* be claimed in unapproved budget lines. For example, a program cannot claim expenses for Maintenance if the budget line has $0.00 allocated for the fiscal year.
   b. Reported expenses must not exceed the approved budget in any line item. A LIA may request a 10% budget transfer between funded budget lines.

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

**Instructions for completing the Staff Time Allocation Form:**

The following procedure is for the default Staff Time Allocation Form only (the Excel template issued by SIT staff). Some agencies have altered this sheet to function better with their accounting systems and corresponding reports. Please contact the Operations Team if you have any questions about an altered Staff Time Allocation Form or would like to explore making changes to your current reporting form. Instructions for completing the form are below.

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

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

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

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

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

6.  The column labeled *Total AZ Health Zone Salary*, **column G**, will automatically calculate by taking the *Total SNAP-Ed Hours* and multiplying it by the *Hourly Salary* for each position. This column is protected and cannot be changed.

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

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

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

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

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

After the CER, including staff time allocation information is completed/submitted electronically and provisional approval by the SIT Operations Team is received; the authorized representative for the LIA will sign on the bottom right of the form and mail or scan the signed original to the attention of the SIT Operations Team for final approval.

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

## Time Documentation

**Policy**

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

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

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

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

For more information on LARs, see Appendix C: Labor Activity Report.

Any budget or other planned spending costs that are only estimated by a LIA before nutrition education activities are performed do not qualify as support for charges, but may be used for interim accounting purposes, provided that:

a. The system for establishing the estimates produces reasonable approximations of the activity actually performed.
b. At least quarterly, comparisons of actual costs to budgeted distributions based on the monthly activity reports are made.
c. The budget estimates or other distribution percentages are revised at least quarterly.

LIAs must also document time spent by each staff member on management/administrative activities and direct delivery of nutrition education to SNAP participants. Paid Time Off (PTO) should be documented separately from management and/or direct time. For instructions on how to document time, see Chapter 4: Financial Reporting. This information will be reported on a monthly basis in conjunction with the monthly CER.

- • Management time is defined as time spent on tasks related to the administration of the SNAP-Ed Program. These activities include: personnel supervision, payroll, traveling to and attending meetings, preparing reports and proposals, traveling to and providing staff training, and professional development activities.

- Direct delivery is defined as time spent providing nutrition education and multilevel interventions, community and public health approaches including Policy, Systems and Environmental change (PSE) efforts to SNAP-eligible participants. Examples include preparing lesson plans, traveling to and from sites to provide direct delivery services, attending meetings, preparing for meetings related to PSE work, teaching allowable nutrition education activities to SNAP-eligible persons, administering surveys or evaluation questionnaires to participants, summarizing results of nutrition education activities, ordering nutrition education materials, conducting physical activity demonstrations and promotions that include a nutrition message, providing presentations, making referrals to SNAP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), and setting up for direct delivery nutrition education activities are also included.
- Paid Time Off (PTO) can include vacation, pregnancy leave, disability leave, jury duty, holiday pay, or sick leave. As with all expenses, PTO is to be paid as reimbursement, as it is used and cannot be paid prior to use.

See Appendix I: Time Documentation Tip Sheet for more information regarding the documentation of Management and Direct time. All time documentation forms must be reviewed and corrected for mathematical errors that could lead to under/over-claiming staff time. Significant alterations made to time documentation records must be initialed and annotated with a reason for the alteration(s).

## Property Asset Control

**Policy**

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

| Asset Type | Asset Description | AFIS Tracking Thresholds |
|---|---|---|
| | | |
| A | Works of Art & Historical Treasures - Non Depreciable | Any |
| B | Buildings | Any |
| C | Construction in Progress | Any |
| D | Development in Progress (Intangible Assets) | Any |
| E | Equipment | $1,000+ |
| F | Furniture | $1,000+ |
| H | Leasehold Improvements | $5,000+ |
| I | IT Equipment | $250+ |
| K | Land Improvements | Any |
| L | Land | Any |
| M | Infrastructure - Modified Approach | Any |
| N | Infrastructure - Depreciable | Any |
| O | Other | $1,000+ |
| P | Improvements other than Land & Bldg. Improvements | Any |
| Q | Other Intangible Capital Assets | $1,000+ |
| R | Tangible Rights of Way - Land Held for Future Development | Any |
| S | Software | $250+ |
| T | Telecommunications | $1,000+ |
| V | Vehicles | Any |
| W | Works of Art & Historical Treasures | Any |

FIN111, Guidelines, E.1 (SAAM Topic 25, Section 35)

**Procedures**

Each LIA must provide the following to the SIT Operations Team who will provide notice to the BNPA Finance Office:

a.  Identify a Property Control Officer for each site where assets are located.
b.  List an alternate contact person.
c.  List address, phone, and email address for both the Officer and Alternate.

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

**Procedure for Items purchased**

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

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

**Procedure for asset transfer**

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

**Procedure for asset disposal**

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

**Procedure for Annual Inventory**

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

## Financial Audits and Sub-Recipient Monitoring

**Policy**

The ADHS Office of Auditing will conduct financial reviews of at least half (50 percent) of the current LIAs during the fiscal year. The Office of Auditing, in conjunction with the SIT and BNPA Finance, will conduct Sub-Recipient Monitoring of all LIAs every year. The purpose of these reviews is to ensure program compliance. OMB 2 CFR § 200 - The Uniform Guidance (2 CFR § 200) streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes.

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

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

The Sub-Recipient Monitoring or CER reconciliation process will be initiated in FY20 and processes will be revised as needed to ensure a smooth process for all parties. LIAs are required to submit all supporting documentation for expenses on the CER for a select quarter or number of months. All documents will be reviewed and cleared prior to approval of CERs for payment.
This process may be different for other state agencies. Updates will be provided.

**Procedures**

*Financial Reviews*
The ADHS Office of Auditing will send a notification letter to the selected LIA approximately one (1) month prior to the scheduled review but can schedule unannounced audits as well. The review may look at financial activity from all financial periods not previously audited up to the most current financial period. The auditor will also send out a brief questionnaire to be completed by the LIA prior to the financial review. Completion of the questionnaire will expedite the actual review process.

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

Upon returning to ADHS, the auditor will meet with SIT staff to discuss any findings. A formal report will be sent to the LIA within approximately two (2) months of completion of the audit.

*Sub-recipient Monitoring:*

The SIT, in conjunction with the Office of Internal Audit, will request LIAs to submit all supporting documentation for expenses on the CER over an initial 3 month period of time. If each consecutive CER is not cleared, additional financial quarters will be added to the review process. This will be submitted at the time of the financial ledgers. Ledgers are submitted monthly with the corresponding CERs to the SIT Operations Team at the time of the CER submittal. The SIT will coordinate the receipt of all documents and provide them to the Office of Internal Audit for review. LIAs may be contacted by either SIT or BNPA Financial staff to address any questions that arise from the reviews.

LIAs are required to submit all supporting documentation for expenses on the CER. Please see the chart below for a detailed list of supporting documentation.

| Supporting Documentation of Expenses | | | |
|---|---|---|---|
| | | **Applicable Manual** | |
| **Line Item** | **Supporting Documentation Needed** | **State of Arizona Accounting Manual (SAAM)** | **Office of Management & Budget** *Code of Federal Regulation 2 (CFR) Part 200 (OMB)* |
| **Personnel** | 1. Staff time sheets /labor distribution, *and* 2. Staff pay stubs or electronic pay records | **Topic 55 Section 05 & 15** | **2 CFR 200.430** |
| **Fringe Benefits** | 1. Staff pay stubs *or* electronic pay records | **Topic 55 Section 05 & 15** | **C CFR 200.431** |
| **Contracts/Grants/Agreements** | • Paid invoice for service | **Topic 45 Section 20** | **2 CFR 200.302(3)** |
| **Non-Capital Equipment Supplies** | • Itemized receipts and/or paid invoice to supplier<br>• Percentage being billed, if expenses are divided amongst multiple programs | **Topic 45 Section 20** | **2 CFR 200.302(3)** |

| Materials | • Itemized receipts and/or paid invoice to supplier<br>• Percentage being billed, if expenses are divided amongst multiple programs | Topic 45<br>Section 20 | 2 CFR 200.302(3) |
|---|---|---|---|
| Travel | • Travel reimbursement which includes traveling employee's name, date(s) of travel, reason for travel, claim signed by traveler and their supervisor *and*<br>• Itemized copies of all receipts - hotel, meals, transportation, etc.<br>• Mileage claims that include start & end odometer readings, travel to/from, date of travel, signed by employee and supervisor | Topic 50<br>Section 05<br>Section 25<br>Section 45<br>Section 55<br>Section 95 | 2 CFR 200.474 |
| Building Space | • Bill, invoice, receipt or lease agreement and allocation breakdown | Topic 45<br>Section 20 | 2 CFR 200.302(3) |
| Maintenance | • Bill, invoice or receipt<br>• Percentage being billed, if expenses are divided amongst multiple programs | Topic 45<br>Section 20 | 2 CFR 200.302(3) |
| Equipment & Other Capital | • Paid invoice for service | Topic 45<br>Section 20 | 2 CFR 200.302(3) |
| Indirect | • Contract Price Sheet<br>• RFGA Budget Worksheet | Topic 70<br>Section 40 | 2 CFR 200.414<br>Appendix III<br>Part 200<br>Appendix IV<br>Part 200 |

LIAs will submit their Sub-recipient Monitoring documentation by email to the SIT Operations. If you are not able to send the documentation via email due to the large file size please notify SIT and alternative arrangements can be made.

Follow the file naming convention: LIA Name_AZHZ_MonthYear_Name of Line Item
Example for personnel supporting document: Gila_AZHZ_December2019_Personnel

If you have several documents associated with a line item please add a number behind the line item. For example: Gila_AZHZ_December2019_Personnel1, and Pinal_AZHZ_December2019_Personnel2.

During the reconciliation process, if there are missing supporting documents or errors on the CER you will receive an email from the SIT Operations requesting additional information and/or corrections. It is critical to resubmit the information in the time requested to ensure timely reconciliation and reimbursement.

Once the supporting documentation is completed for the respective month, you will receive an email from the SIT Operations notifying you of the satisfactory completion. Following this step, the SIT Operations will submit the CER for payment.

If your supporting documentation is deemed not complete by the Office of Internal Audit you may get an opportunity to provide additional information. In the event the documentation is not provided, the local agency will be asked to submit an additional quarter of supporting documentation.

## Program Reporting

Program reporting will take place in the SNAP-Ed Electronic Data System (SEEDS). SEEDS is accessible via any internet browser (Google Chrome is the preferred browser) at https://seeds.azdhs.gov

Detailed guidance for entering SEEDS data is located in the SEEDS User Guide.

SEEDS is designed to have staff create actions as they are scheduled and complete the data entry for their work individually. SEEDS is available to all SNAP-Ed-funded staff as deemed appropriate by each LIA's leadership. LIAs should determine how to define staff roles as they relate to SEEDS.

User accounts are separate and provide individual access to SEEDS, yet all work will be completed and submitted as a collective unit for the LIA.

It is the responsibility of each LIA to develop internal workflows to ensure that the information being submitted in SEEDS is comprehensive, coordinated, and encompasses all the work of the LIA.

### Strategies/Activities/Communities
Each LIA will begin by entering the projected work of their agency based on the approved Work Plan for the current fiscal year. Strategies will be submitted to the Focus Area Specialists at the beginning of the fiscal year for approval. If a mid-year amendment is submitted and approved, please work with your Focus Area Specialist to approve your work plan changes in SEEDS. For more details, see the Program Amendment section.

### Actions
After SIT approval of Strategies/Activities/Communities, LIAs will create actions to document their SNAP-Ed work.

SEEDS is a real-time data system that incorporates deadlines based on the current date and the trigger date of an action. Data reporting for actions must be completed within 30 days of the action/trigger date. LIA admins are able to edit up to 60 days after the trigger date.

Required assessments based on the Arizona SNAP-Ed Evaluation Framework for the fiscal year will also be documented in SEEDS. When a cover sheet is required, the action must be entered and completed in SEEDS to obtain the proper cover sheet for submission to SET.

### Partnerships
LIAs are required to document external partnerships that have been formed for their SNAP-Ed work. Partnership reporting will be open throughout the year and can be created and updated at any time within the fiscal year.

### Implementation Stage
To coincide with USDA reporting requirements, LIAs are required to identify the Implementation Stage for each activity at the site level. This will be completed biannually and will coincide with the Semi-Annual Report Narrative (SARN) due dates of April 30 & October 30.

Initially you will indicate the stage, but for the year-end SARN, updates will only be required if there was a change to your Implementation Stage.

### Reporting
Beginning FFY19, LIA admins will be able to extract automated reports from SEEDS for internal use.

Please refer to SEEDS User Guide for more information.

# Chapter 5:

# Program Evaluation

## Contents

## Guiding Principles for the AZ Health Zone Evaluation Framework

The AZ Health Zone FFY16-20 Evaluation Framework has been carefully developed using the following guiding principles:

**Consistency**
- Accommodates five years of LIA funding (FFY16-20) to enable continuity and enhanced evaluative capacity of LIAs from one year to the next.
- Allows for revisions as new information is gained, but remains generally consistent from year to year.
- Includes evaluation to integrate long, longer and longest-term outcomes and impacts.

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

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

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

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

The FFY16-20 Evaluation Framework Matrix can be found in Appendix K.

## Evaluation Tools

### Introduction to the FY20 Evaluation Tools

#### FOOD SYSTEMS

| Tool | Required Strategies | Description | What is Required |
|---|---|---|---|
| **Wilder Collaboration Factors Inventory**<br><br>https://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx | 1: Healthy Retail<br>3: Farm-to-Institution | The Wilder Collaboration Factors Inventory (WCFI) is a research-tested assessment that allows contractors who are members of a Food Systems coalition to evaluate the strengths and areas for improvement within their collaboration. The WCFI measures 20 collaboration success factors, such as history of collaboration or cooperation in the community, appropriate cross section of members, and concrete, attainable goals and objectives. | With the Evaluation Team, contractors will determine the appropriate community coalition(s) in which they participate to invite to complete the survey. Contractors will be trained (as a refresher from previous years) to conduct the survey once *in person* or *online* with members of their selected coalition(s). The Evaluation Team will also provide *each contractor with recommendations from each WCFI submitted* to enable contractors to identify strengths and support improvements. |
| **Summer Food Service Program Checklist**<br><br>https://nutritioneval.arizona.edu/food-systems | 4: Summer Food Service Program | The Checklist will be used by contractors to describe the types of supports provided to participating SFSP meal sites, and other relevant community locations. | Contractors will be trained (as a refresher from previous years) to complete the online survey with each participating SFSP once during the grant year at the end of the SFSP season. The survey will be completed online. The Evaluation Team will aggregate, analyze, and interpret data in an annual report with recommendations. |

**ACTIVE LIVING**

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

**SCHOOL HEALTH**

| Tool | Required Strategies | Description | What is Required |
|------|---------------------|-------------|------------------|
| **WellSAT 3.0**<br><br>http://wellsat.org/ | 10: Local Wellness Policies | WellSAT 3.0 is a written local wellness policy (LWP) assessment tool measuring comprehensiveness and strength for six sections: Nutrition Education, Standards for USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive Foods and Other Foods and Beverages, Physical Education and Physical Activity (PE/PA), Wellness Promotion and Marketing, Implementation, Evaluation and Communication. | A refresher training will be provided that incorporates lessons learned from previous years. LIAs must provide district or school LWPs to the Evaluation Team. The Evaluation Team will score the LWPs and report mean scores annually along with recommendations. The Evaluation Team will also provide *each LIA with detailed scorecards for each LWP submitted* to enable contractors to identify strengths and support improvements. |

| Smarter Lunchrooms Movement (SLM) Scorecard<br><br>**https://www.smarterlunchrooms.org/** | 10: Local Wellness Policies (optional)<br><br>11: Access to Nutrition Information: Menu Labeling/SLM | The SLM scorecard is intended to act as a "list of simple, no-cost or low-cost strategies that can increase participation, reduce food waste, and increase selection and consumption of healthy school food." (SLM website) | The use of the SLM is not new in FY20, but *the use of the SLM Scorecard as a required evaluation is new in FY20*. The SET will train LIAs on the scorecard evaluation, specifically, while the SIT will continue to provide any trainings that focus on the SLM as an intervention. LIAs will complete the pre and post scorecards online using the SLM website, likely after completing a hardcopy first, which they can keep for internal use. |

## EARLY CHILDHOOD

| Tool | Required Strategies | Description | What is Required |
|---|---|---|---|
| **Go NAP SACC Self-Assessment**<br><br>https://gonapsacc.org/resources/nap-sacc-materials | 13: Empower Standards<br><br>14: ECE nutrition education and healthy meals<br><br>15: ECE opportunities for physical activity | Go NAP SACC is an assessment tool designed for use by early childcare education (ECE) providers. "Child Nutrition," "Infant & Child Physical Activity," and "Outdoor Play & Learning" are three of six GO NAP SACC topics and include the two core areas of the original NAP SACC tool. They measure strengths and areas for improvement for several sections:<br>• "Child Nutrition" covers Foods Provided, Beverages Provided, Feeding Environment, Feeding Practices, Menus & Variety, | A refresher training will be provided that incorporates lessons learned from previous years. LIAs will work directly with ECE directors/managers to complete hardcopy self-assessments and send them to the Evaluation Team, keeping a copy for themselves. The Evaluation Team will aggregate, analyze, and interpret data in an annual report with recommendations. |

| | | Education and Professional Development, and Policy. <br>• "Infant & Child Physical Activity" covers Time Provided, Indoor Play Environment, Teacher Practices, Education and Professional Development, and Policy. <br>• "Outdoor Play & Learning" covers Outdoor Playtime, Outdoor Play Environment, Education and Professional Development, and Policy. | |

## DIRECT EDUCATION

| Tool | Required Strategies | Description | What is Required |
|------|---------------------|-------------|------------------|
| **Kids' Activity and Nutrition Questionnaire (KAN-Q)** <br><br> https://nutritioneval.arizona.edu/direct-education | Any combination of PSE and DE Strategies 2, 3, 10, 11, 12 and 16 in schools *(Youth)* | The KAN-Q assesses behavior, knowledge, and attitudes related to nutrition and physical activity. It is designed for pre-post administration with 4th - 8th grades and takes 20-30 minutes to administer. | The KAN-Q is required for use with *multi-level interventions (PSEs and Direct Education in schools)*. Pre-surveys are administered at the beginning of the school year, before interventions are delivered, and post-surveys are administered at the end of the school year, after interventions have taken place. The KAN-Q training and Proctor Guide provide information to help Contractors determine which classrooms to assess. All proctors must be trained and certified by passing the Online Proctor Certification Quiz. |

| | | | |
|---|---|---|---|
| **University of California Cooperative Extension (UCCE) Food Behavior Checklist and On the Go! / ¡De Prisa! Survey**<br><br>https://nutritioneval.arizona.edu/direct-education | Direct Education, Strategy 16 (*Adults*) | The Food Behavior Checklist is a visually-enhanced 16-item checklist that measures eating and shopping behaviors.<br><br>The UCCE On the Go! / ¡De Prisa! Survey is a visually-enhanced 20-item questionnaire focusing on adult physical activity behaviors. | The combined food and activity survey packet is only required for use with these three AZ Health Zone-approved curricular series: *Eat Healthy, Be Active (6 lessons/workshops), Eating Smart, Being Active (8 lessons), and MyPlate for My Family (4 lessons)*. All proctors must be trained and certified by passing the Online Proctor Certification Quiz. |

## Semi-Annual Evaluation Report

**Policy**

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

**Procedures**

The **SARN** is a Word document that LIAs complete biannually (every six months), once in March and once in September. These reports allow LIAs to use narrative form to emphasize successes and areas for improvement during the reporting period and to report programming opportunities and potential threats during the upcoming reporting period.

Completing the Semi-Annual Report Narrative (SARN)
The SARN is designed to help LIAs highlight notable PSE and Direct Education programming, especially when programming stresses the interconnectedness of focus areas and multiple levels of influence. *For further guidance on SARN writing,* a fictional sample SARN and slides from a SET training on "Submitting a Smashing SARN" are included in this manual as Appendix J.

1. **County:** *Select the county for which you are reporting. Note: for LIAs who work across more than one county, you must complete one SARN for each county.*
2. **Name of Person Completing Report:** *Provide the name of the person responsible for completing the SARN.*
3. **Select from Drop-down:** *Select the correct reporting period from the two drop-down menu choices: (1) Mid-Year Report or (2) End-of-Year Report. The Mid-Year Report in March covers the reporting period for October – March, and the End-of-Year Report in September covers the reporting period for April – September.*
4. **Instructions:** *This is just a brief reminder on how to complete the report.*
5. **Food Systems:** *Only check the "N/A" box if the LIA's Work Plan does not address any strategies in this focus area.*
   • *If you check N/A, please skip to the next section.*
   • *If you do NOT check N/A, answer each of the four (4) questions as outlined below.*

**What do you see as your program's *major strengths* in Food Systems *this* reporting period?** *Your answer should cover positive developments that have already occurred during the previous six (6) months.* Please note that for the final SARN of a grant period (e.g., the final SARN of FY20), LIAs will be asked to complete a comprehensive narrative which discusses major strengths *over the entire grant period* instead of the preceding six months.

**What do you see as your program's *areas for improvement* in Food Systems *this* reporting period?** *Your answer should cover challenges that have already occurred during the previous six (6) months.* Please note that for the final SARN of a grant period (e.g., the final SARN of FY20), LIAs will be asked to complete a comprehensive narrative which discusses major areas for improvement *over the entire grant period* instead of the preceding six months.

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

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

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

6. **Active Living:** See Food Systems above
7. **School Health:** See Food Systems above
8. **Early Childhood:** See Food Systems above
9. **Direct Education:** All LIAs should be working in Direct Education and must answer each of the four (4) questions as outlined in Food Systems above.
10. **Multi-Level Intervention in a Community:** included once per year on the Mid-Year SARN.

**Please select one community to describe your multi-level intervention across focus areas and strategies.** *Include community name here.*

**Describe the following**

1. **What changes/growth did you see?**
2. **What collaborations were formed?**
3. **What was the specific role played by your SNAP-Ed agency?**
4. **What was something you had planned for tried in the community that did not have the intended outcome? (Barriers and Challenges)**

The sample SARN in Appendix J includes two examples of multi-level intervention sections included on FY19 SARNs for your reference.

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

# Appendices

## Contents

**Appendix A**

**Management Evaluation Tool**

| Name of Local Implementing Agency (LIA): | Date:<br>(Fiscal year & Quarter of financials under review: ex. FY19 Q1) |
|---|---|
| **LIA Staff:** (Names, Titles, SNAP-Ed Roles) | **Reviewer:** (Name, Title, AZ State Agency) |

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

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

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

| I. Staffing: Performance, Training & Competency | | | | |
|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** |
| 1. Did at least one staff member attend the annual conference? | Yes | No | N/A | |
| 2. Did at least one staff member attend the Policy and Procedure training? | Yes | No | N/A | |
| 3. Are supervisor observations being conducted annually on all staff who conduct Direct Education? | 1   2 | 3 | 4 | (Provide observation documentation for review) |
| 4. All staff has completed the ***mandatory annual*** civil rights training. | 1   2 | 3 | 4 | (Provide documentation of training (dates, agendas, sign-in sheet, certificate, etc.)) |
| 5. All staff providing SNAP-Ed directly to children and/or vulnerable adults have ***current*** fingerprinting cards on file. | 1   2 | 3 | 4 | (Provide a list of all staff with fingerprinting cards.) |
| 6. Is an RDN on staff or on contract? (Recommended only) | Yes | No | N/A | |

| 7. Is a physical activity expert on staff or on contract? (Recommended only) | Yes | | No | | N/A | |
|---|---|---|---|---|---|---|
| 8. Staffing is adequate to achieve the program objectives. | 1 | 2 | 3 | 4 | | |
| 9. Describe how all staff competency is maintained and evaluated. (i.e. performance evaluations) | | | | | | |
| 10. Describe any challenges with staff turnover, hiring, etc. | | | | | | |
| 11. How do you ensure that staff are trained on new curricula to ensure consistency and fidelity of education/intervention delivery? | | | | | | |

| II. Time & Effort | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. Timesheets and time documentation forms are readily available for review. | 1 | 2 | 3 | 4 | |
| 2. Is staff time spent on the program consistent with the SNAP-Ed plan? Please indicate on assessment scale | 1 | 2 | 3 | 4 | |
| 3. When accounting for time and effort of staff committing less than 100% time to SNAP-Ed, the total cost, including time not worked (annual and sick leave) is computed and charged as required by FNS. | 1 | 2 | 3 | 4 | |
| 4. Time records and certifications are signed bi-weekly by both employees and immediate supervisors. | 1 | 2 | 3 | 4 | |
| 5. All timesheets are completed after the fact and they reflect actual time. | 1 | 2 | 3 | 4 | (If no, please indicate percentage of compliance.) |
| 6. Staff salaries are reasonable and necessary. | 1 | 2 | 3 | 4 | (Ensure current salaries are aligned with budgeted salaries) |
| 7. All staff salaries are documented as "actual." | 1 | 2 | 3 | 4 | (Refer to timecards) |

| | Mgmt. | Direct | |
|---|---|---|---|
| 8. What is your programs' current time split for administration/management vs. direct? (Please ask question during ME to understand LIA's perspective) | | | Should be M: 20%, D: 80%. If not, please discuss with LIA. |
| 9. What efforts are being made to ensure the administrative/management and direct time split meets required levels? | | | |

| III. Educational Materials & Reinforcement Items | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. SNAP-Ed activities are planned and implemented in accordance with approved Goals and Objectives for current fiscal year. | 1 | 2 | 3 | 4 | |
| 2. Planned activities are appropriate for the social, cultural, and/or linguistic needs and resources of the low-income population served. | 1 | 2 | 3 | 4 | |
| 3. USDA recommended non-discrimination statement is on sample materials. | 1 | 2 | 3 | 4 | (Indicate percentage of compliance) |
| 4. SNAP funding statement is on appropriate materials and reinforcement items. | 1 | 2 | 3 | 4 | (Indicate percentage of compliance) |
| 5. Materials are written at the sixth grade reading level and free of jargon or technical language. | 1 | 2 | 3 | 4 | |
| 6. All Nutrition Education Reinforcement Items (NERI) are requested and approved in advance of purchase. | 1 | 2 | 3 | 4 | (Provide documentation of prior approval) |
| 7. Printed materials are free from disparaging remarks regarding single foods, commodities, or industries? | 1 | 2 | 3 | 4 | (Indicate percentage of compliance) |
| 8. All SNAP-Ed Nutrition Education Reinforcement Items cost less than $5 each. | 1 | 2 | 3 | 4 | |
| 9. All SNAP-Ed Nutrition Education Reinforcement Items are allowable, reasonable, and necessary. | 1 | 2 | 3 | 4 | |
| 10. All Photo/Video Release Forms are numbered and maintained in a log. | 1 | 2 | 3 | 4 | |

| | | | | | |
|---|---|---|---|---|---|
| 11. Describe how and when SNAP-Ed materials are used. | | | | | |
| 12. Websites or online materials are up-to-date. | 1 | 2 | 3 | 4 | |
| 13. Describe how often materials are updated and who is responsible. | | | | | |

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

| V. Program Evaluation & Observation | | | | |
|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** |
| 1. Program evaluations are completed and submitted by the required deadlines. | 1 | 2 | 3 | 4 | |
| 2. Required evaluation tools are being proctored only by SNAP-Ed staff who have completed the required training. | Yes | No | N/A | |
| 3. Are evaluation tools being used for internal evaluation purposes? | Yes | No | N/A | (Feedback from both SIT and LIA. If yes, describe) |
| 4. All other internal evaluation efforts have been submitted in the most recent Semi-Annual Report Narrative. | 1 | 2 | 3 | 4 | |

| 5. Were the two most recent Semi-Annual Report Narratives submitted by the required deadline? | Yes | No | N/A | |
|---|---|---|---|---|

| VI. Program Integrity | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** | |
| 1. Is the Policies and Procedures Manual available for staff reference? | Yes | No | | N/A | |
| 2. A curriculum schedule is available and is being implemented. | 1 | 2 | 3 | 4 | Describe implementation: |
| 3. Program records maintained and archived for a minimum of three (3) years. | 1 | 2 | 3 | 4 | |
| 4. A Property Control Officer and alternate have been identified for each site where assets are located. | 1 | 2 | 3 | 4 | |
| 5. Program assets are tagged and an inventory maintained appropriately. | 1 | 2 | 3 | 4 | |
| 6. Is there a tracking system in place for all equipment purchased per the thresholds of the AZ Health Zone P & P manual and SAAM? Is the tracking system utilized for all new applicable purchases? | 1 | 2 | 3 | 4 | |

| VII. Contractor's Expenditure Reports (CERs), Reimbursements and Allowable costs | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. In the quarter under review, what percentage of CERs were submitted by the thirtieth of the following month? | % on time | | | | |
| 2. In what month was the most recent CER submitted to AZ Health Zone? | | | | | |
| 3. There are internal procedures in place to assure monthly CERs are submitted in a timely matter. | 1 | 2 | 3 | 4 | Describe procedures: |
| 4. All items purchased are *pre-approved* in the budget or by special request. | 1 | 2 | 3 | 4 | |
| 5. All professional membership fees are limited to institutional memberships and are SNAP-Ed-related. | 1 | 2 | 3 | 4 | |

| VIII. Travel | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. In-state and out-of-state travel expenditures are consistent with approved SNAP-Ed budget submitted to AZ Health Zone. | 1 | 2 | 3 | 4 | |
| 2. Do all travel expenses adhere to the State of Arizona General Accounting requirements? | 1 | 2 | 3 | 4 | |
| 3. If staff commit less than 100% of their time to SNAP-Ed, their non-SNAP-Ed-specific travel expenses (general nutrition conference) are pro-rated based upon their percentage of time spent on SNAP-Ed. | 1 | 2 | 3 | 4 | |
| 4. Do staff complete a log for all travel expenses? | 1 | 2 | 3 | 4 | |
| 5. Do staff submit all travel receipts with travel logs? | 1 | 2 | 3 | 4 | |

| IX. Reports | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1.   Is data entered into SEEDS in a timely manner? | 1 | 2 | 3 | 4 | |
| 2. Internal procedures to assure monthly data is entered into SEEDS in a timely matter are effective. (Does this internal procedure address how and by whom this data is entered?) | 1 | 2 | 3 | 4 | |
| 3. The method in which data is collected meets the EARS standards. | 1 | 2 | 3 | 4 | (e.g., Attendance sheets, demo cards, visual estimates) |
| 4.   Is the current contract being followed regarding fiscal year DE requirements in each community (is completed or plan to complete)? | 1 | 2 | 3 | 4 | (e.g., 1 = DE is planned in each community, 4 = DE has been completed in each community) |
| 5. Describe challenges encountered when gathering and reporting data for EARS and actions taken to resolve or address these challenges. | | | | | |

| X. Subcontractors' Review | | | |
|---|---|---|---|
| **Review Area** | **Assessment** | | **Comments** |
| 1. Do you have subcontractors? | Yes | No  N/A | List subcontractors. **If none, skip to page 8**. |
| 2. What was your process for soliciting subcontractors? | | | |
| 3. Are subcontracts solicited through competitive bid? | Yes | No  N/A | |
| 4. Are subcontracts available for review? | Yes | No  N/A | |
| 5. Are subcontracts executed in a timely manner? | Yes | No  N/A | |
| 6. Do subcontracts contain the required clauses? *(civil rights clause, confidentiality clause and procedures for breach of contract or severing a contract)* | Yes | No  N/A | |
| 7. Do you have a training plan for subcontractors? What is it? | Yes | No  N/A | |

| | | | | |
|---|---|---|---|---|
| 8. What is your subcontractor monitoring plan? Have you visited each subcontractor this year? | Yes | No | N/A | Request copies of ME tool.<br>Dates:<br>Staff completing review: |
| 9. Do any subcontractors have an outstanding corrective action plan? | Yes | No | N/A | |
| 10. Do you provide technical assistance to your subcontractor who is currently under a corrective action plan? | Yes | No | N/A | |

**Corrective Action Items:**




**Arizona State Staff Comments:**




**Local Implementing Agency Representative Comments:**

| **Name of Local Implementing Agency (LIA):** | **Date:**<br>(Fiscal year & Quarter of financials under review: ex. FY19 Q1) |
|---|---|
| **LIA Staff:** (Names, Titles, SNAP-Ed Roles) | **Reviewer:** (Name, Title, AZ State Agency) |

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

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

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

| I. Staffing: Performance, Training & Competency | | | | |
|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** |
| 1. Did at least one staff member attend the annual conference? | Yes | No | N/A | |
| 2. Did at least one staff member attend the Policy and Procedure training? | Yes | No | N/A | |
| 3. Are supervisor observations being conducted annually on all staff who conduct Direct Education? | 1  2 | 3 | 4 | (Provide observation documentation for review) |
| 4.  All staff has completed the *mandatory annual* civil rights training. | 1  2 | 3 | 4 | (Provide documentation of training (dates, agendas, sign-in sheet, certificate, etc.)) |
| 5. All staff providing SNAP-Ed directly to children and/or vulnerable adults have *current* fingerprinting cards on file. | 1  2 | 3 | 4 | (Provide a list of all staff with fingerprinting cards.) |
| 6. Is an RDN on staff or on contract? (Recommended only) | Yes | No | N/A | |

| 7. Is a physical activity expert on staff or on contract? (Recommended only) | Yes | No | N/A | |
|---|---|---|---|---|
| 8. Staffing is adequate to achieve the program objectives. | 1 | 2 | 3 | 4 | |
| 9. Describe how all staff competency is maintained and evaluated. (i.e. performance evaluations) | | | | |
| 10. Describe any challenges with staff turnover, hiring, etc. | | | | |
| 11. How do you ensure that staff are trained on new curricula to ensure consistency and fidelity of education/intervention delivery? | | | | |

| II. Time & Effort | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. Timesheets and time documentation forms are readily available for review. | 1 | 2 | 3 | 4 | |
| 2. Is staff time spent on the program consistent with the SNAP-Ed plan? Please indicate on assessment scale | 1 | 2 | 3 | 4 | |
| 3. When accounting for time and effort of staff committing less than 100% time to SNAP-Ed, the total cost, including time not worked (annual and sick leave) is computed and charged as required by FNS. | 1 | 2 | 3 | 4 | |
| 4. Time records and certifications are signed bi-weekly by both employees and immediate supervisors. | 1 | 2 | 3 | 4 | |
| 5. All timesheets are completed after the fact and they reflect actual time. | 1 | 2 | 3 | 4 | (If no, please indicate percentage of compliance.) |
| 6. Staff salaries are reasonable and necessary. | 1 | 2 | 3 | 4 | (Ensure current salaries are aligned with budgeted salaries) |
| 7. All staff salaries are documented as "actual." | 1 | 2 | 3 | 4 | (Refer to timecards) |

| 8. What is your programs' current time split for administration/management vs. direct? (Please ask question during ME to understand LIA's perspective) | Mgmt. | Direct | Should be M: 20%, D: 80%. If not, please discuss with LIA. |
|---|---|---|---|
| 9. What efforts are being made to ensure the administrative/management and direct time split meets required levels? | | | |

| III. Educational Materials & Reinforcement Items | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. SNAP-Ed activities are planned and implemented in accordance with approved Goals and Objectives for current fiscal year. | 1 | 2 | 3 | 4 | |
| 2. Planned activities are appropriate for the social, cultural, and/or linguistic needs and resources of the low-income population served. | 1 | 2 | 3 | 4 | |
| 3. USDA recommended non-discrimination statement is on sample materials. | 1 | 2 | 3 | 4 | (Indicate percentage of compliance) |
| 4. SNAP funding statement is on appropriate materials and reinforcement items. | 1 | 2 | 3 | 4 | (Indicate percentage of compliance) |
| 5. Materials are written at the sixth grade reading level and free of jargon or technical language. | 1 | 2 | 3 | 4 | |
| 6. All Nutrition Education Reinforcement Items (NERI) are requested and approved in advance of purchase. | 1 | 2 | 3 | 4 | (Provide documentation of prior approval) |
| 7. Printed materials are free from disparaging remarks regarding single foods, commodities, or industries? | 1 | 2 | 3 | 4 | (Indicate percentage of compliance) |
| 8. All SNAP-Ed Nutrition Education Reinforcement Items cost less than $5 each. | 1 | 2 | 3 | 4 | |
| 9. All SNAP-Ed Nutrition Education Reinforcement Items are allowable, reasonable, and necessary. | 1 | 2 | 3 | 4 | |
| 10. All Photo/Video Release Forms are numbered and maintained in a log. | 1 | 2 | 3 | 4 | |

| | Assessment | | | | Comments |
|---|---|---|---|---|---|
| 11. Describe how and when SNAP-Ed materials are used. | | | | | |
| 12. Websites or online materials are up-to-date. | 1 | 2 | 3 | 4 | |
| 13. Describe how often materials are updated and who is responsible. | | | | | |

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

| V. Program Evaluation & Observation | | | | |
|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** |
| 1. Program evaluations are completed and submitted by the required deadlines. | 1 | 2 | 3 4 | |
| 2. Required evaluation tools are being proctored only by SNAP-Ed staff who have completed the required training. | Yes | No | N/A | |
| 3. Are evaluation tools being used for internal evaluation purposes? | Yes | No | N/A | (Feedback from both SIT and LIA. If yes, describe) |
| 4. All other internal evaluation efforts have been submitted in the most recent Semi-Annual Report Narrative. | 1 | 2 | 3 4 | |

| 5. Were the two most recent Semi-Annual Report Narratives submitted by the required deadline? | Yes | No | N/A | |
|---|---|---|---|---|

| VI. Program Integrity | | | | |
|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** |
| 1. Is the Policies and Procedures Manual available for staff reference? | Yes | No | N/A | |
| 2. A curriculum schedule is available and is being implemented. | 1 | 2 | 3 | 4 | Describe implementation: |
| 3. Program records maintained and archived for a minimum of three (3) years. | 1 | 2 | 3 | 4 | |
| 4. A Property Control Officer and alternate have been identified for each site where assets are located. | 1 | 2 | 3 | 4 | |
| 5. Program assets are tagged and an inventory maintained appropriately. | 1 | 2 | 3 | 4 | |
| 6. Is there a tracking system in place for all equipment purchased per the thresholds of the AZ Health Zone P & P manual and SAAM? Is the tracking system utilized for all new applicable purchases? | 1 | 2 | 3 | 4 | |

| VII. Contractor's Expenditure Reports (CERs), Reimbursements and Allowable costs | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. In the quarter under review, what percentage of CERs were submitted by the thirtieth of the following month? | % on time | | | | |
| 2. In what month was the most recent CER submitted to AZ Health Zone? | | | | | |
| 3. There are internal procedures in place to assure monthly CERs are submitted in a timely matter. | 1 | 2 | 3 | 4 | Describe procedures: |
| 4. All items purchased are *pre-approved* in the budget or by special request. | 1 | 2 | 3 | 4 | |
| 5. All professional membership fees are limited to institutional memberships and are SNAP-Ed-related. | 1 | 2 | 3 | 4 | |

| VIII. Travel | | | | | |
|---|---|---|---|---|---|
| **Review Area** | **Assessment** | | | | **Comments** |
| 1. In-state and out-of-state travel expenditures are consistent with approved SNAP-Ed budget submitted to AZ Health Zone. | 1 | 2 | 3 | 4 | |
| 2. Do all travel expenses adhere to the State of Arizona General Accounting requirements? | 1 | 2 | 3 | 4 | |
| 3. If staff commit less than 100% of their time to SNAP-Ed, their non-SNAP-Ed-specific travel expenses (general nutrition conference) are pro-rated based upon their percentage of time spent on SNAP-Ed. | 1 | 2 | 3 | 4 | |
| 4. Do staff complete a log for all travel expenses? | 1 | 2 | 3 | 4 | |
| 5. Do staff submit all travel receipts with travel logs? | 1 | 2 | 3 | 4 | |

| IX. Reports | | | | | |
|---|---|---|---|---|---|
| **Review Area** | | **Assessment** | | | **Comments** |
| 1.  Is data entered into SEEDS in a timely manner? | 1 | 2 | 3 | 4 | |
| 2. Internal procedures to assure monthly data is entered into SEEDS in a timely matter are effective. (Does this internal procedure address how and by whom this data is entered?) | 1 | 2 | 3 | 4 | |
| 3. The method in which data is collected meets the EARS standards. | 1 | 2 | 3 | 4 | (e.g., Attendance sheets, demo cards, visual estimates) |
| 4.  Is the current contract being followed regarding fiscal year DE requirements in each community (is completed or plan to complete)? | 1 | 2 | 3 | 4 | (e.g., 1 = DE is planned in each community, 4 = DE has been completed in each community) |
| 5. Describe challenges encountered when gathering and reporting data for EARS and actions taken to resolve or address these challenges. | | | | | |

| X. Subcontractors' Review | | | | |
|---|---|---|---|---|
| **Review Area** | **Assessment** | | | **Comments** |
| 1. Do you have subcontractors? | Yes | No | N/A | List subcontractors. **If none, skip to page 8**. |
| 2. What was your process for soliciting subcontractors? | | | | |
| 3. Are subcontracts solicited through competitive bid? | Yes | No | N/A | |
| 4. Are subcontracts available for review? | Yes | No | N/A | |
| 5. Are subcontracts executed in a timely manner? | Yes | No | N/A | |
| 6. Do subcontracts contain the required clauses? *(civil rights clause, confidentiality clause and procedures for breach of contract or severing a contract)* | Yes | No | N/A | |
| 7. Do you have a training plan for subcontractors? What is it? | Yes | No | N/A | |

| 8. What is your subcontractor monitoring plan? Have you visited each subcontractor this year? | Yes | No | N/A | Request copies of ME tool.<br>Dates:<br>Staff completing review: |
|---|---|---|---|---|
| 9. Do any subcontractors have an outstanding corrective action plan? | Yes | No | N/A | |
| 10. Do you provide technical assistance to your subcontractor who is currently under a corrective action plan? | Yes | No | N/A | |

**Corrective Action Items:**

**Arizona State Staff Comments:**

**Local Implementing Agency Representative Comments:**

# Appendix B

## Lesson Observation Tool

# Lesson Observation Tool

Educator being observed _____ Date _____

Curriculum/resources used _____

Lesson being observed _____ Grade level/Age _____

Location: _____ Length of lesson: _____

## *Section I: Questions to be asked of the educator*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| If Response is No, Please Provide Explanation. |
|---|
| |

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

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

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

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

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

**Additional Comments:**

# Appendix C

# Labor Activity Report

# Labor Activity Report
Department of Health Services

Pay Period: _____ To: _____

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

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

| Default Funding | % Change | Description | Budget FY | Function | PPC | - % - | 1/1 S | 1/2 S | 1/3 M | 1/4 T | 1/5 W | 1/6 T | 1/7 F | 1/8 S | 1/9 S | 1/10 M | 1/11 T | 1/12 W | 1/13 T | 1/14 F | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | | | | | | | | 0 |
| 0.00% | 0% | | | **Total Hours Worked** | | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**LEAVE Time**

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COMP | 330 | | | | | | | | | | | | | | | | | 0 |
| HOLIDAY | 320 | | | | | | | | | | | | | | | | | 0 |
| ANNUAL | 300 | | | | | | | | | | | | | | | | | 0 |
| SICK | 310/311 | | | | | | | | | | | | | | | | | 0 |
| JURY DUTY | 350 | | | | | | | | | | | | | | | | | 0 |
| PARTIAL DAY | 105 | | | | | | | | | | | | | | | | | 0 |
| OTHER | | | | | | | | | | | | | | | | | | 0 |
| **Total Leave Hours** | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Pay Period Totals**  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**NETWORK SNAP-Ed Time**

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # Hours *Management | | | | | | | | | | | | | | | 0 |
| # Hours **Direct | | | | | | | | | | | | | | | 0 |
| **Total SNAP-Ed Hours** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

_____
Employee Signature          Date

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

_____      _____
Supervisor Signature      Date          Financial Accountant      Date

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

**Direct hours include time spent:
 - Preparing lesson plans
 - In travel to and from sites where direct delivery services are provided
 - Teaching allowable nutrition education activities to food stamp eligible persons
 - Administering surveys or evaluation questionnaires
 - Summarizing results of nutrition education activities
 - Ordering Nutrition education materials
 - Conducting physical activity demonstrations and promotions that include a nutrition message
 - Making referrals to Food Stamp and WIC programs
 - Setting up for direct delivery nutrition education activities

**Appendix D**

**Sample MOA**

<div align="center">**MEMORANDUM OF AGREEMENT (MOA)**</div>

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

and

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

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

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

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

### III. *[PARTY A]* **RESPONSIBILITIES UNDER THIS MOA**
*[Party A]* shall undertake the following activities:
*Examples of descriptive terms include: develop, deliver, provide, train, and evaluate*

### IV. *[PARTY B]* **RESPONSIBILITIES UNDER THIS MOA**
*[Party B]* shall undertake the following activities:
*Examples of descriptive terms include: deliver, support, provide, comply, train, and maintain records*

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

### VI. FUNDING
This MOU does not include the reimbursement of funds between the two parties.
- Approximately $_____ is being leveraged from _____ *(Party B)* for the _____ *(Party A).*
- None of the funds used in this MOA are federal funds or funds being used to match other
  federal funds.
- _____ *(Party B)* will provide documentation asrequested by _____ *(Party A).*

*Program activities do not supplant existing nutrition education and obesity prevention programs, and*
*where operating in conjunction with existing programs, enhance and supplement them. This applies to*
*all activities and costs.*

## VII. EFFECTIVE DATE AND SIGNATURE

This MOA shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from October 1, 2_____, to September 30, 2_____. Parties A and B indicate agreement with this MOAby their signatures.

**(Dates must not exceed three years)**

**Signatures and dates**

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

_____                    _____

# Appendix E

# Single Session Development Form

**Single Session Development Form**

Type of Nutrition Education and Obesity Prevention Class/Activity:

__Classroom lesson                                 __Game
__Community presentation                       __Food demonstration
__Physical activity with nutrition message    __Other _____

Class Location:_____ Date of Lesson:_____

AZ Health Zone LIA ClassInstructor: _____

Title of Lesson:_____

Estimated Class Time:_____minutes

Lesson Goal:

Arizona Academic Standards:

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

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

Sequence of Lesson/Script (Relate to each objective)

Evaluation (How was each objective met)

Closure (Recap - call to action)

**Appendix F**

**Recipe Evaluation and Nutrient Criteria Check Sheet**

# AZ Health Zone
## Recipe Evaluation and Nutrient Criteria Check Sheet

**Recipe Name:** _____

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

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

Reviewed by: _____

Date: _____

# Appendix G

# Brand Guidelines

# AZ
# HEALTH
# ZONE

## HEALTHY STARTS HERE

Brand Standards

September 2018

# AZ HEALTH ZONE BRAND STANDARDS

LOGOS MUST NOT BE ALTERED OR AMENDED IN ANY WAY.

## PRIMARY LOGOS

The full-color logo is the preferred variant for all uses. It is available in 4-color process and 2 PMS spot colors. Secondary options are available for use only when the reproduction methods prevent the use for full color.



## SECONDARY LOGOS

1-color variants are available for reproduction that are limited to one solid color, such as embroidery and promotional materials.
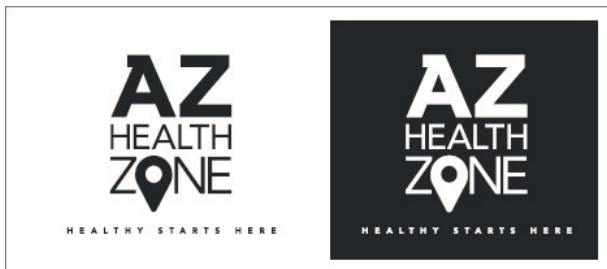


(ENGLISH) LOGO ON LIGHT AND DARK BACKGROUND



(SPANISH) LOGO ON LIGHT AND DARK BACKGROUND



FULL COLOR (ENGLISH AND SPANISH) NO TAGLINE
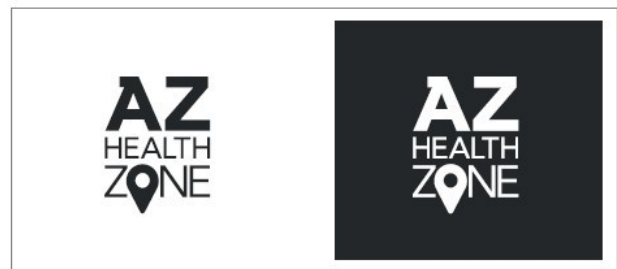


(ENGLISH) LOGO ON LIGHT AND DARK BACKGROUND NO TAGLINE

# AZ HEALTH ZONE BRAND STANDARDS
LOGOS MUST NOT BE ALTERED OR AMENDED IN ANY WAY.

## SECONDARY LOGOS (CONTINUED)

Horizontal logos, with and without taglines have been added to family of approved logos. These logos follow the same principal as the standard logos as it relates to color, size and font size.

(ALT) TAGLINE AND COUNTY LOGO FULL COLOR, AND 1-COLOR.

(ALT) COUNTY LOGO (NO TAGLINE) FULL COLOR, AND 1-COLOR .
LEVERAGE PARTNERSHIP'S OFFICIAL NAME AND DON'T USE PARTNERS LOGO.
WHITE LOGO VERSIONS ARE AVAILABLE UPON REQUEST.

## TYPOGRAPHY

### Primary Type

**Avenir Black**
Avenir Medium
Avenir Book

### Secondary Type

**Arial Bold**
Arial Regular

# AZ HEALTH ZONE BRAND STANDARDS

LOGOS MUST NOT BE ALTERED OR AMENDED IN ANY WAY.

## PRIMARY COLORS

PANTONE: 299
CMYK: 80-18-0-0
RGB: 0-161-223
HEX: 00A1DF

PANTONE: 426
CMYK: 73-66-62-67
RGB: 38-39-41
HEX: 262729

THESE COLORS ARE RESERVED FOR BLACK AND WHITE VARIANTS

PANTONE: BLACK 6C
CMYK: 0-0-0-100
RGB: 35-31-32
HEX: 231F20
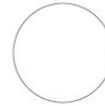
PANTONE: WHT
CMYK: 0-0-0-0
RGB: 255-255-255
HEX: FFFFFF

## SECONDARY COLORS

PANTONE: 668
CMYK: 73-75-24-7
RGB: 98-76-121
HEX: 5E5181

PANTONE: 107
CMYK: 2-6-99-0
RGB: 255-227-0
HEX: FFE300

PANTONE: 663
CMYK: 9-6-7-0
RGB: 228-229-228
HEX: E4E5E4

PANTONE: 1645
CMYK: 0-80-93-0
RGB: 241-91-42
HEX: F15B2A

PANTONE: 710
CMYK: 0-80-56-0
RGB: 241-89-96
HEX: F15960

PANTONE: 367
CMYK: 48-6-99-0
RGB: 147-190-62
HEX: 93BE3E

PANTONE: 602
CMYK: 10-3-70-0
RGB: 235-227-112
HEX: EBE370

## SIZING REQUIREMENTS AND SPECIAL USE FORMAT

The tagline should be used whenever space allows, but there will be instances when the font will be too small to read.

REMOVE TAGLINE IF THE POINT SIZE DROPS BELOW 6 POINTS.

21 PIXELS

27.5 PIXELS
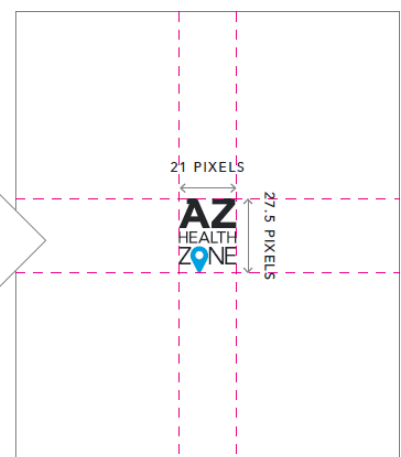
MOST PUBLICATIONS WILL NOT GUARANTEE FONT LEGIBILITY BELOW 6 POINTS, IF THE FORMAT REQUIRES THE LOGO BE SCALED BELOW 6 POINTS, IT IS RECOMMENDED THAT THE TAGLINE BE REMOVED.

MINIMUM SIZE 21W X 27.5H PIXELS.

# AZ HEALTH ZONE BRAND STANDARDS

LOGOS MUST NOT BE ALTERED OR AMENDED IN ANY WAY.

## GUIDELINES - THE DO'S AND DON'TS

All uses of the AZ Health Zone logo should maintain a consistent spacing equal to the dimensions of the "A" in "AZ" around the mark to separate the mark from surrounding elements. If the logo placement lacks sufficient space to achieve this separation, remove the tagline and use the AZ Health Zone mark.

CENTER ON TEXT IN IMAGE CONTAINER.

DON'T CROWD THE TAGLINE
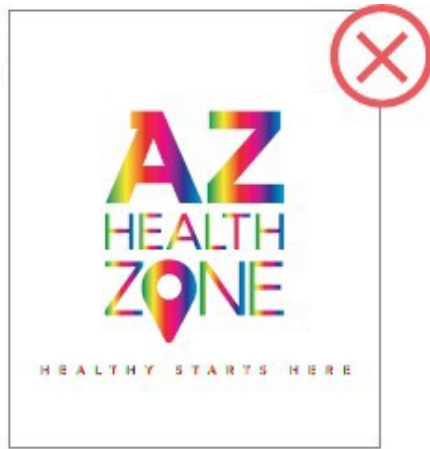
DON'T ALTER LOGO COLORS

DON'T ANGLE LOGO

DON'T PLACE COLOR LOGO ON DARK BACKGROUNDS

DON'T ALTER ICON COLORS

DON'T PLACE LOGO ON PHOTOS WITHOUT SUFFICIENT CONTRAST

# AZ HEALTH ZONE BRAND STANDARDS

LOGOS MUST NOT BE ALTERED OR AMENDED IN ANY WAY.

## REQUIRED DISCLAIMER

Documents developed, adapted, or reprinted by State and Implementing Agencies receiving financial assistance from FNS must have the following shortened nondiscrimination statement:

English:
This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP through the AZ Health Zone. This institution is an equal opportunity provider.

Spanish:
Este material fue financiado por el Programa de Ayuda de Nutrición Suplementaria de USDA-SNAP a través de la Zona de Salud AZ. Esta institución ofrece igualdad de oportunidades.

## POLICY

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

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

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

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

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

**Appendix H**

**Sample Photo/Video Release Form**

**ARIZONA DEPARTMENT OF HEALTH SERVICES**

# PHOTO/VIDEO RELEASE

I hereby grant permission to the Arizona Department of Health Services (ADHS) to use photograph(s)

and/or video recording(s) of_____taken on_____.

                            (PRINT NAME)                              (DATE)

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

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

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

DATE: _____

SIGNATURE: _____

*(Parent or Legal Guardian for persons less than 18 years old)*

ADDRESS: _____

_____

         City                     State                   Zip Code

TELEPHONE:_____

E-MAIL: _____

*Please check if you would like a copy of this release sent to you bye-mail:* _____

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

Photographer:_____        Photo/Video Release ID#_____

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

150 North 18th Avenue, Suite 500, Phoenix, AZ 85007-3247 P | 602-542-1025 F| 602-542-1062    W | azhealth.gov
*Health and Wellness for all Arizonans*

**ARIZONA DEPARTMENT OF HEALTH SERVICES**

## AUTORIZACIÓN PARA EL USO DE MI FOTO/VÍDEO

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

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

tomadas el _____

(FECHA)

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

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

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

FECHA: _____

FIRMA:_____

*(Padre, o Tutor Legal, para los menores de 18 años de edad)*

DOMICILIO:_____

-----------------------------------------------------------------------------------------
                Ciudad                      Estado                      Código Postal

TELÉFONO: _____

CORREO ELECTRÓNICO:_____

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

**-------------NO ESCRIBA DEBAJO DE ESTA LÍNEA—SÓLO PARA USO DE LA AGENCIA--------------**
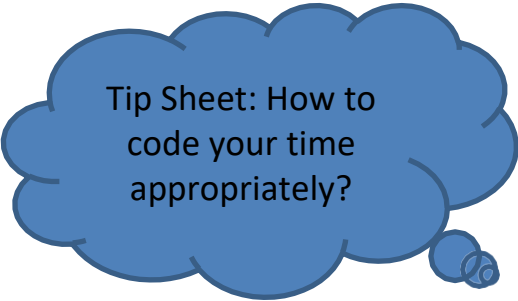
Photographer_____Photo/Video ReleaseID#_____

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

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# Appendix I

## Time Documentation Tip Sheet

## SNAP-Ed Time Documentation

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

### DIRECT TIME

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

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

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

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

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

## MANAGEMENT/ADMINISTRATIVE TIME

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

*Reporting & General Administration*

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

*Staff-Related Administration*

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

*Local Implementing Agency/Employer-Related Administration*

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

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

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

# Appendix J

## Sample Semi-Annual Report Narrative and Tips for a Smashing SARN

# Sample AZ Health Zone Semi-Annual Narrative Report

**County Name:** County Name Here

**Name of Person Completing Report**: Reporter Name Here

**Reporting Period**: Mid-Year FY20

**Instructions:** For each of the following Focus Areas, please answer the questions succinctly.

*If you do not work in a Focus Area, check the box next to "N/A".*

*New: The added section will have you write about multi-level interventions happening in a community. Please add this section to your mid-year SARN.*

## Food Systems

☐ **N/A**

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

For gardens, our highlight was the completion of the teaching garden at Yavapai Elementary School. We had been assisting with planning for this garden over the past year, and this period we were able to take part in its grand opening. Our champion at the school, Ms. Smith, the assistant principal at the school, worked tirelessly to solve challenges that came up regarding this garden, including getting gardens included in the district wellness policy (see School Health). She was also able to get all the fourth-grade teachers onboard, so we are providing all fourth graders with alternating nutrition education and gardening lessons/hands-on gardening time every Thursday throughout the school year. The garden's grand opening event was open to all students, teachers, administrators and parents and included a 2K fun run/walk around the perimeter of the school property (see Active Living).

Our farm-to-school work with a local coalition of farmers, food distributors, and school district staff has continued to go well in this period. Our highlight was our Farm Fundraiser Project, where students from one school sold fresh produce (CSA-type) shares to school community members. The kids received the weekly produce from the farmers' cooperative and packed it themselves into bags, which were then picked up every Tuesday afternoon by shareholders for ten weeks. Farmers were supported, students learned business skills, the school made a little money on each "share," and families ate healthier – it was a winner of a project all around.

2. What do you see as your program's *areas for improvement* in Food Systems?

Although we worked with three districts to support the Summer Food Service Program last summer, we have only been able to schedule meetings with district food service staff for two of those districts to start gearing up for this summer season. In the third district, the food service manager is new, and has not been returning our calls. To improve on this, we will try to reach out to her through other contacts we have in that district, including principals of schools where SFSP was held last summer.

Another area for our LIA to improve is by working on a sustainability plan for the garden at Fox Glen Elementary School. We had a strong champion there for many years who has just retired, and administrators and staff at the school would like to keep the garden going but are not quite sure how. This turnover is a challenge for us because we lost the person who cared for the garden as well as our main contact for talking to the school about the garden. To address the issue, we plan to reach out to *three* potential champions and ask them to meet to make a sustainability plan that preserves the elements of the garden that school staff find most valuable for student learning. We hope that having multiple champions will help sustainability because even if one leaves, others will still be in place.

3. What do you see as your programs *opportunities* in Food Systems for the *next* reporting period? (Please note if assistance is requested from AZ Health Zone SIT or SET staff)

In the next period we anticipate our summer food work will be a focus as well as two gardens we have in year-round Head Start programs. Our initial meetings with the two districts mentioned above have been very positive – with one district, we have made plans to go door-to-door around three of the district's SFSP sites with postcards, which will reinforce the messages kids get from the school near the end of the school year. These postcards will provide information about the address and hours of the nearest SFSP site and also encourage parents and students to come for fun activities as well as food.

Our summer gardens for Head Start will focus on growing vegetables from seed to table, on the request of both lead teachers. We will be providing hands on gardening along with the CATCH ECE gardening lessons to students every other week.

A new opportunity for us is sitting on the board of the community garden in Junction Town. This enables us to offer technical assistance to garden leaders as well as consider how other PSEs and opportunities for DE may intersect with this garden within this community.

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

If the non-communicative school district continues to be nonresponsive, we may end up focusing our SFSP efforts on just two school districts. This may mean that we will be turning in just two SFSP Checklists in FY20. We will keep our SET liaison updated about this as the deadline for this assessment approaches.

5. Please describe any internal evaluations planned and/or conducted using your own evaluation tools or the AZ Health Zone's evaluation tools. (Please note that internal evaluations using AZ Health Zone's evaluation tools require prior approval)

We have been working with two food pantries in our county and we did the Healthy Food Pantry Assessment Tool (HFPAT) as an internal evaluation with one of them. We introduced the food pantry leadership to the tool, and a SNAP-Ed staff member completed the tool together with the pantry director. The overall score was 56 out of 100 (average scores are 35-65). Some of the items identified by the HFPAT as low scoring that the pantry is working on are: signage on the road to identify the pantry and providing information about other food assistance programs to pantry visitors. We have a meeting scheduled with the pantry director to brainstorm how SNAP-Ed can support these and other changes.

## Active Living

☐ **N/A**

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

Over the past six months, we have made significant progress toward our active living policy goals. In our workplan we said we would work on site-level active living policies with two sites. We have been able to get specific language about the site offering ongoing physical activity classes/opportunities into the Policy Manual at Central Community Center. This gives us some template language for our work with Recovery Services Site, a residential substance-abuse treatment center where we have been encouraging both gardening and regular physical activity opportunities. We have also taken further steps toward our policy goal outlined for the City in the ACT-GO assessment we completed in FY19. We said that we would work with the City to develop a planned "Bike to Work/School" day, encouraged by our city-level champions and neighborhood association contacts, that would coincide with the completion of planned improvements to a bike lane on Main Street and a more secure bike corral downtown. Although the work won't be completed until next reporting period, we have had several productive meetings with our champions, and set a date of September 24 for Bike to Work/School Day, which we have begun to publicize to the community through the neighborhood associations.

As mentioned above, we were able to combine a school garden grand opening at Yavapai Elementary School with a family-friendly physical activity event. Our agency was involved in event planning and event-day support, including a hydration booth, and over 400 individuals (for comparison, Yavapai Elementary enrollment is 350) took part in the 2K event. Moms and dads walked with strollers, and a group of fifth graders had a friendly rivalry about who was going to finish the run first in the under-12 category. At our next visit to the school after the event, a fifth-grade teacher told our staff that students were still excited about being active, vowing that they were going to practice so that they could place in the top three finishers for the run next year. She said she had even seen ten or so students doing laps around the playground before school during the past week, encouraging each other.

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

2. What do you see as your program's *areas for improvement* in Active Living?

> Describing how you have stumbled can help you AND the AZ Health Zone better understand new processes.

Although we have been working with the School Health team of our local tribal nation, we have not yet made much progress with planning family-friendly physical activities. When we reached out to tribal representatives (identified by our school health contacts as "the right people to talk to about physical activity events"), we discovered that we were unprepared to meet the unique needs of the Tribal Nation with respect to planning and promoting physical activity at qualified reservation sites. For example, we had not integrated culturally-relevant elements into our event suggestions, and we had not considered the events the Tribal Nation had already scheduled at or near the locations we were proposing. We have therefore delayed our event planning meetings until we became more familiar with the Tribal Nation by formal and informal conversations and phone calls with Tribal Nation representatives. Those conversations have enabled us to adjust our suggestions for physical activity events, and we are now much better poised to provide actual planning support, with the tribal representatives leading the effort.

3. What do you see as your program's *opportunities* in Active Living for the *next* reporting period? (Please note if assistance is requested from AZ Health Zone SIT or SET staff)

One of our SNAP-Ed staff has been attending the City Council meetings in Town when possible, and has become better acquainted with two of the council members who tend to be supportive of efforts related to active living and outreach to underserved populations in town. One of these council members attended the Yavapai Elementary School garden grand opening and participated in the 2K fun run/walk and approached our staff member after a recent meeting to express how much fun that event had been. Our staff member thanked him for coming and mentioned that we were trying to become more involved in the general planning process to see how health could be a bigger part of planning in the Town. He mentioned the name of a key person involved in town

planning and said we could use his (the council member's) name when contacting this person. We did so and have now been invited to sit on the Town General Plan 2030 review committee.

Also, in the upcoming quarter, we have scheduled to begin work with a local fitness center to plan free, monthly outdoor Zumba classes at the park.

4. What do you see as *potential threats* to your Active Living programming in the*next* reporting period? (Please note if assistance is requested from AZ Health Zone SIT or SET staff)

After using the PARA tool with six parks in the county, we were surprised to find that those maintained by the county were often in good condition, but those controlled by cities tended to score lower, especially on the condition of features and the presence of incivilities. When we asked, we found that often the cities have little funding to contribute to maintaining and refurbishing parks. Because of that, we are limited in what we can integrate into the action plan for enhancing physical activity resources in some parts of the county. We know that the SIT has planned an Active Living webinar coming up in May - any resources or training that the state can include that promotes active living (either for physical activity resources or development of policies) *given budget constraints* would be much appreciated!

5. Please describe any internal evaluations planned and/or conducted using your own evaluation tools or the AZ Health Zone's evaluation tools. (Please note that internal evaluations using AZ Health Zone's evaluation tools require prior approval)

No internal evaluations conducted this period, nor planned for the next reporting period.

## School Health

- **N/A**
    1. What do you see as your program's *major strengths* in School Health?

This reporting period, staff obtained three district Local Wellness Policies (LWPs) and sent them on to the SET for review in an effort to support stronger district-level policies. Our two school health staff have become proficient in understanding and improving LWPs; they attended AZ Health Zone's WellSAT 3.0 LWP training, an ADE LWP webinar, and a CATCH Kids Club training held in a neighboring county. After receiving LWP scores and recommendations from the SET, staff scheduled a time to present to each of the district wellness committees. In the two meetings that have occurred to date, we provided hardcopy reference materials and technical assistance specific to improving LWPs, and in each meeting a few items from the recommendations were approved to go for board approval! As mentioned above, one of the changes incorporated into the Rural District Wellness Policy (the district that includes Yavapai Elementary School) was that school gardens are both *allowed and encouraged* within the

district's schools. Each district wellness committee also picked an area of the WellSAT 3.0 results that they plan to strengthen over the next six months.

Our staff also used the new relationships they developed during these meetings to engage in separate meetings with two individual schools to enhance PA programming; they report that school administrators and PE teachers are very enthusiastic about the CATCH program. After a recent meeting, one staff member forwarded a PE teacher's email that read: "I can't tell you how excited I am that you've been able to get our principal interested in CATCH. It's like the PE program suddenly exists at the school when it used to be invisible!"

2. What do you see as your program's *areas for improvement* in School Health?

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

3. What do you see as your program's *opportunities* in School Health for the *next* reporting period? (Please note if assistance is requested from AZ Health Zone SIT or SET staff)

Our staff has one more LWP working meeting planned for before the end of this school year; if successful, the meeting would mean that all three of the LWPs that we intended to obtain in FY20 will have been reviewed and improved by the end of the year, and at least two are already planning on bringing the revisions before the Board for final approval. In addition, an independent charter school proactively contacted us after hearing about our work on LWPs and provided their LWP, so we now have a fourth meeting planned for this year, putting us well ahead of schedule.

In addition to the two schools where we have been able to use CATCH Kids Club to support the PE/PA parts of the district LWP, we also have the opportunity in the next school year to work on Smarter Lunchrooms with one school and to use the Healthy Classrooms, Healthy Schools curriculum on a monthly basis to support LWP implementation in a second school. We request that AZ Health Zone prioritize a training for Healthy Classrooms early in FY21.

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

You can request specific help from AZ Health Zone SIT & SET.

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

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

> It's okay to occasionally say there is nothing to report, if the whole focus area is going well.

5. Please describe any internal evaluations planned and/or conducted using your own evaluation tools or the AZ Health Zone's evaluation tools. (Please note that internal evaluations using AZ Health Zone's evaluation tools require prior approval)

No internal evaluations conducted this period, nor planned for the next reporting period.

## Early Childhood
☒**N/A**

> You would **only** click "N/A" if your workplan does not include ANY strategies in this focus area.

6. What do you see as your program's *major strengths* in Early Childhood?

7. What do you see as your program's *areas for improvement* in Early Childhood?

8. What do you see as your programs *opportunities* in Early Childhood for the *next* reporting period? (Please note if assistance is requested from AZ Health Zone SIT or SET staff)

*9.* What do you see as *potential threats* to your Early Childhood programming in the *next* reporting period? (Please note if assistance is requested from AZ Health Zone SIT or SET staff)

10. Please describe any internal evaluations planned and/or conducted using your own evaluation tools or the AZ Health Zone's evaluation tools. (Please note that internal evaluations using AZ Health Zone's evaluation tools require prior approval)

## Direct Education

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

1. What do you see as your program's *major strengths* in Direct Education?
After receiving the KAN-Q evaluation training, our staff scheduled five lesson series with fourth and fifth grade classes in districts where we were also actively working to support LWPs and (in two schools) comprehensive PA programming.  Lessons for all five series began in this reporting period, and one has been completed with fifth graders at Sunshine Elementary School (within Urban School District). Our staff were able to administer five classrooms of pre-KAN-Qs before the fall deadline, and we found that after taking the pre-survey, some students seemed more curious about survey topics such as whole grains, and what kinds of activity

"counted" as physical activity. We were able to start off the first lesson by reminding them about the survey questions as we introduced MyPlate and physical activity recommendations for youth.

After several years of working with a local senior center and offering just single nutrition lessons along with the gardening lessons that draw a larger crowd, we were able to offer all six Eat Healthy Be Active workshops in this reporting period and gave the adult pre and post surveys to a small but dedicated group of seniors.

2. What do you see as your program's *areas for improvement* in Direct Education?

We have been very successful in reaching youth with our direct education efforts, however despite the success reported above, it is generally more challenging to reach adults with lesson series. The school setting provides us with a central location and consistent attendance, but this is not the case with most of our qualified adult sites. A few of these sites, e.g. the Central Community Center, can offer a central meeting location, however attendance from class to class varies so widely that we are unable to deliver a series to a consistent group of adults. To try to address this, we have started working with two of our schools to identify after-hours possibilities for a fun family lesson series offered twice per month over two to four months.

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

We agreed to train the Cochise Elementary School teachers on the CATCH Kids Club curriculum. There is no PE teacher at Cochise Elementary and so it falls to teachers to encourage kids to be more active. We have been invited to attend a teacher's planning meeting in March, which the principal will also be attending. During the meeting, we have been asked to give a brief presentation/overview of the curriculum and focus on how it meets Arizona's K-12 Academic Standards both for physical education and health. If this is successful, we may be able to move from a combination approach next school year, where SNAP-Ed staff proved the CATCH nutrition lessons and teachers oversee CATCH games, to a school-wide adoption of this curriculum taught by teachers, with SNAP-Ed moving into a technical assistance role.

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

Our educators would feel better prepared to discuss alignment with the Arizona's K-12 Academic Standards for physical education and health, especially among teachers and administrators, if they had additional training. We would like to request that the SIT provide such training or provide us with information about any external trainings available regarding these Standards.

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

As mentioned above, recruiting and retaining adults for a complete class series is a challenge, and it is a real threat that we will not be able to complete more than <u>one</u> surveyed class series per year with adults in our county, despite AZ Health Zone's dual focus on PSE and DE within communities. Any advice from the AZ Health Zone state team, or any information on how other local agencies successfully recruit and retain adults, would be welcome as we seek to address this threat.

5.  Please describe any internal evaluations planned and/or conducted using your own evaluation tools or the AZ Health Zone's evaluation tools. (Please note that internal evaluations using AZ Health Zone's evaluation tools require priorapproval)

We use an internally-developed Teacher Survey to find out from teachers at the end of the year how they felt about the SNAP-Ed program and the staff that interacted with them and their students over the year. We plan to send out that internal evaluation to our teacher-partners before the end of the upcoming school year.

## Multi-Level Intervention in a Community
Report <u>Once a Year on Mid-Year report</u>

> The two MLI sections below are <u>real</u> sections submitted in FY19 by the local agencies named. They have been lightly edited for readability and represent community interventions in larger (Yuma) and smaller (Mohave Valley) communities.

### City of Yuma (Population 95,500)

1.  Please select one community to describe your multi-level intervention across focus areas and strategies.

AZ Health Zone-Yuma has been able to deliver multi-level interventions across food systems, active living, school health, early childhood education and direct education in the Yuma community.

2.  Describe the following
a.  What changes/growth did you see?

AZ Health Zone-Yuma has advanced in the panorama of Active Living PSEs. As mentioned earlier in this report, we participated in reviewing and providing recommendations for the City of Yuma (COY) Bikeways Plan, and now have the opportunity to contribute to the development of the COY Tree & Shade Master Plan to provide input with a health equity approach.

In partnership with the Yuma County Health and Wellness Coalition, we have made progress in the development of a community-wide PA campaign. The 3 main components of the campaign - 1) creation of opportunities for families to be active, 2) outreach and education onbenefitsof

PA and publicizing local PA resources, and 3) partnering with health care providers to prescribe/promote physical activity to individuals and families - will engage various community sectors to help us achieve our objective to encourage people of all ages to be more physically active and support families who want to be physically active.

b. What collaborations were formed?
We are now collaborating with the COY Parks & Recreation superintendent, who has more decision-making power in the agency than our previous contact, to work on Active Living strategies.

School, ECE, health care are now newly represented in the Yuma H.E.A.L. coalition. Their participation is an asset to the coalition as they bring their perspective and contribute to addressing food systems issues.

c. What was the specific role played by your SNAP-Ed agency?
The opportunities that AZ Health Zone-Yuma has to participate in reviewing COY Plans are a result of our intentional efforts. By collaborating with COY leadership on other activities and participating in COY-led committees that impact our SNAP-Ed audiences, we have cultivated these relationships and positioned ourselves to participate on projects that can impact the quality of life for a greater number of our target audience.

We have proactively reached out to and formed strategic collaborations with community partners and garnered support and resources to advance our community-wide PA campaign initiative in Yuma and throughout the County.

We have made significant contributions to support our school district partner in the development of their LWP and SHAC by providing resources, TA, staff trainings and support in implementing school health strategies. AZ Health Zone -Yuma has been successful in providing professional development trainings to teachers and childcare providers. By coordinating with partners to provide CATCH Kids Club trainings we have been able to reach teachers from 3 partner school districts and 2 youth-serving organizations in Yuma.

The AZ Registry is an effective tool to coordinate trainings for ECE providers. Our staff has taken the initiative to communicate and coordinate with the Registry's point of contact to include additional relevant trainings such as Active Play, creating the opportunity to provide PA capacity-building training for a larger number of providers.

The participation of school, ECE and healthcare representatives in HEAL is a result of our intentional efforts to engage these partners.

d. **What was something you had planned for tried in the community that did not have the intended outcome? (Barriers and Challenges)**

AZ Health Zone-Yuma has a goal to implement the VERB Scorecard intervention, but we have not yet been successful in developing this. There are a lot of moving parts to developing this campaign, and although we have the Coalition in place, the VERB program requires a number of key components to make it successful, including a scorecard or tracking system for PA sessions, incentives or prizes that participants win for every 12 hours of PA, and coordination with various agencies to create check-in hubs, all of which have proven a challenge to put into place. This is not to say we have given up on VERB. It would be a good fit as a component of our PA campaign, so there may be more potential now for us to develop this.

## Mohave Valley (Population 13,700)

1. **Please select one community to describe your multi-level intervention across focus areas and strategies.**

   We have been able to deliver multi-level interventions across the food systems, active living, early childhood, and direct education strategies to the Mohave Valley community.

2. **Describe the following:**
a. **What changes/growth did you see?**

   The Mohave Valley community has really started efforts to increase the overall health of the community as a whole. They understand the health challenges that exist, and they have really made strong efforts focused on prevention methods to combat those challenges. This focus on health has spread across multiple divisions within the Fort Mojave Indian Tribe as they are all involved with improving the community. Steps to increase awareness and educate the population have been supported by the building of a new wellness center. In addition, construction has already begun on a new elementary school, and the Farm division is in the planning phases for a new community garden (as discussed under the Food Systems section).

b. **What collaborations were formed?**

   They have hired a new wellness team in conjunction with the wellness center that seems to have the full support of Tribal council, which has made all of the difference. The new wellness team realizes the value in community partnerships and has not only reached out to AZ Health Zone-Cooperative Extension-Mohave County (CE-MC) but has also sought out other members from divisions [departments] throughout the community. For example, we recently met with the case manager and clinical dietician as well as the wellness team from the wellness center to discuss our efforts, plan more efficiently, and find ways to support each other to have a unified message. The Farm division is tasked with the building of the community garden and has reached out to AZ Health Zone-CE-MC as well as the wellness team to get ideas on how to plan the garden and what to plant, as it will support the teaching kitchen at the wellness center and eventually the school cafeteria.

c. **What was the specific role played by your SNAP-Ed agency?**

   We have worked to bring together different departments with similar interests within this community. This has been a long process and has taken several years of being diligent in forming

partnerships within the community, but we are now starting to see the results. For instance, for the past few years we discussed the idea of creating a community garden with the cultural department, but as of last year, that project had little forward momentum, despite our continued efforts. Then, the health clinic hired a new clinical dietician whom we formed a strong relationship with throughout our visits to the community, and while the new wellness center was in the process of being built, we consistently met with the new wellness team that was hired and started forming a relationship with them as well to the point where they would ask us for input in regards to the planning and set up of their new kitchen as well as the policies for their kitchen and food standards for the wellness center. Since then, at our request, we were able to bring together the two teams to form an informal wellness committee that works together to expand efforts and support each other's programs, as well as health and nutrition messaging within the community. Now the farm division and cultural center have been brought in with the creation of a community garden that will not stand alone but support the wellness center and new school that is beingbuilt.

d. What was something you had planned for tried in the community that did not have the intended outcome? (Barriers and Challenges)

We have had a much better outcome than we originally expected within this community over the past reporting period. Fortunately, we have not had any barriers or challenges over the past six months. However, to get to this point, we have had to overcome the challenges of being an outside organization. The community had to get to know us, and to trust us and our program, and this took several years of being consistent and diligent in our interactions with the community to overcome.

# Submitting a Smashing SARN!

This training was initially delivered by Dr. Kay Orzech from the State Evaluation Team (SET) in February 2018.

In addition to reading through the Sample SARN, these slides may help semi-annual report narrative writers and compilers to include elements of the SARN that SIT and SET find useful in their reviews.

# Four Tips for Writing Your SARN

Be Accountable

Provide Evidence

Be Clear

Be Transparent

## Be Accountable
## What does the SIT/SET audience want?

Making Progress

Following the Rules

Looking Across the State

Multilevel Intervention
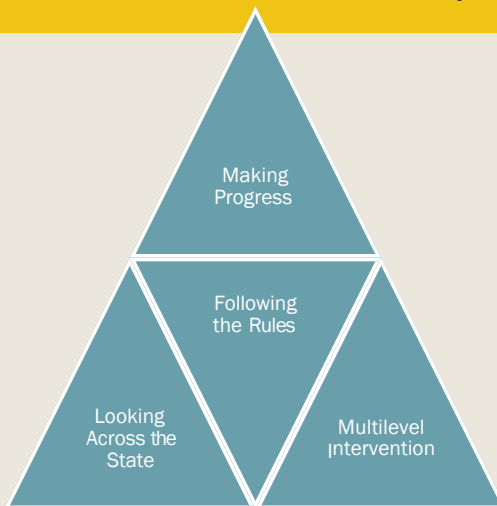
*Reporting connects [LIAs] with stakeholders (e.g., the SIT/SET) to tell them what they need to know, and to provide reassurance.*

## Be Accountable

- Making Progress (Forward Momentum) – In a holistic way. We don't expect that every strategy will be going great all the time, but we want to know the process.

- Following the Rules (Compliance) – For the SIT – Are you reaching the sites you said you would? Are you completing activities within your workplan/as reflected in SEEDs? For the SET – are you doing evaluations? If not, why not? Are you doing internal evaluations? If so, talk about them in the appropriatesection.

- Looking Across the State (Statewide Themes) – What issues are you experiencing? Does the experience of your LIA fit with others? Does your concern/barrier require individualized support, or should there bestatewide training?

- Multilevel Interventions – How does what you are doing address individual, settings, and sectors level change? How are your PSE and DE work connected?

## Be Clear
### For each strategy you cover, talk about

**Aims** → **Activities** → **Results**

*The reader can quickly and easily understand the LIA's work through a coherent narrative thatconnects aims, activities and results.*

## Be Clear
### In the words & pictures you choose

- Present complete thoughts. If in doubt, ask a colleague to read through asection!
- Be specific – mention <u>site names</u> and <u>names of site champions</u>
- Include photos!!
- Include <u>other items</u> to help to tell the story of your work in the community (Supplementary items in Word or PDF format)
  - *Newsletters or newspaper articles focused on SNAP-Ed work*
  - *Copies of ordinances passed with SNAP-Ed help*
  - *Protocols you developed for working with other agencies to improve in a particular strategy or focus area*
  - *Brief results summary from internalevaluations*
  - *Items about PSEs you have shared with community or coalition partners (a "What is a LWP" Powerpoint, for example)*

## Be Transparent
## Positive, and Negative Too

### Reports of Family Friendly Physical Activityby SARN area: All SARNs, FY17
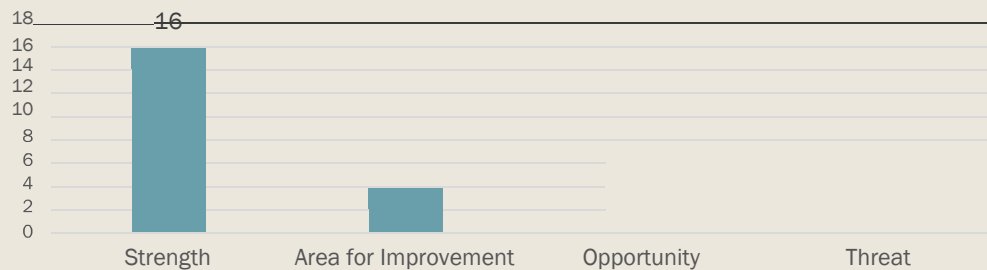


*When few negative things are reported, State Team does not know where we may be able to help.*

## Be Transparent

- If something was going great in the last reporting periodbut isn't anymore, briefly talk about it and describe the struggles *rather than leaving it out of the report*.

- Ask for what you need from SET/SIT, includingspecific curricula that you would like added. We cannot beginto respond if we don't know the need is there.

## Provide Evidence
## Numbers and Stories, Too

- SEEDs provides one story (numbers).
- Conversations with LIA staff provide another story (anecdotes).
- The SARN ties them together and wraps them in acoherent package – what role did your LIA play in that PSEchange?

*Claims are backed up appropriately - No numbers without stories, no stories without numbers (this is a reporting best practice).*

## Provide Evidence
## Example

- SEEDs shows you supported 5 SFSP sites.
- The SFSP checklist captures where you promoted, and the frequency of DE you provided.
- The SARN tells the stories of:
  1) *Your LIA partnership* with the district-level champion who helped increase participation at one centrally located school site. (How you know it was successful)
  2) The site where you provided a lot of support *but participation didn't increase, for reasons youdiscuss.*
  3) *The other three sites you didn't talk about in depth* – in the space of a few sentences – why was there nothing to report there?

# Summary

What SIT/SET Wants to Know
Provide Reassurance

Making Progress
Following the Rules
Multilevel Interventions

### Reference

Boswell, Katie, and Sarah Handley. 2016. "Result! What Good Impact Reporting Looks Like." NPC Briefing. New Philanthropy Capital.

https://www.thinknpc.org/publications/result-good-impact-reporting/.

Ask for What You Need
Statewide Themes

Making Progress
Following the Rules
Multilevel Interventions

# Appendix K

**FFY 16-20 Evaluation Framework Matrix**

# FFY20 Arizona SNAP-Ed Evaluation Framework Matrix[1]

Highlighted areas indicate specific data collection tools. *In FY20, we are in Year 5*. Items in blue bold (ex., **ST5**) designate national SNAP-Ed Evaluation Framework indicators. See the key at the end of this document to identify acronyms.

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 1 | **Increase availability of healthy food retail**, including mobile vendors, farmers' markets, corner/country stores, and grocery stores. | Number of communities that will be reached (SEEDS) | % of communities reached (SEEDS)<br><br>% of retailers assessed (SEEDS)<br><br>Number assessments completed / Number intended for assessment<br><br>**SINGLE PARTNER TRACK**<br><br>Number of meetings with site leaders (SEEDS)<br><br>Number of site leaders met with/trained (SEEDS) | **ST5,6,7,8** Qualitative data re: healthy food retail readiness and capacity, champions, and/or partnerships (SARN) | **MT5,7** Scores for healthy retail PSEs, Year 2 (STORE) | **MT5,7** Increase in scores for healthy retail PSEs, Year 4 (STORE) | **LT10,12** Sustained increase in scores for healthy retail PSEs, Year 6 (STORE)<br><br>**R2** % of low-income adults who meet fruit and vegetable guidelines (BRFSS) | **R9** % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)<br><br>**R9** % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | **COALITION TRACK** | | | | | |
| | | | Number of meetings with relevant coalitions (SEEDS) | **ST8** Scores for coalition factors, Year 1 (WCFI) | **ST8** Increase in scores for coalition factors, Year 3 (WCFI) | **ST8** Increase in scores for coalition factors, Year 5 (WCFI) | | |

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[1] Revised August 2019 for use in Fiscal Year 2020

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 2 | Encourage participation in community, home, school, and child care gardens. | Number of communities where gardens will be promoted (SEEDS) | % of communities reached (SEEDS)<br><br>Number of meetings with site leaders (SEEDS)<br><br>Number of site leaders met with/trained (SEEDS)<br><br>Number of gardening trainings provided to SNAP eligibles (SEEDS)<br><br>Number of SNAP eligibles who receive gardening training (SEEDS) | ST5 Qualitative data related to readiness and capacity for gardening (SARN)<br><br>ST5 Baseline number of gardens in communities reached, Year 1 (SEEDS) | MT5 Qualitative data related to adoption of garden supports (SARN)<br><br>MT5 Increase in number of gardens in communities reached, Year 3 (SEEDS) | LT5 Qualitative data re: implementation of garden supports (SARN)<br><br>LT5 Sustained increase in number of gardens in communities reached, Year 5 (SEEDS)<br><br>ST5 Presence and integration of ECE gardens, Year 5 (Go NAP SACC – Outdoor Play & Learning item 9)<br><br>ST5 Presence of nutrition education addressing agriculture in schools, including learning gardens, Year 5 (WellSAT 3.0 item NE8, SLM Scorecard Community Section) | LT10 Number SNAP-Ed gardens certified by ADHS to serve harvested foods (SEEDS)<br><br>R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS)<br><br>R2 Behavior change among youth toward increased adherence to national guidelines for fruits and vegetable intake (YRBSS) | R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 3 | Start and expand **Farm to School, Farm to Child Care, Farm to Worksite** programs. | Number of sites that will be reached (SEEDS) | % of sites reached (SEEDS) | ST5,6,7,8 Qualitative data re: Farm to Institution readiness & capacity, champions, and/or partnerships (SARN) | | MT8, LT5 Increase in the % of sites reached that participate in a Farm to Institution program, Year 5 (SEEDS)<br><br>ST7 Presence of partnerships between schools and farm to school related entities, Year 5 (SLM Scorecard Community Section)<br><br>ST7 Presence and promotion of local food procurement in schools and districts, Year 5 (WellSAT 3.0 item SM10) | LT10 Sustainability Plan – % of farm to institution sites that have multi-year contracts in place (SEEDS)<br><br><or><br><br>Number Schools/child care programs certified by ADHS to serve garden produce onsite (SEEDS)<br><br>R2 Behavior change among youth toward increased adherence to national guidelines for fruits and vegetables (YRBSS)<br><br>R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS) | R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | **SINGLE PARTNER TRACK** | | | | | |
| | | | Number of meetings/trainings with site leaders (SEEDS)<br><br>Number of site leaders met with/trained (SEEDS) | ST5 % of sites reached that have an action plan, Year 2 (SEEDS) | MT5 % of sites reached that are implementing action plans, Year 3 (SEEDS) | | | |
| | | | **COALITION TRACK** | | | | | |
| | | | Number of meetings with relevant coalitions (SEEDS) | ST8 Scores for coalition factors, Year 1 (WCFI) | ST8 Increase in scores for coalition factors, Year 3 (WCFI) | ST8 Increase in scores for coalition factors, Year 5 (WCFI) | | |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 4 | Support implementation and promotion of **the Summer Food Service Program (SFSP).** | Number of communities that will be reached (SEEDS) | % of communities reached (SEEDS)<br><br>Number of meetings with SFSP partners (SEEDS) | | MT5 Qualitative data related to SFSP supports adopted, Year 2 (SARN) | LT5 Qualitative data related to the SFSP supports adopted, Year 4 (SARN) | R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary guidelines (YRBSS) | R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | **EXISTING SFSPs** | | | | | |
| | | | <u>% of SFSPs assessed</u> (SEEDS)<br><br><u>Number SFSP assessments completed</u><br>Number intended for assessment | ST5 Scores for SFSP assessment, Year 1 (SFSPC) | MT5 Increase in SFSP assessment scores, Year 3 (SFSPC) | LT5 Increase in SFSP assessment scores, Year 5 (SFSPC) | LT10 Sustainability Plan – Formalized concurrent programming at SFSP sites, institutionalized marketing and outreach plans in place (SEEDS) | |
| | | | | **NEW SFSPs** | | | | |
| | | | | ST5 Number of current SFSPs in communities reached, Year 1 (SEEDS) | MT5 Increase in number of SFSP sites, Year 3 (SEEDS) | LT5 Increase in number of SFSP sites, Year 5 (SEEDS) | | |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 5 | Encourage use of farmers' market with SNAP and WIC access at key community outlets. | Number of farmers' markets where SNAP/WIC access/redemptions will be encouraged (SEEDS) | % of farmers' markets reached (SEEDS)<br><br>Number of farmers' market managers met with/trained (SEEDS) | ST5 Qualitative data re: readiness and capacity for providing SNAP and WIC access at farmers' markets (SARN)<br><br>ST5 % of farmers' markets reached that accept SNAP/WIC, Year 1 (SEEDS)<br><br>ST5 WIC/SNAP redemptions as a % of total sales at farmers' markets reached, Year 1 (SEEDS) | MT5,8 Increase in % of farmers' markets reached that accept SNAP/WIC redemptions, Year 3 (SEEDS)<br><br>MT5,8 Increase in WIC/SNAP redemptions as a % of total sales at sites reached, Year 3 (SEEDS) | LT5,14 Sustained increase in WIC/SNAP redemptions as a % of total sales at sites reached, Year 5 (SEEDS) | LT10,14 Planned Sustainability – At least 70% of farmers' markets reached accept SNAP/WIC redemptions, Year 5 (SEEDS)<br><br>R2 % of low-income adults who meet fruit and vegetable guidelines (BRFSS)<br><br>R2 Behavior change among youth toward increased adherence to national dietary guidelines for fruits & vegetables (YRBSS) | R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 6 | **Build capacity to implement active living policy** at the community level and by community organizations. | Number of communities that will be reached (SEEDS)<br><br>Number of sites that will be reached (SEEDS) | % of communities reached (SEEDS)<br><br>Number of sites where people are trained on active living policy (SEEDS)<br><br>Number of trainings provided on active living policy (SEEDS) | ST5-8 Qualitative data re: active living policy readiness and capacity, champions, and/or partnerships (SARN) | MT6,10 Qualitative data re: active living policy that supports PA and/or improvements in community design and safety (SARN) | MT10 Scores for active living policy goals, by community, Years 4-5 (ACT-GO)<br><br>LT16,19 AL policy support (policies enacted, grants received, or community recognition), for shared use streets, safety, and/or crime reduction, Year 5 (SARN, Secondary Data Collected by SET) | MT10 Increase in scores for active living policy goals, by community, Year 7 (ACT-GO)<br><br>R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS)<br><br>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)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | COALITION TRACK | | | | | |
| | | | Number of meetings with relevant coalitions (SEEDS) | ST8 Scores for coalition factors, Year 1 (WCFI) | ST8 Increase in scores for coalition factors, Year 3 (WCFI) | ST8 Increase in scores for coalition factors, Year 5 (WCFI) | | |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 7 | Promote participation in and use of area physical activity resources, including partnerships with parks and trails organizations, and other community organizations. | Number of sites that will be reached (SEEDS) | % of sites reached (SEEDS)<br><br>% of physical activity resources assessed (SEEDS)<br>Number assessments completed<br>Number intended for assessment | 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)<br><br>MT6 Scores for PA Resources, Year 2 (PARA) | LT6,MT10 Improvement in scores for PA Resources, Year 4 (PARA)<br><br>LT10 Sustainability - % of PA resource sites that have reached implementation stage for *improve usability* or *publicize* local PA resources, or for shared-use agreements, Year 5 (SEEDS) | R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS)<br><br>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)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | **SINGLE PARTNER TRACK** | | | | | |
| | | | Number of planning meetings with PA partners (SEEDS) | | | | | |
| | | | **COALITION TRACK** | | | | | |
| | | | Number of meetings with relevant coalitions (SEEDS) | ST8 Scores for coalition factors, Year 1 (WCFI) | ST8 Increase in scores for coalition factors, Year 3 (WCFI) | ST8 Increase in scores for coalition factors, Year 5 (WCFI) | | |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 8 | **Support family-friendly physical activity opportunities** throughout the year, throughout the community. | Number of communities that will be reached (SEEDS) | % of communities reached (SEEDS)<br><br>Number of planning meetings with PA partners (SEEDS) | ST5 Qualitative data re: readiness and capacity for supporting family-friendly PA opportunities (SARN)<br><br>ST5 Number of people reached by PA opportunities, Year 1 (SEEDS)<br><br>ST5 Number of physical activity opportunities provided, Year 1 (SEEDS) | MT6 Qualitative data related to adoption of PA supports (SARN)<br><br>MT6 Increase in number of people reached by PA opportunities, including adults and youth, Year 3 (SEEDS)<br><br>MT6 Increase in number of physical activity opportunities provided, Year 3 (SEEDS) | LT6 Qualitative data related to the implementation of PA supports (SARN)<br><br>LT6 Sustained increase in number of people reached by PA opportunities, including adults and youth, Year 5 (SEEDS)<br><br>LT10 Sustainability Plan – Community-wide plan for sustained and ongoing PA opportunities, Year 5 (SEEDS) | R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS)<br><br>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)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)<br><br>R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (ADHS Data) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 9 | **Use point-of-decision (POD) prompts** to encourage use of stairs. | Number of sites that will be reached (SEEDS) | % of sites reached (SEEDS)<br><br>Number of meetings with site leadership (SEEDS) | ST5 Qualitative data re: readiness and capacity for using POD prompts (SARN)<br><br>ST5 % of sites that have POD prompts, Year 1 (SEEDS) | MT6 Increase in % of sites contacted that adopt POD prompts, Year 3 (SEEDS)<br><br>MT6 Number of people reached by POD prompts, Year 3 (SEEDS) | LT10 Sustainability of POD prompts - All sites that have adopted POD prompts have a plan to keep them displayed, Year 5 (SEEDS) | R7 Behavior change among adults toward increased adherence to national physical activity guidelines (BRFSS) | R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 10 | Support the development, implementation, and evaluation of nutrition and physical activity LWPs in collaboration with Local Education Agencies (LEAs). | Number of schools or districts that will be reached (SEEDS) | Number of meetings, including TA, with school or LEA representatives (SEEDS)<br><br>Number of trainings with school or LEA representatives on LWPs (SEEDS)<br><br>% of districts/schools assessed (SEEDS):<br><br>Number assessments completed<br>Number assessments planned | ST5 District or school LWP scores, Year 1 (WellSAT 2.0)<br><br>ST7 Presence and quality of DWCs and/or SHACs, Year 1 (WellSAT 2.0, IEC Number 1-2)<br><br>ST5-7 Qualitative data re: LWP/LEA readiness & capacity, champions, and/or DWC/SHAC activity (SARN) | MT5,6 Implementation scores, Year 2 (NHSAC)<br><br>ST7 Presence of active SHAC, Year 2 (NHSAC, Item 1)<br><br>MT5,6 Increase in LWP scores, Year 3 (WellSAT 2.0)<br><br>ST7 Increase in presence and/or quality of DWCs/SHACs, Year 3 (WellSAT 2.0, IEC Number 1-2)<br><br>MT5, MT6 Qualitative data re: nutrition and/or PA supports in LWPs (SARN) | LT5,6 Increase in _at least 2_ implementation scores, Year 4 (NHSAC)<br><br>LT5,6 Sustained increase in LWP scores, Year 5 (WellSAT 3.0)<br><br>**SLM, NO STRATEGY 11**<br><br>MT5 Pre-post increase in SLM scores for lunchroom environment, Year 5 (SLM Scorecard) | LT7,9,10 Schools – Achieving at least Bronze Level Best Practices, Years 6+ (NHSAC), and related recognition awards maintained or newly achieved (SEEDS, SARN)<br><br>LT10 Sustainability Plan, Districts or Schools – LWP meets all federal guidelines, Years 7+ (WellSAT 3.0)<br><br>R1,2,4,5,7 Behavior change among youth toward increased adherence to national dietary and PA guidelines (YRBSS) | R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 11 | Improve student, teacher, and staff access to nutrition information through menu labeling and classroom curriculum to improve student understanding of nutrition information. | Number of schools that will be reached (SEEDS) | Number of meetings, including TA, with school or LEA representatives (SEEDS)<br><br>% of schools reached that are provided training on *menu labeling (SLM) and/or classroom curricula* (SEEDS) | ST5 Qualitative data about readiness & capacity for providing access to nutrition info through menu labeling (SLM) or classroom curricula (SARN) | MT5 Qualitative data about adoption of nutrition supports for providing access to nutrition info through menu labeling (SLM) 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)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | **CLASSROOM CURRICULA** | | | | | |
| | | | Number of train-the-trainer trainings with teachers on *nutrition education curricula* (SEEDS) | | MT5 Implementation score for *Health Education*, Year 2 (NHSAC) | LT5 Increase in *at least two* implementation scores for *Health Education*, Year 4 (NHSAC) | | |
| | | | **MENU LABELING/SMARTER LUNCHROOMS** | | | | | |
| | | | Number of trainings with administrators, teachers, or food service staff on *menu labeling or SLM* (SEEDS) | ST5 % of schools that have nutrition info for school meals available to *students*, Year 1 (SEEDS)<br><br>ST5 % of schools that have nutrition info for school meals available to *parents*, Year 1 (SEEDS) | MT5 Increase in % of schools that have nutrition info for school meals available to *students*, Year 3 (SEEDS)<br><br>MT5 Increase in % of schools that have nutrition info for school meals available to *parents*, Year 3 (SEEDS) | MT5 Pre-post increase in SLM scores for lunchroom environment, Year 5 (SLM Scorecard) | | |
| | | | **ALSO WORKING IN STRATEGY 10** | | | | | |
| | | | % of schools assessed (SEEDS):<br><br><u>Number assessments completed</u><br>Number planned assessments | ST5 LWP *Nutrition Education* and *School Meals* Scores, Year 1 (WellSAT 2.0, NE and SM) | MT5 Increase in LWP *Nutrition Education* and *School Meals* Scores, Year 3 (WellSAT 2.0, NE and SM) | LT5 Sustained increase in LWP *Nutrition Education* and *School Meals* Scores, Year 5 (WellSAT 3.0, NE and SM) | | LT10 Exemplary LWP scores for *Nutrition Education* and *School Meals*, Years 7+ (WellSAT 3.0, NE and SM) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 12 | Support **comprehensive school physical activity programming** (CSPAP). | Number of schools that will be reached (SEEDS) | Number of meetings, including TA, with school or LEA representatives (SEEDS)<br><br>Number of trainings with schools on CSPAP (SEEDS)<br><br>% of schools reached that are provided TA and training on CSPAP (SEEDS)<br><br>% of schools assessed (SEEDS):<br>Number assessments completed<br>Number planned assessments | ST5 Qualitative data re: CSPAP readiness and capacity (SARN) | MT6 Qualitative data re: adoption of PA supports (SARN)<br><br>MT6 Implementation score for *PE and Other PA*, Year 2 (NHSAC – PE/PA) | LT6 Increase in *at least two* implementation scores for *PE and Other PA*, Year 4 (NHSAC – PE/PA) | LT7 Program Recognition - The number of CSPAP-related recognition awards maintained or newly achieved (SEEDS, SARN)<br><br>LT10 Sustainability Plan – Formalized CSPAP, Years 6+ (Analysis of LWP PEPA Section)<br><br>R7 Behavior change among youth toward increased PA meeting national guidelines (YRBSS) | R9 Healthy weight - % of *low-income* adults in Arizona who are overweight and % who are obese (BRFSS)<br><br>R9 Healthy weight - % of low-income youth in Arizona who are overweight and % who are obese (YRBSS) |
| | | | | **ALSO WORKING IN STRATEGY 10** | | | | |
| | | | | ST5 LWP Scores for *PE and PA*, Year 1 (WellSAT 2.0, PEPA Section) | MT6 Increase in LWP Scores for *PE and PA*, Year 3 (WellSAT 2.0, PEPA Section) | LT6 Sustained increase in LWP Scores for *PE and PA*, Year 5 (WellSAT 3.0, PEPA Section) | | |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 13 | Support **development, implementation, and evaluation of food and beverage and physical activity (PA) policies and environments** consistent with the Empower standards. | Number of ECEs that will be reached (SEEDS) | Number of meetings, including TA, with ECE leadership (SEEDS)<br><br>Number of trainings with ECE staff on nutrition and PA (SEEDS)<br><br>% of ECEs reached that are provided TA and training on nutrition and increasing PA opportunities (SEEDS)<br><br>% of ECEs assessed (SEEDS):<br>Number Go NAP SACCs completed<br>Number planned assessments | **ST5** Score for Nutrition PSEs, Year 1 (Go NAP SACC - Child Nutrition)<br><br>**ST5** Score for PA PSEs, Year 1 (Go NAP SACC – Infant & Child PA)<br><br>**ST5** Qualitative data re: readiness and capacity related to nutrition and PA policies and environments (SARN) | **MT5** Increase in score *in at least 1 area* for Nutrition PSEs, Year 3 (Go NAP SACC – Child Nutrition)<br><br>**MT6** Increase in score *in at least 1 area* for PA PSEs, Year 3 (Go NAP SACC – Infant & Child PA)<br><br>**MT5** Qualitative data re: adoption of nutrition supports (SARN)<br><br>**MT6** Qualitative data re: adoption of PA supports (SARN) | **NUTRITION FOCUS**<br><br>**MT5, LT5** Increase in score in *at least two areas, including Education & Professional Development,* for Nutrition PSEs, Year 5 (Go NAP SACC – Child Nutrition)<br><br>**PA FOCUS**<br><br>**MT6, LT6** Increase in scores for Infant & Child PA PSEs, Year 5 (Go NAP SACC – Infant & Child PA)<br><br>**ST5, MT5** Score for Outdoor Play & Learning PSEs, Year 5 (Go NAP SACC – Outdoor Play & Learning) | **LT10** Sustainability Plan – Evidence that the program or site has a formal plan for sustaining, evaluating, and improving the nutrition or PA standards or environmental changes, Years 7+ (TBD) | **R1,2,4,5,7** Behavior change among youth toward increased adherence to national dietary and PA guidelines (YRBSS)<br><br>**R9** % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)<br><br>**R9** % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (ADHS Data) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 14 | **Improve capacity of child care providers and food service staff** in nutrition education and healthy meal planning and food preparation. | Number of ECEs that will be reached (SEEDS) | Number of meetings, including TA, with ECE leadership (SEEDS)<br><br>Number of trainings with ECE and food service staff on nutrition education, healthy meal planning and food preparation (SEEDS)<br><br>% of ECEs reached that are provided TA and training on nutrition (SEEDS)<br><br>% of ECEs assessed (SEEDS):<br>Number Go NAP SACCs completed<br>Number planned assessments | **ST5** Score for Nutrition PSEs, Year 1 (Go NAP SACC - Child Nutrition)<br><br>**ST5** Qualitative data re: readiness and capacity of ECE to offer nutrition education, health meal planning & food preparation (SARN) | **MT5** Increase in score *in at least Education & Professional Development* for Nutrition PSEs, Year 3 (Go NAP SACC - Child Nutrition)<br><br>**MT5** Qualitative data re: adoption of nutrition supports (SARN) | **MT5, LT5** Increase in score in *at least two areas, including Education & Professional Development,* for Nutrition PSEs, Year 5 (Go NAP SACC - Child Nutrition) | **LT10** Sustainability Plan - Evidence that the program or site has a formal sustainability plan for nutrition, Year 7 (TBD) | **R1,2,4,5** Behavior change among youth toward increased adherence to national dietary guidelines (YRBSS)<br><br>**R9** % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)<br><br>**R9** % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (ADHS Data) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO (0-1 Yr) INDICATORS | MTO (2-3 Yrs) INDICATORS | LTO (3-5 Yrs) INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 15 | **Improve capacity of child care providers to provide children with opportunities for PA throughout the day**, including outside play when possible. | Number of ECEs that will be reached (SEEDS) | Number of meetings, including TA, with ECE leadership (SEEDS)<br><br>Number of trainings with ECE staff on increasing PA (SEEDS)<br><br>% of ECEs reached that are provided TA and training on increasing PA opportunities (SEEDS)<br><br>% of ECEs assessed (SEEDS):<br><u>Number Go NAP SACCs completed</u><br>Number planned assessments | ST5 Baseline score for PA PSEs, Year 1 (Go NAP SACC – Infant & Child PA)<br><br>ST5 Qualitative data re: readiness and capacity of the ECE for providing PA opportunities (SARN) | MT6 Increase in score in *at least Time Provided* for PA PSEs, Year 3 (Go NAP SACC – Infant & Child PA)<br><br>MT6 Qualitative data re: adoption of PA supports (SARN) | MT6, LT6 Increase in scores for Infant & Child PA PSEs, Year 5 (Go NAP SACC – Infant & Child PA)<br><br>ST5, MT5 Score for Outdoor Play & Learning PSEs, Year 5 (Go NAP SACC – Outdoor Play & Learning) | LT10 Sustainability Plan - Evidence that the program or site has a formal sustainability plan for PA, Year 7 (TBD) | R7 Behavior change among youth toward increased PA meeting national guidelines (YRBSS)<br><br>R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)<br><br>R9 % of WIC children aged 2-5 in Arizona who are overweight and % who are obese (ADHS Data) |

| Strategy Number | Description of Strategy | INTENDED REACH | PROCESS INDICATOR | STO INDICATORS | MTO INDICATORS | LTO INDICATORS | LONGER TO (5+ Yrs) INDICATORS | LONGEST TO (7+ Yrs) INDICATORS |
|---|---|---|---|---|---|---|---|---|
| 16 | Provide **evidence-based healthy eating and active living education in support of policy, system, and environmental change strategies** to eligible audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles. | Number of class series planned (SEEDS) | EVALUATION OF YOUTH DE (WITH SCHOOL-BASED PSEs) | | | | | R9 % of low-income youth in Arizona who are overweight and % who are obese (YRBSS)<br><br>R9 % of low-income adults in Arizona who are overweight and % who are obese (BRFSS) |
| | | | % of Youth *DE series*[2] completed (SEEDS)<br><br>Number series completed<br>Number series planned<br><br>PSE supports provided (SEEDS)<br><br>% of participants who complete KAN-Q assessments at the start and end of the school year (cover sheet):<br><br>Number classrooms surveyed<br>Number classrooms planned | ST1 Increase in MyPlate *knowledge and attitudes* scores, pre to post, Annually (KAN-Q)<br><br>ST3 Increase in PA *knowledge and attitudes* scores, pre to post, Annually (KAN-Q) | MT1 Increase in MyPlate *behaviors* scores for youth, pre to post, Annually (KAN-Q)<br><br>MT3 Increase in PA *behaviors* scores for youth, pre to post, Annually (KAN-Q) | LT1,3 Behavior change among youth associated with increased adherence to national dietary and PA guidelines, Year 5 (YRBSS) | R1,2,4,5,7 Population-level behavior change among youth toward sustained increased adherence to national dietary and PA guidelines, Year 7 (YRBSS) | |
| | | | EVALUATION OF ADULT DE | | | | | |
| | | | % Adult *DE Series*[3] completed (SEEDS) :<br><br>Number participating series completed<br>Number participating series planned<br><br>% of participants who complete pre-post assessments (cover sheet) | | MT1,2 Increase in MyPlate & Food Resource Management scores for adults, pre to post, Annually (UCCE Food Behavior Checklist)<br><br>MT3 Increase in PA *behaviors* scores for adults, pre to post, Annually (On the Go! Survey) | LT1-3 Behavior change among adults associated with sustained increased adherence to national dietary and PA guidelines and improved food resource management, Year 5 (BRFSS) | R2,5,7 Population-level behavior change among adults toward sustained increased adherence to national dietary and PA guidelines and reduced food insecurity, Year 7 (BRFSS) | |

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[2] Includes all AZ Health Zone-approved curricula for kids of in grades 4th - 8th

[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** | **Local Implementing Agency collects data** | **STO** | **Short-Term Outcomes** |
| **Green** | **SET collects data** | **MTO** | **Medium-Term Outcomes** |
| **Gray** | **Collected and/or analyzed by other ADHS agency** | **LTO** | **Long-Term Outcomes** |
| BRFSS | Behavioral Risk Factor Surveillance System | SET | State Evaluation Team |
| DE | Direct Education | SFSPC | SNAP-Ed Summer Food Service Program Supports Checklist |
| ECE | Early Childhood Education Center | SLM | Smarter Lunchrooms Movement |
| KAN-Q | Kids' Nutrition and Physical Activity Questionnaire | STORE | Stocking Opportunities in the Retail Environment Tool |
| LWP | Local Wellness Policy | TA | Technical Assistance |
| NHSAC | National Healthy Schools Award Checklist | TBD | To Be Determined |
| PARA | Physical Activity Resource Assessment Instrument | UCCE | University of California Cooperative Extension |
| POD | Point of Decision | WCFI | Wilder Collaboration Factors Inventory |
| SARN | Semi-Annual Report Narrative | YRBSS | Youth Risk Behavior Surveillance System |
| SEEDS | SNAP-Ed Electronic Data System | | |

# Appendix L

## Nutrition Education Reinforcement Item Request Form

# AZ Health Zone Nutrition Education Reinforcement Item (NERI) Request Form

## Local Implementing Agency Name: Click here to enter text.

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

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

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

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

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

Form Updated: October 2017Page 2

# Appendix M

# Guidance for Curriculum Modification Tip Sheet

# Guidance for Curriculum Modification
# Go, Slow, Whoa

**GO**

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

**SLOW**

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

**WHOA**

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

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