

**Arizona Nutrition Network  
SNAP-Ed Community Advisory Process**

*Best Practices and Key Insights Report*

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# Section 1: SNAP-Ed Community Advisory Process Introduction

### Background

The Arizona Department of Health Services (ADHS), Bureau of Nutrition and Physical Activity (BNPA) with the Arizona Department of Economic Security (DES), Family Assistance Administration (FAA) provide a program called the Arizona Nutrition Network (AzNN). The purpose of the AzNN is to provide nutrition education and obesity prevention programs to Arizona's Supplemental Nutrition Assistance Program (SNAP) participants and those who are eligible (eligibles) in an effort to improve healthy lifestyle choices.

In late 2010, the U.S. Congress passed the Healthy Hunger Free Kids Act (HHFK). The provision moved AzNN into the Nutrition Education and Obesity Prevention Grant program. The AzNN contracts with individual agencies to provide nutrition education and obesity prevention programming within their communities. Although all activities must follow the *Supplemental Nutrition Assistance Program Education (SNAP-Ed) Plan Guidance*, not all programs perform the same activities or functions.

In February 2014, the Federal Fiscal Year (FFY) 2015 grant applications were released with a menu of strategies comprised of 52 Public Health Approaches (PHA) and required a comprehensive approach utilizing a balance of both direct education and public health approaches. Upon consultation with the United State Department of Agriculture (USDA), Food and Nutrition Services (FNS), Western Region Office (WRO), the AzNN was advised to revise the menu of strategies to a more manageable number. Similar states in WRO are working with 5 to 20 strategies that address their core objectives. Also, changes in the FFY 2015 SNAP-Ed Federal Guidance, released in March 2014, place additional emphasis on "evidence-based" programming.

The AzNN is seeking assistance with refining the mission/vision, priorities, menu of strategies, and curricula choices, as well as a newly proposed funding formula, all to be used with the first multi-year SNAP-Ed grant application to begin in FFY 2016. The AzNN would like to engage key community partners throughout the process.

### Objectives

The objective for this project is to implement, plan, support, and coordinate a community advisory process with identified community partners.

## Project Scope

Partners In Brainstorms was engaged by Arizona Department of Health Services to:

- Coordinate dates, locations, and sites of facilitated discussions with identified community partners.
- Conduct two facilitated discussions with community partners aiming to refine the vision/mission, priorities, menu of strategies, and funding distribution for AzNN beginning in FFY 2016.
- Assist ADHS/DES staff with determining appropriate funding distribution between state and local entities to ensure adequate management/oversight of the AzNN program.
- Coordinate with AzNN staff and the AzNN Nutrition Materials and Physical Activity Subcommittees to revise the current materials/resource lists to include only research-tested or practice-tested materials.

The following is a summary of the key insights gained from this process.



## Section 2: Best Practices

## Best Practices

### Objectives

Based on the Scope of Work outlined for the Community Advisory Process and knowing that many of the SNAP-Ed Implementing Agencies in states throughout the U.S. are currently in the planning process for FFY 2016, and also implementing new requirements per USDA FNS, Partners In Brainstorms recommended that interviews be conducted with leading SNAP-Ed states in the country. The purpose of these interviews was to discuss experiences and insights regarding the SNAP-ED program to better identify best practices in five key areas:

- Direction and vision of SNAP-Ed programming
- Setting of priorities and specific SNAP-Ed initiatives – key focus areas and strategies
- Evidence-based curriculum, materials, and resource selection and implementation
- Evaluation
- Funding distribution by SNAP-Ed implementing agencies (sub-grantees) to the local contractors

### Methodology and Participating SNAP-Ed Implementing Agencies

Based on discussions with the AzNN team and review of USDA reports and guidance, a total of five states were identified including three from the Western Region, specifically California, Oregon, and Washington; and two other states outside of the Western Region including Florida and Michigan. It was determined that interviews would be conducted with the SNAP-Ed implementing agency or agencies within each state. A detailed discussion guide was created of key questions and approved by the AzNN Program Manager. One-on-one interviews were conducted via telephone and each interview lasted approximately one-hour. The following is a list of SNAP-Ed implementing agencies and the 11 individuals interviewed:

## SNAP-Ed Implementing Agencies Interviewed

Name	Title	SNAP-Ed Implementing Agency
<b>CALIFORNIA</b>		
Andrea Bricker, MS, RD	Public Health Nutrition Consultant III	California Department of Aging
Susan B. Foerster	Chief, Policy, Planning and Partnerships (Retired)	Network for a Healthy California California Department of Public Health
David Ginsburg, MPH	Director	University of California, Davis (UC CalFresh Nutrition Education Program)
Jackie Richardson	Section Chief of Policy, Planning and Partnerships Section, and Health Program Manager, Nutrition Education Obesity Prevention	California Department of Public Health (Network for a Healthy California)
Michele Y. van Eyken, MPH, RD	Assistant Chief of Programs	California Department of Public Health (Network for a Healthy California)
<b>FLORIDA</b>		
Kimberly Klinger	Account Coordinator, Cooperative Extension Service	University of Florida Extension
<b>MICHIGAN</b>		
Marci Kelly Scott, PhD, RD	Director	Michigan Nutrition Network at Michigan Fitness Foundation
<b>OREGON</b>		
Sally Bowman	Family & Community Health Program Leader	Oregon State University
Sara Wilson, MS, RD	Nutrition Education Coordinator	Oregon State University Extension
<b>WASHINGTON</b>		
Cynthia Huskey	Section Manager Office of Nutrition Services	Washington Department of Health
Megan Mikkelsen, MPH	SNAP-Ed Program Evaluator and Research Investigator Office of Nutrition Services	Washington Department of Health



## Direction and Vision – Implementing Policy, Systems & Environmental Change

In talking with the SNAP-Ed implementing agencies that most mirror AzNN, specifically those housed within State Departments of Health, their primary role is to provide:

- Technical assistance, training, resources, and materials for local health departments and community partners implementing SNAP-Ed, marketing and evaluation.
- Help leverage that education and partnership to achieve policy, systems, and environmental change.
- Continue or lead the cross-sectional work groups to support implementation of targeted campaigns that include nutrition and physical activity campaigns and programs that are the signature campaigns of the state.
- Solicit and leverage alternate funding sources to develop and nurture pilot projects, fill gaps, and identify needs.
- Provide leadership to the cross-sectional teams implementing the existing campaigns and programs.

These SNAP-Ed Implementing Agencies also spoke to looking at the guidance provided by USDA’s Food and Nutrition Service (FNS) in developing their core focus areas to include educational strategies, accompanied by environmental supports, which are designed to facilitate voluntary adoption of food and physical activity choices among the SNAP-Ed target audience.

### Key Priority – Expanding Physical Activity, Policy, Systems, and Environmental (PSE) Change

Several of the states are placing a greater amount of focus on USDA FNS’s opportunities for community change and policy, systems, and environmental change (PSE), admitting that at first several sub-grantees were concerned about the policy component, but have since identified opportunities. Also, there is a growing emphasis around physical activity with the newly allowable ongoing physical activity opportunities, as long as it is combined with nutrition education; whereas, previously it had to be a one-time demonstration. While there are certainly existing gaps because of the previous unallowable funding of these physical activities, several states are looking forward to building out physical activity and policy, systems, and environmental change resources and creating capacity.

### Policy and Direct Education – Learning Curve is Long and Broad

Policy, systems, and environmental change – it is something that the “learning curve is long and broad.” Historically it has been a one-to-one intervention or a system of direct delivery which is

where public health practitioners have historically been the most comfortable, in providing the class-based or the personalized nutrition education. What many of the local health departments and other partners are now realizing is that they have been doing policy, systems and environmental change all along and are now looking at how to have a greater impact in child care, school, community and family settings. Direct education still leads the pack, with implementing agencies noting that approximately 70 to 80 percent is still direct education and 20 to 30 percent devoted to policy, systems and environmental (PSE) change with projections that PSE would increase 10 percent over the next year or two.

## Focus Areas and Strategies

### Setting the Stage – Less is More

With the funding cuts to SNAP-Education in the majority of states interviewed, it was necessary to pool resources and identify the core focus areas and target a selected number of strategies. As one state explained...

“We had a list of strategies that were a mile wide, but only an inch deep, which resulted in us not doing any one very well. With reduced SNAP-Education resources, it forced us to prioritize and leverage other partnerships and the infrastructure already in place, including the Local Health Departments (LHDs).”

In February 2014, the Arizona Nutrition Network (AzNN) FFY 2015 grant applications were released with a menu of strategies comprised of 52 Public Health Approaches (PHA) and required a comprehensive approach utilizing a balance of both direct education and public health approaches. Upon consultation with the United State Department of Agriculture (USDA), Food and Nutrition Services (FNS), Western Region Office (WRO), the AzNN was advised to revise the menu of strategies to a more manageable number. Similar states in WRO are working with 5 to 20 strategies that address their focus areas. Based on the interviews and reaching out to other states beyond the initial five states, including Colorado, Connecticut, Maine, New York and Vermont, the states averaged around 12 strategies.

On closer examination (see Appendix A: *AzNN Strategies Participation Analysis*), of the 52 AzNN strategies, only 16 of the 52, or 30 percent, of these strategies are being implemented by over half of the community partners throughout the state, and only 6 of the 52, or 11 percent among three-quarters of the community partners in the state of Arizona. The result is 52 strategies is not a focused approach, and one that is very hard for AzNN to plan, implement, manage and evaluate.

### Background

The Healthy Hunger-Free Kids Act, of 2012, Sec.241 changed SNAP-Ed into a Nutrition Education and Obesity Prevention Grant Program, adopting obesity prevention as a major emphasis and embracing comprehensive community-based and public health approaches, according to the USDA SNAP-Ed Strategies and Intervention: An Obesity Prevention Toolkit for States. SNAP-Ed Guidance requires that SNAP-Ed administrative and implementing agencies identify evidence-based obesity prevention policy, systems and environmental change (PSE) strategies and interventions to include multi-level interventions or public health approaches. The Act requires the Food Nutrition Service (FNS) to consult with the Director of Center for Disease Control and Prevention (CDC) and other stakeholders to identify evidence-based strategies to incorporate into SNAP-Ed programming and planning.

The CDC has identified three target behaviors for obesity prevention and control which align with SNAP-Ed's focus and priorities. The target behaviors are:

- Physical Activity
- Breastfeeding
- Good Nutrition which includes Increase Fruits and Vegetable Consumption, Increase Healthy Beverage Consumption, Eat Fewer Energy-Dense Foods, Reduce Calories and Reduce Sodium.

### AzNN SNAP-Ed Materials Review

The AzNN utilizes a list of materials which includes over 300 items. The current material list is compiled of numerous different multimedia sources, curriculum, and interventions which cover a wide range of nutrition and health subjects. Contractors use the material in their direct education efforts; the list is currently available through the AzNN website. AZNN administration, contractors, and WRO administration have expressed the need to refine the amount of materials on their list to a more “manageable” number. In several interviews with administrative staff from other SNAP-Ed implementing agencies across the county, the interviewees agreed that having a large amount of materials made it difficult to manage, evaluate the programs' impact or to be able to implement them well.

Prior to the AzNN SNAP-Ed Community Advisory Process, the AzNN administration team created a refined, essential materials list which only includes 43 items. The selections were compiled from their large extensive previous docket. The choices were based on a 2014 needs assessment conducted by the Arizona Department of Health Services Bureau of Nutrition and

Physical Activity Research and Development of Arizona. As well, the administrative staff is familiar with what materials are regularly used by partners and contractors within the network. The new list was also compiled within the SNAP-Ed Guidelines and USDA regulations and was created as a draft.

PIB conducted a national review of nutrition education programs in other states; the purpose was to compare materials lists and usage patterns with AzNN's shortened list and observe best practices from other SNAP-Ed implementing agencies. The USDA *Recommended Tool Kit* for May FY 2014 was also reviewed and the lists of fellow Western Regional states: California, Nevada, Washington and Oregon. Additionally, the analysis included the Clearinghouse for Military Family Readiness.

Information about respective resources, curriculum and interventions was pulled from SNAP-Ed implementing agencies' websites for over 40 states in the United States; additionally, several interviews were conducted via phone. Material lists for many states, are available online through their agency websites, however, it should be noted that the review is not definitive or comprehensive as there is a possibility the agencies are using other programs or materials which are not available through online sources. Many of the states which were surveyed disclosed that they were in a process of refining their own material lists as well, to correlate with new USDA SNAP-Ed guidelines and regulations. Several interviewees mentioned that they are experiencing challenges to meet the requirements that material be evidence-based; they disclosed that their lists of material are in a period of transition.

The following chart shows the correlations between materials AzNN had selected on their "refined" 43 item draft list to the usage of the same materials by other state agencies, the Clearinghouse for Military Families Readiness and the USDA's recommended SNAP-ED toolkit.

Materials selected by AZ compared with other SNAP-Ed Implementing Agencies

Title	Number of Agencies Using Material	USDA Recommended Toolkit May 2014	Western Region				Clearinghouse for Military Families Readiness	AK	IN	KS	MD	MN	MO	MS	ND	NH	TN	VI
			CA	NV	OR	WA												
Activity and Eating	1																	
Botany on Your Plate																		
Building a Healthy Me	1																	
CA Healthy Kids Resource Center: Nutrition and Physical Activity																		
Catch Kids Club	5																	
Color Me Healthy	5																	
Dig In!	3																	
Discover My Plate																		
Early Sprouts																		
Eat Smart, Live Strong	8																	
Eat Well Play Hard in Child Care Settings Curriculum	3																	
Eat, Play, Grow	1																	
Empowering Youth with Nutrition and Physical Activity	2																	
Exercise Your Options	4																	
Farm to Table and Beyond																		
Fit Bits																		
Grow it, Try it, Like it!	3																	
Grow, Eat, Thrive-Growing Gardens for Health	1																	

		Western Region																
Title	Number of Agencies Using Material	USDA Recommended Toolkit May 2014	CA	NV	OR	WA	Clearinghouse for Military Families Readiness	AK	IN	KS	MD	MN	MO	MS	ND	NH	TN	VI
Growing Healthy Habits	3																	
Health Habits for Life	3																	
Healthy Choices, Healthy Me	1																	
Healthy Classrooms, Healthy Schools																		
Junior Master Gardener	4																	
Junior Master Gardener: Addition																		
Loving your Family, Feeding Their Future	3																	
Media-Smart Youth	5																	
No Bones About It																		
Nutrition Pathfinders	1																	
Nutrition to Grow	3																	
Nutrition Voyage (PSE)	4																	
Serving Up MyPlate...Yummy Curriculum	8																	
Shaping up my Choices	1																	
Sowing the Seeds of Wonder																		
Strong Women- Health Hearts																		
Strong Women- Strength Training																		
The Great Garden Detective Adventure	3																	
The Power of Choice: Healing Youth Make Healthy eating and Fitness Decisions	1																	
We Can! Energize Our Families Parents and Caregivers Program	1																	

## Key Findings

Based on the national review of SNAP-Ed implementing agencies' usage of materials, several programs correlated with material which was identified on AzNN's refined materials list.

The following two programs *Serving Up MyPlate...Yummy Curriculum* and *Eat Smart, Live Strong* had the highest frequency of use in the survey. 8 different agencies currently use *Serving Up MyPlate...Yummy Curriculum* and 8 agencies use the *Eat Smart, Live Strong* program.



*Serving Up MyPlate* is a collection of classroom materials which helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health for grades 1-6. The curriculum introduces the importance of eating from all five food groups using the *MyPlate* icon and a variety of hands-on activities. Based on discussions with AzNN stakeholders, using curriculum which is directly tied into academic standards is highly important to achieve “buy in” when working with school districts and teachers.



*Eat Smart, Live Strong* is an intervention designed to improve fruit and vegetable consumption and physical activity among 60-74 year olds participating in or eligible for FNS nutrition assistance programs. The intervention can support the efforts of program providers and communities in delivering nutrition education to low-income older adults.

Several other programs and materials which had high frequency of use comparatively with AzNN's shortened material list were:

- **Color Me Healthy, (USDA, CA, OR, WA, CMFR)**
  - *Calcium activities related to eating healthy and being active. Imaginary trips designed to capture the children's interest and get them moving, songs written especially for the program, guidelines to help students eat healthy. Preschool*
- **CATCH Kids Club, (USDA, CA, OR, WA, CMFR)**

- *Physical activity and nutrition education program designed for elementary and middle school aged children (grades K-8) in an afterschool/summer setting. It is composed of nutrition education materials and a physical activity component.*
- **Exercise Your Options, (CA, OR, WA, CMFR)**
  - *Middle School: The 6 lesson nutrition program with a pre-and post-assessment that aligns with education standards can easily integrate into your units on Language Arts, Math and Physical Education. Students will analyze their own food and activity records to make goals for improvement. 5<sup>th</sup> grade: This seven lesson curriculum builds on the concepts taught in the 4th grade, emphasizing serving sizes and how to choose healthy options when eating out. Online teacher materials supplement this program. Pre-and post-assessments are included to provide insight into student learning.*
- **Junior Master Gardener, (CMFR, AK, MN, ND)**
  - *Engages children in group and individual learning experiences that promote a love of gardening, and develop an appreciation for the environment. JMG encourages youth to be of service to others through service learning and leadership development projects and rewards them with certification.*
- **Media Smart Youth, (USDA, CA, WA, MD, TN)**
  - *An interactive after-school education program for young people ages 11-13. It is designed to help teach them about the complex media world around them and how it can affect their health-especially in the areas of nutrition and physical activity.*
- **Nutrition Voyage, (CA, OR, CMFR, NH)**
  - *Takes 7<sup>th</sup> and 8<sup>th</sup> grade classes on an exploratory journey into school wellness. Opportunities for students to investigate, participate in a challenge, evaluate and reflect.*

8 programs had at least two other instances of usages within the WRO agencies. With the exception of the *Eat Smart, Live Strong* program, the majorities of materials which correlate to AzNN’s material list are targeted toward youth, grades K-8 and are focused on teaching healthy nutrition habits and increasing physical activity in a school setting.

Within the survey conducted by PIB, of the agencies surveyed within the WRO, 19 of the programs had no apparent correlation of usage; the materials which seem to have limited to no correlation in usage are:

- *CA Healthy Kids Resource Center: Nutrition and Physical Activity*
- *Discover My Plate*
- *Early Sprouts*



- *Farm to Table and Beyond*
- *Fit Bits*
- *Growing Food*
- *Healthy Classrooms, Healthy Schools*
- *Junior Master Gardener Addition*
- *No Bones About It*
- *Sowing the Seeds of Wonder*
- *Strong Women- Health Hearts*
- *Strong Women- Strength Training*

## **National SNAP-Ed Material Comparative Review**

In addition to analyzing the shortened list of materials recommended by AzNN staff, a second analysis was conducted which identified materials not currently used by AzNN. The review considered materials from over 40 different SNAP-Ed implementing agencies' across the country. Documentation was made of programs which are used by other agencies citing the state of the agency, the source, the author, the type of material and the targeted age group. The list of materials which was created can be used as a reference source for AzNN to compare other agencies' material and program use. Special notation was placed on agencies within the WRO and the USDA's recommended SNAP-Ed tool kit.



Each agency classifies their material uniquely, typically in regard to their focus areas. For the purpose of this review, the programs were grouped into the following general categories:

- Budgeting for Healthy Meals
- Physical Activity
- Nutrition Information for Parents
- Healthy Cooking
- Food Safety
- Gardening/Farmers' Market
- Family Meal Planning and Nutrition Information
- Overall Nutrition Information for Kids
- Overall Nutrition Information for Teens
- Overall Nutrition Information for Adults
- School/Classroom Specific
- Overall Health and Miscellaneous Nutrition Information

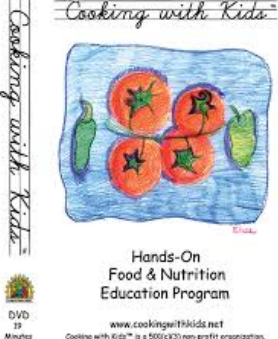


*Refer to Appendix C for a complete list of materials not used by AzNN, but used by other SNAP-Ed implementing agencies.*

## Popular Materials Used By Other States




Although each population base is unique within the respective SNAP-Ed communities, many states use the same material. Following is a list compiled of the programs and materials which are used most frequently by other agencies. It is interesting to note that although the SNAP-Ed guidelines have recently changed, many of the programs do not self-identify if they are evidence based. Of the agencies which were surveyed many alluded to the fact that they were in a “state of transitioning” in regard to updating their materials list to include only evidence-based material. Because there is no comprehensive source of evidence-based materials, agencies conveyed that it was a challenge to find material which fit the new criteria.

Budgeting for Healthy Meals	
	<p><b><i>Healthy Eating on a Budget</i></b> (KS, NV, NM, ME)</p> <p>A nutrition and food budgeting class for adults. The goal of the program is to help SNAP-eligible families purchase nutritious foods while saving money at the grocery store. Participants learn shopping strategies, skills, and tips such as: planning nutritious menus, creating shopping lists, and using grocery ads/coupons to purchase foods with a limited food budget. Food resource information is provided to families who may be in need of food assistance. Participants are also involved in learning to preparing simple, nutritious snacks that they can share with their family and friends.</p>
	<p><b><i>Stretching Your Food Dollars</i></b> (KS, ND, NH, NY)</p> <p>Handout which helps to plan meals, a shopping list and a food budget written by the University of Missouri Extension Office.</p>

Physical Activity	
	<p><b><i>Eat Healthy, Be Active</i></b> (MN, KS, VI, MA, CA, WA)</p> <p>Six one-hour workshops were developed, based on the <i>Dietary Guidelines for Americans, 2010</i> and <i>2008 Physical Activity Guidelines for Americans</i>. Each workshop includes a lesson plan, learning objectives, talking points, hands-on activities, videos, and handouts. The workshops are designed for community educators, health promoters, dietitians/nutritionists, cooperative extension agents, and others to teach to adults in a wide variety of community settings.</p>
	<p><b><i>Eating Smart, Being Active</i></b> (OR, AR, KS, MD, VI, CA, CO, NM, MO, WA)</p> <p>Eating Smart, Being Active is an Expanded Food and Nutrition Education Program (EFNEP) curriculum for adults developed by EFNEP staffs at Colorado State University and University of California at Davis. Based upon the socioecological model, Eating Smart, Being Active is an evidence-based, nutrition education and obesity prevention curriculum. The curriculum won a national award from the National Extension Association of Family and Consumer Sciences (NEAFCS)</p>
Nutrition Information for Parents	
	<p><b><i>Have a Healthy Baby</i></b> (IN, KS)</p> <p>The Have a Healthy Baby (HHB) program is a nutrition education program developed by Purdue Extension. This evidence-based curriculum supports pregnant teen and young adult women in balancing diet and an active lifestyle during pregnancy, while focusing on achieving a healthy amount of weight to help protect the health of the baby.</p> <p>Lessons feature instructor-led material with contemporary videos and easy-to-use handouts for moms-to-be in both the home and community setting.</p>

Healthy Cooking	
	<p><b>Cooking With Kids</b> (MN, KS, NM)</p> <p>Cooking with Kids' mission is to motivate and empower children and youth to make healthy food choices through hands-on learning with fresh, affordable foods from diverse cultures.</p> <p>Cooking with Kids experiential food and nutrition education curriculum includes cooking lessons and fruit and vegetable tastings that meet Common Core State Standards in Language Arts and Mathematics and National Health Education Standards. A teacher observed: <i>The achievement gap is as much an experience gap as academic and exposing students to the world the way CWK does helps close the experience gap.</i></p>
	<p><b>Kids in the Kitchen</b> (OR, KS, MS, AR, MO)</p> <p>This nutrition and cooking program encourages kids to eat healthy meals and snacks by providing them with hands on learning experiences that teach them how to prepare food. Curriculum is appropriate for children aged six to fifteen years and has been updated to reflect MyPlate guidelines and standards. Topics such as basic cooking skills, good nutrition, healthy food choices, food safety and physical activity are included.</p>
	<p><b>Cooking Matters</b> (OR, MN, CA, USDA, MO, TX, MA, WA)</p> <p>Cooking Matters (formerly Operation Frontline), a program of Share Our Strength, is a cooking-based nutrition class. This program provides a long-term solution to hunger and poor nutrition by demonstrating strategies to get the best nutrition possible on a limited budget.</p>

<p style="text-align: center;"><b>Food Safety</b></p>	
	<p><b><i>Fight Bac</i></b> (NH, IL)</p> <p>Millions of people get sick from food borne illness each year. Being careful about how you handle and prepare food can help prevent a serious problem. This DVD demonstrates how to follow the Fight BAC safe food handling guidelines Clean, Separate, Cook and Chill. The everyday tips will contribute to happy, healthy memories of your next backyard barbecue...and of all your meals.</p>
<p style="text-align: center;"><b>Gardening/Farmers' Market</b></p>	
	<p><b><i>Farm to School</i></b> (MN, PA, AK)</p> <p>The toolkit was designed to help States identify evidenced-based obesity prevention policy and environmental change strategies and interventions to include in their SNAP-Ed plans for Fiscal Year (FY) 2014 and beyond.</p>
	<p><b><i>Growing Healthy Habits</i></b> (VI, MD, MN)</p> <p><i>Growing Healthy Habits</i> is a gardening and nutrition education curriculum for elementary aged youth. This resource focuses on integrating nutrition into the classroom through gardening and scripted lessons that meet science, language arts, social studies, health and math objectives.</p>
	<p><b><i>The Farmer Grows a Rainbow</i></b> (KS,MN)</p> <p>This site provides teachers with classroom-ready resources to improve nutrition education among Pre-K-5 students. Begin with the introductory information on this page and then move onto the grade specific resources.</p>

<p><b>Family Meal Planning and Nutrition Information</b></p>	
	<p><b><i>Eat Together, Eat Better</i></b>  <b>(OR, USDA, WA)</b>  Resources that provide helpful tips for families on eating together and meal planning.</p>
<p><b>Overall Nutrition Information for Kids</b></p>	
	<p><b><i>Organwise Guys</i></b> (VI, MS, AL, IL)  By bringing the body to life via lovable organ characters, kids of all ages learn what it really means to be smart from the inside out. With all of the troubling news about the obesity crisis, our evidence-based programming offers a viable, possible solution.</p>
	<p><b><i>Show Me Nutrition</i></b>  <b>(MS, KS, MO, CO, MI, WA)</b>  A curriculum designed for youth ranging from preschool age to junior high age range. Designed by University of Missouri Extension, Show Me Nutrition educates youth with age appropriate content on nutrition, food safety, physical activity, media influence and body image. Participants will receive handouts and content as well as engage in activities to learn how to have a healthy lifestyle. These are 8 week classes.</p>

<p><b>Overall Nutrition Information for Teens</b></p>	
	<p><b><i>Power of Choice</i> (KS, TN)</b></p> <p>The Power of Choice provides 10 topic based-interactive lessons to be used by after-school program leaders with adolescents. The goal of this material is to empower pre-teens to make healthy food and lifestyle choices. Each topic lesson is broken into categories: skill-based outcome, empowerment messages, background information, topic activity, and a wrap up/summary. Included in the Leader's Guide are a recipe booklet, parent letter, nutrition facts cards, reproducible handouts, and four topical posters. An accompanying CD also contains additional activities, tips for improved communication with adolescents, a training video for the adult leaders, and a song for pre-teens.</p>
<p><b>Overall Nutrition Information for Adults</b></p>	
	<p><b><i>Dining with Diabetes</i> (IN, ND, OH, MI)</b></p> <p><i>Your Guide to Diet and Diabetes</i> originally began as a project to make the <i>Dining with Diabetes Illinois Extension</i> curriculum available on the internet. This Web site is focused on delivering the basics of healthy eating, including portion management, the carbohydrate and fat content of foods, and applications to meal planning and grocery shopping. The Web site aimed to increase understanding of the role that diet plays in diabetes management and thus increase dietary self-care practices.</p>
	<p><b><i>Small Steps to Health</i> (KS, MO, IN)</b></p> <p>A nine-lesson curriculum to help adults improve their diet quality, food security, and family food safety.</p>

<p style="text-align: center;"><b>School/Classroom Specific</b></p> 	<p><b><i>Pick a Better Snack and ACT</i></b> (USDA, WV, CA, ME, IA)</p> <p>The Iowa Nutrition Network's social marketing campaign, Pick a <b>better snack</b><sup>™</sup> &amp; ACT (PABS), was created to promote the consumption of fruits and vegetables by marketing them as an attractive alternative to less healthy snacks. PABS classroom lessons are available online (four per month) for elementary grades K-5. Each month, lessons feature seasonal fruits (focus on fruits), vegetables (vary your veggies). Additional lessons are available in the archive including: physical activity, Eat Smart Play Hard, My Pyramid, and the Color Way).</p>
<p style="text-align: center;"><b>Overall Health and Miscellaneous Nutrition Information</b></p> 	<p><b><i>Fruits and Veggies: More Matters</i></b> (HI, NM, IL, FL)</p> <p>To encourage Americans to eat more fruits and vegetables, the Produce for Better Health Foundation (PBH) offers the public health initiative, Fruits &amp; Veggies—More Matters<sup>™</sup>. In simple, user-friendly ways, the Fruits &amp; Veggies—More Matters<sup>™</sup> health initiative offers expert cooking advice, nutrition information and shopping tips. The program features an interactive Web site with activities and ideas for getting children involved and gives consumers the opportunity to share their own easy and fun serving ideas by submitting them online.</p>
	<p><b><i>Rethink Your Drink</i></b> (USDA, CA, WA)</p> <p>Educational campaign focusing on the contribution of sweetened beverages to increasing rates of overweight and obesity.</p>



## Material and Curricula Trends

### Physical Activity

Overwhelmingly, *Eat Healthy-Be Active*, *Eat Smart-Move More*, and *Eating Smart-Being Active* had the highest number of correlating frequencies. Each agency which was surveyed had physical activity well represented. Also, several of the agencies had specific programs tailored to their region like *Walk Kansas for Kids* and the Family Nutrition Program of Mississippi State University Extension Service's *Body Walk*. The majority of the programs which were compiled during the review are targeted toward youth in a school setting, but 4 of the programs are for seniors, and 7 are for adults and families.

### Healthy Cooking and Meal Planning

A great number of agencies surveyed implemented interventions which address healthy cooking education and meal planning. *The Eat Together-Eat Better* program had the highest frequency of correlation in the survey; however usage of other programs within meal planning were not frequently similar between agencies.

Much emphasis is placed on educating populations on how to plan out a meal and create recipes. Additionally, cooking classes are implemented in most agencies, as well. *Cooking Matters* was the program with the highest frequency; it also has a component called *Cooking Matters at the Store* and several other components. The program “helps families to shop and cook healthy meals on a budget”. Also, a large number of agencies had cooking interventions for all age groups including: youth, teens, adults, seniors and also, families. *Cooking with Kids* and *Kids in the Kitchen* are two of the most popular programs for youth ages.

### Eating Healthy on a Budget

Eating healthily within financial constraints appeared in many of the agency lists. Often, they were linked with cooking initiatives or meal planning. *Healthy Eating on a Budget* and *Stretching Your Food Dollars* were two of the most used materials in the survey. The majority of the SNAP-Ed implementing agencies which were reviewed are incorporating some type of financial element in their education efforts whether it is focused on grocery shopping, cooking or “eating better”. Kansas and Connecticut use a program which addresses the “3 P’s: Plan, Purchase and Prepare (on a Budget)” which is through the USDA and MyPlate.gov.

### Nutrition Information for Parents

Parent information varies in terms of classification. A large amount of the agencies surveyed used materials which address nutrition education specifically for parents. There are many

different groupings of parenting material which typically has to do with the age of the children. Many agencies use material which addresses breastfeeding, pregnancy and nutrition information on “feeding your baby”; however parenting information also includes how to feed a child at every age. Although many of the agencies address nutritional education for parents, there were few instances of correlating material usages between agencies. Many of the agencies did include some type of information for teens who were pregnant. Also it is interesting to note that the majority of agencies link to other organizations, like WIC to provide information specifically on breastfeeding.

### **Gardening/Farmers’ Market**

A common theme within much of the nutrition education material is to link the food to its origin, like the “garden” while teaching a variety of nutritional lessons along the way. Many of the materials which are being used which tout a gardening perspective tie in many different elements as well, like science lessons or physical activity. There are several programs which are the most used in the gardening group including: *Farm to School*, *Farm to Fork*, *Growing Healthy Habits*, and *The Farmer Grows a Rainbow*. Most of the interventions are targeted toward youth.

### **Age Specific Programs**

The SNAP-Ed implementing agencies in the survey overwhelmingly have material which is particular to groups based on age. Material used the most by agencies typically focuses on youth which is loosely defined as preschool through grade 8. There is less material available specifically for teens and adults and even less for seniors. The most widely used material for youth age is the *Organwise* program and *Show Me Nutrition*; for teens *The Power of Choice* was the only program which had an overlap in usage between other agencies. Much of the material which is targeted to adults has to do with preventing Diabetes and controlling caloric intake. The most popular program for adults is *Dining with Diabetes*.

### **Culturally Focused**

It is important to note the frequency of programs and materials which agencies are implementing which specifically target a particular cultural group; this also refers to populations who speak different languages. The majority of agencies use material which is targeted to specific ethnic groups like Native American populations. For example, the USDA recommends a program called, *African American Campaign, paired with Body and Soul* which is tailored for African American Women. Additionally, most agencies have material which is translated into other languages dependent on their population base.

## Funding & Resource Allocation

### Resource Allocation

Overall total SNAP-Ed funding as recommended by USDA FNS Western Region Office is broken out by key categories:

- **50 percent of funds** for high-impact education, empowerment and community-wide marketing of healthy behaviors
- **30 percent of funds** for nutrition and physical activity policy, environmental, and organizational practice changes through partnerships
- **10 percent of funds** for leadership and administration
- **10 percent of funds** for evaluation and reporting

However, USDA FNS does not provide any guidance in terms of the allocation between the state and local providers / contractors.

### State SNAP-Ed Implementing Agency Funding Model – State Versus Local Allocations

To fully understand the allocation between the SNAP-Ed Implementing Agency that remains at the state level and those funds that then are allocated to “sub-grantees” or the local partners, one must first understand the key responsibilities assigned to the SNAP-Ed Implementing Agency, specifically they are:

1. Fiscally responsible for nutrition education activities funded with SNAP funds.
2. Accountable for the content of the State SNAP-Ed Plan.
3. Responsible for securing contracts through competitive bid procedures governed by State procurement regulations.
4. Provide oversight to sub-grantees and SNAP-Ed program activities.
5. Oversee statewide marketing initiatives, materials and curricula.

In discussions with several SNAP-Ed Implementing Agencies at the State level, when asked what percentage of the total State SNAP-Ed allocation remains with the State SNAP-Ed Implementing Agency (IA) to cover such key responsibilities, the percentage ranged from a low of 15 percent to a high of 40 percent with an overall average of approximately 25 percent allocated to the SNAP-Ed Implementing Agency. The wide range was attributed to four factors including:

- Total SNAP-Ed state allocation and funding trends.
- Number of implementing SNAP-Ed Implementing Agencies in the state with a higher percentage allocated for base funding if there was only one Implementing Agency for the entire state.
- Whether the Implementing Agency was a State Agency versus an Extension Agency
- Statewide marketing campaigns and other resources and materials where the full or upfront cost was assumed by the Implementing Agency.

### ***Average Base Funding of State SNAP-Ed Implementing Agency***

#### ***25 Percent of Total State SNAP-Ed Allocation***

Several SNAP-Ed Implementing Agencies throughout the country stated that when looking at the budgeting between the State SNAP-Ed Implementing Agency and the local sub-grantees, one must first adequately fund the necessary staff to carry out its proposed State SNAP-Ed Plan and achieve its program objectives. Suggested staff includes the Project Director, Registered Dietician(s), R.D. Evaluation Specialist(s), and adequate fiscal and administrative support to:

- Support SNAP-Ed initiatives as identified in the State SNAP-Ed Plan.
- Expand policy and program integration – coordinate activities and collaborate with other state agencies (e.g. State Departments of Health, Education and Economic Security) and federally funded programs to further leverage programs and eliminate duplication.
- Provide oversight, technical assistance and training to contractors.
- Oversee evaluation and reporting with several states bringing evaluation in-house for quality assurance and contract compliance.
- Work with the state SNAP agency to provide information to state/local office services staff on the availability of SNAP-Ed services.
- Provide social media expertise and coordinate statewide and local messaging.

The remaining 25 percent of the total State SNAP-Ed funds held by the Implementing Agency goes to cover expenses associated with statewide marketing campaigns and initiative including:

- Development, production, and implementation.
- Coordination, production, and warehousing of marketing and evidence-based materials and resources for statewide and local use.

### ***Average Funding of Local SNAP-Ed Providers / Contractors***

#### ***65 percent to 75 percent of State SNAP-Ed Allocation***

Generally, allocations at the local SNAP-Ed contractors take into account population / poverty statistics ranging from at or below 150 percent to 185 percent Federal Poverty Level and the

number of the SNAP-Ed population to be served. Many of the states, in assuring statewide coverage at the local level, take a blended approach with a base amount allocated per local or county area to assure an adequate funding to support a baseline of SNAP-Ed programming that will have impact and reach the targeted population.

### ***Average “Opportunity Fund”***

#### ***5 to 10 Percent of State SNAP-Ed Allocation***

Several states are exploring an option of holding in reserve 5 to 10 percent of the funds as an “opportunity fund” that would fund statewide or local opportunities such as:

- Beta programs – funding initial start-up or testing period and if emerging and demonstrating positive results either in 1) high-impact education, empowerment and community-wide marketing of healthy behaviors or 2) in the nutrition and/or physical activity policy, systems, and environmental change (PSE) programs – continue funding the local contractor(s) for the balance of the contract period.
- Effective community outreach to specific targeted populations (e.g. tribal communities)
- Performance-based incentives – extend or increase funding to “community-based programs that work”
- Unique collaborative opportunity that becomes available during the course of the contract period.
- Statewide or local marketing opportunity not originally budgeted.

#### ***Summary of Funding Model – State and Local Allocations***

- **25 percent of funds for state** SNAP-Ed Implementing Agency
- **65 to 75 percent of funds for local** SNAP-Ed Providers / Contractors
- **5 to 10 percent of funds held in reserve** as an “opportunity fund.”

## **Implementing SNAP-Ed Agency at State-Level – Inclusive of Local Community or County-Based Contractors and Cooperative Extension System / Land-Grant Universities**

Majority of states utilize a competitive procurement process that includes qualified applicants ranging from local health department (LHD), cooperative extensions, to other community-based organizations. Based on the analysis to date, there appears to be an advantage among those States who have one state-level SNAP-Ed Implementing Agency, multiple local health departments or community-based organizations, and a cooperative extension system / land-grant university partner which are widely used to reach smaller counties or regions within the state, special populations, and/or schools.

## Contracting Models

Based on interviews and reviewing several procurement documents related issued by the State SNAP-Ed Agency and the Implementing SNAP-Ed Agency, four contracting models emerged:



**Competitive  
and Open**  
(Non-Profit  
Agencies and  
Organizations)



**County-Centric**



**Performance-  
Based**



**Blended**



### Competitive and Open Contracting Model

The majority of states that utilize a competitive contract model define eligible applicants as not-for-profit organizations who can deliver comprehensive and coordinated community based nutrition education and obesity prevention services to low-income youth and adults receiving and/or eligible for SNAP.

Eligible applicants must be public or private not-for-profit agencies and organizations located in and conducting business, including, but not limited to, community-based organizations, cooperative extensions, regional health care organizations, and academic institutions.

Applicants are strongly encouraged to apply as a consortium of providers with the express purpose of pooling resources to achieve the goals as outlined in the competitive Request for Proposal (RFP). For example, to expand reach to youth in low-income schools, organizations can partner with school nutrition organizations or school districts.

Organizations can also partner with community-based health centers and public health offices to expand reach to low-income families. Applicants will be evaluated, in part, on previous collaborative relationships and/or a plan to establish a strong collaborative relationship with other organizations and institutions to implement the objectives of the RFP. So key characteristics of a Competitive and Open Contracting Model include:

- Open to a wide range of applicants comprised of public and private not-for-profit organizations, which may include:
  - Community-based organizations
  - Regional health care organizations
  - Qualified government agencies
  - Public universities and colleges (including cooperative extensions)
  - PreK-12 school districts
  - Private non-profit organizations including community and faith-based organizations.
- Applicants are strongly encouraged to apply as a consortium.



## County-Centric Contracting Model

Since 2010, when the U.S. Congress passed the Healthy Hunger Free Kids Act (HHFK), several states have or are considering moving to a county-centric contracting model, for the purposes of leveraging Local Health Departments (LHDs) resources and reaching the targeted audience with fewer dollars. Some of the common characteristics of the County-Centric Contracting Model include:

- Allocations determined by population/poverty statistics (e.g. at or below 185 percent Federal Poverty Level).
- Focus primarily on Local Health Departments (LHDs) and extensions serving specific counties.

- LHDs receiving more than a stated amount (e.g. \$300,000) are required to subcontract with community partners.
- Large LHDs required working with schools and after-school programs.
- Some states capping percentage (e.g. no more than 15 percent) allocated to administration costs.



## Performance-Based Contracting Model

The Performance-Based Contracting Model is a relatively newer model and usually is a smaller percentage of the total contract. Key characteristics of the Performance-Based Contracting Model include:

- Focus on performance and outcomes as per the state’s SNAP-Ed Plan.
- Based on measurable performance indicators and desired outcomes established by the state and consistent with USDA Food Nutrition Services (FNS).
- Includes regular assessment / evaluation – data-driven decision making – “fund what is working and is making a difference in the state”.
- Primary goals are to improve accountability, effectiveness of the SNAP-Ed program, and increase innovation and cost effectiveness.



## Blended Contracting Model

Several states noted that they are looking at moving to a “blended” contracting approach which may include giving each county a set base allocation (based on determined by population/poverty statistics) to assure statewide coverage. The remaining funds may be allocated:

- Based on proposed community-based nutrition education and obesity prevention services to the targeted population.
- Performance-based incentives – extend or increase funding based on performance and outcomes
- Beta-testing of new SNAP-Ed services / outreach to targeted population.



## Communication and Collaboration

States noted that they 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 mission, while reaching low-income families and individuals through multiple touch points. 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.

Several SNAP-Ed implementing agencies have successfully maximized their reach when coordination and collaboration takes place among a variety of stakeholders at the local, State, regional and national levels through publicly or privately- funded nutrition intervention, health promotion, or obesity prevention strategies. The likelihood of nutrition education and obesity prevention interventions successfully changing behaviors is increased when consistent and repeated messages are delivered through multiple channels. Cross-program coordination and collaboration at the State and community levels include working together, particularly with other USDA Food and Nutrition Service (FNS) programs, toward common goals to reinforce and amplify each other's efforts. Collaborative projects necessitate commitments of staff support and time, and leverages funds among all involved entities.

Two states also referenced the State Nutrition Action Coalitions (SNACs) that were established about 10 years ago in several FNS Regions to maximize nutrition education efforts and improve coordination, cooperation, partnerships, and communication among the State agencies and FNS Nutrition Assistance Programs. SNACs are comprised of representatives from FNS programs who develop statewide cross program nutrition education plans. The plans focus on one or more common goals and promote collaboration and use of integrated approaches to connect effort and resources. A number of States effectively still operate SNACs or similarly named groups today. SNACs can serve as a model for coalescing State programs around nutrition education and obesity efforts. A couple of States have established SNAP-Ed Advisory Committees that include representatives from the FNS nutrition assistance programs but have the SNAP State Agency taking the lead role. States may find out more about initiating and sustaining these types of partnerships by consulting with their FNS Regional SNAP-Ed Coordinators.

## Evaluation

Every state interviewed, clearly stated the importance of evaluation and staffing to support and manage the process. Primary reasons given for growing the evaluation component of their SNAP-Ed program included:

- Having objective data to learn about the strengths and weaknesses of programs and practices.
- Determine what works and how well it works so that you can direct SNAP-Ed resources to the most effective programs. In other words, evaluation is needed for effective project/program management, ensuring project/program efficiency, and importantly, program accountability.
- Produces data that is important as a part of a continuous improvement cycle to improve SNAP-Ed interventions over time.
- Can help achieve a greater positive impact on the nutrition and health of low-income individuals, families, and their communities.

Two states referenced using The National Collaborative on Childhood Obesity Research (NCCOR) Measures Registry, a searchable database of diet and physical activity measures relevant to childhood obesity research in evaluating programs.



## **Section 3: Community Partner Advisory Process Insights**

## Key Insights from Discussion Groups

### Objectives

The objectives of the discussion groups were:

1. Obtain information and insight from partner organizations regarding the direction and vision of AzNN
2. Determine the partners' perspectives on which areas it is important for the network to focus
3. Gain a better understanding of partners' needs and preferences for specific strategies which support AzNN's key focus areas
4. Explore areas in which the network could improve to become more effective
5. Examine perceptions on current funding models and options

### Methodology and Approach

Invitees to the group discussions were selected because they were identified as key community partners who served in important roles within the network. Each invitee was sent a personalized email from Stephanie Martinez asking for their participation. Twenty-five invitation emails were sent; 13 participated, 9 did not respond and 3 members of the AzNN administrative staff attended, however mainly observed. Upon confirmation of attendance, participants were also sent a list of the current AzNN strategies. They were asked to review the list prior to the meeting and to select their top 5 overarching focus areas for the network based on their experience and opinion.

Two discussion groups were hosted by the AzNN at the Arizona Health Department in Phoenix, Arizona on September 17 and 24 of 2014 from 1:00 pm to 5:00 pm. The following is a list of participating entities with their corresponding representatives, the respective dates on which they attended is also displayed.

Name	Agency	Sept 17, 2014	Sept 24, 2014
Denise Burley	Coconino County Local Health Department (LHD)	-	X
Lee Connelly	Maricopa County Local Health Department (LHD)	-	X
Janet Foote	University of Arizona - College of Public Health	-	X
Scott Going	University of Arizona - Cooperative Extension	-	X
Jason Gillette	Arizona Department of Economic Security	X	-
Mary Gomez	Cochise County Local Health Department (LHD)	X	-
Amal Hammoud	Arizona Nutrition Network, Arizona Department of Health Services	X	-
Mindy Jossefides	Inter Tribal Council of Arizona (ITCA)	X	-
Teresa Manygoats	Arizona Department of Health Services	X	-
Stephanie Martinez	Arizona Nutrition Network, Arizona Department of Health Services	X	X
Kathryn Mathewson	Arizona Department of Health Services	X	-
Carolyn McMahon	Arizona Department of Economic Security	X	-
Donna Roberts	Arizona Department of Economic Security	X	-
Sharon Sass	Arizona Department of Health Services	-	X
Virginia Skinner	Food Bank Association	-	X
Lubna Tabassum	Arizona Nutrition Network, Arizona Department of Health Services	X	-

The meeting on September 17<sup>th</sup> was held at the AZ Department of Health Services building in Room 345, located at 150 N. 18<sup>th</sup> Avenue, Phoenix, AZ. The meeting on September 24<sup>th</sup> was held at the AZ State Lab, located at 250 N 17<sup>th</sup> Ave, Phoenix, AZ. Both meetings followed the same agenda and discussion guide which were created and reviewed by the staff of AzNN and Partners and Brainstorms prior to the discussion groups. Debra Pryor, President & CEO of Partners in Brainstorms, Inc. was the facilitator for both groups. Stephanie Martinez gave a brief introduction and presentation at the beginning of the meetings; her presentation gave background information on the AzNN organization including an overview of partners within the AzNN, current strategies within the program and the current funding model.

The discussions were facilitated in an open format and participants were encouraged to answer questions on their own volition in regard to the questions prompted by the facilitator. In accordance with the agenda, the discussions were developed around several key topics of conversation. The topics were:

- Discuss Community Partners' Challenges and Successes
- Explore Current Perceptions of AzNN
- Identify Focus and Key Themes
- USDA Guidance and State Funding Models
- Generate Ideas for Improvement
- Summary and Next Steps

## Community Partners' Successes and Challenges

### Successes

#### ***Working with food banks***

According to one participant, she made significant progress working with numerous food banks because of their openness to try new programs. She also mentioned they have a considerable reach with 1,200 locations. "The willingness of the food bank to try it [SNAP-Ed Programs], to say we don't just give out food."

#### ***Forming partnerships with several school districts***

Another participant counted advances while working with schools including Sunnyside and Flowing Wells because of the relationships which were formed with the administration. The success was credited toward developing strong relationships with key administrative players within the districts who support their efforts.

### ***Working with farmers' markets***

There were noted successes working with several local Farmers' Markets. In both groups, participants acknowledged much of the success was due to collaborative efforts. Promotional efforts were able to be shared. Additionally, they were able to tap into respective client bases to make a larger impact.

### ***Localized, promotional efforts within communities lead to greater impact***

In certain areas of the state, contractors are having success at promoting awareness of the AzNN. One of the participants said this was because the contractors are a part of the community and residents know and respect them. This concept was thought to be especially important in rural areas. "One of the successes, I think, is just the tremendous visibility that the local contractors have in their communities. I had someone send me some pictures from their iPhone at the Navajo County Fair last week. Network posters were everywhere. So I think in many of those communities there's a really high visibility and recognition, and lots of good work being done."

## **Challenges**

### ***Funding cycles are too quick to accomplish significant impact and creates instability for programs***

The participants agreed successful programs correlated with longer time periods. There was a consensus that sustainability in programs would create a greater impact. "We need enough time to sustain policies. The shorter programs are not impacting". Several participants agreed that there should be a 3 year minimum on initiatives and programs. "I would say three years is a drop in the bucket if you're going to change policy and sustain policy. But it sure is better to be three than one."

It was also mentioned that because time periods are so short, not enough people are reached over long enough time for the impact to be effective. "Are we really having the impact we want to have? You've got to reach not just a lot of people, you've got to reach the same person over and over and over and over again, long-term to have an impact. I'd like to get them in kindergarten and follow them all the way through graduation." Participants concurred that ideally efforts would be sustainable and continuous to achieve the greatest impact and benefit. "You have to reach the same person over and over and have to impact them throughout their lives. You have to be able to string together the efforts and messaging throughout their lives".

### ***Inconsistent messaging***

Due to fluctuations in funding and policy shifts, partners said that it was difficult to develop messages fully. The effectiveness of messaging was questioned in both groups because it changed frequently. “A challenge to me has always been whether or not the network’s interventions really were consistent enough in both messages and activities to make a difference. But also, did we deliver them with enough intensity and frequency to, again, really make that difference for behavior change?”

### ***Evaluations are inconsistent due to short funding cycles or other factors***

Continuity and stability were areas of concern in both groups. The point was raised that it was challenging to evaluate programs for impact because time would run out due to lack of funding. The time periods were too short to measure any type of significant impact; a much longer time period was thought to be necessary to gauge the true impact of a program. Also, a participant brought up the fact that because of a high turnover in the network’s administration, the methods and direction of the programs changed often.

“The evaluation for the network has often kind of stopped and started, depending on the direction of what was being done in the local agencies, so consistency is important.”

### ***Finding supportive allies within the school districts***

Schools provide large opportunities to have significant impact on youth education as well as on the students’ families. For this reason, there was a lot of discussion about challenges trying to gain support and acceptance within school districts.

The value of the programs needs to be clearly identified and shown to the educators and administrative staff of the schools. “Everybody is busy, and everybody feels busy until you somehow can show them, you know what? This actually isn’t going to make you any busier than you are. We’re just first going to change how you think about it and how you go about it, and you can accomplish all the same things in the same amount of time.” Many organizations and entities vie for schools’ attention and limited time capacity. “I think one of our staff had identified something like 42 different separate agencies or programs that try to get in and get the schools’ attention. And it’s no wonder, and that’s probably the biggest challenge is being able to go in there and them see us as something that they need, versus something that we’re trying to push off on them. And those 42 are just nutrition and physical activity. That’s not even including oral health and other things.”

Also, it was pointed out that it was imperative to correlate programs and materials with school standards. “We have to tie things into the standards they had to teach. You can get a wellness



message or a nutrition message while you're doing math, while you're doing science, while you're doing literature, those types of things." In addition, many of the participants were in agreement that it was challenging to find support for programs if they did not clearly show how the programs positively affected test scores and school performance. "Health and wellness are not a focus if research is not showing that it improves test scores, they don't want to waste money." It was stated furthermore, "U of A has numerous barriers to get through if you want to work with them and you don't have the support of administration or the decision makers. It's important to know how to communicate with them. It can be frustrating working with the schools."

### ***Collaboration and working together with different agencies***

Although the majority of participants agreed that collaboration and communication were key elements in running successful programs, many cited that collaboration was a serious challenge. Discussion centered on the idea that without collaboration, similar agencies ran the risk of duplicating services or inhibiting efforts.

### ***Assessing the needs of community and school population***

Several participants pointed out that it was easy to become caught up within AzNN's directives or become blind sighted on efforts to seek more funding sources that assessing the true needs of the community was put on the "back burner". "The biggest complaint we hear from the schools and the districts is the fact that you don't ask us what we need, or develop the materials based upon specifically what our need is. You come in and it's like, "Oh, here it is." The point was made that each region has respective differences and needs and that material and programs should be more reflective.

### ***Geographical limitations due to distance***

Several partners located in more rural settings relayed that location could be challenging. They lacked infrastructure to follow through with some programs or the capacity to be able to extend their reach. "Some of our challenges are obviously geographical, meaning just the sheer distance we might have to cover to reach all the communities within our county."

### ***Limited access to healthy foods, especially on the reservations***

Many of the partners expressed exasperation at some of their program efforts which fell short of accomplishing the desired impact due to limited access to healthy foods. Discussions developed which revolved around the value of the programs if areas were located in "food deserts". "Access to healthy foods on the reservations is a challenge. The checks are not redeemed because the food is not there or because of poor quality."

### ***Awareness of benefits and programs***

Although contractors and partners engage in promotional efforts, still several participants voiced concern that many eligible people are unaware of the programs or benefits. “People that could qualify are not coming in for services because we’re not reaching them”. Several participants suggested that more effort needed to be done to increase public awareness.

### **Current Perceptions of AzNN**

All participants were familiar with AzNN and the SNAP-Ed program. Participants expressed the sentiment that they wished there was more interaction with AzNN. “Some partners are yearning for more; yearly meetings are good, but they want to have closer relationships”.

One participant had questions on how well AzNN was working with other organizations. There seemed to be a perception that there needed to be more communication within the network so as not to duplicate efforts and to collaborate more effectively.

A few participants professed that they felt the high turnover of staff within the network attributed to difficulties in the network moving forward with its goals. They stated that at times, messages and the direction seemed inconsistent or objectives within the AzNN were confusing.

“I like to think the network does a pretty good job on individual messaging. But I think where we haven’t really even started is the common messaging about policy change. An example I can think of is the mid-course report on the physical activity guidelines, the ones they did for kids. They have very clear messages that you want for policy makers or families, for schools. And I think that the communication plan around policy needs to be developed. How do we say it so it’s not lobbying? And what are the exact words you need to use with different audiences?”

Overall, participants had a positive outlook on the program. They were eager to offer suggestions on how the program could improve.

### **Focus Areas and Key Themes**

Participants were asked to identify the top areas on which they thought AzNN should focus. The participants created the following charts during the discussion group. They wrote down 5 suggestions which were posted on a wall.

## September 17, 2014

Program sustainability across AZ	Collaboration with other AZ partners	Access to healthy food	Breastfeeding	Physical Activity	Nutrition and Education	Healthy, supportive communities	Other
Outreach to tribal organizations	Strong partnership building	Increase Access to healthy food	Breastfeeding	Create opportunities for PA	Fruit and vegetable consumption	Promote healthy lifestyle with gardens	Resources for Employees to refer applicants
Improve tribal health	Involve tribes and tribal programs	Access to healthy food	Create a friendly environment for breastfeeding (location and understanding)	PA education	Healthy food consumption	Healthy choice making	Evaluation for initiatives
	Application with nutrition education			Exercise in the garden	Direct contact to SNAP customers in local offices	Worksite wellness initiatives	Focus on Food producers
	Community Support				Nutrition in gardens		Adopt complete street policies
	Leverage funds and staff				Health education		
					School Health Policy		
					Communication and education for partners		

## September 24, 2014

Community Focus	Collaboration and Partnership	Improve Nutrition	Healthy Schools	Increase Physical Activities	Healthy Retail	Food Access and Security	Breastfeeding and Early Care
Adopt complete street policy	Partnerships to facilitate common and consistent messaging	How to eat and drink healthfully	School based (before, during and after school) modeling of healthy behaviors	Daily activity is good for our minds and bodies	Census tracts with healthier retail options	Maximize WIC/SNAP participants (address food scarcity)	Focus on mothers and infants-preschoolers
Built environment	Coordinated efforts among agencies and organizations		Evaluate health education and healthy behavior to same status as other academic areas in schools	Require PE (meet National standards K-12)	Healthy foods, food bank inventory, government procurement	Food insecurity exists, but as a community, we can minimize the effects	Early life nutrients Food and physical activity Children providers Parents
Focus on food producers	Community mobilization and partnerships (around obesity)		Salad bar in schools <hr/> Schools: breakfast and lunch, healthy vending machines	Shared use agreements	Healthy retail	Food access	Breastfeeding, baby friendly hospitals
Understanding “why” can help us change	Focus on joint messaging, within schools, medical, and civic employees		School education and policies				

In addition, participants in the discussion group from September 24<sup>th</sup> were asked to select their top three areas that they felt were the most important. The following grid shows ranking scores of each focus area. The group was in concordance, they believed nutrition education in schools should be the most important theme within the network.

Top Focus Areas	Number of votes which signify the area was selected as one of the “top 3” most important areas
Education in schools	6
Healthy retail (access and security)	5
Built environment (parks and shared use)	5
Coordinate efforts, consistent messaging and partnerships	5
Physical education in schools	4
Early childcare and parent education	3
Breast feeding (infant and moms)	2
Daily activity	1

### ***Major themes***

Several major themes arose from the discussions. During discussions, it was apparent that the following are key areas which are extremely important to those working within the network in the community. The ideas correlated with both groups.

- Promote and support health
- Fruit and vegetable consumption
- Nutrition education
- Physical activity
- Breastfeeding
- Access to healthy food
- Collaborate with other state partners
- Need for an evaluation component for initiatives
- Joint use
- Food security

## **Review of AzNN Strategies**

Participants were also asked to review the list of AzNN’s strategies during the discussion group. Much of the discussion revolved around believing that the strategies were too specific and did not paint a “big enough picture”. “The strategies are more action items, the focus should be on what they are supporting.”

There was a shared sentiment that 52 strategies was too much to manage for AzNN. “I think beyond staffing, a bigger thing is being able to have the interventions be enough alike that you can evaluate the statewide outcome. I think that’s critical. If you’re doing 52 different things across the state, you’ll never – you’ll be able to show a little outcome here and a little outcome there. And I want to use the example of our old community nutrition program where we did exactly this. We let every county set their own objectives with the good community based process. And at the end of the time, you could tell what every county did, but you couldn’t say anything collectively with the outcomes.”

Several times during the groups’ discussions people spoke about the evaluation process. “You have to find those common evaluation pieces that are going to be meaningful across the state. And that’s your main issue.” “But what we’re really trying to do in this new way of doing business is get away from focusing so much on individual interventions and seeing what the impact of the larger picture is. So if we can do an evaluation that addresses it at a little higher level, I think we might be able to do it.” There was a consensus that evaluation was a key component in making sure the programs were in alignment with AzNN’s strategies.

## **Reactions to Contracting Models**

Different contracting models were presented during the session. They included a County-Centric model, Performance-Based and Competitive model. Participants were given a description of each model and asked to share their opinions on each model in relation to their experience. Several people discussed the benefits of working together to leverage funding from other programs. Overwhelmingly people agreed a blended model would be best. Other ideas included:

- Performance-based funding would be hard to evaluate because of the short time frame. It was said that within a short amount of time, it would be difficult to see any real changes and gauge significant impact.
- Competitive and open sources would make it extremely challenging for small cities to compete with larger metropolitan areas with more resources.
- Concern was raised that a County-Centric model would not include tribes.

## Ideas for Improvement

Many ideas were generated from the discussion groups for ways the AzNN could improve its operation and effectiveness. Several ideas included the following:

### ***Address disparities in services to specific populations***

Several participants agreed that there certain populations groups which often are overlooked. “We need to improve on addressing disparities. We sometimes lump all the SNAP participants together. And the truth is there are real differences. And I think sometimes, I think we do it, but sometimes it may be more lip service. Or we do it in the needs assessment, but then in terms of doing something different for the highest need groups. Pregnant women, refugees, very low income, the elderly are left out occasionally.”

“The elderly are a small percentage of the SNAP population, but the needs are really, really high. I think there’s a lot of ways of looking at it. It really needs to come out of the needs assessment, though.”

### ***Improve relationships with school administrative staff and within the community***

The majority of participants overwhelmingly agreed that AzNN could improve its relationships within the community and within the schools. One participant said that it was success of the program was hinged on the quality of its relationships.

“There’s a huge opportunity when it comes to media and communication, and getting the groundswell within the communities so that they change their thought processes about what healthy is and reach for the healthy option. And so it behooves us to go out and really try to work on partnerships with other organizations that have common goals, and then it’s not solely on our backs to make that happen. So I think there’s that third component that’s there.”

One participant mentioned how important it was to develop leaders within the communities and schools because it helps the impact be more effective. “Empower the community. That process makes it sustainable and empowers them to take care of themselves. The community impacts schools.”

### ***Collaborate more with other organizations and entities who share similar objectives***

Numerous advantageous benefits were cited throughout both discussion groups on how important it was to collaborate with other organizations within and outside of the AzNN. “There are so many opportunities in terms of similar program objectives which are similar, we can be using somewhat of the same infrastructure to get the message out there.”

“Well, but I’m really into collaboration with all of our community partners and making this kind of a local public health system solution, rather than it being all on the health departments or all in any pot, for that matter. I feel like we all reach slightly different populations, some overlap, so the more times we can reach people, the more venues we can reach people, the better off we are.”

Also, by working together with similar organizations, a few mentioned that resources and funding could be leveraged.

### ***Develop common messaging***

Contractors and partners within the AzNN have a strong desire for common messaging within the network. On numerous occasions, participants mentioned how inconsistent messaging derailed program efforts or confused the population.

It was also stated that it was extremely beneficial to develop more of an effort to collaborate with similar organizations to reach more people and make sure there is no duplication of messages. “We have the same objectives with WIC. We need to work closer together for example My Plate and breastfeeding so we don’t duplicate efforts. There needs to be a bank of curriculum and materials. There needs to be one common message. We need to build on and be consistent with messaging.”

“My hope is to have a better relationship with the tribe so that there’s consistency messaging with WIC, Diabetes Program and SNAP-Ed.”

### ***Develop more joint use agreements***

Participants in both groups saw the need to improve on efforts to develop more joint use agreements within the communities. This was also seen as an opportunity to collaborate and build community. “Another lower hanging fruit, perhaps, would have to deal with joint use or shared use agreements. And I say that because the law was passed a couple of years ago that limits the liability that the school is going to have if they do open up their playgrounds. So I



think there's at least the opportunity now with some education and working out the details to get some of those locations open."

## Summary and Next Steps

The Community Advisory Process Discussion Groups provided an excellent insight into the AzNN frontlines. It is apparent how absolutely necessary it is to have impeccable and open communication between the AzNN staff, partners, contractors and community members. The program will not be valued or effective if it does not understand the true needs of the community. By constantly assessing the changing needs of the community, AzNN can have a large and lasting impact.

There are many exciting opportunities for the AzNN to consider as it moves forward. The following are recommendations for "next steps" based on the discussion groups.

- Develop consistent messaging within the network
- Develop opportunities to collaborate and build relationships within the communities
- Partner with other organizations which have shared objectives
- Infiltrate schools and administrative staff to seek out champions and allies
- Provide more communication channels for contractors
- Consider a "Blended Model" approach for funding
- Focus on creating sustainable and long lasting impact



## Section 4: Recommendations

## Focus Areas and Strategies

The Healthy, Hunger Free Kids Act of 2010 established a nutrition education and obesity prevention grant program that would allow for the use of funds for individual and group-based nutrition education, health promotion, and intervention strategies; comprehensive, multi-level interventions at multiple complementary organizational and institutional levels; and community and public health approaches. This landmark legislation was followed by the SNAP-Ed Interim Final Rule published on April 5, 2013, which marked the official implementation of the nutrition education and obesity prevention grant program. The rule expanded focus on preventing obesity in the low-income population to include both SNAP recipients and those potentially eligible. The two legislative actions have greatly impacted SNAP-Ed Implementing Agencies and their community partners and contractors by expanding nutrition education and obesity prevention interventions through new and innovative approaches which in turn have impacted the focus areas, strategies and interventions being planned, implemented, and evaluated in the states and local communities.

### Expand Physical Activity and Policy, Systems, and Environmental (PSE) Change

As noted in Best Practices, several of the SNAP-Ed Implementing Agencies from other states are placing greater focus on USDA FNS's opportunities for community change and policy, systems, and environmental change (PSE), admitting that at first several contractors were concerned about the policy component, but have since identified opportunities. Also, there is a growing emphasis around physical activity with the newly allowable physical activity opportunities.

What is a key advantage for Arizona Nutrition Network (AzNN) is that the majority of their Community Partners who attended the discussion groups proposed focus areas and strategies which clearly address this expanded emphasis on physical activity along with policy, systems, and environmental (PSE) change. While there are certainly existing gaps because of the previous unallowable funding of these physical activities, AzNN should look to implement strategies that speak to a more integrated physical activity component in schools and communities and policy, systems, and environmental change that further create capacity and long-term sustainability of AzNN programs.

## Integrate Community and Public Health Approaches

Based on the input received from AzNN Community Partners and interviews with key SNAP-Ed Implementing Agencies, it has become very evident that many of the core focus areas and strategies currently being used or recommended for Arizona address this public health and community approach. This holistic approach will allow AzNN to reach SNAP-Ed target audiences through multiple touch-points (e.g. where they live, go to school, work, access healthcare, shop and gather in their communities) and help to instill healthy eating habits as well as physically active lifestyles.

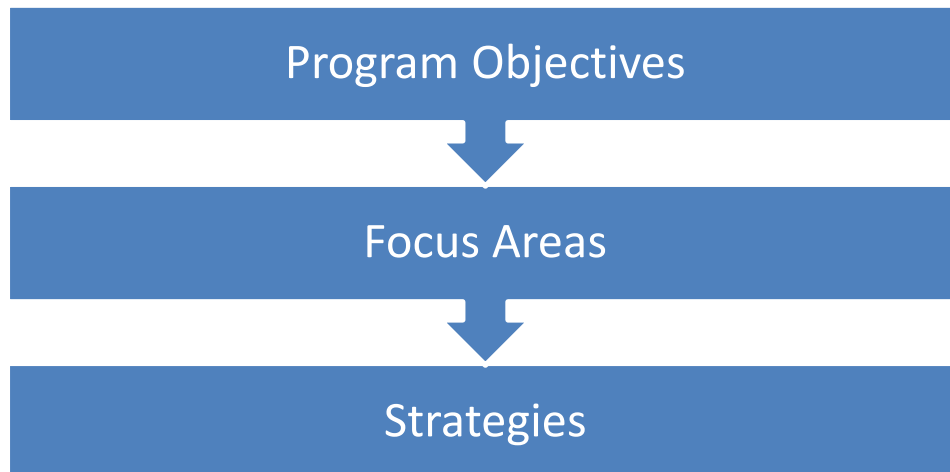


## Build on AzNN's Core Program Objectives

In looking to recommend specific focus areas and strategies, they must address the current Arizona Nutrition Network (AzNN) Program Objectives. The Community Partners agreed with the objectives and made one slight modification to the program objective which addresses breastfeeding:

- Increase the proportion of SNAP recipients and eligibles aged two years and older who:
  - Meet dietary recommendations for fruit and vegetable consumption
  - Meet dietary recommendations for calcium by consuming low-fat or fat-free dairy
  - Consume half of their grains whole
- Increase the number of learning opportunities following the MyPlate guidelines for SNAP recipients and eligibles that would promote a healthy lifestyle.
- Increase the number of learning opportunities for SNAP recipients and eligibles that are consistent with the American Academy of Pediatrics to promote breastfeeding (initiation and maintenance). *Note: Community Partners recommended the removal of initiation and maintenance from the breastfeeding objective.*

The AzNN proposed focus areas and strategies need to support these core program objectives.



### **Identify Core Focus Areas and Strategies and Do Them Well**

With the funding cuts to SNAP-Ed in the majority of states interviewed, it was necessary to pool resources and identifies the core focus areas and targets a selected number of strategies that support the program objectives. As one state explained...“We had a list of strategies that were a mile wide, but only an inch deep, which resulted in us not doing any one very well. With reduced SNAP-Ed resources, it forced us to prioritize and leverage other partnerships and the infrastructure already in place.”

## Limit Number of Strategies – AzNN’s Current 52 Strategies Too Many to Do Well

In February 2014, the Arizona Nutrition Network (AzNN) FFY 2015 grant applications were released with a menu of strategies comprised of 52 Public Health Approaches (PHA) which fell under four central themes: Live, Learn, Work, and Play. Upon consultation with the United State Department of Agriculture (USDA), Food and Nutrition Services (FNS), Western Region Office (WRO), the AzNN was advised to revise the menu of strategies to a more manageable number. Similar states in the Western Region are working with three to five focus areas with approximately three to four strategies per focus area, for a total of no more than 20 strategies.

In Appendix A: *AzNN Strategies Participation Analysis* is a review of FFY 2015 AzNN’s 52 strategies in terms of which strategies are being implemented by county in Arizona, which includes 10 counties that receive services provided by University of Arizona extension. On closer examination of the 52 AzNN strategies:

- Only 16 of the 52 strategies, or 30 percent, are being implemented by over half of the community partners throughout the state.
- Only 6 of the 52, or 11 percent, are being implemented among three-quarters of the community partners in the state of Arizona.

The following are the top five AzNN FFY 2015 strategies being implemented:

	STRATEGY	PARTNER PARTICIPATION % BY COUNTY
2.02	Kindergarten – High School: Provide education on healthy eating and active living to staff and students in the classroom setting.	94%
2.11	Kindergarten – High School: Support the development, implementation, and evaluation of nutrition and physical activity in collaboration with Local Education Agencies.	94%
1.01	Provide healthy eating and active living education in collaboration with DES sites, public housing sites, or other public health service sites.	88%
4.01	Provide healthy eating and active living education in collaboration with community organizations.	88%
1.05	Encourage participation in community and home gardens.	76%

## Disconnect in Some Key Focus Areas Between Priorities Among Community Partners and Strategies Currently Being Implemented

Among the lowest percentage strategies being implemented by partners in the local areas, many address AzNN’s Program Objectives, including breastfeeding. Other strategies not being implemented directly support the suggested focus areas identified as a priority among AzNN’s Community Partners including:

- Healthy and supportive communities
  - Access to healthy retail and food vendors
  - Built environments (parks and shared use)
- Healthy schools
  - Physical education in schools

The following is a snapshot of some of the lowest implemented strategies in Arizona at the local area. See Appendix A: *AzNN Strategies Participation Analysis* for the full analysis of all 52 strategies.

	STRATEGY	PARTNER PARTICIPATION % BY COUNTY
4.07	Promote availability of healthy restaurants and food vendors.	0%
1.14	Collaborate with hospitals to support breastfeeding policies consistent with Arizona Baby Steps.	6%
3.08	Support access to and compliance with worksite breastfeeding accommodation policies.	6%
4.02	Support development, implementation, and evaluation of healthy eating and active living standards for community venues.	6%
1.11	Assess current active living and healthy eating policies (such as sidewalks, commercial buildings, bike lanes, shared-use paths, greenways and recreational facilities, etc.).	12%
2.20	Kindergarten – High School: Support development, implementation, and evaluation of physical activity policies that address the five components of comprehensive school physical activity programming.	12%
4.04	Build capacity to implement active living policy (such as sidewalks, commercial buildings, bike lanes, shared-use paths, greenways and recreational facilities policies) at the community level and by community organizations.	18%

## **Strategies Allow for Flexibility to Be Customized. Need to Collaborate and Coordinate with Other Agencies and Community Partners.**

Within these focus areas, the implementation of the SNAP-Ed strategies must be customized for different rural, urban, age, ethnic, cultural and regional settings including in tribal communities. Also, forcefully requested by the Community Partners in both discussion groups is the need to coordinate efforts and messaging among all the State agencies, and community partners to assure consistency and reduce duplication.

## **Recommended Focus Areas and Strategies – Five Core Focus Areas and 17 Strategies**

The following table recommends for AzNN’s consideration five key focus areas and 17 strategies that were:

- Identified as a priority by AzNN Community Partners
- Referenced by several SNAP-Ed implementing agencies during the Best Practices interviews.



FOCUS AREA	STRATEGY	RATIONALE
<p><b>Healthy, Supportive Communities</b></p>	<ul style="list-style-type: none"> <li>• Develop and implement nutrition and physical activity policies at organizations where SNAP eligible groups are predominately located such as worksites of low-wage earners or eligible youth- and faith-based organizations.</li> <li>• Work with community partners in low-income communities to increase access to the built environments that promote physical activity (e.g. walking, jogging and bike paths, playgrounds, parks, etc.) through design, repurposing of existing areas, or through shared-use agreements.</li> <li>• Establish community gardens in low-income areas such as public housing sites, eligible schools, and qualifying community sites.</li> <li>• Provide nutrition and physical activity education in tribal communities to high-risk and hard-to-reach population groups including in tribal clinics and community settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified as a priority and top strategy by AzNN Community Partners</li> <li>• Addresses Best Practices</li> </ul>
<p><b>Healthy Schools</b></p>	<ul style="list-style-type: none"> <li>• Work with schools, school wellness committees, and/or parent teacher organizations of low-income schools (50percent of more of children are in receipt of USDA free or reduced priced meals) to establish and/or reinforce school nutrition and obesity prevention policies and education focusing on healthy eating and active lifestyles.</li> <li>• Increase access to healthy food choices for breakfast, lunch and through vending machines.</li> <li>• Implement quality physical education and physical activity in K-12 schools.</li> <li>• Develop, implement, and evaluate school gardens.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified as a priority and top strategy by AzNN Community Partners</li> <li>• Addresses Best Practices</li> </ul>

FOCUS AREA	STRATEGY	RATIONALE
<b>Healthy Families</b>	<ul style="list-style-type: none"> <li>• Take a family-centered approach with evidence-based nutrition education focusing of healthy eating within a budget, including menu planning, label reading, shopping tips, and meal preparation.</li> <li>• Encourage the development and adoption of healthy eating food and beverage household policies and child-feeding practices.</li> <li>• Encourage the development and adoption of active living household policies.</li> <li>• Support family-friendly physical activity opportunities through the year, through the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified as a priority and top strategy by AzNN Community Partners</li> <li>• Addresses Best Practices</li> </ul>
<b>Breastfeeding</b>	<ul style="list-style-type: none"> <li>• Increase access to breastfeeding friendly environments. <ul style="list-style-type: none"> <li>○ Implement practices supportive of breastfeeding in birthing facilities and child care.</li> <li>○ Provide access to professional and peer support for breastfeeding.</li> <li>○ Ensure workplace compliance with the Federal lactation accommodation law.</li> </ul> </li> <li>• Coordinate with Special Supplemental Nutrition Program for Women, Infants and Children (WIC) to promote and support breastfeeding activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified as a priority and top strategy by AzNN Community Partners</li> <li>• Aligns with CDC’s Target Behaviors and Obesity Prevention and Control Strategies.</li> </ul>
<b>Food Security</b>	<ul style="list-style-type: none"> <li>• Promote participation in federal food and nutrition assistance programs (CACFP, WIC, and SNAP).</li> <li>• Work with community members, customers, and retail owners to increase the availability and affordability of healthy food choices in retail stores serving the SNAP population.</li> <li>• Coordinate with community-based coalitions to bring healthier foods to emergency feeding sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified as a priority and top strategy by AzNN Community Partners</li> <li>• Addresses Best Practices</li> </ul>

## Materials and Resources List

As guidelines for SNAP-Ed interventions are changing in regard to USDA standards, the AzNN has a fantastic opportunity to reevaluate its materials list and realign itself with its mission, program objectives and focus areas. By refining the materials and resources available within the network, contractors and partners will be able to focus more clearly on achieving objectives and creating sustaining positive impact with a smaller number of materials. A shortened, focused, and strategically-designed materials list will help the AzNN and its contractors have clarity and provide improved services with greater reach.

Upon a national review of material usage of SNAP-Ed implementing agencies, it is obvious many agencies are in a state of transition as they reassess their materials in regard to the federal requirement that materials must be evidence-based and practice-tested; however there were several apparent discrepancies when comparing the materials list of AzNN to the culled best practices of several other states. These include:

- With over 300 different materials, AzNN's list is considerably larger than the majority of agencies
- There were numerous agencies which implemented an user-friendly organization and classification of their materials which made it easy to find materials through a variety of key descriptors
- Most of the agencies which were reviewed included materials which address healthy cooking under financial constraints and food safety, AzNN does not currently have material which addresses these topics on their refined list.

### Opportunities for Improvement (AzNN Materials List)

In, addition to reducing the number of materials from over 300, AzNN has several opportunities in which it can improve its materials list to be more effective and impactful.

#### Observations of AzNN Materials Draft List

A review was made of the current AzNN materials draft list. On the shortened version, there are 43 materials. In regard to subject matter of the materials refer to the following chart:

TOPICS	FREQUENCY
Aligned with Academic Standards [e.g. Common Core]	7
Breastfeeding	0
Budget	0
Community Oriented	2
Farmers' Market	0
Food Safety	1
Fruits	0
Fruits/Vegetables	9
Gardening	9
Health	3
Healthy Cooking	0
Nutrition	31
Physical Activity	16
Prenatal Nutrition	0
Sugary Drinks	0
Vegetables	1

This is an approximate review of the subject matter which is covered in the AzNN materials drafted list. Some materials cover more than one topic. Obviously more materials are focused on nutrition and physical activity. The material is targeted to the following age groups:

GRADE LEVEL / AGES	FREQUENCY
Preschool	7
Elementary (K - Grade 5)	21
Middle School (Grades 6-8)	14
High School (Grades 9-12)	4
Adults (18 years and older)	4
Seniors (65 years and older)	3

The majority of the material is targeted toward Elementary (K-5) and Middle School (Grades 6-8).

## **Alignment with Focus Areas and Population Needs**

The USDA SNAP-Ed Strategies and Interventions Toolkit suggest that States “consider and select interventions *appropriate* for their States”. Most of the state agencies which were interviewed agreed that their materials are tailored to meet the respective needs of the varied population bases which they serve within their states. According to the AzNN Needs Assessment 2014, in 2012, 18.7 percent of all people in Arizona were living in poverty and the percent of adults in households on food assistance who are either obese or overweight was 72.5 percent. It is highly advised to refer to and reference the Arizona Nutrition Network Needs Assessment 2014 when reviewing the needs within the communities to determine corresponding materials.

Also, many of the materials which were reviewed in the national survey directly correlate with agencies’ areas of focus. This way they are able to align their interventions with the direction of their organizations to better achieve a larger impact within the community. Upon survey, a definite pattern was observed as the materials often lined up with the respective SNAP-Ed implementing agency’s focus areas.

Based upon discussions with AzNN stakeholders, it was suggested that AzNN follow several broad areas of focus including:

- Healthy Communities
- Healthy Schools
- Healthy Families
- Breastfeeding
- Food Security

Assuming that AzNN selects these focus areas, it’s advised to consider correlating the materials with the focus groups to make sure each topic is covered. Currently, out of the 43 items which were selected as the AzNN draft of materials list, 30 materials account for Healthy Schools, 6 for Healthy Families and 8 for Healthy Communities. There are limited to no materials which address specifically Breastfeeding or Food Security. It is advised that AzNN consider adding material which corresponds to these focus groups.

## **Budgeting for Healthy Meals**

Currently, AzNN does not have material which addresses shopping for healthy food or healthy cooking within a limited budget. According to the AzNN Needs Assessment 2014, 24 percent of respondents said they would like to learn more about low-cost meals. During the AzNN Community Advisory Discussion groups which were held in Phoenix, stakeholders mentioned

that previous cooking classes and initiatives did not pertain to budgeting. In fact, many of the classes or guest chefs which have been used in the past within the network included recipes which called for ingredients of which students did not have access to purchase due to their location or the items were considered too expensive. It is recommended that the AzNN materials list contain interventions which relates to eating healthy under financial constraints and with limited funds.

### **Healthy Cooking and Meal Planning**

Within the AzNN Needs Assessment, 29 percent responded that they would like to learn more about cooking healthy meals, 27 percent would like to learn more about recipes, 17 percent would like to prepare new/different foods. Currently, the AzNN materials list has limited to no materials which focus on healthy cooking and meal planning.

Many of the materials which focus on cooking education tie together many other elements including meal planning, label reading, food safety, nutrition, and family time. It approaches nutrition and health with a hands-on element and makes the material dynamic which can contribute to a greater impact in the long run. The cooking programs which are used widely throughout the country have age specific material which covers youth to seniors.

Recommendations are made to add cooking material into the AzNN materials list. By adding cooking material, AzNN contractors could use it to encompass many different nutrition lessons and affect a wider group of people.

### **Food Safety**

Food safety interventions in other SNAP-Ed programs focus on educating youth and adults on safe food handling techniques. Additionally, the materials teach information about how to interpret food labels. In the AzNN Needs Assessment, 15 percent of respondents said that they would like to read and understand food labels.

The materials which address food safety not only enable participants to gain knowledge on proper food safety practices but it also empowers students to become more adept to keep themselves and their families safe from foodborne illnesses or allergic reaction incidents. It is suggested that AzNN consider implementing food safety interventions to address these issues, as there are no current materials which focus on this topic.

## **Culturally Aligned Material**

According to the AzNN Needs Assessment 2014, more than one in three Arizona residents speak a language other than English at home, and 34.6 percent report speaking English “less than very well”. More than half of the population living in eligible households spoke a language other than English; 39.5 percent spoke Spanish (20.9 percent of which were at or over 130 percent FPL). Nearly half of the eligible population (45.7 percent) was Hispanic in 2011, compared to 24.6 percent of those with incomes over 130 percent of the FPL. Additionally, twenty one federal recognized American Indian tribes are located in Arizona, each with its own language and culture. It is of high importance to consider incorporating material which is culturally aligned and sensitive.

## **Gardening**

AzNN’s draft list has 12 materials which are related to gardening, this is around 30 percent of the total materials. The question could be raised on the necessity of having 30 percent of interventions based in gardening. Many of the agencies which were reviewed had gardening material, but it was balanced by other topics evenly; many only had one to two materials which reference a gardening perspective. It is advised to consider limiting the amount of gardening material.

## **Physical Activity**

Based on the AzNN Needs Assessment 2014, “more than half of adults in households on food assistance (55.6 percent) reported activity levels that were either inactive (35 percent) or insufficiently active (20.6 percent)”. To address this issue, it is advised that AzNN continue to focus on active living and physical activity material; however it would also be suggested to include curricula which targets teens, adults and seniors as they are underrepresented in the current AzNN materials draft.

## **Food Security**

Twenty-three percent of Arizona residents live in rural areas. According to stakeholders at the AzNN Community Advisory Discussion groups, several mentioned that food access is a difficult challenge to many low income people, especially in rural areas; they cited that had “food deserts” in which residents did not have access to healthy foods. As well, the point was raised that there is limited access on the Native Indian reservations. It is highly suggested to incorporate material into the AzNN materials list which addresses the issues of food security and access.

## **Suggestions for AzNN Materials List**

Based upon these concepts and opportunities for improvement, PIB created a list of recommendations for AzNN to consider incorporating into their materials list.



## Suggested Material List for AzNN

Focus Areas
Breastfeeding
Food Security
Healthy Communities
Healthy Families
Healthy Schools

TOPICS	Abreviation	MATERIAL TYPE	Abreviation
Aligned with Academic Standards [eg Common Core]	SS	Book	B
Breakfast	BFST	CD	CD
Breastfeeding	BF	Coloring	C
Budget	B	Curriculum	CR
Community Oriented	C	Hand-out	H
Family Oriented	FO	Powerpoint Presentation	PP
Farmers' Market	FM	Website	WS
Food Safety	FS	Worksheet	WK
Fruits	F	Workshop	WKP
Fruits/Vegetables	F/V	Resource	R
Gardening	G	<b>VENUE</b>	<b>Abreviation</b>
Health	H	Community	C
Healthy Cooking	HC	Afterschool	AS
Nutrition	N	Classroom	CR
Physical Activity	PA	Home	H
Prenatal Nutrition	PN	Workplace	WP
Sugary Drinks	SD		
Vegetables	V		
<b>AGES</b>	<b>Abreviation</b>		
Preschool	PS		
Grade K-5	ES		
Grade 6-8	MS		
Grade 9-12	HS		
Adults, 18+	A		
Seniors, 65+	S		

	Topic	Target Age	Source	Evidence-based	Cost	Description	Material Type	Venue	Language
<b>Preschool</b>									
Color Me Healthy	N, PA	PS	North Carolina Cooperative Extension and North Carolina Division of Public Health	Research-tested	\$80/kit	Calcium activities related to eating healthy and being active Imaginary trips designed to capture the children's interest and get them moving Songs written especially for this program Guidelines to help you eat healthy <a href="http://colormehealthy.com/">http://colormehealthy.com/</a>	CD, website, newsletters, curriculum, hand out, Color Me Healthy download music	School, summer school, community, home	English & Spanish
Early Sprouts	N, SS	PS	Karrie Kalich	Research-tested	\$24.95	Supports standards in nutrition, math, language arts, and social studies. <a href="http://www.earlysprouts.org/">http://www.earlysprouts.org/</a>	curriculum, website, training, hands-on workshops, online courses	Preschool, community, home	English
Eat Well, Play Hard in Child Care Settings Curriculum	N, PA	PS	New York State Department of Health	Research-tested	Free	Multi-component intervention that focuses on improving the nutrition and physical activity behaviors of pre-school age children and their parents/caregivers and influencing food and activity practices in child care settings. <a href="http://www.health.ny.gov/prevention/nutrition/cacfp/ewphcs_curriculum/index.htm">http://www.health.ny.gov/prevention/nutrition/cacfp/ewphcs_curriculum/index.htm</a>	Website, curriculum, handouts,	School, summer school, community, home	English
Eat, Play, Grow	N, PA	PS	NIH, USDA	Research-tested	Free	EatPlayGrow™ is a new early childhood health curriculum developed in partnership with the National Institutes of Health (NIH). Children's Museum of Manhattan (CMOM) adapted the We Can!® obesity prevention program (originally for ages 8-13) creating EatPlayGrow™ to teach children ages 6 and younger and their adult caregivers how to make healthy nutrition and physical activity choices. This curriculum combines the latest science and research from the NIH with CMOM's holistic arts and literacy-based pedagogy to engage families and adults who work with young children with creative programs and consistent health messages in informal and formal learning environments. <a href="http://cmom.org/eatplaygrow_curriculum">http://cmom.org/eatplaygrow_curriculum</a>	Website, curriculum, handouts	School, summer school, community, home	English & Spanish
Grow it, Try it, Like it!	G, F/V, N	PS	USDA	Research-tested	Free	Nutrition Education Kit Featuring MyPlate is a garden-themed nutrition education kit for child care center staff that introduces children to: three fruits - peaches, strawberries, and cantaloupe, and three vegetables - spinach, sweet potatoes, and crookneck squash. The kit includes seven booklets featuring fruits and vegetables with fun activities through the imaginary garden at Tasty Acres Farm! It also has a CD-ROM with Supplemental Information and a DVD with Cool Puppy Pup's Picnic and Lunch Parties. Each set of lessons contains: hands-on activities, planting activities, and nutrition education activities that introduce MyPlate. Use the kit to promote learning at home with fun parent/child activities and family-sized recipes that give tips for cooking with children. <a href="http://www.fns.usda.gov/tn/grow-it-try-it-it">http://www.fns.usda.gov/tn/grow-it-try-it-it</a>	CD, Website, hand outs	Preschool, community, home	English & Spanish
Healthy Habits for Life	N	PS	Sesame Street	Research-tested	Free	Created to help parents and caregivers encourage children to build healthy habits early. The project features Sesame Street friends who model fun ways to move and play and encourage children to explore and enjoy healthy foods. <a href="http://www.sesamestreet.org/parents/topicsandactivities/toolkits/healthyhabits">http://www.sesamestreet.org/parents/topicsandactivities/toolkits/healthyhabits</a>	Website, videos, hand outs	Preschool, community, home	English & Spanish
<b>Youth (K-8)</b>									
Botany on Your Plate	F/V	ES	Katherine D. Barrett	Practice-tested	\$21.95	Introduces the world of plants through foods we eat. Children explore edible roots, stems, leaves, flowers, fruits, and seeds through observation, dissection, journaling, discussion of findings, and tasting. <a href="http://www.kidsgardening.org/node/93773">http://www.kidsgardening.org/node/93773</a>	Website, curriculum, handouts	School, summer school, community, home	English
Bienestar	PA, N	ES	CDC Review of Population Level Interventions for Child Obesity Prevention, NIH		Free	Culturally tailored school-based diabetes mellitus prevention program for low-income Mexican-American children. <a href="http://tips.cancer.gov/tips/programDetails.do?programId=247904">http://tips.cancer.gov/tips/programDetails.do?programId=247904</a>	Program	Home, school	Spanish
Building a Healthy Me	CS, N	ES	California Dairy Council	Research-tested	Free for California Teachers, Teacher Kit \$35	Completely revised and new this year, our kindergarten nutrition education program gives teachers the flexibility they need by offering fun activities that span 5-15 minutes and fit into a variety of classroom themes. Plus extension activities provide even more options so that teachers can teach what they want, when they want. Building a Healthy Me! nutrition program aligns to education standards, uses a proven behavior-change model and gives transitional kindergarten and kindergarten students the foundation they need to make healthy food choices. <a href="http://www.healthyeating.org/schools/classroom-programs/kindergarten.aspx">http://www.healthyeating.org/schools/classroom-programs/kindergarten.aspx</a>	Website, curriculum, handouts	K-12, after school, community, home	English & Spanish

CA Healthy Kids Resource Center: Nutrition and Physical Activity	N, SS	ES, MS	California Department of Public Health and the California Health Kids Resource Center	Practice-tested	Free	The Network for Healthy California of the California Department of Public Health and the California Healthy Kids Resource Center (CHKRC) developed this resource to support Network-funded, student-based programs to provide effective, standards-based mathematics and nutrition instruction. Linking Mathematics and Nutrition lesson addresses the California content standards in mathematics and in health education. <a href="http://www.californiahealthykids.org/nutrition_instruction">http://www.californiahealthykids.org/nutrition_instruction</a>	Website, curriculum, handouts	K-8, after school, community, home	English
Catch Kids Club	PA, N	ES, MS	CATCH	Research-tested	CATCH Price List \$14.95 - \$2,395.00	CATCH Kids Club (CKC) is a physical activity and nutrition education program designed for elementary and middle school aged children (grades K - 8) in an after-school/summer setting. CKC is composed of nutrition education materials (including snack activities) and a physical activity component. <a href="http://catchusa.org/ckc.htm">http://catchusa.org/ckc.htm</a>	Website, curriculum, handouts, videos	K-8, after school, community, home	English
Dig In!	G, F/V	ES, MS	USDA	Research-tested	Free	Explore a world of possibilities in the garden and on your plate using ten inquiry-based lessons that engage 5th and 6th graders in growing, harvesting, tasting, and learning about fruits and vegetables. <a href="http://snap.nal.usda.gov/foodstamp/resource_finder_details.php?id=643">http://snap.nal.usda.gov/foodstamp/resource_finder_details.php?id=643</a>	Website, curriculum, handouts	K-6, after school, community, home	English & Spanish
Discover My Plate	N, F/V, V, SC	All	USDA	Research-tested	Free	Discover MyPlate is fun and inquiry-based nutrition education that fosters the development of healthy food choices and physically active lifestyles during a critical developmental and learning period for children — kindergarten. Kindergarten teachers can meet education standards for Math, Science, English Language Arts, and Health using the 6 ready-to-go and interactive lessons. Children become food-smart as they practice counting, reading, writing, and more. <a href="http://www.fns.usda.gov/tn/discover-myplate">http://www.fns.usda.gov/tn/discover-myplate</a>	Website, curriculum, handouts, Powerpoint	Kindergarten, after school, community, home	English
Eat, Play, Grow		ES	NIH, USDA	Research-tested	Free	EatPlayGrow™ is a new early childhood health curriculum developed in partnership with the National Institutes of Health (NIH). Children's Museum of Manhattan (CMOM) adapted the We Can!® obesity prevention program (originally for ages 8-13) creating EatPlayGrow™ to teach children ages 6 and younger and their adult caregivers how to make healthy nutrition and physical activity choices. This curriculum combines the latest science and research from the NIH with CMOM's holistic arts and literacy-based pedagogy to engage families and adults who work with young children with creative programs and consistent health messages in informal and formal learning environments. <a href="http://cmom.org/eatplaygrow_curriculum">http://cmom.org/eatplaygrow_curriculum</a>	Website, curriculum, handouts	School, summer school, community, home	English & Spanish
Empowering Youth with Nutrition and Physical Activity	N, PA, C	MS	USDA	Research-tested	Free	Empowering Youth is a manual for use in after school programs and classrooms with youth 11-18 years old. It contains current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events; resources to help youth develop a nutrition or physical activity related community project; tips, worksheets, handouts, discussion prompts and more. <a href="http://www.fns.usda.gov/tn/empowering-youth-nutrition-physical-activity">http://www.fns.usda.gov/tn/empowering-youth-nutrition-physical-activity</a>	Website, curriculum, handouts	School, summer school, community, home	English
Exercise Your Options	N, SS	MS	Arizona Dairy Council partnered with Dairy Council of California	Research-tested	Free	Middle School: This six-lesson nutrition program with a pre- and post-assessment that aligns with education standards can easily integrate into your units on Language Arts, Math, Science, Social Studies, Health and Physical Education. The lessons were created using a behavior-change model that allows students to apply their unique perspectives to the decisions they make every day that influence their health. <a href="http://www.dairyCouncilofaz.org/education/teacher-curriculum/">http://www.dairyCouncilofaz.org/education/teacher-curriculum/</a>	Website, curriculum, handouts, DVD with PowerPoint, posters	School, summer school, community, home	English & Spanish
Fit Bits	N, F/V	ES	Michigan Fitness Foundation	Research-tested	Package prices \$50-\$1,600	Reinforces a basic nutrition message, including focusing on fruits and vegetables, choosing healthy snacks, and trying new foods. Thirty or more activities in each book which include 7 to 10 minutes activities. Each activity introduces or reinforces a nutrition message Developed by the Michigan SNAP-Ed Program <a href="http://www.fizikagroup.com/store/michigan-fitness-foundation.html">http://www.fizikagroup.com/store/michigan-fitness-foundation.html</a>	Text book, curriculum, handouts	Grades K-12, School, summer school, community, home	English
Grow, Eat, Thrive- Growing Gardens for Health	G, PA, F/V	ES	Klein Buendel	Research-tested	\$24.99 Plus Shipping	Curriculum for grades K-5 that partners nutrition, container gardening and physical activity to teach children about the benefits of fruits, vegetables, and daily exercise. <a href="http://www.groweatthrive.org/">http://www.groweatthrive.org/</a>	CD, PDFs, curriculum, handouts	Grades K-5, School, summer school, community, home	English

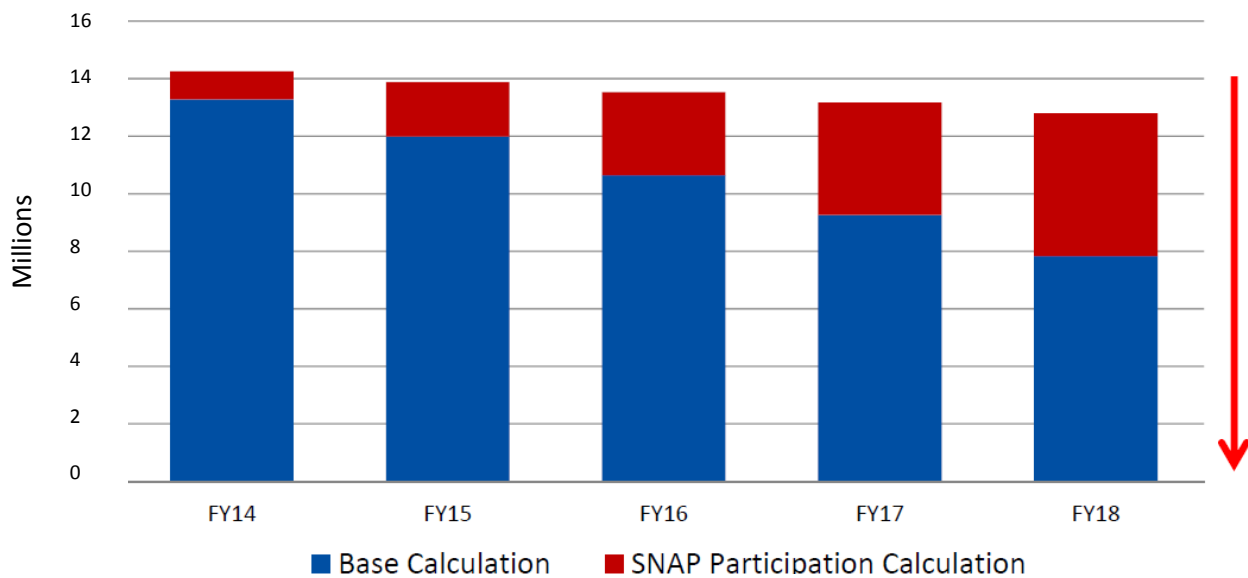
<b>Growing Healthy Habits</b>	N, SS	ES	Chrissa Carlson, Vinnie Benvivino, Lisa Lachenmayr, Erin Braunscheidel		Free	Gardening and nutrition education curriculum for elementary aged youth. This resource focuses on integrating nutrition into the classroom through gardening and scripted lessons that meet science, language arts, social studies, health, and math objectives. On SNAP-Ed Connection website <a href="http://snap.nal.usda.gov/foodstamp/resource_finder_details.php?id=564">http://snap.nal.usda.gov/foodstamp/resource_finder_details.php?id=564</a> <a href="http://md.nutrition-ed.org/">http://md.nutrition-ed.org/</a>	Curriculum, website, download PDF curriculum	Grades PreK - 12, School, summer school, community, home	English
<b>Healthy Choices, Healthy Me</b>	N, SS, PA	ES	Arizona Dairy Council partnered with Dairy Council of California	Research-tested	Free	First Grade: This nutrition program contains 8 sequential lessons and aligns with education standards. These lessons can be integrated into your units on math, social science, health, language arts and physical education. The lessons were created using a behavior-change model that teaches about healthy eating and physical activity, then encourages changes in behaviors and attitudes in your students. Second Grade: The 9 lessons in this second grade kit build on the information taught in the first grade. They cover eating a variety of foods from each food group every day, eating a balanced breakfast most days, eating healthy snacks and meals whenever they can and participating in active play for at least 60 minutes a day. <a href="http://www.dairycouncilofaz.org/education/teacher-curriculum/">http://www.dairycouncilofaz.org/education/teacher-curriculum/</a>	Website, curriculum, handouts, DVD with PowerPoint, posters	School, summer school, community, home	English & Spanish
<b>Healthy Classrooms, Healthy Schools</b>	N	ES	Michigan Fitness Foundation	Research-tested	Package prices \$50 - \$1,600	Includes eight lessons incorporating 27 activities. Teachers can introduce and reinforce healthy messages using lessons such as Fill Your Plate with Colors and Super Snacks and Healthy Parties. <a href="http://www.michiganfitness.org/healthy-classrooms-healthy-schools">http://www.michiganfitness.org/healthy-classrooms-healthy-schools</a>	Text book, curriculum, handouts	Grades K-5, School, summer school, community, home	English
<b>Junior Master Gardener</b>	G	ES,MS	University Cooperative Extension network	Research-tested	Cost Varies \$38-42 per curriculum textbook	Engages children in group and individual learning experiences that promote a love of gardening, and develop an appreciation for the environment. JMG encourages youth to be of service to others through service learning and leadership development projects and rewards them with certification. <a href="http://www.jmgkids.us/">http://www.jmgkids.us/</a>	Text book, curriculum, handouts	Grades K-8, School, summer school, community, home	English
<b>Junior Master Gardener: Addition</b>	G, FS, N	ES,MS	University Cooperative Extension network	Research-tested	\$49.95	This addition to the Junior Master Gardener series is packed with basic gardening information that includes growing techniques, food safety, healthy eating tips, and nutritious snack food preparation. This book is a great tool for educators who use garden programs to teach students about health, nutrition, food safety, and wise decision-making skills. <a href="http://www.gardeningwithkids.org/health-and-nutrition-from-the-garden.html">http://www.gardeningwithkids.org/health-and-nutrition-from-the-garden.html</a> <a href="http://jmgkids.us/">http://jmgkids.us/</a>	Text book, curriculum, handouts	Grades K-8, School, summer school, community, home	English
<b>Media-Smart Youth</b>	N, PA	MS	NIH, USDA	Research-tested	Free	An interactive after-school education program for young people ages 11-13. It is designed to help teach them about the complex media world around them and how it can affect their health--especially in the areas of nutrition and physical activity. <a href="http://www.nichd.nih.gov/msy/Pages/index.aspx">http://www.nichd.nih.gov/msy/Pages/index.aspx</a>	Website, curriculum, download PDFs	Ages 11-13, school, after school, community, home	English
<b>No Bones About It</b>	SS, H	MS	Carol Boushey, Purdue Extension	Research-tested	\$60.00	Pre/post assessment for knowledge included in materials Program consists of six lessons presented on DVD and CD Aligned with national science and health education standards. Can be integrated into the classroom throughout a semester or an entire school year. Each session consists of a live action story on the DVD, an interactive portion consisting of CD gameplay learning reinforcement, a cliffhanger that foreshadows the continuation of the live action story, and a reflection to be completed by students. Contains fun and useful lesson expansion activities. <a href="https://mdc.itap.purdue.edu/item.asp?itemID=18252">https://mdc.itap.purdue.edu/item.asp?itemID=18252</a>	Curriculum, DVD, CD	School, summer school, community, home	English
<b>Nutrition Pathfinders</b>	N, SS	ES	Arizona Dairy Council partnered with Dairy Council of California	Research-tested	Free	Fourth Grade: This seven-lesson nutrition program aligns with Education Standards and can easily integrate into your units on Science, Social Studies, Health, Language Arts, Math and Physical Education. Students will analyze their own food and activity records to make goals for improvement. Fifth Grade: This seven lesson curriculum builds on the concepts taught in the 4th grade, emphasizing serving sizes and how to choose healthy options when eating out. Online teacher materials supplement this program. Pre- and post-assessments are included to provide insight into student learning. <a href="http://www.dairycouncilofaz.org/education/teacher-curriculum/">http://www.dairycouncilofaz.org/education/teacher-curriculum/</a>	Website, curriculum, handouts, DVD with PowerPoint, posters	School, summer school, community, home	English & Spanish
<b>Nutrition to Grow</b>	G, N	ES	California Department of Education		Free	Nine lessons are designed to teach children and their families about nutrition by relating each lesson to a garden activity. Curriculum uses the garden to integrate disciplines, including science, math, language arts, history, environmental studies, nutrition, and health. <a href="http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp">http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp</a>	Website, curriculum, handouts	Grades 4-6, school, after school, community, home	English

Nutrition Voyage (PSE)	N	MS	USDA	Research-tested	Free	Nutrition Voyage: The Quest To Be Our Best takes 7th and 8th grade classes on an exploratory journey into school wellness. Opportunities for students to investigate, participate in a challenge, evaluate, and reflect. <a href="http://www.fns.usda.gov/tn/nutrition-voyage-quest-be-our-best">http://www.fns.usda.gov/tn/nutrition-voyage-quest-be-our-best</a>	Website, curriculum, handouts	Grades 7-8, school, after school, community, home	English
Serving Up MyPlate...Yummy Curriculum	N, SS, PA	ES, MS	USDA	Research-tested	Free	A collection of classroom materials that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health. This yummy curriculum introduces the importance of eating from all five food groups using the MyPlate icon and a variety of hands-on activities. Students also learn the importance of physical activity to staying healthy. <a href="http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum">http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum</a>	Website, curriculum, handouts	Grades 1-6, school, after school, community, home	Parent Handout available in English, Spanish, Chinese, and French
Shaping up my Choices	N, SS	ES	Arizona Dairy Council partnered with Dairy Council of California	Research-tested	Free	Third Grade: This 10-lesson nutrition program aligns with education standards and can easily integrate into your units on language arts, math, science, social studies, health and physical education. As with all of these curriculum kits, it includes a pre-assessment and post-assessment to gauge changes in student knowledge and achievement. <a href="http://www.dairyCouncilofaz.org/education/teacher-curriculum/">http://www.dairyCouncilofaz.org/education/teacher-curriculum/</a>	Website, curriculum, handouts, DVD with PowerPoint, posters	School, summer school, community, home	English & Spanish
The Great Garden Detective Adventure	F/V	ES	USDA	Research-tested	Free	Discover what fruits and vegetables are sweetest, crunchiest, and juiciest through a series of investigations and fun experiences connecting the school garden to the classroom, school cafeteria, and home. This eleven-lesson curriculum for 3rd and 4th grades includes bulletin board materials, veggie dice, fruit and vegetable flash cards, and ten issues of Garden Detective News for parents/caregivers. <a href="http://www.fns.usda.gov/tn/great-garden-detective">http://www.fns.usda.gov/tn/great-garden-detective</a>	Website, curriculum, handouts	Grades 3-4, school, after school, community, home	English & Spanish
The Power of Choice: Healing Youth Make Healthy eating and Fitness Decisions	N, PA	ES, MS	USDA	Research-tested	Free	The Power of Choice was developed by HHS' Food and Drug Administration and USDA's Food and Nutrition Service. It is intended for after-school program leaders working with young adolescents. Everything you need to know is in the Leaders' Guide, including most activity materials. It's full of quick, simple things to do with kids; many activities take little or no pre-planning. A CD containing 10 interactive sessions based on six posters. Included in the Leader's Guide are a recipe booklet, parent letter, and Nutrition Facts cards. <a href="http://www.fns.usda.gov/tn/power-choice-helping-youth-make-healthy-eating-and">http://www.fns.usda.gov/tn/power-choice-helping-youth-make-healthy-eating-and</a>	Website, curriculum, handouts	K-12, after school	English
<b>High School</b>									
Activity and Eating	PA, N, H	HS	Arizona Dairy Council partnered with Dairy Council of California	Research-tested	Free	High School: Help your high school students understand the essential connection between being physically active, making healthful food choices and maintaining long term good health. A PowerPoint presentation and accompanying script will help you walk high school students through the eight-page Activity + Eating workbook. This program may be taught in 1 or 2 sessions.	Website, curriculum, handouts, DVD with PowerPoint, posters	School, summer school, community, home	English & Spanish
CA Healthy Kids Resource Center: Nutrition and Physical Activity	N, SS	HS	California Department of Public Health and the California Health Kids Resource Center	Research-tested	Free	The Network for Healthy California of the California Department of Public Health and the California Healthy Kids Resource Center (CHKRC) developed this resource to support Network-funded, student-based programs to provide effective, standards-based mathematics and nutrition instruction. Linking Mathematics and Nutrition lesson addresses the California content standards in mathematics and in health education. <a href="http://www.californiahealthykids.org/nutrition_instruction">http://www.californiahealthykids.org/nutrition_instruction</a>	Website, curriculum, handouts	School, summer school, community, home	English
Empowering Youth with Nutrition and Physical Activity	N, PA, C	HS	USDA	Research-tested	Free	Empowering Youth is a manual for use in after school programs and classrooms with youth 11-18 years old. It contains current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events; resources to help youth develop a nutrition or physical activity related community project; tips, worksheets, handouts, discussion prompters and more. <a href="http://www.fns.usda.gov/tn/empowering-youth-nutrition-physical-activity">http://www.fns.usda.gov/tn/empowering-youth-nutrition-physical-activity</a>	Website, curriculum, handouts	School, summer school, community, home	English
No Bones About It	SS, H	HS	Carol Boushey, Purdue Extension	Research-tested	\$60.00	Pre/post assessment for knowledge included in materials Program consists of six lessons presented on DVD and CD Aligned with national science and health education standards. Can be integrated into the classroom throughout a semester or an entire school year. Each session consists of a live action story on the DVD, an interactive portion consisting of CD gameplay learning reinforcement, a cliffhanger that foreshadows the continuation of the live action story, and a reflection to be completed by students. Contains fun and useful lesson expansion activities. <a href="https://mdc.itap.purdue.edu/item.asp?itemID=18252">https://mdc.itap.purdue.edu/item.asp?itemID=18252</a>	Curriculum, DVD, CD	School, summer school, community, home	English

Adult									
Cooking Matters	HC	All ages	Cooking Matters	Evidence-based	Free	Cooking Matters empowers families with the skills, knowledge and confidence to prepare healthy and affordable meals. The No Kid Hungry campaign is ending childhood hunger in American by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. <a href="http://cookingmatters.org/">http://cookingmatters.org/</a>	Varied Curriculum and resources	School, summer school, community, home	English
Eat Healthy, Be Active	N, PA	A	Office of Disease Prevention and Health Promotion		Free	Six one-hour workshops were developed, based on the <i>Dietary Guidelines for Americans, 2010</i> and <i>2008 Physical Activity Guidelines for Americans</i> . Each workshop includes a lesson plan, learning objectives, talking points, hands-on activities, videos, and handouts. The workshops are designed for community educators, health promoters, dietitians/nutritionists, cooperative extension agents, and others to teach to adults in a wide variety of community settings. <a href="http://www.health.gov/dietaryguidelines/workshops/">http://www.health.gov/dietaryguidelines/workshops/</a>	6 one hour workshops	Community	English & Spanish
Eating Smart, Being Active	N	A	EFNEP	Evidence-based	Free	Eating Smart Being Active is an EFNEP curriculum for adults developed by EFNEP staffs at Colorado State University of California at Davis. Based upon socioecological model, Eating Smart Being Active is an evidence based, nutrition education and obesity prevention curriculum. <a href="http://www.ext.colostate.edu/esba/">http://www.ext.colostate.edu/esba/</a>	Curriculum	Community	English
Plan, Shop, Save, Cook	N, FS, B, HC	A	University of California Cal Fresh Nutrition Education		Free	Learn how to plan meals for family and write shopping lists to save money and time. Learn to choose foods that are the most nutritious and that fit within budget. Learn techniques to lower your food bill and stretch you money. Learn how to use unit pricing, review bulk and generic products and how to keep your food safe to percent waste and spoilage. Discover tips to help you plan nutritious meals for an entire week and taste a healthy, low cost recipe. <a href="http://fsnep.ucdavis.edu/curriculum/Adult%20Materials/Adult%20and%20Family-Centered%20Materials/pssc/plan-shop-save-cook">http://fsnep.ucdavis.edu/curriculum/Adult%20Materials/Adult%20and%20Family-Centered%20Materials/pssc/plan-shop-save-cook</a>	Lessons. Curriculum	Community	English & Spanish
Strong Women- Health Hearts	PA, N	A, S	Tufts University	Research-tested	Free	National evidence-based community exercise and nutrition program targeted to midlife and older women. Audience: 40 and older <a href="http://www.strongwomen.com/strongwomen-programs/program-description/">http://www.strongwomen.com/strongwomen-programs/program-description/</a>	Web-based training	Community, home	English
Strong Women- Strength Training	PA, N	A, S	Tufts University	Research-tested	Free	National evidence-based community exercise and nutrition program targeted to midlife and older women. Audience: 40 and older <a href="http://www.strongwomen.com/strongwomen-programs/program-description/">http://www.strongwomen.com/strongwomen-programs/program-description/</a>	Web-based training	Community, home	English
Families									
Loving your Family, Feeding Their Future	N	A	USDA	Research-tested	Free	Created especially for SNAP Educators, this online learning module explores the background, materials and applications of the Loving Your Family... initiative. Module contains an audio component, so be sure to have speakers or headphones available. Closed captioning and long descriptions are available for all audio components by clicking on the "cc" or "D" link buttons within the module. Running time will vary according to user input. Allow approximately 30-40 minutes to complete. <a href="http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns/loving-your-family-feeding-their-future">http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns/loving-your-family-feeding-their-future</a>	Website, handouts	School, summer school, community, home	English & Spanish
Eat Better, Eat Together	N, PA, C	A	Washington State University		Free	This set of reproducible brochures promotes eating together as a family to encourage healthful eating and positive social interaction among family members and to promote good tasting, healthful meals on a limited budget. <a href="http://nutrition.wsu.edu/ebet/toolkit.html">http://nutrition.wsu.edu/ebet/toolkit.html</a>	Resource	Community	English
Texas Mother Friendly Worksite Program	Bf	A	Center TRT	Practice-tested	Free	This is an employer recognition program that designates worksites as "Mother-Friendly" if they voluntarily develop and submit a written policy that supports employees' efforts to combine continued breastfeeding with employment. The policy must meet certain minimum requirements to receive "Mother-Friendly" recognition. <a href="http://www.centertrt.org/?p=intervention&amp;id=1182">http://www.centertrt.org/?p=intervention&amp;id=1182</a>	Program	Workplace	English
We Can! Energize Our Families Parents and Caregivers Program	N, PA	A		Research-tested	Free	The We Can! Energize Our Families: Parent Program is designed to provide parents and primary caregivers with the knowledge and skills they need along with practical tools to help families maintain a healthy weight. Each session of the Parent Program uses hands-on activities to help parents learn skills to help their family members and others make more nutritious food choices, become more physically active, and reduce screen time. The lessons also cover specific topics like energy balance and calorie needs, the body mass index (BMI), physical activity guidelines, and ways to limit TV and video use, among others. <a href="https://www.nhlbi.nih.gov/health/educational/wecan/partner-with-us/online-training.htm">https://www.nhlbi.nih.gov/health/educational/wecan/partner-with-us/online-training.htm</a>	Website, PowerPoint, handouts, online training, (RDs) may apply for and receive 2 hours of continuing education credits for completing all chapters of this training	School, summer school, community, home	English & Spanish
Seniors									
Eat Smart, Live Strong	F/V, N	S	USDA	Research-tested	Free	Eat Smart, Live Strong is an intervention designed to improve fruit and vegetable consumption and physical activity among 60-74 year olds participating in or eligible for FNS nutrition assistance programs. The intervention can support the efforts of program providers and communities in delivering nutrition education to low-income older adults. This resource was originally released in 2008 and was updated in 2013. <a href="http://snap.nal.usda.gov/resource-library/eat-smart-live-strong-nutrition-education-older-adults/eat-smart-live-strong">http://snap.nal.usda.gov/resource-library/eat-smart-live-strong-nutrition-education-older-adults/eat-smart-live-strong</a>	Website, handouts	School, summer school, community, home	English & Spanish

## Funding Approach Between State and Local Entities

In considering potential funding models between the state and local agencies, a total of 11 interviews were conducted with SNAP-Ed Implementing Agencies outside of Arizona and additional outreach to over 32 states including review of state budgets, funding documents, requests for proposals, and other supporting documentation. In identifying a potential funding model based on best practices and taking into account unique aspects of Arizona, it is essential to start with SNAP-Ed funding in the state over the next few years. AzNN is looking at reductions every year from a high of \$14,241,160 in FFY 2014 to \$12,791,140 in FFY 2018 when the funding should level off.

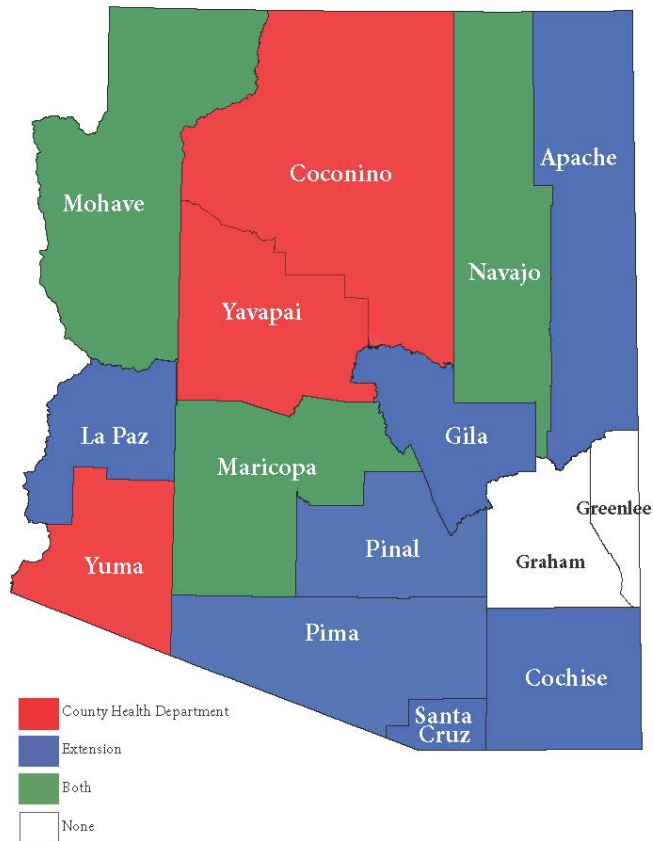


As a result of the competitive grant for FFY 2015, AzNN currently funds a total of:

- 6 county health departments
- 10 county extension offices
- Two “other” agencies.

AzNN currently has programming taking place in 13 of the 15 counties with the other two counties, Graham and Greenlee, receiving minimal support (mainly indirect).

# Arizona



## Funding and Resource Allocation – Western Region Office (WRO) Recommendations

Overall total SNAP-Ed funding as recommended by USDA FNS Western Region Office is broken out by key categories:

- **50 percent of funds** for high-impact education, empowerment and community-wide marketing of healthy behaviors
- **30 percent of funds** for nutrition and physical activity policy, environmental, and organizational practice changes through partnerships
- **10 percent of funds** for leadership and administration
- **10 percent of funds** for evaluation and reporting

However, USDA FNS does not provide any guidance in terms of the allocation between the state and local providers / contractors.



## State SNAP-Ed Implementing Agency Funding Model – State versus Local Allocations

In discussions with several SNAP-Ed Implementing Agencies at the State level, when asked what percentage of the total State SNAP-Ed allocation remains with the State SNAP-Ed Implementing Agency (IA), the percentage ranged from a low of 15 percent to a high of 40 percent with an overall average of approximately 25 percent allocated to the SNAP-Ed Implementing Agency.

The wide range was attributed to four factors including:

- Total SNAP-Ed state allocation and funding trends.
- Number of implementing SNAP-Ed Implementing Agencies in the state with a higher percentage allocated for base funding if there was only one Implementing Agency for the entire state.
- Whether the Implementing Agency was a State Agency versus an Extension Agency
- Statewide marketing campaigns and other resources and materials where the full or upfront cost was assumed by the Implementing Agency.

In talking with the SNAP-Ed Implementing Agencies throughout the country and in reviewing numerous funding documents, Requests for Proposals, State budget summaries, and other SNAP-Ed allocation documents, the following represents a funding model scenario which Arizona Nutrition Network may want to consider in allocating SNAP-Ed funds between the State and local contractors for FFY 2016 through FFY 2018.

### ***Average Base Funding of State SNAP-Ed Implementing Agency 25 Percent of Total State SNAP-Ed Allocation***

Based on the resounding recommendation from several SNAP-Ed Implementing Agencies throughout the country, Arizona Nutrition Network (AzNN) should first adequately fund the necessary staff to carry out its proposed State SNAP-Ed Plan and achieve its program objectives. Suggested staff includes the Project Director, Registered Dietician(s), R.D. Evaluation Specialist(s), and adequate fiscal and administrative support to:

- Support SNAP-Ed initiatives as identified in the State SNAP-Ed Plan.
- Expand policy and program integration – coordinate activities and collaborate with other state agencies (e.g. State Departments of Health, Education and Economic Security) and federally funded programs to further leverage programs and eliminate duplication.
- Provide oversight, technical assistance and training to contractors.

- Oversee evaluation and reporting with several states bringing evaluation in-house for quality assurance and contract compliance.
- Work with the state SNAP agency to provide information to state/local office services staff on the availability of SNAP-Ed services.
- Provide social media expertise and coordinate statewide and local messaging.

The remaining 25 percent of the total State SNAP-Ed funds held by the Implementing Agency goes to cover expenses associated with statewide marketing campaigns and initiative including:

- Development, production, and implementation.
- Coordination, production, and warehousing of marketing and evidence-based materials and resources for statewide and local use.

***Average Funding of Local SNAP-Ed Providers / Contractors  
65 percent to 75 percent of State SNAP-Ed Allocation***

Generally, allocations at the local SNAP-Ed contractors take into account population / poverty statistics ranging from at or below 150 percent to 185 percent Federal Poverty Level and the number of the SNAP-Ed population to be served. Many of the states, in assuring statewide coverage at the local level, take a blended approach with a base amount allocated per local or county area to assure an adequate funding to support a baseline of SNAP-Ed programming that will have impact and reach the targeted population. Services to be funded and provided by the SNAP-Ed local contractors include:

- Deliver nutrition education and obesity prevention services to the SNAP audience according to approved SNAP-Ed plan.
- Help the SNAP-Ed audience understand how to eat a healthy diet on a limited food budget using SNAP benefits and managing their food resources.
- Use appropriate educational strategies and implementation methods to reach the SNAP-Ed population.
- May coordinate and collaborate with other local nutrition education and obesity prevention programs, especially those recognized by or receiving support from USDA and CDC.
- Collect and report data to the State SNAP agency regarding participation in SNAP-Ed and characteristics of those served.
- Build relationships with other local service providers (WIC, local health departments, childcare, school meals programs, etc.) so referrals of SNAP participants to other nutrition and health related services can be made as appropriate.
- Provide referrals to SNAP for low-income non-participants to access SNAP benefits, as appropriate.

### **Average “Opportunity Fund”**

#### **5 to 10 Percent of State SNAP-Ed Allocation**

While AzNN must expend the allocated funds for the fiscal year, AzNN may want to consider holding in reserve 5 to 10 percent of the funds as an “opportunity fund” that would fund statewide or local opportunities such as:

- Beta programs – funding initial start-up or testing period and if emerging and demonstrating positive results either in 1) high-impact education, empowerment and community-wide marketing of healthy behaviors or 2) in the nutrition and/or physical activity policy, systems, and environmental change (PSE) programs – continue funding the local contractor(s) for the balance of the contract period.
- Effective community outreach to specific targeted populations (e.g. tribal communities)
- Performance-based incentives – extend or increase funding to “community-based programs that work”
- Unique collaborative opportunity that becomes available during the course of the contract period.
- Statewide or local marketing opportunity not originally budgeted.

#### **Summary of Funding Model – State and Local Allocations**

In summary, AzNN should consider a funding model that closely resembles the following:

- **25 percent of funds for state** SNAP-Ed Implementing Agency
- **65 to 75 percent of funds for local** SNAP-Ed Providers / Contractors
- **5 to 10 percent of funds held in reserve** as an “opportunity fund.”

Based on AzNN SNAP-Ed Plan and program objectives to be achieved, the projected SNAP-Ed funding for FFY 2016 through 2018, and applying the proposed funding model, the allocations would be as follows between AzNN at the State level versus the local allocations:

	FUNDING MODEL PERCENTAGE	FEDERAL FISCAL YEAR		
		2016	2017	2018
<b>STATE</b>				
Staff, Marketing, etc.	25%	\$ 3,383,020.00	\$ 3,292,146.25	\$ 3,197,785.00
Opportunity Fund*	5%	\$ 676,604.00	\$ 658,429.25	\$ 639,557.00
<b>Subtotal State</b>	<b>30%</b>	<b>\$ 4,059,624.00</b>	<b>\$ 3,950,575.50</b>	<b>\$ 3,837,342.00</b>
<b>LOCAL</b>	70%	\$ 9,472,456.00	\$ 9,218,009.50	\$ 8,953,798.00
<b>TOTAL</b>	<b>100%</b>	<b>\$ 13,532,080.00</b>	<b>\$ 13,168,585.00</b>	<b>\$12,791,140.00</b>

## Implementing SNAP-Ed Agency at State-Level – Inclusive of Local Community or County-Based Contractors and Cooperative Extension System / Land-Grant Universities

Majority of states utilize a competitive procurement process that includes qualified applicants ranging from local health department (LHD), cooperative extensions, to other community-based organizations. Based on the analysis to date, there appears to be an advantage among those states who have one state-level SNAP-Ed Implementing Agency, multiple local health departments or community-based organizations, and a cooperative extension system / land-grant university partner which are widely used to reach smaller counties or regions within the state, special populations, and/or schools.

Arizona Nutrition Network has benefitted from having a combination of sub-grantees that include local health departments and a cooperative extension (University of Arizona). In those states which have made major changes, such as eliminating or dramatically cutting back on funding of a cooperative extension, the result is a loss in the SNAP-Ed experience and knowledge, established connections and relationships at the community level, and loss of infrastructure that takes years to recover. AzNN should consider a true blended model, one that does allow funding throughout the state so that each county receives SNAP-Ed programming and interventions whether it be delivered by a local health department (LHD), a cooperative extension, or both as long as there is no duplication.

### Local Contractor Requirements and Expectations

Based on reviewing current and past guidelines associating with funding applications for local contractors, AzNN may want to consider in its procurement package a listing of required objectives and optional objectives for the local contractors. Also, smaller counties, if not being served by an extension, may be funded as a “cluster” (e.g. 2 to 4 counties) or a mini-region basis. Other requirements and expectations of the local contractors may include:

#### ***Sub-granting Expectations:***

- With larger allocations (e.g. \$300,000 or above) made to such local providers as larger county health departments, additional requirements may include that 30 to 50 percent of the grant funding must go to local organizations with priority given to schools, community-based organizations (e.g. serving youth, ethnic groups, neighborhoods, etc.) and cities. Other types of organizations may be appropriate based on local needs.

***Staffing Requirements:***

- The size and expertise of the SNAP-Ed local staff will depend in large part on the funding. For Arizona, depending on the local area, language specific and cultural competencies (e.g. tribal communities) are needed for reaching Arizona’s diverse population, along with skills in marketing, health promotion, community engagement, business, and retail.
- Ideally the local provider / contractor have access to a full-time Project Director, nutrition expertise (ideally a Registered Dietician, R.D.), evaluation expertise and adequate fiscal and administration support.



## Appendix:

- A. AzNN Strategies Participation Analysis**
- B. California Case Study: Funding of Local Health Departments (LHD)**
- C. Materials Used from Other State Agencies**

AzNN Fiscal Year 2015 Strategies		UA Apache	UA Cochise	Coconino	UA Gila	UA La Paz	UA Maricopa	Maricopa	UA Mohave	Mohave	UA Navajo	Navajo	UA Pima	UA Pinal	UA Santa Cruz	TUSD	Yavapai	Yuma	No. of Partners	Partners Participation %
<b>Live</b>																				
1.01	Provide healthy eating and active living education in collaboration with DES sites, public housing sites, or other public health service sites	X	-	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	15	88%
1.02	Encourage the development and adoption of healthy eating food and beverage and active living household policies and child-feeding practices	-	X	-	-	-	X	-	-	-	X	X	X	-	-	-	-	-	5	29%
1.03	Support the development, implementation, and evaluation of healthy eating and active living	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
1.04	Encourage use of farmers' market with SNAP and WIC access at key community outlets	-	-	X	-	-	X	X	-	-	-	-	X	X	X	-	X	-	7	41%
1.05	Encourage participation in community and home gardens	X	-	X	X	X	X	X	X	-	X	X	X	X	-	-	X	X	13	76%
1.06	REMOVED PER USDA WESTERN REGIONAL OFFICE																			
1.07	Support family-friendly cooking demonstrations and taste-testings throughout low-income residential communities	X	-	-	-	-	X	X	-	X	-	X	X	-	-	-	-	X	7	41%
1.08	Increase availability of healthy food retail, including mobile vendors, farmers' markets, corner/country stores, and grocery stores in low-income residential communities	-	-	X	X	X	X	X	-	-	X	X	-	X	-	-	-	X	9	53%
1.09	Provide technical assistance to support the implementation of federal menu labeling regulations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
1.10	Support structured family-friendly physical activity opportunities throughout the year,	X	-	X	X	X	X	X	-	X	X	X	X	X	-	-	X	-	12	71%
1.11	Assess current active living and healthy eating policies (such as sidewalks, commercial buildings, bike lanes, shared-use paths, greenways and recreational facilities)	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	X	-	2	12%
1.12	Build capacity to implement active living policy (such as sidewalks, commercial buildings, bike lanes, shared use paths, greenways and recreational facilities policies)	-	-	-	-	-	-	X	-	-	X	-	-	X	-	-	X	-	4	24%
1.13	Encourage drinking water access and limitation of sugar-sweetened beverages (SSB)	-	-	-	X	X	-	X	-	-	X	X	-	X	-	-	-	-	6	35%
1.14	Collaborate with hospitals to support breastfeeding policies consistent with Arizona Baby Steps	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	6%

AzNN Fiscal Year 2015 Strategies		UA Apache	UA Cochise	Coconino	UA Gila	UA La Paz	UA Maricopa	Maricopa	UA Mohave	Mohave	UA Navajo	Navajo	UA Pima	UA Pinal	UA Santa Cruz	TUSD	Yavapai	Yuma	No. of Partners	Partners Participation %
Learn																				
2.01	ECE/Child Care: Provide parent education	X	-	X	X	-	X	X	-	X	X	X	X	X	X	X	-	X	13	76%
2.02	Kindergarten – High School: Provide education on healthy eating and active living to staff and students in the classroom setting	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	94%
2.03	ECE/Child Care: Support breastfeeding in child care consistent with ADHS breastfeeding-friendly child care centers and homes initiative	X	X	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	3	18%
2.04	ECE/Child Care: Support development, implementation, and evaluation of food and beverage policies for child care	X	-	-	-	-	-	X	-	-	X	-	X	-	-	X	-	-	5	29%
2.05	ECE/Child Care: Improve capacity of child care providers and food service staff in nutrition education and healthy meal planning, family-style meal service and food preparation	-	X	-	X	-	X	X	-	X	-	-	X	X	-	X	-	-	8	47%
2.06	ECE/Child Care: Support development, implementation, and evaluation of child care gardens	-	-	X	-	-	X	X	-	-	X	X	X	X	-	-	-	X	8	47%
2.07	ECE/Child Care: Start and expand Farm to Child Care programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
2.08	ECE/Child Care: Establish strong child care wellness programs and policies consistent with Empower, including the development of child care wellness councils	-	-	-	X	-	X	X	-	-	-	-	-	X	-	X	-	-	5	29%
2.09	ECE/Child Care: Support development, implementation, and evaluation of physical activity policies and environments that meet Empower Physical Activity Standards	-	-	-	X	-	X	-	-	X	-	-	-	X	-	X	-	-	5	29%
2.10	ECE/Child Care: Improve capacity of child care providers to provide children with opportunities for physical activity	-	-	-	X	-	X	-	-	-	-	-	-	X	-	X	-	-	4	24%
2.11	Kindergarten – High School: Support the development, implementation, and evaluation of nutrition and physical activity in collaboration with Local Education Agencies	X	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	16	94%
2.12	Kindergarten – High School: Support development, implementation, and evaluation of cafeteria point of purchase prompts	-	-	-	-	-	-	-	-	X	-	-	-	-	-	X	-	-	2	12%
2.13	Kindergarten – High School: Support development, implementation, and evaluation of cafeteria design supporting healthier food	-	-	-	-	-	-	X	-	X	-	-	-	-	-	X	-	-	3	18%
2.14	Kindergarten – High School: Support development, implementation, evaluation healthy school vending policies	-	-	-	-	-	-	-	-	X	-	-	-	-	-	X	-	-	2	12%



AzNN Fiscal Year 2015 Strategies		UA Apache	UA Cochise	Coconino	UA Gila	UA La Paz	UA Maricopa	Maricopa	UA Mohave	Mohave	UA Navajo	Navajo	UA Pima	UA Pinal	UA Santa Cruz	TUSD	Yavapai	Yuma	No. of Partners	Percentage Participation
<b>Learn</b>																				
2.15	Kindergarten – High School: Encourage drinking water access and limitation of sugar-sweetened beverages (SSB)	-	-	-	X	X	X	-	-	X	X	-	X	X	-	X	X	-	9	53%
2.16	Kindergarten – High School: Limit advertisements of less healthy foods and beverages	-	-	-	-	-	-	-	-	X	-	-	-	X	-	X	X	-	4	24%
2.17	Kindergarten – High School: Start and expand Farm to School programs increasing purchases and use of foods from local farms	-	-	-	-	-	X	X	-	-	-	-	-	-	-	X	X	-	4	24%
2.18	Kindergarten – High School: Improve student, teacher, and staff access to nutrition information through menu labeling and classroom curriculum to improve student understanding of nutrition information	X	-	-	-	X	X	X	X	X	-	X	X	X	-	X	X	-	11	65%
2.19	Kindergarten – High School: Promote intersections between garden and classroom curriculum with creation of sustainable school gardens	-	-	-	-	-	X	X	X	X	-	X	X	-	-	X	X	X	9	53%
2.20	Kindergarten – High School: Support development, implementation, and evaluation of physical activity policies that address the five components of comprehensive school physical activity programming	-	-	-	-	-	-	-	-	-	-	-	-	-	-	X	X	-	2	12%
2.21	Kindergarten – High School: Support student participation in comprehensive school physical activity programming, including physical education, recess, walking and bicycling to school, and joint use agreements	-	-	X	X	X	X	X	-	X	-	X	X	X	X	X	X	-	12	71%

AzNN Fiscal Year 2015 Strategies		UA Apache	UA Cochise	Coconino	UA Gila	UA La Paz	UA Maricopa	Maricopa	UA Mohave	Mohave	UA Navajo	Navajo	UA Pima	UA Pinal	UA Santa Cruz	TUSD	Yavapai	Yuma	No. of Partners	Partners Participation %
		Work																		
3.01	Provide healthy eating and active living education in collaboration with worksites	X	-	X	-	-	X	X	X	-	X	-	X	X	X	X	-	X	11	65%
3.02	Establish incentive programs, such as flex time, rewarding and/or recognizing employee healthy behaviors	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	X	2	12%
3.03	Encourage point-of-purchase prompts for healthy foods and beverages at area food retail outlets and food service institutions at/or near worksites	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	6%
3.04	Promote availability of healthy restaurants and food vendors at/or near worksites	-	-	-	X	X	-	-	-	-	-	-	-	X	-	-	-	-	3	18%
3.05	Provide technical assistance to support the implementation of federal menu labeling regulations (e.g. posting calories)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
3.06	Use point-of-decision prompts to encourage use of stairs	-	-	X	-	-	-	X	-	-	-	-	X	X	-	-	-	-	4	24%
3.07	Promote participation in and use of area physical activity resources, including partnerships with parks and trails organizations	X	-	X	X	X	-	X	X	-	X	-	X	X	X	-	-	-	10	59%
3.08	Support access to and compliance with worksite breastfeeding accommodation policies	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	6%

AzNN Fiscal Year 2015 Strategies		UA Apache	UA Cochise	Coconino	UA Gila	UA La Paz	UA Maricopa	Maricopa	UA Mohave	Mohave	UA Navajo	Navajo	UA Pima	UA Pinal	UA Santa Cruz	TUSD	Yavapai	Yuma	No. of Partners	Partners Participation %
		Play																		
4.01	Provide healthy eating and active living education in collaboration with community organizations	X	-	X	X	X	X	X	X	X	X	X	X	X	X	-	X	X	15	88%
4.02	Support development, implementation, and evaluation of healthy eating and active living standards for community venues	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	6%
4.03	Assess current active living and healthy eating policies (such as sidewalks, commercial buildings, bike lanes, shared-use paths, greenways and recreational facilities policies) at the community level and provide recommendations to key stakeholders	-	-	-	-	-	-	X	X	-	-	-	X	-	-	-	X	-	4	24%
4.04	Build capacity to implement active living policy (such as sidewalks, commercial buildings, bike lanes, shared-use paths, greenways and recreational facilities policies) at the community level and by community organizations	-	-	-	-	-	-	X	-	-	-	-	-	X	-	-	X	-	3	18%
4.05	Work with local coalitions and Food Policy councils to promote in healthy eating and active living	X	-	-	X	X	X	-	-	-	X	X	X	X	-	-	X	X	10	59%
4.06	Encourage point-of-purchase prompts for healthy foods and beverages at area food retail outlets and food service institutions (e.g., parks and municipal buildings)	-	-	X	-	-	-	-	-	-	-	X	-	-	-	-	-	-	2	12%
4.07	Promote availability of healthy restaurants and food vendors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
4.08	Encourage compliance with federal menu labeling regulations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0%
4.09	Promote participation in and use of free area physical activity resources, including partnerships with parks and trails organizations, and other community organizations	X	-	X	X	X	X	X	-	X	-	X	X	X	X	-	X	-	12	71%

## Appendix B: California Case Study: Funding of Local Health Departments (LHD)

Beginning in Federal Fiscal Year (FFY) 2013, the California Department of Public Health (CDPH), *Network for a Healthy California (Network)* awarded funding to Local Health Departments (LHDs) to implement comprehensive local nutrition education and obesity prevention programs. Consistent with their statutory requirements and this funding, LHDs will serve as the lead health agency in their respective jurisdictions. LHDs will coordinate with local partners and involve multiple sectors in spearheading efforts to improve the nutritional status and prevent obesity among California's low-income population, in accordance with Healthy, Hunger-Free Kids (HHFK) Act of 2010.

### Funding, Grant Term and Allocations

In Federal Fiscal Year 2013, CDPH/Network earmarked \$30.25 million for this project.

For small, medium and large counties, totaling 44 LHDs, the grant term is from October 1, 2012 through September 30, 2016. This covers four (4) federal fiscal years (FFY 2013, 2014, 2015, and 2016), and is contingent on available annual federal funding and grantee performance.

The amount of funding depends upon the size of SNAP-Ed target population base in the county. All LHDs with more than 20,000 people at the  $\leq 185\%$  FPL received a base amount of \$200,000. For LHDs with a medium to large population (more than 40,000 SNAP-Ed eligible people) a *per capita* allocation based on share of the eligible target population is applied and there are sub-grantee expectations. Five LHDs (Alameda, Shasta, Monterey, Contra Costa, and Long Beach) continued with their current SNAP-Ed contracts for an additional year (FFY 2013), and shifted to the *per capita* allocation in FFY 2014.

Overall federal funding declined starting in FFY 2014, though funding for LHDs did not reflect the proportional decline in projected budgets until FFY 2015 and thereafter.

LHDs found by CDPH/*Network* to be nonresponsive to the application or grant process will not receive funding. Likewise, LHDs are not required to participate and may decline funds.

For the 17 sparsely populated counties with eligible target populations between 200 to <19,999, CDPH/*Network* released separate guidelines. Those counties were funded on a cluster (e.g., 2 - 4 counties) or mini-region basis.

## Programmatic Focus

Besides individual and group nutrition education, allowable uses of the funding include comprehensive, multi-level interventions at multiple complementary organizational and institutional levels and community and public health approaches to improve nutrition. As lead health agencies, LHDs are expected to provide a comprehensive approach for serving their jurisdictions. All messaging must be consistent with the Dietary Guidelines for Americans 2010 (DGA)/MyPlate and cannot include any disparaging language about specific foods, brands or commodities. LHDs should consider several key documents in preparing local plans.

Implementation by CDPH's nutrition and obesity prevention programs will utilize the full range of funding sources (e.g., federal, state, foundation) that are or become available. It identifies three areas of programmatic focus:

1. Increase access and consumption of healthy foods.
2. Decrease consumption of less healthy foods and beverages and increase consumption of water.
3. Increase physical activity opportunities throughout the day.

## LHD Goals and Expectations

The overarching goals for the LHDs are to:

- Direct local services, and connect with regional and statewide campaigns. Coordination and synergy must occur among SNAP-Ed funded programs, USDA Food Nutrition Services funded programs, schools/educational agencies; community based organizations; city and county governments; and others involved in addressing hunger/food insecurity, nutrition, obesity prevention, physical activity, and health disparities.
- Institutionalize programs into existing social and health delivery systems.
- Identify and address the needs of the SNAP-Ed diverse target population within its jurisdiction.
- Focus activities on all levels of the SEM, to support effective behavior change.
- Build the capacity of low-income neighborhoods and partner agencies to provide Nutrition Education Obesity Prevention interventions.

A note about targeting populations: LHDs are expected to target low-income (i.e. > 50% of persons have household incomes of  $\leq$  185% of the Federal Poverty Guidelines) and racial/ethnic populations that suffer disproportionately from obesity and chronic diseases related to diet and physical activity. LHDs with sufficient numbers of these ethnic minorities that meet SNAP-Ed qualifications must be targeted in a culturally competent manner. In addition, USDA SNAP-Ed has strongly encouraged targeting women and children in low-income households, to increase the greatest potential impact. Other audience segments may be targeted based on needs assessment.

Expectations for LHDs:

- Federal funds will decrease from 2014 – 2016. LHDs must be adept at meeting the programmatic and administrative needs of the federal funding.
- Utilize SNAP-Ed funding strategically and foster a synergy of efforts. As such, leveraging SNAP-Ed funds is requested of all funded projects. LHDs will need to identify and report local support that is used to leverage resources locally.
- Build upon *Network* successes. Of particular note are the positive gains in fruit and vegetable consumption among low-income adults, with California's overall ranking for fruit and vegetable consumption rising from eleventh to fifth among infrastructure, resources and invaluable experience of local agencies involved in developing the *Network* over the years.
- Develop strong partnerships with community based organizations and schools, along with other stakeholders, sectors, county programs, and cities.
- Involve community members, including youth, to capture their perspectives and provide a forum for their input.

## Scope of Work, Sub-Grantee & Staffing Requirements

**Scope of Work (SOW) Requirements:** There were template SOWs provided covering a range of interventions, sectors and activities. The SOWs were broken into the following Objectives:

Objective 1: Infrastructure - annual requirements for all grantees, includes required reports, training and travel, etc.

Objective 2: County Nutrition Action Plan (CNAP) - implement the nutrition action plan,

partnerships and countywide nutrition education, social marketing and food access, along with USDA Food Nutrition Services funded programs and other stakeholders.

Objective 3 and 4 (i.e., Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention) conduct neighborhood assessments of the food environment that exposes the greatest needs in the neighborhood; implementation plan of local interventions and environmental supports based on the assessment results and neighborhood input.

Objective 5: Community engagement - establish relations in CX<sup>3</sup> neighborhoods to increase access and consumption of healthy foods and beverages.

Objective 6: Nutrition education - provide evidence-based nutrition education to educate, market, and promote changes in consumption of healthy foods and beverages.

Objective 7: Public relations events/media - local events coverage to highlight nutrition education obesity prevention promotional events.

Objective 8: Rethink Your Drink - implement education, marketing and strategies regarding healthy beverage consumption and access.

Objective 9: Evaluation - evaluate two interventions through formative, process and impact/outcome evaluation.

***Optional Objectives:***

Objective 10: Peer-to-peer education - (required > \$300,000) a strategy to extend nutrition education and food access through a peer to peer model.

Objective 11: Evaluation - (required > \$350,000) conduct individual impact/outcome evaluation of specific intervention.

Objective 12: School/Afterschool - (required > \$400,000) build relationships with qualifying school/afterschool sites' administration, staff, parents and students to increase consumption and access of healthy foods and beverages through site based education and interventions.

Objective 13: Youth engagement – (required > \$ 1,000,000) youth-led project(s) that explores an issue related to the consumption and access of healthy foods in the youth's environment (a limited number of counties will be able to use the Health Corps model).

Objective 14: Worksite - use *Fit Business Kit* resources at qualifying worksites and providing additional technical assistance and skills based nutrition education as needed.

Objective 15: Retail - use *Network Retail Program* resources to engage local retailers to increase access of healthy foods through site-based strategies.

Objective 16: Early childcare - build relationships with qualifying early childhood (zero-five) care and education sites' administration, staff, parents and children to increase access and consumption of healthy foods and beverages through site based education and interventions.

Objective 17: Faith-based - reach Latino and/or African-American congregations through *Network campaign* resources to increase consumption and access to healthy foods and beverages at these sites.

LHDs adapted the SOW templates for usage based on their funding level and local priorities. For example, small LHDs are required to do Objectives 1 – 9, with other templates optional. Medium and large LHDs are required to do more, depending on funding levels.

### ***Sub-granting Expectations***

There are also minimum sub-granting recommendations and requirements for LHDs. Sub-granting levels are recommended in FFY 2013. Sub-granting is required in FFY 2014 and thereafter for counties receiving \$500,000 or more in grant funds with 30%-50% of their grant funds going to local organizations. LHDs must balance having sufficient capacity within their agencies while ensuring funds get to local partners/agencies to reach the target population and advance change. The following types of organizations should be prioritized: schools (e.g., county office of education, larger school districts), community based organizations (e.g., serving youth, ethnic groups, neighborhoods, etc.), and cities. Other types of organizations may be appropriate based on local needs.

### ***Staffing Requirements***

The size and expertise of the LHD staff will depend in large part on the funding level. Language specific and cultural competencies are needed for reaching California's diverse population, along with skills in marketing, health promotion, community engagement, business, and retail. However, CDPH/*Network* required the minimum staffing for all LHDs receiving funds:

- One full-time Project Director. The Project Director must have a Masters



in Public Health (MPH), an equivalent degree or 3 years' experience as a Public Health Project Director.

- Nutrition expertise (Registered Dietitian, R.D.) must be part of the staffing of this grant, should the Project Director not have this expertise. A minimum of one 0.5 full time equivalent (FTE) is strongly recommended.
- Evaluation expertise must be accessible to this grant for ensuring ongoing and as needed competence for evaluating program effectiveness.
- Adequate fiscal and administrative support.

\* Appendix C: Materials Used by Other State Agencies

	WRO	USDA	SNAP-Ed Implementing Agency	Source		Material Type	Target Population
<b>Budgeting for Healthy Meals</b>							
A SNAP Cookbook Good and Cheap			KS	<a href="https://8b862ca0073972f0472b704e2c0c21d0480f50d3.googleusercontent.com/host/OBxd6wdCBD_2tdUdtM0d4WTJmclU/good-and-cheap.pdf">https://8b862ca0073972f0472b704e2c0c21d0480f50d3.googleusercontent.com/host/OBxd6wdCBD_2tdUdtM0d4WTJmclU/good-and-cheap.pdf</a>	Leanne Brown	PDF	Adults
Basic Foods for Cupboard, Fridge and Freezer: Create Your Own List			KS	<a href="http://food.unl.edu/fnh/basic-list">http://food.unl.edu/fnh/basic-list</a>	University of Nebraska, Alice Henneman	PDF	Adults
Cent\$ible Nutrition	WA			<a href="http://www.uwyo.edu/centsible/">http://www.uwyo.edu/centsible/</a>	University of Wyoming	Curriculum	Families
Eating Better on Budget			KS, NY	<a href="http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet16EatingBetterOnABudget.pdf">http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet16EatingBetterOnABudget.pdf</a>	USDA	PDF, handout	Adults
Health Bucks		USDA		<a href="http://centertrt.org/?p=intervention&amp;id=1109">http://centertrt.org/?p=intervention&amp;id=1109</a>	Center TRT, CDC, Interventions for Child Obesity	Website, Program	Adults
Healthy Cents (Adults)			MD	<a href="http://food.unl.edu/fnh/basic-list">http://food.unl.edu/fnh/basic-list</a>	University of Maryland	PDF	Adults
Healthy Eating on Budget	NV		KS, NM, ME	<a href="http://www.choosemyplate.gov/budget/index.html">http://www.choosemyplate.gov/budget/index.html</a>	USDA, ChooseMyPlate.gov	Website	Adults
Healthy Food Environments Pricing Initiatives		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1099&amp;section=1">http://www.centertrt.org/?p=intervention&amp;id=1099&amp;section=1</a>	Center TRT	Program	Adults
Hunger Attacks/Money Talks	CA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/hamt/hunger-attacks-money-talks">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/hamt/hunger-attacks-money-talks</a>	University of California, Cal Fresh	Curriculum	Teens
Making Every Dollar Count	CA			<a href="http://makingeverydollarcoun.ucr.edu/">http://makingeverydollarcoun.ucr.edu/</a>	University of California, Cooperative Extension	Website, Program	Adults
Money for Food			KS	<a href="http://www.uwex.edu/ces/wnep/teach/mff/index.cfm">http://www.uwex.edu/ces/wnep/teach/mff/index.cfm</a>	Wisconsin Nutrition Education Program	Curriculum	Eng./Span Adults
Nutrition \$sense (Adults)			UT, MS	<a href="http://extension.usu.edu/foodsense/">http://extension.usu.edu/foodsense/</a>	Utah State University	Website	Adults
Plan, Shop, Save, and Cook	CA, WA			<a href="http://ucanr.edu/sites/letseathealthy/Enrolled_Teachers/Plan,_Shop,_Save_-_Cook_Adult_Series/">http://ucanr.edu/sites/letseathealthy/Enrolled_Teachers/Plan,_Shop,_Save_-_Cook_Adult_Series/</a>	University of California, Cal Fresh	Workshops	Adults
Spend Smart. Eat Smart.			KS	<a href="http://www.extension.iastate.edu/foodsavings/">http://www.extension.iastate.edu/foodsavings/</a>	Iowa State University	Website	Adults
Stretching Your Food Dollars			KS, ND, NH, NY	<a href="http://extension.oregonstate.edu/fcd/nutrition/ewfl/module_03/">http://extension.oregonstate.edu/fcd/nutrition/ewfl/module_03/</a>	Oregon State University	Website	Adults
The 3 P's: Plan, Purchase and Prepare Food on a Budget			KS, CT	<a href="http://www.choosemyplate.gov/downloads/PlanPurchasePrepare.pdf">http://www.choosemyplate.gov/downloads/PlanPurchasePrepare.pdf</a>	USDA, ChooseMyPlate.gov	PDF, handout	Adults
<b>Physical Activity</b>							
All for Kids	NV			<a href="https://www.unce.unr.edu/programs/health/index.asp?ID=131">https://www.unce.unr.edu/programs/health/index.asp?ID=131</a>	University of Nevada Cooperative Extension	Program	Preschool
Be Active Your Way: A Guide for Adults			IA	<a href="http://www.health.gov/paguidelines/pdf/adultguide.pdf">http://www.health.gov/paguidelines/pdf/adultguide.pdf</a>	HealthierUS.Gov, Department of Health and Human Services	PDF, Book	Adults
Childs Play			KS	<a href="http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_36.pdf">http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_36.pdf</a>	USDA	PDF, handout	Youth
Eat Better, Move More			IA	<a href="http://nutritionandaging.fiu.edu/">http://nutritionandaging.fiu.edu/</a>	National Resource Center on Nutrition, PA and Aging	Website	Seniors
Eat Fit	CA, WA		KS	<a href="http://anrcatalog.ucdavis.edu/Search/Eatfit.aspx">http://anrcatalog.ucdavis.edu/Search/Eatfit.aspx</a>	University of California	Curriculum	Teens, Middle School
Eat Healthy, Be Active	CA, WA		MN, KS, VI, MA	<a href="http://www.health.gov/dietaryguidelines/workshops/">http://www.health.gov/dietaryguidelines/workshops/</a>	Office of Disease Prevention and Health Prevention	Workshop	Community
Eat Smart, Move More (Go Green)			KS, NC, SC, VI	<a href="http://www.myeatsmartmovemore.com/">http://www.myeatsmartmovemore.com/</a>	Eat Smart, Move More North Carolina	Website	
Eat Well, Keep Moving		USDA	MN	<a href="http://www.eatwellandkeepmoving.org/">http://www.eatwellandkeepmoving.org/</a>	CDC Review of Population Level Interventions for Child Obesity Prevention	Curriculum	Upper Elementary
Eating Smart, Being Active (Adults/Families)	CA, OR, WA		AR, KS, MD, VI, CO, NM, MO,	<a href="http://www.eatingsmartbeingactive.com/">http://www.eatingsmartbeingactive.com/</a>	Colorado State University	Curriculum	Families
Exercise for Older Adults			IA	<a href="http://nihseniorhealth.gov/exercise/olderadults/healthbenefits/01.html">http://nihseniorhealth.gov/exercise/olderadults/healthbenefits/01.html</a>	NIH Senior Health	Website	Seniors
Fit Kids			KS	<a href="http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_37.pdf">http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_37.pdf</a>	WebMD	Website	
Girls on the Run	WA			<a href="http://girlsrun.org/">http://girlsrun.org/</a>	Girls on the Run	Program	Girls Grades 3-8
Go4Life Campaign			IA	<a href="http://go4life.nia.nih.gov/">http://go4life.nia.nih.gov/</a>	National Institute on Aging at NIH	Website, resources	Seniors
Growing Stronger-Strength Training for Older Adults			IA	<a href="http://www.cdc.gov/physicalactivity/growingstronger/exercises/index.html">http://www.cdc.gov/physicalactivity/growingstronger/exercises/index.html</a>	CDC	Website	Seniors
Healthy Steps			TN	<a href="https://ag.tennessee.edu/fcs/Pages/Food/HealthySteps.aspx">https://ag.tennessee.edu/fcs/Pages/Food/HealthySteps.aspx</a>		Program	Preschool
Hip Hop to Health Jr.		USDA		<a href="http://www.hiphoptohealth.com/">http://www.hiphoptohealth.com/</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention	Curriculum	Ages 3-5
I am Moving, I am Learning: A Proactive Approach for Addressing Child Obesity in Head Start		USDA		<a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/nutrition/nutrition%20program%20staff/iammovingiam.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/nutrition/nutrition%20program%20staff/iammovingiam.htm</a>	Head Start	Program	Preschool
Jump into Foods and Fitness			KS, MS	<a href="http://4h.msue.msu.edu/4h/resources/jiff_4_staff_vols">http://4h.msue.msu.edu/4h/resources/jiff_4_staff_vols</a>	Michigan State University	Curriculum	Ages 8-11
Jump Start	CA			<a href="http://www.jstart.org/where/southern-california">http://www.jstart.org/where/southern-california</a>	Jump Start Family First	Website	Youth
Let's Move (Warm, Cold Weather Fun, In Your Home, At Work, In Your Community)			KS, IA	<a href="http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_37.pdf">http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_37.pdf</a>	USDA, FNS	PDF, handout	
Lifestyle Education for Activity Program		USDA		<a href="http://www.sparkpe.org/">http://www.sparkpe.org/</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention	Program	Youth girls

Nutrition and Activity for Communities			KS	<a href="http://www.ksre.ksu.edu/HumanNutrition/p.aspx?tabid=253">http://www.ksre.ksu.edu/HumanNutrition/p.aspx?tabid=253</a>	Kansas State University Cooperative Extension	Website, Resources	Adult
On the Move to Better Health			ND	<a href="http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/otmactionplan.pdf">http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/otmactionplan.pdf</a>	North Dakota State University Extension Service		Grade 5
Policy Regulations for Day Care in New York City		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1108&amp;section=2">http://www.centertrt.org/?p=intervention&amp;id=1108&amp;section=2</a>	Center CRT	Guidelines	Childcare settings
Stepping Up to a Healthy Lifestyle			WI	<a href="http://www.nutrisci.wisc.edu/nutrinet/SUmaterials.html">http://www.nutrisci.wisc.edu/nutrinet/SUmaterials.html</a>	Florida International University	Curriculum	All Ages
Up for the Challenge (Kids)	WA		MD, KS	<a href="http://www.4-hmilitarypartnerships.org/p.aspx?tabid=77">http://www.4-hmilitarypartnerships.org/p.aspx?tabid=77</a>	4H Military Partnerships	Curriculum	Teens, Middle School
VERB Scorecards		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1096">http://www.centertrt.org/?p=intervention&amp;id=1096</a>	Center TRT	Program	Ages 9-13
Walk Kansas for Kids			KS	<a href="http://www.walkkansas.org/Kids/p.aspx?tabid=1">http://www.walkkansas.org/Kids/p.aspx?tabid=1</a>	Kansas State University Cooperative Extension	Website	
Walk Ways (Adult)			MD	<a href="http://extension.umd.edu/fsne/fsne-adult-programs/walkways">http://extension.umd.edu/fsne/fsne-adult-programs/walkways</a>	Food Supplement Nutrition Education Program	Curriculum	Adults
Walk with Ease (Adults/Families)	OR			<a href="http://extension.oregonstate.edu/lake/walk-ease">http://extension.oregonstate.edu/lake/walk-ease</a>	Oregon State University	Program	Adults
<b>Nutrition Information for Parents</b>							
1,2,3 Feed Me (Adult)			MD	<a href="http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/1-2-3%20Feed%20Me.pdf">http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/1-2-3%20Feed%20Me.pdf</a>	Katherine Speirs	PDF Book	Parents
Baby-Friendly Hospital Initiative		USDA		<a href="http://www.babyfriendlyusa.org/">http://www.babyfriendlyusa.org/</a>	Baby-Friendly USA, UNICEF, World Health Organization	Website of Resources	Parents
Connecticut Breastfeeding Initiative		USDA		<a href="http://www.breastfeedingct.org/index.php/ct-breastfeeding-initiative">http://www.breastfeedingct.org/index.php/ct-breastfeeding-initiative</a>	Connecticut Breastfeeding Coalition	Website of Resources	Parents
Eating Smart, Being Active for Pregnant and Parenting Teens	OR			<a href="http://www.ext.colostate.edu/esba/">http://www.ext.colostate.edu/esba/</a>	Colorado State University	Curriculum	Teens
Feed me, I'm Yours			KS	<a href="http://www.nal.usda.gov/wicworks/Sharing_Center/gallery/family4.html#feeding">http://www.nal.usda.gov/wicworks/Sharing_Center/gallery/family4.html#feeding</a>	WIC Works	Website of Resources	Parents
Feeding Another Baby Sister or Brother			KS	<a href="http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_25.pdf">http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_25.pdf</a>	USDA, FNS	PDF Handout	Parents
Feeding Your Toddler			KS	<a href="http://www.nal.usda.gov/wicworks/Sharing_Center/gallery/family4.html#feeding">http://www.nal.usda.gov/wicworks/Sharing_Center/gallery/family4.html#feeding</a>	WIC Works	Website of Resources	Parents
Food Hero		USDA		<a href="https://www.foodhero.org/">https://www.foodhero.org/</a>	Oregon State University	Website of Resources, recipes, downloads, English & Spanish	All ages
Have a Healthy Baby			IN, KS	<a href="https://mdc.itap.purdue.edu/item.asp?Item_Number=HHS-760-W#.UiSLGxtwp8E">https://mdc.itap.purdue.edu/item.asp?Item_Number=HHS-760-W#.UiSLGxtwp8E</a>	Purdue	PDF, Curriculum	Pregnant Teens and Adults
How to Feed Your Baby			KS	<a href="http://www.oregondairycouncil.org/resources/free_downloads/downloads/htfyb_english_2012.pdf">http://www.oregondairycouncil.org/resources/free_downloads/downloads/htfyb_english_2012.pdf</a>	Nutrition Education Services/Oregon Dairy Council	PDF Handout	Parents
Mom's Special Gift	NV			<a href="https://www.unce.unr.edu/programs/health/index.asp?ID=118">https://www.unce.unr.edu/programs/health/index.asp?ID=118</a>	University of Nevada Cooperative Extension	Website, Curriculum	Breastfeeding mothers
My Plate for Kids			KS	<a href="http://www.he.k-state.edu/fnp/program-management/resources/graphics-lab-materials/myplate.html">http://www.he.k-state.edu/fnp/program-management/resources/graphics-lab-materials/myplate.html</a>	Kansas State	Website, handouts, curriculum	All ages
Obesity Prevention Plus Parenting Support		USDA		<a href="http://www.ncbi.nlm.nih.gov/pubmed/12740449">http://www.ncbi.nlm.nih.gov/pubmed/12740449</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention	Home Visiting Program	American Indian Mothers with preschool-age children
Take Charge of Your Child's Health			VI	<a href="http://pubs.ext.vt.edu/360/360-303/360-303.html">http://pubs.ext.vt.edu/360/360-303/360-303.html</a>		PDF, brochure	Families
Teen Parents: Nutrition Curriculum for Pregnant and Parenting Teens			KS	<a href="http://extension.missouri.edu/p/N715">http://extension.missouri.edu/p/N715</a>	University of Missouri Extension	Curriculum	Teens
Texas Mother Friendly Worksite Program		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1182">http://www.centertrt.org/?p=intervention&amp;id=1182</a>	Center TRT	Worksite Program	Mothers
Together, Let's Try New Foods			KS	<a href="http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_14.pdf">http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_14.pdf</a>	USDA, Food and Nutrition Service	PDF, newsletter	Parents
TXT2B Healthy			MD	<a href="http://extension.umd.edu/fsne/fsne-adult-programs/text2bhealthy">http://extension.umd.edu/fsne/fsne-adult-programs/text2bhealthy</a>	University of Maryland Extension	Curriculum	Parents of Elementary Age Students
<b>Healthy Cooking</b>							
Kids							
Chefs for Kids	NV			<a href="http://www.chefsforkids.org/">http://www.chefsforkids.org/</a>	University of Nevada Cooperative Extension	Curriculum	Elementary
Cooking with Kids			MN, KS, NM	<a href="http://cookingwithkids.net/">http://cookingwithkids.net/</a>	Cooking with Kids	Website, Curriculum, DVD	Elementary
Kids a Cookin			KS, MN	<a href="http://www.kidsacookin.ksu.edu/WelCome.aspx">http://www.kidsacookin.ksu.edu/WelCome.aspx</a>	Kansas State University	Website, Curriculum, DVD	Youth
Kids a Cookin and a Movin			KS	<a href="http://www.kidsacookin.ksu.edu/Move.aspx?page=Start">http://www.kidsacookin.ksu.edu/Move.aspx?page=Start</a>	Kansas State University	Website, Curriculum, DVD	Youth
Kids can Cook			KS	<a href="http://extension.psu.edu/youth/betterkidcare">http://extension.psu.edu/youth/betterkidcare</a>	Penn State College of Agricultural Science	Website, Resources	Youth
Kids Cook		USDA	KS	<a href="http://www.nal.usda.gov/wicworks/Sharing_Center/OK/KidsCookCookboo.pdf">http://www.nal.usda.gov/wicworks/Sharing_Center/OK/KidsCookCookboo.pdf</a>	USDA	PDF Cookbook	Youth
Kids Cook Cookbook			KS	<a href="http://www.nal.usda.gov/wicworks/Sharing_Center/OK/KidsCookCookboo.pdf">http://www.nal.usda.gov/wicworks/Sharing_Center/OK/KidsCookCookboo.pdf</a>	USDA	PDF, Book	Youth
Kids in the Kitchen	OR		KS, MS, AR, MO	<a href="http://www.he.k-state.edu/fnp/program-management/resources/kids-in-the-kitchen/kids-in-the-kitchen-pdfs/KIK-7-2013.pdf">http://www.he.k-state.edu/fnp/program-management/resources/kids-in-the-kitchen/kids-in-the-kitchen-pdfs/KIK-7-2013.pdf</a>	Department of Nutrition and Exercise Physiology College of Human Environmental Sciences University of Missouri-Columbia	PDF, Afterschool Program	Ages 6-15
Kitchen Expedition			MN	<a href="http://www.kitchenexpedition.com/">http://www.kitchenexpedition.com/</a>	Oklahoma Farm to School, Oklahoma Department of Agriculture, Food and Forestry	Website, Resources	Youth
Little Books, Little Cooks	NV			<a href="http://lasvegas.eventful.com/events/little-books-and-little-/E0-001-073523146-0@2014100110">http://lasvegas.eventful.com/events/little-books-and-little-/E0-001-073523146-0@2014100110</a>	University of Nevada-Cooperative	Workshop	Ages 3-5
Look who's Cooking	WA			<a href="http://www.familycookproductions.com/LWC%20TOC%20.pdf">http://www.familycookproductions.com/LWC%20TOC%20.pdf</a>	Family Cook Productions	Program	Families

Teen Battle Chef	WA			<a href="http://familycookproductions.com/programs/middle-high-school">http://familycookproductions.com/programs/middle-high-school</a>	Family Cook Productions	Program	Teens
<b>Families</b>							
Cook Smart, Eat Smart			VI	<a href="http://www.fcs.ext.vt.edu/fnh/fnp/programs/cook-eat-smart.html">http://www.fcs.ext.vt.edu/fnh/fnp/programs/cook-eat-smart.html</a>		Program, Materials	Adults
Cooking Matters	CA, OR, WA	USDA	MN, MO	<a href="http://cookingmatters.org/">http://cookingmatters.org/</a>	Share Our Strength's Cooking Matters No Kid Hungry	Website	Families
Cooking Matters at the Store		USDA	MD, MO	<a href="http://www.cookingmattersatthestore.org">http://www.cookingmattersatthestore.org</a>	Share Our Strength	Program, Materials	Families
Eating well, but cooking less			KS	<a href="http://www.he.k-state.edu/fnp/program-management/resources/supplemental-resources/eating-well-but-cooking-less/index.html">http://www.he.k-state.edu/fnp/program-management/resources/supplemental-resources/eating-well-but-cooking-less/index.html</a>	Various	Curriculum	Families
Fix it Fresh			KS	Fix it Fresh	Kansas State University	PDF, 23 produce facts sheets, 57 recipes	
Healthalicious Cooking	CA			<a href="http://anrcatalog.ucdavis.edu/Items/8449.aspx">http://anrcatalog.ucdavis.edu/Items/8449.aspx</a>	D. Smith, M. Horowitz	Curriculum	Families
La Cocina Saludable			KS	<a href="http://www.csuextstore.com/store/pc/viewPrd.asp?idproduct=454">http://www.csuextstore.com/store/pc/viewPrd.asp?idproduct=454</a>	Colorado State University	Nutrition Program	Eng./Span Parents
<b>Food Safety</b>							
Close Encounters of the Worst Kind			MA	<a href="http://extension.umass.edu/nutrition/sites/extension.umass.edu.nutrition/files/nutrition-education-pub/close-enc-of-worst-kind_09.pdf">http://extension.umass.edu/nutrition/sites/extension.umass.edu.nutrition/files/nutrition-education-pub/close-enc-of-worst-kind_09.pdf</a>	Umass Extension	PDF, Handout	General Public
Fight Bac (K-12)			NH, IL	<a href="http://www.fightbac.org/">http://www.fightbac.org/</a>	Partnership for Food Safety Education	Website	Families
Hands On: Real World Lessons For Middle School Classrooms			TN	<a href="https://ag.tennessee.edu/fcs/Pages/Food/HandsOn.aspx">https://ag.tennessee.edu/fcs/Pages/Food/HandsOn.aspx</a>	University of Tennessee	Curriculum	Middle School
Kid Chef and Clean Kitchen Crew			KS	<a href="http://www.kidsacookin.org/kidschef/mainmenu.htm">http://www.kidsacookin.org/kidschef/mainmenu.htm</a>	Kansas State Research	Website	Youth
Operation Food Safety (PreK-Gr.4, 9-12)			MS	<a href="http://msucare.com/health/one/efnep/curricula_youth.html">http://msucare.com/health/one/efnep/curricula_youth.html</a>	Arkansas Cooperative Extension Service and OFS Coalition, FNP	Curriculum	PreK-Gr.4, 9-12
Teens Serving Food Safely			ND	<a href="http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/tsfsactionplan.pdf">http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/tsfsactionplan.pdf</a>	North Dakota State University Extension Service	Curriculum	Teens
<b>Gardening/Farmers' Market</b>							
Agriculture in the Classroom	CA		MN	<a href="http://www.cfaitc.org/">http://www.cfaitc.org/</a>	California Foundation of Agriculture in the Classroom	Resources	K-12
Arkansas Farm to You			AR	<a href="http://arkansas.farmvisit.com/#">http://arkansas.farmvisit.com/#</a>	Farm Visit	Resources	All ages
Discovering Healthy Choices	WA			<a href="http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/PublicHealthSystemResourcesandServices/LocalHealthResourcesandTools/SNAPEd">http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/PublicHealthSystemResourcesandServices/LocalHealthResourcesandTools/SNAPEd</a>	University of California Davis	Curriculum	Youth
Farm to Fork	CA, WA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/f2f/farm-2-fork">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/f2f/farm-2-fork</a>	University of California Cal Fresh Nutrition Education	Program	K-3
Farm to School	AK		MN, PA	<a href="http://mda.maryland.gov/farm_to_school/Pages/farm_to_school.aspx">http://mda.maryland.gov/farm_to_school/Pages/farm_to_school.aspx</a>	Maryland Department of Agriculture	Website, Resources, Curriculum	
Farm to Work		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1171&amp;section=2">http://www.centertrt.org/?p=intervention&amp;id=1171&amp;section=2</a>	Center TRT	Program	Workplace
Food: Just Grow It	HI			<a href="http://www.ctahr.hawaii.edu/NEW/FJGI/index.htm">http://www.ctahr.hawaii.edu/NEW/FJGI/index.htm</a>	Hawaii Department of Health, Hawaii Department of Education	Curriculum	Students
Fresh From the Garden	CA			<a href="http://fsnep.ucdavis.edu/curriculum/Adult%20Materials/Adult%20and%20Family-Centered%20Materials/fresh-from-the-garden">http://fsnep.ucdavis.edu/curriculum/Adult%20Materials/Adult%20and%20Family-Centered%20Materials/fresh-from-the-garden</a>	University of California Cal Fresh Nutrition Education	Website, Curriculum	Families
Go Glow Grow	CA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/egg/go-glow-grow">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/egg/go-glow-grow</a>	University of California Agriculture and Natural Resources	Booklet	Preschoolers
Grow your Own	HI			<a href="http://www.ctahr.hawaii.edu/NEW/GYO/index.htm">http://www.ctahr.hawaii.edu/NEW/GYO/index.htm</a>	Nutrition Education for Wellness	Curriculum	Youth
Growing Food			MN	<a href="http://growingfoodconnections.org/">http://growingfoodconnections.org/</a>	University of Buffalo, NY	Resources	All ages
Growing Healthy Habits			VI, MD	<a href="http://eatsmart.umd.edu/educators/curricula/growing-healthy-habits">http://eatsmart.umd.edu/educators/curricula/growing-healthy-habits</a>	University of Maryland Extension	Curriculum	Youth
Kitchen Expedition			MN	<a href="http://kitchenexpedition.org/">http://kitchenexpedition.org/</a>	OK Dept. of Agriculture, Food & Forestry	Resources	All ages
Linking Food and The Environment			MN	<a href="http://blogs.tc.columbia.edu/cfe/education/nutrition-curriculum/">http://blogs.tc.columbia.edu/cfe/education/nutrition-curriculum/</a>	Teachers College, Columbia University	Curriculum	Grades 4-8
Market to Meal Time			MD	<a href="http://eatsmart.umd.edu/educators/curricula/market-mealtime">http://eatsmart.umd.edu/educators/curricula/market-mealtime</a>	University of Maryland Extension	PDF Handout	Adults
My American Farm			MN	<a href="http://www.myamericanfarm.org/index.php">http://www.myamericanfarm.org/index.php</a>	American Farm Bureau Foundation for Agriculture	Interactive Website	Youth
Nutrition in the Garden	NV			<a href="http://www.superkidsnutrition.com/nutrition_resources/nutritioncurriculum/nc_nutritiongarden/">http://www.superkidsnutrition.com/nutrition_resources/nutritioncurriculum/nc_nutritiongarden/</a>	Silje Mork Bjorndal	Curriculum	K-12
SNAC Vegetable Pamphlets			KS	<a href="http://www.panen.org/s.n.a.c">http://www.panen.org/s.n.a.c</a>	Pennsylvania, State Nutrition Action Committee	Resources	All ages
The Farmer Grows a Rainbow			KS, MN	<a href="http://www.agclassroom.org/rainbow/">http://www.agclassroom.org/rainbow/</a>	My Plate.gov	Website, Multimedia	Pre-K-5
TWIGS	CA			<a href="http://cesanmateo.ucanr.edu/Programs/TWIGS/">http://cesanmateo.ucanr.edu/Programs/TWIGS/</a>	University of California Cooperative Extension San Mateo/San Francisco	Website, Resources, Curriculum	K-8
Youth Gardening for Nutrition			MD	<a href="http://extension.umd.edu/fsne/fsne-child-programs/youth-gardening-nutrition">http://extension.umd.edu/fsne/fsne-child-programs/youth-gardening-nutrition</a>	University of Maryland Extension	Curriculum	Teachers
<b>Family Meal Planning and Nutrition Information</b>							
1,2,3 Feed Me (Adult)			MD	<a href="http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/1-2-3%20Feed%20Me.pdf">http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/1-2-3%20Feed%20Me.pdf</a>	Katherine Speirs	PDF Book	
A SNAP Cookbook			KS	<a href="https://8b862ca0073972f0472b704e2c0c21d0480f50d3.googleusercontent.com/host/OBxd6wdCBD_2tdUdtM0d4WTJmclU/good-and-cheap.pdf">https://8b862ca0073972f0472b704e2c0c21d0480f50d3.googleusercontent.com/host/OBxd6wdCBD_2tdUdtM0d4WTJmclU/good-and-cheap.pdf</a>	Leanne Brown	PDF Cookbook	Families
Building Healthy Families			MN	<a href="http://www.health.state.mn.us/divs/fh/mch/fhv/documents/hfparentcurricguidance.pdf">http://www.health.state.mn.us/divs/fh/mch/fhv/documents/hfparentcurricguidance.pdf</a>	Minnesota Department of Health	PDF	Families
Champions for Change		USDA		<a href="http://www.eatwellbewell.org/">http://www.eatwellbewell.org/</a>	Arizona Nutrition Network	Resources	All ages
Eat Together and Play Together	CA			<a href="http://uc-calfresh.net/curriculum/family-centered-materials">http://uc-calfresh.net/curriculum/family-centered-materials</a>	Carter, Pressman, Martin, Spezzano & Donohue, 2011	Curriculum	6-8 Yr. Old Children
Eat Together, Eat Better	OR, WA	USDA		<a href="http://nutrition.wsu.edu/ETEB/">http://nutrition.wsu.edu/ETEB/</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention	Resources	Families
Faithful Families Eating Smart and Moving More		USDA		<a href="http://www.eatsmartmovemorenc.com/FaithfulFamilies/FaithfulFamilies.html">http://www.eatsmartmovemorenc.com/FaithfulFamilies/FaithfulFamilies.html</a>	Eat Smart, Move More NC	Resources	All ages
Family Meals-FAST, Healthful			KS	<a href="http://health.mo.gov/living/families/wic/wiclwp/pdf/R_0996_Family_Meals.pdf">http://health.mo.gov/living/families/wic/wiclwp/pdf/R_0996_Family_Meals.pdf</a>	Dept. of Health and Senior Services, WIC and Nutrition Services	Resources	All ages
Family Nutrition Program			IN	<a href="http://www.purdue.edu/hhs/extension/programs/detail.aspx?programid=5&amp;category=food">http://www.purdue.edu/hhs/extension/programs/detail.aspx?programid=5&amp;category=food</a>	Purdue University	Resources	All ages
Healthy Happy Families	CA			<a href="http://healthyhappyfamilies.net/">http://healthyhappyfamilies.net/</a>	LEAN Group		
Healthy Recipes (Champions for Change)			KS	<a href="http://www.cachampionsforchange.cdph.ca.gov/en/Recipes.php">http://www.cachampionsforchange.cdph.ca.gov/en/Recipes.php</a>	California Department of Health	Resources	All ages
MP3: Meal Planning and Preparation Program			OH	<a href="http://fcs.osu.edu/military-meal/">http://fcs.osu.edu/military-meal/</a>	DoD-USDA	Interactive Website with Curriculum and Materials	Families
Pack a Family Picnic			KS	<a href="http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_34.pdf">http://www.fns.usda.gov/sites/default/files/Nibbles_Newsletter_34.pdf</a>	Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service	Resources	All ages
Say Yes to Family Meals			KS	<a href="http://extension.usu.edu/utah/files/uploads/Newsletters/Say%20YES%20to%20Family%20Meals.pdf">http://extension.usu.edu/utah/files/uploads/Newsletters/Say%20YES%20to%20Family%20Meals.pdf</a>	Iowa State University Extension	Resources	All ages
Together Counts			KS	<a href="http://www.togethercounts.com/">http://www.togethercounts.com/</a>	Healthy Weight Commitment Foundation	Resources	All ages

Overall Nutrition Information for Kids							
Arianna's Nutrition Expedition			MS, AL	<a href="http://www.nutritionexplorations.org/kids.php">http://www.nutritionexplorations.org/kids.php</a>	Arianna's Nutrition Expedition™	Website games	Youth
Banking on Strong Bones			ND	<a href="http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/bsbactionplan.pdf">http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/bsbactionplan.pdf</a>	North Dakota State University Extension Service		Grade 4
Book in a Bag			KS	<a href="http://www.he.k-state.edu/fnp/program-management/resources/bib/">http://www.he.k-state.edu/fnp/program-management/resources/bib/</a>	Kansas State University, Scholastic Books	Books	Youth
Children's Power Play Initiative		USDA		<a href="http://www.cdph.ca.gov/programs/cpns/Pages/ChildrensPowerPlayCampaign.aspx">http://www.cdph.ca.gov/programs/cpns/Pages/ChildrensPowerPlayCampaign.aspx</a>	ASNNA	Program	Ages 9-11
CHOICES, Contra Costa Child Care Council's Best Practices (Childcare)		USDA		<a href="http://www.cocokids.org/child-health-nutrition/c-h-o-i-c-e-toolkit-self-assessment-questionnaire/">http://www.cocokids.org/child-health-nutrition/c-h-o-i-c-e-toolkit-self-assessment-questionnaire/</a>	California Department of Health	Assessment tool	Childcare settings
Eat Together, Play Together	CA			<a href="http://ucanr.edu/sites/letseathealthy/Enrolled_Teachers/Eat_Smart_Play_Hard_Curriculum_Pilot/">http://ucanr.edu/sites/letseathealthy/Enrolled_Teachers/Eat_Smart_Play_Hard_Curriculum_Pilot/</a>	University of California Cooperative Extension	Curriculum	Families
First Years in the First State: Improving Nutrition and Physical Activity Quality in Delaware Child Care		USDA		<a href="http://healthymeals.nal.usda.gov/hsmrs/Delaware/nhpsadminguide.pdf">http://healthymeals.nal.usda.gov/hsmrs/Delaware/nhpsadminguide.pdf</a>	Delaware Department of Education/USDA Team Nutrition	Website, Guide	All ages
Go Wild with Fruits and Veggies, Go Wild with Whole Grains			MN, ND	<a href="http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/go-wild/">http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/go-wild/</a>	University of Minnesota Extension	Program	Grade 3-5
Good for me, Good for You	CA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/good-for-me-and-you-1">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/good-for-me-and-you-1</a>		Curriculum	Grade 2
Got Veggies			WI	<a href="http://www.dhs.wisconsin.gov/physical-activity/FoodSystem/Gardening/GotVeggies/index.htm">http://www.dhs.wisconsin.gov/physical-activity/FoodSystem/Gardening/GotVeggies/index.htm</a>	Wisconsin Department of Health Services	PDF, Curriculum	Grades 2-3
Happy, Healthy Me	CA, WA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/hhm/happy-healthy-me">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/hhm/happy-healthy-me</a>		Curriculum, Resources	Youth
Healthy Apple Awards		USDA		<a href="http://www.healthyschoolaward.com/">http://www.healthyschoolaward.com/</a>	Children's Council of San Francisco	Program	Childcare settings
Healthy Weights for Healthy Kids			VI	<a href="http://www.fcs.ext.vt.edu/fnh/fnp/programs/healthy-weights.html">http://www.fcs.ext.vt.edu/fnh/fnp/programs/healthy-weights.html</a>	Virginia Cooperative Extension	Curriculum	Grades 3-7
Help Me Be Healthy			KS	1-888-531-9001 (ext. 102)		Tools and Resources	
It's My Choice, Eat Right! Be Active	CA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/its-my-choice...-eat-right-be-active">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/its-my-choice...-eat-right-be-active</a>	University of California Cal Fresh Nutrition Education	Curriculum	Grade 3
Kindergarten Initiative	WA	USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1102&amp;section=1">http://www.centertrt.org/?p=intervention&amp;id=1102&amp;section=1</a>	Center TRT	Program	Kindergarten
Learning about Nutrition through Activities (Preschool Program)		USDA		<a href="http://www.health.state.mn.us/cdr/nutrition/nutritioneducation/lana/">http://www.health.state.mn.us/cdr/nutrition/nutritioneducation/lana/</a>	Minnesota Dept. of Health and Learning ZoneXpress	Curriculum	Preschool
Little D's Nutrition Expedition (Kids)			MS, AL	<a href="http://school.fueluptoplay60.com/tools/nutrition-education/view.php?id=23445811">http://school.fueluptoplay60.com/tools/nutrition-education/view.php?id=23445811</a>	NDC, NL, USDA	Curriculum, Program	Youth
MPSaurus Nutrition Ed for Young Children			NJ	<a href="http://www.njsnap-ed.org/edu-materials/curriculum/57">http://www.njsnap-ed.org/edu-materials/curriculum/57</a>		Curriculum	Youth
My Amazing Body	CA			<a href="http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/my-amazing-body">http://fsnep.ucdavis.edu/curriculum/youth-materials/youth-materials/my-amazing-body</a>	University of California Cooperative Extension	Curriculum	Grade 1
National Early Care and Education Learning Collaborative Project		USDA		<a href="http://www.healthyschoolaward.com/">http://www.healthyschoolaward.com/</a>	Nemours	Intervention	Childcare settings
Nutrition and Physical Activity Self Assessment for Child Care (NAP SACC)	WA	USDA		<a href="http://centertrt.org/?p=intervention&amp;id=1091">http://centertrt.org/?p=intervention&amp;id=1091</a>	Center TRT, CDC Review of Population-Level Interventions for Child Obesity Prevention	Self Assessment, Resource tools	Childcare settings
Nutrition Nuggets	CA		MD	<a href="http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/Nutrition%20Nuggets.pdf">http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/Nutrition%20Nuggets.pdf</a>	University of Maryland Extension	PDF Book	Youth
Nutritious Delicious Wisconsin			WI	<a href="http://ne.dpi.wi.gov/files/ne/pdf/ndw.pdf">http://ne.dpi.wi.gov/files/ne/pdf/ndw.pdf</a>	Jill Chamber, Wisconsin Department of Public Instruction	PDF Book	Elementary
Organwise Guys			VI, MS, AL, IL	<a href="http://www.fcs.ext.vt.edu/fnh/fnp/programs/organwise.html">http://www.fcs.ext.vt.edu/fnh/fnp/programs/organwise.html</a>		Program	K-2
Policy Regulations for Day Care in New York City		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1108&amp;section=2">http://www.centertrt.org/?p=intervention&amp;id=1108&amp;section=2</a>	Center CRT	Guidelines	Childcare settings
Power Play	CA			<a href="http://www.cdph.ca.gov/programs/cpns/Pages/PowerPlayResources.aspx">http://www.cdph.ca.gov/programs/cpns/Pages/PowerPlayResources.aspx</a>	California Department of Public Health	Resources	Youth
Power U			TN	<a href="https://ag.tennessee.edu/fcs/Pages/Food/PowerU.aspx">https://ag.tennessee.edu/fcs/Pages/Food/PowerU.aspx</a>	Family and Consumer Sciences	Toolkit	Grade 5
Preschools Shaping Healthy Impression through Nutrition and Exercise (SHINE)		USDA		<a href="http://www.cde.ca.gov/ls/nu/he/preschoolshine.asp">http://www.cde.ca.gov/ls/nu/he/preschoolshine.asp</a>	California Department of Education	Program	Preschool
Professor Popcorn			MS, IN	<a href="https://www.extension.purdue.edu/cfs/topics/FN/professorpopcorn/training.shtml">https://www.extension.purdue.edu/cfs/topics/FN/professorpopcorn/training.shtml</a>	Purdue Extension		
Ready, Set, GO! Creating and Maintaining a Wellness Environment in Child Care Centers Participating in the CACFP		USDA		<a href="http://www.nfsmi.org/documentlibraryfiles/PDF/20110126034352.pdf">http://www.nfsmi.org/documentlibraryfiles/PDF/20110126034352.pdf</a>	National Food Service Management Institute	Resources	Childcare settings
Refresh			MD	<a href="http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/ReFresh.pdf">http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/ReFresh.pdf</a>	Carol Miller and Erin Braunscheidel	PDF Book	Grade 4-5
Show me Nutrition (Youth)	WA		MS, KS, MO, CO, MI	<a href="http://extension.missouri.edu/p/SMN100">http://extension.missouri.edu/p/SMN100</a>	University of Missouri	Curriculum	Preschool-Junior High
The Power of 3: Get Healthy with Whole Grain Foods			MN	<a href="http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/power-of-three/">http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/power-of-three/</a>	University of Minnesota Extension	Toolkit and Resources	Grades 3-6
Today I tasted			MA	<a href="http://extension.umass.edu/nutrition/publications/nutrition-education/elementary">http://extension.umass.edu/nutrition/publications/nutrition-education/elementary</a>	University of Massachusetts	PDF, Curriculum	Elementary
Vary Your Veggies			WI, IL	<a href="http://www.uic-cphp.org/ckfinder/userfiles/files/fruitveg_Vary_Veggies.pdf">http://www.uic-cphp.org/ckfinder/userfiles/files/fruitveg_Vary_Veggies.pdf</a>	University of Florida IFAS Extension	PDF Handout	Young Children
Veggies for Kids	NV			<a href="https://www.unce.unr.edu/programs/health/index.asp?ID=88">https://www.unce.unr.edu/programs/health/index.asp?ID=88</a>	University of Nevada Cooperative Extension	Curriculum	Native American children
Ways to Enhance Children's Activity and Nutrition (We Can!)		USDA		<a href="http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/">http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/</a>	NHLBI, CDC Review of Population-Level Interventions for Child Obesity Prevention	Initiative	Ages 9-13
Youth Participatory Action research Projects		USDA		<a href="http://www.cdph.ca.gov/programs/cpns/Documents/InspiringYouthGrowingChange.pdf">http://www.cdph.ca.gov/programs/cpns/Documents/InspiringYouthGrowingChange.pdf</a>	California Department of Public Health	Intervention	Ages 12-18
Overall Nutrition Information for Teens							
Discovering Our Food System			MN	<a href="http://blogs.cornell.edu/garden/get-activities/signature-projects/discoveringfoodsystems/">http://blogs.cornell.edu/garden/get-activities/signature-projects/discoveringfoodsystems/</a>	Department of Horticulture, Cornell University	Interactive Project	Secondary
Food for Thought Curriculum			MN	<a href="http://oregonprogress.oregonstate.edu/fall-2009/food-thought-curriculum">http://oregonprogress.oregonstate.edu/fall-2009/food-thought-curriculum</a>	College of Agricultural Sciences, Oregon State University	Curriculum	Secondary
French Fries and the Food System: A Year Round Curriculum			MN	<a href="http://thefoodproject.org/books-manuals">http://thefoodproject.org/books-manuals</a>	The Food Project	Curriculum	Secondary
Connecting Youth with Farming Food			MN	<a href="http://www.nourishlife.org/teach/curriculum/">http://www.nourishlife.org/teach/curriculum/</a>	Center for Ecoliteracy, Nourish California	Website	Middle School
Nourish Middle School Curriculum Guide			KS, TN	<a href="http://www.fns.usda.gov/tn/power-choice-helping-youth-make-healthy-eating-and">http://www.fns.usda.gov/tn/power-choice-helping-youth-make-healthy-eating-and</a>	USDA	Afterschool Program	Adolescents
Power of Choice			MN	<a href="http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/">http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/</a>	John Hopkins Center for a Livable Future	Curriculum	Secondary
Teaching the Food System			VI	<a href="http://www.fcs.ext.vt.edu/fnh/fnp/programs/teen-cuisine.html">http://www.fcs.ext.vt.edu/fnh/fnp/programs/teen-cuisine.html</a>	Virginia Family Nutrition Program	Program	Grades 8-12
Teen Cuisine					Based on work done at Youth Initiative High School in Viroqua, WA	Curriculum	Secondary
The Whole Plate: A Return to Real Food			MN	<a href="http://www.thewholeplate.yihs.net/">http://www.thewholeplate.yihs.net/</a>	Center for Integrated Agricultural Systems, University of Wisconsin, Madison	Curriculum	Secondary
Towards a Sustainable Agriculture			MN	<a href="http://www.cias.wisc.edu/curriculum/index.htm">http://www.cias.wisc.edu/curriculum/index.htm</a>		Curriculum	Secondary

Overall Nutrition Information for Adults								
African American Campaign, paired with Body and Soul		USDA		<a href="http://www.network-toolbox.cdph.ca.gov/en/index.asp">http://www.network-toolbox.cdph.ca.gov/en/index.asp</a>	California Department of Public Health	Campaign	African American women	
Baltimore Healthy Stories		USDA		<a href="http://centertrt.org/?p=intervention&amp;id=1093">http://centertrt.org/?p=intervention&amp;id=1093</a>	Center TRT	Program	Stores	
CA Fit for Business Kit		USDA		<a href="http://www.cdph.ca.gov/programs/cpns/pages/worksitefitbusinesskit.aspx">http://www.cdph.ca.gov/programs/cpns/pages/worksitefitbusinesskit.aspx</a>	California Department of Public Health	Toolkit	Employers	
Communities of Excellence in Nutrition, PA, and Obesity Prevention (CX3)		USDA		<a href="http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx">http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navigation.aspx</a>	ASNNA	Tool Kit	Communities	
Dining With Diabetes			IN, ND, OH, MI	<a href="http://urbanext.illinois.edu/diabetes2/">http://urbanext.illinois.edu/diabetes2/</a>	University of Illinois Extension	Website, resources	Adults	
Feeding for Healthy Eating (Adult)			MD	<a href="http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/Feeding%20for%20Healthy%20Eating.pdf">http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/Feeding%20for%20Healthy%20Eating.pdf</a>	University of Maryland Extension	PDF Book	Adults	
Fruits and Veggies Fabulous Foods (Adult)			MD	<a href="http://eatsmart.umd.edu/sites/eatsmart.umd.edu/files/FVFF_Final_Curriculum-opt.pdf">http://eatsmart.umd.edu/sites/eatsmart.umd.edu/files/FVFF_Final_Curriculum-opt.pdf</a>	University of Maryland Extension	PDF Book	Adults	
Good Grinding for Wise Dining	HI			<a href="http://www.ctahr.hawaii.edu/NEW/GG/index.htm">http://www.ctahr.hawaii.edu/NEW/GG/index.htm</a>	New Nutrition Education for Wellness	Tool Kit	Older Adults	
I CAN Prevent Diabetes			MN	<a href="http://icanpreventdiabetes.org/">http://icanpreventdiabetes.org/</a>	The Minnesota Individuals and Communities Acting Now Prevent Diabetes	Curriculum	Communities	
Nourish Your Body			ND	<a href="http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/nybactionplan.pdf">http://www.ag.ndsu.edu/programplanning/program-teams/nutrition-food-safety-and-health/documents/nybactionplan.pdf</a>	North Dakota State University Extension Service		Adults	
Sisters in Health	WA			<a href="http://www.human.cornell.edu/dns/sih/">http://www.human.cornell.edu/dns/sih/</a>	Cornell University and University of Wisconsin-Extension	Program	Women	
Small Steps to Health			KS, MO, IN	<a href="https://mdc.itap.purdue.edu/item.asp?itemID=21168#UiSJ0xtwp8E">https://mdc.itap.purdue.edu/item.asp?itemID=21168#UiSJ0xtwp8E</a>	Purdue	PDF Curriculum	Adults	
School/Classroom Specific								
Great Trays			MN	<a href="http://www.health.state.mn.us/divs/hpcd/chp/cdr/nutrition/greattrays/results.html">http://www.health.state.mn.us/divs/hpcd/chp/cdr/nutrition/greattrays/results.html</a>	Minnesota Department of Health	Resources	Schools	
Healthy Kids Out of School			NH	<a href="http://www.healthykidshub.org">http://www.healthykidshub.org</a>	Child Obesity180 and Tufts University	Website, resources	Youth	
Integrating Nutrition in the Classroom			MD	<a href="http://extension.umd.edu/fsne/fsne-child-programs/nutrition-course-teaches-educators">http://extension.umd.edu/fsne/fsne-child-programs/nutrition-course-teaches-educators</a>	University of Maryland Extension	Course	Teachers	
Interdisciplinary Nutrition Education Curriculum			KS	<a href="http://www.portal.state.pa.us/portal/server.pt/community/lesson_plans/7486/">http://www.portal.state.pa.us/portal/server.pt/community/lesson_plans/7486/</a>	Pennsylvania Dept. of Education	Curriculum	K-3, 4-6, 7-9, 10-12	
Jump Start Your Bones			NJ, NC	<a href="http://ncsu.edu/ffci/publications/2001/v6-n3-2001-fall/jump-start.php">http://ncsu.edu/ffci/publications/2001/v6-n3-2001-fall/jump-start.php</a>	Rutgers Cooperative Extension	Curriculum	Grades 7-8	
Kaiser Permanente Cafeteria Menu Labeling		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1169&amp;section=1">http://www.centertrt.org/?p=intervention&amp;id=1169&amp;section=1</a>	Center TRT	Program	Cafeteria customers	
Learn from Lunch	HI			<a href="http://www.ctahr.hawaii.edu/new/resources/LearnFromLunch.pdf">http://www.ctahr.hawaii.edu/new/resources/LearnFromLunch.pdf</a>	Office of Instructional Services/General Education Branch Department of Education	PDF Book	K-6	
Live it (High school)	OR							
Out of School Nutrition and Physical Activity (OSNAP)		USDA		<a href="http://www.centertrt.org/?p=intervention&amp;id=1180">http://www.centertrt.org/?p=intervention&amp;id=1180</a>	Center TRT	Program	Youth girls	
Pick a Better Snack and ACT	CA	USDA	WV, IA, ME	<a href="http://www.idph.state.ia.us/INN/PickABetterSnack.aspx?pg=Overview">http://www.idph.state.ia.us/INN/PickABetterSnack.aspx?pg=Overview</a>	Iowa Nutrition Network	Curriculum	Grade 3	
Read for Health			MD	<a href="http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/Read%20for%20Health.pdf">http://dev.eatsmart.umd.edu/sites/eatsmart.umd.edu/files/Read%20for%20Health.pdf</a>	University of Maryland Extension	PDF Book	Elementary Students	
Riverside Unified School District Farmers Market Salad Bar Program		USDA		<a href="http://centertrt.org/?p=intervention&amp;id=1101">http://centertrt.org/?p=intervention&amp;id=1101</a>	CDC, Center TRT	Program	Youth	
School Nutrition Initiative		USDA		<a href="http://thefoodtrust.org/what-we-do/schools/nutrition-education">http://thefoodtrust.org/what-we-do/schools/nutrition-education</a>	CDC, Philadelphia Department of Public Health	School policies	Schools	
Smarter Lunchrooms Movement		USDA		<a href="http://smarterlunchrooms.org/">http://smarterlunchrooms.org/</a>	Smarter Lunchrooms	Initiative	Youth	
Sports Play Active Recreation for Kids (SPARK)		USDA		<a href="http://www.sparkpe.org/">http://www.sparkpe.org/</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention	Interventions	Youth	
Take 10!		USDA		<a href="http://www.take10.net/">http://www.take10.net/</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention	Program	Youth	
What's Cookin in the Classroom			NJ	<a href="http://www.njsnap-ed.org/edu-materials/curriculum/3">http://www.njsnap-ed.org/edu-materials/curriculum/3</a>		Curriculum	Youth	
Overall Health and Misc. Nutrition Information								
Bienestar		USDA		<a href="http://rtips.cancer.gov/rtips/programDetails.do?programId=247904">http://rtips.cancer.gov/rtips/programDetails.do?programId=247904</a>	CDC Review of Population-Level Interventions for Child Obesity Prevention, NIH	School based curriculum	Mexican-American Youth	
Calcium, It's not just Milk	NV			<a href="https://www.unce.unr.edu/programs/health/index.asp?ID=14">https://www.unce.unr.edu/programs/health/index.asp?ID=14</a>	University of Nevada Cooperative Extension	Curriculum	Ages 11-14	
Eat Smart in Parks		USDA		<a href="http://extension.missouri.edu/mocan/eatsmartinparks/">http://extension.missouri.edu/mocan/eatsmartinparks/</a>	University of Missouri Extension-Missouri Council for Activity and Nutrition	Program	Communities	
Eat Your Way to Better Health			IN	<a href="https://www.purdue.edu/enjoyfoodbeactive/resources.aspx?resourceid=118">https://www.purdue.edu/enjoyfoodbeactive/resources.aspx?resourceid=118</a>	Purdue Extension	Website, resources	Youth	
Eatfresh.org		USDA		<a href="http://eatfresh.org/">http://eatfresh.org/</a>	Leah's Pantry and the San Francisco Human Services Agency	Website	All ages	
Empowering Healthy Choices in Schools and Homes		USDA		<a href="http://www.healthmpowers.org/">http://www.healthmpowers.org/</a>	Health Powers, Georgia	Multi-component intervention	Students	
Food Security Program			VI	<a href="http://www.fcs.ext.vt.edu/fnh/fnp/programs/food-security.html">http://www.fcs.ext.vt.edu/fnh/fnp/programs/food-security.html</a>	Virginia Cooperative Extension	Program	Adults	
Fresh Fruit and Vegetable Program			VI, MN	<a href="http://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program">http://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program</a>	FNS	Toolkit, handout	Youth	
Fruits and Veggies: More Matters	HI		NM, IL, FL	<a href="http://www.ctahr.hawaii.edu/NEW/FVMM/">http://www.ctahr.hawaii.edu/NEW/FVMM/</a>	Purdue for Better Health Foundation	Interactive Website		
Healthy Nutrition Guideline for LA County Government		USDA		<a href="http://publichealth.lacounty.gov/chronic/docs/20131227_Nut_Recommendations.pdf">http://publichealth.lacounty.gov/chronic/docs/20131227_Nut_Recommendations.pdf</a>	California Department of Public Health	Interventions	Municipalities	
Media- Smart Eat, Think and Be Active			KS	1-800-370-2943	NICHHD	Afterschool program	Ages 11-13	
Nutrition for Wellness	WA			<a href="http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/PublicHealthSystemResourcesandServices/LocalHealthResourcesandTools/SNAPed">http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/PublicHealthSystemResourcesandServices/LocalHealthResourcesandTools/SNAPed</a>	University of Hawaii at Manoa Extension	Program	All ages	
Retail Program		USDA	USDA	<a href="http://www.cdph.ca.gov/programs/cpns/Pages/RetailProgram.aspx">http://www.cdph.ca.gov/programs/cpns/Pages/RetailProgram.aspx</a>	California Department of Public Health	Program	Communities	
Rethink Your Drink	CA, WA	USDA		<a href="http://www.cdph.ca.gov/programs/wicworks/Pages/WICRethinkYourDrink.aspx">http://www.cdph.ca.gov/programs/wicworks/Pages/WICRethinkYourDrink.aspx</a>	ASNNA	Campaign	All ages	
Simply Good Eating for English Language Learners	OR		MN	<a href="https://farmproject.org/sites/default/files/Simply%20Good%20Eating.pdf">https://farmproject.org/sites/default/files/Simply%20Good%20Eating.pdf</a>	University of Minnesota Extension	PDF, Book	Educators	
Small Steps for Big Changes	NV			<a href="https://www.unce.unr.edu/programs/health/index.asp?ID=38">https://www.unce.unr.edu/programs/health/index.asp?ID=38</a>	University of Nevada Cooperative Extension	Program	Families	

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