



Champions for Change
Arizona Nutrition Network

FFY 2015

Policies and Procedures Training

Stephanie Martinez

October 2014



Health and Wellness for all Arizonans

Agenda

- 8:30-9:00 Intro & Manual Overview
- 9:00-9:45 Chapter 1
- 9:45-10:30 Chapter 2
- 10:30-10:45 Chapter 3
- 11:30-12:15 Chapter 4
- 12:15-1:30 Lunch
- 1:30-3:30 Evaluation

Policy, System, and Environmental Change

Policy

Written statement of organizational position, decision, or course of action.

System

Unwritten, ongoing, organizational decisions or changes that result in new activities reaching large populations of people.

Environment

Physical, observable changes in the built, economic, and/or social environment.

Policy, System, and Environmental Change

- Alphabet Soup – PHA vs PSE
- Why is it important?
- Comprehensive Approach
- Building blocks

Direct vs. PSE

Direct (Program/Event)

- Celebrate National Nutrition Month
- Host a family fitness night at the school
- Participate in Walk to School Day

PSE

- Add fruits & vegetables a la carte
- Make school athletic facilities regularly available to families
- Establish a Safe Routes to School Program

Healthy Vending

Policy

Policy requiring minimum percent of foods sold in vending machines on city property meet nutritional requirements.

System

Work with existing or new vending machine operators to change produce mix.

Environment

Create marketing and education materials to inform customers about the healthy changes.

Farm to School

Policy

Wellness policy directing nutrition services department to increase purchases of fresh & locally-grown produce.

System

Work with nutrition services, local farmers, and health stakeholders to inventory current practices and identify foods to purchase.

Environment

Create prominent displays and marketing materials to highlight new menu items.

Urban Agriculture

Policy

Policy to allow on-site sales of urban agriculture produce.

System

Work with city to connect new community gardens with water/utilities and other resources.

Environment

Create new community gardens.

Questions?



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General Program Administration

Chapter 1

Therese Neal, MSW

October 2014



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Staffing

- Requirement- Physical Activity Coordinator must be on staff or contract
 - Qualifications are specific (page 10)

Time Documentation

- Management vs Direct
 - Policy, System and Environmental change activities are included under direct.
 - Preparing for meetings/presentations
 - Attending meetings
 - Providing presentations
 - Travel to deliver SNAP-Ed services

Trainings and Meetings

Change in FY15

- One Partner/Contractor Meeting-
 - 2 days
 - In Phoenix
- Food Demo Training
 - Refresher required every 5 years
- AzNN in-person & web based trainings

Qualifying Sites

- New form- Qualifying Site Form
- No longer called “Waivers”- Qualifying Site Form
- Categories removed

Qualifying Sites Cont.

- Exceptions- AzNN & USDA approval
 - Prorating
- ADE Community Eligibility Provision (CEP)
- Worksite wellness- only allowable with participant qualified sites (no longer all contractor offices)

Civil Rights

Required by all staff ANNUALLY

Questions?



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Nutrition Education & Obesity Prevention

Amal Hammoud, RD

Policies and Procedures Training

October 2014



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Transition to Evidence-based Program

April 2014 AzNN bi-weekly e-mail:

- Contractor's should utilize FY14/15 as a transition to evidence based programming in FY16.
- AzNN is currently categorizing all materials/resources on the approved list into the Western Region tiers and will identify training opportunities for approved strategies/interventions. AzNN will be asking the Nutrition Materials Subcommittee for assistance with this process.
- We encourage contractors to utilize Tier 1 and Tier 2 strategies/interventions as much as possible and to avoid investing (i.e. training and curricula purchasing) in non-Tier 1 or 2 strategies/interventions during this transition period.

SNAP-Ed Guidance Introduction

- SNAP-Ed continues to move forward in implementing the restructuring of the program based on the changes of the Food and Nutrition Act (FNA) of 2008.
- USDA Food and Nutrition Services team emphasizes to States that all projects and interventions included in State SNAP-Ed plans must be evidence-based as required by the FNA and the Interim Rule.

Definition of Nutrition Services

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

Definition of Evidence-based Approach

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.

Best research evidence:

- relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence.

Practice-based evidence:

- case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential.

FY 15 SNAP-Ed Guidance Page 8

Tier Definitions

- **Tier 1 Evidence-based** – Research tested with a strong evidence of effectiveness. Cannot be modified.
- **Tier 2 Practice-based** – Theory driven, adapted/created to fill a gap. Pilot and longitudinal outcome required.
- **Tier 3 Emerging Practices** – Novel strategies, never tested. Pilot and longitudinal outcome required. Close collaboration with AzNN required.

Evidence-based Approach

- Evidence may be related to obesity prevention target areas, intervention strategies, and/or specific interventions.
- The target areas are identified in the current Dietary Guidelines for Americans
 - Relevant key recommendations are included in Chapters 2-5 and Appendices 1 and 2 of the Dietary Guidelines for Americans 2010.
- 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 use of funds for SNAP-Ed
 - include conducting and evaluating intervention programs, and implementing and measuring policy, systems, and environmental changes in accordance with SNAP-Ed Guidance.

Dietary Guidelines for Americans



Key Recommendations

Prevent and/or reduce overweight and obesity through improved eating and physical activity behaviors.

Control total calorie intake to manage body weight. For people who are overweight or obese, this will mean consuming fewer calories from foods and beverages.

Increase physical activity and reduce time spent in sedentary behaviors.

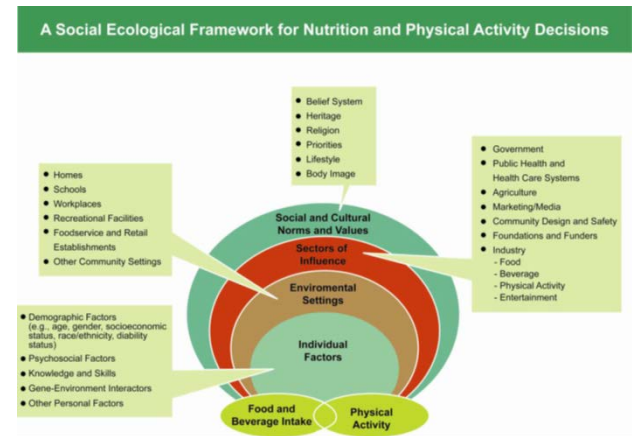
Maintain appropriate calorie balance during each stage of life—childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

Refer to:

- Chapters 2 to 5
- Appendices 1 and 2

Program Approach Policy

- Social Ecological Model (SEM) for Nutrition and Physical Activity Decisions
 - AzNN addresses multiple levels of this framework to reach the Arizona SNAP-Ed target population
 - Relevant and motivational ways



Policy: Chapter 2 Section 1 Page 20

SEM

A. Individual Factors:

- Demographic factors (age, gender, socioeconomic status, race/ethnicity, disability)
- Knowledge and skills

B. Environmental Settings:

- Homes
- Schools
- Workplaces

SEM

C. Sectors of Influence:

- Government
- Public Health and Health Care Systems
- Marketing/Media
- Community Design and Safety

D. Social and Cultural Norms and Values

- Belief systems
- Religion
- Priorities
- Lifestyle

Program Approach Policy

- Collaboration with partners is critical:
 - maximize efforts,
 - reduce duplication of efforts,
 - and align SNAP-Ed's strategies with current public health practices for health promotion and disease prevention.

Policy: Chapter 2 Section 1 Page 20



Program Approach Procedures

- SNAP-Ed activities should include:
 1. Behaviorally-focused messages
 2. Use of motivators and reinforcements that are relevant to the audience
 3. Use multiple channels of communication to convey messages
 4. Approaches that provide for active personal engagement
 5. Incorporating an intensity/duration that provides the opportunity for multiple exposures to the message

Procedures: Chapter 2 Section 1 Page 20

Program Approach Procedures

- SNAP-Ed funds may be used for evidence based activities using these **Approaches**:
 1. Individual or group-based nutrition education, health promotion, and intervention strategies.
 2. Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels.
 3. Community and public health approaches to improve nutrition.

Procedures: Chapter 2 Section 1 Page 20



SNAP-Ed Activities Based on SEM

Individual or group-based nutrition education, health promotion, and intervention strategies:

- Conducting nutrition education programming on all Dietary Guidelines for Americans messages
- Conducting individual or group educational sessions on calorie balance and weight management based on the Dietary Guidelines for Americans.
 - This could include measuring height and weight or using self-reported heights and weight to determine body mass index (BMI)
- Integrating nutrition into ongoing physical activity group sessions
- Implementing classes to build basic skills such as cooking
- Distributing a family-oriented newsletter that includes child/parent

SNAP-Ed Activities Based on SEM

Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels

- May address several or all elements or levels of the SEM
- May target
 - the individual,
 - the interpersonal (family, friends, etc.),
 - organizational (workplace, school, etc.),
 - community (food retailers, food deserts, etc.),
 - and public policy or societal (local laws, social norms, etc.).

Comprehensive Multi-Level Interventions

Examples:

- Develop/implement nutrition and physical activity policies at organizations
- Collaborate with schools and other organizations to improve the school nutrition environment.
 - Includes supporting and providing nutrition education classes and serving on school wellness committees.
 - Local educational agencies (LEAs) are encouraged to include SNAP-Ed coordinators and educators on local school wellness policy committees
- Coordinate with outside groups to strategize how healthier foods may be offered
 - Emergency food sites frequented by target audience
- Establishing community gardens in low-income areas such as public housing sites, eligible schools, and qualifying community sites
- Working to bring farmers markets to low-income areas
- Coordinating with WIC to promote and support breastfeeding activities

SNAP-Ed Activities

Community and public health approaches

Include three complimentary and integrated elements:

1. Education
2. Marketing/Promotion
3. Policy, Systems, and Environmental Approaches

Examples

- Conduct social marketing campaigns
- **Develop policies for eliminating food deserts** in low-income areas
- **Collaborate with community groups** and other organizations to
 - improve the food and nutrition environment and
 - to make changes related to the physical activity environment to facilitate the adoption of healthier nutrition and physical activity behaviors
- Provide **consultation to SNAP authorized retailers on stocking healthier food options**
- Technical assistance to a local corner or country store to create a designated healthy checkout lane.
 - Partners can provide marketing merchandise, recipes, customer newsletters, and technical advice on product placement. The retailer could provide produce, healthy nutrition items, and point of sales space for the healthy checkout lane.
- Provide interventions at settings such as schools, child care sites, worksites, community centers, places of worship, community gardens, farmers markets, food retail venues.

Coordination and Collaboration Requirements

- States also are expected to coordinate activities and collaborate with community nutrition education and obesity prevention activities such as State Departments of Health and/or Education implementation of related State and federally funded programs.
- Such collaboration provides the capacity for SNAP-Ed to meet its goal and remain consistent with the FNS mission, while reaching low-income families and individuals through multiple spheres of the SEM.
- Since SNAP-Ed funds are capped, States may be able to leverage SNAP-Ed financial resources with those of other organizations to reach eligible individuals through multiple channels and varied approaches to increase effectiveness and efficiency.

SNAP-Ed Activities Based on SEM

Policies and Procedures Manual Page 21

Nutrition & Obesity Prevention Education Lessons and Activities Development Policy

- Activities must be written with clear, written goals and objectives.
 - Ensures information will be consistently taught by different nutrition educators.
- All activities must include a brief outreach message about the SNAP Program.
 - See Chapter 3 of P&P Manual: Social Marketing

Policy: Chapter 2 Section 2 Page 23



Nutrition & Obesity Prevention Education Lessons and Activities Development Procedures

Refer to the **AzNN Policies and Procedures Manual**
Pages 23 to 25

Nutrition & Obesity Prevention Education Curriculum Guidance Policy

- Messages and lessons will be developed using credible, scientifically based information about:
 - Food
 - Nutrition
 - Physical Activity
- Messages should be simple

Policy Chapter 2 Section 4 Page 28



Nutrition & Obesity Prevention Education Curriculum Guidance Procedures

- Only reputable sources should be used.
- SNAP-Ed approved curricula and resources are available at:
 - <http://www.eatwellbewell.org/contractors/teaching-tools/lesson-plans>
- Examples of approved sources:
 - National Institutes of Health (NIH): <https://www.nih.gov/>
 - CDC: <http://www.cdc.gov/>
 - Physical Activity Guidelines for Americans (2008): <http://www.health.gov/paguidelines/>

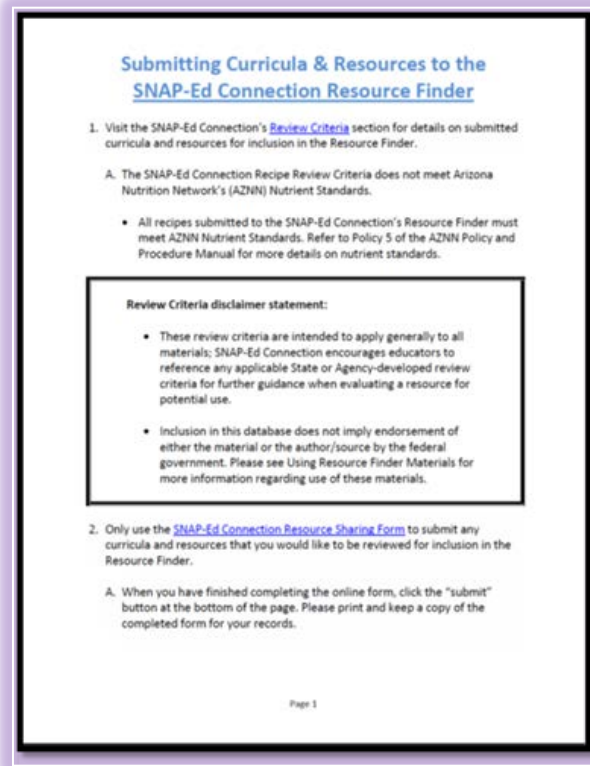
Procedures: Chapter 2 Section 4 Page 28

Submitting Curricula & Resources to the SNAP-Ed Connection Resource Finder Policy

- SNAP-Ed Connection Resource Finder:
 - Contractors must submit agency created material for approval.

Policy: Chapter 2 Section 5 Pages 30

Submitting Curricula & Resources to the SNAP-Ed Connection Resource Finder Procedures



Policies and Procedures Manual Page 31

Food Demonstrations Policy

- **Food demonstrations:**
 - Must follow basic guidelines on recipe standards and food safety.
 - Basic culinary skills, communication skills, and food safety are essential.

Policy: Chapter 2 Section 6 Page 33

Food Demonstrations Procedures

- Contractors wishing to complete food demonstrations must complete **AzNN Food demonstration training** within one (1) year of first food demonstration.
- This training must be **repeated every five (5) years** as a refresher.
 - ADHS will announce trainings when available.

Procedures: Chapter 2 Section 6 Page 33



Recipes Nutrient Standards Policy

- Recipes used in food demonstrations, given as handouts, or otherwise used through AzNN should meet the following recipe criteria:
 - Readily available
 - Low cost
 - Consist of 10 ingredients or less (excludes water, salt, pepper, spices/seasonings, and nonstick cooking spray)
 - Preparation time should be 30 minutes or less (if possible)

Policy: Chapter 2 Section 7 Page 34

Recipes Nutrient Standards Policy

NUTRIENTS:

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

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

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

³Calcium standard applies only to low fat dairy recipes.

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

Policy: Chapter 2 Section 7 Page 34



Recipes Nutrient Standards Procedures

- Use recipe criteria by Contractors whenever possible.
- Recipes that are not provided through ADHS must be analyzed using:
 - Food Processor, SQL Edition, Version 9.8.1
 - Nutritionist Pro

Questions?



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Social Marketing

Policies and Procedures Training

October 2014



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Social Marketing Updates

- **Disclaimer:** Spanish updated
 - Refer to page 43
- **Logo approval:**
 - Created items must include AzNN logo.
 - All items with AzNN logo must be approved.
 - Refer to page 47

Questions?



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Contracts and Financial Management

Chapter 4

Lubna Tabassum

Policies and Procedures Training

October 2014



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Contracts and Financial Management

- Financial Reporting
- **New Policy:** Program Reporting
 - New quarterly narrative reports.
 - Kathleen to provide detailed information.
- Financial Audits
- Equipment Inventories
- **New Policy :** Allowable & Unallowable items
 - Costs Associated with other activities
 - PSE: refer to Appendix J -6 and Appendix J-7
- **New Policy:** Cell Phone Justification

Financial Reporting

- All **Contractors Expenditure Report (CERs)**:
 - Due the 30th of each month
- Only one final CER
 - Due by October 30
 - If an extension is needed submit this final CER no later than November 30
 - A written request for an extension is required

Program Reporting and Requirements

- **New Policy** : New Quarterly Narrative reports
- Quarterly reports will be due by 30th of the following month
- Monthly Reports are due by 30th of each month

Reporting adults on the monthly report (**In the school settings**)

This is just a reminder :

When you document adults in the school settings:

- Can not estimate the numbers (when you provide direct education)
- Make sure you obtain adults' data from the demographic cards and sign in sheet & etc.
- Put every effort to obtain information on adults SNAP participation / recipients
- Can not use NSLP data at schools on adults

Monthly Report

April 2014

Date	Delivery Site	Class Identifier	Service Setting	Type of Setting	Participants (1st Time)	Participant SNAP Status				Participant Age and Gender								
						SNAP Participants		Other Participants	SNAP-Ed Participants Total	0 - 4 Yrs		5 - 17 Yrs		18 - 59 Yrs		60+ Yrs		Age/Gender Total
						School Sites	Additional Sites			M	F	M	F	M	F	M	F	
72	0	0	0	0	1305	751	142	412	1305	6	4	490	470	119	147	23	46	1305
4/11/14	Sunset Ridge Elementary Scho		K-8	Q-Public School	50	37		13	50			24	26					50
4/11/14	Sunset Ridge Elementary Scho		K-8	Q-Public School	50	37		13	50			24	26					50
4/11/14	Sunset Ridge Elementary Scho		K-8	Q-Public School	50	37		13	50			24	26					50
4/11/14	Sunset Ridge Elementary Scho		K-8	Q-Public School	50	37		13	50			24	26					50
4/21/14	Sunnyslope Elementary School		K-8	Q-Public School	29	26		3	29			15	14					29
4/21/14	Sunnyslope Elementary School		K-8	Q-Public School	24	22		2	24			12	12					24
4/21/14	Sunnyslope Elementary School		K-8	Q-Public School	26	24		2	26			13	13					26
4/21/14	Sunnyslope Elementary School		K-8	Q-Public School	23	21		2	23			12	11					23
4/22/14	Sunnyslope Elementary School		K-8	Q-Public School	1	1		0	1			1	0					1
4/22/14	Sunnyslope Elementary School		K-8	Q-Public School	5	5		0	5			3	2					5
4/22/14	Sunnyslope Elementary School		K-8	Q-Public School	1	1		0	1			1	0					1
4/22/14	Sunnyslope Elementary School		K-8	Q-Public School	1	1		0	1			1	0					1



Health and Wellness for all Arizonans

Monthly Report

D8 =IF(AND('APR-Direct'!\$F8="YES",NOT(ISBLANK('APR-Direct'!\$D8))),'APR-Direct'!\$D8,"")

Maricopa County : FY 2014																
April 2014																
Date	Delivery Site	SNAP-Ed Participants Total	Participant Age and Gender										American Indian or Alaskan Native		Asian	
			0 - 4 Yrs		5 - 17 Yrs		18 - 59 Yrs		60+ Yrs		Age/ Gender Total	Hispanic/ Latino	Non Hispanic/ Latino	Hispanic/ Latino	Non Hispanic/ Latino	
			M	F	M	F	M	F	M	F						
72	0	1305	6	4	490	470	119	147	23	46	1305	1	53	0	32	
4/11/14	Sunset Ridge Elementary Scho	50			24	26					50		0		3	
4/11/14	Sunset Ridge Elementary Scho	50			24	26					50		0		3	
4/11/14	Sunset Ridge Elementary Scho	50			24	26					50		0		3	
4/11/14	Sunset Ridge Elementary Scho	50			24	26					50		0		3	
4/21/14	Sunnyslope Elementary School	29			15	14					29		1		0	
4/21/14	Sunnyslope Elementary School	24			12	12					24		1		0	
4/21/14	Sunnyslope Elementary School	26			13	13					26		1		0	
4/21/14	Sunnyslope Elementary School	23			12	11					23		1		0	
4/22/14	Sunnyslope Elementary School	1			1	0					1		0		0	
4/22/14	Sunnyslope Elementary School	5			3	2					5		0		0	
4/22/14	Sunnyslope Elementary School	1			1	0					1		0		0	
4/22/14	Sunnyslope Elementary School	1			1	0					1		0		0	

Financial Reviews And Audits

(A reminder)

- Conducted at least half (50%) of the current contractors during the fiscal year .
- Each contractor agency is required to maintain accurate and verifiable records in order to support all expenses claimed .
- All the books and records are subject to audit any time during the term of an AzNN contract and 5 years after the termination of that contract .

Equipment Inventory

(A reminder)

- All the supplies /non capital equipment with a value greater than \$200.00
- In order to maintain inventory records all the equipment must have an AzNN Asset tag (s).

Allowable and Unallowable Costs (New Policy)

Costs Associated with Other Activities	
<ul style="list-style-type: none"> • Reimbursement for personal costs (such as childcare, meals, lodging, and transportation) for recipients of SNAP-Ed to actively participate in focus groups needs assessment and advisory groups to inform and improve SNAP-Ed effectiveness. ▪ Interventions that promote the selection of healthy foods from vending machines ▪ Participation on relevant nutrition education and obesity prevention related State and local advisory panels focusing on the interests of the SNAP-Ed target audience ▪ Costs associated with the implementation and maintenance of environmental, systems, or policy changes within the scope of SNAP-Ed • Off campus SNAP-Ed event. • Costs related to the transportation of SNAP-Ed staff to an education site. ▪ Cell phone costs are allowable for those assigned to work primarily in the field 	<ul style="list-style-type: none"> • Organized efforts to influence elected officials and lobbying for legislative/policy changes. • Costs associated with surveillance or surveys of the general population that are not prorated based on the number of likely SNAP eligible respondents (persons with incomes \leq130% of poverty guidelines/thresholds, with certain exceptions). • Costs associated with the establishment and maintenance of environmental or policy changes, such as staffing, infrastructure, equipment, space, land, construction or supplies. • Money, vouchers or passes provided to SNAP-Ed recipients to offset personal costs incurred so that they may attend nutrition education classes (e.g., for childcare and transportation expenses). • Childcare or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities. • Transportation cost of taking students to SNAP-Ed event.

Allowable and Unallowable Costs (New Policy)

Policy, Systems, and Environmental Changes

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Consultation with partner organizations on promoting organizational practice changes that support healthy food and beverages▪ Preparing data reports and sharing information on the nutrition and health benefits of appropriate policy, environmental, and systems changes▪ Consultation with food retailers, farmers, food distributors, and farmers market managers on increasing access to whole grains, fruits and vegetables, and low-fat dairy▪ Conducting environmental scans or assessments of the food and activity environments where nutrition education is provided▪ Community forums or meetings with SNAP-Ed recipients or service providers on healthy eating and active living <input type="checkbox"/> Point purchase or point-of-decision making signage that promotes healthy food choices or physical activity▪ Resource kits with strategies for adopting, implementing, maintaining, and evaluating policy, systems, and environmental changes | <ul style="list-style-type: none">▪ Costs associated with infrastructure, construction, or other capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities▪ Costs associated with refrigeration units in grocery or convenience stores▪ Financial incentives to community partners or retailers to support environmental or policy changes▪ Salaries for retail store staff, farmers market managers, or food service workers for service operations▪ License or permit fees for farmers markets or food retailers |
|--|--|

Cell Phone Costs (A new Policy)

- Cell Phone costs are allowable for those assigned to work primarily in the field 50% & up of their work time .

Comments or Questions?





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FY15 Evaluation

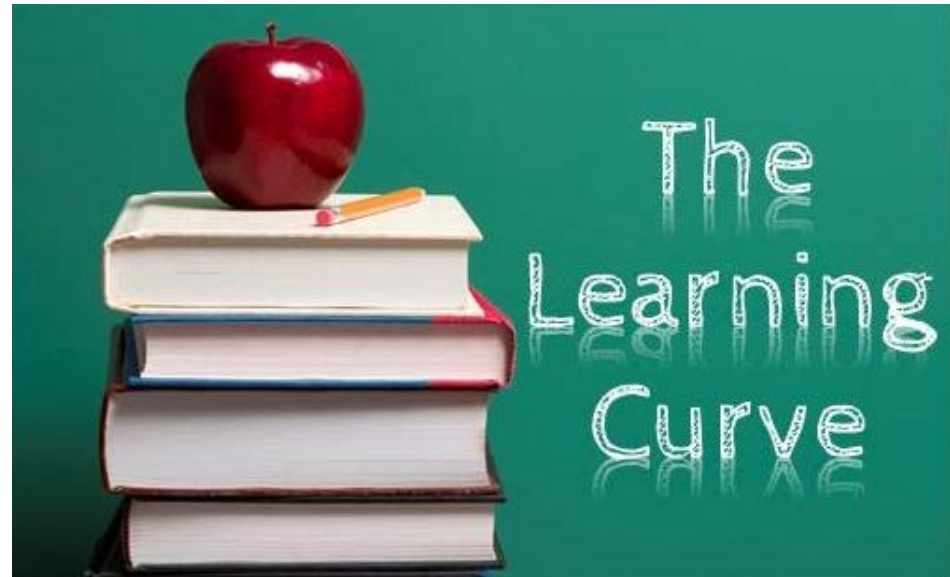


Health and Wellness for all Arizonans

FY2015

- New Strategies
- New Evaluation Reporting
- New Tools
- New Process

- Evaluation Subcommittee – Returning this month





QUARTERLY REPORT

Narrative

- Highlights
- Budget
- Reach
- Planned Improvements/Overall Assessment
- Assistance Requested



Highlights

- Progress towards achieving state goals
- Major achievements
- Major unmet needs and challenges

Planned Improvements/Overall Assessment

- Discuss your progress
- How is the program running overall?
- Any plans for improvement to the Program



Evaluation Report

- Excel File
- Partner Specific
- Cumulative reporting



Evaluation Report

- Enter numerator into space provided
- Denominators pre-filled with Intended Reach
- Percentages will auto calculate*
- Enter counts (number of...) into numerator
 - The denominator and % will be greyed out
- *when working on strategies where measures include sales or ordering data please enter all of numerator, denominator and percentage

Evaluation Report

- Send raw data to ADHS for the following:
 - Youth Pre and Post Survey
 - Adult Pre and Post Survey
 - Healthy Hawaii Survey
 - SOPARC
 - SOPLAY
 - SOFIT

Example Strategy

Clipboard		Font		Alignment		Number		
F22		fx						
	A	B	C	D	E	F	G	H
1	Strategy 2.11: Kindergarten - High School: Support the development, implementation, and evaluation of nutrition and physical activity Local Wellness Policies							
2			Numerator	Denominator	Percent	Date	Notes	
3	Process Indicators	Percent of schools reached		10	0.0%			
4		Percent of schools with wellness committees or School Health Advisory Committees (SHACs)		10	0.0%			
5		Number of meetings with school and Local Education Agency leadership						
6		Number of trainings and/or TA with school and Local Education Agency leadership						
7			Numerator	Denominator	Percent	Date	Notes	
8	Short Term Indicators	Percent of schools that develop local wellness policies that support nutrition and physical activity		10	0.0%			
9		Number of LWP-supportive school-wide activities implemented before, during and after school (i.e. wellness weeks, family physical activity events, healthy fundraisers, student lead wellness clubs, ect.)						
10		Percent of schools reached that implemented LWP-supportive school-wide activities		10	0.0%			
11			Numerator	Denominator	Percent	Date	Notes	
12	Medium Term Indicators	Percent of schools that fully implement local wellness policies that support nutrition and physical activity		10	0.0%			
13								
14								
15								

Exercise

- In groups, choose a strategy in Public Health Approaches from the handouts
- Brainstorm how you would collect and track the information needed for each indicator
- We will come back together as a group to go through each strategy



**KEEP
CALM
AND
ASK ME
QUESTIONS**



Health and Wellness for all Arizonans



TOOLS

Youth Pre and Post Survey

53

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51

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19

Youth Nutrition and Physical Activity Survey



7. **Yesterday**, did you eat any **white** bread, buns, bagels, tortillas, or rolls?

- No, I didn't eat any of the foods listed above yesterday.
- Yes, I ate one of these foods **1 time** yesterday.
- Yes, I ate one of these foods **2 times** yesterday.
- Yes, I ate one of these foods **3 times** yesterday.
- Yes, I ate one of these foods **4 times** yesterday.
- Yes, I ate one of these foods **5 or more times** yesterday.



8. **Yesterday**, did you eat any vegetables? Count vegetables that are cooked and



9. **Yesterday**, did you eat any fruit? Count fruits that are fresh, frozen, canned, or dried fruits. **Do not count fruit juice.**

- No, I didn't eat any fruit yesterday.
- Yes, I ate fruit **1 time** yesterday.
- Yes, I ate fruit **2 times** yesterday.
- Yes, I ate fruit **3 times** yesterday.
- Yes, I ate fruit **4 times** yesterday.
- Yes, I ate fruit **5 or more times** yesterday.



10. **Yesterday**, did you drink any **regular** (non-diet) soda, punch, Kool-Aid®, sports drinks, or other fruit-flavored drinks? **Do not count 100% fruit juice.**

- No, I didn't drink any of these

Adult Pre and Post Survey

Adult Nutrition and Physical Activity Survey



1. I usually drink ___ milk. (*check one*)

- Whole milk
- 2% reduced-fat milk
- 1% low-fat milk
- Fat-free or non-fat milk (skim)
- I do not drink or use milk
- I am lactose intolerant
- Soy milk
- Other (*please specify*):



2. I eat/drink ___ serving(s) of cheese, yogurt, and/or milk a day (include chocolate or other flavored milk, milk on cereal, or drinks made with milk). (One serving = one cup of milk or yogurt, 1 ½ ounces of natural cheese, or 2 ounces of processed cheese (American))

- 0 servings
- 1 serving
- 2 servings
- 3 servings
- 4 servings
- 5 servings
- 6 servings
- 7 servings
- 8 or more servings



3. I usually drink ___ cup(s) (8 oz) of water a day.

- 0 cups
- 1 cup
- 2 cups
- 3 cups
- 4 cups
- 5 cups
- 6 cups
- 7 cups
- 8 or more cups

AZNN Adult Survey Cover Sheet

AZNN Partner Name:

Subcontractor Name (if applicable):

Strategy Number(s) (List all of the strategies that this group of people is being impacted by)

Direct Education Strategy:

Public Health Approaches Strategy:

Site Name:

Type of lessons (if direct education):

Series of lessons

Number of lessons in the series:

Single lesson

Survey Date:

Survey Type:

Pre

Post

How many adults were given the opportunity to fill out the questionnaire?


How many surveys are included with this coversheet?

Survey Numbers*:

*Please provide the beginning and end sequence numbers of the surveys used for this group. Use the surveys in order by the sequence number that is printed on each survey.



Health and Wellness for all Arizonans



Questions?

Healthy Hawaii Survey

Telephone: _____

E-mail: _____

SIDEWALKS

These questions pertain to local ordinances related to sidewalks, or the portion of a highway, road or street intended for pedestrians.

Do you have an ordinance requiring the building of paved sidewalks in *new* communities?
Please check one.

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

Do you have ordinances requiring the building of paved sidewalks in *redeveloped* residential communities?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

Do you have ordinances requiring the building of paved sidewalks in *mixed-use* communities?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

COMMERCIAL BUILDINGS

Do you have ordinances that require new commercial buildings and site plans to incorporate amenities that encourage physical activity, and bike and pedestrian commuter traffic (e.g. pedestrian walkways, sidewalks, bikeways, and well-lit stairways)?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

BIKE LANES

These questions pertain to ordinances requiring bike lanes, as established with pavement markings and signing along street corridors.

Do you have an ordinance requiring the building of bike lanes in *new* communities?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

Do you have an ordinance requiring the building of bike lanes in *redeveloped* communities?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

Do you have an ordinance requiring the building of bike lanes in *mixed-use* communities?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

SHARED-USE PATHS

These questions pertain to ordinances requiring the development of shared paths (or trails), as defined as corridors of travel for recreation and/or transportation within a park, natural environment, or designated corridor that is not classified or served by highways, roads, or streets.

Do you have an ordinance requiring the building of shared-use paths (or trails) that are dedicated for pedestrians, joggers, dog walkers, in-line skaters, wheelchairs, baby strollers, and the like?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

Do you include in you master plan, policies to build shared-use paths in easements that are dedicated for the above?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

GREENWAYS

These next 3 questions pertain to ordinances requiring greenways, defined as facilities that tie park system components together to form a cohesive park environment.

Do you have an ordinance requiring the building of greenways in *new* communities?

- We have an ordinance
- We intend to have an ordinance within one year
- We do not have an ordinance

Do you have an ordinance requiring the building of greenways in *re-developed* communities?

- We have an ordinance
- We intend to have an ordinance within one year

SOPARC

DATE _____ PARK NAME _____ OBSERVER Init. _____ PERIOD: ? 2:00 ? 2:30 ? 3:00 ? 3:30 ? 4:00 ? 4:30 ? 5:00 ? 5:30
 TARGET AREA _____ START TIME _____

Target Area # _____

Subtarget Area # of Total Subtarget areas _____

CONDITIONS OF TARGET AREA

Accessible (e.g., not locked or rented to others) ? Yes ? No
Usable (e.g., is not excessively wet or windy) ? Yes ? No
Equipped (e.g., removable balls available) ? Yes ? No
Supervised (e.g., not locked or rented to others) ? Yes ? No
Organized (e.g., team sporting event) ? Yes ? No

Dark (e.g., insufficiently lit) ? Yes ? No
Empty (i.e., scan area is empty) ? Yes ? No

Comments: _____

PEOPLE	ACTIVITY	AGE GROUP				ETHNICITY				ACTIVITY LEVEL		
		Child	Teen	Adult	Senior	B	W	H	O	S	W	V
Participants	Primary Activity											
Female												
Male												
Participants	Secondary Activity											
Female												
Male												
Spectators	Organized Activity											
Female												
Male												

Fitness Related Codes:

aerobics (dance/step aerobics)
 fitness stations
 jogging/running
 strengthening exercises (pull ups)

Sport Related Codes:

baseball
 basketball
 cheer leading
 dance
 handball
 horseshoes
 soccer
 tennis/racquet

Active Game Related Codes:

climbing/sliding
 jumping (rope, hop scotch)
 manipulatives/racquet
 tag/chasing games

Sedentary Related Codes:

chess/checkers/cards
 lying down
 picnic (food involved)
 reading

This is a reliability check



SOPLAY

School ID : _____
Date: ____/____/____
D8 D9 D10 D11

SOPLAY

(System for Observing Play and Leisure Activity in Youth)

Obs. ID #: _____ Reliability: 0. No 1. Yes Temp: _____ F Period: 1. BS 2. L1s1 L1s2 3. L2s1 L2s2 4. L3s1 L3s2 5. AS1 6. AS2 7. AS3

START TIME	AREA	CONDITION					GIRLS				BOYS			
		A	U	S	O	E	S	W	V	Act.	S	W	V	Act.
____:____	1	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	2	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	3	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	4	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	5	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	6	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	7	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____
____:____	8	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	0. N 1. Y	____	____	____	____	____	____	____	____

Activity Codes: 0=No identifiable activity 1=Aerobics 2=Baseball/Softball 3=Basketball 4=Dance 5=Football 6=Gymnastics 7=Martial Arts
 8=Racquet sports 9=Soccer 10=Swimming 11=Volleyball 12=Weight Training 13=Other playground games 14=None of the above

SOPLAY Recording Form 1/10/06 SZM



Health and Wellness for all Arizonans

SOFIT

SOFIT SUMMARY FORM

School _____


Teacher name _____

Observer ID _____ Date _____ Grade ____ Lesson length _____ min

Total observed intervals _____

	PAGE					
	1	2	3	4	5	TOTAL
Student activity						
1. lying down						
2. sitting						
3. standing						
4. walking						
5. vigorous						
Lesson context						
Management (M)						





Questions?

Photo Credits

- <http://webjunctionworks.org/il/blog/wp-content/uploads/2012/08/The-Learning-Curve-2.jpg>
- http://live.surveystack.com/Portals/16480/images/Fotolia_28786458_Subscription_Monthly_XXL1.jpg
- <http://cosgroveandassociates.com/wp-content/uploads/2014/06/program-evaluation-wordle.jpg>
- <http://sd.keepcalm-o-matic.co.uk/i/keep-calm-and-ask-me-questions.png>
- <https://www.gradtouch.com/uploads/images/questions.jpg>
- <http://www.protooltalk.com/blog/wp-content/blogs.dir/187/files/2013/10/img-17.jpg>

Questions?