

STATE LEVEL PROJECT SUMMARY FORM
REGIONAL NETWORKS

1. Goals & Objectives (*See State Level Objectives*).

2. Project Title: *Regional Networks for a Healthy California*

a. Related State Objectives:

Related State Objectives include 1, 2, 3, 6, and 9

b. Audience

Gender: Female and Male

Ethnicity: All races and ethnicities with specific targeting for African American, Caucasian/White, and Latino/Hispanic populations

Languages: English, Spanish, and select Asian languages, which may include Chinese, Vietnamese, Korean, and/or Hmong.

Ages: All ages. Primary focus is on families, especially women with children.

The 11 Regional Networks are also responsible for providing services to *Network*-funded projects and FSNE intermediaries who serve the above target audience.

c. Focus on FSP Eligibles

All of the targeted regional activities are designed to reach Food Stamp Nutrition Education (FNSE)-eligible consumers where they shop, learn, work, socialize, exercise and live. In addition, regional activities reach FSNE intermediaries so that they in turn can more effectively provide nutrition education to the FSNE-eligible consumers that they serve.

Income Targeting Data Source:

Besides activities at location-based proxy sites, site verification of 50% or greater FSNE eligibles participating in the regional Fruit, Vegetable, and Physical Activity Campaigns and Programs and other regional activities will be based on the following data sources:

Network GIS Census Tract Data; School Free/Reduced Price Meal Program Percentages; and WIC Income Guideline Qualifications.

d. Project Description

Key Strategies:

Nutrition education classes, community education events, consumer nutrition education and empowerment, media publicity and outreach, retail promotion, promotion of healthy communities, physical activity promotion, advisory council/task force, training/workshop/conference (for intermediaries).

Key Educational Messages: Childhood obesity prevention, chronic disease and obesity prevention, dietary quality, fruits and vegetables, healthier eating (general), cooking skills, physical activity promotion (integrated with nutrition education), food shopping/preparation, Food Stamp Program promotion (brief promotional message).

Intervention Sites:

Schools, afterschool programs, community-based organizations, community clinics, community youth organizations, faith/churches, food closets/pantries/banks, farmers' markets, festivals, food stamp offices, community gardens, grocery stores, Head Start, health care facilities/providers, Healthy Start, public/community health centers, other preschools or daycares, parks & recreation centers, restaurants, WIC sites, worksites.

Projected Number of Contacts:*

Direct Contacts: 2,136,000

Indirect Contacts: 130,885,000

* Most of numbers are repeated in the State Level Fruit, Vegetable, and Physical Activity Project Summary.

Frequency of Contacts: Over 28,300 classes, events, trainings, and point-of-purchase demonstrations will be held during the next year with the aim of achieving multiple contacts with the same FSNE-eligible consumers to build awareness, knowledge, and skills, and ultimately change the behaviors of consumers related to fruit and vegetable consumption and levels of physical activity. The frequency of contacts depends upon the community channels in which a consumer is reached. For more detail on the overall Statewide Campaigns and Programs, please refer to the *Network for a Healthy California Targeted Fruit, Vegetable, and Physical Activity Campaigns* State Level Project Summary.

Further, more than 45 regionalized trainings and collaborative forums with FSNE intermediaries and partners will be held during the year to strengthen the knowledge level and skills of local FSNE projects to serve the target population, as well as enhance coordination and synergy among local partners within the geographic regions.

Narrative Summary:

The regional structure is instrumental to the *Network's* overall infrastructure and accomplishment of its goals. The 11 *Regional Networks* (1) deliver the state-developed consumer campaigns and programs throughout the state, (2) maximize the impact of FSNE intermediaries by linking state-led initiatives to local programs, develop customized trainings and technical assistance, among other methods; and (3) foster regional collaboratives that stimulate synergy among all players at regional level and deepen the reach into FSNE eligible communities through regionalized initiatives that are based on identified needs, challenges and priorities. While the below mentioned core activities of the regional networks will continue during FFY 2009, greater integration of the various FVPA Campaigns and Programs and regional efforts will occur for the Regional Network agencies based on the new requirements for the regions in the new funding procurement completed in 2008. The goal is to greatly enhance the Region's collective resources and potential impact to FSNE and FSP consumers.

Reaching FSNE Consumers

Below are brief descriptions of the state-developed consumer campaigns and programs-- *Children's Power Play! Campaign, Latino Campaign, African American Campaign, Retail Program and Worksite Program* – and how they are activated regionally around the state. For more specifics on these campaigns and programs, please refer to the *Network for a Healthy California Targeted Fruit, Vegetable, and Physical Activity Campaigns* State Level Project Summary.

Children's Power Play! Campaign: The *Children's Power Play! Campaign* is implemented in all 11 regions to reach children through schools, community youth organizations, and a variety of media outlets, while also connecting these organizations with farmers' markets, supermarkets, and restaurants. The Campaign's interventions include interactive education activities conducted by adult intermediaries,

promotional activities to increase awareness and generate excitement among children, and youth nutrition education and empowerment strategies to engage children in making positive changes in their environments.

Latino Campaign: The *Latino Campaign* in nine regions targets Spanish-language dominant and English-speaking low-income Latino adults, aged 18-54 years, by using culturally relevant and linguistically appropriate methods. Utilizing five community intervention channels, the Latino Campaign conducts skill-building and consumer nutrition education and empowerment activities at farmers'/flea markets; supermarkets and neighborhood grocery stores; direct health service provider and community-based organizations; large Latino festivals; and other community gatherings. The *Latino Campaign* coordinates public relations activities to present fruit, vegetable and physical activity-related issues to reach the target population through the media.

African American Campaign: The *African American Campaign* implemented in the six regions is designed to reach African American families in a variety of community channels, including churches/faith organizations, local supermarkets and grocery stores, direct health service providers and community-based organizations, at festivals and other community events, and through public relations activities. To expand the reach of the faith channel, the regions will directly implement interventions in additional churches while coordinating efforts with the funded, smaller faith-based projects.

Worksite Program: Beginning this year the *Worksite Program* will be re-focused into seven of the 11 *Regional Networks* that have a higher population-to-worksite density, continuing to focus specifically on industries and worksites that employ low-wage workers.

Retail Program: The Retail Program is infused in all 11 regions and provides an intervention channel for the *Children's Power Play! Campaign*, *Latino Campaign*, and *African American Campaign*, in addition to reaching other FSNE-eligible consumers not specifically targeted by the campaigns. At the regional level, the Retail Program uses a combination of in-store merchandising, such as point of sale materials and recipe cards; and promotional activities, such as food demonstrations and fruit and vegetable store tours, to help consumers choose healthy foods. Retail efforts will seek opportunities to expand focus on fruit and vegetables due to the revised WIC food package that will now include fruit and vegetables. Efforts to do so are being coordinated in a joint plan now being formalized with WIC, where the Region Retail Specialists will coordinate with WIC's new Local Vendor Liaisons, which are focusing efforts on small and independents retail outlets.

Maximizing FSNE's Impact

To maximize the impact of *Network* funded projects, specifically the LIAs, special projects and other FSNE intermediaries, the 11 regions host localized trainings, hold meetings to enhance collaboration, and provide coordination and communications support to all *Network*-funded projects and partners utilizing web based and e-mail mechanisms. In response to the Administrative Review (June 2006), focus will continue during FFY 2009 to tighten the linkages among LIA projects and special projects within their geographic regions. For example, face-to-face sharing forums to highlight best practices will be held in each region; LIA channel specific meetings and training will be held where appropriate; regional directories and calendars (available via website) will facilitate key partners connecting strategies and resources; and the *Regional Networks* will continue to reinforce the availability of existing resources (e.g., USDA materials).

Further, Regional Networks will continue to link State-led initiatives to local projects, especially in marketing efforts. During FFY 2009 the *Regional Networks* will be key in helping to infuse the new *Champions for Change* brand and consumer empowerment message throughout the *Network*-funded projects through their communications, trainings and meetings. They will facilitate the use of consistent messaging by regional partners, so that low-income consumers will receive reinforced messages from

various partners. The local Champion Moms will continue to be involved in regional events and media opportunities. Depending on evaluation results, the state-led youth efforts linked to local LIA projects may be enhanced through the Regional Networks.

The Regional Networks also provide specialized expertise in two key areas – physical activity promotion and school nutrition education. How to effectively integrate physical activity into nutrition education in a variety of community and school settings used by local funded projects is a specialized function of the regional agencies. They provide *Network*-funded projects with physical activity resources, education, technical assistance, and demonstrations on integrating physical activity with nutrition education using creative ways. School nutrition education and parent education efforts are enhanced primarily by helping to link various efforts together, namely the regional *Power Play! Campaign*, school LIAs operating in the region, and other school based programs (e.g., UC FSNEP). The State Nutrition Education Consultants operate regionally and assist the Regional Network Project Director in linking projects, sharing resources, and in developing trainings (where appropriate).

Strength through Collaboration

The *Regional Networks* convene Regional Collaboratives that bring local FSNE intermediaries and partners together to leverage FSNE activities, create synergy by working across sectors, and build the capacity of regional partners to address the issues and challenges facing the FSNE population in their geographic area. The Regional Collaboratives develop region-wide nutrition education messages/activities/initiatives that help empower the FSNE target population to create better access to healthier foods in low income communities. The region-wide initiatives are implemented in concert with regional campaigns, LIAs and other *Network* funded partners, through community events, public relations activities, and promotions with retailers, farmers' markets, other businesses and FSNE intermediaries. Mini-grants are also provided through the *Regional Networks* to reach the FSNE target audience in innovative nutrition education ways and/or reach other racial/ethnic FSNE populations.

e. Summary of Research

The **Fruit, Vegetable, and Physical Activity Campaigns** run by each region have undergone extensive formative research and impact evaluations by *NETWORK* at the State level before being rolled out regionally. For more research details, please refer to the *Network for a Healthy California Fruit, Vegetable, and Physical Activity Campaigns* State Level Project Summary.

According to both the Centers for Disease Control and Prevention and the 2005 Dietary Guidelines, physical activity in conjunction with healthy eating make important contributions to one's health, sense of well-being, and maintenance of a healthy body weight.

Coordination of messages and programs/partners: Health and communications experts stress the importance of delivering consistent health messages on a topic regardless of the sponsor (i.e. agency), to reduce mixed health messages that create confusion and frustration for consumers. Coordination of geographically based programmatic efforts is considered very important by leading authorities, such as the U.S. Government Accounting Office.

f. Modification of Project Methods/Strategies

Core methods have not been modified; however additional improvements and enhancements were built into the new funding procurement for the Regional *Network* agencies. Numerous analyses were performed to assess funding levels and to modify project methods. Beginning in 2009, a 10% increase in funding was allocated to the regional network agencies for increased scope of work expectations, including enhanced consumer nutrition education and empowerment strategies, expanded retail activities and better support for

physical activity promotion. Additional funding was also needed to because the regions funding levels had remained flat for previous three years.

Ongoing feedback is also obtained by regional agencies and consumers to ensure effectiveness.

g. Use of Existing Educational Materials

The following existing consumer educational materials/activities/curricula will be utilized.

Targeted Fruit, Vegetable, and Physical Activity Campaigns: For a complete listing and description of the State-developed materials being used by the Regional Networks, please refer to the *Network for a Healthy California Fruit, Vegetable, and Physical Activity Campaigns* State Level Project Summary.

Nutrition Education Reinforcement Items: A variety of nutrition education reinforcement items to enhance the interventions and are produced by *NETWORK* at the state level and then distributed to the regions. Continuing from FFY 08, there are fewer items due to CDPH policies designed to avoid products that are contaminated with lead. Please refer to the *Network for a Healthy California Materials* State Level Project Summary.

Other Network Materials: The *Regional Networks* utilize other existing *NETWORK* produced materials, especially media and public relations materials produced by the *Network's* Communications Unit such as Harvest of the Month, the Food Stamp Office Resource Kit, the Grassroots DVD (where appropriate), outdoor ads, and other media materials. The *Regional Networks* also utilize existing regional materials (e.g., regionalized strategic plans) and adapt existing educational materials developed by local LIAs to be used for regional initiatives. One such example is the Alameda County Health Department-produced Sugar Saavy/Rethink Your Drink materials that have been adapted for use by regional efforts.

USDA/Other Materials Promoted/Used by Regional Networks: In addition to the materials described above, the *Regional Networks* and regional *Campaigns* promote the use of materials produced by USDA, the California Department of Education (CDE), and other reputable sources. Specifically, the children's *Campaign* promotes the use of Fruits and Vegetables Galore (USDA), The Power of Choice (USDA), Nutrition to Grow On (CDE), and the Nutrition Decathlon Toolkit (Health Education Council). Partners are encouraged to use their own funds for the School Health Index (CDC), Changing the Scene (USDA), and developed tools for evaluating community youth organization nutrition and physical activity environments.

h. Development of New Educational Materials

None planned. However, the Network will continue to work on updating and rebranding previously developed materials for both the state and local projects.

i. Key Performance Measures/Indicators.

List the key measures/indicators of implementation or performance that you will capture or collect. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

Key performance measures will include improvements in knowledge and increases in the key FSNE recommended behavioral outcomes; consumption of fruits and vegetables and increases in physical

activity. Additional performance measures will include direct and indirect contacts with members of the target audience.

Measurement occurs through statewide and special surveys, the Semi-Annual Activity Reporting System, media reports, *California Dietary Practices Survey* of adults, the *California Children's Healthy Eating and Exercise Survey*, and the *California Health Interview Survey (CHIS)*, *California Teen Eating, Exercise and Nutrition Survey*. Other annual data sources include UC's *Food Behavior Checklist* for adults, the ERS (evaluation and reporting system) survey for youth, and the *Network Benchmark Survey*, impact evaluation conducted by the 40 largest local projects, and *Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX³)*.

For more information see the Introduction to Section B.

3. Evaluation Plan

Describe any evaluation planned. For each evaluation, please indicate:

- *The name(s) of each project(s) that will be a part of this evaluation;*
- *The type of evaluation as primarily a formative, process, outcome or impact assessment;*
- *The question(s) that will be addressed and:*
 - *The approach to conducting the evaluation, including scope, design, measures and data collection;*
 - *Plans for using the results*
- *If the project has been evaluated previously, note the most recent year in which the evaluation was done.*

Previous Evaluation: For more detail on previous evaluation conducted, please refer to the *Network for a Healthy California Targeted Fruit, Vegetable, and Physical Activity Campaigns* State Level Project Summary.

Evaluation Type:

Formative: The *Regional Networks* routinely use formative research methods (e.g., consumer focus groups, key informant interviews, etc.) to determine effectiveness of messages, learn more about potential strategies that can be used by FSNE eligible consumers and intermediaries, and identify key places where FSNE eligible consumers may be reached.

Process: Measures will be collected by regional agencies via activity tracking forms and semi-annual activity reporting forms. Measure will include number of classes/events conducted, number of contacts, amount of media coverage generated, etc. In addition, the 11 *Regional Networks* submit semi-annual progress reports which include narrative descriptions and notations on scope of work forms. *Regional Networks* evaluate their regionalized trainings and forums.

Outcome: During this year, all of the *Regional Networks* will complete case studies on their regional campaigns and programs and nutrition education initiatives, noting changes that make it easier for FSNE eligibles to adopt healthy eating and physical activity lifestyles in their communities. The approach of the case studies will be primarily qualitative in nature (e.g., interviewing key staff) to document the process of how the initiative was conducted, but will also utilize indicators of effectiveness (e.g., media coverage, resulting changes). Results from the case studies will be shared with other *Regional Networks* so that all can learn about how the regional campaigns and programs and regional nutrition education initiatives were conducted as well as determine their relative effectiveness and feasibility.

Evaluation Tools: *Network* Case Study Guidelines; adapted consumer surveys and questionnaires, activity tracking forms, SAAR forms, progress reports, and EARS at piloted sites.

4. Coordination Efforts

Describe efforts to coordinate, complement and collaborate with other programs in order to deliver consistent behavior-focused nutrition messages and more comprehensive interventions. Describe your involvement with the State Nutrition Action Plan (SNAP) initiative in your State. Outline any tasks in the SNAP process that FSNE will lead or conduct during the FY. Attach written agreements as specified on page 20.

The regional structure is designed to stimulate synergy between all players at the regional level, especially those who are funded by the *Network* and other FNS programs. The goal is to reach deeper into FSNE-eligible communities, expand coverage, and reinforce and intensify empowering key messages to current and likely Food Stamp participants and to those potentially eligible. The *Regional Networks* also assist the state by bringing new local partners to the state level (e.g., State Parks, Children's and Family Commission, California Department of Social Services, etc.). The regional contractors will:

- Collaborate with local food stamp offices wherever possible. For example they assist with Food Stamp Office Resource Kit distribution and restocking of nutrition education materials, provide nutrition education and food demonstrations on-site, as well as involve food stamp office outreach workers in local and regional nutrition education activities wherever possible.
- Ensure members are utilizing existing USDA FNS materials and other qualifying nutrition education materials (mentioned previously in this section under USDA produced materials) in activities and events;
- Involve FNS programs (e.g., local UC Cooperative Extension offices; UCD FSNEP; WIC agencies; school districts; and county offices of education) in the Regional Collaboratives to help coordinate regional nutrition education efforts, messages and activities;
- Work closely with WIC agencies to implement enhanced nutrition education activities and introduction of the WIC Food Package, thereby increasing consistent message delivery and neighborhood access to healthy foods to the target audience; and
- Participate in the County Nutrition Action Plan (CNAP) process, primarily in areas where there are multiple *Network*-funded county health departments.
- Where possible, work with the California foundation-funded projects (i.e., California Endowment and Kaiser Permanente) to collaborate efforts in high need areas. One such effort is in the Central Valley where collaborating efforts to increase food stamp usage and FSNE are being spearheaded by WRO with participation from the Central Valley Regional Network, *NETWORK*, among others.

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA REGIONAL NETWORKS

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	139,562	431,706	513,161	135,911	443,546	579,457	12.92
2. Contracts/Grants/Agreements	0	9,694,500	9,694,500	0	10,976,000	10,976,000	13.22
3. Non-capital Equipment/Supplies	8,800	23,690	27,994	8,800	22,544	31,344	11.97
4. Materials				0	0	0	
5. Travel	14,200	14,000	20,915	5,600	7,000	12,600	(39.76)
6. Administrative *				0	0	0	
7. Building/Space & Other General Expenses *	17,400	106,016	114,518	17,400	74,975	92,375	(19.34)
8. Maintenance *				0	0	0	
9. Equipment & Other Capital Expenditures	11,000		35,515	11,000	0	11,000	(69.03)
Total Direct Costs	190,962	10,269,912	10,406,603	178,711	11,524,065	11,702,776	12.46
11. Indirect Costs @7.3 % of Personnel Costs**	31,509	36,695	52,922	29,487	32,379	61,866	16.90
12. TOTAL COSTS	\$222,471	\$10,306,607	\$10,459,525	\$208,198	\$11,556,444	\$11,764,642	12.48

* Administrative and Maintenance costs for the State are included in the line Building/Space/ & Other General Expenditures; PHI budgets for Administrative costs separately (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget & justifications)

Item #2. Contracts/Grants/Agreements – See individual Project Summaries for LIA, NIA, and Special Projects in attachment binders.

** IndirectCost rate for State is 7.3% of total personnel costs and PHI is 1.6.5% of total budget less subcontracts

STATE LEVEL PROJECT SUMMARY FORM
NETWORK FOR A HEALTHY CALIFORNIA FRUIT, VEGETABLE, AND PHYSICAL
ACTIVITY CAMPAIGNS

1. GOALS & OBJECTIVES (*See State Level Objectives*).

2. Project Title: *Network for a Healthy California Fruit, Vegetable, and Physical Activity Campaigns*

a. Related State Objectives

Related State Objectives include 1a, 1c, 2a, 2b, 2d, 3, 5, 6, and 7.

b. Audience

The campaigns and programs will target activities to Californians who are eligible or potentially eligible for the Food Stamp Program.

Gender: Female and Male

Ethnicity: All races and ethnicities with specific targeting for African American and Latino communities and selected materials available in Asian languages.

Languages: English, Spanish, and select Asian languages, which may include Chinese, Hmong, Korean, and/or Vietnamese.

Ages: Adults 18+, primarily women with children, and children ages 5-17 years with concentrated efforts aimed at young adolescents ages 9-11 years.

c. Focus on FSP Eligibles

All of the targeted campaign and program activities funded by USDA are designed to reach Food Stamp Nutrition Education (FSNE)-eligible consumers where they shop, learn, work, worship, and live. These sites are identified using the data sources described below.

Income Targeting Data Sources:

Site verification of 50 percent or greater FSNE-eligible persons participating in campaign and program activities will be based on the following data sources:

- Primary: *Network* GIS census tract data; school free/reduced price meal program percentages; WIC income guideline qualifications; and retail sites in qualifying census tracts and those with high Food Stamp redemption rates.
- Secondary: Sites meeting proxy criteria, such as food banks and public housing sites; community-based organization record audits; worksite-specific data; and consumer surveys.

d. Project Description

Key Strategies: Nutrition education classes and consumer empowerment; community events; retail promotions; print and outdoor media; radio/TV; internet/websites; training/workshops/conferences; advisory councils; nutrition education research/evaluation; worksite healthy food and physical activity promotions; community empowerment and promotion of healthy communities (healthy community promotion will be directly linked, supportive of, and proportionate to direct nutrition education for FSNE-eligible families).

Key Educational Messages: Primary messages focus on fruits and vegetables; physical activity promotion (integrated with nutrition education); and chronic disease and obesity prevention. Secondary messages include healthier eating, in general; food safety; cooking skills; and Food Stamp Program promotion (brief promotional messages).

Intervention Sites: Churches, community-based organizations, community events, community youth organizations, direct health service providers (education classes at community clinics and other health care organizations), farmers' markets, flea markets, grocery stores, low-wage worksites, media and public relations events, restaurants/foodservice, foodbanks, and low-resource schools.

Projected Number of Contacts:

Direct Contacts: 2,134,000 (includes 885,000 from the *Children's Power Play! Campaign*; 425,000 from the *Latino Campaign*; 200,000 from the *African American Campaign*; 300,000 from the *Retail Program*; and 324,000 from the *Worksite Program*)

Indirect Contacts: 100,885,000 (includes 2,100,000 from the *Children's Power Play! Campaign*; 1,200,000 from the *Latino Campaign*; 875,000 from the *African American Campaign*; 95,000,000 from the *Retail Program*; and 1,710,000 from the *Worksite Program*)

Harvest of the Month (HOTM) contacts are captured through the Semi-Annual Activity Reports submitted by school-based LIAs and other *Network*-funded agencies reaching a total of 1,400,000 people, pre-school children through adults.

Frequency of Contacts:

The campaigns and programs aim to achieve multiple contacts in multiple channels with the same FSNE-eligible consumers in order to build awareness, knowledge, and skills, and ultimately change the behaviors of consumers related to fruit and vegetable consumption and levels of physical activity. The frequency of contacts will vary depending upon the community channels in which an individual consumer is reached.

For the *Children's Power Play! Campaign*, the majority of 9- to 11-year-old children will participate through school or a community youth organization and are expected to engage in at least seven nutrition-focused educational lessons each year, with additional exposure to the *Campaign* through promotional activities at schools, community youth organizations, retailers, and other community channels. Other children may be reached only at a community venue, event, or retail grocery store if that child does not attend a school or youth organization participating in the *Children's Power Play! Campaign*. Overall, frequency of contacts with this audience has been lower since 2004, when new targeting thresholds required by USDA resulted in the elimination of all child-targeted advertising.

The *Latino* and *African American Campaigns* reach FSNE-eligible consumers with fruit, vegetable, and physical activity messages through community-based interventions at festivals, farmers' /flea markets, community clinics, health fairs, and retail outlets, with additional support from media and public relations activities. Although participants in these channels are not identified and tracked to determine the number of times they are exposed to the campaigns, multiple contacts are expected to facilitate behavior change. Through the American Cancer Society's (ACS) *Body & Soul: A Celebration of Healthy Living* program, both campaigns will work with churches to engage participants in lessons from the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators*. The *Toolbox* is used as the nutrition education component within the *Body & Soul* framework. Church participants are expected to engage in four to six classes. The campaigns also partner with community-based organizations and direct health service provider health educators, who offer an average of seven classes to participants.

The *Retail Program* conducts merchandising activities at qualifying independent, small chain, and large chain grocery stores and supermarkets. Based on impression estimates for establishing merchandising materials in 1,000 stores and survey data that correlate low-income status with shopping three to four times a month, it is estimated that 5,258,000 low-income shoppers will receive three contacts per month for at least 6 months in FFY 2009.

As part of the *Worksite Program*, the 180 participating worksites will implement the Check for Health Workplace Environmental Assessment, Establishing a Worksite Wellness Committee, and one additional nutrition and physical activity tool from the *California Fit Business Kit* (Take Action! is now one of the nutrition and/or physical activity tools that worksites may choose to implement), resulting in a minimum of five direct contacts with each employee. FSNE-eligible employees also will be exposed to changes that support increased fruit and vegetable consumption and physical activity at their worksites based on the *California Fit Business Kit's* tools and two program posters.

HOTM is comprised of ready-to-go tools and resources that are used in diverse applications within the school environment and the community, including an educator newsletter, family newsletter, menu slicks, and posters. There are 24 months of resources available within the tool kit. Based upon Local Incentive Awardee Impact Evaluation results, it is estimated that Harvest of the Month will be implemented for an average of 7 months out of the typical 9-month school year in most participating schools, with at least one nutrition education activity taking place each month. In FFY 2009, work will continue to extend HOTM to qualifying retail and worksite partners.

Narrative Summary:

Network for a Healthy California Fruit, Vegetable, and Physical Activity Campaigns: The *Network for a Healthy California's* targeted statewide campaigns and programs empower FSNE-eligible Californians to consume the recommended amount of fruits and vegetables and enjoy physical activity every day. Five structured campaigns and programs have been developed, namely the *Children's Power Play! Campaign, Latino Campaign, African American Campaign, Retail Program, and Worksite Program*. In addition, HOTM offers partners in multiple community channels a tool kit that features a monthly produce item that can be linked to a variety of nutrition education activities. All of the targeted campaign/program activities funded by USDA are designed to reach FSNE-eligible consumers where they shop, learn, work, worship, and live. These programs facilitate behavior change by reaching consumers directly through media and community venues and by educating and empowering FSNE-eligible families to make positive changes in their own environments.

These research-based, multi-channel, large-scale social marketing initiatives reach specific target audiences in the most effective, cost-efficient manner possible. The community channels utilized by each campaign/program have been selected to reach the largest proportion of each target audience in environments in which they will be most receptive to educational messages and program interventions. The campaigns and programs align with the *Network for a Healthy California's* brand, Champions for Change, allowing all of the *Network's* activities to work synergistically together to reinforce messages and promote behavior change.

The *Children's Power Play! Campaign* operates in all 11 *Regional Networks for a Healthy California (Regional Networks)* to reach children through nearly 600 schools and 1,000 community youth organizations (may include Local Incentive Awardee schools and afterschool programs), while also connecting these organizations with farmers' markets, supermarkets, and restaurants. The *Campaign's* interventions include interactive educational activities conducted by adult intermediaries, promotional activities to increase awareness and generate excitement among children, and youth nutrition education and empowerment strategies to engage children in making positive changes in their environments. At the local level, *Regional Networks* provide support to LIAs and other *Network-funded* projects serving 9- to 11-year-old children. State-level activities in FFY 2009 will focus upon strengthening the integration of and synergy from the Champions for Change brand into all *Campaign* elements and improving quality and reach through enhanced technical assistance to the Regions and state and local partnership development. The *Campaign* also will test new components for its regional interventions, including parent-targeted activities and children's nutrition education and empowerment projects (see Formative Evaluation description). The regional *Children's Power Play! Campaign* interventions will result in 885,000 direct contacts through nutrition education lessons and 2,100,000 indirect contacts with FSNE-eligible children in FFY 2009. This reflects a 20 percent increase in direct contacts over FFY 2008. The projections for indirect contacts are lower than in FFY 2008 due to new reporting methods that consolidate all media and public relations contacts within the *Regional Networks*, thereby making it difficult to assess the specific numbers achieved by the *Children's Power Play! Campaign*.

The *Latino Campaign* operates in 9 of the 11 *Regional Networks* where the highest proportions of FSNE-eligible Latinos live. Utilizing five community intervention channels, the *Latino Campaign* conducts skill-building and consumer empowerment activities as a direct result of nutrition education at the local level. Throughout FFY 2009, the nine regions will work in a minimum of 140 farmers'/flea markets, 270 qualifying supermarkets and neighborhood grocery stores, 360 direct health service provider organizations and community clinics, and 75 large Latino cultural gatherings (representing a 50 percent increase in this channel over FFY 2008 numbers). These activities, which will result in over 425,000 direct contacts and nearly 1.2 million indirect contacts with FSNE-eligible Latinos, will be reinforced with Spanish- and English-language television, radio, and outdoor advertising, media advocacy, and special community events. To support these activities, the *Latino Campaign* has a community empowerment platform to educate FSNE-eligible Latinos about the importance of eating more fruits and vegetables and being more physically active and of improving the availability of fruits and vegetables and safe physical activity opportunities in their communities. In FFY 2007, the *Latino Campaign* collaborated with the American Cancer Society (ACS) to begin an evaluation of the ACS Latino *Body & Soul* program in three *Latino Campaign* regions to determine the effectiveness of reaching FSNE-eligible Latinos in faith-based settings. The evaluation will be completed in FFY 2009.

The *African American Campaign* operates in 6 of the 11 *Regional Networks* where the highest proportions of FSNE-eligible African Americans live, and also funds 10 faith-based community projects within those six Regions. In FFY 2009, *Regional Networks* and Faith-based Projects will

implement nutrition education and physical activity promotion interventions through approximately 100 churches, 65 festivals, 7 community gardens, 12 farmers' markets, 120 supermarkets and neighborhood grocery stores, and 180 direct health service providers. Faith projects use the ACS *Body & Soul* program, which provides a framework for successfully influencing nutrition and physical activity behaviors among African Americans in church settings. Faith-based projects empower congregations to make healthy choices through engaging pastors in promoting healthy living, offering educational activities that teach members skills for eating more fruits and vegetables and being physically active, creating a church environment that supports healthy eating by serving more fruits and vegetables at church meals and functions, and facilitating individual behavior change through peer counseling. In FFY 2009, the *African American Campaign* will host forums to empower FSNE-eligible consumers to promote environments that support fruit and vegetable consumption and physical activity. These activities will be supported by media and public relations events that bring attention to the disparities and challenges that FSNE-eligible African Americans face in their communities. Interventions in these channels will result in over 200,000 direct contacts, an increase of 60 percent, and nearly 875,000 indirect contacts with FSNE-eligible African Americans.

The *Retail Program* operates in each of the 11 *Regional Networks* by working with qualifying grocery stores to increase the purchase of fruits and vegetables among FSNE-eligible adults and their families. In FFY 2009, *Regional Retail Program* Specialists will help develop partnerships between food retailers (supermarkets, grocery stores, and corner stores) and the *Children's Power Play! Campaign*, *Latino Campaign*, *African American Campaign*, *Worksite Program*, and self-selected Local Incentive Awardees and Special Projects. These partnerships will result in opportunities for targeted promotional activities, such as food demonstrations and fruit and vegetable store tours, as well as opportunities for retailers to provide fruit and vegetable samples to nearby schools, community youth organizations, churches, clinics, and worksites. These partnerships also will encourage retail partners to display in-store merchandising materials such as point-of-sale signage, newsletters, cross promotional wobblers, and recipe cards to help consumers select, store, and prepare fruits and vegetables. In addition, *Regional Retail Program* Specialists will provide appropriate *Network* resources (educational materials, staff training materials, toolkits, etc.) for food security partners (Food Stamp, WIC, and County Food Bank Staff) and corner stores interested in improving the quality and/or variety of their selection of fresh produce. The *Retail Program* has been in discussions with WIC to determine how FSNE interventions can support the statewide roll-out of the new WIC food package, which is expected in late FFY 2009. Combined, these activities will result in almost 300,000 direct contacts and 95 million indirect contacts with FSNE-eligible consumers in 1,000 out of approximately 5,800 grocery stores that are located in qualifying census tracts.

In FFY 2009, the *Worksite Program* will be implemented in 7 of the 11 *Regional Networks*. The *Worksite Program* was initially rolled out in all 11 Regions in late 2006. Evaluation of the *Worksite Program* found 4 regions having great difficulty locating qualifying worksites. The formative research had advised targeting larger population centers so that limited social marketing resources could be focused on a greater number of FSNE eligibles. While the four regions nearly met the two-year goal of engaging 20 worksites, they would not be able to meet the 2009-2011 goals of reaching 50 worksites. Within the seven selected Regions, the *Worksite Program* will be entering its third year of regional activities in FFY 2009 and each region will be charged with maintaining interventions in a minimum of 30 worksites in 6 Regions and 36 in the Los Angeles Region, which includes the original 20 established in FFY 2007 and FFY 2008 for a total of 216 worksites in 2009. Use of the *California Fit Business Kit* will continue in each worksite with the requirement to implement the new Establishing a Worksite Wellness Committee tool and one additional nutrition and physical activity tool from the *Kit*. The *Regional Networks* will continue building awareness and adoption of the *Worksite Program* through public

relations activities, regional advisory councils established in 2008, and partnership building. These activities will result in approximately 324,000 direct contacts and 1.71 million indirect contacts with FSNE-eligible employees statewide in FFY 2009. The slight reduction in FFY 2009 direct and indirect impressions is due to retracting the *Worksite Program* from four Regions. With the remaining seven *Regional Networks* moving forward with the *Worksite Program*, the expansion goals are 300 worksites in FFY 2010 and 380 in FFY 2011.

HOTM elements are being used within all 11 *Regional Networks* and directly reach a minimum of 1,830 K-12 schools, 405 after-school programs, and 7 preschools in 29 counties. The tool kit provides materials and resources to support healthy food choices through increased access and consumption of fruits and vegetables, as well as daily physical activity. It uniquely supports core curricular areas through exploration and study. The strength of HOTM is its ability to reach students in a variety of settings and where they can have the most impact—the classroom, cafeteria, home, and community—to promote a common goal and healthier habits for students, especially those in low-resource schools. The HOTM website (www.harvestofthemonth.com) houses all of the resources and tools needed to implement HOTM. Within the site, the Educators' Corner addresses the needs of the classroom educator and child nutrition staff by providing additional activities, expanded resources, and support materials for program implementation. During FFY 2009, a formal evaluation study of HOTM will be initiated (see Section 3. Evaluation Plan) and development of additional monthly HOTM elements will be completed.

State-level campaign and program activities will include program development and refinement; minor updating and refinement of materials; research and evaluation; partnership development; improving integration of campaign and program materials and elements across the *Network*; and oversight, training, and technical assistance for the 11 *Regional Networks* charged with implementing the campaign/program interventions at the regional and local levels (see *Regional Networks for a Healthy California* Project Summary and Training Project Summary).

e. Summary of Research

Each targeted campaign and program has undergone extensive formative research and impact evaluation. Focus groups, key informant interviews, community surveys, and statewide surveys have provided the basis for message, materials, and intervention development. Each intervention channel has been pilot tested, and large-scale studies have been conducted to prove the effectiveness of the campaigns and programs. For example, formal evaluation studies conducted for the *Children's Power Play!* and *Latino Campaigns* showed significant gains in fruit and vegetable consumption as a result of the *Campaigns'* interventions (see Section 3, *Evaluation Plan*). Elements of the *Retail Program* were included as part of these evaluation studies.

In order to effectively reach the African American community, the *African American Campaign* adopted and currently implements the proven-effective ACS *Body & Soul* program. This program is based on a National Cancer Institute-funded research project, which was conducted by the University of North Carolina and Emory University in Atlanta (see Section 3, *Evaluation Plan*). In FFY 2008, the *African American Campaign* completed testing of the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* with African American audiences in church and other community settings. The purpose of the study was to test how well the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* worked in providing effective nutrition education for the community and to determine whether the *Toolbox* could be used to provide the nutrition education lessons within the *Body & Soul* program's framework. Study results showed the *Toolbox* is effective in increasing self-efficacy among African Americans and there were significant changes, over time, in purchasing behaviors, meal and snack preparation, and in the actual consumption of fruits and vegetables by women who attended the *Toolbox* sessions.

Each element of the *Worksite Program* also has been tested. The tools within the *California Fit Business Kit* have been pilot tested with worksite leaders throughout the state, and many of the tools were developed by using an existing evidence base. In FFY 2007, the *California Fit Business Kit's Take Action! Employee Wellness Program* was formally evaluated in five worksites. Refinements to this tool were made to both printed program materials and website pages based on the results of the evaluation. The *Worksite Program* also published the results of the worksite fruit snack study. There was a 39 percent increase in fruit and vegetable consumption among low-wage workers who were exposed to the fresh fruit snack deliveries three times per week as compared to the control worksites. The *Worksite Program* also completed a study to examine the effect of healthy food merchandising and promotions on the purchase of healthy food items at catering trucks that serve low-wage workers. The study began in FFY 2007 and was completed in FFY 2008.

To monitor healthy eating and physical activity behaviors among the target audiences represented by each campaign and program, the team relies on the findings of the *Network's* three statewide surveys. The surveys, conducted every two years, include the adult *California Dietary Practices Survey*, the *California Teen Eating, Exercise and Nutrition Survey*, and the *California Children's Healthy Eating and Exercise Practices Survey*. The *Network* also collaborates with the researchers conducting the Behavioral Risk Factor Surveillance Survey, the Women's Health Survey, and the California Health Interview Survey. The surveys are used to help set state and local priorities and to raise public awareness. (See Research and Evaluation Project Summary for more information.)

f. Modification of Project Methods/Strategies

Core interventions of the targeted campaigns and programs have not been modified, except for updating them with the Champions for Change brand. In addition, ongoing feedback is obtained by local agencies and consumers to ensure the effectiveness of the interventions. In FFY 2009, the *Latino Campaign* will complete the ACS *Body & Soul* evaluation study with Latino faith organizations and use the results of the study to determine whether to add a faith-based intervention channel in the future, as funding allows. Likewise, the *Children's Power Play! Campaign* will pilot test two new intervention components for the regions, including parent-targeted components and a children's photo voice project through the *Regional Networks*. The campaigns and programs will continue to integrate physical activity resources as they become available, including the *Instant Recess* DVD and the *Shape of Yoga*. (See Section 2.d for a complete description of *Campaign* interventions and Section 3. for further detail on formative evaluation projects.)

Plans to fully develop an *Asian Campaign* have been put on hold due to funding limitations. As an alternative, the existing targeted campaigns and programs are using the Asian formative research results to integrate Asian-targeted materials and activities into their interventions. For example, some adult-targeted materials from the *Children's Power Play! Campaign*, *Retail Program*, and *Worksite Program* are being translated to select Asian languages, beginning with Chinese. In addition, formative research results are being reviewed to identify any possible modifications to existing interventions to more effectively address Asian audiences within the context of the larger FSNE-eligible audience.

g. Use of Existing Educational Materials

The campaigns and programs use materials that have been designed and tested for their target audiences. These materials will be modified as necessary to incorporate the new *Network for a Healthy California* Champions for Change brand, the California Department of Public Health

logo and, when the national license is obtained, the national *Fruits and Veggies—More Matters®* brand. The materials also may be modified to improve their content based upon feedback from local projects. Materials will be printed as funds permit.

Educational Activities/Curricula

1. *School Idea & Resource Kit*: Produced by the *Children's Power Play! Campaign*, the *School Kit* includes both fourth- and fifth-grade editions. The *Kits* each include 10 activities related to fruits and vegetables and physical activity and link to the fourth- and fifth-grade California Content Standards for English/Language Arts and Mathematics. The worksheets and parent letter included in the *Kit* are in both English and Spanish. The *Kits* were evaluated and proven effective in positively influencing key determinants of fruit and vegetable consumption and physical activity levels among fourth and fifth graders. The *Kit* was originally published in 1994 and most recently updated in 2008 to reflect the new brand and to reference the new Health Education Content Standards for California Public Schools.
2. *Power Up for Learning: A Physical Activity Supplement to the School Idea & Resource Kit*: Produced by the *Children's Power Play! Campaign*, *Power Up for Learning* is designed to assist teachers in reinforcing classroom-based nutrition education lessons through physically active games. This piece was field tested and finalized in FFY 2008. The content, which is intended for teachers, is in English only.
3. *Community Youth Organization (CYO) Idea & Resource Kit*: Produced by the *Children's Power Play! Campaign*, the *CYO Kit's* 20 activities are for youth leaders in afterschool programs, summer programs, and clubs serving 5- to 11-year-old children. The worksheets and parent materials included in the *Kit* are in both English and Spanish. The *Kit* was originally published in 1995 and most recently updated in 2008. Also in FFY 2008, the *Campaign* identified links between the *Kit's* activities and the California Content Standards in English/Language Arts, Mathematics, Science, and Physical Education, better allowing afterschool programs to support and enrich the subject matter taught during the school day.
4. *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators*: Originally developed by the *Latino Campaign* in 2004, the *Toolbox* was designed so that community educators can easily teach FSNE-eligible Latino adults how to increase their fruit and vegetable consumption and physical activity. Each item in the *Toolbox* has been revised to meet the 2005 Dietary Guidelines for Americans and was tested in 2007 with FSNE-eligible African American adults to ensure wider application of this educational tool. The *Toolbox* is in both English and Spanish. The *Toolbox* content was updated in FFY 2008, and a new website was created (www.network-toolbox.net) to allow broader access.
5. *Nutrition and Health Barriers Facing California Latinos - Latino Community Leaders Recommend Practical Solutions*: Developed in 2005 and re-branded in 2007 by the *Latino Campaign*, this issue-oriented summary of California's Latino health status includes solutions to help build long-term, sustainable, community-level change that supports fruit and vegetable consumption among FSNE-eligible Latino adults. The solutions were provided by FSNE-eligible Latina mothers, Latino health advocates, and key stakeholders at three large Latino community forums held across the state as a part of the 2004 Latino Health Awareness Month activities. The document is available in both English and Spanish.
6. *A Day in the Life (DVD and Discussion Guide)*: Produced by the *African American Campaign* in 2006, these English-language tools are designed to help community educators deliver a fun and effective educational lesson on ways to eat the recommended amount of fruits and vegetables and get the recommended levels of physical activity where they live, work, worship, play, and shop. In FFY 2008, the video and discussion guide was incorporated

- into the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* and updated to reflect the new brand.
7. *Conducting Successful Nutrition Education and Physical Activity Promotion at Community Events (Manual)*: Produced by the *African American Campaign* in FFY 2006 and revised and re-branded in FFY 2008, the English-language manual provides guidance and tools to successfully reach members of the community through a variety of events, such as festivals, health fairs, farmers' markets, and flea markets. The newest edition includes both adult- and child-targeted interventions. It provides easy-to-implement activities that will help improve fruit and vegetable consumption and physical activity among the target audience.
 8. *Building a Healthy Body & Soul: Faith-Based Nutrition and Physical Activity Health Ministry Manual*: Completed by the *African American Campaign* in FFY 2008, the purpose of this English-language manual is to help churches and other faith-based organizations start health ministries and/or expand their existing ministries to address fruit and vegetable consumption and physical activity promotion. It offers useful information, examples, and tips to guide community educators in creating a customized program to improve the health of African Americans. It is designed for use by health ministers, lay ministers, church staff, and volunteers to work with congregations/church membership and surrounding communities.
 9. *Advocating for the Health of our Communities: Consumer Empowerment Agenda of the Network for a Healthy California—African American Campaign Advisory Council*: This piece, provides information on the priorities and methods recommended by the *African American Campaign Advisory Council* to increase nutrition education and physical activity promotion among African American families to promote behavior change. The agenda is in English only and was re-branded in FFY 2008.
 10. *Retail Food Demonstration Training Kit*: Originally developed in 2004 by the *Retail Program*, updated in 2006, and re-branded in 2007, this English-language resource offers a step-by-step process for conducting fruit and vegetable food demonstrations at neighborhood grocery stores and supermarkets. The tool includes resources, templates, and checklists for food preparation and effective food demonstration execution.
 11. *Retail Store Tour Guide*: This English-language resource offers a step-by-step process for conducting fruit and vegetable store tours for youth or adult groups at neighborhood grocery stores and supermarkets. The tool includes resources, activities, templates, and checklists for conducting interactive store tours.
 12. *Produce Quick Tips*: Developed by the *Retail Program* in 2005 and revised in FFY 2008, these colorful, 4" x 6" flash cards (available in English and Spanish) are used as a nutrition education tool for store tours, food demonstrations, and other skill-development opportunities at festivals, churches, schools, and other places where fruits and vegetables are available. Each card features select fruits and vegetables; information on the best time of year to buy quality, affordable fruits and vegetables; nutrition information; selection tips; and preparation and storage information. The cards also correspond with Harvest of the Month's featured produce items.
 13. *Retail Program Point-of-Sale Merchandising Materials*: Developed by the *Retail Program* in 2003 and revised in 2007, the merchandising materials are an integrated point-of-sale merchandising program that provides retailers with a variety of signage options and allows more customized promotion of fruits and vegetables at the point-of-sale. Options include a floor stand display with seasonal posters, a counter top sign that holds 300 recipe cards, recipe card holders for the canned fruit and vegetable aisles, cross promotional wobblers,

- freezer case promotional clings, Harvest of the Month community newsletters, in-store audio, and outdoor banners for independent retailers that choose to significantly increase the quantity and quality of their fresh produce. Merchandising materials are produced in both English and Spanish.
14. *Produce Handling Guide*: Originally developed by California's Fresh Produce and Floral Council in 2006, this English-language guide helps qualifying independent retailers learn how to store and rotate fresh produce and identify items that need to be discarded. *Retail Program* staff will have the guide translated into Spanish and updated with the new brand in FFY 2009. The document will also be a useful tool for retailers who need to improve the quality or quantity of their fresh produce offerings in preparation for the new WIC food package that requires authorized WIC vendors to carry at least two fresh fruits and two fresh vegetables.
 15. *Retailer Education Kit*: Developed by the *Retail Program* in FFY 2008, this *Kit* serves as a resource for independent retailers who are seeking information on how to improve the quality and/or variety of their selection of fresh produce. The *Kit*, based on the successes and challenges revealed from various corner store conversion projects, provides the retailer with information about produce vendor options, produce storage and display, as well as promotional activities to highlight the new inventory. The toolkit also has a section written for community-based organizations interested in providing hands-on technical assistance to retailers making changes to their fresh produce selection.
 16. *California Fit Business Kit*: Originally created by the *Worksite Program* in 2005, this suite of tools and resources is used to help employers in qualifying locations develop and implement workplace cultures and environments that support healthy eating and physical activity for their low-wage workers. The *Kit's* resources were expanded to include a concise 16-page Program Sell-in Brochure, a functional Binder that contains all the tools, and 3 nutrition and physical activity education empowerment posters (increasing fruit/veggies, physical activity, and participating in *Take Action!*). The *Kit* was re-branded in FFY 2008 and an updated *Take Action!* website also was created (www.takeactionca.com) to complement the *Kit*. The suite of nine resources now includes: *Check for Health, Take Action! Employee Wellness Program, Establishing a Employee Wellness Committee, Healthy Meeting Policies, Vending Machine Nutrition Standards, Healthy Dining Menu Guidelines, A Guide to Bringing Farm Fresh Produce to the Worksite, Healthy Stairwells Tool, and A Guide to Creating Worksite Walking Clubs*.
 17. *Workplace Nutrition and Physical Activity - An overview of the facts, case studies, and information resources*: In 2003, the *Worksite Program* released an issue-oriented brief that provides practical solutions on what employers, employees, and community organizations can do to improve worksite wellness through fruit and vegetable consumption and physical activity. The brief also includes best practice case studies and information resources. The brief was updated in 2005 to include additional resources and case studies and was re-branded in FFY 2008.
 18. *Harvest of the Month (HOTM) Tool Kit*: The HOTM monthly elements are targeted to students, prekindergarten through grade 12, and their families. The 24 monthly educator newsletters are scientifically accurate and provide hands-on activities, tools, and ideas for open-ended study by students, including taste testing and school gardening. HOTM activities support specific core curricular areas, including English-language arts, science, history-social science, health education, and mathematics. The family newsletters reinforce what kids learn in the classroom and provide parents with nutrition information, healthy eating tips, and recipes. These newsletters are available in English and Spanish. Other languages, translated

- by local partners, are available in the *Educators' Corner* of the website. The new HOTM community newsletters developed by the *Retail Program* provide the opportunity to expand reach beyond parents and into retail stores, farmers' markets, and other community channels. The menu slicks are two-sided templates that allow child nutrition staff to insert the monthly school menu and provide another opportunity to reach families with key nutrition messages. Skills and knowledge learned in the classroom are reinforced with activities on the menu slicks, which are available in English and Spanish. The HOTM Tool Kit was originally released in 2005, and some elements were updated in FFY 2008.
19. Harvest of the Month (HOTM) Training Module: A training module is available to help guide and support users on how to effectively use all HOTM program materials and resources. This module includes a short DVD (which was developed in partnership with the California Department of Food and Agriculture and the California Department of Education), providing a visual experience of HOTM in action. Additional training tools are provided to expand implementation strategies, explore the type of content contained within the monthly educator newsletters, and demonstrate how activities can be linked to several core curricular areas and the *Children's Power Play! Campaign*.
 20. *Instant Recess* (DVD): *Instant Recess* features a 10-minute physical activity DVD with a professional athlete that promotes being active at school, after-school programs, home, or the workplace. Included in the DVD are messages on healthy eating and ways to be physically active. The *Instant Recess* DVDs are a collaborative effort between *The Network*, The Professional Athletes Council and Dr. Antronette Yancey from UCLA School of Public Health.
 21. *Shape of Yoga: Nutrition and Physical Activity Booklet for the Family*: The *Shape of Yoga* is a pamphlet of 10 basic yoga poses to be used by all the FVPA campaigns and programs and LIA's. This project is currently in development and will include both Spanish and English versions. Included in this pamphlet are nutrition education messages and safety tips. This pamphlet was created in partnership with the Los Angeles Regional Network and students from California State Northridge.
 22. *Total Body in 10*: *Total body in 10* is a physical activity resource for users to be able to perform 10 basic movements to increase strength and flexibility. These movements are done without any needed equipment and will be geared for the adult population. This resource is currently in development. This resource was created in partnership with the Los Angeles Regional Network and students from California State Northridge.

Cookbooks

23. *Kids...Get Cookin'!: All-Star Fast and Fun Recipes*: Produced by the *Children's Power Play! Campaign*, this kid-oriented bilingual cookbook features fun graphics, 20 tasty recipes in both English and Spanish, and celebrities. The cookbook was originally published in 1995 and most recently updated in FFY 2008 to ensure that the recipes meet the new National Fruit and Vegetable Program criteria.
24. *Healthy Latino Recipes Made with Love*: Developed by the *Latino Campaign* in 2004, this second edition English- and Spanish-language cookbook provides traditional favorites that offer a greater variety of colorful fruits and vegetables while reducing the amount of fat, cholesterol, and sodium per serving. The cookbook was updated in FFY 2008 to ensure that the recipes meet the new National Fruit and Vegetable Program criteria, and it was also re-branded.

25. *Soulful Recipes: Building Healthy Traditions*: The *African American Campaign* cookbook, adopted in-part from the National Cancer Institute, was completed in FFY 20087. The cookbook features healthy versions of African American family-favorite meals and snacks, preparation tips, and photos of easy-to-prepare recipes that include a variety of colorful, culturally-appropriate fruits and vegetables. The cookbook is in English only.
26. *Everyday Healthy Meals*: A 2007 revision to the *Retail Program's 2004 Discover the Secrets to Healthy Living* cookbooklet, this cookbook was created for FSNE-eligible adults and their families and is distributed through supermarkets and neighborhood grocery stores, festivals, health care organizations, low-wage worksites, farmers' markets, and flea markets. It contains recipes that encourage FSNE-eligible consumers to eat more fruits and vegetables every day. The cookbook is in both English and Spanish.

Brochures

27. *Help Your Kids Power Up with Fruits and Vegetables and Be Active*: Produced by the *Children's Power Play! Campaign*, these full-color brochures in English and Spanish give parents easy ideas for helping their kids eat more fruits and vegetables and get more physical activity. The brochure was originally published in 1994 and most recently updated in 20078.
28. *Fruits and Vegetables for Your Health, Your Neighborhood, and Your Life* and *Physical Activity for Your Health, Your Neighborhood, and Your Life*: Developed and tested by the campaign in 2006 and produced in 2007, these educational brochures provide FSNE-eligible consumers with positive strategies to create healthier homes and communities so that eating fruits and vegetables and enjoying physical activity every day are socially supported and easier to do. The brochures are available in English and Spanish.
29. *Why Do Fruits and Vegetables Matter to Men?*: The *African American Campaign* partners with the National Cancer Institute and Centers for Disease Control and Prevention (CDC) to provide education and resources to FSNE-eligible African American families. The *African American Campaign* materials primarily target women with children, while the CDC offers materials that specifically target men in the household. The revised CDC brochure, entitled "Why Do Fruits and Vegetables Matter to Men?" addresses the need for African American men to incorporate the daily recommended amount of fruits and vegetables into their diets. This brochure is offered free-of-charge from our partners at CDC in limited quantities to assist local projects in addressing issues of the whole family and to encourage African American men to support healthy eating practices for themselves and their families. We plan to reproduce small quantities of these brochures as needed to meet the needs of our local projects.

Posters

30. *Children's Cups of Fruits and Vegetables*: Produced by the *Children's Power Play! Campaign*, this bilingual (English/Spanish) poster uses children's hands to demonstrate different amounts of fruits and vegetables, thus enabling them to gauge their progress toward the MyPyramid recommendations. This poster was originally produced in 2003 and most recently updated in 2006.
31. "Afternoon in the Park" Artwork: In 2001, the *African American Campaign* commissioned an original piece of artwork titled "Afternoon in the Park" by African American artist Michael Cunningham. "Afternoon in the Park" is a positive depiction of an African American family playing together and eating healthfully. The *African American Campaign* uses the artwork to inspire and build upon the African American culture's overall appreciation of the arts to

- establish healthful eating and increased physical activity as a social norm. The artwork is featured on promotional pieces such as posters, recipe cards, and brochures and is in English only. The artwork was incorporated into the *Network's "Our Playbook For a Strong Brand: Branding Guidelines Manual"* in FFY 2007.
32. "A Healthy Tradition for a Healthy Life" Mural: The *Latino Campaign* commissioned this original piece of art from Fresno-based artist Ramiro Martinez. The artwork was created to celebrate the contributions and culture of the Latino community in California and to help encourage California Latinos to eat healthier and be physically active. The original artwork was unveiled in June 2003 at the first Latino Health Awareness Month in California. The artwork has been reproduced in printed educational materials and posters for distribution statewide. The artwork was incorporated into the *Network's "Our Playbook For a Strong Brand: Branding Guidelines Manual"* in FFY 2007.
 33. Adult Cups of Fruits and Vegetables: Updated in FFY 2008, the poster uses adult hands to demonstrate different amounts of fruits and vegetables, allowing them to gauge their progress towards MyPyramid recommendations. The poster is available in both English and Spanish.
 34. Harvest of the Month: Four posters have been produced that feature California's bounty of fruits and vegetables and promote physical activity. Motivational taglines and messages are an integral part of each poster. The first poster, developed in 2005, features 12 of the 24 featured produce items, their health benefits, and the produce name in English and Spanish. The remaining three posters were created as mosaics using fruits, vegetables, and sporting equipment shaped in the form of a soccer player, basketball player, and runner.

Note: All of the materials developed through the fruit, vegetable, and physical activity campaigns are intended for FSNE-eligible audiences. They are developed based upon formative research with these audiences, are pilot tested with FSNE-eligible audiences, and include the required USDA acknowledgement language and food stamp promotion statement. For those materials not already submitted or those that have been updated, we will submit them for inclusion in the Food Stamp Nutrition Connection Resource Library.

Nutrition Education Reinforcement Items

The campaigns and programs use a variety of the nutrition education reinforcement items produced by the *Network* to enhance the interventions. All items include nutrition education messages and meet USDA cost criteria. They include T-shirts, aprons, shopping notepads, hats, jump ropes, flying disks, and pencils. Specific items may be modified based upon feedback from intermediaries and the target audience, as well as California Department of Public Health procurement and distribution guidelines for NERI, which are being modified based on the recall of lunch box coolers.

USDA/Other Materials Promoted/Used by Campaigns

In addition to the materials described above, the campaigns and programs promote the use of materials produced by USDA, the California Department of Education (CDE), the Centers for Disease Control and Prevention (CDC), the Produce for Better Health Foundation (PBH), and other reputable sources. For example, the *Children's Power Play! Campaign* promotes the use of Fruits and Vegetables Galore (USDA), The Power of Choice (USDA), Nutrition to Grow On (CDE), and the Nutrition Decathlon Toolkit (Health Education Council). The *Children's Power*

Play! Campaign also encourages partners to use their own funds for the School Health Index (CDC), Changing the Scene (USDA), and a locally developed tool for evaluating community youth organization nutrition and physical activity environments. The *African American Campaign* promotes and uses the ACS *Body & Soul* program, and the *Latino Campaign* is using similar resources as part of its faith-based evaluation study with ACS. In addition, the campaigns and programs monitor fruit and vegetable and physical activity messages and materials that are disseminated by USDA, CDC, and PBH, and use these messages, as appropriate, in revised educational materials.

h. Development of New Educational Materials

HOTM elements for five additional fruits and vegetables will be developed, including educator newsletters, family newsletters, community newsletters, and menu slicks. The development of these new elements is due to the request by local contractors and will incorporate findings from process evaluation efforts.

In FFY 2009, a train-the-trainer DVD will be created based on the manual *Conducting Successful Nutrition Education and Physical Activity Promotions at Community Events* and the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators*. The DVD will be used to aid local *Network* staff in training community health leaders, LIAs, and partners to implement model interventions.

i. Key Performance Measures/Indicators.

List the key measures/indicators of implementation or performance that you will capture or collect. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

See Section 2.d, projected number of contacts, frequency of contacts and narrative summary, for the key performance measures/indicators.

3. Evaluation Plan

- *The name(s) of each project(s) that will be a part of this evaluation;*
- *The type of evaluation as primarily a formative, process, outcome or impact assessment;*
- *The question(s) that will be addressed and:*
 - *The approach to conducting the evaluation, including scope, design, measures and data collection;*
 - *Plans for using the results*
- *If the project has been evaluated previously, note the most recent year in which the evaluation was done.*

Previous Evaluation: As noted above, the *Campaign* has undergone formative, process, and impact evaluations. For example, a large-scale evaluation of the *Children's Power Play! Campaign* conducted in 1995 indicated that the *Children's Power Play! Campaign*, when implemented through schools alone, positively influenced children's knowledge and attitudes, and increased fruit and vegetable consumption by seven percent. When a multi-channel, community-wide approach supplemented the school activities, fruit and vegetable consumption increased 14 percent. The *Campaign's* current design is based upon the multi-channel approach proven successful through the study. Additionally, the *California Children's Healthy Eating and Exercise Practices Survey* (CalCHEEPS), a biennial statewide survey of 9- to 11-year-old

children, provides dietary and activity information and helps to guide the *Campaign's* future direction. Data from the 2005 survey indicate that children who reported being aware of the *Children's Power Play! Campaign* were more likely, compared to those not seeing or hearing about the *Campaign*, to eat 3 or more servings of vegetables (15 vs. 8 percent, $p < .05$) and 5 or more servings of fruits and vegetables (19 vs. 11 percent, $p < .05$). These children also ate more servings of vegetables (1.3 vs. 1.0 servings, $p < .01$). Looking at the *Dietary Guidelines for Americans* (2005), *Campaign*-aware children were three times more likely to meet the guideline for cups of vegetables (12 vs. 3 percent, $p < .001$) and six times more likely to meet the guidelines for both cups of fruits and vegetables (6 vs. 1 percent, $p < .05$). In addition, CalCHEEPS trend data indicate that, from 1999 to 2003, recall of the *Children's Power Play! Campaign* nearly doubled, and knowledge of the recommended fruit and vegetable intake rose concurrently. More importantly, fruit and vegetable consumption among children residing in low-income households increased dramatically from 3.4 to 4.1 servings (approaching statistical significance at $p = .066$).

In 2000, the *Latino Campaign* formally evaluated the effect of its community and media interventions on the fruit and vegetable consumption of Latino adults. The results showed that the *Campaign* significantly increased fruit and vegetable consumption among Spanish-speaking Latinos by 37 percent. Psychosocial determinants of fruit and vegetables consumption were also influenced positively. Additionally, results from the *California Dietary Practices Survey*, a biennial statewide survey of adults, showed increased consumption of fruits and vegetables between the years 2003-2005 among Latino adults, from 4.1 to 4.3 daily servings (NS). Since the *Network* baseline in 1997 to 2005, there has been almost a ½ serving (0.4) increase in fruit and vegetable consumption among Latino adults (3.9 to 4.3, respectively, $p < .05$).

In partnership with the American Cancer Society and National Cancer Institute, the *African American Campaign* Faith-Based Community Projects implement the *Body & Soul* program. An impact evaluation study conducted by the University of North Carolina and Emory University showed that the *Body & Soul* program significantly increased fruit and vegetable consumption, decreased fat consumption, and increased internal motivation and self-efficacy among program participants. It was particularly important that the impact evaluation demonstrated that churches could implement the program on their own and achieve a significant change in behavior. Additionally, results from the *California Dietary Practices Survey* showed increased consumption of fruits and vegetables between the years 2003-2005 among African American adults, from 3.0 to 3.6 daily servings (NS).

The *Retail Program* has been evaluated through an annual exit survey of retail staff who implement the merchandising and promotion program in their grocery stores. The survey measures retailer interest in and commitment to partnering with the *Retail Program* in the future and gathers suggestions on how to improve the merchandising and promotion program. The *Retail Program* also has conducted shopper intercept surveys with FSNE-eligible customers to measure their reactions to the point-of-sale materials, food demonstrations, and in-store messages. In addition, elements of the *Retail Program* were included in the impact evaluations of the *Children's Power Play!* and *Latino Campaigns*.

Key informant interviews and focus groups with business leaders and focus groups with low-wage workers formed the basis for the development of the *Worksite Program*. Each element of the *Worksite Program* also has been tested. The tools within the *California Fit Business Kit* have been pilot tested with worksite leaders throughout the state, and many of the tools were developed by using an existing evidence base. Results from the worksite fruit snack study, which was conducted in low-wage worksites, showed a 39 percent increase in fruit and vegetable

consumption as a result of the program. The *Take Action! Employee Wellness Program* was also formally evaluated and refinements to the program and website were made in FFY 2007.

Ten *Network* contractors implemented and evaluated the HOTM intervention during 2005-2006. The impact evaluation consisted of contractors measuring change in consumption of fruits and vegetables and four factors associated with consumption—knowledge, preferences, familiarity, and self efficacy for eating fruits and vegetables. Data came from contractors who used a pretest and posttest design. In summary, there is evidence that change in fruit and vegetable consumption and factors that influence fruit and vegetable consumption can be attributed to the interventions used by these contractors, which emphasized HOTM. A customer satisfaction survey was sent to LIAs in the field in 2006 and 2007. The purpose was to determine if HOTM was meeting their needs and to obtain feedback that would help direct the development of future HOTM cycles. In 2005-2006, a HOTM process evaluation was conducted with the goal to assess the reach, dose delivered, dose received, and fidelity of the standardized HOTM intervention to the implementation plan, identify contextual factors and the resources required to implement the intervention, and capture qualitative data to gauge the likelihood that the intervention will have the intended impact in schools.

Evaluation Type

Formative: The *Children's Power Play! Campaign* will pilot test new components for regional interventions, including parent-targeted activities and a children's photo voice project. The parent activities will include distribution of existing parent-targeted print materials through the *Campaign's* existing channels, partnerships with parent-teacher groups at schools, public relations components targeting parents, and participation in back-to-school and/or open house events. The pilot test will focus upon the most effective methods of integrating parent-targeted activities into the *Campaign's* existing scope of work and infrastructure, based upon feedback from regional staff, intermediaries, and parents. In addition, the *Children's Power Play! Campaign* will identify one region to pilot test a photo voice project with 9- to 11-year-old children. Photo voice offers children the opportunity to use disposable cameras to document their food and physical activity environments, identify barriers they face in eating more fruits and vegetables and being more physically active, and develop and work toward possible solutions. The *Network for a Healthy California—Los Angeles Region* conducted a photo voice project with teens in FFY 2007 and developed an instructional manual that will be used with the *Campaign's* pilot. The pilot test will focus upon the feasibility of using photo voice with 9- to 11-year-old children, as well as the potential for increasing awareness of the food and physical activity environments in which children live and stimulating action among consumers and also among partners that can help the FSNE-eligible population become champions for change in their own communities. These two pilot test projects were originally scheduled to occur in FFY 2008, but have been deferred to FFY 2009 due to staff turnover.

Process: Local agencies will continue to collect process evaluation measures for the *Children's Power Play! Campaign*, *Latino Campaign*, *African American Campaign*, *Retail Program*, and *Worksite Program* via activity tracking forms, which will be modified based upon the EARS requirements. Measures will include number of classes/events conducted, number of contacts, number of partner organizations, worksite nutrition and physical activity changes, participation in the *Take Action! Employee Wellness Program*, documentation of media efforts across all campaigns and programs, and any additional EARS requirements.

The *Latino* and *African American Campaigns* will conduct their annual consumer surveys at churches, festivals, farmers'/flea markets, and grocery stores to gauge consumer behaviors and opinions related to fruit and vegetable consumption and physical activity. In FFY 2009, the

surveys will measure consumer knowledge and awareness of *Campaign* messages and the Champions for Change brand, fruit and vegetable consumption and physical activity behaviors in comparison to USDA recommendations, and use of social services including food stamps. The results will be used to confirm appropriate targeting, identify areas for *Campaign* improvement, and identify appropriate messaging and themes for the annual Black History Month/Juneteenth and Latino Health Awareness Month activities.

The *Worksite Program* tracks *California Fit Business Kit* implementation (direct impressions); gathers *Take Action!* evaluations from worksite participants, Team Captains, and Program Managers; conducts two in-depth employee surveys per region; collects a productivity/absenteeism evaluation form; and completes two case histories per region. All data is being captured in a customized database developed at Loma Linda University, which is used by the *Regional Networks*.

Outcome: The *Latino Campaign*, in collaboration with the American Cancer Society, will complete its evaluation study of the ACS Latino *Body & Soul* program in three Latino regions. The *Latino Campaign* will measure changes in fruit and vegetable consumption and related psychosocial determinants among FSNE-eligible Latino adults to determine the effectiveness of the program. If proven effective, the program will be considered for future expansion to the nine *Regional Networks* implementing the *Latino Campaign*, based on available funding.

The *African American Campaign* will conduct a large-scale, quasi-experimental evaluation study to assess the impact of its church, festival, farmers' market, grocery store, direct health service provider, and media interventions. In FFY 2008, the *African American Campaign* completed instrument development and testing and study design. In FFY 2009, the study will begin and behavior changes and psychosocial determinants of fruit and vegetable consumption and physical activity will be assessed. Baseline/pretest, posttest, and three-month follow-up surveys will be administered to measure these changes. Valid and reliable questions will be used to assess the outcome variables. Results of the evaluation study will be used to refine the *African American Campaign* interventions and establish its complete evidence base.

The *Retail Program* will establish an intervention study in a minimum of 30 qualifying grocery stores. The purpose of the intervention study is to determine the impact of fruit and vegetable merchandising and promotional activities on the purchase of selected fruits and vegetables during the time of the month when food stamps are dispersed.

The *Retail Program* also will conduct a point-of-purchase marketing study reaching a minimum of 5,000 EBT participants. The purpose of the study, based on a similar evaluation conducted by UC Davis Agricultural and Natural Resources Cooperative Extension, is to evaluate the influence on buying behavior when consumers using their EBT card are given nutrition education messages along with their grocery receipts. Based on whether or not the participant used their EBT card to purchase fruits and vegetables, they will receive a nutrition message that either provides tips on how to select low-cost seasonal produce or messages that encourage them to purchase more fruits and vegetables to reach their recommended amounts.

The *Worksite Program* published a report on the results of the FFY 2007 catering truck study in FFY 2008. The study examined the effect of healthy food merchandising and promotions on the purchase of healthy food items at catering trucks serving low-wage workers. This pilot showed sales increases of 37.4 percent and 14.4 percent on two of the items promoted; however, the second half of the pilot study was not completed due to the serious impact of wild fires in the San Diego area where the study was conducted. The pilot will be expanded into a larger pilot during FFY 2009, which will provide direction on how to use catering trucks as a channel to reach and change the purchasing habits of FSNE-eligible consumers.

A Harvest of the Month Intervention Evaluation Study will be partially completed in FFY 2009, with study design, instrument development and testing, recruitment, training, and other preparatory work conducted for the intervention period during the 2009-2010 school year. This study will focus on the intervention's impact on key determinants and behaviors related to fruit and vegetable consumption among children. The quasi-experimental design will allow us to identify the correlations between Harvest of the Month and the determinants and behaviors measured, controlling for other variables.

Evaluation Tools: Consumer surveys and questionnaires, intermediary questionnaires, focus groups and/or informal roundtable discussions, intercept surveys, key informant interviews, and sales data.

4. Coordination Efforts

Describe efforts to coordinate, complement and collaborate with other programs in order to deliver consistent behavior-focused nutrition messages and more comprehensive interventions. Describe your involvement with the State Nutrition Action Plan (SNAP) initiative in your State. Outline any tasks in the SNAP process that FSNE will lead or conduct during the FY. Attach written agreements as specified on page 20.

The targeted campaigns and programs are aligned with the *Network for a Healthy California's* overall strategy, brand, and messaging. Locally, they operate within the *Regional Network* structure and are designed to complement and work synergistically with *Network* school and community LIAs, Special Projects, and partnership initiatives to create horizontal and vertical integration. This coordination strategy, which has been enhanced since bringing the campaigns/programs into the *Regional Network* structure, helps to pull the campaigns and programs deeper into low-income communities, expand campaign/program resources into LIA programs, and intensify the messages that FSNE-eligible consumers receive about fruits and vegetables and physical activity from the state, regional, and local levels. The *Regional Network* Scope of Work has been revised as part of a competitive Request for Applications process, affording the opportunity to better integrate the various elements of the campaigns/programs, physical activity, and overall coordination and collaboration roles of the *Regional Network* contractors.

The campaigns and programs promote the use of nutrition assistance programs such as food stamps, food banks, WIC, and school meals to help families extend their food dollars and obtain the foods they need to maintain their health. The campaigns and programs use flyers, brochures, and other educational materials to connect FSNE-eligible families with local resources for health information and physical activity options. The *Regional Networks* have established partnerships with local Food Stamp Program Offices and provide opportunities for Food Stamp Program staff to participate in community events. The campaigns and programs have developed and tested age-, culturally-, and linguistically-appropriate materials for each target audience (e.g., children 5-11 years of age, African American adults, and Latino adults). These materials are made available to all LIAs to use in educating their program participants.

The *Children's Power Play! Campaign* coordinates with U.C. FSNEP's school-based programs for classrooms and cafeterias in order to cross-promote programs and ensure complementary services. The *Children's Power Play! Campaign's* *School Idea & Resource Kits* are on the approved materials list for the U.C. Cooperative Extension Programs. During FFY 2009, the *Children's Power Play! Campaign* and U.C. FSNEP state-level staff will work to identify effective models for collaboration, while ensuring program and fiscal integrity among the two FSNE-funded efforts. State-level *Children's Power Play! Campaign* staff will conduct periodic meetings with U.C. FSNEP staff to continue to coordinate efforts and encourage similar coordination at the regional level.

STATE LEVEL PROJECT SUMMARY FORM
NETWORK FOR A HEALTHY CALIFORNIA—African American Campaign
FAITH-BASED PROJECTS – SUMMARY FORM

1. Goals & Objectives (see State Level Objectives)

2. Project Title:	Project Contacts	FFY09 Budget
		Oct.-Dec. 08
Acts Community Development	20,000	21,250
Alondra Church of Christ	53,926	21,250
Baptist Ministers Conference	90,000	21,250
Calvary Christian Center (not extended)	24,000	21,250
Christian Community Church	21,112	21,250
East Oakland Faith Deliverance Center	50,000	21,250
Faith Temple Church (not extended)	30,093	21,250
Friendly Church of God	26,576	21,250
Gangsters for Christ	35,950	21,250
Girls Club of Los Angeles	15,616	21,250
Healthy Oakland, Inc.	18,777	21,250
New Direction (not extended)	83,320	21,250
New Life Christian Center (DrySponge)	53,850	21,250
Temple Community Outreach Center	21,877	21,250
Youth4rce	18,000	21,250

Project Title:	Project Contacts	FFY09 Budget
		Apr. – Sep. 09
TBD	TBD	55,000

Note: The faith-based projects contracts listed above will be extended through December 2008. The extension of the contracts for the first quarter of FFY 09 will assist the Campaign in avoiding a gap in service due to temporary suspension of executing new contracts during this period when the CDPH Administrative Services Contract request for application process will be conducted.

By April 2009, 10 new faith-based projects will be competitively awarded to continue providing nutrition education and physical activity promotion to FSNE-eligible African American families in six regions in California including Bay Area, Central Valley, Desert Sierra, Gold Country, Los Angeles, and San Diego for the period FFY 2009-2011. Contracts awarded for the period (April – September 2009) will receive \$55,000. Funds for period the will be based on annually

approved USDA Plan and available funding. The number of contracts is being reduced to increase efficiency in monitoring, improve quality of services, increase capacity for mentoring additional churches, and adjust budgets to reflect increases in costs over the last four years.

a. **Related State Objectives.**

Supports State Level Objectives 1, 2, 4 and 9.

b. **Audience.**

The Campaign will target activities to African American families who are eligible or potentially eligible for the Food Stamp Program.

Gender: Female and Male

Ethnicity: African American

Languages: English

Ages: Adults 18-54 years

c. **Focus on FSP Eligibles.**

The African American Campaign activities funded by USDA are designed to reach Food Stamp Nutrition Education (FSNE)-eligible consumers where they shop, learn, worship, and live. These sites are identified using the data sources described below.

Income Targeting Data Sources:

Site verification of 50% or greater FSNE eligibles participating in *African American Campaign* activities will be based on the following data sources:

- Primary: *Network* GIS Census Tract Data; School Free/Reduced Price Meal Program Percentages; and WIC Income Guideline Qualifications.
- Secondary: Community-based Organization Record Audits and Consumer Surveys.

d. **Project Description.**

Key Strategies/Methods: Nutrition education classes; community events; retail promotions; print media; radio/TV; internet/websites; training/workshops/conferences; advisory councils; nutrition education research/evaluation; community empowerment; promotion of healthy communities (promotion will be directly linked, supportive of, and proportionate to direct nutrition education for FSNE-eligible families).

Key Educational Messages: Fruits and vegetables; healthier eating, in general; food safety; cooking skills; Food Stamp Program promotion (brief promotional messages); physical activity promotion (integrated with nutrition education); chronic disease and obesity prevention.

Intervention Sites: Delivery sites for FSNE include churches, community-based organizations, community events, community youth organizations, direct health service providers, farmers' markets, flea markets, grocery stores, low-income housing units, and, media and public relations events.

Projected Number of Contacts:

Direct Contacts: 87,120

Indirect Contacts: 563,097

Narrative:

The *African American Campaign* operates in 6 of the 11 *Regional Networks* where the highest proportions of FSNE-eligible African Americans live, and also funds 16 faith-based community projects within the regions. In FFY 2009, local agencies will implement nutrition education and physical activity promotion interventions through approximately 30 churches, 65 festivals, 20 farmers' markets, 280 supermarkets and neighborhood grocery stores, and 30 direct health service providers. Faith projects use the American Cancer Society's *Body & Soul* program, which provides a framework for successfully influencing nutrition and physical activity behaviors among African Americans in church settings. The *African American Campaign* also will host forums to empower FSNE-eligible consumers to promote environments that support fruit and vegetable consumption and physical activity. These activities will be supported by media and public relations events that bring attention to the health disparities affecting this community. Combined interventions by RNs and Faith-based agencies in these channels will result in over 125,000 direct contacts and 875,000 indirect contacts with FSNE-eligible African Americans. In FFY 2007, the *African American Campaign* tested the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* with African American audiences in church and other community settings and results will be available in FFY 2009. The purpose of the study was to test how well the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* works in providing effective nutrition education for the community.

State-level *African American Campaign* activities will include program development and refinement; materials development and updating; research and evaluation; partnership development; and oversight, training, and technical assistance for the local agencies charged with implementing the *Campaign* interventions in each region.

e. **Summary of Research.**

Each targeted campaign and program within the *African American Campaign* has undergone extensive formative research and impact evaluations. Focus groups, key informant interviews, community surveys, and statewide surveys have provided the basis for message, materials, and intervention development. Each intervention channel has been pilot tested and large-scale studies have been conducted to prove the *Campaigns'* effectiveness.

In order to effectively reach the African American community, the *African American Campaign* adopted and currently implements the American Cancer Society's proven-effective *Body & Soul* program. This program is based on a National Cancer Institute-funded research project, which was conducted by the University of North Carolina and Emory University in Atlanta (see item 3, *Evaluation Plan*). In FFY 2008, the *African American Campaign* completed testing of the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* with African American audiences in church and other community settings. The purpose of the study was to test how well the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* worked in providing effective nutrition education for the community and to determine whether the *Toolbox* could be used to provide the nutrition education lessons within the *Body & Soul* program's framework. Study results showed the *Toolbox* is effective in increasing self-efficacy among African Americans.

f. **Modification of Project Methods/Strategies.**

Core interventions of the *African American Campaign* have not been modified; however ongoing feedback is obtained by local agencies and consumers to ensure the effectiveness of the interventions.

g. **Use of Existing Educational Materials.**

The *African American Campaign* uses materials that have been designed and tested for African American audiences. These materials will be modified as necessary to incorporate the new *Fruits and Veggies—More Matters* brand and to improve upon the materials based upon feedback from local projects.

Educational Activities/Curricula

Fruit, Vegetable, and Physical Activity Toolbox for Community Educators: Originally developed by the *Latino Campaign* in 2004, the *Toolbox* was designed so that community educators can easily teach FSNE-eligible Latino adults about how to increase their fruit and vegetable consumption and physical activity. Each item in the *Toolbox* has been revised to meet the 2005 Dietary Guidelines for Americans and was tested in 2007 with FSNE-eligible African American adults to ensure broader application of this educational tool. The *Toolbox* is in both English and Spanish. The *Toolbox* content was updated in FFY 2008 and a new website was created (www.network-toolbox.net) to allow broader access.

A Day in the Life Video and Discussion Guide: Produced by the *African American Campaign* in 2006, these English-language tools are designed to help community educators deliver a fun and effective educational lesson on ways to eat the recommended amount of fruits and vegetables and get the recommended levels of physical activity where they live, work, worship, play, and shop. In FFY 2008, the video and discussion guide was incorporated into the *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators* and updated to reflect the new brand.

Conducting Successful Nutrition Education and Physical Activity Promotion at Community Events Manual: Produced by the *African American Campaign* in FFY 2006 and revised and re-branded in FFY 2008, the English-language manual provides guidance and tools to successfully reach members of the community through a variety of events, such as festivals, health fairs, farmers' markets, and flea markets. The newest edition includes both adult- and child-targeted interventions. It provides easy-to-implement activities that will help improve fruit and vegetable consumption and physical activity among the target audience.

African American Campaign Health Ministry Manual: Originally completed by the *African American Campaign* in 2007, the purpose of this English-language manual is to help churches and other faith-based organizations start health ministries and/or expand their existing ministries to address fruit and vegetable consumption and physical activity promotion. It offers useful information, examples, and tips to guide community educators in creating a customized program to improve the health of African Americans. It is designed for use by health ministers, lay ministers, church staff, and volunteers.

African American Campaign Empowerment Agenda: This piece, entitled *Advocating for the Health of our Communities: Consumer Empowerment Agenda of the Network for a Healthy California—African American Campaign Advisory Council*, provides information on the priorities and methods recommended by the Council to increase nutrition education and physical activity promotion among African American families to promote behavior change. The agenda is in English only and was re-branded in FFY 2008

Cookbooks

Soulful Recipes: Building Healthy Traditions cookbook (previously titled *African American Campaign Cookbook*): *African American Campaign* cookbook, adopted in-part from the National Cancer Institute, was completed in FFY 2008. The cookbook features healthy versions of African American family-favorite meals and snacks, preparation tips, and photos of easy-to-prepare recipes that include a variety of colorful, culturally-appropriate fruits and vegetables. The cookbook is in English only.

Everyday Healthy Meals Cookbook: A 2007 revision to the *Retail Program's 2004 Discover the Secrets to Healthy Living* cookbooklet, this cookbook was created for FSNE-eligible adults and their families and is distributed through supermarkets and neighborhood grocery stores, festivals, health care organizations,

farmers' markets, and flea markets. It contains recipes that encourage FSNE-eligible consumers to eat more fruits and vegetables every day. The cookbook is in both English and Spanish.

Brochures

Get Your Calcium the Fruit and Vegetable Way brochure: The contents of this brochure were incorporated into the Soulful Recipes: Building Healthy Traditions cookbook.

Fruits and Vegetables for Your Health, Your Neighborhood, and Your Life and Physical Activity for Your Health, Your Neighborhood, and Your Life brochures: Developed and tested by the campaign in 2006 and produced in 2007, these educational brochures provide FSNE-eligible consumers with positive strategies to create healthier homes and communities so that eating fruits and vegetables and enjoying physical activity every day are socially supported and easier to do. The brochures are available in English and Spanish.

Posters

"Afternoon in the Park" Artwork: In 2001, the *African American Campaign* commissioned an original piece of artwork titled "Afternoon in the Park" by African American artist Michael Cunningham. "Afternoon in the Park" is a positive depiction of an African American family playing together and eating healthfully. The *African American Campaign* uses the artwork to inspire and build upon the African American culture's overall appreciation of the arts to establish healthful eating and increased physical activity as a social norm. The artwork is featured on promotional pieces such as posters, recipe cards, and brochures and is in English only. The artwork was re-branded in FFY 2007.

Adult Cups of Fruits and Vegetables poster: Updated in FFY 2008, the poster uses adult hands to demonstrate different amounts of fruits and vegetables, allowing them to gauge their progress towards MyPyramid recommendations. The poster is available in both English and Spanish.

Nutrition Education Reinforcement Items

The *African American Campaign* produces a variety of nutrition education reinforcement items to enhance the interventions. All items include nutrition education messages and meet USDA cost criteria. They include T-shirts (English/Spanish), aprons, shopping notepads, hats, jump ropes, flying disks, and pencils. Specific items may be modified based upon feedback from intermediaries and the target audience, as well as California Department of Public Health procurement guidelines.

USDA/Other Materials Promoted/Used by Campaigns

In addition to the materials described above, the *African American Campaign* promotes the use of materials produced by USDA, California Department of Education (CDE), the Centers for Disease Control and Prevention (CDC), the Produce for Better Health Foundation (PBH), and other reputable sources. For example, the *African American Campaign* promotes and uses the ACS *Body & Soul* program.

h. Development of New Educational Materials.

No new educational materials are planned for FFY 2009; however, the campaigns/programs will routinely review new USDA materials to determine whether they should be reproduced or purchased in order to infuse them into our interventions.

i. Key Performance Measures/Indicators.

Key performance measures will include improvements in knowledge and increases in the key FSNE recommended behavioral outcomes; consumption of fruits and vegetables and increases in physical activity. Additional performance measures will include target audience impressions.

Measurement occurs through statewide and special surveys, the Semi-Annual Activity Reporting System, media reports, *California Dietary Practices Survey* of adults, the *California Children's Healthy Eating and Exercise Survey*, and the *California Health Interview Survey (CHIS)*, *California Teen Eating, Exercise and Nutrition Survey*. Other annual data sources include UC's *Food Behavior Checklist* for adults, the ERS (evaluation and reporting system) survey for youth, and the *Network Benchmark Survey*, impact evaluation conducted by the 40 largest local projects, and *Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX³)*.

For more information see the Introduction to Section B.

3. Evaluation Plans

Previous Evaluation:

In partnership with the American Cancer Society and National Cancer Institute, the *Fruit, Vegetable, and Physical Activity Campaign* for African Americans Faith-Based Community Projects implement *Body & Soul: A Celebration of Healthy Living*. An impact evaluation study conducted by the University of North Carolina and Emory University showed that the *Body & Soul* program significantly increased fruit and vegetable consumption, decreased fat consumption, and increased internal motivation and self-efficacy among program participants. It was particularly important that the impact evaluation demonstrated that churches could implement the program on their own and achieve a significant change in behavior.

Evaluation Type:

Formative:

The African American *Campaign* will conduct qualitative research with FSNE-eligible adults to prepare for the implementation of the *Fruits & Veggies—More Matters* consumer brand. Focus groups also will be conducted with FSNE-eligible adults to determine the most effective consumer messages that support the new brand.

Process: Measures will be collected by local agencies for the *Fruit, Vegetable, and Physical Activity Campaign* via activity tracking forms. Measures will include number of classes/events conducted, number of contacts, number of partner organizations, documentation of media efforts, etc.

The *African American Campaign* will conduct their annual consumer surveys at churches, festivals, farmers'/flea markets and grocery stores to gauge consumer behaviors and opinions related to fruit and vegetable consumption and physical activity. In FFY 09~~8~~, the surveys will measure consumer knowledge and awareness of *Campaign* messages, fruit and vegetable consumption and physical activity behaviors in comparison to USDA recommendations, and use of social services including food stamps.

Outcome:

In FFY 2009, the *African American Campaign* will conduct a large-scale, quasi-experimental evaluation study to assess the impact of its church, festival, farmers' market, grocery store, direct health service provider, and media interventions. Behavior changes and psychosocial determinants of fruit and vegetables consumption and physical activity will be assessed. Baseline/pretest, posttest, and three-month follow-up surveys will be administered to measure these changes. Valid and reliable questions will be used to assess the outcome variables. Results of the evaluation study will be used to refine the *African American Campaign* interventions and establish its complete evidence base.

Evaluation Tools: Consumer surveys and questionnaires, focus groups, intercept surveys, key informant interviews, sales data.

4. Coordination Efforts

The *African American Campaign* is designed to complement and work synergistically with *Network* school and community LIAs, Special Projects and partnership initiatives. The coordination strategy helps to pull the *African American Campaign* deeper into low-income communities, expand *African American Campaign* resources into

LIA programs, and intensify the messages that FSNE-eligible consumers receive about fruits and vegetables and physical activity.

The *African American Campaign* agencies promote the use of nutrition assistance programs such as food stamps, food banks, WIC and school meal programs to help families extend their food dollars and obtain the foods they need to maintain their health. The *Campaign* agencies use flyers, brochures, and other educational materials to connect FSNE-eligible families with local resources for health information and physical activity options. They have established partnerships with local Food Stamp Program Offices and provide opportunities for Food Stamp Program staff to participate in community events. The African American *Campaign* has developed and tested culturally appropriate materials to use in educating African American adults. These materials are made available to all LIAs to use in educating their program participants.

The targeted campaigns and programs are aligned with the *Network for a Healthy California's* overall strategy, brand, and messaging. Locally, they operate within the *Regional Network* structure and are designed to complement and work synergistically with *Network* school and community LIAs, Special Projects, and partnership initiatives to create horizontal and vertical integration. This coordination strategy, which has been enhanced since bringing the campaigns/programs into the *Regional Network* structure, helps to pull the campaigns and programs deeper into low-income communities, expand campaign/program resources into LIA programs, and intensify the messages that FSNE-eligible consumers receive about fruits and vegetables and physical activity from the state, regional, and local levels. The *Regional Network* Scope of Work has been revised as part of a competitive Request for Applications process, affording the opportunity to better integrate the various elements of the campaigns/programs, physical activity, and overall coordination and collaboration roles of the *Regional Network* contractors.

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA FRUIT, VEGETABLE, AND PHYSICAL ACTIVITY CAMPAIGN

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	1,215,246	0	1,215,246	1,106,248	0	1,106,248	(8.97)
2. Contracts/Grants/Agreements	2,399,870	0	2,399,870	2326500	0	2,326,500	(3.06)
3. Non-capital Equipment/Supplies	0						
	70,400	19,388	89,788	61,600	0	61,600	(31.39)
4. Materials	0			0	0	0	
5. Travel	57,700	0	57,700	52,100	0	52,100	(9.71)
6. Administrative	90,000	0		100000	0	100,000	
7. Building Space	139,200	0	139,200	121,800	0	121,800	(12.50)
8. Maintenance	0	0		0	0	0	
9. Equipment & Other Capital Expenditures	80,400	0	80,400	77,000	0	77,000	(4.23)
Total Direct Costs	4,052,816	19,388	4,072,204	3,845,248	-	3,845,248	(5.57)
11. Indirect Costs @7.3 % of Personnel Costs	322,566	0	322,566	291,761	0	291,761	(9.55)
12. TOTAL COSTS	\$4,375,382	\$19,388	\$ 4,394,770	\$4,137,009	\$0	\$4,137,009	(5.87)

Maintenance costs are budgeted under the line Building /Space/ & Other General Expenses
 (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget & justifications)

(See Appendices Binders, Section D, PHI Budget for detailed budget & budget justification)

Indirect Cost rate for the State is 7.3% of total personnel costs and PHI is 16.5% of total budget less subcontracts

STATE LEVEL PROJECT SUMMARY FORM
COMMUNICATIONS – Project #1

1. Goals & Objectives (*See State Level Objectives*).

2. Project Title: Communications: Project #1 - Advertising/Public Relations

a. Related State Objectives

Related State Objectives include # 1a, 2a & b, and 4

b. Audience

Ethnicity: Multi-ethnic populations including African American, Caucasian, Latino, Asian-American.

Languages: English, Spanish

Ages: 18-54 women with children living in the home

c. Focus on FSP Eligibles

At least 50 percent of mass media impressions will be received by FSNE-eligible individuals, defined as women living in households with incomes \leq 185% FPL. Messaging will be crafted using findings from quantitative and qualitative research conducted among FSNE-eligible populations in order to ensure all information resonates with the target. Direct marketing will be distributed to households only in qualifying low-income census tracts.

Income Targeting Data Source:

Scarborough Research Data, GIS Census Data, Indicated 2000 Census Tract Data, *handshake* Marketing (direct marketing vendor)

d. Project Description

Key Strategies:

Sustain the *Champions for Change* communication campaign using the following strategies:

1. Develop Wave 2 television, out-of-home and radio advertising with multicultural English and Spanish language executions to be produced and placed statewide beginning in April 2009.
2. Implement a direct marketing campaign with multicultural English- and Spanish-language nutrition education pieces to be distributed to approximately 1.2 million qualifying low-income households throughout the state.
3. Compile a database of food stamp recipients and eligibles from individuals requesting further information through the *Network's* 888 toll-free number, Web site, or the direct marketing campaign. Nutrition education materials will be mailed to these individuals subsequent to their contacting the *Network*. On-going relationship marketing where all individuals on the growing database would receive periodic nutrition education materials

has been deemed too costly at this time, primarily due to additional staff needed to maintain and evaluate such a database.

4. Maintain the www.cachampionsforchange.net English- and Spanish-language consumer Web site with nutrition education, quick tips from Champion Moms and recipes to support the advertising and direct marketing campaigns.
5. Utilize statewide public relations to extend the advertising message through media trainings, materials and resources.
6. Assume coordination and dissemination of Champions for Change.

Key Educational Messages:

Plans to date are to continue use of similar messages to those listed below. Targeted messaging will be refreshed, building on the Ownership Campaign developed in FFY07, which was based on increasing the target's self-efficacy and social normative beliefs related to fruit and vegetable consumption and physical activity. Insight has been gathered from formative research conducted in FFY08. Creative concepts will be refined based on focus group feedback to ensure clarity, believability and motivation.

Real moms talking to moms about taking back ownership of their family's health and nutrition in their homes and communities, using the following key messages similar to the existing campaign:

“My kitchen. My rules. Eat more fruits and vegetables.”

“My television. My rules. Turn it off and go out and play.”

“Our neighborhood. Our rules. We speak up for healthy changes.”

“Times are changing. Moms are changing. And change is good. Be a Champion for Change.”

Intervention Sites: Statewide

Projected Number of Contacts:

Social Marketing Contacts; direct-to-home marketing: 4,800,000 statewide. Four drops of 1.2 million pieces will be disseminated to households in qualifying census tracts in FFY09.

Indirect Contacts: Mass Media: 650,000,000 targeted impressions received by the ≤185% FPL target population. This reach represents 56.7 percent of all projected 1,148,185,000 mass media impressions.

Narrative Summary:

1. Produce Wave 2 of *Champions for Change* TV, radio, and outdoor ads to begin airing in April 2009 as follows:

FFY09 Advertising Materials Scheduled for Production	
<u>English-language</u>	<u>Spanish-language</u>
Two TV spots	Two TV spots
Three outdoor ads*	Three outdoor ads*
One 2-minute video for LA transit	One 2-minute video for LA transit
	Two radio spots

A total of 13-14 weeks of media weight tailored by market will be “flighted” (on and off weeks) in order to extend advertising over a six-month period. Advertising will run in Bakersfield, Chico, Fresno, Los Angeles, Monterey, Sacramento, San Diego and San Francisco media markets, representing just under 96 percent of California’s FSNE-eligible adults. As funding allows, Eureka, Palm Springs and Santa Barbara media markets will receive support, increasing coverage of FSNE-eligible adults to slightly over 99 percent.

Based on findings from the *Network’s* FFY05 and FFY06 “Front Lines” campaign, advertising materials tend to achieve optimal use after airing for two years. FFY08 is the second year of the Ownership campaign, thus new creative materials will be required for FFY09.

2. Distribute direct-to-home marketing executions that convey detailed information about the importance of good nutrition and physical activity. Champion Mom Success Cards and *Network* recipe cards will be included in each marketing piece. Approximately 1.2 million California households with children in qualifying low-income census tracts where at least 70% of residents speak English or Spanish will receive a direct mailer or door hanger four times in FFY09. A business reply card (BRC) will be used to measure and analyze response levels.

Results of a quasi-experimental evaluation conducted by Field Research in FFY07 as part of the direct marketing pilot test indicated that direct marketing is effective among the FSNE target. The evaluation was designed to capture both women receiving the DVD/MAILER and a matching control group, and interviews were conducted pre- post-delivery of the piece. Statistically significant increases in self-efficacy and social normative support were found among intervention mothers vs. the control group.

3. Compile a database of food stamp recipients and eligibles from individuals requesting further information through the *Network’s* 888 toll-free number, Web site, and/or the direct marketing campaign. Nutrition education materials will be mailed to these individuals subsequent to their contact with the *Network*. FFY08 plans originally called for on-going relationship marketing where all FSNE-qualifying individuals on the growing database would receive periodic nutrition education materials. This plan has been deemed too costly primarily due to additional staff required to maintain and evaluate such a database. Therefore, each individual request will be follow-up with a variety of nutrition education materials that will vary about every quarter.

4. Maintain the www.cachampionsforchange.net Web site with nutrition education, quick tips from Champion Moms and recipes to support the advertising and direct mail campaigns. Monitor Web site hits monthly. Efforts will be made to incorporate the Web site URL into most advertising materials in an effort to increase site traffic.
5. Extend the advertising campaign with public relations support statewide. A media bureau, technical assistance, and media training will continue to be provided for the *Network's* local funded partners for the purpose of extending the *Network's* empowerment positioning and *Champions for Change* strategy. Key statewide events will be held in all 11 *Network* regions to support the *Network's* campaigns and programs. Examples of such events are Fruit and Veggie Fests in May and Latino Healthy Awareness Month in September. Discussions are taking place in FFY08 with WIC about tie-ins with the introduction of the WIC Food Package that is expected to be announced in late FFY09.

e. Summary of Research

Benchmark Evaluation

The *Network* continues to conduct an annual tracking survey that measures advertising awareness and knowledge, attitudes and beliefs related to fruit, vegetable, and physical activity consumption. The new Champions for Change brand and advertising campaign generated lower awareness than in the 2005 and 2006 campaigns. This was fully anticipated given the new brand and message, and the *Network* expects to see FFY08 (second year of Ownership) awareness levels return to parity with earlier campaigns. Awareness trends that were identified in previous years continue to track in similar patterns: 1) food stamp recipient mothers have higher awareness of *Network* advertising compared to <130% FPL non-recipients. 2) Latino and African American moms have higher awareness than other ethnicities that are not specifically targeted. 3) markets receiving greater concentrations of advertising weight report higher awareness. Overall, these findings validate that the *Network's* allocation of advertising resources and messaging have been on strategy.

Detailed reports are available.

Advertising Recall

Food stamp recipients vs. non-recipients

- Because the *Network* can no longer use USDA funds to survey market populations >130% FPL, alternative funds were secured to survey these segments in order to analyze important comparisons. The 2007 Survey indicates greater rates of recall of *Network* advertising among food stamp recipient mothers versus other low-income mothers who are not receiving food stamps (women living in ≤ 185 percent FPL households.)

Network for a Healthy California			
Aided Recall of Any Network Campaign Ad*			
	<u>2005</u>	<u>2006</u>	<u>2007</u>
Food Stamp Moms	68%	76%	54%
Low-Income Moms (\leq185% FPL)	39%	63%	48%

*During three months prior to survey

Source: The *Network for a Healthy California* 2007 Tracking Survey

Note: 2007 marked the introduction of the new Champions for Change brand and new Ownership campaign, thus explaining lower awareness levels. 2008 awareness levels are expected to meet or exceed 2006 levels.

Ethnic Differences

- Recall scores among ethnicities receiving a greater concentration of advertising weight, specifically African American and Latino mothers, continue to outpace scores of other ethnicities. And, consistent with the first bullet point, trends are higher among Food Stamp mothers versus other low-income mothers for all ethnicities.

Network for a Healthy California			
Aided Recall of Any Network Campaign Ad*			
by Race/Ethnicity			
	<u>2005</u>	<u>2006</u>	<u>2007</u>
<u>Food Stamp Moms</u>			
African American	76%	84%	59%
Hispanic	66%	80%	59%
Caucasian	70%	69%	50%
All Other	44%	45%	48%
<u>Low-Income Moms (<185% FPL)</u>			
African American	49%	64%	51%
Hispanic	48%	70%	50%
Caucasian	33%	53%	43%
All Other	23%	56%	49%

*During three months prior to survey

Source: The *Network for a Healthy California* 2007 Tracking Survey

Note: 2007 marked the introduction of the new Champions for Change brand and new Ownership campaign, thus explaining lower awareness levels. 2008 awareness levels are expected to meet or exceed 2006 levels.

Regional Differences

- A geographic analysis indicates that recall is highest in regions that receive significantly higher levels of advertising, as opposed to regions with minimal advertising.

Network for a Healthy California			
Aided Recall of Any Network Campaign Ad*			
by Race/Ethnicity, 2007			
	<u>Food Stamp Moms</u>	<u>Low-Income Moms</u> (\leq 185% FPL)	
<u>Highest Advertising Weight Level</u>			
Los Angeles	54%	43%	
Central Valley	60%	37%	
<u>Minimal Advertising Weight Level</u>			
San Diego	19%	19%	
Bay Area (San Francisco)	25%	24%	
*During three months prior to survey			

Source: The Network for a Healthy California 2007 Tracking Survey

Knowledge, attitudes and beliefs

Knowledge about the importance of eating fruits and vegetables and being physically active remains steady among mothers receiving food stamps and outpaces knowledge among other low-income mothers who do not receive food stamps.

Diet and Health

"Eating fruits and vegetables does not reduce your risk of getting diseases like diabetes, cancer or heart disease."			
	Strongly Disagreed		
	<u>2004</u>	<u>2006</u>	<u>2007</u>
Food Stamp Moms	45%	56%	55%
Low-Income Moms (\leq185% FPL)	56%	56%	51%

Source: The Network for a Healthy California 2007 Benchmark Survey

Body Weight

"Being overweight or obese can cause serious health problems like diabetes, cancer or heart disease."			
	Strongly Agreed		
	<u>2004</u>	<u>2006</u>	<u>2007</u>
Food Stamp Moms	94%	93%	94%
Low-Income Moms (\leq185% FPL)	86%	82%	82%

Source: The Network for a Healthy California 2007 Benchmark Survey

Physical Activity

“Being physically active will help reduce your risk of getting diseases like diabetes, cancer or heart disease.”			
	Strongly Agreed		
	<u>2004</u>	<u>2006</u>	<u>2007</u>
Food Stamp Moms	80%	83%	82%
Low-Income Moms (<185% FPL)	74%	70%	72%

Source: The *Network for a Healthy California* 2007 Benchmark Survey

Childhood Obesity

“Being overweight or obese is a serious problem among children in California.”			
	Strongly Agreed		
	<u>2004</u>	<u>2006</u>	<u>2007</u>
Food Stamp Moms	77%	83%	84%
Low-Income Moms (<185% FPL)	76%	76%	77%

Source: The *Network for a Healthy California* 2007 Benchmark Survey

f. Modification of Project Methods/Strategies

Advertising plans and strategies for Champion Moms, as featured in the Ownership campaign, will be the *Network's* spokespersons, spreading their insights about the importance of increased consumption of fruits and vegetables and physical activity to prevent chronic diseases and childhood obesity.

g. Use of Existing Educational Materials

Network recipe cards and Fruit & Vegetable Quick Tip cards will be used in the direct marketing campaign.

h. Development of New Educational Materials

All materials described in the narrative summary will be newly produced for FFY09.

i. Key Performance Measures/Indicators

Key measures and indicators will include target audience impressions (adults <185% FPL) and quantitative data from the FFY08 Benchmark Study to be available in January 2009; and qualitative data from focus groups.

3. Evaluation Plan

A Benchmark Survey is conducted annually to determine quantitative results such as campaign awareness, self efficacy, knowledge levels, behavioral intentions, social normative beliefs and other important measures. Additionally, no fewer than 18 hours of focus group testing is conducted during the development of new advertising materials. Both Benchmark Survey and focus group testing will be targeted to Food Stamp Program eligibles (<130% FPL). Budgets reflected in the USDA Plan are for the FSP eligibles only.

Evaluation Type:

Formative: Formative research will be conducted during the development of the new advertising campaign to air in FFY09. Additionally, all new materials produced for FFY09, including advertising, direct marketing, and FSORK, will have been focus-group tested in FFY08. Focus groups are conducted in Oakland, Fresno and Los Angeles among groups comprised of low-income multi-ethnic women with children, African American women with children and predominantly Spanish speaking women with children, representing no less than 18 hours of evaluation. Key diagnostic dimensions such as affect, attention, clarity, comprehension, believability, agreement, relevance, and persuasiveness, form the basis of questions and probing during the focus groups.

Process:

Outcome: A sixth annual Benchmark Survey is planned for FFY09, and it will compare findings to the baseline survey conducted in 2004 as well as findings from 2005, 2006, 2007 and 2008. In order to accurately evaluate trends among Food Stamp recipient mothers, The *Network* is requesting funding for evaluating FSNE-eligible low-income mothers at 130% percent FPL or below. Other funding will be secured for comparison data.

4. Coordination Efforts

All materials produced for this new campaign will be shared and made available to sister agencies in California, and all FNS programs in California and other states. Sister state programs and local partners will be encouraged to secure public service placement of ads on local cable TV interconnects and local access stations.

Several collaborative meetings between the *Network* and WIC have taken place in FFY08. The goal is to identify opportunities for cross-pollination of *Network* and WIC messaging and to support WIC's new Food Package planned for introduction in late 2009. Given the overlap between food stamp and WIC clients, this strategic partnership represents significant opportunities for both programs. In particular, the *Network*'s direct marketing campaign offers potential to provide low-income women with specific WIC messaging. At this writing, WIC is considering funding incremental quantities of the direct marketing campaign.

The *Network* will continue efforts to infuse the Champions for Change brand into all *Network* materials produced at the state and local levels. Such coordination accelerates brand equity and saliency of *Network* messaging.

STATE LEVEL PROJECT SUMMARY FORM
COMMUNICATIONS – Project # 2

1. Goals & Objectives (*See State Level Objectives*).

2. Project Title: COMMUNICATIONS: Project #2 –1) Harvest of the Month; 2) *Network for a Healthy California Portfolio and Success Stories* 3) Food Stamp Office Resource Kit 4) Champions for Change direct marketing campaign 5) Champions for Change Web site maintenance.

a. Related State Objectives

Related State Objectives include 1a, c,d; and 3

b. Audience

Gender: Women, Men, boys and girls.

Ethnicity: Multi-ethnic populations including African American, ~~Asian~~, Caucasian, Hispanic.

Languages: English, Spanish

Ages: 6 to 54

c. Focus on FSP Eligibles

1) Harvest of the Month is implemented in *Network*-qualified schools, therefore is focused on FSP recipients and eligibles.

2) The *Network for a Healthy California Portfolio and Success Stories* are not targeted to FSP eligibles. They are collateral pieces used to promote the *Network* among stake holders, sister agencies, strategic partners and potential funders.

3) The Food Stamp Office Resource Kit is used only in social services offices, ensuring income requirements are being met.

4) The Champions for Change direct marketing campaign encompasses the implementation of four individual drops to ~1.2 million low-income households in qualifying census tracts throughout California.

5) The Champions for Change Web site is an extension of the *Network*'s mass communication plan. The URL is promoted on *Network* materials which are targeted to low-income populations.

Income Targeting Data Source:

Network-qualified schools; Indicated 2000 Census Tract Data; Free/Reduced Price Meal Percentage; WIC Income Guidelines; Food Stamp offices; GIS Census Tract Data.

d. Project Description

Key Strategies:

- 1a. Write content for six new issues of Harvest of the Month (HOTM). Prepare all issues for production and distribution in FFY09.
- 1b. Re-design the existing HOTM Web site to make it more user friendly and consistent with other *Network* Web sites.
2. Design and produce a *Network for a Healthy California* portfolio and an accompanying Success Story portfolio.
3. Replenish Food Stamp Office Resource Kit materials.
4. Print sufficient supplies of each of the four FFY09 direct marketing pieces for use by funded partners.
5. Maintain Champions for Change Web site with updated materials throughout the year, such as Champion Mom Success cards and new recipes.

Key Educational Messages:

- HOTM: Increased fruit and vegetable consumption and increased physical activity will “grow healthy students.”
- Direct Marketing: Encompasses easy-to-use nutrition education for women with children. Provides tips related to chronic disease prevention, physical activity, cost savings, serving ideas, and recipes.
- FSORK: Food Stamps help put healthy food on your table.

Intervention Sites:

- HOTM: Qualifying *Network* schools and retail sites. ~~possibly Food Stamp offices~~
- Direct Marketing: Qualifying low-income census tracts.
- FSORK: Food Stamp offices.

Projected Number of Contacts: --

Direct Contacts: HOTM: 770,000
 FSORK replenishment materials: N/A
 Direct Marketing supplemental print run: 100,000
 Champions for Change Web site: N/A

Indirect Contacts: N/A

Narrative Summary:

1. Content for six new editions of HOTM will be developed by a sub-contractor. These will include educator newsletters, parent newsletters, and menu slicks. The new editions will be designed and incorporated into existing materials on the HOTM Web site. Additionally, the existing HOTM Web site, developed in FFY06, will be re-designed to streamline user access and navigation, and to maintain consistency with the *Network's* other Web sites. The Web site is the sole access point of all HOTM materials for the several hundred educators that employ this tool in schools throughout California and other states. Easier access to materials and simplified site navigation is needed. A consultant will be retained to update the site as needed.

HOTM is a tool kit designed to motivate and empower students to increase consumption and enjoyment of a variety of colorful fruits and vegetables and to engage in physical activity every

day. The kit provides the tools and resources to reach children and their parents in a variety of settings and where they are able to be most impacted – the classroom, cafeteria, home and community through a retail connection being facilitated by the *Retail Program*. There are four key elements in the kit: educator newsletters, family newsletters, menu slicks and press releases. These elements are most effective when used together, but can be used separately in a variety of settings as part of a well-balanced, complete nutrition education program. The family newsletter targets parents and is two-sided with English on the front and Spanish on the back. The family newsletter takes HOTM from school to the home, allowing students and their families to share the experience. Each newsletter includes:

- General information on how nutrition affects a child’s health and education.
- Tips for providing more fruits and vegetables and ways to encourage healthy food choices.
- A recipe for the Harvest of the Month featured fruit or vegetable.
- Ideas for engaging in physical activity.
- Tips for selecting, storing and serving the featured produce item.

2. Design and produce a *Network for a Healthy California* portfolio and an accompanying Success Story portfolio. These collateral pieces will be used to promote the *Network* among stakeholders, sister agencies, strategic partners, potential funders, and at statewide and national public health conferences. The portfolios will describe the purpose, structure, and successes of the *Network*. Text for the portfolios has been developed in FFY08. FFY09 funds will be used to design and produce the pieces.

3. Due to the popularity of the Food Stamp Office Resource Kit that was developed and implemented in FFY06-07, the *Network* and collaborative partners have developed Version #2 to be distributed in October, 2008. This kit brings nutrition education into Food Stamp offices to provide clients with demonstrations, tips and recipes that will help them purchase and prepare low-cost nutritious meals and snacks for themselves and their families. This information, combined with the increased food purchasing power of Food Stamps, serves to promote better health among low-income Californians. The new kit includes a 20-minute sequel to the original “Good Food TV” DVD/VHS; a new poster to fit existing 22”x28” frames; informational brochures; and, eight take-home recipe cards. All materials are in English and Spanish.

In anticipation of the need to produce additional kits, a replenishment budget is being placed in the FFY09 budget.

4. The *Network* will launch a direct marketing campaign in April 2009, comprised of nutrition education materials in the form of door hangers or direct mail. Each of four “waves” will deliver ~1.2 million pieces to women with children, living in qualifying low-income census tracts. Production for this campaign was funded from the FFY08 budget. However, a sufficient quantity of reprints for use by local partners will be needed in FFY09.

5. The Champions for Change Web site requires periodic updating to attract new users and maintain a fresh appeal for return visitors.

e. Summary of Research

HOTM

A process evaluation of HOTM found that some components of the toolkit were implemented with more fidelity than others. The findings led to a revision of some materials, more detailed implementation guidelines the development of a teacher training component and the revision/expansion of the HOTM website. An impact evaluation (n=1,322) showed a significant increase in knowledge, self-efficacy, preferences for some fruit and vegetables and consumption (from 6.71 to 7.56 times/day).

FSORK: Results of a formal evaluation conducted among clients leaving food stamp offices yielded 70 percent unaided recall of FSORK material. Of those who reported watching the DVD, 87 percent were able to recall specific tips or messages. Anecdotal feedback from the county Food Stamp coordinators are highly positive.

Modification of Project Methods/Strategies

None

f. Use of Existing Educational Materials

HOTM Cycles I and II will be used as a resource to develop the six new issues of HOTM.

Nutrition education that was researched and developed for HOTM, the original FSORK, and the FFY07 direct marketing piece are being used as references to develop much of the FFY09 new materials, including the direct marketing pieces.

g. Development of New Educational Materials

1. HOTM: The six new issues will replicate Cycles I and II issues, and will bring the total number of featured California fruits and vegetables to 30. Content for an educator's newsletter, parent newsletter in English and Spanish, and a menu slick will be developed and posted on the HOTM Web site.

2. FSORK: New materials including the DVD, brochures and replenishment supplies will be offered to all participating Food Stamp offices in California. Currently, there are 288 Food Stamp offices in 56 of California's counties that use FSORK. Additionally, the kit and replenishment materials will be made available to other states on a cost recovery basis.

i. Key Performance Measures/Indicators

HOTM: In FFY07, HOTM was used in 1,506 Network schools, reaching 476,862 school children. HOTM was used in 1,776 sites to reach 290,480 qualifying low-income adults.

FSORK: Clientele in 288 Food Stamp and Social Service Offices throughout California (exact number of clientele unknown).

3. Evaluation Plan

Previous Evaluation: Qualitative evaluations have been conducted for FSORK.

On-going evaluation for HOTM:

Process/Impact: All users of the toolkit will be encouraged to conduct process or impact evaluation. Large contractors (>\$350,000) are required to conduct impact evaluation. Those that have not evaluated HOTM will be encouraged to use the HOTM specific survey and those that have evaluated it will be required to increase the rigor of their evaluations. Review and revise the HOTM survey to incorporate recently developed measures if available and appropriate.

4. Coordination Efforts

HOTM: All HOTM will continue to be shared with other *Network for a Healthy California* campaigns and programs, and integrated as needed. Currently, *The Network Retail Program* is integrating HOTM materials into a newsletter written for an Albertson's partnership.

Direct Marketing: The *Network* has been collaborating with WIC to incorporate some of their health messages related to eating less calorie-dense foods, changing to low-fat milk, and eating whole grains. As of this writing, WIC is evaluating the possibility of extending the direct marketing program to include WIC households not reached through the *Network* direct marketing intervention.

FSORK: The development, production, and distribution of this tool kit represent a collaborative effort between the DHS' *Network for a Healthy California*, DSS, UC Davis and USDA's Western Region Office. Materials will be shared across all FSNE partner organizations and with other States through the new cost-recovery ordering systems.

CDPH: CPNS 2009 (Base Budget) Media Recommendation

Month (2009):	April				May				June				July				August				September				Billable	Total Market	Adult Imps.	TA Imps.						
Week Beginning :	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	units	\$/unit	Costs	Cost	(000)	(000)		
Multicultural Campaign																																		
Bakersfield DMA (1.87% of CA W18-54)																																		
Television :30 (W18-54 TRP)	100	100			100	100			100	100			100	100			100	100			100	100							1400	\$ 39	\$ 54,712		6480.3	2203.3
Outdoor 30-sheet posters (DMA) (#25=12 units)	12 units				12 units				12 units												36	\$ 619	\$ 22,298		11880.0	8910.0								
Chico DMA (1.34% of CA W18-54)																																		
Television :30 (W18-54 TRP)	80	80			80	80			75	75			75	75			75	75			75	75							920	\$ 17	\$ 16,017		2828.4	792.0
Eureka DMA (.41% of CA W18-54)																																		
Television :30 (W18-54 TRP)	80	80			80	80			75	75			75	75			75	75			75	75							920	\$ 14	\$ 12,438		0.0	0.0
Fresno DMA (4.89% of CA W18-54)																																		
Television :30 (W18-54 TRP)	120	120	110		120	110			120	110			120	110			120	110			120	110		110					1610	\$ 71	\$ 114,374		17626.3	5992.9
Outdoor 30-Sheet Posters (DMA coverage) (#25=26)	26 units				26 units				26 units				26 units								78	\$ 485	\$ 37,857		18252.0	13689.0								
Outdoor 8-Sheet Posters (metro coverage) (#25=23)					23 + 2 units								23 + 2 units								46	\$ 162	\$ 7,446		7590.0	5692.5								
Catering Truck Posters	6 units				6 units				6 bonus				6 units				6 units				6	\$ 60	\$ 1,443		792.0	594.0								
Los Angeles DMA (48.70% of CA W18-54)																																		
Television :30 (W18-54 TRP)	120	120	110		120	110			120	110			120	110			120	110			120	110		110					1610	\$ 1,103	\$ 1,775,943		198398.5	51583.6
Outdoor 30-Sheet Posters (DMA coverage) (#25=132)	120 units				120 units				120 units				120 units								360	\$ 657	\$ 236,624		174240.0	121968.0								
Outdoor 8-Sheet Posters (Los Angeles metro) (#25=300)					300 + 30 units								300 + 30 units								600	\$ 162	\$ 97,125		118800.0	83160.0								
Outdoor 8-Sheet Posters (Inland Empire metro) (#50=50)					50 + 5 units								50 + 5 units								100	\$ 162	\$ 16,188		20768.0	14537.6								
Transit Shelters (Los Angeles/Orange)	40 bonus				40 bonus				40 bonus				40 bonus								120	\$ -	\$ -		41760.0	29232.0								
Catering Truck Posters	38 units				38 units				38 bonus				38 units				38 units				152	\$ 60	\$ 9,140		5016.0	3511.2								
Transit TV (:30/weekly)	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x	16x	8x					25	\$ 826	\$ 20,650		15200.0	7296.0
Sacramento DMA (10.79% of CA W18-54)																																		
Television :30 (W18-54 TRP)	100	100			100	100			100	100			100	100			100	100			100	100		100					1400	\$ 198	\$ 276,766		36235.5	10145.9
Outdoor 30-sheet Posters (DMA) (#25=32)	32 units				32 units				32 units				32 units								96	\$ 777	\$ 74,592		26304.0	17623.7								
Catering Truck Posters	16 units				16 units				16 bonus				16 units				16 units				64	\$ 60	\$ 3,848		2112.0	1415.0								
San Francisco DMA (18.36% of CA W18-54)																																		
Outdoor 30-sheet Posters (DMA) (#25=72)	60 units				60 units				60 units				60 units								180	\$ 431	\$ 77,639		39600.0	22572.0								
Outdoor 8-sheet Posters (East Bay) (#25=75)					80 + 8 units				80 + 8 units				80 + 8 units								240	\$ 126	\$ 30,166		42768.0	24377.8								
Catering Truck Posters	22 units				22 units				22 bonus				22 units				22 units				88	\$ 65	\$ 5,698		2904.0	1945.7								
Santa Barbara DMA (1.71% of CA W18-54)																																		
Television :30 (W18-54 TRP)	80	80			80	80			75	75			75	75			75	75			75	75							920	\$ 51	\$ 46,773		4976.8	895.8
broadcast television daypart mix: 10% Morning/50% Daytime/40% Afternoon Fringe																																		
Multicultural Campaign:																																		
\$ 2,937,739 \$ 2,937,739 794531.9 428138.1																																		

CDPH: CPNS 2009 (Base Budget) Media Recommendation

Month (2009):	April					May					June				July				August					September				Billable	Total Market	Adult Imps.	TA Imps.																											
	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	Costs					Cost	(000)	(000)																								
Week Beginning :																													units	\$/unit																												
Latino Campaign																																																										
Bakersfield DMA (2.54% of CA HW18-49)																																																										
Television :30 (spots/week)			35	35			35	35			35	35			35	35			35	35			35	30			35	30	480	\$ 116	\$	55,589		1752.2	1296.6																							
Radio :60 (Bakersfield metro) (HW18-34 TRP)			125	125			125	125			125	125			125	125			125	125			125	125			125	125	1500	\$ 16	\$	23,595		2623.3	1836.3																							
Outdoor 30-Sheet Posters (DMA) (#25=7 units)			7 units									7 units								7 units													21	\$ 619	\$	13,007		4788.0	3591.0																			
Catering Truck Posters	15 units					15 units					15 bonus				15 units				15 units					15 bonus				60	\$ 60	\$	3,608		1980.0	1485.0																								
Chico DMA (.49% of CA HW 18-49)																																																										
Radio :60 (Chico metro) weekly spots			21	21			21	21			21	21			21	21			21	21			21	21			21	21	252	\$ 14	\$	3,591		3,591																								
Fresno DMA (6.88% of CA HW18-49)																																																										
Television :30 (HW18-49 TRP)			130	130	130			130	120			120	120			120	120			120	120			120	120			120	120	1840	\$ 59	\$	109,370		7648.3	5659.8																						
Radio :60 (Fresno metro) (HW18-34 TRP)			130	130	125			125	125			125	125			125	125			125	125			125	125			125	125	1760	\$ 40	\$	70,277		4581.0	3206.7																						
Radio :60 (Merced metro) (HW18-34 TRP)			130	130	125			125	125			125	125			125	125			125	125			125	125			125	125	1760	\$ 5	\$	8,166		1387.1	970.9																						
Radio :60 (Visalia metro) (HW18-34 TRP)			130	130	125			125	125			125	125			125	125			125	125			125	125			125	125	1760	\$ -	\$	-		3066.5	2146.6																						
Outdoor 30-Sheet Posters (DMA) (#25=12)			12 units									12 units								12 units													36	\$ 485	\$	17,473		8928.0	6696.0																			
Outdoor 8-Sheet Posters (DMA coverage) (#50=24)																														48	\$ 162	\$	7,770		7920.0	5940.0																						
Catering Truck Posters	20 units					20 units					20 bonus				20 units				20 units					20 bonus				80	\$ 60	\$	4,810		2640.0	1980.0																								
Imperial County																																																										
Radio :60 weekly spots			28	28			28	28			28	28			28	28			28	28			28	28			28	28	336	\$ 24	\$	8,081		8,081																								
Los Angeles DMA (58.76% of CA HW18-49)																																																										
Television :30 (HW18-49 TRP)			130	130	130			130	120			120	120			120	120			120	120			120	120			120	120	1840	\$ 586	\$	1,077,486		90467.8	55185.4																						
Radio :60 (Los Angeles metro) (HW18-34 TRP)			130	130	125			125	125			125	125			125	125			125	125			125	125			125	125	1760	\$ 217	\$	381,797		58536.9	29853.8																						
Radio :60 (Riverside metro) (HW18-34 TRP)			130	130	125			125	125			125	125			125	125			125	125			125	125			125	125	1760	\$ 38	\$	67,109		10369.7	5288.5																						
Radio :60 (Oxnard/Ventura metro) (HW18-34 TRP)			tbd	tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd	0	\$ -	\$	-		0.0	0.0																						
Radio :60 (Victor Valley metro) (HW18-34 TRP)			tbd	tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd			tbd	tbd	0	\$ -	\$	-		0.0	0.0																						
Outdoor 30-Sheet Posters (DMA) (#25=57)			57 units									57 units								57 units													171	\$ 657	\$	112,397		67374.0	47161.8																			
Outdoor 8-Sheet Posters (Metro) (#25=150)																														300	\$ 162	\$	48,563		59400.0	41580.0																						
Outdoor 8-Sheet Posters (Inland Empire) (#50=24)																														48	\$ 162	\$	7,770		9968.6	6978.0																						
Transit Shelters (Los Angeles/Orange)			20 bonus									20 bonus								20 bonus													60	\$ -	\$	-		14760.0	10332.0																			
Catering Truck Posters	73 units					73 units					73 bonus				73 units				73 units					73 bonus				292	\$ 60	\$	17,558		9636.0	6745.2																								
Transit TV (:30/weekly)			16x	8x	16x	8x			16x	8x			16x	8x			16x	8x			16x	8x			16x	8x	16x	8x	8x	25	\$ 826	\$	20,650		11575.0	5556.0																						
Monterey DMA (2.19% of CA HW18-49)																																																										
Television :30 (spots/week)			35	35			35	35			35	35			35	35			35	35			35	30			35	30	480	\$ 101	\$	48,490		2305.9	1199.1																							
Radio :60 (HW18-34 TRP)			125	125			125	125			125	125			125	125			125	125			125	125			125	125	1500	\$ 20	\$	30,675		2160.9	886.0																							
Palm Springs DMA (1.89% of CA HW18-49)																																																										
Television :30 (spots/week)			35	35			35	35			35	35			35	35			35	35			35	30			35	30	480	\$ 125	\$	60,202		1261.2	655.8																							
Outdoor 30-Sheet Posters (Coachella Valley)			5 units									5 units								5 units													15	\$ 601	\$	9,019		7962.0	5573.4																			
Catering Truck Posters	7 units					7 units					7 bonus				7 units				7 units					7 bonus				28	\$ 87	\$	2,435		924.0	646.8																								

CDPH: CPNS 2009 (Base Budget) Media Recommendation

Month (2009):	April				May					June				July				August				September				units	\$/unit	Billable Costs	Total Market Cost	Adult Imps. (000)	TA Imps. (000)				
Week Beginning :	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21									
Latino Campaign, continued																																			
Sacramento DMA (7.18% of CA HW18-49)																																			
Television :30 (HW18-49 TRP)			75	75			75	75			75	75			75	75			75	75			75	75					975	\$ 61	\$ 59,183		4290.0	3303.3	
Radio :60 (Stockton metro) (HW18-34 TRP)					100	100			100	100			100	100			100	100			100	100			100	100			1200	\$ 12	\$ 13,872		864.0	475.2	
Radio :60 (Modesto metro) (HW18-34 TRP)					100	100			100	100			100	100			100	100			100	100			100	100			1200	\$ 12	\$ 13,872		720.0	396.0	
San Diego DMA (6.85% of CA HW18-49)																																			
Television :30 (HW18-49 TRP)			100	100			100	100			100	100			100	100			100	100			100	100					1400	\$ 111	\$ 156,002		7791.0	4363.0	
Radio :60 (HW18-34 TRP)					125	125			125	125			125	125			125	125			125	125			125	125			1500	\$ 50	\$ 74,520		9510.6	5896.6	
Catering Truck Posters	33 units				33 units					33 bonus				33 units				33 units				33 bonus				132	\$ 60	\$ 7,937		4356.0	2482.9				
San Francisco DMA (10.51% of CA HW18-49)																																			
Television :30 (HW18-49 TRP)			75	75			75	75			75	75			75	75			75	75			75	75					975	\$ 123	\$ 119,486		6279.0	3516.2	
Outdoor 8-Sheet Posters (metro) (#25=15)	15 + 1 units									15 + 1 units				15 + 1 units				15 + 1 units				45	\$ 126	\$ 5,656		10197.0	5812.3								
Transit Shelters (East Bay/San Jose)	20 bonus									20 bonus				20 bonus				20 bonus				60	\$ -	\$ -		19080.0	10875.6								
Catering Truck Posters	50 units				50 units					50 bonus				50 units				50 units				50 bonus				200	\$ 65	\$ 12,950		6600.0	3762.0				
Daypart mix: 40% Daytime, 30% Afternoon Fringe, 30% Access/Primetime																Latino Campaign:																			
																																\$ 2,672,962	\$ 2,672,962	463,704.0	293,333.8
																																\$ 5,610,701	\$ 5,610,701	1,258,235.9	721,471.8

57.3%

Breakout by DMA:

	% Food Stamp Recipients or Eligible	% Total CA Pop.	Target Audience Per Capita Index	Total \$	% of \$
Bakersfield	3.6%	2.0%	180	\$ 172,809	3.1%
Chico	2.1%	1.6%	131	\$ 19,608	0.3%
Eureka	0.8%	0.5%	160	\$ 12,438	0.2%
Fresno	11.1%	4.6%	241	\$ 378,987	6.8%
Imperial County	0.8%	0.4%	200	\$ 8,081	0.1%
Los Angeles	46.4%	45.6%	102	\$ 3,888,998	69.3%
Monterey	1.8%	1.9%	95	\$ 79,165	1.4%
Palm Springs	1.0%	1.3%	77	\$ 71,655	1.3%
Sacramento	13.1%	11.4%	115	\$ 442,133	7.9%
San Diego	4.2%	8.6%	49	\$ 238,459	4.3%
San Francisco	13.4%	20.0%	67	\$ 251,595	4.5%
Santa Barbara	1.4%	1.9%	74	\$ 46,773	0.8%
total advertising DMAs:	99.7%	99.8%	100	\$ 5,610,701	100.0%

Market Rank**	
CPM	Overall Weighting
4	4
1	5
5	9
2	1
6	7
8	3
7	8
10	12
3	2
11	10
12	6
9	11

**assumes 50% weighting to % CA Food Stamp Recipient ranking, 30% to Food Stamp Recipient Per Capita Index ranking and 20% to Women 18-49 CPM (daytime television) ranking (updated 3/08)

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA COMMUNICATIONS -PROJECTS #1 AND #2

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	309,444	93,287	402,731	317,158	181,679	498,837	23.86
2. Contracts/Grants/Agreements	486,000	10,000,000	10,486,000	422,090	10,000,000	10,422,090	(0.61)
3. Non-capital Equipment/Supplies	17,600	10,034	27,634	17,600	9,492	27,092	(1.96)
4. Materials	126,090	0		190,000	0	190,000	
5. Travel	15,500	2,800	18,300	8,400	2,800	11,200	(38.80)
6. Administrative *	0	0		0	0	0	
7. Building/Space and Other General Expenses *	34,800	22,429	57,229	34,800	30,380	65,180	13.89
8. Maintenance *	0	0		0	0	0	
9. Equipment & Other Capital Expenditures	20,100	0	20,100	22,000	0	22,000	9.45
Total Direct Costs	1,009,534	10,128,550	11,138,084	1,012,048	10,224,351	11,236,399	0.88
11. Indirect Costs @7.3 % of Personnel Costs**	86,383	7,929	94,312	111,781	13,263	125,044	32.59
12. TOTAL COSTS	\$1,095,917	\$10,136,479	\$ 11,232,396	\$1,123,829	\$10,237,614	\$11,361,443	1.15

* Administrative and Maintenance costs for the State are included in the line Building/Space/ & Other General Expenditures; PHI budgets for Administrative costs separately (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget justifications)

Item #2 Contracts/Grants/Agreements - See individual Project Summaries for LIA, NIA, and Special Projects in attachment binders

**Indirect Cost rate for State is 7.3% of total personnel costs and PHI is 16.5% of total budget less subcontracts

STATE LEVEL PROJECT SUMMARY FORM

REU - Project #1

1. Goals & Objectives (*See State Level Objectives*).

2. **Project Title: Reporting System for Process Evaluation:** data collection; development and preparation of data collection system for current, Semi-Annual Activity Report (SAAR) and future Education and Administrative Reporting System (EARS) reporting and compilation of process evaluation data.

a. Related State Objectives

Related State Objectives include # 8.

b. Audience¹

Gender: Female and Male

Ethnicity: All races and ethnicities with specific targeting for African American, Caucasian/White, and Latino/Hispanic populations

Languages: English, Spanish, and select Asian languages, which may include Chinese, Vietnamese, Korean, and/or Hmong.

Ages: All ages. Primary focus is on families, especially mothers, with children.

c. Focus on FSP Eligibles

All of the activities funded by USDA are designed to reach Food Stamp Program (FSP) certified, likely or potentially eligible consumers, and this project is to provide evaluation and evaluation resources to the *Network* and FSNE intermediaries so that they, in turn, can more effectively provide nutrition education to the FSNE-eligible consumers that they serve, with FSNE-eligibility based on income targeting.

Income Targeting Data Source:

Besides activities at location-based proxy sites and high volume grocery stores, site verification of 50% or greater FSNE eligibles participating in projects participating in collection of tracking data will be based on the following data sources:

Network GIS Census Tract Data; School Free/Reduced Price Meal Program Percentages; and WIC Income Guideline Qualifications.

d. Project Description

Key Strategies: See h. for acronyms and description/uses of tracking systems

The following key strategies will be employed; we will...

- collect program tracking data for LIAs;
- collect program tracking data for RNs;

¹ The intended audience for this project is staff of Network funded projects.

- continue to engage key staff to streamline and modify *Network* data collection system to better transition to EARS, incorporating collection of SAAR data into EARS data collection system;
- continue to work with a consultant or sub-contractor and with UCD-FSNEP to design and test a system to collect EARS data from pilot projects; collaborate with other FSNE states where appropriate; and
- maintain and enhance computer systems for collecting and analyzing current process data in full compliance of State information technology requirements until the transition can be completed.

Key Educational Messages: N/A

Intervention Sites: All

Projected Number of Contacts:

Direct Contacts: 0²

Indirect Contacts: 0

Narrative Summary:

All programs funded by *Network* funds will complete a SAAR as part of semi-annual or annual progress report requirements. These data will be analysed by REU staff and used for internal evaluation.

Staff will continue the work initiated in FFY 2007 to develop and implement a system for collecting and managing EARS data that are integrated with other *Network* progress reports. REU and IT staff

Staff will continue the work initiated in FFY 2007 to develop and implement a system for collecting and managing EARS data that are integrated with other *Network* progress reports. REU and IT staff have worked collaboratively with DSS to participate in an initial 2008 pilot of EARS data collection based on current systems in place and will use that experience to guide development of a new online system in FFY09 to use with our contractors and UCD-FSNEP.

e. Summary of Research

This project is a process evaluation to inform the State and local projects of the annual scope of their activities for reflection and application to the projects in the future, part of the feedback loop for social marketing. The Office of Analysis, Nutrition, and Evaluation identifies process evaluation as useful for tracking implementation and identifying if the intervention is being delivered as intended.³ Baranowski and Stables (2000) found process measures to directly relate to success of nine state 5 a Day

² This project is intended to collect process evaluation data from *Network* projects, No direct or indirect services will be provided to the target audience of the *Network*.

³ USDA Food and Nutrition Service, Office of Analysis, Nutrition and Evaluation. Nutrition Education: Principles of Sound Evaluation, Sept 2005.

projects.⁴ Examples of process evaluation and activity tracking from previous years can be found in interim and final reports from FFY 2000-2005.

However, with the addition of EARS requirements, current tracking requirements need to be re-evaluated for transferability to EARS, respondent abilities, and general utility of all program data collected. These program needs closely model what Michael Quinn Patton⁵ calls “Utilization-Focused Evaluation”, which emphasizes that evaluation data should be judged by their utility and actual use. Evaluation priorities are determined by what primary users and stakeholders want to know. All program and fiscal data collected by the *Network* are being assessed for 1) the ability or gaps in the ability to respond to EARS reporting requirements; 2) the utility of current activity tracking and program data to respond to *Network* evaluation projects that are of high interest, are frequently used, have a strong theoretical foundation, and excluding items that are simply interesting or nice to know; and, 3) elimination of duplicative reporting.

Use of EARS tracking is mandated by USDA and was piloted during FFY05. We have some concerns about EARS feasibility as currently written, but will work conscientiously with our contractors to meet the requirements and provide the best data possible.

f. Modification of Project Methods/Strategies

- During FFY 08, we had planned to modify the SAAR for annual data collection, but retained the bi-annual structure since we felt change re EARS would be occurring soon. We will re-evaluate this for FFY 09.
- We will continue to review and modify as necessary all Network fiscal and programmatic data that are collected. Duplications will be eliminated and data sources linked wherever possible
- To that end, we will examine the possibility of automating collection of Activity Tracking Form (ATF) information to directly feed into the SAAR, perhaps through the centralized database currently being developed by our IT Unit, however, it is possible that this information will be incorporated into the design of the EARS data collections system.
- EARS has been integrated into the overall data collection system as a mini pilot during FFY 2008; during FFY 2009, we will develop the online system for data collection, beta-test it, and make adjustments.

Use of Existing Educational Materials

No educational materials will be purchased; existing data collection materials will be modified to reduce contractor workload.

g. Development of New Educational Materials

⁴ Baranowski T, Stables G, Process evaluations of the 5 a Day projects. Health Education and Behavior 2000 27(2) 157-166.

⁵ Quinn Patton Michael. (2002). Utilization-focused Evaluation Checklist. www.umich.edu/evalctr/checklists.

No new educational materials will be developed; new data collection materials, which currently do not exist, will be developed for use with an online EARS data collection system.

h. Key Performance Measures/Indicators.

- Activity tracking and social marketing program summary data reported by LIAs, RNNs, and all *Network for a Healthy California* special populations campaigns
- Fiscal data related to EARS
- Pilot data for EARS: direct education population demographics, direct education program data, social marketing data, indirect education data

3. Evaluation Plan

Projects it is associated with:

All Network local and regional projects must complete either a local or regional SAAR; as EARS is implemented, the same will be true for it.

Evaluation type: Primarily process evaluation

Questions that will be addressed:

- Activity Tracking Form (ATF) – What individual events with what population are conducted by the contractors?
- Semi-Annual Activity Report (SAAR) - How many impressions are generated by the different types of major social marketing activities?
- Data streamlining- What program data do we currently collect that may pertain to future use in EARS? How can we consolidate and eliminate some of the information we are currently collecting from contractors to reduce contractor burden when EARS is implemented
- Educational Administrative Review System (EARS) – How are we collecting fiscal data related to EARS?
- Pilot EARS data: What are the issues involved in collecting the following and how can they collaboratively be resolved: unduplicated person counts, direct education population demographics, direct education program data, social marketing data, and indirect education data? How would USDA like us to handle the issue of California Dept. of Education failure to separately document the race of Hispanic students?

Design and Measures:

Each contractor uses ATFs to keep track of discrete program activities. These are used to build SAAR data, which are collected twice yearly, mid-year and at the end of the federal fiscal year. Having examined a currently used online system, we now that EARS data will be collected on an ongoing basis, as the activities occur, and it is possible the ATF may be eliminated. Evaluation tools that will be used are the ATF, presently in individual Excel files, the LIA SAAR, which is primarily an online data collection system, and a beta-test version of an online EARS reporting system.

Plans for using the results:

Results of the SAARs were compiled for the State and 11 regions and provided to the contractors to enable them to get a better picture of where their efforts had been directed. This information will be provided again.

Decisions resulting from data streamlining will change the reporting requirements from contractors, hopefully reducing respondent burden and maximizing use of data that are reported.

It is our understanding that USDA plans to use our EARS data in conjunction with that of other states to paint a picture of FSNE and its participants. A carefully designed online system will enable each contractor to receive a report of its own population, setting, and program picture.

Previous evaluation:

- Previous process and activity tracking reports can be found in previous year-end reports to USDA; the SAAR has been most recently collected in FFY 2008.
- The LIA and the RNN SAARs were subjected to a content review in FFY 06, which resulted in a reduction of reporting requirements by nearly half in FFY 07 and a new, automated activity tracking form that greatly reduced the person-hours required to compile summary reports.
- EARS has not previously been required and there is no previous evaluation using the EARS system except for the pilot test we conducted for USDA in FFY 05. However, EARS was again piloted in June 2008, so more evaluation may occur before FFY 09 begins. Data for the fiscal questions on EARS (Q9 and Q10) is being compiled for the first time in FFY 07 and will be submitted with our Final Report fall FFY 2008.

4. Coordination Efforts

One question on the SAAR asks each project to “List up to 5 organizations or programs you work with most often and the city where they are located” An examination of these data using a Social Network Analysis approach will be conducted/finalized to identify agencies with which Network-funded programs are collaborating within the 11 designated regions. The analysis focuses on the relationship between entities rather than characteristics of the units involved. Statistics (density $p=.084$, fragmentation, and distance $p=.050$) were tested for changes over time. A cross-sectional time-series regression further demonstrated ($p<.000$) that over time, collaboration improved and new agencies were included. Current partners are reaching out to new, unaffiliated agencies more often than linking with existing partners. However, “Distance” between partners decreased, which is consistent with a tighter, more collaborative network. These findings indicate that, statewide, the *Network* has met its partnering goals. In FFY 09, the analysis will be updated with FFY 08 SAAR data; thus, we can demonstrate how regions are functioning for three full years after the regional realignment. Results will be presented in a final report and disseminated to staff, and will be incorporated into any conference presentations.

STATE LEVEL PROJECT SUMMARY FORM

REU - Project #2

1. Goals & Objectives (See State Level Objectives).

2. Project Title: Outcome/Impact Evaluation of Network-Funded Projects

a. Related State Objectives

Related State Objectives include 1d and 7

b. Audience

Gender: Female and Male

Ethnicity: All races and ethnicities with specific targeting for African American, Caucasian/White, and Latino/Hispanic populations

Languages: English and Spanish

Ages: All ages.

c. Focus on FSP Eligibles

All of the targeted activities funded by USDA are designed to reach Food Stamp Program (FSP) certified, likely or potentially eligible consumers where they shop, learn, work, recreate and live. In addition, activities also reach FSNE intermediaries so that they in turn can more effectively provide nutrition education to the FSNE-eligible consumers that they serve.

Income Targeting Data Source:

Besides activities at location-based proxy sites, site verification of 50% or greater FSNE eligibles participating in projects taking part in outcome/impact evaluation will be based on the following data sources:

Network GIS Census Tract Data; School Free/Reduced Price Meal Program Percentages; and WIC Income Guideline Qualifications

d. Project Description

Key Strategies: the *Network* will continue to use a comprehensive set of strategies to build contractors' outcome/impact evaluation capacity, provide oversight to conduct of outcome/impact evaluation, compile results as a whole, and engage contractors in a feedback discussion regarding program and evaluation method improvement. This unique approach will enable contractors to conduct comprehensive impact evaluation using sound principles. These strategies include one-on-one technical assistance, small group trainings/workshops, and large group sessions, teleconferences to promote utilization of findings, and the development and distribution of evaluation materials and tools like surveys, report templates and data entry templates (See REU Project #4 for materials).

Key Educational Messages: This project will convey how to conduct outcome/impact evaluation using sound principles of evaluation, interpret results and use findings to refine nutrition education activities.

Intervention Sites:

Impact evaluation takes place in the Network's provider channels. These include: Schools, Local Health Departments, Colleges/Universities, County Offices of Education and Cooperative Extension.

Projected Number of Contacts:¹

Direct Contacts: 300 contractors from approximately 100 local agencies

Indirect Contacts: 7,900

Narrative Summary:

During FFY 2009, approximately half of the contractors will conduct outcome/impact evaluation to measure change in fruit and vegetable consumption, physical activity and factors that influence those behaviors. One-on-one and group evaluation trainings and technical assistance will be provided (one-on-one ongoing; large groups; several smaller groups, depending on need) to develop evaluation plans for individual contractors and collaboratives. These contractors will conduct pretests, implement nutrition education activities, conduct posttests then enter, analyze and report findings using surveys, data entry templates, report templates and other resources provided by the *Network*. Subsequently they will work with the Research and Evaluation and Community Development teams to interpret the results to improve programs for FSNE eligible populations. The Research and Evaluation Unit will produce an overall FFY 2009 evaluation report based on findings.

e. Summary of Research

The design that will be implemented employs scientifically based methods. These can be clustered into three areas. The first, evaluation planning, includes elements like securing buy-in², using logic models to plan evaluations and employing sound evaluation designs.³ The second area concerns evaluation implementation and includes elements like using proper survey administration methods⁴, ensuring accurate data entry and rigorous data analysis techniques. The third concerns proper reporting and utilization. Consequently, these evaluations are grounded in sound evaluation principles⁵ and provide results that can be validly used for program improvement.

f. Modification of Project Methods/Strategies

Over the past 2-3 years contractors have become smarter evaluators and have started to critically think about the methods they use, including the survey tools. During this time an increasing number of contractors have expressed interest in exploring additional methods to capture success. So in FFY 09 the *Network* will conduct a focus group with contractors who have participated in

¹ Direct was estimated based on FFY 08 agencies participating in the outcome/impact evaluation, recipients of capacity building materials, individuals who participants in outcome/impact evaluation workshops; indirect is based on 2007-08 sample size (7,926).

² Patton MQ. Utilization Focused Evaluation: the New Century Text, 3rd Ed. Sage Thousand Oaks, CA (1997)

³ Cook TD, Campbell DT. Quasi-Experimentation Design & Analysis Issues for Field Settings. Houghton Mifflin Company, Boston 1979.

⁴ Dillman DA, Mail and Internet Surveys The Tailored Design Method, second edition. John Wiley and Sons, New York 2000.

⁵ USDA Food and Nutrition Service, Office of Analysis, Nutrition and Evaluation. Nutrition Education: Principles of Sound Evaluation, Sept 2005.

the impact evaluation to identify additional measures that could be used to gauge outcome/impact of nutrition education.

Each year contractors are expected to conduct an evaluation that is more rigorous than the one conducted in the prior year. In FFY 09, contractors will be required to measure consumption, which was optional in past years, and those working with adults will be required to use the Food Behavior Checklist or Fruit and Vegetable Checklist for this purpose so that standardized comparisons can be made across contractors. Rigor may be enhanced by measuring a greater number of indicators, increasing sample size or adding an income-eligible comparison group. This ensures adherence to sound principles of evaluation.

The findings from these evaluation activities lead to changes in nutrition education like concentrating nutrition education in a shorter period of time rather than longer, increasing the number of times participants attend a class, or refining nutrition education activities. These also result in more standardized activities, sharing ideas and practices, and a broader use of existing materials. Modifications vary based on the evaluation findings of a given contractor.

In FFY 2008 a broad set of process measures was developed to accompany the collection of outcome/impact data from Harvest of the Month projects to further examine differences in findings between contractors. We hope to expand that concept to additional contractors in FFY 2009.

g. Use of Existing Educational Materials

All of the materials, primarily developed or compiled in-house by the Network Evaluation Specialist and colleagues, are available in English. Some of the surveys in the compendium are also available in Spanish. The surveys in the compendium have been validated by other researchers or represent modifications thereof to be more appropriate for *Network* program participants. These materials include:

1. Impact Evaluation Handbook for California Nutrition Network Local Incentive Awardees, 2006-07 edition,⁶ English.
2. A Compendium of Surveys.⁴ , English.
3. PowerPoint presentations and other training and workshop materials in English
4. Report templates⁴
5. Evaluation plan templates⁴
6. MS Excel-based data entry templates⁷
7. Scope of Work impact objective template

h. Development of New Educational Materials

See REU Project #4. Trainings/workshops will be refined to address specific needs of evaluation participants.

i. Key Performance Measures/Indicators

- The primary indicators are fruit and vegetable consumption, upstream measurements, such as social norms, and related factors like knowledge, preferences, familiarity, self-efficacy, and outcome expectations. Contractors must choose the indicators that match their intervention, and measure individual level behavior change. In addition, measures of dosage, multiple types of nutrition education provided, and other barriers/facilitators to FV consumption in the venue are evaluated.

⁶ Available at: <http://www.dhs.ca.gov/ps/cdic/cpns/research/default.htm>

⁷ Available upon request from the Research and Evaluation Unit

- Contractor performance indicators are 1) the percent of contractors fulfilling their evaluation responsibilities in a complete and accurate manner and 2) the percent actively engaged in follow-up teleconferences or web-based meetings using the evaluation findings to improve their future efforts

3. Evaluation Plan

Outcome/impact evaluation is conducted in order to identify successful interventions, best practices, and provide contractors direction for program refinement, improvement, and redirection of effort. Many contractors have not received extensive training in evaluation during their professional education; this project provides standardized evaluation guidance and provides contractors with quality evaluation tools and resources. State level analysis of data enables the Network to better look at overall project accomplishment.

All 2009 contractors receiving over \$350,000 will be required to conduct outcome/impact evaluation (n = ~50) by measuring change in fruit and vegetable consumption and/or related knowledge, attitudes, beliefs. This will include pre-tests and post-tests using validated surveys or ones adapted from validated surveys. Some contractors will add control groups, and others will assess impact resulting from varied dosages of nutrition education. All will provide qualitative data on standardized reports to further describe the impact of nutrition education. Teleconferences and one-on-one assistance will be provided to ensure results are used to refine nutrition education activities. The most recent year of evaluation was FFY 08.

4. Coordination Efforts

The *Network* has involved SNAP partners, like UCD-FSNEP and WIC, in the evaluation project and shared results via teleconferences with project participants to improve programs, refine evaluation plans, and diffuse promising practices. Evaluation resources created and compiled to promote coordination have been shared via the *Network's* website. These include the Impact Evaluation Handbook, the Compendium of Surveys, report template and other materials. The Compendium includes two surveys, the illustrated Food Behavior Checklist and the illustrated Fruit and Vegetable Checklist, that were developed jointly by the *Network* and University of California Cooperative Extension. The resources, evaluation results and methods of evaluation, as it is conducted by the *Network*, have been presented at national conferences⁸⁹ and with other FSNE social marketing nutrition networks in the Western Region including HI, WA, and AZ. Regional Network staff have used the resources as have the LIAs and Special Projects, like the Local Food and Nutrition Education channel.

We will continue to offer evaluation workshops to CA staff operating *Network* interventions as part of the FFY 2009 *Network* educational conference. New materials, evaluation methods and results will be shared with other state networks to strengthen their nutrition education activities and evaluation practices.

⁸ Fourney A, et al. What Works in Multi-Site Evaluations of Nutrition Education Interventions? Presented at American Evaluation Association, Portland, OR, November, 2006.

⁹ Townsend MS, Silva K, Martin A, Metz D, Wooten-Swanson P. Improving readability of an evaluation tool for low income clients using visual information processing theories. *J Nutr Educ Behav*. In press.

STATE LEVEL PROJECT SUMMARY FORM

REU - Project #3

1. Goals & Objectives (See State Level Objectives).

2. Project Title: State Surveillance of Low-Income Segments

a. Related State Objectives

Related State Objectives includes #1, #2, #7

b. Audience

Gender: Female and male (CalCHEEPS,^{1*} CalTEENS,^{2*} CDPS,^{3*} CA BRFS,^{4#*} CHIS,^{5#*}) Female only (CWHS,^{6#*} Tracking,^{7*} YRBS,^{8#*})

Ethnicity: All races and ethnicities with specific targeting for African American and Latino/Hispanic populations (specific targeting for CalTEENS, CDPS, and Tracking only)

Languages: English, Spanish, and select Asian languages (CalTEENS, CDPS, CA BRFS, CWHS, Tracking, YRBS – English and Spanish); (CHIS - English, Spanish, Cantonese, Mandarin, Vietnamese, and Korean); (CalCHEEPS – English only)

Ages: All ages. 0-11 (CHIS), 9-11 years (CalCHEEPS); 12-17 years (CalTEENS, CHIS); 12-18 years (YRBS)
18+ years (CDPS, CA BRFS, CWHS, CHIS, Tracking)

c. Focus on FSP Eligibles

All of the surveillance funded by USDA FSNE funds is designed to reach Food Stamp Program (FSP) certified, likely or potentially eligible consumers.

Income Targeting Data Source:

Besides obtaining participation at location-based proxy sites, other surveillance activities will be based on the following data sources:

FSP telephone listing without identifying information; non-identified household size and income; *Network* GIS Census Tract Data; School Free/Reduced Price Meal Program Percentages; and WIC Income Guideline Qualifications. FSP likely eligibles for State surveillance include those with household income $\leq 130\%$ of the Federal Poverty Level (FPL).

¹ California Children's Healthy Eating and Exercise Practices Survey

² California Teen Eating, Exercise, and Nutrition Survey

³ California Dietary Practices Survey

⁴ California Behavioral Risk Factor Survey

⁵ California Health Interview Survey

⁶ California Women's Health Survey

⁷ *Network* for a Healthy California Annual Tracking Survey (formerly Benchmark)

⁸ Youth Risk Behavior Survey

* Survey is only partially funded by FSNE funding

Survey is only partially funded by the *Network*

d. Project Description

Key Strategies: This surveillance project collects critical information used in the design, refinement, and evaluation of State FSNE interventions to ensure the greatest impact on FSP eligibles across California. *Network* conducts three statewide surveys to monitor trends and, where possible, compare changes among FSNE-eligible population segments of children, teens, and adults. This is supplemented with data from four external statewide surveys of the general population (costs are pro-rated), each contributing unique information. *Network* also conducts an annual Tracking Survey to examine exposure to key elements of the media campaign and their relationship to behavioral determinants for fruit and vegetable consumption and physical activity.

Key Educational Messages: These surveys help FSNE providers to gain a better understanding of dietary quality, physical activity, food security, and weight status among FSP participants and likely eligibles. They also assess related beliefs, attitudes, and knowledge and upstream factors that influence these issues such as poverty, social norms, and barriers in the home, community, worksites, and schools that influence intervention success on prevention of obesity and other chronic disease.

Intervention Sites: Households statewide with over-samples of FSP participants and other persons with household incomes \leq 130% FPL

Projected Number of Survey Contacts:⁹

Projected Total Survey Contacts: **81,165** – 1,050 (CDPS); 51,000 (CHIS adults); 3,600 (CHIS teens); 9,600 (CHIS children); 5,692 (BRFS); 4,000 (CWHS); 2,798 (*Network* Tracking Survey); 1,200 (CalTEENS); 725 (CalCHEEPS); 1,500 (YRBS)

Direct Survey Contacts: 16,480 very low income persons
FSNE (<130% FPL): **16,480** – 1,050 (CDPS); 7,701 (CHIS adults); 544 (CHIS teens); 1,450 (CHIS children); 1,366 (BRFS); 1,080 (CWHS); 2,001 (*Network* Tracking Survey); 636 (CalTEENS); 275 (CalCHEEPS); 377 (YRBS)

*Non FSNE (>130% FPL)*¹⁰: **64,685** – 43,299 (CHIS adults); 3,056 (CHIS teens); 8,150 (CHIS children); 4,326 (BRFS); 2,920 (CWHS); 797 (*Network* Tracking Survey); 564 (CalTEENS); 450 (CalCHEEPS); 1,123 (YRBS)

Indirect Survey Contacts (children): 450 very low income persons

⁹ For children from CalCHEEPS, the estimate used for FSNE was based on the 2005 CalCHEEPS response rate (\leq 130% FPL) and the households secured for the 2007 administration. For CalTEENS, the estimate used for FSNE was 53% of the total 2006 population, which came from an assisted list containing only FSNE teens. For CDPS the estimate used for FSNE was the anticipated 900 completed surveys by Food Stamp participants using an assisted list containing only FSNE households and 29.9% of the anticipated 500 completed surveys by the general population that represent Food Stamps users or non-Food Stamp users below \leq 130% FPL (estimated from 2005 CDPS sample). For the CWHS, the estimate used for FSNE was the observed 27% of the 2006 CWHS sample \leq 130% FPL. For the BRFS, the estimate used for FSNE was the observed 24% of adults \leq 130% FPL of the 2006 BRFS sample. For all of the CHIS, the estimate used for FSNE was the 15.1% of persons who were $<$ 100% FPL in the 2005 CHIS but the population numbers are from the 2007 CHIS data (% FPL not yet available for 2007). The 2007 *Network* Tracking Survey was used for FSNE estimates. FSNE estimates for the YRBS are based on the 25.1% of California teens \leq 130% FPL (2000 Census).

¹⁰ The amount of *Network* FSNE funding requested has been pro-rated from total survey costs based on a percentage equal to (for *Network* surveys) or less than (for external surveys) the proportion of the sample population coming from households living at incomes \leq 130% FPL. *Network* funding for BRFS, CWHS and YRBS, is less than 10% and 0% for CHIS --significantly less than the 20% of the State population representing FSNE eligible persons ($<$ 130% FPL). In all cases, non-FSNE funding is obtained for the comparison non-FSNE samples.

FSNE (<130% FPL): **450** – 450 (CalCHEEPS)

Narrative Summary:

This project will focus on obtaining a comprehensive picture of the FSNE eligible population in California with focus on FSP participants where appropriate, to maximize the effectiveness of FSNE and track FSNE successes. The CDPS, CalCHEEPS, YRBS, CWHS, BRFS, and CHIS will be administered in FFY 2009. State surveillance efforts will focus on testing and refining the survey instruments, administering the surveys, collecting and processing the data for CDPS and CalCHEEPS, and conducting statistical analysis and disseminating the findings for all surveys. If it is a year when a given survey is not being administered, planning and data analysis activities take place for that survey.

Computer-assisted telephone interviews are administered to teens from randomly selected FS households (CalTEENS and CHIS). Similarly, computer-assisted telephone interviews are administered to adults from randomly selected FS households (with over-sampling of Latino, African American, and lower income adults in the CDPS); CHIS, BRFS, and CWHS include general statewide samples of adults. Computer-assisted telephone interviews are administered to mothers from randomly selected households from a list of households participating in the FSP for 1,000 of the participants and face-to-face interviews are collected from another 1,000 intercepted at malls in low-income areas (Tracking, adult). Other data on children are collected via a mailed, parent-assisted 2-day food and physical activity diary and a follow-up, unassisted telephone interview with a subset of the children who completed the diary (oversampling of low-income children began in 2007; CalCHEEPS). CHIS uses computer-assisted telephone interviews administered to parent proxies for children from randomly selected households. The YRBS includes a statewide representative sample of students in grades 9-12; trained data collectors work with high schools to ensure that the students complete the self-administered questionnaire during a single class period following the administration protocol.

e. Summary of Research

Surveillance is vital to demonstrate impacts of California FSNE interventions and provide key insights to improve the effectiveness of FSNE programs that target an estimated population of 10 million FSNE eligible persons ($\leq 185\%$ FPL).^{11,12} It provides the *Network* with the necessary means to develop a thorough picture of the FSP, FSP eligible, and FSP likely population of the state of California. The availability of the FSP participating household telephone list for random digit dialed surveys has made it feasible to reach our target population. See **Section A. b. Nutrition-related behavioral and lifestyle characteristics of Food Stamp Program eligible children, adolescents, and adults in California** for a thorough description of recent findings from the surveillance surveys described in this project.

f. Modification of Project Methods/Strategies

¹¹ U.S. General Accounting Office. (2004). *Nutrition education: USDA provides services through multiple programs, but stronger linkages among programs are needed* (GAO-04-528). Washington, DC: U.S. Government Printing Office.

¹² McClelland JW, Keenan DP, Lewis J, Foerster S, Sugerman S, Mara P, Wu S, Lee S, Keller K, Hersey J, Lindquist C. Review of evaluation tools used to assess the impact of nutrition education on dietary intake and quality, weight management practices, and physical activity of low-income audiences. *J Nutr Educ.* 2001;33 Suppl 1:S35-48. Review.

State surveillance instruments are revised annually (CWHS, BRFSS, Benchmark) or biennially (CalCHEEPS, CalTEENS, CDPS, CHIS) to incorporate the most relevant nutrition, physical and sedentary activity, food security, and weight-related issues facing FSNE eligibles and help refine *Network* programs and campaigns. Literature reviews, scientific peer review, cognitive testing, and field testing are used to determine the final survey questions. YRBS is being administered for the first time in many years as a statewide survey in California. This instrument collects data on risk behaviors among teens. While most questions are standardized and match the national sample, we propose funding a few questions to identify participation in FRP school meals and youth nutrition/physical activity efforts reflective of our programmatic activities. The YRBS is conducted in most state allowing investigators to make state to state and national comparisons and track trends in risk behaviors over time. This is particularly important among the very low income teen population in which we see a disproportionate number of risk behaviors.

g. Use of Existing Educational Materials

State surveillance educational materials include survey instruments, data tables, survey reports, fact sheets, presentations, consumer briefs/newsletters. Several survey instruments are available in Spanish (CalTEENS, CDPS, CWHS, BRFSS, CHIS). CHIS is also produced in Cantonese, Mandarin, Vietnamese, and Korean.

Publications of findings from the CDPS, CalTEENS, CalCHEEPS, and BRFSS are available on the website <http://www.cdph.ca.gov/programs/CPNS/Pages/default.aspx>, from the CWHS on <http://www.cdph.ca.gov/programs/owh/Pages/default.aspx> ; CHIS data is used extensively to provide formative data to our counties and regions and for statewide planning for special populations.

h. Development of New Educational Materials

Existing materials will be updated as more recent survey data become available (See i).

i. Key Performance Measures/Indicators

The *Network* maintains an extensive Research and Evaluation Statewide Surveys webpage¹³ The most basic, straightforward performance measure is data tables. The webpage contains completed sets of a minimum of 40 data tables each for CalCHEEPS, CalTEENS, and CDPS that describe status and changes in dietary intake, physical activity, and food insecurity of California FSP eligible adults, teens, and children. These will be updated during FFY 2009.

Oral presentations and posters are another key performance measure; in FFY 2008, an oral presentation on implementing a new method for measuring income on the BRFSS that enabled us to analyze data at the FSP-eligible level was given at the 2008 national BRFSS conference¹⁴ and a presentation on how findings from the Tracking Survey led to the development of a new, stronger media campaign was delivered at the 2007 National Prevention and Health Promotion Summit.¹⁵

¹³ <http://www.cdph.ca.gov/programs/CPNS/Pages/ResearchEvaluation.aspx>

¹⁴ Mitchell P. Implementing Policy Evaluation Measures Using the BRFSS: The Example of Food Stamps, Food Insecurity and Federal Guideline Criteria, presented at BRFSS National Conference, Atlanta, GA, March, 2008.

¹⁵ Sugerman S. Can Statewide Advertising Advance National Nutrition Policy Goals? Presented at the National Prevention and Health Promotion Summit November 27, 2007, Washington, DC

Appropriate venues for presentation of surveillance data will continue to be identified and employed during FFY 2009.

Publishing findings is a third key performance measure. During FFY 2008 we anticipate publication of reports on combined data from CHIS and CDPS on trends and 2005 fruit and vegetable consumption; a CHIS report on 2005 fruit and vegetable consumption among Asian sub-groups by *Network* regions, two CWHS Data Points, a chapter of CalTEENS data in an CDPH Office of Women's Health adolescent health report, and submission of a manuscript on 2005-2006 BRFSS data on meeting fruit and vegetable and physical activity recommendations among general and < 130% of FPL populations. In late FFY 2008 or early FFY 2009, we anticipate a report on combined data from CHIS and CDPS on trends and 2005 fruit and vegetable consumption. Production of additional surveillance reports will occur follow during FFY 2009.

3. Evaluation Plan

Project for which evaluation is associated:

Surveillance is associated with the overall *Network for a Healthy California* interventions, including local, regional, and media efforts

Evaluation Type:

Surveillance and Outcome: Annual and biennial survey findings evaluate the current impacts of FSNE. In addition, the ongoing surveillance methods provide evidence of the cumulative effects of *Network* and other interventions over time.

Questions that will be addressed

These surveys are used to gain a better understanding of and answer questions about FSNE-eligible California children, teen, and adults' dietary intake (especially fruit and vegetable consumption) and practices, physical and sedentary activity, food insecurity, body weight, knowledge and awareness of the *Campaign*, and upstream factors that influence these behaviors including out-of-home eating, social norms, school, neighborhood, and worksite environments, poverty status, as well as knowledge, attitudes, and beliefs. Information about ideas to improve local community and school nutrition environments, current youth advocacy activities related to nutrition, and perceptions of food marketing are additionally collected from teens. These findings inform planning, delivery, refinement, and evaluation of FSNE interventions.

Specifically, the data monitor changes in dietary, physical activity, and weight status trends over time; correlations between key behavioral measures and (1) knowledge attitudes, and beliefs, (2) positive/negative lifestyle choices, (3) supporting/inhibiting environmental factors, (4) demographic factors, and (5) health indicators and outcomes; and relationships between the target populations and *Campaign* activities.

Scope, Design, Measures, and Data Collection:

Eight surveillance and monitoring surveys are used. Each makes a unique contribution, either due to age group (CalCHEEPS, CalTEENS, YRBS), comparability with other state and national data (BRFS, YRBS), ability to follow the population at a more localized level (CHIS), focus on issues pertaining to women (CWHS), or provide us with the opportunity to investigate a broad range of topics that relate to the areas of our intervention and communications activity (CDPS, CalTEENS, CalCHEEPS, Tracking).

See **d. Project Description**, Narrative Summary for more details about conduct of these surveys.

Plans for using the results

Investigating and compiling results for the FSNE eligible population is the primary focus of this project. Surveillance results will be used to identify key characteristics of FSNE eligible populations and changing trends; evaluate California's progress toward meeting the 2005 Dietary Guidelines for Americans, HP 2010 Health Objectives, and USDA *Network* Plan objectives, inform and prioritize *Campaign* and program activities; and triangulate data with other similar data sources to contribute to evaluation of the *Network* as a whole, increasing program integrity and impact. They also link knowledge, attitudes, and beliefs to key behaviors and identify disparities and gaps in consumer knowledge and awareness; enabling our contractors to best determine where to direct their resources and intervention efforts.

Previous Evaluation:

State surveillance has been used to evaluate the California 5 a Day Campaign and California Nutrition *Network* for Healthy, Active Families as a whole. Supplemental trend data (CA BRFS) comparable to national data (BRFSS) supported data triangulation and allowed more latitude to examine emerging issues among FSNE eligible women (CWHS) and low-income food insecure populations. Large data sets (CHIS) across age groups allowed staff to examine data for FSNE eligibles in more detail and provide our contractors county strata and regional level data. All of these surveillance systems contain questions to assess fruit and vegetable consumption, which thereby allows us to monitor California's progress towards meeting the 2005 Dietary Guidelines for Americans, especially for the fruit and vegetable consumption of FSNE-targeted populations.

4. Coordination Efforts

Network requests representatives from WIC, Project LEAN, School Health Connections, Maternal and Child Health, the Department of Education, UC-FSNEP, academics, representatives from local and regional projects, and other experts in the field to review and contribute to revisions of the CDPS, CalTEENS, and CalCHEEPS. Stakeholder interviews or meetings with state-level department personnel, projects, and local contractors for relevant surveys are conducted to gain insight into needs for data collection and reporting activities. Information gained from stakeholder interviews is utilized to develop potential data reporting and topics that are relative to needs of FSNE-related project activities on the statewide and local level.

Network staff participates in the users' group committees of external surveys: CWHS, CHIS, and BRFSS. *Network* collaborates closely with WIC, CDSS, and Dept. of Social Services when participating on survey design for CWHS. *Network*, Project LEAN, and School Health Connections submitted what was essentially a joint proposal for child and adolescent dietary and physical activity 2009 CHIS questions on behalf of CDPH.

CWHS data analysis is done separately for WIC's requested population of interest, women enrolled in the WIC program and all women age 18 – 44. The *Network* also provides FSNE-eligible population data for WIC programs. It is through *Network's* efforts that there is now a mechanism by which to analyze California BRFSS data both by Food Stamp participation and by Food Stamp qualifying income level.

CalCHEEPS and CalTEENS data are provided to stakeholders when new legislation is passed which results in changes in the school meal setting, e.g., removal of soft drinks from school vending machines or addition of fruits and vegetables to the school breakfast program.

Data are widely disseminated through all the mechanisms described under **i. Key Performance Measures/Indicators**, and the *Network* is readily responsive to requests for information from WIC, the California Department of Education, and other members of the SNAP working group.

STATE LEVEL PROJECT SUMMARY FORM

REU - Project #4

1. Goals & Objectives (*See State Level Objectives*).

2. Project Title: Technical Assistance and Resource Development for Program Planning, Targeting and Evaluation for FSNE Providers

a. Related State Objectives

Related State Objectives include #1, #5, #6, and #7.

b. Audience

Gender: Female and Male

Ethnicity: All races and ethnicities with specific targeting for African American, Caucasian/White, Latino/Hispanic, and Asian populations (GIS project)

Languages: English and Spanish

Ages: All ages.

c. Focus on FSP Eligibles

All of the activities funded by USDA are designed to reach Food Stamp Program (FSP) certified, likely or potentially eligible consumers, and this project is to provide evaluation and evaluation resources to the *Network* and FSNE intermediaries so that they, in turn, can more effectively provide nutrition education to the FSNE-eligible consumers that they serve, with FSNE-eligibility based on income targeting.

Income Targeting Data Source:

Besides activities at location-based proxy sites and high-volume grocery stores, site verification of 50% or greater FSNE eligibles participating in projects participating in collection of tracking data will be based on the following data sources:

Network GIS Census Tract Data; School Free/Reduced Price Meal Program Percentages; and WIC Income Guideline Qualifications.

d. Project Description

Key Strategies: Develop and disseminate information regarding best evaluation practices and standardized methods and tools for contractors using reports, group approaches and online systems: GIS; CX³; case studies of *Regional Network* and Local Food and Nutrition Education project accomplishments; examination of already-developed interventions for outcome/impact evaluation; development of outcome/impact evaluation templates and survey instruments

Key Educational Messages: The key educational message is the importance of using well thought out methods and standardized, high quality tools for planning and evaluation purposes. The focus will be placed on strategies to improve program planning, targeting,

and evaluation through standardized methods and tools and identification of promising practices. Messages will be directed to contractors and will encompass documenting promising practices for implementation of nutrition education in a variety of settings. However, recognizing that some contractors have felt limited by the validated survey method of evaluation, we will also explore additional, more participatory, more qualitative evaluation methods on which to provide technical assistance, still within the constraints of best practices as taught by practitioners in the field.

Intervention Sites: Sites include program personnel at all contractors, including Regional Nutrition Network Coordinators and sub-contractors, as well as *Regional Network Collaboratives* working with FSNE programs and interventions.

Projected Number of Contacts:¹

Direct Contacts: 1800

Indirect Contacts: 2,550,700

Narrative Summary:

- GIS data layers will continue to be updated to make it more useful for targeting every other month for proprietary retail data and as needed for other data layers; training and ongoing technical assistance will be provided (See Training Project) and we will continue to explore methods to improve functionality.
- Communities of Excellence³ (CX³) is a pre-program planning framework for evaluating neighborhood nutrition factors used to guide resource allocations and potential interventions for the local health department LIA contractors. Local health department LIAs are the focus because (1) it fits within their purview as guardians of the health of residents in their county and (2) they have multi-year contracts to deliver community-based nutrition education. Utilizing this program planning framework, they focus on 3–5 low-income neighborhoods in their county that meet USDA FSNE eligibility. The neighborhoods may consist of multiple census tracts (50% at or below 185% FPL). The goal of the program planning framework is to make sure the locally-delivered nutrition education that reaches people within the neighborhood boundaries is relevant to their surroundings, tailored to the issues and barriers they face, and, thereby, is persuasive in healthy messaging and content. We view this as integral to responsible FSNE nutrition education program planning. On a more macro level, the standardization across neighborhoods means local health departments’

¹ Direct includes an estimated 130 GIS users (a minimum of 1 per contract), 54 CX³ trained health department staff and 7-15 CX³ community data collectors; 264 anticipated readers for the RN case studies (24/region: 4 contractor staff- and 20 collaborative members); 20 anticipated contractor readers for the LFNE case studies; an estimated 1,100 low-income 3rd and 4th grade children directly participating in the HOTM evaluation study, and an estimated 110 low-income youth, 110 parents/significant others and 11 leaders participating in the youth empowerment project.. Indirect includes 880 (80/region) anticipated non-contracted interested readers for the RN case studies reading from the web; 80 anticipated non-contracted individuals interested in topic reading from the web; 2,547,623 California school age children ages 5 to 17 could potentially benefit from findings from a rigorous Harvest of the Month toolkit evaluation, for CX³ the most detailed case study available from 07-08 indicated that 96 low-income community members in that neighborhood were reached by presentations about findings in order to develop partnerships among community members who are not currently involved—with 24 health departments actively engaged in some aspect of CX³, 2112 potential low-income community partners may be reached indirectly by this project.

FSNE projects have an objective way to evaluate how to prioritize funding. For example, as the condition in poor neighborhoods can vary dramatically, local projects may find that one neighborhood warrants more FSNE resource allocation than others. In addition, local FSNE staff may promote ideas for improving access to healthier foods in their low-income neighborhoods within the context of tailored nutrition education interventions. In FFY 06 pilot work was begun with six large county health department contractors to implement CX³ indicator data collection; in FFY 07, six new counties implemented CX³ and data analysis work began, which led to some instrument modification and simplification; in FFY 08, CX³ was implemented with 10 health department contractors that had renewed Network contracts. As part of implementation, initial training and ongoing technical assistance is provided.

- Technical assistance will be provided for case studies on the nutrition education best practices and lessons learned based on the experience of 1) Regional Nutrition Networks collaborative activities, 2) Local Food and Nutrition Education projects completing their final year of funding and possibly other topics as identified, for example, collaborating with WIC on evaluation of the Network piece of the roll-out plan of the WIC Food Package..
- Capacity building for impact evaluation and skill development for contractors are key components of the technical assistance provided. LIAs need strong evaluation skills to integrate evaluative thinking and activities into an organization.² These skills enable LIA staff to articulate evaluation questions, develop and implement sound principles of evaluation and collect, analyze, report and use findings.³ The evaluation findings are used to increase program delivery and identify gaps so that technical assistance and other support can be provided (See REU Project #2). Strong, standardized tools are needed to carry this out effectively. Trainings, technical assistance, written materials and online resources are strategies that the state will use to build evaluation skills. These evaluation materials and training approaches are particularly suited to contractors serving nutrition education for low-income populations because they are inexpensive, easily diffused and readily accessible. Impact evaluation report templates for ongoing conduct of outcome/impact evaluation will be updated (See REU Project #2).
- We will continue to identify newly validated brief instruments for measuring dietary quality, physical activity and their predictors, being particularly mindful of instruments for younger children. We anticipate the illustrated Spanish Food Behavior Checklist/Fruit and Vegetable Checklist and the CalCHEEPS Validation projects begun in FFY 07 will be completed. We will be co-funding a small qualitative study on development of a whole grain/fiber checklist analogous to the Fruit and Vegetable Checklist.

² Duignan P. Mainstreaming Evaluation or Building Evaluation Capability? Three Key Elements. *New Directions for Evaluation*, 99, Fall, 2003.

³ Preskill H. Building Organization Capacity for Evaluation. *The Evaluator's Institute*. Jan 13, 2006

- We identified Harvest of the Month as the intervention most in need to quasi-experimental rigorous definition, standardization, and evaluation within the *Network* since it is being widely used and is believed by its participants to be effective. An evaluation workgroup has been planning the conduct of this study during FFY 08 when it will be initiated, but the majority of the implementation, data collection, and analysis will occur during FFY 09.
- The Youth Empowerment Initiative is another promising *Network* pilot program that warrants additional evaluation efforts. Again evaluation planning will be initiated in FY08, but the majority of the data collection, analysis and use will occur during FFY09. Mixed methods will be used that reinforce the project’s participatory and skills building approach.

e. Summary of Research

Each of the resources and tools that is part of *Network* projects is well-documented as being a research-based effective program planning, targeting, and/or evaluation adjunct. The GIS is an established, quickly growing evaluation and mapping tool in public health, providing contractors with a way to identify qualifying sites for intervention as well as the facility to map community assets for program planning as part of the CX³ process⁴. The community-level indicators that are the basis for CX³ were developed using the model CDC used to do the same for cardiovascular disease risk factors⁵. Case studies are a well-established approach of qualitative or mixed method evaluation of public health programs⁶. An extensive body of peer review and “grey” literature as well as a wide network of contacts initiated with well-established researchers, including those at the CDC DNPAO Evaluation conference in May 2007, led to development and expansion of the list of validated and/or well tested instruments for measuring behavioral objectives and predictors. Our work with UC Davis established a website “home” for the instruments initially. Now they are readily accessible on our website in .pdf form to our contractors. Further, Marilyn Townsend of UC Davis has established a website to more widely disseminate the evaluation instruments she has developed and validated specifically for the low literacy population at <http://townsendlab.ucdavis.edu/>, including The Food Behavior Checklist (FBC),⁷ the Fruit Vegetable Checklist (FVC) adapted from the FBC specifically for the *Network*, and the new Fruit and Vegetable Inventory to measure psychosocial determinants, which was shown to be “moderately sensitive”.⁸ The FBC has been translated into Spanish and modified to be culturally appropriate; reliability and validity testing of it with a low literacy Spanish speaking population should be completed during FFY 2008. During FFY 2008, the “servings” questions on the FBC and FVC were modified to reflect “cups.”

⁴ Ricketts TC. Geographic information systems and public health. *Annu Rev Public Health*. 2003;24:1-6. Epub 2001

⁵ Cheadle A, Sterling TD, Schmid TL, Fawcett SB. Promising community-level indicators for evaluating cardiovascular health-promotion programs. *Health Educ Res*. 2000 Feb;15(1):109-16.

⁶ Patton, MQ. *Qualitative Research and Evaluation Methods*. Sage Publications, Inc. 2002.

⁷ Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited-resource audience. *J Nutr Educ Behav*. 2003 Mar-Apr;35(2):69-77.

⁸ Townsend MS, Kaiser LL. Brief psychosocial fruit and vegetable tool is sensitive for United States Department of Agriculture’s Nutrition Education Programs. *J Am Dietet Assn*. 2007; 107: 2120-2124.

f. Modification of Project Methods/Strategies

Existing methods and strategies will be updated by refining tools and systems as knowledge in the field of evaluation continues to grow and as our contractors usage of the resources indicates need. For example, the need for a very basic GIS tutorial focused solely on targeting was made evident; that was developed and added to the GIS website during FFY 07. Since the retail environment is constantly changing, it is vital to frequently update retail GIS data if it is to be useful to our contractors. USDA is now providing us with a more up to date list of the major redeeming Food Stamp retailers, and we are working with DSS to formalize a data user agreement. Other types of relevant data, e.g., physical fitness test scores by school, are updated on an annual basis; we are working with the CDE to obtain raw data on physical fitness scores so that we can track changes in BMI, something not currently possible due to the way the department displays the data in their interactive website system. As additional standardized outcome/impact contractor measures are implemented, new data entry templates for use by contractors will be developed to expedite their evaluation work. When updates occur, improved materials and methods will be disseminated to all contractors along with training and technical assistance to keep them current in the field.

g. Use of Existing Educational Materials

- The on-line Geographic Information System (GIS), with tutorial was developed by *Network UCSF* contractors. It will continue to be accessible to all contractors. Retail data and data containing the distribution of FSP participation for this system are purchased. It would not be possible for us to use the GIS for retail or intervention targeting without the purchased resources. (English)
- CX³ Program Planning Tools were developed in-house by the CX³ Internal work group –These community program planning tools were developed and piloted during FFY 2006 and are not purchased. Planning tools include PowerPoint training presentations on how to use the GIS for program planning and how to conduct field surveys, as well as field survey instruments for Grocery Stores, Fast Food establishments, and Outdoor Advertising (English)
- A Compendium of Survey Instruments has been developed by the Outcome/Impact Evaluation Internal work group;– It consists of a handbook outlining outcome/impact evaluation methods and materials and a set of validated and/or well-tested instruments for measuring behavioral objectives and predictors and is used by contractors to ensure they are using quality evaluation methods. The handbook is produced in-house, not purchased; a major distribution channel for instruments is online. (English) (See h.)
- Harvest of the Month (HOTM) materials, already developed by the Network Communications Unit in conjunction with selected Community Development and Campaign staff, will be used for the HOTM evaluation study. (English and Spanish)
- Selected participatory evaluation approaches and tools being used by *Network* contractors will also be compiled in a practition oriented handbook.

h. Development of New Educational Materials

- New surveys will be added to an existing Compendium of Surveys to increase the diversity of tools available to contractors; some potential measures have already been identified.^{9,10} These would not need to be purchased.
- Enhanced HOTM teacher training materials will be developed in house. They will not need to be purchased.

i. Key Performance Measures/Indicators

GIS – Standard website measures, contractor utility and training satisfaction will be used: hits, usage, requests from contractors for data for more in-depth work, training evaluation surveys

CX3 – Local staff implementing project activities will continue to provide input into process and measures. as projects move forward with activities. Intensive process evaluation was conducted over the pilot phase in FFY 06-07 with the revision of tools and methods based on results. Following updates to tools and methods, evaluation of training has occurred to gain insight into best methods for informing contractors of community based approaches. Training evaluation results have shown results as high as 75% of responses rating training segments as “excellent”, and for a recent training of survey tools and methods, 100% rated segments as “good” or “excellent”. Evaluation of training will continue as planned for additional contractors and as needed for updates with new staff. Implementation evaluation tools are being developed. FFY 2008 contractors have just received survey datasets and are proceeding through data interpretation and planning stages. Case studies or other qualitative methods will be utilized for evaluation of implementation..

Compendium of Survey Instruments and other outcome/impact evaluation materials – The addition of useful, new measures and the extent of usage of surveys will be tracked and training evaluation satisfaction surveys will be conducted. Approximately 100 hard copies of a 40-survey compendium have been distributed to contractors. These are also available on two websites. A thorough monitoring system tracks the surveys that are used and progress of contractors in implementing their evaluation plan, collecting, processing and analyzing their data, and reporting on their findings.

Harvest of the Month evaluation- Change in consumption of fruit and vegetables and improvement in related psychosocial indicators– A report of a rigorous evaluation will be the deliverable

Youth Empowerment Initiative evaluation– Evaluation reports from the multi-year sites that track progress and achievement of intended outcomes tailored to the specific initiative.

Examples of participatory approaches and tools – A draft practitioner oriented handbook will be a deliverable. Feedback on the usefulness and quality of the handbook will be

⁹ Townsend MS, Kaiser LL. Development of an evaluation tool to assess psychosocial indicators of fruit and vegetable intake for two federal programs. *J Nutrition Education & Behavior*. 2005;37:170-184.

¹⁰ Townsend MS, Kaiser LL. Brief psychosocial fruit and vegetable tool is sensitive for United States Department of Agriculture's nutrition education programs. *J Am Dietet Assoc*. In press.

solicited from selected contractors and incorporated into an updated version of the document.

3. Evaluation Plan

All the activities proposed for this project are themselves evaluation resources or tools that enable us to determine what technical assistance is needed and how best to provide it. Informal and formal methods will be used to solicit contractor feedback and answer these questions. Telephone calls, emails and interviews will provide data to uncover themes calling for assistance. Online and hard copy surveys and group level oral evaluation following technical assistance workshops and events will assess utility. Timely completion of activities, such as ontime report submission, will provide a measure of the impact of technical assistance. The results will be used to create a *Network* that is responsive to changing demands, refine technical assistance content, provide technical assistance on new topics, diffuse assistance through new delivery channels, refine data collection forms, add data layers on the GIS, and/or create additional tools to assess impact. This is an iterative process that has been ongoing, since 2005-06.

4. Coordination Efforts

Sharing of tools and methods will continue between other federal and state-funded programs working with the same target population. Results from the evaluation of combined intervention efforts by the *Network*, CA Dept. of Social Services, and UC Cooperative Extension will be shared and disseminated to improve message delivery to the FSNE target audience. WIC and Dept. of Education Nutrition Services staff contributed to the development of indicator items for CX.³ During FFY 2008, CX³ instruments were modified so as to allow analysis about the extent of availability of foods on the new WIC food package in different types of retail food stores. The *Network* also is working with WIC during FFY 08 to leverage the use of the GIS by incorporating “type of store” into the WIC vendor data layer. Coordination on fruit and vegetable promotion in retail stores will be key as the new WIC food package comes into the stores as FFY 09 winds down. Case study report dissemination will contribute to better coordination by directly responding to the need identified in the United States General Accounting Office (GAO) report for more systematic sharing of lessons learned across nutrition education efforts.¹¹ The Spanish Food Behavior Checklist and the earlier English language illustrated Food Behavior Checklist represents a direct collaboration of *Network* and UCD-FSNEP to produce evaluation instruments needed by both programs.

¹¹ U.S. General Accounting Office. (2004). *Nutrition education: USDA provides services through multiple programs, but stronger linkages among programs are needed* (GAO-04-528). Washington, DC: U.S. Government Printing Office.

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA RESEARCH AND EVALUATION

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	888,726	73,579	962,305	803,481	98,789	902,270	(6.24)
2. Contracts/Grants/Agreements	700,243	379,664	1,079,907	640,294	395,200	1,035,494	(4.11)
3. Non-capital Equipment/Supplies	47,960	17,660	65,620	41,800	4,746	46,546	(29.07)
4. Materials	-	0		0	0	0	
5. Travel	55,890	15,241	71,131	30,900	1,400	32,300	(54.59)
6. Administrative *	81,500	0		46,500	0	46,500	
7. Building/Space and Other General Expenses *	97,011	17,308	114,319	82,650	15,190	97,840	(14.41)
8. Maintenance *	0	0		0	0	0	
9. Equipment & Other Capital Expenditures	56,340	0	56,340	52,250	0	52,250	(7.26)
Total Direct Costs	1,927,670	503,452	2,431,122	1,697,875	515,325	2,213,200	(8.96)
11. Indirect Costs @7.3 % of Personnel Costs**	246,640	6,255	252,895	201,957	7,212	209,169	(17.29)
12. TOTAL COSTS	\$2,174,310	\$509,707	\$ 2,684,017	\$1,899,832	\$522,537	\$2,422,369	(9.75)

* Administrative and Maintenance costs for the State are included in the line Building/Space/ & Other General Expenditures; PHI budgets for Administrative costs separately (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget justifications)

Item #2 Contracts/Grants/Agreements - See individual Project Summaries for LIA, NIA, and Special Projects in attachment binders

**Indirect Cost rate for State is 7.3% of total personnel costs and PHI is 16.5% of total budget less subcontracts

STATE LEVEL PROJECT SUMMARY FORM
COMMUNITY DEVELOPMENT – Project #1

1. GOALS & OBJECTIVES (*See State Level Objectives*)

2. Project Title: Community Development Project 1: Local Operations

a. Related State Objectives

Related State Objectives include 1, 2, 3, 5, 7, 8, 9

b. Audience

Local Incentive Award (84), Non Profit Incentive Award (4), UC Cooperative Extension Program (39), Regional Networks (11) and Special Project Contractors - Local Food and Nutrition Education (17) and Faith-based projects (10)) that provide nutrition education to all ages and ethnicities of Californians participating in the Food Stamp Program and FSNE-eligibles at 185% or below the FPL. See Project Summaries in Section B for specific audience characteristics in each contract, and Section D, Budget for complete list of all local projects.

c. Focus on FSP Eligibles

All of the program activities by USDA FSNE local contractors are designed to reach FSNE-eligible consumers and their families where they learn, work, shop, worship, live and receive other services.

Income Targeting Data Sources

Site verification of 50 percent or greater FSNE-eligible persons participating in program activities is based on the following data sources:

Primary: *Network* GIS 2000 Census Tract Data; California Department of Education Free/Reduced Price Meal Participation rates.

Secondary: Percentage participation for location-based proxy sites for “Likely FSP Eligibles” include food banks, food pantries, food stamp offices, Head Start, public housing, shelters/temporary housing, soup kitchens, TANF Job Readiness Program; percentage participation for location based proxy site for “Potential Eligibles” is WIC offices); other agency specific income data.

See project summaries in Section B for expanded income targeting data for each contractor.

d. Project Description

Summary:

NETWORK staff will continue to provide programmatic and fiscal support at the State and local levels to Local Incentive Awardees, Nonprofit Incentive Awardees, State Incentive Awardees and Special Projects to assure programmatic and fiscal compliance with the annual USDA FSNE Plan Guidance.

Key Strategies:

1. Develop funding application package for FFY10 *Network Plan* for LIA, NIA, and Special Projects; conduct solicitation and provide contractors with teleconference trainings on the forms in the solicitation package; review and approve state share and federal share program and fiscal documents, assuring FSNE income targeting.
2. Provide an orientation on *Network* policies and procedures to new agency staff and refresher orientations as necessary.
3. Plan and conduct annual trainings (face to face, web-based and teleconference) to continuing agencies on fiscal policies and procedures and programmatic issues. This includes a training calendar/curriculum and Power Point presentations, 2 *Network* fiscal and program trainings in northern and southern California. Training curriculum are then posted on the *Network* website. Further contractor trainings with the California Healthy Kids Resource Center (CHKRC) will be conducted as needed.
4. Monitor and provide continuous technical assistance to 100% of contracts to ensure program and fiscal responsibility throughout FFY 09.
5. Conduct quarterly interactive all-contractor teleconferences to communicate state *NETWORK*, DSS, UC FSNEP updates, new program resources, policy clarifications, etc.
6. By the end of FFY 08, 64 PCRT (Program Compliance and Review Team) site visits will be conducted with the Local Incentive Awardees (local contracts with state and federal share budgets). The remaining balance, (approximately 27) will receive site visits in FFY 09. The PCRT team will begin reviews of special projects (LFNE and Faith) in FFY 09. Approximately, 24 desk reviews (PC Team with the CMs) will be conducted in FFY 09 to follow-up on Program Improvement Plans developed by LIAs to ensure priority findings from PC reviews have been addressed.
7. In coordination with PCRT, *Network* Program and Contract Managers will conduct site visits annually with at least 50% of local LIA and NIA contractors in FFY 09 to ensure program quality and compliance with fiscal and program policies and procedures (approximately 45).
8. *Network* Program and Contract Managers will conduct approximately 10 site visits with special projects in FFY 09.
9. In partnership with PCRT, Contract Managers will conduct fiscal compliance reviews (desk reviews) on 50% of local contractors and follow-up with any issues resulting from review. Approximately, twenty two desk reviews associated with a PCRT site visit will have been conducted in FFY 08 and approximately 35 desk reviews linked to a PCT site visit will be conducted in FFY 09.
10. Program Managers will provide detailed programmatic analyses on all annual and final contractor progress reports submitted.
11. Working with the Research and Evaluation ,Unit, continue developing processes and systems to pilot test the Education and Administration Reporting System (EARS)

12. Continue working with California Association of Nutrition & Activity Programs (CAN-Act) to a) provide technical assistance through ongoing development and refinement of scope of work templates initiated in FFY 2008 to align them with EARS b) ongoing development of a materials development tool and educational materials database; c) provide co-staffing for the *Network* Steering Committee's Operations Subcommittee that will be tasked to improve communications and administrative streamlining; and d) provide peer support and grassroots leadership development through technical assistance and training to increase leadership and program management capacity.
13. Continue to strengthen contract monitoring through support of Networks IT Unit and the use of GIFTS database.
14. Partner with the Public Health Institute or the new contractor funded for FFY 09 through a master contract to provide enhanced social marketing, fiscal resource development and personnel services that are not available through the State infrastructure to ensure that the *Network* is able to meet the goals and objectives of the proposed plan.
15. Conclude the RFP process that will select a master contractor to provide enhanced administrative, fiscal, resource development and personnel services master contract.
16. Program and Contract Managers will follow-up on issues identified during PCRT reviews, site visits, annual progress reports, and desk reviews to ensure programmatic and fiscal compliance and identify opportunities for technical assistance.
17. Respond to CDPH, CDSS and USDA technical inquiries.
18. Work with Network IT unit to:
 - i. Provide database administration support which includes development and maintenance of a centralized database, support of our grants management application, GIFTS and program management of the USDA EARS system.
 - ii. Develop, design, produce, launch and maintain Network website to support local projects.
 - iii. Provides training and technical support on GIFTS to *Network* staff (contract and program managers) and other software programs. Assist research with management of local progress reports databases.
 - iv. Analyzes information needs and makes recommendations to senior management. Recommends internal policies and formulate responses to department IT policies. Provides technical assistance concerning future programmatic needs, data security, data management, web projects and database needs.

Key Educational Messages for Contractors:

1. Successful projects require compliance with current USDA FSNE Plan Guidance
2. Documentation of State Share expenditures is required for Federal Share reimbursement and time reporting.

3. Nutrition Education messages for target audience based on USDA Dietary Guidelines for Americans 2005 and MyPyramid.com, with focus on increasing fruit and vegetable consumption, increasing physical activity to 60 minutes a day for children and 30 minutes a day for adults, achieving caloric intake and expenditure balance, and promotion of food stamp program to help those with low resources obtain healthy food choices.
4. Fruits and Veggies – More Matters™ if adopted by the *Network*.
5. Encourage and support the promotion of the Champions for Change Campaign and *Network* brand.
6. Coordinate with WIC Program messaging for fruits and vegetables for new WIC food packages.
7. Coordinate with UC FSNEP.

Intervention Sites:

LIA, NIA and Special Project intervention sites include school districts, county offices of education, local health departments, WIC offices, community settings in qualifying census tracts. See project summaries in Section B for expanded intervention site data on each contractor.

Projected Number of Contacts:

Direct Contacts: 1.7 million FSNE eligibles through Local Incentive Award, NonProfit Incentive Award, UC FSNEP and Special Project Contractors.

e. Summary of Research

Results of most recent statewide surveillance data and individual contractor evaluation results are used to provide guidance to local contractors to improve FSNE in their communities.

f. Modification of Project Methods/Strategies

Project methods and strategies have been modified to address corrective action workplan from the 2006 Administrative Review as outlined in FFY 2007 Plan, this will continue Program improvement into FFY 09. See project summaries in Section B for expanded project methods/strategies data for each contractor.

g. Use of Existing Educational Materials

All of the following materials will be updates to existing materials, produced in English and posted or linked on the *Network* website (except staff Desk Manuals). They are developed by state staff for *Network* contractors working in California. They address guidelines both from USDA and the CDPH Contract Management Unit.

Local Incentive Award Program Guidelines (quarterly updates; to include Preferred Material and Curriculum List)

Fiscal Guidelines Manual (quarterly updates)

Contract Manager Desk Manual

Program Manager Desk Manual

PC Protocols and Tools Manual

PC Desk Review Manual

Contractor Performance Improvement Tool

See project summaries in Section B for expanded educational materials data on each contractor.

h. Development of New Educational Materials

See project summaries in Section B for expanded educational materials data on each contractor.

i. Key Performance Measures/Indicators

List the key measures/indicators of implementation or performance that you will capture or collect. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

Completion of Key Strategies by state staff, including site visits and PCRT visits as outlined in d. Project Description, Key Strategies, paragraph 6 and 7 by NETWORK staff.

See project summaries in Section B for key performance measures/indicators on each local contractor.

3. Evaluation Plan

Describe any evaluation planned. For each evaluation, please indicate:

- *The name(s) of each project(s) that will be a part of this evaluation;*
- *The type of evaluation as primarily a formative, process, outcome or impact assessment;*
- *The question(s) that will be addressed and:*
 - *The approach to conducting the evaluation, including scope, design, measures and data collection;*
 - *Plans for using the results*
- *If the project has been evaluated previously, note the most recent year in which the evaluation was done.*

Process (internal): GIFTS, an internal tracking system, provides status reports on Program and Contract Manager site visits, communications, invoicing, Funding Application Packet documents, progress report analyses, etc.;

Process (contractor): see annual SAAR data for contractor reach

Outcome (contractor): see REU Project #2 for Impact/Outcome Evaluation conducted by local contractors

Evaluations of contractor trainings (could be web-based) activities includes: surveys of participants in annual fiscal and program trainings for local contractors; surveys of local

agency participants in local contractor orientations; surveys of new local contractor fiscal and program manual and Power Point training presentation.

Evaluation Tools: CAN-Act orientation survey, GIFTS status reports, Web Based Survey Software, training surveys (participant satisfaction), SAAR reports

Previous Evaluation: CAN-Act Contractor Survey, FFY 2007 and 2008

CAN-Act Contractor Survey results are being used to assist *NETWORK* staff in streamlining *Network* documentation and monitoring pilot project with templated Scopes of Work. Responses to survey and roundtables were posted on *Network* website in FFY 2008. See project summaries in Section B for evaluation plans for each contractor.

4. Coordination Efforts

Describe efforts to coordinate, complement and collaborate with other programs in order to deliver consistent behavior-focused nutrition messages and more comprehensive interventions. Describe your involvement with the State Nutrition Action Plan (SNAP) initiative in your State. Outline any tasks in the SNAP process that FSNE will lead or conduct during the FY. Attach written agreements as specified on page 20.

The *Network* will continue coordination with USDA funded programs, namely WIC, CDE, University of California Davis-FSNEP and California Department of Social Services. *NETWORK* staff are active partners in the State Nutrition Action Plan (SNAP). The *Network* continues to work with both internal and external partners and *Regional Network* to promote consistent nutrition education messages to food stamp participants and FSNE-eligible audiences, to conduct activities that promote increased consumption of fruits and vegetables, increased physical activity and increased access to healthy foods. Through FANOut, the *Network* continues to work with the USDA Western Regional Office, local agencies, advocates, and other nutrition education and food security stakeholders, including local Food Stamp Directors, California Association of Food Banks, America's Second Harvest and California Food Policy Advocates on nutrition education and Food Stamp promotion. See project summaries in Section B for coordination efforts of each contractor.

STATE LEVEL PROJECT SUMMARY FORM
COMMUNITY DEVELOPMENT – Project #2

Project Title: Community Development Project 2: Corrective Action Workplan

a. Related State Objectives:

Related State Objective: 10

b. Audience

Local Incentive Award (85), Non Profit Incentive Award (4), Regional Networks (11) and Special Project Contractors - Local Food and Nutrition Education (17) and Faith-based (10) projects) who provide nutrition education to all ages and ethnicities of Californians participating in the Food Stamp Program and FSNE-eligible persons with incomes of 185% or below the FPL.

c. Focus on FSP Eligibles

All of the program activities by USDA FSNE local contractors are designed to reach FSNE-eligible consumers and their families where they learn, work, shop, worship, live and receive other services.

Income Targeting Data Sources

Site verification of 50 percent or greater FSNE-eligibles persons participating in program activities is based on the following data sources:

Primary: *Network* GIS 2000 Census Tract Data; California Department of Education Free/Reduced Price Meal Participation rates.

Secondary: Percentage participation for location-based proxy sites for “Likely FSP Eligibles” include food banks, food pantries, food stamp offices, Head Start, public housing, shelters/temporary housing, soup kitchens, TANF Job Readiness Program; percentage participation for location based proxy site for “Potential Eligibles” is WIC offices); other agency specific income data.

d. Project Description

Key Strategies:

1. Work with fiscal consultant to continue to develop tools and train staff in an effort to continue to address the corrective actions and recommendations of the 2006 USDA Review and the Administrative, Fiscal and Programmatic Improvement Plan.
2. Follow-up on issues identified during Program Compliance Team (PCT) visits, site visits and desk reviews to ensure programmatic and fiscal compliance and identify opportunities for technical assistance for LIAs, NIAs and SIAs.

Key Educational Messages for Contractors:

1. Successful project requires compliance with annual USDA FSNE Plan Guidance
2. Documentation of State share expenditures is required for Federal share reimbursement.

3. Nutrition Education messages for target audience based on USDA Dietary Guidelines for Americans and MyPyramid.com, with focus on increasing fruit and vegetable consumption, increasing physical activity to 60 minutes a day for children and 30 minutes a day for adults, achieving caloric intake and expenditure balance, and promotion of food stamp program to help those with low resources obtain healthy food choices.

e. Summary of Research

NETWORK: Program Compliance Team Reviews, Site Visit reports, Progress Reports and analyses, Desk Reviews, impact evaluation reports and compilation of LIA/NIA FFY 2008 success stories. An annual report from the PC Reviews will be provided to senior management for review and to incorporate state level enhancements to support local projects.

Case studies from Local Food and Nutrition Education projects.

f. Modification of Project Methods/Strategies

Project methods and strategies have been modified to address issues raised by USDA Western Regional Office during the exit conference concerning the FFY 2006 USDA Review of the *Network for a Healthy California* and annual FSNE Plan Guidance.

g. Use of Existing Education Materials

All of the following materials will be updated, produced in English and may be posted or linked on the *NETWORK* website (except staff Desk Manuals). They are developed by *NETWORK* staff and address guidelines both from USDA and the CDPH Contract Management Unit.

Local Incentive Award Program Guidelines (quarterly updates; to include Preferred Material and Curriculum List)

Fiscal Guidelines Manual (quarterly updates)

Annual Funding Application Packet

Progress Report documents

Contract Manager Desk Manual

Program Manager Desk Manual

Site Visit Tools and Instructions

Desk Review Tools and Instructions

h. Development of New Educational Materials

Tools to assist *Network* Staff and Contractors with implementation of Corrective Action Work Plan including protocols for follow-up on compliance issues.

i. Key Performance Measures/Indicators

List the key measures/indicators of implementation or performance that you will capture or collect. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

The key performance indicator for the Corrective Action Work Plan is timely completion of Plan benchmarks. Status is to be reviewed on a quarterly basis with adjustments to timeline where necessary.

3. Evaluation Plans

Describe any evaluation planned. For each evaluation, please indicate:

- *The name(s) of each project(s) that will be a part of this evaluation;*
 - *The type of evaluation as primarily a formative, process, outcome or impact assessment;*
 - *The question(s) that will be addressed and:*
 - *The approach to conducting the evaluation, including scope, design, measures and data collection;*
 - *Plans for using the results*
 - *If the project has been evaluated previously, note the most recent year in which the evaluation was done.*
-
- Conduct a quarterly status review of the Corrective Action Work Plan to ensure timely completion of benchmarks and if adjustments need to be made.
 - Process Evaluation: PC Reports on Local Contractors are summarized in an annual report to senior management and will include key findings of local project fiscal systems, summary of program improvement plans, and recommendations for state level enhancements. The Network will work a special consultant and auditor IV position to review report and implement state-level enhancements based on recommendation. Network will also work with the special consultant to enhance PC review protocols and tools on an annual basis.

4. Coordination Efforts

Describe efforts to coordinate, complement and collaborate with other programs in order to deliver consistent behavior-focused nutrition messages and more comprehensive interventions. Describe your involvement with the State Nutrition Action Plan (SNAP) initiative in your State. Outline any tasks in the SNAP process that FSNE will lead or conduct during the FY. Attach written agreements as specified on page 20.

The *Network* will work with all Unit Leads and UC FNSEP to ensure that issues identified in the USDA 2006 Administrative Review are resolved and contractors are trained and compliant with current FSNE Plan Guidance.

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA COMMUNITY DEVELOPMENT & ADMINISTRATION INFRASTRUCTURE

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	2,499,769	2,755,393	5,255,162	2,146,229	4,249,851	6,396,080	21.71
2. Contracts/Grants/Agreements	20,000	60,217,785	60,237,785	150,200	59,304,626	59,454,826	(1.30)
3. Non-capital Equipment/Supplies	163,900	207,571	371,471	137,500	351,271	488,771	31.58
4. Materials	-	0		0	0	0	
5. Travel	104,300	106,740	211,040	53,900	116,610	170,510	(19.20)
6. Administrative *	170,200	0		170,200	0	170,200	
7. Building/Space and Other General Expenses *	311,025	735,541	1,046,566	271,875	818,895	1,090,770	4.22
8. Maintenance *	0	0		0	0	0	
9. Equipment & Other Capital Expenditures	209,728	0	209,728	194,303	0	194,303	(7.35)
Total Direct Costs	3,478,922	64,023,030	67,501,952	3,124,207	64,841,253	67,965,460	0.69
11. Indirect Costs @7.3 % of Personnel Costs**	570,322	234,208	804,530	511,793	310,239	822,032	2.18
12. TOTAL COSTS	\$4,049,244	\$64,257,238	\$ 68,306,482	\$3,636,000	\$65,151,492	\$68,787,492	0.70

* Administrative and Maintenance costs for the State are included in the line Building/Space/ & Other General Expenditures; PHI budgets for Administrative costs separately (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget justifications)

Item #2 Contracts/Grants/Agreements - See individual Project Summaries for LIA, NIA, and Special Projects in attachment binders

**Indirect Cost rate for State is 7.3% of total personnel costs and PHI is 16.5% of total budget less subcontracts

STATE LEVEL PROJECT SUMMARY FORM

Project #1

TRAINING, TECHNICAL ASSISTANCE & Infrastructure

1. Goals & OBJECTIVES (*See State Level Objectives*)

2. **Project Title:** Training: (Training and Specialized Technical Assistance to Food Stamp Nutrition Education Service Providers & Leadership and Support for the *Network for a Healthy California* program delivery infrastructure).

a. Related State Objectives

Related State Objectives include 1, 2, 5, 6 and 9

b. Audience

The primary audience is *Network*-funded projects and partners who provide nutrition education and physical activity promotion to FSNE-eligible low-income households.

Gender: Males and Females

Ethnicity: All ethnic groups

Languages: English/Spanish

Ages: Adults

c. Focus on FSP Eligibles

All activities funded by USDA are designed to reach *Network*-funded projects and partners in California to improve FSNE-funded program integrity, skills, understanding of FSNE Guidance and requirements, and to advance FSNE goals for persons certified, likely and potentially eligible for the Food Stamp Program (FSP).

Income Targeting Data Source:

Network database of currently-funded projects and lists of other intermediaries serving the FSNE population.

d. Project Description

Key Strategies:

Strategies include: small group trainings/workshops and large group sessions meetings and conferences; information briefings; train the trainer and one-on-one technical assistance; webinars and teleconferences; online e-courses; community education events; nutrition education classes; media publicity; advisory council/task force; internet/web sites; nutrition education research/evaluation; and promotion of healthy communities. The *Network* will also continue to use a comprehensive set of strategies to build contractors' impact evaluation capacity. This unique approach will enable contractors to conduct comprehensive impact evaluation using sound principles.

Key Educational Messages:

Principal messaging will include: Orientation on *Network* operations and programmatic infrastructure; FSNE regulations, policies and procedures in programmatic, administrative and fiscal areas; Champions for Change/communications, use of scientifically sound messages and evidence-based outcomes, administratively allowable activities and effective targeting approaches. FSNE FFY 2009 Plan Guidance; Dietary Guidelines for Americans, adult learning best practice and theory; basic public health practitioner skills; leadership and collaboration; use of GIS (geographic information system); fruit and vegetable consumption; healthy eating; FSNE consumer and community empowerment; promotion of healthy communities, Food Stamp Program promotion (brief promotional messages); physical activity promotion (integrated with nutrition education); chronic disease and obesity prevention messaging.

Intervention Sites:

Appropriate venues will be used to provide trainings and technical assistance for FSNE projects and intermediaries to ensure cost effective program delivery for state, regional, and local programs and compliance with USDA targeting requirements.

Projected Number of Contacts:

Direct Contacts: Over 1000 *Network*-funded staff and partners serving FSNE-eligible populations will participate in *Network* trainings.

Indirect Contacts: See Local Project Summary data, *Regional Network* Project Summaries and Communications Summary.

Narrative Summary:

There are 138 *Network*-funded projects (including 11 *Regional Networks*) located throughout California that provide nutrition education to food stamp eligible populations. Training, technical assistance, and specialized services will be provided to maintain and improve program integrity and to ensure successful implementation and delivery of FSNE interventions. Topics which are common to all components of the program, such as and including cultural competence, will be offered to all components of the *Network* including state and local staff. In addition, to help maximize the effective delivery of nutrition education services to the FSNE-eligible population, it is essential that partner organizations serving low-income populations, including other USDA FNS-funded programs, receive guidance and information on FSNE programs as appropriate, and that efforts between programs are coordinated and peer support encouraged. Activities planned for FFY 2008 will help to maximize impact of the new brand, promote FSNE-program integrity and sustainability, while also maximizing existing resources. Supporting new and existing partnerships will help to ensure the effective delivery of FSNE services in California.

Training and specialized technical assistance provided to *Network*-funded projects and partners will take place in multiple locations throughout the state, such as Los Angeles, Riverside, North Coast, Bay Area, Sacramento, Fresno, Chico, and through various mediums including face-to-face, webcasting, teleconference, and other means. Topics will cover USDA policies and guidelines, nutrition and physical activity, nutrition education techniques, food security, program planning development and evaluation, public health practitioner skills such as collaboration with other FNS programs, and quality assurance. Training and technical assistance in FFY 2008 will continue to be tailored to address findings from the FFY 2006 USDA Review of the *Network for a Healthy California*.

1) Orientation on Network operations and programmatic infrastructure.

- Orientation to Local Incentive Awardees (LIA) and all other FSNE-funded projects, regarding FSNE Guidance, *Network* operations, and programmatic infrastructure, with refresher orientations as necessary, including three to four regional trainings on the implementation and evaluation of effective nutrition education activities, nutrition messaging, promotion of healthy communities, empowerment, and communication and leadership skills in accord with *Champions for Change*. The *Network* orientation training is also available online at: <http://www.cdph.ca.gov/programs/CPNS/Documents/CPNS-NetworkRegionalOrientation-2008.ppt>
- Hold quarterly teleconference updates that provide a unique and necessary function for the efficient, low-cost delivery, coordination and collaboration of FSNE projects across the state; to support FSNE funded programs as required in the FSNE Plan Guidance and to respond to USDA program review findings and research evaluation.

2) FSNE regulations, policies and procedures in programmatic, administrative and fiscal areas.

- Annual in-person trainings for new and continuing FSNE-funded projects on fiscal policies and procedures, administrative practices, programmatic delivery, nutrition/physical activity integrity, and quality of programs delivered. Example of topics: Use of activity logs for FSNE documentation. To facilitate replication and usage of these training PowerPoint and exercises will remain on the *Network* website for reference throughout the year at: <http://www.cdph.ca.gov/programs/CPNS/Pages/FiscalTraining.aspx>
- Annual GIS in-person training and two tutorials found online at the *Network* GIS are used to help with targeting and understanding community resources: <http://www.cnnngis.org/>

3) Implementation and evaluation of nutrition education activities, public health practitioner skills, and nutrition/nutrition messaging.

- Building on earlier work initiated in FFY 2007 and 2008, conduct training and technical assistance to *Network* projects and state staff in order to assist with the advancement of best practices for sustainability, asset development and community-based partnerships in order to maximize effectiveness of FSNE activities across the state.
- Provide education and strategies to FSNE target groups, and intermediaries serving FSNE eligible low-income communities, with the goal of educating FSNE-eligible populations regarding healthy eating, physical activity and viable cost-effective strategies to help FSNE-eligible households choose a healthy diet with limited resources. In addition, existing tools will be provided to participants to assist FSNE project recruit and sustain participation from FSNE-eligible mothers to serve as “Champions for Change” to help motivate and empower low-income individuals to increase consumption of fruits and vegetable consumption and be physically active per the Dietary Guidelines for Americans.
- Provide support and technical assistance to the *Network’s Communities of Excellence (CX³)* projects and *Regional Networks* to facilitate completion of specific nutrition education initiatives, identified through a strategic planning process, targeting FSNE eligible populations. Per USDA Guidance, encouraging FSNE clients via direct nutrition education to pursue positive changes to their communities that improve the availability of fruits and vegetables and opportunities to be physically active, and provide them with a list of strategies to assist with this effort.
- Conduct two FSNE *Network* Steering Committee (NSC) meetings and one NSC orientation to provide a unique and necessary function for the efficient, low-cost delivery, coordination and collaboration of FSNE projects across the state, and to help 1) maximize planning,

coordination and oversight of *Network* FSNE activities, and 2) provide support for program administration, partnership, and organizational development while promoting FSNE program sustainability.

- To continue addressing findings from the USDA Program Review of the *Network*, the NSC will help to improve support and communication with the Local Incentive Awardees and strengthen coordination between the LIAs, *Regional Fruit, Vegetable and Physical Activity Campaigns*, Leadership and Special Projects, *Regional Networks* and Collaboratives.
- The NSC also provides an opportunity to receive program guidance from DSS and USDA, and coordinate with U.C. Davis FSNEP and other food assistance programs and partners serving low-income Californians.
- With joint funding from the California Endowment, convene a series of regional workshops and one statewide pre-meeting during the *Network* Annual Conference (or similar venue), that will bring together local health department staff that oversee FSNE programs and services to provide both training and opportunities for sharing best practices that will foster health department capacity to support nutrition education programs for FSNE-eligible populations.
- Provide training and technical assistance to FSNE service providers to support their efforts to engage and activate FSNE-eligible youth (age 12-18) to increase fruit and vegetable consumption, increase physical activity and provide strategies for FSNE eligible youth to promote positive community change that increases consumption of fruits and vegetables and physical activity. Provide training to middle and high school youth in qualifying schools to learn about nutrition and healthy eating and become peer education leaders and convene a youth forum to build more effective youth teams. (Also see State Budget Justification Appendices, Section D(7): Special Projects).
- Convene a *Network* Annual Conference and support FSNE content at the biennial California Childhood Obesity Conference (see State Budget Justification Appendices, Section D(7): Special Projects) and annual California Conference of Local Health Department Nutritionists (CCHLDN) training, to help *Network* funded projects and partners understand FNS nutrition priorities; current and emerging initiatives, and identify resources and tools available to support implementation of effective nutrition education programs;
 - These conferences will apply networking and partnership skills to coordinate nutrition education across FNS nutrition assistance programs, and improve collaboration among State and community partners;
 - Enhance skills in planning, implementing, and evaluating nutrition education; share strategies for advancing California's State Nutrition Action Plan (SNAP); and understand factors contributing to obesity amongst low-income Californians.
- As appropriate, training activities will be coordinated and supported via the *Network's* partnership with the California Healthy Kids Resource Center to provide technical assistance, resources, and trainings for *Network* LIAs, RNECs, and other *Network* staff to promote use of effective research-based, California Health Education Content Standards-aligned preK-12 nutrition education and physical activity programs. See Local Project Synopsis for Contract Number 08-85118 and State Budget Justification Appendices, Section D (7): Special Projects.

Network staff will also participate in UC Davis FSNE trainings and conference and include programs in the *Network* statewide conference

Announcements about trainings will be sent via flyers and e-mails and will also be listed in the Master Calendar on the *Network for a Healthy California* web site. See Appendices, Section D PHI Budget Justification for detailed sub-contractor/consultant budgets and scopes of work.

4) Program Coordination and *Network* Program Infrastructure:

In order to coordinate the efforts of California's FSNE programs, maximize resources, and avoid duplication of activities, it is necessary to continue to strengthen and support the *Network's* program delivery infrastructure. In addition to the NSC meetings described above, the *Network* will coordinate and complement FSNE nutrition and physical activity programs and activities, including other FNS Programs, to maximize the effectiveness of FSNE projects and enhance program sustainability. The following activities will help to deliver consistent nutrition education messages, increase FSNE-eligible Californians' consumption of fruits and vegetables, physical activity and promote increased participation in the Food Stamp Program:

- Continue to participate in the development and implementation of the FFY 2009 SNAP to increase fruit and vegetable consumption in FSNE target populations. State agencies collaborating are: CDHS (WIC, *Network*), DSS (Food Stamp Program and Temporary Emergency Food Assistance Program), CDE (Child Nutrition Programs and Food Distribution Program), UCD (Food Stamp Nutrition Education), and CDFA. This activity continues to be replicated in nine counties around the state as CNAP (County Nutrition Action Plan).
- Coordinate and convene quarterly Food Stamp Nutrition Education and Outreach (FANOut) Committee meetings to bring together Federal, State and private partners to coordinate activities of both the Food Stamp Outreach Plan and FSNE Plan, develop collaborative projects and highlight effective strategies. This effort includes USDA, DSS, DHS, CDE, and U.C. Davis. (Funding costs shared with State Outreach Plan).
- Hold three meetings to bring together up to 50 representatives from the *Network's* Local Food and Nutrition Education Projects in order to improve program communication, share best practices, and ensure coordination and collaboration with other *Network*-funded programs.
- Co-sponsor spring SHAPE trainings with CDE for local school districts in multiple locations throughout the state.
- Offer training to staff for development and understanding of resources offered across the *Network* programs.

During FFY 2009, the *Network* will strengthen the Training Unit to reach across and down into all sections/units conducting training activities with FSNE funds to increase efficiency, effectiveness, and consistency across the *Network*. Trainings will continue to focus on program and evaluation findings to increase the quality of services delivered. The three primary functions of the Unit are:

- 1) Coordination and support of training for the *Network* and collaboration with sister programs and partners training the FSNE audience;
- 2) Overseeing a cadre of trainers and contracting with an academic institution for expertise and guidance in evidence-based adult learning and training theory and practice; and,
- 3) Establishing a "menu" of online courses for new employees and contractors to complete upon becoming a part of the *Network* (i.e., nutrition education basics, public health basics, working with low-income populations, food stamp basics, social marketing 101, *Network* Regional Orientation, *Network* Fiscal Orientation, Geographic Information Systems use for FSNE targeting, etc.) to build capacity both internally and externally.

e. Summary of Research

California's FSNE activities build upon previous experience and undergo extensive formative research and impact evaluation by *NETWORK* that allows us to gauge the feasibility and effectiveness of the training, technical assistance and support provided to FSNE-funded projects and intermediaries. Training impact is measured by the successful completion of FSNE

interventions, fiscal and programmatic administration and program objectives. All training and technical assistance has undergone extensive process evaluation to measure program participation, participant response and interest. A list of training topics recommended by state staff was compiled and will be used as a basis for selecting training topics during the coming year. The methods and techniques of training and technical assistance used within the *Network* are well documented as being effective program methods to ensure the cost effective delivery of FSNE interventions.

f. Modification of Project Methods/Strategies

Training and technical assistance for *Network*-funded projects and partners will use the same basic strategies as in previous years, although interventions and topic areas are continually reviewed based on ongoing formative and process evaluation and feedback for the local programs and campaigns to ensure they meet the needs of local projects and can ensure reliable delivery of allowable FSNE objectives.

In FFY 2009, training and technical assistance and the *Network's* program delivery infrastructure will continue to address issues raised by USDA Western Regional Office during the exit conference concerning the FFY 2006 USDA Review of the *Network for a Healthy California*; for findings from the Compliance Review team reviews; and new data and research. Efforts will focus on implementing improved support and oversight for the LIAs and improved coordination between the LIAs, the *Regional Networks*, and *Fruit, Vegetable and Physical Activity Campaigns*. Ongoing feedback will be gathered by local agencies and consumers to ensure the effectiveness of training and support provided to FSNE projects and partners.

g. Use of Existing Educational Materials

See Local Program Project Summaries for information on how FSNE-programs use existing educational materials and the languages used.

h. Development of New Educational Materials

Not Applicable, although training tools may be developed as needed.

i. Key Performance Measures/Indicators

See below.

3. Evaluation Plan

Performance Measures: Number of intermediaries attending training, meetings and conferences; post training evaluation of effectiveness and application/use of information or materials provided.

Evaluation of technical assistance. Copies of training subcontracts.

Previous Evaluation: Training/Meeting and Conference evaluations, registration forms, sign-up sheets, FSNE Project Surveys.

Evaluation Type:

Formative: Completed evaluations from previous trainings, conferences and meetings. Completed surveys and needs assessments of FSNE-funded projects and partners (e.g. Regional Training Needs Assessment Results.)

Process: Measures will include the number of trainings/meeting/conferences conducted, number of FSNE intermediaries reached, etc. Subcontractors providing training and technical assistance will provide progress reports as required, which include narrative descriptions and a record of scope of work deliverables completed. Conference, meeting and training evaluation surveys will be completed following each activity to determine effectiveness and application/use of information or materials

provided. Registration and sign-in forms for all activities will be completed to track number of FSNE service providers reached and meeting agendas will be completed and kept on file.

Outcome: See *Fruit, Vegetable and Physical Activity Campaigns* and Local Program Project Summaries.

Evaluation Tools: Training/Meeting and Conference evaluations, registration forms, sign-up sheets, needs assessment tools, FSNE-project surveys.

4. Coordination Efforts

The *Network's* program delivery infrastructure, including training and technical assistance, is designed to promote and improve coordination and synergy between *Network* LIAs, *Regional Networks*, and *Fruit and Vegetable Campaigns*, Leadership and Special Projects and partnership initiatives. The *Network's* coordination strategy, designed around the multi-sector infrastructure of individual local programs, *Regional Networks* and Collaboratives, the *Network* Steering Committee, with statewide leadership from the Department of Public Health, the Department of Social Services and U.C. Davis FSNEP, helps to maximize the impact of FSNE interventions within eligible communities and intensify the messages that FSNE-eligible consumers receive about fruits and vegetables, healthy eating, and physical activity.

Furthermore, activities will ensure that FSNE-funded programs and partners provide brief promotional messages on the use of nutrition assistance programs such as Food Stamps, food banks, WIC and school and child care meal programs to help families extend their food dollars and obtain the foods they need to maintain their health. As part of the planning for the research findings for the *Regional Networks*, effort went into defining roles for better coordination and program delivery for partner programs and local incentive award funding. This also leads to a better understanding and transfer and coordination of program materials and resources the *Network* provides.

As appropriate, announcements regarding meetings, trainings and technical assistance will be sent to *Network* funded projects and partners, and U.C. Davis FSNE projects. Announcements for the *Network* Steering Committee and the annual *Network* conference are sent to all local FSNE projects, California WIC projects, and U.C. Davis FSNE projects, as well as state level staff administering all federal food assistance programs, including WIC, and all other FSNE projects. Additionally, all *Network*-sponsored trainings and conferences will be posted in the Master Calendar on the *Network for a Healthy California* website.

Finally, as required, the *Network's* program infrastructure supports the development and implementation of SNAP to increase fruit and vegetable consumption in FSNE target populations. State agencies collaborating include CDHS (WIC, *Network*), DSS (Food Stamp Program), CDE (Child Nutrition Programs), U.C. Davis FSNEP, and CDFA. Further coordination is enhanced through FANOut, the Farm to School FSNE Taskforce, and individual project advisory committees (see narrative summary for further information).

STATE LEVEL PROJECT SUMMARY FORM
Project #2
LEADERSHIP AND SPECIAL PROJECTS

1. Goals & OBJECTIVES (*See State Level Objectives*).

2. Project Title: Leadership, Partnership Initiatives, and Special Projects

a. Related Objectives

Objectives 1, 2, 3, 5 and 9

b. Audience: Californians participating in the Food Stamp Program and FSNE eligibles.

Gender: Male/Female

Ethnicity: All ethnic groups

Languages: English/Spanish

Ages: Adults, teens, and children

c. Focus on FSP Eligibles

All activities funded by USDA delivered through intermediaries who provide nutrition education and related support to FSNE eligible adults and children are designed to reach low-income, FSNE-eligible populations with nutrition education messages that will increase fruit and vegetable consumption and physical activity.

Income Targeting Data Source:

2000 Census Tract Data; CDE School and Child and Adult Care Food Program (CACFP) Free/Reduced Price Meal eligibility data; WIC Income Guidelines; MediCal data, and other proxy measures.

Activities for Physicians, Community and Farm to School Champions will be coordinated with approved FSNE activities conducted by the *Regional Network for a Healthy California* (Regional Networks) and Local Incentive Awardees (LIAs). Therefore, all "Champion" activities will only be conducted in sites that have been approved for the Regional Networks and LIAs to conduct FSNE activities and targeted to FSNE-eligible populations.

For additional site data see Local Project Summary and *Fruit, Vegetable, and Physical Activity Campaign/Regional Network* Project Summaries

d. Project Description

Key Strategies:

Nutrition education classes; trainings/workshops/conferences (for intermediaries); community education events; promotion of healthy communities; consumer/community empowerment media publicity; print media; internet/websites; advisory councils/ task forces;

Key Educational Messages:

Childhood obesity prevention; chronic disease and obesity prevention; dietary quality; fruits and vegetables; healthier eating (general); cooking skills; physical activity promotion (integrated with nutrition education); food shopping/preparation; Food Stamp Program promotion (brief promotional message); Dietary Guidelines for Americans; FSNE youth, consumer and community empowerment; Food Stamp Program promotion (brief promotional messages); promotion of healthy communities.

Intervention Sites:

Schools, afterschool programs, community-based organizations, community clinics, community youth organizations, farmers' markets, festivals, food stamp offices, food banks/pantries, gardens, grocery stores, Head Start, health care facilities/providers, housing projects, other preschools or child care programs, parks and recreation centers, WIC sites, and other sites as qualified through US Census data.

Projected Number of Contacts:

Direct Contacts: 35,500 to 58,200

Indirect Contacts: 4,015,000

Leadership and Special Projects will also provide training and technical assistance to targeted intermediaries serving the FSNE-eligible population, including county First 5 Commissions, after school programs and child care providers, as appropriate.

Narrative Summary:

During FFY 2009, the *Network* will continue to build upon and deliver Leadership and Special Projects that enhance the delivery of nutrition education services to FSNE-eligible populations. These projects allow the *Network* to widen the reach and effectiveness of FSNE programs in California, helping to fill unmet needs; implement nutrition education activities in underserved FSNE-eligible parts of the state; target special populations and influential intermediaries (such as physicians); and develop models of best practice for streamlining effective delivery of these services throughout the state. The Leadership and Special Projects will:

Early Childhood:

- Continue to develop a streamlined model for delivering FSNE services during early childhood through FSNE-eligible sites. In particular, focus efforts to target young, FSNE-eligible children in the care of families, friends, and neighbors (informal care providers) as well as in family day care settings. Additionally, partner with the California Department of Education, First Five, Head Start, WIC and others to target FSNE-eligible children and their parents enrolled in child care centers and preschool settings. These efforts will also include collecting and developing successful program models, curricula and tools that will allow replication throughout the state.

Community and Physician Champions

- Continue activities conducted in FFY 2007 to initiate and improve the delivery of FSNE interventions by FSNE intermediaries and community healthcare providers directly serving FSNE-eligible individuals. FSNE activities will include training 150 to 200 *Community and Physician Champions* to provide voluntary community nutrition education to FSNE-eligible clients in approved *Network* school and community sites. Activities will also include the continuation of nutrition education resources approved by USDA in FFY 2007 to work with MediCal Managed Care Health Plans to target FSNE-eligible patients.

Farm to School Nutrition Education Project

- Provide leadership and training to schools eligible for FSNE services to successfully integrate nutrition education into Farm to School and school garden programs. FSNE activities will include convening and collaborating with the California Farm to School Nutrition Education Taskforce and training at least 50 members of California's grower, education, and agricultural community to become volunteer "Farm to School Champions"; to provide nutrition education to children and their families at USDA-approved school and community sites, via farm to school program components such as farmer school visits, hosting farm field

trips for FSNE clients, garden-based activities, or other events at FSNE-eligible locations. Promote, integrate and adapt (as necessary) Harvest of the Month curriculum and tools to expand Farm to School connections.

After School Programs

- Utilize the existing *Network* and after school program infrastructures to educate FSNE-eligible children and their families about improved dietary behaviors, in coordination with afterschool community leaders.

Nutrition Education at Farmers' Markets

- Provide nutrition education at and to farmers' markets and flea markets that already have Food Stamp Electronic Benefit Transfer (EBT) devices in qualifying census tracts to promote increased fruit and vegetable consumption.

e. Summary of Research

The FFY 2006 USDA Review of the *Network* included the following findings:

- Partnerships are key to the *Network's* success at the State and local levels. The *Network's* activities to supplement nutrition education provided specifically through WIC and Child Nutrition Programs were resourceful and well-coordinated. The weakest association was arguably that between FSNE projects and local social services offices.
- Continued coordination of services with UC Davis FSNEP and sharing examples of such successful partnerships at the local level.
- The *Network* and a number of local FSNE partners have made significant strides in addressing long-term sustainability of nutrition education efforts. The imparting of information and training on sustainability tactics to other *Network* projects would be valuable for FSNE throughout the State.
- There is a need for more opportunities and vehicles for channel-specific and regional-level sharing of best practices, challenges and training on FSNE operational issues. This should include strategies for sharing with local FSNE projects, best practices and resources from the *Network's* statewide activities.

Summary of research for special project channels:

- There is a link between long-term healthy eating behaviors and experiential learning (gardening, farming, and cooking) that begins early in life.
- Children establish food preferences and dietary habit during the first six years of life.
- A recent *Network* Benchmark Survey found that FSP-eligible respondents were most likely to report physicians as the preferred source of nutrition information.

f. Modification of Project Methods/Strategies

Ongoing feedback is obtained by local agencies and consumers to ensure the effectiveness of the interventions.

g. Use of Existing Educational Materials

See *Fruit, Vegetable and Physical Activity Campaigns/Regional Network* and Local Program Project Summaries.

h. Development of New Educational Materials

New consumer educational materials are not planned at this time. Special Leadership Projects will use FSNE consumer educational materials developed for LIAs and *Fruit, Vegetable and*

Physical Activity Campaigns (see Local Project Summaries and *Fruit, Vegetable and Physical Activity Campaigns/ Regional Network Project Summaries* for further details).

A “How To” guide, *Developing Exemplary Practices in Nutrition, Physical Activity and Food Security in After school Programs (Practices)* will be completed to help after school programs implement the *Practices*. Based on our experience in this year’s regional trainings, translating these *Practices* into clear steps for regional nutrition education learning community centers to support site-level implementation will facilitate faster adoption and integration.

i. Key Performance Measures/Indicators.

Key performance measures will include improvements in knowledge and increases in the key FSNE recommended behavioral outcomes; consumption of fruits and vegetables and increases in physical activity. Additional performance measures will include target audience impressions.

Measurement occurs through statewide and special surveys, the Semi-Annual Activity Reporting System, media reports, *California Dietary Practices Survey* of adults, the *California Children’s Healthy Eating and Exercise Survey*, and the *California Health Interview Survey (CHIS)*, *California Teen Eating, Exercise and Nutrition Survey*. Other annual data sources include UC’s *Food Behavior Checklist* for adults, the ERS (evaluation and reporting system) survey for youth, and the *Network Benchmark Survey*, impact evaluation conducted by the 40 largest local projects, and *Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX³)* conducted by local health departments.

For more information see the Introduction to Section B.

3. Evaluation Plan

The *Network* has initiated research on the types of evaluation used by other nutrition-related train-the-trainer programs. Many models use measures that assess change in those that are trained. Such measures include: process measures, implementation of training content, trainer competencies, and time-delayed follow-up of utilization of training and reach, through mechanisms such as web site exchanges or surveys, mail surveys, trainee reports, and observation of trainees in action. The latter, in particular, is costly and staff intensive. The most feasible method for the *Network* to use to compile information obtained from any of these measures into comprehensive evaluation for a given project is the case study approach.

Overarching impact of the projects on the target population will be the improved quality of services they receive because their information and education will be provided by a trained cadre of providers. Increased evaluation efforts will be directed at identifying the quantity and composition of the target population that is reached by the trainers. One method being explored is time-delayed follow up with the trainers. Initial efforts will focus on assessing the reach of the project and descriptive information about the population impacted. Those projects that lend themselves to it will be selected for more in-depth impact evaluation. To the extent possible, impact on the target population will be discussed via anecdotal and case study formats.

Performance Measures: Number of intermediaries reached; Number of educational materials distributed; Number of FSNE eligibles reached; Number of sites; Number of volunteer FSNE providers recruited; activity evaluation results; Number of activities.

Previous Evaluation: See Item ‘e’ above.

Evaluation Type:

Process Evaluation: Number and type of education activities provided and educational materials distributed; Number of sites; Number of volunteer FSNE providers recruited; Number of FSNE eligibles reached; Information to determine whether the project was implemented as intended, challenges faced, major accomplishments and areas for future strengthening.

The Healthy Behaviors Initiative, targeting after school programs, will continue to expose all publicly funded after school programs (900 programs with 4,000 sites) to the *Exemplary Practices for Nutrition, Physical Activity and Food Security* as an effective strategy for improving nutrition and physical activity behaviors of students/staff/families and measure the shift in program practices (including staff and student changes) in those programs for which the contractor has provided coaching and/or mentoring support.

Evaluation Tools: Scope of Work (SOW) objectives that are specific, measurable, appropriate, realistic and time specific; Site visits, semiannual, annual and final progress reports against SOW objectives. Project evaluation tools include targeting data, activity tracking logs, registration information and training evaluations.

4. Coordination Efforts

The *Network's* Leadership and Special Projects are designed to complement and work synergistically with *Network* LIAs, *Fruit, Vegetable and Physical Activity Campaigns*, and partnership initiatives. The Leadership and Special Projects help to fill program gaps, thereby helping to enhance the delivery of FSNE interventions in FSNE-eligible communities, reach currently underserved low-income FSNE-eligible populations, and intensify the messages that FSNE-eligible consumers receive about fruits and vegetables and physical activity.

As appropriate, the Leadership and Special Projects will promote the use of nutrition assistance programs such as food stamps, food banks, WIC, CACFP and school meal programs, including the After School Snack Program, to help families extend their food dollars and obtain the foods needed to maintain health. The Projects will utilize existing flyers, brochures, and other educational materials to connect FSNE-eligible families with local resources for health and nutrition information and physical activity options. Projects will also coordinate with *Regional Networks, Fruit, Vegetable and Physical Activity Campaigns* that have established partnerships with local Food Stamp Program Offices and provide opportunities for Food Stamp Program staff to participate in community events. Efforts will be coordinated with the *Networks* Food Stamp Access Improvement Plan.

The *Network* will share these projects and outcomes when participating in the development and implementation of the California State Nutrition Action Plan to increase fruit and vegetable consumption in FSNE target populations. State agencies collaborating: CDPH (WIC, *Network*), CDSS (Food Stamp Program and Temporary Emergency Food Assistance Program), CDE (Child Nutrition Programs), UCD (Food Stamp Nutrition Education), and CD

See Training, Technical Assistance and Infrastructure Summary Project Budget for budgeted amounts for this project

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA TRAINING, TECHNICAL ASSISTANCE, INFRASTRUCTURE and LEADERSHIP & SPECIAL PROJECTS

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	269,277	194,531	463,808	257,692	196,937	454,629	(1.98)
2. Contracts/Grants/Agreements	2,516,550	780,857	3,297,407	2,354,050	1,271,740	3,625,790	9.96
3. Non-capital Equipment/Supplies	16,500	22,917	39,417	15,400	17,467	32,867	(16.62)
4. Materials	-	0	-	0	0	0	
5. Travel	18,025	7,400	25,425	16,250	4,750	21,000	(17.40)
6. Administrative *	289,500	0	289,500	59,500	0	59,500	(79.45)
7. Building/Space and Other General Expenses *	36,975	65,463	102,438	34,800	49,375	84,175	(17.83)
8. Maintenance *	0	0	0	0	0	0	
9. Equipment & Other Capital Expenditures	18,725	0	18,725	19,250	0	19,250	2.80
Total Direct Costs	3,165,552	1,071,168	4,236,720	2,756,942	1,540,269	4,297,211	1.43
11. Indirect Costs @7.3 % of Personnel Costs**	160,966	16,535	177,501	95,195	14,376	109,571	(38.27)
12. TOTAL COSTS	\$3,326,518	\$1,087,703	\$4,414,221	\$2,852,137	\$1,554,645	\$4,406,782	(0.17)

* Administrative and Maintenance costs for the State are included in the line Building/Space/ & Other General Expenditures; PHI budgets for Administrative costs separately (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget justifications)

Item #2 Contracts/Grants/Agreements - See individual Project Summaries for LIA, NIA, and Special Projects in attachment binders

**Indirect Cost rate for State is 7.3% of total personnel costs and PHI is 16.5% of total budget less subcontracts

NOTE: Administration /nfrastructure was combined with Community Development in FFY08 1

STATE LEVEL PROJECT SUMMARY FORM
MATERIALS

1. GOALS & OBJECTIVES (*See State Level Objectives*).

Develop, produce and distribute materials including, brochures, reports, briefs, toolkits, posters, other publications, and nutrition education reinforcement items (NERI) that are targeted to Food Stamp Nutrition Education (FSNE)-eligible consumers through the University of California at Davis (UCD) and the *Network for a Healthy California's (Network)* funded partners. These materials are designed to inform, remind, and motivate FSNE-eligible adults and children to eat fruits and vegetables and be physically active every day.

2. Project Title: Print Material, Nutrition Education Reinforcement Items, Warehousing and Distribution

a. Related State Objectives

The Materials Unit supports 1, 2, 3, 4, 5, 6, and 7 of the State Level objectives.

Specifically, the *Network* works to increase availability of new and existing material to *Network*-funded partners, especially the projects and activities of the Local Incentive Awardees, through the www.cachampionsforchange.net Web site and the online ordering system.

- Expand and maintain the online cost-recovery system (online catalog) with re-branded and post-moratorium materials. This system allows the *Network* to reach a broader audience beyond the FSNE-eligible consumers by making available *Network*-produced material to funded and non-funded partners and to others in the general market at the current cost of production plus freight and handling.
- Provide PDF downloads of select materials via *Network* Web sites at no cost to increase reach.
- Coordinate efforts for use and sharing of educational materials between UCD and the *Network* will be developed.
- Coordinate efforts with the Women, Infants, and Children Program (WIC) so the *Network* materials better support the new food package, above and beyond fruits and vegetables.

b. Audience

Gender: Female and Male

Ethnicity: All races and ethnicities with specific targeting for African American and Latino communities and selected materials available in Asian languages.

Languages: English, Spanish, and select Asian languages, which may include Chinese, Vietnamese, Korean, and/or Hmong.

Ages: Adults 18+, primarily women with children, and children ages 5-17 years.

c. Focus on FSP Eligibles

Each of the Projects in the various sections of the plan describe how they will focus education on FSP eligibles. For example, see Fruit, Vegetable, and Physical Activity Campaign Project Summary.

d. Project Description

Key Strategies: Continue expanding and improving the *Network's* online ordering system. Develop, produce, distribute, and track existing and new nutrition education materials to all *Network*-funded projects. Expand material availability through the online cost recovery site for the purchase of nutrition education materials, at cost of production plus freight and handling, by all *Network*-funded projects, sister programs, other state agencies, and activities targeting FSNE-eligible populations.

Key Educational Messages: Primary messages focus on fruits and vegetables; physical activity promotion (integrated with nutrition education); and chronic disease and obesity prevention. Secondary messages include healthier eating, in general; food safety; cooking skills; and Food Stamp Program promotion (brief promotional messages).

Each of the Projects in the various sections of the plan describe key educational message (e.g., see Fruit, Vegetable, and Physical Activity Campaign Project Summary).

Intervention Sites: FSNE-qualified churches, community-based organizations, community events, community youth organizations, direct health service providers, farmers' markets, flea markets, grocery stores, low-income housing units, low-wage worksites, grocery stores, food banks, and schools, as described by the projects in the various sections of the plan.

Each of the Projects in the various sections of the plan describe Intervention Sites (e.g., see Fruit, Vegetable, and Physical Activity Campaign Project Summary)

Projected Number of Contacts:

Direct Contacts: *See below for numbers of shipments and items distributed as well as the Fruit, Vegetable and Physical Activity Campaign Project Summary.*

Narrative Summary:

Materials management for *Network* programs is comprised of program and administrative staff who support the processes of development, production, warehousing and fulfillment for all nutrition education materials. The Fruit, Vegetable, and Physical Activity Campaign Unit and the state media contract are the primary originators of these materials. The materials are produced for all *Network*-funded projects and available on a cost recovery basis for others.

Efforts for FFY09 are intended to broadly increase the reach, penetration, and use of appropriate materials for all Local Incentive Awardees, Special Projects, *Regional Networks*, sister programs, FSNE projects in other states, and other interested stakeholders.

The frequency of the activities ranges from ongoing development work with *Network* program staff and intermediaries to periodic production of items to daily orders and shipments through the warehouse. A total of 9,212 shipments containing 1,996,155 items occurred during the 2008 fiscal period. This was significantly reduced from FFY07 due to the departmental moratorium caused by concern over contamination with lead. Efforts in FFY09 will be designed to re-institute the use of qualifying materials.

Also see California Fruit, Vegetable, and Physical Activity Campaign Project Summary for details on how/where of implementation.

e. Summary of Research

See Fruit, Vegetable, and Physical Activity Campaign Project Summary and Communications-Advertising/Publications Project Summary.

f. Modification of Project Methods/Strategies

See Fruit, Vegetable, and Physical Activity Campaign Project Summary p.7

g. Use of Existing Educational Materials

See Educational Materials List Pgs 7-36 and the Fruit, Vegetable, and Physical Activity Campaign Project Summary

h. Development of New Educational Materials

See Educational Materials List Pgs 7-36 and the California Fruit, Vegetable, and Physical Activity Campaign Project Summary

i. Key Performance Measures/Indicators

List the key measures/indicators of implementation or performance that you will capture or collect. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

Use of well-developed, tested and effective materials is intended to support achievement of California's objectives. Key performance measures will include improvements in knowledge and increases in the key FSNE recommended behavioral outcomes; consumption of fruits and vegetables and increases in physical activity. Additional performance measures will include target audience impressions.

3. Evaluation Plan

Describe any evaluation planned. For each evaluation, please indicate:

- *The name(s) of each project(s) that will be a part of this evaluation;*
- *The type of evaluation as primarily a formative, process, outcome or impact assessment;*
- *The question(s) that will be addressed and:*
 - *The approach to conducting the evaluation, including scope, design, measures and data collection;*
 - *Plans for using the results*
- *If the project has been evaluated previously, note the most recent year in which the evaluation was done.*

Due to the rebranding of the *Network* and the moratorium on NERI items due to the concern over contamination with lead, the *Network* has ceased the ordering of new NERI materials and significantly reduced the distribution of NERI items. All materials are expected to be updated to be in line with the Champions for Change brand and strategy by the end of FFY09. Additional NERI material will be purchased and distributed based on the guidelines issued by CDPH. There is no estimate as to when the guidelines will be released by the department.

Network staff will continue to review and oversee the materials that are produced at the state and local levels. In addition, *Network* staff will evaluate appropriateness of all materials and adherence to FSNE guidance and *Network* print and graphic standards. Distribution and quantity of materials will be tracked via the online ordering system, reviewed and used to determine future materials needs.

Network staff will also assess the *Network* fulfillment system and end-user utilization of materials and overall satisfaction with the system. Monthly review and accounting of material and NERI dissemination for all activities.

Evaluation Type:

Formative: See Fruit, Vegetable, and Physical Activity Campaign Project Summary p.14-15

Process:

The data collected in FFY07 from the online ordering system will be used as a benchmark. This information will allow us to evaluate the effectiveness of the system, more accurately forecast material needs, monitor product usage, and evaluate ordering trends.

The *Network* will conduct one online consumer survey, that was postponed in FFY08, during the year, administered to all online users. The surveys will measure overall user satisfaction with the online ordering system.

Outcome: The information collected will be used to make adjustments to improve the user experience and to ensure that the system is meeting the needs of the user.

Evaluation Tools: User surveys and benchmark data.

4. Coordination Efforts

Describe efforts to coordinate, complement and collaborate with other programs in order to deliver consistent behavior-focused nutrition messages and more comprehensive interventions. Describe your involvement with the State Nutrition Action Plan (SNAP) initiative in your State. Outline any tasks in the SNAP process that FSNE will lead or conduct during the FY. Attach written agreements as specified on page 20.

- In FFY07 the *Network* launched the cost recovery online catalog system that enables Local Incentive Awardees, *Regional Networks*, other *Network*-funded programs, non-funded programs, sister agencies, state agencies, and the general market to purchase nutrition education materials at the cost of production plus tax and freight. This system ensures consistent messaging and offers a broader reach and penetration. *Also see California Fruit, Vegetable, and Physical Activity Campaign Project Summary and Communications Project Summary, p.13 5 and 18, respectively.*
- Collaborate with the WIC program to expand the use of *Retail Program* merchandising materials among WIC vendors, develop cross promotional retail signage that educates WIC participants on how fruits and vegetables can be added to any of the other foods in the new WIC food package, and to provide the WIC program with educational materials and photography to strengthen their new focus on fruits and vegetables.
- Continue to expand the system capabilities and offer, store, and distribute approved materials produced by non-funded programs.
- Submit materials to the USDA National Ag Library and National Fruits and Veggies-More Matters™ Programs at the Centers for Disease Control and Prevention and the Produce for Better Health Foundation.
- As appropriate, explore opportunities to expand availability of materials (at no cost to government) via the Produce for Better Health Online Catalog.

STATE-LEVEL

Educational Materials List

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
PP! PARENT BROCHURE - HELP YOUR KIDS POWER UP WITH FRUITS AND VEGETABLES AND BE ACTIVE, ENG/SPN/CHINESE	Provides parents with easy ideas for helping their kids eat more fruits and vegetables and get more physical activity	FSNE eligible parents with elementary school age children Available to all funded projects through online ordering system, to FSNE-eligible partners through Regional Nutrition Networks, and downloadable via networkforahealthycalifornia Web site.	Revision - update to include new Champions for Change logo and messaging to align with Champions for Change strategy.	NA
PHYSICAL ACTIVITY EMPOWERMENT BROCHURE - PHYSICAL ACTIVITY FOR YOUR HEALTH, YOUR LIFE, AND YOUR NEIGHBORHOOD, ENG/SPN	Provides positive strategies to create healthier homes and communities so that eating fruits and vegetables and getting PA every day is socially supported and easier to do	FSNE eligible consumers Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA
FRUIT & VEGETABLE EMPOWERMENT BROCHURE - FRUITS AND VEGETABLES FOR YOUR HEALTH, YOUR LIFE, AND YOUR NEIGHBORHOOD, ENG/SPN	Provides positive strategies to create healthier homes and communities so that eating fruits and vegetables and getting PA every day is socially supported and easier to do	FSNE eligible consumers Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
Discontinued. Information from this brochure was integrated into the African American Campaign’s <i>Soulful Recipes: Building Healthy Traditions</i> cookbook.	NA	NA	NA	NA
WHY DO FRUITS AND VEGETABLES MATTER TO MEN? ENG	A revised CDC brochure addresses the need for African American men to incorporate the daily recommended amount of fruits and vegetables into their diets. This brochure is offered free of charge from our partner CDC in limited quantities.	FSNE eligible African American consumers Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Reprint from the CDC.	This brochure is offered free of charge from our partner CDC in limited quantities to assist local projects in addressing issues of the whole family and to encourage African American men to support healthy eating practices for themselves and their families.

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
NEED HELP BUYING FOOD BROCHURE & INCOME GUIDELINES ENG/SPN	This brochure provides information for FSNE-eligible consumers on how to apply for Food Stamps and provides an insert on income eligibility limits based on # of persons in a household/monthly income.	Intermediaries, FSNE-eligible consumers Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Update content. Add DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/depleted.	NA
HOW MANY CUPS OF FRUITS AND VEGETABLES DO I NEED? SLIDE GUIDE ENG/SPN	This tool, available in English and Spanish, was created to help consumers determine the amount of fruits and vegetables they should eat every day for better health based on the USDA MyPyramid recommendations.	Intermediaries, FSNE-eligible consumers Available to all funded projects through online ordering system.	Reprint as necessary as supplies are exhausted/depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
TOOLBOX - ENG/SPN FRUIT, VEGETABLE, AND PHYSICAL ACTIVITY TOOLBOX FOR COMMUNITY EDUCATORS	Community educators can easily teach FSNE-eligible Latino and African American adults about how to increase fruit and vegetable consumption and physical activity – tested with FSNE-eligible African American adults to ensure broader application of this educational tool.	Intermediaries and FSNE-eligible adult consumers. Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site and available through NEW interactive Toolbox Web site.	Reprint as necessary as supplies are exhausted/depleted.	NA
LATINO COOKBOOK, ENG/SPN - HEALTHY LATINO RECIPES MADE WITH LOVE COOKBOOK	English and Spanish versions provide traditional Latino recipes that offer a greater variety of fruits and vegetables while reducing the amount of fat, cholesterol, and sodium per serving.	FSNE-eligible consumers. Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
<p>PP! COOKBOOK, ENG/SPN</p> <p>ALL STAR FAST AND FUN RECIPES KIDS...GET COOKIN'! COOKBOOK</p>	<p>Kid-oriented bilingual cookbook features fun graphics, 20 tasty recipes, and celebrities.</p>	<p>FNSE-eligible adults and children.</p> <p>Available to all funded projects through online ordering system and to FSNE-eligible partners through <i>Regional Nutrition Networks</i>.</p>	<p>Revision - Update to meet National/CDC Products Promotable Criteria and update to include DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>
<p>EVERYDAY HEALTHY MEALS COOKBOOK - ENG/SPN</p>	<p>A compilation of healthy and easy to cook recipes created for FSNE-eligible adults and their families. It is distributed through supermarkets, festivals, health care organizations, farmers' markets, and flea markets.</p>	<p>FNSE-eligible adults and children</p> <p>Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.</p>	<p>Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>
<p>AA COOKBOOK ENG Only</p> <p>SOULFUL RECIPES: BUILDING HEALTHY TRADITIONS COOKBOOK. Information from the Body and Soul and Calcium brochures were integrated into this cookbook.</p>	<p>Cookbook featuring healthy recipe versions of African American family-favorite meals and snacks. Provides, preparation tips, photos of easy-to-prepare recipes, including a variety of culturally appropriate fruits/ vegetables.</p>	<p>Intermediaries, FSNE-eligible African American Families</p> <p>Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.</p>	<p>Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
RECIPE CARDS ENG/SPN	4"x6" recipe cards (~35 recipe cards) containing healthy and easy to cook recipes created for FSNE-eligible adults and their families. These cards are distributed through supermarkets, festivals, health care organizations, farmers' markets, and flea markets.	FNSE eligible Families Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Revision - Update to meet National/CDC Products Promotable Criteria and update to include DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/ depleted.	NA
AFRICAN AMERICAN RECIPE CARDS	Provides families with quick and easy to prepare recipes that meet the products promotable recommendations. These recipes feature fruits and vegetables that are culturally appropriate and relevant to the African American population.	FNSE eligible African American Families Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	NEW	These recipes are pulled from the African American Cookbook and feature fruits and vegetables that are culturally appropriate and relevant to the African American population.
POWER PLAY RECIPE CARDS	4"x6" recipe cards (~6 recipe cards) containing healthy and easy to cook recipes for kids. These cards provide reinforcement of nutrition education activities.	Intermediaries, teachers, FSNE-eligible 4-5 th grade children, FSNE-eligible consumers (parents). Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site	Revision - Update to meet National/CDC Products Promotable Criteria.Reprint as necessary as supplies are exhausted/ depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
POWER PLAY ALL STAR TRAINING GUIDE	Tool for children to track their fruit and vegetable consumption and physical activity for 4 weeks and to motivate them with features of role model athletes (pro, college, high school).	FSNE-eligible 4-5 th grade children (distribution through schools, CYOs, and other community settings). Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Update to include DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/ depleted.	NA
AFRICAN AMERICAN FACT SHEETS -Children’s -Health Statistics -Shopping Habits -Out of Home Eating	Provides information on health status and disparities facing African Americans.	Intermediaries, low-income African American families. Available to all African American Campaign Faith Based projects and <i>Regional Networks</i> through online ordering system & downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA
RETAIL FACT SHEET ENG OPPORTUNITES FOR RETAILING IN LOW-INCOME COMMUNITIES- URBAN AREAS CRITICAL FOR CALIFORNIA RETAILERS AND SALES	Describes critical issues that exist in urban retailing today. It is intended to provide program and policy options to address the shortage of supermarkets in low-income communities.	Intermediaries, stakeholders, community leaders Available to all funded projects through online ordering system & downloadable via Web site.	Update to include current statistics.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
LATINO ISSUE BRIEF ENG/SPN NUTRITION AND HEALTH BARRIERS FACING CALIFORNIA LATINOS: LATINO COMMUNITY LEADERS RECOMMEND PRACTICAL SOLUTIONS	Issue-oriented summary of CA Latino health status and community leaders recommended practical solutions to help build long-term, sustainable, community-level change that supports fruits and vegetables.	Intermediaries, stakeholders, community leaders. Available to all funded projects through online ordering system & downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA
FULL REPORT: MEDIA, FESTIVALS, AND GROCERY STORE INTERVENTIONS ENG/SPN	Designed to educate intermediaries on effective strategies for increasing fruit and vegetable consumption and physical activity among Latinos.	Intermediaries, stakeholders, community leaders. Available to all funded projects through online ordering system & downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA
SHORT REPORT: MEDIA, FESTIVALS, AND GROCERY STORE INTERVENTIONS ENG/SPN	Designed to educate intermediaries on effective strategies for increasing fruit and vegetable consumption and physical activity among Latinos.	Intermediaries, stakeholders, community leaders. Available to all funded projects through online ordering system & downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
<p>A DAY IN THE LIFE VIDEO AND GUIDE - ENG Only</p> <p>A DAY IN THE LIFE VIDEO AND DISCUSSION GUIDE</p>	<p>Designed to help community educators offer fun and effective educational lessons on ways to eat the recommended amount of fruits and vegetables and get the recommended levels of physical activity every day where they live, work, worship, play and shop.</p>	<p>Intermediaries, low-income African American Families</p> <p>Available to AA Campaign projects via the online ordering system and through the <i>Fruit, Vegetable, and Physical Activity Toolbox for Community Educators</i>.</p>	<p>Reprint as necessary as supplies are exhausted/depleted.</p>	<p>NA</p>
<p>WORKSITE ISSUE BRIEF – ENG</p> <p>WORKPLACE NUTRITION AND PHYSICAL ACTIVITY – AN OVERVIEW OF THE FACTS, CASE STUDIES, AND INFORMATION RESOURCES</p>	<p>Provides practical solutions on what employers, employees, and community organizations can do to improve worksite wellness through fruit and vegetable consumption and physical activity. The brief also includes best practice case studies and information resources.</p>	<p>Intermediaries, stakeholders, community leaders.</p> <p>Available to all funded projects through online ordering system & downloadable via networkforahealthycalifornia Web site.</p>	<p>Reprint as necessary as supplies are exhausted/depleted.</p>	<p>NA</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATIO N FOR NEW MATERIAL
<p>FIT BUSINESS KIT Eng Only Tools: > Check for Health >Take Action! >Employee Wellness Prog. >Healthy Meetings Policy > Healthy Dining Guidelines > Vending Mach. Food Stds > Guide to bring Fresh Fruits/Vegetables to Your Worksite > Healthy Stairwells > A Guide to Establishing Worksite Walking Clubs > Issue Brief: Workplace Nutrition and PA > Formative Research Report</p>	<p>A portfolio that houses a suite of no-cost tools and resources used to help employers in qualifying locations develop and implement workplace cultures and environments that support healthy eating and physical activity for their low-wage workers.</p>	<p>Intermediaries, HR Managers, Wellness Coordinators, and Employers.</p> <p>Available to funded projects rolling out Worksite program.</p>	<p>Reprint as necessary as supplies are exhausted/depleted.</p>	<p>The Employee Wellness tool is a tool that was created by North Carolina’s Eat Smart, Move More Worksite Wellness Program. Their Committee Guide, Saving Dollars and Making Sense, is a detailed workbook on how to establish an effective Wellness Committee. This brochure promotes the use of this existing tool.</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
FIT BUSINESS KIT SELL-IN BROCHURE ENG	Sell-in piece for the entire Fit Business program. Intermediaries will use this piece to engage employers and build interest and participation in the program. The piece explains the benefits of developing a worksite wellness program and how the Fit Business Kit can engage their employees.	Intermediaries, employer personnel, HR managers, health and safety and senior management of FSNE-qualified worksites. Available to all funded projects through online ordering system & downloadable via networkforahealthycalifornia Web site.	Revision. This brochure was developed in FFY08. Reprint as necessary as supplies are exhausted/ depleted.	NA
WORKSITE PROMOTION POSTERS – three versions: -Fruit and Vegetable -Physical Activity -Take Action!	These posters were created to increase participation and interest in the Worksite wellness programs.	Worksite employees Available to all funded projects through online ordering system & downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA
LATINO POSTER - ENG/SPN A HEALTHY TRADITION FOR A HEALTHY LIFE MURAL	The artwork was created to celebrate the contribution and culture of the Latino community in California and help encourage Latinos to eat healthier and be physically active.	Intermediaries, FSNE-eligible Latino families. Available to all funded projects through online ordering system.	Reprint as necessary as supplies are exhausted/ depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
<p>AFRICAN AMERICAN POSTER – ENG Only</p> <p>AFTERNOON IN THE PARK ARTWORK</p>	<p>"Afternoon in the Park" is a positive depiction of an African American family playing together and eating healthfully. The <i>African American Campaign</i> uses the artwork to inspire and build upon the African American culture's overall appreciation of the arts to establish healthful eating and increased physical activity as a social norm. The artwork is featured on promotional pieces such as posters, recipe cards, and brochures and is in English only.</p>	<p>Intermediaries, FSNE-eligible African American Families.</p> <p>Available to all funded projects through online ordering system.</p>	<p>Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>
<p>HARVEST OF THE MONTH POSTERS</p>	<p>Four posters produced that feature California's bounty of fruits and vegetables and promote physical activity. Motivational taglines and messages are an integral part of each poster.</p>	<p>Intermediaries, FSNE-eligible Adults.</p> <p>Available to all funded projects through online ordering system.</p>	<p>NA</p>	<p>NA</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
<p>ADULT CUPS OF FRUITS AND VEGETABLES POSTER ENG/SPN</p> <p>ENERGIZE YOUR BODY WITH FRUITS AND VEGETABLES!</p>	<p>Uses adult hands to demonstrate different amounts of fruits & veggies, allowing consumers to gauge their progress towards MyPyramid recommendations.</p>	<p>Intermediaries, FSNE-eligible Adults</p> <p>Available to all funded projects through online ordering system.</p>	<p>Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>
<p>CHILDREN'S CUPS OF FRUITS AND VEGETABLES POSTER ENG/SPN</p>	<p>This bilingual (English/Spanish) poster uses children's hands to demonstrate different amounts of fruits and vegetables, thus enabling them to gauge their progress toward the MyPyramid recommendations.</p>	<p>Intermediaries, FSNE-eligible Children</p> <p>Available to all funded projects through online ordering system.</p>	<p>Revision - update to include DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>
<p>HARVEST OF THE MONTH MATERIALS Including: -How to Grow Healthy Students Toolkit -Quick Start Guide -Educator Newsletter Template -Fact Sheet -HOTM DVD</p>	<p>Harvest of the month materials feature ready-to-go tools and resources that can be used in diverse application within the school environment and extend into the broader community.</p>	<p>LIAs and other intermediaries who organize/facilitate HOTM implementation.</p> <p>Available to LIAs through HOTM Web site.</p>	<p>Revision - update to include messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/ depleted.</p>	<p>NA</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
<p>HEALTH MINISTRY MANUAL ENG Only</p> <p>AFRICAN AMERICAN CAMPAIGN HEALTH MINISTRY MANUAL</p>	<p>The purpose of this manual is to help churches and other faith-based organizations start health ministries and/or expand their existing ministries to address fruit and vegetable consumption and physical activity promotion. This manual was started in FFY06 and has been through several rounds of edits and review. The development of this manual will be carried through and completed in FFY09.</p>	<p>Intermediaries, health ministers, lay ministers, church staff, and volunteers.</p> <p>Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.</p>	<p>Reprint as necessary as supplies are exhausted/depleted.</p>	<p>NA</p>
<p>RETAIL POINT OF PURCHASE (POP) MERCHANDISING AND FOOD DEMONSTRATION MATERIAL ENG/SPN</p>	<p>The Merchandising materials are an integrated POP program that provides retailers with a variety of signage options that allow more customized promotion of fruits/vegetables at the point-of-sale.</p>	<p>Intermediaries, Grocery/Retail stores, and FSNE-eligible consumers.</p> <p>Available to all funded projects through online ordering system.</p>	<p>Reprint as necessary as supplies are exhausted/depleted. These materials may be promoted by WIC to help preview/introduce foods new to their Food Package.</p>	<p>NA</p>
<p>HARVEST OF THE MONTH – RETAIL</p>	<p>Provides families with quick and easy to prepare HOTM highlighted items and adds to a retailers ability to influence buying behavior at the point of sale.</p>	<p>FSNE-eligible consumers, Intermediaries, retailers</p> <p>Available to all funded projects through online ordering system</p>	<p>Available as PDF download only from the network Web site. Revise as necessary in FFY08</p>	<p>NA</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
FESTIVAL MANUAL - ENG Only CONDUCTING SUCCESSFUL NUTRITION EDUCATION AND PHYSICAL ACTIVITY PROMOTIONS AT COMMUNITY EVENTS MANUAL	The current manual provides guidance and tools to successfully reach adult members of the community through a variety of community events. Provides easy to implement activities that help improve fruit and vegetable consumption and physical activity.	Intermediaries. Available to all funded projects through online ordering system.	Reprint as necessary as supplies are exhausted/ depleted.	NA
AA EMPOWERMENT AGENDA ENG Only ADVOCATING FOR THE HEALTH OF OUR COMMUNITIES - CONSUMER EMPOWERMENT AGENDA OF THE <i>NETWORK FOR A HEALTHY CALIFORNIA— AFRICAN AMERICAN CAMPAIGN</i> ADVISORY COUNCIL	Information on the priorities and methods recommended by the Campaign to increase nutrition education and physical activity promotion among African American families to promote behavior change.	Intermediaries, stakeholders, community leaders, potential funders. Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Reprint as necessary as supplies are exhausted/ depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
<p>Discontinued. Information from this brochure was integrated into the African American Campaign's <i>Soulful Recipes: Building Healthy Traditions</i> cookbook.</p>	NA	NA	NA	NA
DIRECT MAIL CAMPAIGN	<p>The Direct Mail Campaign (door hanger or mailer) will contain individual content and creative encouraging moms to make healthy changes in their households. A Business Reply Card will be used to measure response, rendering comparison data between door hangers and direct mail.</p>	<p>FSNE-eligible households with children, intermediaries, and WIC coordinators.</p> <p>Four waves of direct marketing will be deployed to 1.2 million households with children in qualifying low-income census tracts throughout California. Half of the 1.2 quantity will be door hangers and half will be direct mail. Materials for the nearly 5 million pieces are being created and produced in FFY08. Deployment will occur between April and September, 2009.</p>	<p>Revision. The first direct mail was produced in FFY07. It will be revised/updated based on focus group and survey information.</p>	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
POWER UP FOR LEARNING:A PHYSICAL ACTIVITY SUPPLEMENT TO THE SCHOOL IDEA & RESOURCE KIT ENG Only	Power Up for Learning is designed to assist teachers in reinforcing classroom-based nutrition education lessons through physically active games. This piece was field tested and finalized. The content, which is intended for teachers, is in English only.	Teachers. Available to all funded projects and FSNE-eligible partners through <i>Regional Networks</i> .	Reprint as necessary as supplies are exhausted/ depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
FOOD STAMP OFFICE RESOURCE KIT (FSORK)	FSORK will bring nutrition education into food stamp offices to provide clients with demonstrations, tips and recipes that will help them purchase and prepare low-cost nutritious meals and snacks for themselves and their families. This information, combined with the increased food purchasing power of food stamps and the myriad of other services and community activities, will promote better health among low-income Californians. Elements of the kit include video in VHS and DVD formats and a kiosk housing a poster, bilingual recipe cards and brochures in English and Spanish.	Available to Food Stamp offices throughout the state of California. Additional copies can be requested to the communications unit at the state level.	Development and Production of the revised FSORK will be in FFY08 and distributed in FFY09.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
PRODUCE QUICK TIP CARDS ENG/SPN	4 X 6-inch flash cards are used as a nutrition education tool for store tours, food demos, and other skill-development opportunities at festivals, churches, schools, and other places where fruits and vegetables are sold. Each card features select fruits and vegetables; seasonality information; nutritional information; selections tips; and preparation and storage information. The cards correspond with the Prize Wheel and Harvest of the Month school resource program.	Intermediaries, Retail store owners/employees, FSNE-eligible consumers. Available to all funded projects through online ordering system.	Reprint as necessary as supplies are exhausted/depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
POWER PLAY!, LATINO AND AFRICAN AMERICAN CAMPAIGN CASE STUDIES ENG Only	Campaigns present FSNE-eligible families and communities with positive strategies for building healthier communities during nutrition education and PA promotion interventions. These efforts have sparked action from residents, community leaders, and officials to make changes in various Network regions. Case studies feature information on the positive strategies implemented by empowered community residents and partners to increase the availability of fruits/vegetables and provide opportunities for physical activity in their neighborhoods and at schools.	Intermediaries, FSNE-eligible Families. Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Revision - update to include DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy. Reprint as necessary as supplies are exhausted/depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
POWER PLAY! SCHOOL IDEA & RESOURCE KIT ENG/SPN	The School Kit includes both fourth- and fifth-grade editions. The Kits each include 10 activities related to fruits and vegetables and physical activity and link to the fourth- and fifth-grade California Content Standards for Eng/Language Arts & Mathematics. The worksheets and parent letter included in the Kit are in both English and Spanish.	Intermediaries, Teachers, FSNE-eligible children. Available to all funded projects through online ordering system.	These kits were revised/updated to include the DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy in FFY08. Reprint as necessary as supplies are exhausted/depleted.	NA
POWER PLAY STUDENT WORKBOOKS – 4TH & 5TH GRADES ENG ONLY	These workbooks include both fourth- and fifth-grade editions. They provide lessons that incorporate nutrition education into the school day. These workbooks are designed to improve children's awareness, knowledge, skills, self-efficacy, and behaviors related to fruit and vegetable consumption and physical activity.	Students, & children. Available to all funded projects through online ordering system.	These workbooks were revised/updated to include the DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy in FFY08. Reprint as necessary as supplies are exhausted/depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
COMMUNITY YOUTH ORGANIZATION (CYO) IDEA & RESOURCE KIT ENG/SPN	The CYO Kit's 20 activities are for youth leaders in after-school programs, summer programs, and clubs serving 5- to 11-year-old children. The worksheets and parent materials included in the Kit are in both English and Spanish.	Teachers, students, & children. Available to all funded projects through online ordering system.	These kits were revised/updated to include the DPH logo, Champions for Change logo and messaging to align with Champions for Change strategy in FFY08. Reprint as necessary as supplies are exhausted/depleted.	NA
RETAIL FOOD DEMONSTRATION TRAINING KIT ENG Only	This English-language resource offers a step-by-step process for conducting fruit and vegetable food demonstrations at neighborhood grocery stores and supermarkets. The tool includes resources, templates, and checklists for food preparation and effective food demonstration execution.	Intermediaries. Available to all funded projects as PDF download only via networkforahealthycalifornia Web site..	-PDF download only.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATIO N FOR NEW MATERIAL
RETAIL STORE TOUR GUIDE ENG Only	This English-language resource offers a step-by-step process for conducting fruit and vegetable store tours for youth or adult groups at neighborhood grocery stores and supermarkets. The tool includes resources, activities, templates, and checklists for conducting interactive store tours.	Intermediaries. Available to all funded projects as PDF download only via networkforahealthycalifornia Web site.	PDF download only.	NA
PRODUCE HANDLING GUIDE ENG/SPN	This guide helps independent retailers that choose to increase the quality and quantity of their fresh produce learn how to store and rotate fresh produce and identify items that need to be discarded. Retail Program staff will have the guide translated into Spanish in FFY2009.	Intermediaries. Available to all funded projects as PDF download only via networkforahealthycalifornia Web site.	Revision - update to include new DPH logo, new Champions for Change logo and messaging to align with Champions for Change strategy.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
RETAILER FRUIT AND VEGETABLE EDUCATION KIT	This kit serves as a resource for independent retailers who are seeking information on how to educate FSNE-eligible consumers on selecting, storing, and preparing fresh produce. The kit includes materials such as the <i>Produce Quick Tips</i> and <i>Produce Handling Guide</i> which may also improve the quality and or variety of the retailer’s selection of fresh produce. It will provide the retailer with information about produce vendor merchandising material options, produce storage and display, as well as promotional activities to highlight new or old produce inventory.	Intermediaries. Available to all funded projects as PDF download only via networkforahealthycalifornia Web site.	PDF download only.	NA
SHAPE OF YOGA BROCHURE	This brochure gives basic yoga moves that promote physical activity – building strength, while incorporating fruit and vegetable messages.	Intermediaries, FSNE-eligible families. Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Originally developed in FFY07 by local project. Revised and updated to be in line with Champions for Change look and feel and strategy. Reprint as necessary.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV / REPRINT	JUSTIFICATION FOR NEW MATERIAL
BANKING ON BETTER HEALTH: CALIFORNIA ASSOCIATION OF FOOD BANKS NUTRITION EDUCATION PROGRAM (CASE STUDY)	Document best practices, share lessons learned and identify areas for further strengthening.	Network-funded agencies, specifically food banks and larger community of interested persons. (80 copies each and posted on Web site).	New	Rich, qualitative evaluation of statewide demonstration project.
NUTRITION EDUCATION AND FARM TO SCHOOL PROGRAMS: A CASE STUDY REPORT	Document best practices, share lessons learned and identify areas for further strengthening.	Network-funded agencies, specifically low-resource schools and larger community of interested persons. (80 copies each and posted on Web site).	New	Document will respond to the need identified in the United States General Accounting Office (GAO) report for more systematic sharing of lessons learned across nutrition education efforts.
ADOPTION OF HEALTHY EATING AND PHYSICAL ACTIVITY BEHAVIORS AMONG LOW-INCOME CALIFORNIANS	Present findings from 2005 CDPS and examine disparities; to the extent available, show trends (1989-2005 and/or 1997-2005?) and discuss the factors which may be contributing to these changes.	Contractors, nutrition educators, policymakers, the ethnic media.	New	Previous reports have been used as a means of disseminating data collected by the California Dietary Practices Survey (CDPS). This report will provide the most current data from the CDPS and will be focused on dietary changes in the FSNE population.
INSTANT RECESS DVD AND USERS GUIDE	Originally developed by PAC that features a celebrity athlete doing easy and safe physical activities that can be done anywhere at any age. DVD also features fruit and vegetable messaging and users guide.	Intermediaries, FSNE-eligible families Available to all funded projects through online ordering system and downloadable via networkforahealthycalifornia Web site.	Developed in conjunction with PAC and published by the Network in FFY07.Reprint as necessary as supplies are exhausted/depleted.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV / REPRINT	JUSTIFICATION FOR NEW MATERIAL
CaITEENS REPORT	<p>Show trends (1998-2006) and disparities and discuss the factors which may be contributing to these changes.</p> <p>This could be a featured piece of research for next winter. Topics:</p> <ol style="list-style-type: none"> 1. body weight, 2. wt loss & dieting, 3. FV 4. high calorie/low nutrient food 5. PA and PI, 6. food at school, 7. PA at school, 8. home & community healthy eating, 9. home & community PA; <p>Each topic covers in an organized manner, prevalence for 2004; associated factors and behaviors; disparities; and trends 98 – 2004.</p>	Contractors, nutrition educators, policymakers, the ethnic media; distribution TBD.	New	<p>Previous reports have been used as a means of disseminating data collected by the California Teen Eating, Exercise, and Nutrition Survey. This report will provide the most current data from CaITEENS and will be focused on dietary changes in the lower-income population.</p>
CHIS TREND SURVEY REPORT ON NETWORK PILLAR VARIABLES	<p>Show trends (2001-2007) and disparities for low-income and FSP adults, teens, children in CA.</p>	Contractors, county health departments, nutrition educators, policymakers, the general public; distribution Network report with press release; hard copy and electronic distribution #TBD.	New	<p>This will be the first report of CHIS data that focuses on these aspects of the Food Stamp, low income population and looks at our targeted behaviors in all three age groups.</p>
PARTICIPATORY EVALUATION CASE STUDY; LATE FFY 09; WILL WANT DESKTOP PUBLISHING LAYOUT AND A PRINT RUN OF 100-200 COPIES	<p>Provide practitioner oriented examples for how to use participatory evaluation methods to assess and improve programs.</p>	Network funded agencies and larger community of interested persons. (50 copies and posted on Web site).	New	<p>Document will respond to the need identified in the United States General Accounting Office (GAO) report for more systematic sharing of lessons learned across nutrition education efforts.</p>

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
NETWORK T-SHIRTS	Wearable item promotes Program messages and brand, "walking billboard", highly prized/re-used by low-income workers/kids.	FSNE-eligible adults and children Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/depleted. Reorder based on promotional guidelines released by CDPH.	NA
TOTE BAG/BACK PACK	Reusable bag that holds fruits and vegetables, PA gear, other Nutrition Education Materials, school items/books; Also used to promote the program message.	FSNE-eligible adults and children Available to all funded projects through online ordering system	Reorder as necessary as supplies are exhausted/depleted. Reorder based on promotional guidelines released by CDPH.	NA
APRON	Wearable item used at retail stores, farmers' markets, school food service, food demonstrations; used to promote the program message.	FSNE-eligible adults and Network staff. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/depleted. Reorder based on promotional guidelines released by CDPH.	NA
NETWORK HAT/CAP	Wearable item used to promote program message and sun safety.	FSNE-eligible adults, children, and Network staff. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/depleted. Reorder based on promotional guidelines released by CDPH.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
PEDOMETER	Measures the number of steps and number of calories burned; useful for obesity prevention and control. It is an educational piece that promotes physical activity.	FSNE-eligible adults and children. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
MESH PRODUCE BAGS	Allows food banks to easily package and distribute donated fruits and vegetables to FSNE-eligible families.	FSNE-eligible adults and children. Available to Network-funded food banks through direct shipments from manufacturer.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
EXERCISE BAND	Encourages physical activity that is low-impact and can be done anywhere – in the office, at home, or at a park.	FSNE-eligible adults and children. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
POWER PLAY HACKIE SACK	Encourages physical activity. Enables popular, "cool" physical activity for children and teens. It promotes eye-foot dexterity and coordination.	FSNE-eligible adults and children. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
PENCIL	Daily reminder to eat fruits and vegetables and be physically active. Promotes nutrition and physical activity education; carries phone and web contact information for the Network.	FSNE-eligible adults and children. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
CUTTING MATS	Used in food preparation at home and food demonstrations conducted at retail outlets, farmers' markets, festivals and other venues. Promotes food safety. Low-income families often do not have measuring implements.	FSNE-eligible adults. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
MEASURING CUP	Instrument that is used to measure fruits and vegetables. Promotes portion understanding and control for obesity prevention; helps consumers learn to follow recipes to get expected quality product.	FSNE-eligible adults who often do not have measuring implements.. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
WATER BOTTLE	Reusable water bottle. Cross promotional item for nutrition education and physical activity; encourages plain water instead of soda or other sugary drinks; reduces waste from commercial water bottles.	FSNE-eligible adults and children. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
VEGETABLE BRUSH	Encourages washing fruits and vegetables before use. Promotes food safety; not an implement most low-income homes have available.	FSNE-eligible adults. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
COLANDER	Encourages washing fruits and vegetables before use. Promotes food safety; not an implement most low-income homes have available.	FSNE-eligible adults. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
JUMP ROPES	Encourages and increases physical activity. Enables "cool" physical activity popular with kids and adults.	FSNE-eligible adults. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA

WORKING TITLE – ITEM NAME	PURPOSE	TARGET AUDIENCE / DISTRIBUTION	NEW/REV/ REPRINT	JUSTIFICATION FOR NEW MATERIAL
PLASTIC SHOPPING BAG (GOODIE BAG)	Used to hold educational materials and a promotional item distributed at community events. Promotes healthy eating and physical activity through program messaging.	FSNE-eligible families. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA
PEN	Daily reminder to eat fruits and vegetables and be physically active. Promotes nutrition and physical activity education; carries phone and web contact information for the <i>Network</i> .	FSNE-eligible adults and children. Available to all funded projects through online ordering system.	Reorder as necessary as supplies are exhausted/ depleted. Reorder based on promotional guidelines released by CDPH.	NA

FEDERAL FISCAL YEAR (FFY)2009 PROJECT SUMMARY BUDGET

NETWORK FOR A HEALTHY CALIFORNIA MATERIALS & DISTRIBUTION

Federal Share Budget	FFY2008			FFY2009			% DIFFERENCE
	PHI	STATE	TOTAL	PHI	STATE	TOTAL	
1. Personnel Salaries/Benefits	212,493	0	212,493	287,569	0	287,569	35.33
2. Contracts/Grants/Agreements	1,186,762	0	1,186,762	550,935	0	550,935	(53.58)
3. Non-capital Equipment/Supplies	13,200	3,525	16,725	17,600	0	17,600	5.23
4. Materials	2,125,564	0	2,125,564	1,449,194	0	1,449,194	(31.82)
5. Travel	12,700	0	12,700	8,400	0	8,400	(33.86)
6. Administrative *		0	0	0	0	0	-
7. Building/Space and Other General Expenses *	26,100	0	26,100	34,800	0	34,800	33.33
8. Maintenance *	0	0		0	0	0	
9. Equipment & Other Capital Expenditures	12,700	0	12,700	22,000	0	22,000	73.23
Total Direct Costs	3,589,519	3,525	3,593,044	2,370,498	0	2,370,498	(34.03)
11. Indirect Costs @7.3 % of Personnel Costs**	396,455	0	396,455	300,228	0	300,228	(24.27)
12. TOTAL COSTS	\$3,985,974	\$3,525	\$3,989,499	\$2,670,726	\$0	\$2,670,726	(33.06)

* Administrative and Maintenance costs for the State are included in the line Building/Space/ & Other General Expenditures; PHI budgets for Administrative costs separately (See Appendices, Section C, Staffing and Section D, Budget Summary for detailed staffing costs and budget justifications)

Item #2 Contracts/Grants/Agreements - See individual Project Summaries for LIA, NIA, and Special Projects in attachment binders

**Indirect Cost rate for State is 7.3% of total personnel costs and PHI is 16.5% of total budget less subcontracts

SECTION B: FFY 09

University of California, Davis, Food Stamp Nutrition Education Program

Alameda	Sacramento
Amador/Calaveras	San Diego
Butte	San Francisco/San Mateo
Contra Costa	San Joaquin
Fresno	San Luis Obispo/North Santa Barbara
Imperial	Santa Clara
Kings	Shasta/ Trinity
Los Angeles	Solano
Merced	Stanislaus
Monterey/Santa Cruz	Tehama/Glenn
Placer/Nevada	Tulare
Riverside	Yolo

1. State level goals and objectives

The goal of UC Food Stamp Nutrition Education Program (FSNEP) is to provide educational programs that increase the likelihood of food stamp recipients achieving nutrition and physical activity goals consistent with the Dietary Guidelines for Americans and MyPyramid. FSNEP offers "tools" and direct nutrition education to affect positive nutritional changes in their lives. FSNEP nutrition educators provide integrated, research-based, audience appropriate learning experiences. FSNEP nutrition educators deliver classes, demonstrations and educational activities on nutrition, food choices, food buying and preparation, food resource management and food safety.

Youth FSNEP provides curriculum, training and lesson materials to conduct nutrition education and physical activity programs in preschools, K – 12 classrooms, community youth organizations and after school programs. The goal is to increase nutrition education and physical activity programs in programs serving low income students in an effort to improve the health of school-aged children. Nutrition educators train teachers/extenders who deliver the programs.

Adult FSNEP serves food stamp eligible adults at food banks, government nutrition and food programs, commodity distribution sites, Head Start programs, and other locations. UC FSNEP conducts interactive learning experiences designed to assist that target population to acquire knowledge and skills to make positive changes.

Our programs are aimed at effectively utilizing Food Stamp funds to carry out programs for food stamp recipients at a time when the number of recipients and obesity and chronic illness continues to increase.

To magnify the impact of FSNE, UC FSNEP focuses their nutrition education activities on the following behavioral outcomes:

As measured by changes in the Food Behavior checklist evaluation instrument, by September 30, 2009, at least 25% of food stamps eligible persons will:

- ✓ Increase their fruit and vegetable consumption by 43%.

- ✓ Decrease their fat consumption by 43%.
- ✓ *Decrease perception that it is too expensive to eat nutritious foods by 20%*
- ✓ Increase their knowledge of safe food preparation by 57%
- ✓ Increase their food management practices (plan meals, compare prices, use grocery list) by 57%.
- ✓ In addition, at least 500 food stamp eligible youth will increase their knowledge and attitude about eating fruits and vegetables by 80%.
- ✓ For all youth participants in UC-FSNEP, at least 25% will increase their awareness of a good diet (as outlined in the Dietary Guidelines for Americans) and the importance of daily physical activity).
- ✓ *During FFY09, 25% of all UC-FSNEP adult participants will increase the use of the Nutrition Facts label by 30%.*
- ✓ *During FFY09, 25% of all UC-FSNEP adult participants will increase food resource management practices by 65%.*
- ✓ *During FFY09, 25% of all UC-FSNEP adult participants will decrease their perception that it is too expensive to eat nutritious foods by 20%.*

We are planning to expand the Adult program. This expansion will include food stamp clientele in Food Stamp offices and other food stamp clientele at low literacy levels; therefore, we are keeping some of our objectives low until we examine our baseline with these additional objectives.

UC-FSNEP Programmatic Growth:

- ✓ Partner with key agency contacts (**CALIFORNIA WELFARE DIRECTORS ASSOCIATION FOOD STAMP COMMITTEE/ CDSS / Network**) to further explore Food Stamp Office partnerships and opportunities expanding UC-FSNEP'S ability to reach and deliver direct nutrition education to adult Food Stamp participants and eligibles.
- ✓ Leverage existing pathways within FFY09 into Food Stamp Offices (Food Stamp Office Resource Toolkit [FSORK] and Food Stamp Office coordinator listings) to secure venues and access to the client base primarily dictated by the granting agency.
- ✓ Develop/adapt a youth focused approach delivering FSORK; integrate appealing, youth friendly recipes that support nutritious, healthful eating practices.
- ✓ Resolve significant hurdles to program growth through restructuring methods of funding these programs. Current method of collecting state share restricts adult programmatic growth prospects.
- ✓ Streamline and maximize methods of identifying and generating sources of share; create regionally based training (peers sharing best practices onsite) to capture the maximum available state share during the course of the year.
- ✓ Increase the adult participant enrollment by a minimum of 10% through integration of adult programs in the existing County base by end of year FFY 2009.
- ✓ Seek to partner with a minimum of 5 additional Counties not currently participating in the FSNEP program bringing Statewide County participation to 36.
- ✓ Develop, in conjunction with the UC FSNEP Advisory Committee, a more unified approach to communicating needs and assessments on a statewide basis for implementation in FFY10's planning process versus the existing, locally based method successfully used at present.

2. Nutrition Education projects/interventions planned to implement goals and objectives

- a. Direct teaching interventions supporting goals and objectives: Adult and Youth program delivery: County program components (Adult and Youth) will be implemented and managed by county Cooperative Extension Home Economists and Youth Advisors in each specific county location.

They will work closely with the local county welfare departments and other local agencies. There are no Supplemental projects planned for FFY09.

- b. **Audience:** The Food Stamp Program is part of this country's safety net for low-income households and a defense against hunger. It is designed to maximize and enhance food purchasing power. People of all ages use food stamps. Families, single people, and the elderly may use food stamps. People who are homeless can get food stamps, too. Seniors and disabled individuals receive food stamps. According to USDA figures, over 90 percent of the benefits go to households with either a child, senior or disabled individuals.

FSNEP's Adult programs will target persons eligible for the Food Stamp Program in order to improve self sufficiency through a variety of nutrition education programs. The Youth FSNE program will continue targeting schools with "free and reduced school lunch programs" at a 50% or greater eligibility level (see Target Plan B).

UC-FSNEP anticipates direct nutrition education of parents with children in schools will increase by at least 5% and indirect nutrition education in schools will also increase by at least 5%. Of the youth component, UC-FSNEP anticipates reaching a total of at least 5% of parents through direct nutrition education activities.

S.M.A.R.T. Objectives for Infrastructural and Process Activities Related to Program Operation and Oversight

- During FFY09, the FSNEP Advisory Committee will meet monthly to address issues and make program recommendations to the Program Director.
- During FFY09, ensure Agriculture and Natural Resources Regional Directors and County Directors are informed of UC-FSNEP protocols and procedures by developing communications protocols.
- By October 2008, develop a minimum set of youth evaluation activities and specific measurements and submit to UC Davis IRB. Upon approval, county trainings will be conducted to initiate implementation.
- By October 2008, ensure consistency in approved forms and procedures by posting on the UC-FSNEP website.
- By November 2008, ensure each county has protocols and practices that follow UC FSNEP policies. Each county will be asked to complete a County Self Assessment.
- By January 2009, ensure consistent communication and access to forms and policies by county programs by using the UC-FSNEP website as the statewide communication infrastructure.
- By January 2009, increase consistency and timeliness of reporting by implementing an on-line time reporting system for staff and for introduction to third party match.
- *By September 30, 2009, increase administrative infrastructure support at the county level, by conducting programmatic reviews in 25% of the counties by the State FSNEP Office.*
- *By September 30, 2009, increase administrative infrastructure support at the county level, by conducting fiscal reviews in 25% of the counties by the State FSNEP Office*

- By September 30, 2009, increase awareness of standardized procedures and build staff capacity by conducting two statewide trainings.
- By September 30, 2009, continually monitor and track progress of corrective actions and recommendations resulting from USDA Review.
- By September 30, 2009, prepare an EARS implementation and training plan so all appropriate components of EARS data can be submitted by December 2010.

Planned Demographic Characteristics

Female: 80%

Male: 20%

<u>Ethnicity</u>	<u>Percent</u>
White	37.6%
Black	11.4%
Native American	3.9%
Hispanic	41.5%
Asian	<u>5.5%</u>
Total	100%

c. **Focus on FSP Eligibles.** See Target Plans A and B for eligible agencies and schools and targeted venues. This plan is found individually represented within each county budget submission. Food Stamp clients are recruited by FSNEP staff; all enrolled participants are Food Stamp eligible clients. FSNE services are also provided to individuals who attend our classes and who are part of the group we are teaching. We have a waiver to allow us to provide nutrition education to these individuals.

d. Project Description:

Youth

- ✓ Teacher training
- ✓ Preschools
- ✓ K-5 (Elementary School)
- ✓ 6-8 (Middle School)
- ✓ High School
- ✓ Other: Sponsored field trips
- ✓ Alternative Schools ____
- ✓ After School programs

Adult

- ✓ Nutrition Education Class
- ✓ Mini-workshop
- ✓ Learn-at-home/Home Study
- ✓ Other

Total number of unduplicated

Adult: 11,916

Youth: 89,606

Youth

Preschools provide nutrition education messages at least three times a week averaging at least 15 minutes per session. Or Preschool classrooms will average six hours of nutrition education each year. Key educational messages will center around healthy snacks, meals, and food safety with activities around fruits, vegetables, low-fat dairy, and whole grains including exposure to new foods. Examples that will be aimed at the pre-school age using appropriate curriculum, such as Happy, Healthy Me; Moving, Munching, & Reading through MyPyramid, Food and Me – Fitness and Me, Go, Glow, and Glow and other nutrition educational activities include: Eat a variety of foods from all food groups, eat more of some foods like fruits, vegetables, whole grains, and low-fat milk products. Be physical active everyday – it’s fun.

K-5 (Elementary Schools): Elementary classrooms will average six hours of nutrition education each year. Key educational messages from MyPyramid and curriculum such as Reading Across MyPyramid, Food and Me – Fitness and Me, Farm to Fork, Eating Healthy from Farm to Fork...Promoting School Wellness, Are you Ready to Get the Power, by Power Play, Nutritin to Grow On, and Twigs include: Eat more fruits and vegetables at meals and snacks. Eat different kinds of fruits and vegetables. Try whole grain foods to make half your grains whole. Low-fat milk and dairy foods are needed for strong bones and teeth. Different ways to eat protein (meats) including vegetables and grains. Healthy portion sizes for each food group. Eating breakfast, healthy snacks, and being active helps you think and grow.

Middle School: Middle School classrooms will average five hours of nutrition education each year. Key nutrition messages from Eat Fit and Walk Fit curriculum and other nutrition education activities focus on improving eat habits using messages from MyPyramid. For example: Increase the amount and variety of fruits and vegetables. Being active is a key focus integrated with healthful eating. Food labels are tools for healthy eating. In addition nutrition messages link eating habits to physical and mental health.

High School: High School classrooms will average five hours of nutrition education each year. Nutrition messages from Jump Start and other activities link eating habits to physical and mental health. For example, the widths of MyPyramid is a general guide for foods to choose from, choose more foods at the base of the pyramid to provide more nutrition and less fat, salt, and sugar.

Sponsored field trips: Field trips will provide ranges 30-60 minutes of nutrition education. Key messages focus around the field trip. For example, students may spend an hour at a Master Gardener Demonstration Garden, learning “Botany on a Plate” integrating agriculture and nutrition education.

Alternative schools: Alternative schools will average five hours of nutrition education each year. Key messages will be the same as the grade level of other schools.

After School Programs: After School programs will average five hours of

nutrition education each year. Key messages will focus on healthy snacks, increasing fruits and vegetables, and being active.

Adult

Nutrition education classes will average four, one-hour sessions. Key messages from Eating Smart-Being Active, Making Every Dollar Count, and Gateway to a better life integrate nutrition messages with food resource management (food budgeting, meal planning, shopping, food label reading), and food safety. Key messages include: Being active is important. Planning ahead for meals and snacks can save money and time. Comparing food prices can save money, saving money by planning meals. Using a shopping list and comparing prices can often prevent running out of food before the end of the month. Eating vegetables and fruits provides vitamins, minerals, and fiber to keep us healthy. Ways to increase the amount and variety of family's fruits and vegetables. Eating whole grains keeps us healthy. When choosing breads, cereals, and other grains; choose whole grains at least half the time. Dairy foods are the best source of calcium. When choosing dairy foods, choose low-fat or non-fat foods. Both calcium and physical activity are important for bone health. Foods in the meat and beans group provide protein, iron, and other nutrients for health. Choose plant proteins often instead of animal proteins to help reduce saturated fat intake. Keep food safe: clean, separate, cook, and chill. Eating less fat, sugar, and salt will help keep us healthy. Parents are responsible for deciding what is served to children and when it is served. Children are responsible for deciding how much to eat from what the parent serves and whether or not to eat.

Mini-workshops will average 1.5 hours. Key messages will include increasing iron-rich foods from MyPyramid, how to address introducing healthy foods from infants to teen years, and being nutrition role models for children. Parents are responsible for deciding what is served to children and when it is served. Children are responsible for deciding how much to eat from what the parent serves and whether or not to eat.

Learn-at home/Home Study will average six mailings with two contacts. Key messages are the same as the in-class series.

Please note: all individual County Project Synopses are included.

- e. **Background Summary:** *based on past year's final report:*

Youth Program:

During 2006-2007 the Youth Program delivered a total of 73,234 youths lessons through trained extenders (usually teachers).

Youth FSNEP in California is operated in over 200 school districts reaching low-income children with nutrition education. For example, the Alameda County Cooperative Extension administers the Food Stamp Nutrition Education Program (FSNEP) and is working with elementary schools and community organizations in throughout the county. (See local program synopsis—Alameda County Youth Program.) 1,610 new teachers were trained; 1,518 returning teachers/extenders participated in the program; county staff was able to collect evaluation data from 2,663 teachers who completed the program.

One example of a county youth program is Amador/Calaveras Counties which is described in the local project synopsis as follows: "Amador and Calaveras Counties offer Youth and Adult FSNE programs. The youth program targets youth preschool through 12th grade. Lessons are delivered by teachers and FSNEP educators in classrooms, cafeterias, and after school enrichment programs. The average number of lessons delivered is five. The schools we plan to target are the largest schools in the counties and have a higher percentage of minorities. "

Adult Program

Similarly, in 2006-07, the adult program delivered direct nutrition education to a total of 7,688 participants who received 4 to 6 hours of nutrition education and graduated from the program. An additional, 2,930 program participants received the mini-workshop approach (1-2 hours of instructions at one meeting) and 799 participants received FSNEP training through the Home Study approach. The number of participants who were contacted and received a "brief" nutrition education intervention or newsletter was 28,374 received a newsletter. The Adult FSNEP program reached a total of 39,791 participants. The 10 Collaboration projects reached a total of 4,804 and Food Stamp eligible enrolled and contacted clients. The grand total for youth and adult programs is: 117,829.

Improvements were reported in the diets of Food Stamp recipients who completed two to four lessons of FSNE. Adult FSNEP families improved in a number of behaviors in diet, nutrition-related skills and "self-sufficiency" skills. The consumption of soft drinks and fat as decreased in all FSNEP counties.

Food safety practices have dramatically improved in all FSNEP counties. The percentage improved ranged from 40% to 90% For three indicators of safe food practices, 28% (average) decreased in letting foods sit out of the refrigerator, 49% (average) improved in thawing foods correctly, and 57% improved in the food safety practices scale. Indicators of improved safety skills (e.g. not letting food sit out and thawing foods appropriately) have also increased.

In addition, self sufficiency scores were very positive in this year's evaluation.

We are using a new learner-centered curriculum, based on the new Dietary Guidelines for Americans to reach adult audiences.

- *The Social-Ecological Model and behavioral science theories and models (for example, Social Learning Theory and Stages of Change Model) aid in UC-FSNEP's well designed nutrition program helping individuals better understand their own needs so they can take appropriate actions to maximize health. In both the adult and youth programs, learner-centered education is the basis for the lesson plan format and the underlying theme is successful health promotion efforts rely on multi-dimensional interventions to diverse audiences.*
- *Learner-centered education lends itself to diverse audiences and ages. It allows for integrating multiple teaching/learning methods, for creating opportunities for participants to build self esteem while performing new skills, for teaching of additional life skills in addition to content, and is more fun for the learner and educator. It is also particularly relevant for racial and ethnic populations who may have different language and sources of information.*
- *Lessons focus on the learner and the learning and not on the teacher. The learner is actively engaged in the learning and the role of the educator is one of facilitating the learner. Learners share experiences and help each other solve problems.*

- *Research has shown that when learners can apply the new knowledge and skills they learn in class, they are much more likely to remember the information. Opportunities to practice new skills are built in to each lesson, giving learners greater confidence that they can perform these skills and are more likely to use these skills.*
- *Research in adult learning theory show that adults need to be actively involved in the learning process, need to connect the learning to the knowledge/experiences they bring and the lessons must be relevant, practical and goal-oriented. The social learning theory emphasizes observing and modeling behavior and thus, discussion and practicing skills are included in lessons. Experiential learning theory addresses the importance of learning from experience. Eating Smart • Being Active, incorporates teaching techniques based on adult learning principles.*
- *The Social-Ecological Model looks at all levels of influence that can be addressed to support nutrition, physical activity and obesity prevention. UC-FSNEP's educational interventions target the individual and interpersonal levels, collaborating with Network for a Healthy California who is better able to address the organizational, community and society levels.*
- *UC-FSNEP will need to address the challenge of designing programs that identify the context, content, and reasons that will motivate food stamp recipients to pay attention to and use the information provided.*

f. Methods/Strategies (Describe your changes to your program delivery methods):

Adult FSNE Nutrition Education – Program Description

The Adult programs continue will target persons eligible for the Food Stamp Program in order to improve self sufficiency through a variety of nutrition education programs. County Advisors will hire, train, and supervise paraprofessional field staff for programs. The field staff person will deliver the nutrition education programs directly to Food Stamp eligibles recruited for the nutrition program at various sites, including county food stamp offices, community centers, homeless shelters, and other appropriate sites (see Target Plan A). The UC-FSNEP Program will work to integrate the available Food Stamp Office Resource Toolkit in adult delivery. Although intended to primarily create interest in nutrition education within the Food Stamp Offices, UC-FSNEP believes this media bridges interest in Nutrition Education across all avenues of adult delivery and serves to secondarily promote basic Food Stamp awareness. UC-FSNEP will place a minimum of two toolkits into each County for use in/supporting adult nutrition education delivery. A key strategy will be to adapt FSORK integrating youth accessible recipes and menu planning for food demonstrations.

FSNE services are also provided to individuals who attend our classes and who are part of the nutrition class, but not eligible for the Food Stamp program. We have a waiver to allow us to provide nutrition education to these individuals. The educational formats include a series of 4 to 6 (minimum of 4 hours total instruction, preferably 1-hour per week); mini-workshop (focused nutrition education lesson, at least 1 hour in length); and Learn at Home (with 1 to 2 hours of personal instruction by FSNEP education and remainder of lessons sent via email and completed at home). Nutrition educators have been trained to use Learner Centered, Dialogue Approach (Joyce Norris) to teach and facilitate their lessons.

The Key messages for the Adult Program nutrition education lessons are the messages of the Dietary Guidelines for Americans 2005 and MyPyramid, particularly eat more fruits, vegetables, whole grains and fat-free or low-fat milk products every day; balance caloric intake with calories expended; practice food safety; be physically active every day; and know the limits of fats, sugars, and salt. In

addition, Adult FSNEP has key messages in self-sufficiency (managing resources, food buying, and food preparation).

Youth FSNE Program Description

FSNEP staff will work collaboratively with eligible schools and agencies. Methods of follow-up and monitoring of school teachers working with UC-FSNEP vary from county to county. Reported methods include: follow-up meetings and phone calls to teachers, providing nutrition activity of food demonstration after teachers have taught a certain number of lessons, teaching a lesson for the teacher, classroom visits to assist in lessons, loaning out nutrition/book supply kits so communication is established, and newsletter distribution.

The State Office will monitor quality and accuracy of nutrition education extended through teachers in the following: (a) implementing programmatic quarterly reporting (b) increasing dialogue opportunities for UC-FSNEP staff and teachers through monthly contacts and hours collection points (c) State Office site visits (d) monthly meetings with the UC-FSNEP Advisory Committee, (d) classroom observations. New CDSS/USDA requirements for quarterly reporting will require staff to obtain information about delivered curriculum within the classes and class progress to planned goals. Additionally, monthly classroom visits are planned by county staff to touch base with the teachers, drop off new /additional curriculum, provide in-class support and guidance to teachers while gathering hours for secondary review and certification. Accuracy of delivery will be verified as teachers review the modules presented and communicate successes/opportunities to the staff. Finally, UC-FSNEP State Office staff have budgeted a minimum of six site visits per year; although the primary focus of site visits will be to ensure accuracy in key reporting elements (time records, invoice support etc), an important element within each visit will also be to interact directly with a sampling of teachers within the schools/districts visited.

Technical assistance has included the areas of My Pyramid and Dietary Guidelines support, reading books suggested by curricula, food pictures, food labels, links to California State Standards (including "Easy-Find," lesson by lesson link to Content Standards), recipes, nutritious snack ideas, food demonstrations, nutritious ideas for celebrations, fast foods, fiber, soda (sugar), demonstrations, regular newsletters providing updates, nutrition and physical activity news, reminders, and supplemental ideas for curriculum activities.

School Gardens (Garden – Enhanced nutrition education)

The "Garden in Every School" program (California Department of Education) encourages and supports a garden in every school to create opportunities for children to discover fresh food, make healthier food choices, and become better nourished as they learn more concretely about nutrition education. Youth FSNEP continues to work actively to integrate nutrition education into gardening curricula like Farm to Fork and TWIGS.

g. Use of Existing Educational Materials:

FSNEP CURRICULA AND RESOURCES: BOOK SETS

Happy Healthy Me...Moving, Munching, and Reading through MyPyramid pre-K and K

This nutrition and literacy curriculum introduces young children to a variety of nutrition and food concepts through high quality children's storybooks. Hands-on, interactive nutrition and physical

activities support the story and nutrition themes. Lessons focus on an introduction to My Pyramid, each of the five food groups, healthy snacks, exercise and hand washing. Exposure to new foods and activities is done in a fun and non-threatening manner. The correlations to the Program Quality Standards Based on Exemplary Practices for Center-Based Programs and Family Child Care Home Networks—Desired Results for the California Department of Educational Child Development Division are available on the FSNEP web site at:

<http://fsnep.ucdavis.edu/nuted/HHM/HHM%20Correlations/correlation.cfm>.

Reading Across My Pyramid, Correlations (RAMP) K-3rd grade

This curriculum combines nutrition and literacy in 11 units. Children learn about food and nutrition through children's storybooks with food-related themes. Target population is grades 1K through 3. Students will explore through individual and group learning experiences. Activities incorporate interdisciplinary content, including basic concepts of science, math, language arts, and social studies. Lessons and activities are correlated by content area to support selected California Department of Education Academic Content Standards. *Sharon Junge, et.al, University of California Cooperative Extension; Languages: English, Parent Letters in English and Spanish; whenever possible, at least one book in each lesson is available in Spanish, 2007.*

YOUTH CURRICULUM Pre-School and Kindergarten

Go, Grow, and Glow

3-5 years old, 1st grade and 2nd grade

This nutrition curriculum was designed to meet the specific needs and abilities of preschoolers. It provides opportunities for young children to actively learn about healthy eating, exercise, and hand washing. Based on the USDA's My Pyramid, Go Glow Grow simplifies My Pyramid for preschoolers. It is divided into three sections labeled Go, Glow and Grow. Each of the sections corresponds to the effect these food groups have on the body. *Sharon Junge, Rosemary Carter, Amy Netemeyer, Julian Raskauskas, University of California Cooperative Extension; Languages: Nutrition Booklet, parent letters, and recipes in English and Spanish, 2006.*

Food and Me – Fitness and Me

Pre-K and Kindergarten

This nutrition program was developed by Scholastic Inc. and the USDA's Team Nutrition and consists of six components designed for integration into the regular classroom lesson plans. The goal of Food & Me is to improve the health of children by empowering them to choose a variety of foods, eat more grains, vegetables, and fruits, and construct a diet lower in fat. The materials in the Food & Me kit will help teachers teach the basics of healthy eating in a meaningful way that engages children and reinforces the message beyond the classroom into children's homes.

Food and Me: Team Nutrition, USDA; Language: English.

Fitness and Me: University of California Cooperative Extension, Language: English, 2006.

Farm to Fork

Kindergarten

Eating Healthy from Farm to Fork is a curriculum designed specifically so that kindergartners will understand the connections between gardening, farming, nutrition and their cafeteria. Ten easy-to-implement lessons lead children through experiences with food, gardens and what food does for their body. Children also learn about safety in the garden and kitchen. *Sharon Junge, University of California Cooperative Extension.*

*Eating Healthy from Farm to Fork...Promoting School Wellness, **First and Second Grade Curriculum*** is a nutrition education curriculum that makes the connection between local food systems, garden-based learning, school food service, and the establishment of healthy habits. These comprehensive

materials integrate nutrition education into grade-appropriate lessons that are specifically designed around the Nutrition Competencies for California Children and directly correlated to the core subjects of the California Content Standards.

Experiential in nature, the lessons actively engage the children in learning about healthy choices for food and fitness. The materials support the development of a positive school wellness environment that recognizes the relationship between health and nutrition and academic achievement and school success. Each lesson includes lesson introduction, objectives, nutrition competencies, and teacher background information, two activities, making the connection, recipe activity, review, and parent letter. *Sharon Junge, University of California Cooperative Extension.*

5 a Day Power Play

9-11 year Olds

5 A Day Power Play (Grades 4-5, 9-11 year olds, California Department of Health Services) is approved for use in FSNEP. Order materials from the regional nutrition network agency. *California Department of Health Services, Languages: English and Spanish updated 2002.*

Nutrition to Grow On

4 – 6th Grades

This is a garden-enhanced nutrition education curriculum for upper elementary school children consisting of nine lessons and includes classroom and garden activities. Applications on the nutrition education lessons from this curriculum to selected California Academic Content Standards have been approved by the California Department of Education. Handout masters are included. *Jennifer Morris and Sheri Zidenberg-Cherr, Department of Nutrition, University of California Davis with the Children Department of Education; Languages: English 2002.*

TWIGS (Teams with Intergenerational Support)

K-6th Grade

This curriculum integrates nutrition and gardening. There are 15 nutrition and 15 gardening lessons appropriate for use with children in kindergarten through sixth grade. *T.W.I.G.S* contains background material, lesson plans and masters for handouts. Order one binder for 2 teachers to share when possible. The garden and nutrition activities are correlated to support selected California Department of Education Academic Content Standards. *Marilyn Johns, University of California Cooperative Extension; Language: English, 2000.*

MIDDLE SCHOOL

EatFit

7th and 8th graders

The *Eat Fit* curriculum steers adolescents away from weight loss and dieting while directing young adults to focus on leading a healthy lifestyle. Designed specifically for 7th and 8th graders, the lessons include nutrition basics, web-based diet analysis, information about energy and calories, fast food and more. In addition, lessons and activities are correlated to content standards in math, science, and language arts.

Each teacher who chooses to use the *Eat Fit* curriculum is provided a curriculum binder, along with workbooks for each student. In addition, the curriculum is web-enhanced, allowing students to practice their computer skills.

Walk Fit

7th and 8th graders

WalkFit was designed to promote physical activity in adolescents using social cognitive theory. All students receive an interactive magazine style workbook and a step counter to track daily steps. In tandem with a focus on increasing physical activity, each lesson addresses California's education

standards for mathematics and physical education. Step counters (sometimes called pedometers) are used to encourage an increase in the mean daily step count. The 6 lesson program is aligned with CA content standards for mathematics and physical education for grade six. Walk Fit will be delivered in conjunction supporting EatFit materials to emphasize the link between physical activity and healthful eating and lifestyle.

HIGH SCHOOL

Jump Start (Project Lean)

High School

This high school curriculum was developed by California Project LEAN. It contains interactive cross-curricular lessons to be used by teachers and school nutrition staff. *Project LEAN, California Department of Health Services; Languages: Handouts in English and Spanish, 2000.*

ADULT MATERIALS

Eating Smart – Being Active

This is an interactive California/Colorado EFNEP 8 lesson curriculum for a low income audience that teaches the main messages of Dietary Guidelines for Americans 2005 and My Pyramid in a dialogue-based learning approach that facilitates behavior change with hands-on activities. Materials for educators include: an educator's guide, lesson planning and preparation checklist, visuals and activity bins. Participant materials include: worksheets, handouts, lesson enhancements, and graduation certificate. *EFNEP, University of California Cooperative Extension, UC Davis (with Colorado State University Extension); Languages: Handouts in English and Spanish, 2007.*

Making Every Dollar Count

Materials include five 1-hour lessons that incorporate hands-on activities, role-playing, discussions and other educational activities designed to help Food Stamp families improve their skills in food budgeting, food buying, managing limited resources and other self-sufficiency issues. *Karen Varcoe, et. al., University of California Cooperative Extension; Languages: Handouts in English, Spanish, and Vietnamese, 2004.*

Gateway to a Better Life

A welfare to work curriculum developed as a result of changes in welfare laws. The easy-to-understand lessons can be used in small- to medium-sized groups. The field-tested lessons help welfare-to-work participants find jobs and stay employed. *Karen Varcoe, et. al., University of California Cooperative Extension; Languages: Handouts in English, Spanish, and Vietnamese.*

Module 1: "Making the Best Choices".

Lesson: Reaching your Goals.

Lesson: Decisions, Decisions, -- Making the Best Choice

Gateway to a Better Life cont..

Module 7 "Nutrition"

Lesson: 12 Foods = 6 Meals Kids Love

Lesson: Make It Cheap

Lesson: Feeding Kids

Lesson: Rate Your Plate

Learn at Home

(18 Lessons): The core lessons, 6-8 are used with additional 10-12 optional lessons. Materials are sent through the mail to participants who are hard to reach by traditional methods. Participants are given instructions in-person (1 lesson), and evaluation is done by telephone. Materials have been literacy-tested to the 4th grade or less. Materials have been updated to reflect the MyPyramid recommendations. *University of California Cooperative Extension; Languages: English and Spanish updated 2000.*

Additional Resources

USDA MyPyramid for general and special populations at: <http://MyPyramid.gov>.

Children's MyPyramid at: <http://www.mypyramid.gov/kids>.

US Dietary Guidelines at: <http://www.healthierus.gov/dietaryguidelines/>

Parenting Express

A month-by-month newsletter for you and your baby.

This set of fifteen 8-page newsletters has been a perennial favorite over the years. The first three issues help prepare new parents-to-be, offering ideas on how to prepare your home and yourself for a new baby in the family. Later issues look at the baby's development month by month, with tips on nutrition, care, play, and child development to help you understand your baby, plus useful hints on taking good care of yourself along the way. **Available at:**

<http://anrcatalog.ucdavis.edu/InOrder/Shop/ItemDetails.asp?ItemNo=21634>

For You and Your Toddler

Twelve booklets that cover the growth of your child from age 1 to 3. Offers ideas on health, safety, feeding, and creative play. Black-and-white photos. **Available at:**

<http://anrcatalog.ucdavis.edu/InOrder/Shop/ItemDetails.asp?ItemNo=21634>

UC-FSNEP will ensure all counties who plan to utilize these additional resources are aware of the required proration calculation. At present this material is presented as alternate and does not currently appear to be ordered nor planned.

The Lunch Box Series

15 Take along Lunches for Preschool Children

Fifteen simple, balanced bag-lunch menus to keep your preschooler healthy and well-fed, plus guidelines for making more. **Available at:** <http://anrcatalog.ucdavis.edu/pdf/8111.pdf> **Spanish version:** <http://anrcatalog.ucdavis.edu/pdf/8111s.pdf>

Appealing Lunches for Preschool Children

A packed lunch that's tasty, colorful, and nutritious is sure to appeal to your preschooler. Basic guidelines and sample menus included. **Available at:** <http://anrcatalog.ucdavis.edu/pdf/8110.pdf> **Spanish version:** **Available at:** <http://anrcatalog.ucdavis.edu/pdf/8110s.pdf>

Healthy Lunches for Preschool Children

Basic nutrition facts (including the food guide pyramid), and how to apply them when preparing lunch for young children. Sample menus included. **Available at:**

<http://anrcatalog.ucdavis.edu/pdf/8107.pdf>

Spanish version: <http://anrcatalog.ucdavis.edu/pdf/8107s.pdf>

Learning from Labels

Basic information on how to read and interpret the Nutrition Facts and ingredients' labels on foods:

Available at: <http://anrcatalog.ucdavis.edu/pdf/8108.pdf>

Spanish version: <http://anrcatalog.ucdavis.edu/pdf/8108s.pdf>

Safe Lunches for Preschool Children

How to keep food safety in mind when putting together your preschooler's nutritious sack lunch.

Available at: <http://anrcatalog.ucdavis.edu/pdf/8109.pdf>

Spanish version: <http://anrcatalog.ucdavis.edu/pdf/8109s.pdf>

Help Children Learn and Grow, Prevent Anemia-Eat Iron Rich Foods.

Available at: <http://fsnep.ucdavis.edu/adulted.cfm>

EFNEP Pregnant Teen Guide

Available at: <http://fsnep.ucdavis.edu/adulted.cfm>.

Vietnamese materials (Ikeda and Nguyen, 2005),

available at: http://nature.berkeley.edu/cwh/activities/asian_lang_publications.shtml#alp

h. Program key Performance Measures/Indicators:

Measure 1. Increase statewide adult program participation by at least 25% by using different community locations, through a variety of nutrition education venues, and through local and state level collaboration.

Key Performance Indicators

- ▶ *Five percent of counties will increase adult participation through classes/workshops and by using the Food Stamp Office Resource toolkits at local food stamp offices.*
- ▶ *Form a committee to begin development of a Food Stamp Office Resource toolkit aimed at youth to determine feasibility of a product by March 2009.*
 - *Test recipes with youth and adults at 3 Food Stamp Offices.*
- ▶ *Five percent of counties will increase adult participation through indirect contacts made through local school events and news letters.*
- ▶ *Five percent of counties will increase adult participation through direct nutrition education at local schools.*
- ▶ *Ten percent of counties will increase adult participation through community agencies class series, workshops and Learn at Home.*
- ▶ *Ten percent of counties not previously tracking contacts will be trained in counting contacts and at least 60% who are trained will begin counting contacts.*
- ▶ *At least 2 new adult programs will begin by the end of FY 09.*
- ▶ *Fifty percent of counties will meet with their local food stamp office to develop a potential partnership or strengthen their existing partnership.*
- ▶ *Thirty-five percent of counties will meet with local food banks, food pantries, or soup kitchens to develop a potential partnership or strengthen their existing partnership.*
- ▶ *Seventy-five percent of adult educators will be trained on collaboration techniques.*
- ▶ *All County Extension Advisors will be trained on community assessment and collaboration techniques.*
- ▶ *UC-FSNEP Director or designee will meet with a state level staff representing food stamp offices, California Parent Teacher Association, and California Food Banks to increase state level working relationships.*
- ▶ *UC-FSNEP Director or designee will attend the annual conference of Public Health Nutritionists to increase state level working relationships between local health department nutrition programs and UC FSNEP programs.*

Measure 2. Target underserved youth at schools with free and reduced lunch participation at 50% or greater eligibility level.

Key Performance Indicators

- ▶ *Counties with schools with fluctuating eligibility levels due to seasonal participation will be evaluated with UC-FSNEP Regional Analyst.*

- ▶ Two new counties will begin youth programs targeting underserved youth in the Central Valley.
- ▶ Eighty percent of youth programs will be trained on using California School Lunch web site to insure documentation of county schools free/reduced lunch participation.
- ▶ Underserved youth will be representative of ethnic groups that research shows are at risk due to poor nutritional behaviors targeting approximately 50% Hispanic, 9% African American, 1.5% Native American, and 6% Asian youth.

Measure 3. Increase evaluation techniques in 25% of youth programs.

Key Performance Indicators

- ▶ Develop an approved youth evaluation process by UC Davis Human Subjects Review Board and 65% of youth programs will be trained on this process.
- ▶ Twenty percent of youth programs will utilize a standardized teacher observation and/or food tasting evaluation.
- ▶ Five percent of youth programs will utilize curriculum pre-post tests.
- ▶ Track key messages in 25% of direct and indirect nutrition education provided statewide to assist with evaluation and assessment.

Measure 4. Examine evaluation techniques for adult program venues.

- ▶ Develop an evaluation committee to assist with KPI.
- ▶ Collect data on 65% of counties using nutrition education venues other than class series to determine if evaluation techniques are appropriate.
- ▶ Develop an approved adult nutrition education process for evaluating at a minimum workshops and the Food Stamp Office Resource Toolkit if required, by UC Davis Human Subjects Review Board, and train 50% of youth programs on the evaluation process.
- ▶ Five percent of adult programs will test any new evaluation instruments.
- ▶ Track key messages in 25% of direct and indirect nutrition education provided statewide to assist with evaluation and assessment.

Measure 5. Track behavior changes for at least 25% of the adult program participants.

- ▶ Collect and compile data on behavior changes, based upon our valid and reliable food behavior checklist, in a sample of at least 25% of participating adults for FFY 2009.
- ▶ Develop a baseline of key performance indicators based upon the food behavior checklist items for at least 25% of adult participants for FFY 2009.
- ▶ Develop a baseline of key performance indicators for 5% of adult programs testing any new evaluation instruments.

Measure 6. Develop and test two new measures to capture knowledge and behavior change at a classroom level in at least 5% of youth.

- ▶ Develop and obtain approval by the UC Davis Institutional Review Board for new measures by January 2009.
- ▶ Train at least one county staff participating in pilot testing by March 2009.
- ▶ Obtain consent/assent forms by April 2009.
- ▶ Collect and compile data by July 2009.

Evaluate process for FY 2009 report

FFY09 UC-FSNEP CURRICULUM SHEET INCLUDING UPDATED PRICES			
	Price	Qty.	Amount
HAPPY HEALTHY ME	\$70.00	0	\$0.00
<i>* Beastly feast; growing vegetable soup; lunch; kiss the cow; two eggs please; wash your hands; bearobics; bread, bread bread; very hungry caterpillar</i>			
RAMP	\$220.00	0	\$0.00
<i>* I will never eat a tomato; Gregory the terrible eater; tops and bottoms; the ugly vegetable; everybody cooks rice; handa surprise; how do you raise a raisin, milk from cow to carton; green eggs and ham; cow; mice and beans; seven silly eaters; Pete's pizza; nothing beats a pizza; can you move like an elephant; those mean nasty germs; germs make me sick; feast for 10; very hungry caterpillar; here's your heart; bearobics</i>			
INCENTIVES/ LESSON ACCOMPANIMENTS	\$4.00	0	\$0.00
<i>Making Every Dollar Count: Calendar</i>	\$2.00	0	\$0.00
<i>Making Every Dollar Count: Saving calculator</i>	\$1.25	0	\$0.00
<i>Making Every Dollar Count: Recyclable grocery bag</i>	\$1.75	0	\$0.00
*** EFNEP accompaniments should be ordered if you plan to deliver for FFY09/ 08 items will be resolved shortly.			
<i>EFNEP ADUL lesson #1 instructional aides - water bottle (.86 each per unit)</i>	\$0.86	0	\$0.00
<i>EFNEP ADUL lesson #2 instructional aides - grocery shopping list (20/box - .75/box)</i>	\$0.75	0	\$0.00
<i>EFNEP ADUL lesson #3 instructional aides - produce brush (1.19 each per unit)</i>	\$1.19	0	\$0.00
<i>EFNEP ADUL lesson #4 instructional aides - measuring cup (1.72 per unit/set)</i>	\$1.72	0	\$0.00
<i>EFNEP ADUL lesson #5 instructional aides - stretch bands (2.35/unit)</i>	\$2.35	0	\$0.00
<i>EFNEP ADUL lesson #6 instructional aides - instant read food thermometer (2.09/unit)</i>	\$2.09	0	\$0.00
<i>EFNEP ADUL lesson #7 instructional aides - measuring spoon set (1.19/ unit)</i>	\$1.19	0	\$0.00
<i>EFNEP ADUL lesson #8 instructional aides - recipe book/loose recipes)</i>	\$1.00	0	\$0.00
YOUTH CURRICULUM			
PRESCHOOL & KINDERGARTEN			
GO, GLOW, GROW, 3-5 years old MANUAL	\$20.00	0	\$0.00
GO, GLOW, GROW, 3-5 years old BOOK (Cost estimated 15% over last year)	\$10.00	0	\$0.00
HAPPY HEALTHY ME . . Moving, Munching & Reading Through MyPyramid (HHM), 4-6 year olds			
Happy Healthy Me (HHM) Nutrition Curriculum for Preschoolers (Printed out of Placer)	\$20.00	0	\$0.00
FOOD & ME			
Food & Me, Preschool-Kindergarten curriculum	\$28.50	0	\$0.00
Fitness & Me Teacher's Guide (available in pdf format on FSNEP web site)	N/A		

FFY09 UC-FSNEP CURRICULUM SHEET INCLUDING UPDATED PRICES			
	Price	Qty.	Amount
FARM TO FORK			
Eating Healthy from Farm to Fork. . .Promoting School Wellness. Kindergarten Curriculum	\$20.00	0	\$0.00
Eating Healthy from Farm to Fork. . .Promoting School Wellness. Grade 1 Curriculum	\$20.00	0	\$0.00
ELEMENTARY			
READING ACROSS MY PYRAMID			
Reading Across My Pyramid (RAMP) Curriculum, K-3	\$13.45	0	\$0.00
RAMP Spanish translations of parent letters, handouts, activities, recipes(available on web)	Free		
NUTRITION TO GROW ON, 4-6th grades	\$17.50	0	\$0.00
TWIGS. Teams with Intergenerational Support integrates nutrition and gardening for K-6 th grades	\$20.00	0	\$0.00
MIDDLE SCHOOL			
EAT FIT			
Eat Fit Teacher Curriculum. Eating and fitness program for Middle School.	\$18.00	0	\$0.00
Eat Fit Student Workbook. Magazine-style workbook for students. (Packets of 10)*	\$11.50	0	\$0.00
WALK FIT*** must be presented/delivered as an extension of other nutrition education delivery			\$0.00
WALK Fit Teacher Curriculum. WALKing and fitness program for Middle School.	\$18.00	0	\$0.00
WALK Fit Student Workbook. Magazine-style workbook for students. (Packets of 10)*	\$11.50	0	\$0.00
ADDITIONAL YOUTH PUBLICATIONS			
JUMP START for Teens. Interactive cross-curricular lessons for high school.	\$20.00	0	\$0.00
MONEY TALKS-SHOULD I BE LISTENING? HUNGER ATTACK!	<i>free downloadable</i>		
<i>student handbook-8 page glossy workbook "HUNGER ATTACK!" Feed appetite; protect wallet</i>	<i>free downloadable</i>		
<i>Teen Guide -8 page glossy workbook "HUNGER ATTACK!"</i>	\$0.75		
<i>Handouts in Spanish</i>	<i>free downloadable</i>		
<i>Teen guide in Spanish</i>	\$1.50		
<i>Power point trainer module available on FSNEP web under curriculum</i>	<i>free downloadable</i>		
YOUTH FOOD STICKERS (25 sheets per package) (2 sheets per teacher)*	\$10.80	0	\$0.00
MyPyramid - Available in both English and Spanish versions			
MyPyramid for Kids Posters (24 x 36" pack of 25) ordered thru Purdue	\$22.00	0	\$0.00
MyPyramid for Kids Tear pad ordered thru purdue	\$12.00	0	\$0.00
ADULT CURRICULUM			
EFNEP Core Curriculum Healthy Families...Eating Smart and Being Active			
Prices have been included here but availability is currently being researched...			
Manuals already ordered for 07-08 budget cycle	\$75.00	0	\$0.00
Large visuals goes along with book	\$120.00	0	\$0.00
Flip binder visual	\$42.00	0	\$0.00
HANDOUTS ~ \$5.00 / participants - English (does this cover enhancement & handout?)	\$5.00	0	\$0.00
HANDOUTS ~ \$5.00 / participants - Spanish	\$5.00	0	\$0.00
Eating Right is Basic			
Eating Right is Basic-Enhanced CD, Michigan State University Extension, 2001	\$25.00	0	\$0.00
SELF-SUFFICIENCY			
Making Every Dollar Count, UCCE, 2000 (Karen Varcoe) ***SEE LESSON ACCOMPANIMENTS ABOVE	\$0.00	0	\$0.00
CD containing handout & color visuals (PowerPoint) - counties to purchase CD and duplicate onsite	\$25.00	0	\$0.00
<i>(Includes) Lesson 1- Setting Goals</i>			
<i>Lesson 2 - Making Choices</i>			
<i>Lesson 3 - Stretch your Dollars</i>			
<i>Lesson 7 - Saving Money</i>			
<i>Lesson 8 - Food Advertising</i>			
MyPyramid - available in both English and Spanish versions			
MyPyramid Posters (25 1/2 x 33" 25 per pack) ordered thru Purdue	\$15.00	0	\$0.00
MyPyramid Mini Posters (tear sheets 8 1/2 x 11") (100 per pack) ordered thru Purdue	\$10.00	0	\$0.00
		TOTAL	\$0.00

3. Evaluation Plans:

When Food Stamp recipients enroll in FSNEP, demographic data is collected using the **FSNEP Family Record Form** (name, address, phone number, ethnicity, gender, family size). This form is stored in the county office with appropriate measures to ensure confidentiality of the participants. Data from the form is coded and entered into the ERS (Evaluation and Reporting System) for statewide reports on program success. At least 25% of enrolled participants are evaluated by one of the following instruments: Food Behavior Checklist, 24-hour Food Recall and/or Pre/Post tests. The FBC (pre/post test) measures fruit and vegetable intake, beverage consumption, fat intake and a variety of food safety, food planning and economical shopping practices. Results from county programs are used to measure program impact and reported on the California Food Stamp Nutrition Education Final Report.

Trained paraprofessional staff recruit and teach food Stamp families using a variety of program delivery approaches including: group instruction, videotapes, shopping tours, discussions, hands-on activities, cooking demonstrations, and other nutrition education methods.

Each FSNE program nutrition assistant/program representative recruits and teaches a minimum of 100 to 200 Food Stamp Eligibles. For the Youth program, each participating county targets youth in eligible schools. County Extension staff recruits and trains teachers and other extenders to deliver the nutrition education experience (15 hours) in school and community after-school settings. Teachers from eligible schools are recruited by FSNEP Youth assistants and are trained to deliver the FSNEP program. The overall mission of this project is to increase nutrition education and physical activity promotion in an effort to improve the health of school-aged children. Evaluation of the FSNEP Youth program includes evaluation instruments included in Nutrition to Grow on pre/post test, Eat Fit pre/post test, and teacher anecdotal information.

4. Coordination Efforts:

Nutrition educators collaborate and build partnerships with staff from other agencies by providing FSNEP services and resources. Two examples include San Joaquin and Butte Counties:

San Joaquin County

UCCE San Joaquin County Advisor and staff work collaboratively with community based organizations, schools, youth programs, Regional Nutrition Networks, and other USDA-funded programs through their Healthy San Joaquin Collaborative and Hunger Taskforce. Our message--“Increase Access to Healthy Foods”, especially fresh fruits and vegetables. Healthy San Joaquin taskforce members meet monthly to learn innovative ways to connect our clientele to healthier eating and more physical activity. The Hunger Taskforce members have connected to the neediest seniors and families through a county-funded Food Stamp Outreach Program and a Mobile Farmer’s Market (nutrition education coupled with a bag of fresh fruits/vegetables).

Butte County

Coordination with community youth organizations, Dairy Council, Master Gardner Program, 5-a-Day and Farm Bureau Ag in the Classroom enhance on-going nutrition education efforts in schools. Participation in Sierra Cascade Regional Network meetings increases sharing of best practices among many agencies delivering nutrition message and partnering in collaborative projects extend resources. Nutrition educators participate in School Wellness Committees. Leadership and coordination improve the nutrition status of California food stamp families.

Regarding Youth FSNEP Coordination with the Network:

The *Children's Power Play! Campaign* coordination with UC FSNEP's school based programs for classrooms and cafeterias in order to cross-promote programs and ensure complementary services. The *Children's Power Play! Campaign's School Idea and Resource Kits* are on the approved materials list for the UC Cooperative Extension Programs. State-level *Children's Power Play! Campaign staff* will conduct periodic meetings with UC FSNEP staff to continue to coordinate efforts and encourage similar coordination at the regional level.

For additional collaboration:

FSNEP advisors participate in the Regional Collaborative throughout California. This is a good way to encourage coordination/collaboration with both the Network projects and with local Social Services offices, as we are inviting their participation on the Collaborative. We will also add a FSNEP representative to meet with the Regional Network team on a periodic basis. (They are supposed to have monthly team meetings with all key *Regional Network* staff, so a FSNEP person could perhaps join some of those).

Adult FSNEP staff will coordinate with the *Regional Networks* to identify possible adult education venues, which include: serving Latino and African American communities being served by those targeted campaigns and coordination with Youth FSNEP, school, based Local Incentive Awards (LIAs), and the *Children's Power Play! campaign* to offer nutrition education to the parents of children being served.

UC FSNEP will continue to coordinate activities with the Network by working at both local and statewide levels. At the local level, CE advisors are part of the Regional Coalitions and working that group to achieve local coordination. At the state level, the Acting Director of UC FSNEP and the Chief Staff Officer (CAO) meet frequently with the network on administrative and programmatic issues. UC FSNEP staff will be attending the California Nutrition Network conference in March and a workshop by UC personnel will be part of the event as arranged by the conference committee Both programs share and will jointly work to attend calendar events, meetings and training opportunities in efforts to further develop synergies between the programs. UC FSNEP looks forward to developing and exploring potential other means of coordination including delivering supporting curricula to leverage inroads made by Network into communities and macro level initiatives supported through critical ground level instruction.

Nutrition related programs have been offered in the same places (particularly schools) by the Network and UC-FSNEP for several years. Historically the parties involved in both programs have carried out a dialogue on their program similarities and differences and have tried to reach agreement on potential overlap. In order to clarify the differences between the two programs and to insure that overlap and 'competition' for classroom access does not occur we have initiated a series of meetings with the Network for a Healthy California in Sacramento and on the UC Davis campus to discuss this exact issue and others. In addition, Network staff and the previous UC FSNEP director established preliminary protocols with local contractors to ensure that appropriate forms are completed and that state and federal share costs are appropriately allocated. Our mutual objective is to fully understand and capitalize on our uniqueness's. Our first meeting with the Network will be in the current fiscal year and other meetings will follow during the 09 FFY.

UC-FSNEP's nutrition education focuses on the individual increasing awareness, changing attitudes and beliefs and motivating to adopt recommended behaviors. The Youth program is academics based, curriculum is correlated to California State Standards and includes classroom activities, extension ideas and parent letters. Other FSNEP partners typically provide supplementary activities

or address higher levels of influence to support long-term lifestyle choices. To avoid duplication, quarterly meetings are held in some counties between UC FSNEP and LIA nutrition educators servicing a particular intervention site. Interventions to be delivered, teachers to be contacted and dates of delivery are outlined. In the case of school-wide events, FSNEP partners outline each agency's responsibility. In addition, FSNEP partners work with teachers reporting FSNEP activities for time records to avoid duplication of services.

Continued discussion at the local and statewide levels is necessary to avoid duplication of services.

FFY 08 FSNEP

Technological purchase procedures

New technological and equipment inventorying requirements

Beginning in October 2007 all FSNEP participating counties will be responsible for budgeted and approved County technological asset and general equipment purchases. Tracking and inventorying of all purchases will be handled through the DAFIS CAMS system. It is critical that all technological and physical equipment purchases use the theft sensitive commodity codes when initiating a purchase order / processing vendor invoices to enable accurate inventorying. (see <http://manuals.ucdavis.edu/ppm/350/350-50.htm>)

Although the counties/regions will manage procurement, invoicing and inventorying of theft sensitive equipment items; the State Office will be part of the approval process for document routing to ensure budget appropriateness. State Office approval will be required on Purchase Orders, corresponding vendor invoices and final entry into CAMs. The State Office will supply the username that each region should route their documents to for approval.

Accurate inventorying of all FSNEP purchases assets is a federal requirement precipitated by current audit findings; to meet this requirement all purchases will need to be entered into the CAMS system by the Regional Financial Contact and a physical audit of the inventory servicing the FSNEP program will be conducted once every two years.

FSNEP Definitions and Examples

Technological equipment:

Computers, laptops, monitors, keyboards, digital cameras, scanners, printers and LCD projectors are considered Theft sensitive technological equipment. Any tangible item purchased that is technological in nature. This does NOT include costs for Software, printing supplies (printer toner, etc) computer maintenance and support. Do not include items under \$200; (USB sticks etc). Costs cannot exceed \$5,000 without prior approval from FNS.

Physical equipment:

Equipment intended to support FSNEP Nutrition Education program delivery. Allowable costs for physical equipment cover kitchen appliances (with justification of reasonable and necessary needs), kitchen supplies required for food storage (shelving, stacking crates over \$200 each etc).

Synopsis of change:

Theft sensitive object codes must be used in establishing Purchase Order requests for all non capitalized equipment.

State Office will be included in county equipment procurement/invoice payment/ CAMs entries via adhoc routing. 2007-2008 adhoc to "VMBUCKNE"

Copies of AP vendor invoice documents should be sent to:

FSNEP STATE OFFICE: EQUIPMENT DOCUMENTATION

**University of California
Department of Nutrition
One Shields Avenue
1105 Meyer Hall
Davis, CA 95616-8669**

State Office will provide assistance in identifying existing FSNEP county equipment for retirement or purging based on loss. Annual Final Reports will include "current theft sensitive inventory" segment for reporting. This annual reporting will NOT take the place of manual audit every two years per university policy.

FSNEP Theft Sensitive DPO/VENDOR INVOICE processing: CAM'S Inventorying

Select the **Departmental Purchase Order** document from the Purchasing group on the Document Selection screen.

1. **Header information:** Complete all of the required fields in the top section of the DPO. You are required to enter an Agreement # OR Order Type: (OV) Open Vendor or (U3) Published Materials. Enter the Pricing Reference, FOB terms, Carrier information, Payment Terms (these will all default if an agreement is used), Delivery instructions, and Explanation. The other fields in the Header section are optional.
2. **Vendor information:** Enter a valid Vendor Number (will default if an agreement is used). If you are not sure of the vendor number, double-click on the field to access the Vendor Lookup screen.
3. **Organization information:** Verify the information at the bottom of the document, and change if necessary. Make sure the appropriate zip code is entered in the Shipping Address section. Make sure your addresses are entered in the appropriate format.
4. **Accounting information:** There are two ways to enter accounting information:
 - a. If using only one account, you may want to use the Default Accounting Distribution screen, which can be done by clicking on the Default button. **Please use this option and enter the County Federal Account the equipment will be charged to.**
 - b. When using more than one account, you may want to enter the accounting information for each individual line item, which can be done by accessing the Item Information screen. If using both methods, please note that information added via the Default Accounting Distribution screen will not affect accounting lines entered prior to setting the default(s).
5. **Item information:** Click on the Items button to go to the Item Information screen. Enter the Commodity Code for the item being purchased. **Use the appropriate Commodity code based on item being purchased from below:**

FSNEP APPLICABLE	Theft Sensitive Commodity code	Supply Commodity Code
Camcorders	48190	4819x
Cameras (digital)	73223	7322x
Computer (PC; Desktop/tower,	73241	7324x
Copier	70780	7078x
DVD	74510	7451x
External Drive	70752	7075x
Fax Machines	74013	7401x
Laser jet printers	70742	7074x
Monitor	73455	7345x
Power Supplies	70768	7076x
Scanners	70750	7075x
Video Projectors (LCD) portable	73410	7341x
VCRs	74500	7450x

- a. If you do not know the commodity code, double-click on the field for a search. Complete the item line by entering the Quantity, Unit of Measure (UOM), Description (be specific, include manufacturer and model #), and Unit Price. If you did not enter default accounting information, then click the More (pink arrow) button at the end of each item line to access the Accounting Distribution screen.
6. Click OK on the Item Information screen to return to the main screen.
7. Review the Tips & Tricks section for additional considerations.

8. Click OK on the main screen to approve and route the document. [ADHOC ROUTE the Purchase Order to "VMBUCKNE" for approval along with the standard regional approval hierarchy.](#)

Vendor Invoicing to Address FSNEP Theft Sensitive Equipment items:

Before processing a Vendor Invoice in DaFIS, be sure that the invoice received from the vendor is correct. Any discrepancies should be addressed to the vendor before the VI is processed in DaFIS. The VI should not be paid until all invoiced items have been tested and have been verified to be working properly.

1. In DaFIS Transaction Processing, select the AP Vendor Invoice document from the Accounts Payable documents group.
2. Enter the number of the Purchase Order that the VI is being paid against and tab out of the field. [Review the purchase order; ensure the correct theft sensitive commodities codes have been used .](#)
3. Click on the Pay In Full indicator to select Yes or No.
4. Enter the Invoice Number indicated on the invoice from the vendor.
5. If the vendor is from out-of-state and did not charge taxes, choose the appropriate option under the What type of tax did the vendor bill on this invoice? field.
6. Verify the vendor address indicated matches the payment address indicated on the invoice from the vendor. If necessary change the Remit-To address by clearing the field and double-clicking to do a search on all addresses for the vendor.
7. Enter appropriate dates in the Vendor Invoice Date, Invoice Received Date, and Goods Received Date fields.
8. Verify that the Invoice Terms match what is indicated on the invoice from the vendor. If they do not, the field should be cleared, double-click to search for the appropriate code.
9. The Pmt Date (Payment Date) field should be overridden as necessary in order to receive any applicable discounts from the vendor.
10. Verify that the F.O.B. code matches the shipping terms on the invoice. Clear the field and double-click to do a search if necessary.
11. Click on the Items button to access the Item Information screen.
12. Click the Pay Item indicator to change it to Yes for any of the items that were billed on the invoice.
13. Verify that the price on the DaFIS document matches that on the invoice issued by the vendor. Make changes to the Invoice Qty, Unit Price (if applicable), and Tax Amount fields. Click on Tips and Tricks of the left side of this page for more information on adjusting item quantities and prices. The total amount reflected on this screen MUST be the same as the total amount on the printed vendor invoice in order to be approved by Accounts Payable.

Note: When an RPL has been processed after any number of VI documents have been previously processed, the system creates a percentage split based on amount paid to date and amount remaining to be paid. This becomes the percentage split that occurs on the Accounting Distribution screen. To verify that the correct account is being paid against:

- a. Click on the More button to access the Accounting Distribution screen.
 - b. Put your cursor on the accounting line that should no longer be used and click on the Delete Line button. This will ensure that the VI is paid against the correct account.
14. Click OK to return to the main screen of the document.
 15. Before clicking OK to approve and route the document, be sure that there aren't pending documents that may cause lien problems.

16. Click OK to approve and route the document. [ADHOC ROUTE the document to VMBUCKNE in the State Office for approval.](#)
17. After approval of the document by your account manager, [make a copy of all required documents for AP approval and forward to the State Office. Address to "STATE OFFICE/EQUIPMENT DOCUMENTATION"](#). Forward the original invoice along with the required packing slip/additional documentation to Accounts Payable. Keep a backup copy for your records.

CAMS'S INVENTORYING PROCESS: FSNEP THEFT SENSITIVE EQUIPMENT

In CAM's Regional CAM's managers will use the 'add asset' screen to generate an asset number and a decal. The decal will be sent to the custodial department for placement on the theft sensitive item. The Regional CAM's manager will confirm/update the CAM's system with decal's identifying information (ie serial number and received date) via CASM screen (Captial Asset MAINTENANCE screen)

1. Open the 'ADD ASSET' screen of CAMS
2. Using the vendor invoice paperwork related to item being added: ENTER THE PO NUMBER.
This will transfer the theft sensitive object codes forward from the original PO.
3. Update all ASSET information:
 - a. Custodial Code relating to Region/County
 - b. Fln Owner COA/ACCT: Federal FSNEP Account equipment is purchased for.
 - c. Building: County location of equipment
4. Update all ASSET DETAILS:
 - a. If "COMMODITY CODE/LIFETIME" does not default; ENTER theft sensitive code used to generate PO.
 - b. Update all fields within Asset details: replace defaulted information relating to description/manufacture with detailed information off invoice. Enter all BLUE to indicate FSNEP theft sensitive items
 - i. AQC SOURCE = **FSNEP**
 - ii. Serial number = enter provided
 - iii. Model number = enter provided
 - iv. ORG INV NAME/PI = **FSNEP: [county name]**
 - v. Non –University = **"YES"** All theft sensitive equipment is owned by the FNSEP Program, not the university.
5. Update **ORGANIZATION tab**: include "off campus" county address corresponding with theft sensitive equipment purchase.
6. Route CAMs Document following standard Regional approval process: [Include State Office for ADHOC approval. "VMBUCKNE"](#)

UPDATING ASSET INFORMATION: THEFT SENSITIVE FSNEP EQUIPMENT

Use the CAPTIAL ASSET MAINTENANCE screen to confirm/update information related to theft sensitive items.

MOST CRITICAL:

1. Correct COA / Acct: (Federal FSNEP County Account)
2. Confirmation of 'Org Inv Nm/ PI' – should read **FSNEP : [COUNTY NAME]**
3. Confirmation of item serial number and description and asset value.

The FSNEP STATEWIDE OFFICE WILL ASSIST IN ASSET RETIREMENT MAINTENANCE as a function of inventory audit requirements.

1. County Programs will be required to provide End of Year equipment inventories as a function of their FSNEP final report.
2. The State Office will, either yearly or at the two year mark, export all inventory items relating to the FSNE Program from CAM's and provide Regional Contacts the inventory asset numbers to facilitate retirement/change of status.
3. This annual "end of year" inventory via final report will not take the place of manual inventory once each two years per university policy.

Project Name:

State Office - UC-FSNEP PROJECT

Staffing Template

1.Position Title*	2. FTEs** charged to FSNE	3. Description of Job Duties		4. Total FSNE Salary, Benefits and Wages		
		Percentage of FSNE Time spent on Management/ Administrative	Percentage of FSNE Time spent on Direct FSNE Delivery	State /Other	Federal Dollars	Total (State /other + Federal)
*Attach statement of work listing FSNE-related job duties for each position.	**Attach definition of FTE and basis for calculations.					
PRINCIPAL INVESTIGATOR: OPEN POSITION	0.92	100%	0%	-	154,688	154,688
ANALYST III SUPERVISOR	1.00	100%	0%	-	101,611	101,611
ANALYST I	1.00	100%	0%	-	71,280	71,280
ANALYST I	1.00	100%	0%	-	72,360	72,360
AAll	1.00	100%	0%	-	47,335	47,335
CAES IT SUPPORT: Cost Sharing/Invoicing/Time Re	0.23	100%	0%	-	24,204	24,204
CAES IT SUPPORT: FSNEP Desk Support	0.11	100%	0%	-	8,912	8,912
CAES IT SUPPORT: Share Point Initiative	0.12	100%	0%	-	10,454	10,454
CAES IT SUPPORT: FSNEP WEB SUPPORT	0.11	100%	0%	-	9,773	9,773
PRINCIPAL INVESTIGATOR: INTERIM POSITION	0.11	100%	0%	-	17,566	17,566
STUDENT HELP	-	100%	0%	-	-	-
ANALYST	0.10	100%	0%	-	8,162	8,162
PROGRAM REP III	0.44	100%	0%	-	27,944	27,944
CAES EXECUTIVE ASSISTANT DEAN	0.05	100%	0%	9,945	-	9,945
CAES ASSOCIATE DEAN	0.05	100%	0%	8,625	-	8,625
REGIONAL SUPPORT NCM AAll	0.04	100%	0%	-	2,730	2,730
REGIONAL SUPPORT NCM AAlll	0.03	100%	0%	-	2,075	2,075
REGIONAL SUPPORT CVR AAll	0.12	100%	0%	-	6,732	6,732
REGIONAL SUPPORT CVR AAll	0.12	100%	0%	-	5,976	5,976
REGIONAL SUPPORT CCS AAll	0.09	100%	0%	-	5,323	5,323
REGIONAL SUPPORT CCS AAll	0.09	100%	0%	-	5,615	5,615
Totals by Project	6.75			18,570	582,740	601,311

Project Name:

State Office - UC-FSNEP PROJECT

Budget Summary

Expenses*	(a) Non-Federal Public Funds		(b) Non-Federal Non-Public Funds	(c) Total Non-Federal Funds (a+b)	(d) Federal Funds	Total Funds (c+d)
	Cash	In-kind Donations	Cash			
1. Salary/Benefits ** includes Teacher Time	18,570	-	-	18,570	582,740	601,311
2. Contracts/Grants/Agreements**	-	-	-	-	-	-
3. Non-Capital Equipment/Supplies	-	-	-	-	42,145	42,145
4. Materials	-	-	-	-	10,000	10,000
5. Travel	-	-	-	-	76,489	76,489
6. Administrative	-	-	-	-	-	-
7. Building/Space	-	-	-	-	-	-
8. Maintenance	-	-	-	-	-	-
9. Equipment & Other Capital Expenditures	-	-	-	-	-	-
10. Total Direct Costs	18,570	-	-	18,570	711,374	729,944
11. Indirect Cost***	4,085	-	-	4,085	156,502	160,588
12. Total Costs	22,656	-	-	22,656	867,876	890,532
(as note only)						
13. Cost Share received through Local Budget Administrative & State office CS + overshare	18,570	692,804		711,374		711,374
14. Indirect Costs on Administrative Funding	4,085	152,417		156,502		156,502
Total State Office	22,656	845,221	-	867,876	867,876	1,758,408

	State Share	Federal Share	
Admin costs collected from counties to fund State Office [Administrative] = 4, x 15% =	611,450	611,450	included in county budgets as "admin" above in State Office Budget
Cost Share collected from State Office to fund State Office =	18,570	18,570	State Office generated federal Costs
Cost Share collected via "overshare" used to fund State Office =	81,353	81,353	Share overages that can be used to request federal funds
Total direct cost share available for use by the State Office to request federal funds	711,374	711,374	State office use of overshare fed funds
Total indirect cost share available for use by the State Office to request federal funds	156,502	156,502	
Total State Office	867,876	867,876	

The State Office "allocates" the identified federal dollars based on necessary operating needs (see budget above)

The State Office budget is a "subset" of collected federal costs under "administrative"

Project Name:

State Office - UC-FSNEP PROJECT

BUDGET JUSTIFICATION

1.0 PERSONNEL / SALARY JUSTIFICATIONS

Position #	Title	Annual Salary	FTE	% Admin Duties	% Direct Delivery	State Share Dollars	Federal Dollars	Total Dollars
1	PRINCIPAL INVESTIGATOR: OPEN POSITION	125,000	0.92	100%	0%	-	114,583	114,583
2	ANALYST III SUPERVISOR	71,942	1.00	100%	0%	-	71,942	71,942
3	ANALYST I	54,000	1.00	100%	0%	-	54,000	54,000
4	ANALYST I	54,000	1.00	100%	0%	-	54,000	54,000
5	AAIL	35,325	1.00	100%	0%	-	35,325	35,325
6	CAES IT SUPPORT: Cost Sharing/Invoicing/Time	76,771	0.23	100%	0%	-	17,929	17,929
7	CAES IT SUPPORT: FSNEP Desk Support	60,016	0.11	100%	0%	-	6,602	6,602
8	CAES IT SUPPORT: Share Point Initiative	62,000	0.12	100%	0%	-	7,744	7,744
9	CAES IT SUPPORT: FSNEP WEB SUPPORT	65,814	0.11	100%	0%	-	7,240	7,240
10	PRINCIPAL INVESTIGATOR: INTERIM POSITION	155,040	0.11	100%	0%	-	17,054	17,054
11	ANALYST	60,458	0.10	100%	0%	-	6,046	6,046
12	PROGRAM REP III	58,000	0.44	100%	0%	-	25,404	25,404
13	CAES EXECUTIVE ASSISTANT DEAN	159,120	0.05	100%	0%	7,956	-	7,956
14	CAES ASSOCIATE DEAN	138,006	0.05	100%	0%	6,900	-	6,900
15	REGIONAL SUPPORT NCM AAIL	40,300	0.04	100%	0%	-	1,808	1,808
16	REGIONAL SUPPORT NCM AAIL	40,000	0.03	100%	0%	-	1,374	1,374
17	REGIONAL SUPPORT CVR AAIL	38,300	0.12	100%	0%	-	4,596	4,596
18	REGIONAL SUPPORT CVR AAIL	34,000	0.12	100%	0%	-	4,080	4,080
19	REGIONAL SUPPORT CCS AAIL	39,325	0.09	100%	0%	-	3,646	3,646
20	REGIONAL SUPPORT CCS AAIL	39,325	0.09	100%	0%	-	3,646	3,646
Subtotal Salary			6.75			14,856	437,018	451,874

Position Narratives

1	Primary liaison to CDSS and USDA on policy issues related to program suitability; responsible for NEP plan coordination; spearhead development of quarterly desk visits/audits for compliance. All programmatic, Nutrition Education focused responsibilities fulfilled in partnership with the FSNEP Advisory council to ensure appropriate focus and sensitivity towards required FSNEP Nutrition Education needs and programmatic growth
2	Permanent management position provides support to the FSNEP Director, serves as the Program Manager in the FSNEP, and is responsible to manage all administrative, financial, personnel, according to the applicable policies of the University of California, State and Federal law. The program manager works actively with the Director and other advisory committees to: Conduct strategic planning for UC-FSNEP; process improvement to ensure program compliance, Nutrition education plan review process, multi-agency contact to ensure joint grant continuity and programmatic growth. This position is a working manager position; Program Manager will work with one of three regions to ensure detailed program compliance and support growth.
3	Second of three regionally focused Analyst positions - non supervisory - responsible for monitoring/researching county accounts; ensuring project compliance with USDA requirements, short and long term planning for budget and final reporting; cost sharing reporting/invoicing.
4	Third of three regionally focused Analyst positions - non supervisory - responsible for monitoring/researching county accounts; ensuring project compliance with USDA requirements, short and long term planning for budget and final reporting; cost sharing reporting/invoicing.

Project Name:

State Office - UC-FSNEP PROJECT

BUDGET JUSTIFICATION

5	Accounts Payable processing; equipment inventorying all access of curriculum order and distribution to counties; Offsite planning/conference planning; maintain all UC-FSNEP correspondance.
6	Focused on web based Cost Share Consolidation/Time records invoicing website. Design, produce and maintain the web environment based on the continuing needs of FSNEP.
7	Desktop support and server maintenance for the FSNEP program; daily oversight of hardware issues.
8	Programmer : Share Point initiative: multiuser MicroSoft based environment development: SharePoint provides cross state functionality merging multiple systems and facilitates communication, and serves as a data warehouse for key historical information. Sharepoint initiative parallelling progress in Network Partners IT development.
9	FSNEP website support: FFY09 planned communication tool; programmer to update, maintain and trouble shoot all aspects of the FSNEP web
10	FSNEP restructuring project, Primary liaison to CDSS and USDA on policy issues related to program suitability; responsible for NEP plan coordination; speahead development of quarterly desk visits/audits for compliance.d. All programmatic, Nutrition Education focused responsibilities fulfilled in partnership with the FSNEP Advisory council to ensure appropriate focus and sensitivy towards required FSNEP Nutrition Education needs.
11	CAES Account manager for all UC-FSNEP accounts oversight and approval authorization on expenditures/payroll transfers and invoicing: Required for appropriate separation of duties and checks and balances.
12	Program Rep III: programmatic liason between State Office and County programs; tasked with evaluative reporting; programmatic growth plans and quarterly updates on programmatic progress to USDA and CDSS. Key additional focus will be developing UC-FSNEP cross regional programmatic trainings to leverage best practices between adult and youth delivery and reporting.
13	Key partner in developing/driving restructuring plan and responding to adminitrative audit follow up of the FSNEP program. Provides Executive level regular coordination between key stakeholders in the FSNEP reorganization process (ANR/ UCOP/ UC Davis). COST SHARE
14	Primary oversight and coordination of programmatic initiatives associated with UC-FSNEP. Key advisor to UC-FSNEP Advisory Committee.
15	Central Valley Regional support : Payroll, Accounts Payable and purchasing for all UC-FSNEP County expenditures; UC-FSNEP equipment compliance manager for Central Valley region .12 FTE equates to 4.98 hours weekly.
16	Central Coast and Southern Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures
17	Central Coast and Southern Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures, budget oversight and assistance in plan preparation. Partners with state office to ensure equipment policies and procedures are being followed supporting UC-FSNEP deliverables.
18	North Coast and Mountain Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures
19	North Coast and Mountain Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures, budget oversight and assistance in plan preparation. Partners with state office to ensure equipment policies and procedures are being followed supporting UC-FSNEP deliverables.
20	Central Valley Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures. CVR has highest volumne region statewide and processes a significant number of invoices/items in support of UC-FSNEP programmatic growth. .12 FTE equates to 4.98 hours weekly
21	Central Valley Regional support : Payroll, Accounts Payable and purchasing for all UC-FSNEP County expenditures; UC-FSNEP equipment compliance manager for Central Valley region .12 FTE equates to 4.98 hours weekly.
22	Central Coast and Southern Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures

Project Name:

State Office - UC-FSNEP PROJECT

BUDGET JUSTIFICATION

23	Central Coast and Southern Regional support : Payroll, Accounts Payable for all UC-FSNEP County expenditures, budget oversight and assistance in plan preparation. Partners with state office to ensure equipment policies and procedures are being followed supporting UC-FSNEP deliverables.
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1.2 BENEFIT JUSTIFICATION

State Share:	3,714
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Includes payroll taxes & medical/dental @ 25.00% of salaries
 Higher annual salaries of state share staff (CE Advisors/County Directors) dilute the benefit rate

Federal Share:	145,722
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Includes payroll taxes & medical/dental @ 33.34% of salaries
 In Campus based staff, mid range annual salaries drive lower % of salary results for federal staff than counties.

3.0 NON CAPITAL EQUIPMENT / OPERATING SUPPLIES

State Share:	-
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Federal Share:	42,145
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- 10,000 Statewide Conference estimated costs for food - Sacramento 140 attendees @ \$71 per person for 2 days; breakfast and lunch only = 35/day
 - 1,120 Cost of Nutrition Enhancements and Resources distributed in support of Nutrition Education training at Conference =
 2 sessions planned with enhancement support x 140 units x avg cost 4.0 per unit = 1,120
 - 1,500 Cost of supplies related to Statewide Conference; 5.35 per attendee estimated x 140 = 1,500 printing, reproductions, pens, paper, binders
 - 1,500 Administrative Conferences (2) cost of locations \$750 x 2 = 1,500
 - 1,863 plus light refreshments/breakfast/ lunches 54 people x 17.25/day = 1,863
 - 2,437 Phones and Data lines for State Office staff 6 x 33.84 monthly=203 x 12 = 2,437
 - 2,000 Stonegate Storage rental - 2K annually for historical information
 - 3,000 Statewide mailings and communication costs - Fed Ex and USPS 10/month x 24 active counties x 12 months = 3,000
 - 4,725 Office Supplies related to State Staff (6) 65.63 monthly x 6 staff x 12 months = 4,725 annually
 - 4,000 Share point server UC-FSNEP dedicated to streamlining FSNEP programmatic communication and improving audit recordkeeping.
 - 1,600 4 printers for state office 400 x 4 = 1.6K
 - 4,000 Web based Cost Share/Time Recordkeeping collection site server
 - 700 Server licensing/hosting surcharge estimated for 2 additional servers- relates to "secure" requirement of data - one time charge . 350 x 2 = 700
 - 3,000 ergonomic desk chairs for new state office 6 x 500 each = 3,000
 - 700 OFFICE SUPPLIES RE: CVR REGIONAL SUPPORT team
- 42,145

4.0 MATERIALS

State Share:	-
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Federal Share:	10,000
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- 10,000 Cost of Food Stamp Resource Toolkit for County Distribution 2 kits per county for adult delivery = 6.8K (3.4 est by Network for 30)
 Cost of recipe card refills and reproductions around Youth Focused recipes for distribution = 2.2K; 1.0K for DVD and VHS reproduction for distribution

Project Name:

State Office - UC-FSNEP PROJECT

BUDGET JUSTIFICATION

5.0 TRAVEL to third parties.

State Share:	-
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Federal Share: PLEASE SEE ATTACHED TRAVEL ESTIMATIONS PER USDA REQUEST	76,489
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- 40,719 STATEWIDE CONFERENCE TRAVEL - Location Sacramento; estimated attendees 140 includes costs of mileage and airfare; costs of rooms. Lodging budget assumes double occupancy for rooms.
 - 11,127 Advisory (9 planned) and Curriculum (3 planned) Committee meetings; mileage and airfare only
 - 12,198 Administrative meetings; Programmatically focused best practice for FSNEP growth. 2 in addition to State Conference Travel.
 ** Modules within Statewide Nutrition Education Conference will take the place of a separate admin training - UC-FSNEP will be delivering a minimum of 3 developmental and informative (administrative and programmatic) conferences during FFY09.
 - 4,644 Site Visits by UC-FSNEP State Office Staff - 24 visits planned (one per county) estimated at approx 193/visit for mileage/airfare requirements
 - 3,000 Director Travel to National Meetings: THIRD ANNUAL FNS NATIONAL NUTRITION EDUCATION CONFERENCE.
 - 3,950 Director and Analyst III travel to Regional Meetings/Conferences hosted by ANR Region partners in support of FSNEP program delivery and marketing. Goal is to increase interest in non participating Counties and increase FFY10 rates of participation from 24 to 30.
 - 850 CVR COST OF TRAVEL REGIONAL SUPPORT
- 76,489**

11. INDIRECT COSTS

State Share:	4,085
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22% of total Direct costs of 18,570 equal 156,502

Federal Share:	156,502
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22% of total Local Budget Direct costs of 711,374 equal 156,502

22% of total Administration Direct costs of 0 equal 0

156,502

	State Share	Federal Share	
Total Budget Justification State and Federal Share	22,656	867,876	890,532

*** State Office Funding derives from all "Administrative" costs charged in the counties@ 15% of Direct Costs*

Administrative Costs derived from County Budgets 15% of all direct costs 692,804 692,804

Indirect Costs derived from County Direct Costsx 22% 152,417 152,417

	867,877	867,876	1,735,753
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Budget Justification for meal served at UC-FSNEP Annual Statewide conference

The 2008-9 Annual conference as planned has an extremely tight schedule given the vast amount of additional programmatic information, administrative updates and critical staff training to ensure fiscal soundness for the year. Both meals, both days are planned as working meals with breakout sessions occurring during the allocated 40 minutes of mealtime. It is not feasible to expect 145 attendees to disburse for lunch, obtain and pay for lunch, and return in time to meet schedule.

Project Name:
State Office - UC-FSNEP PROJECT

State Budget	FFY08	FFY09	Growth %
SALARY	-	14,856	0%
BENEFITS	-	3,714	0%
Salary / Benefits	-	18,570	0%
TEACHER DOLLARS	-	-	0%
Contracts / Grants / Agreements (OTHER SHARE)	-	-	0%
Supplies	-	-	0%
Materials	-	-	0%
Travel	-	-	0%
Administrative / (in counties - state office budget)	-	-	0%
Building Space	-	-	0%
Maintenance	-	-	0%
Equipment & Other Capitalized Expenditures	-	-	0%
Indirect costs	-	4,085	0%
Project Totals	-	22,656	0%

Federal Budget	FFY08	FFY09	Growth %
SALARY	306,626	437,018	43%
BENEFITS	121,791	145,722	20%
Salary / Benefits	428,417	582,740	36%
Contracts / Grants / Agreements (OTHER SHARE)	0	0	0%
Supplies	84,819	29,545	-65%
Non Capitalized Equipment	2,600	12,600	385%
Materials	-	10,000	0%
Travel	29,640	76,489	158%
Administrative / (in counties - state office budget)	-	-	0%
Building Space	-	-	0%
Maintenance	-	-	0%
Equipment & Other Capitalized Expenditures	-	0	0%
Indirect Costs (county)	-	-	0%
Indirect Costs (state office)	120,005	156,502	30%
Indirect Costs	120,005	156,502	30%
Project Totals	665,481	867,876	30%
Total Project	665,481	890,532	34%

Project Name:

State Office - UC-FSNEP PROJECT

UC-FSNEP STATE OFFICE planned up 47% FFY09 vs FFY08 due to:

State Share

FFY09 State Share planned through salary and benefit contributions from key

Academic advisors (Thomas Kaiser and Lovell Jarvis.) Previous years showed no state share collected on behalf of the State Office functionality.

Federal Share

+52% increase in Salary and benefits due to significant emphasis on rebuilding/restructuring the

State Office staffing. Current Staffing plan shows interim PI remaining on for two months to train and orient Director planned for hire in October 2008. Three Analysts have been planned to serve as specific Regional Liasons responsible for all audit functionality and financial support . One position is a brand new proposed position to the FSNEP staff (increase of 56K annually) The second analyst position was reworked from one existing AAll position - an increase of 12K annually. The existing Program Rep position has been reworked and upgraded to a PRIII position - an increase of 16K annually to the salary line.

(66%) decrease in supplies due to the method of budgeting used in FFY09 vs FFY08.

Prior year budget placed 100% of the annual Statewide conference in the Supply line - in reality a large portion of the statewide conference costs (estimated travel costs) must be budgeted in the appropriate section for fiscal correctness. Please note: the total estimated cost for the Statewide conference is 52,917 up from a previously reported 45,000 FYY08.

Previous estimations did not accurately calculate the cost of mileage and airtravel. FFY09 presents a much fuller picture.

+385 increase in non capitalized equipment due to State Office restructuring and need for replacing obsolete printers (4 x 400 = 1,600) and 3,000 for replacement ergonomic chairs.

100% increase for Materials related to Food Stamp Resource Toolkit initiatives- 2 kits for each county-goal to put into each adult program rep's hands for active use not only in Food Stamp Office but also in Adult programmatic delivery in non food stamp venues.

166% increase in travel due to the budgeting treatment of the Statewide Nutrition Conference.

Previous year's budgets placed 100% of the conference estimated costs into supplies- in reality costs for lodging, travel (air and mileage) and perdiem are recorded in Travel. Please note; FFY09 Statewide conference planned at 52K vs 45K. Additional increases in travel due to training initiatives related to new State Office staff, Administrative audit reviews for all counties, best practices trainings to ensure programmatic alignment and Regional mentoring training to ensure region sensitive support around teacher share growth; MOU and Agency relationship development and Food Stamp Office delivery for adult program growth.

Advisory Committee Travel 9 meetings

Travel over 200 miles one way requires flights.

**** Statewide average used for airfare: costs are rising due to fuel costs; FFY09 Cost of fares**

is difficult. Actual estimated costs for mileage included.

State Office Regional Analyst will travel from Davis to office for program reviews

					cost of Mileage	cost of flights		
					0.585	350		
County	Title	#	Avg Miles travel	Flying?	Driving?	Airfare	Total travel	
Central Coast and Southern	County Representative	1	504	yes		350	350	
Central Valley Region	County Representative	1	174	no	204		204	
North Coast and Mountain Region	County Representative	1	167	no	195		195	
Youth Curriculum Contact	County Representative	1	10	no	12		12	
Adult Curriculum Contact	County Representative	1	10	no	12		12	
FSNEP Director	Director	1	10	no	12		12	
FSNEP MSO	Analyst III	1	10	no	12		12	
Central Coast and Southern	riverside campus	1	504	yes		350	350	
Guest estimate @ 75	TBD	1			75		75	
Cost of travel to each Advisory meeting		9			521	700	1,221	
9 meetings planned							10,987	

Curriculum Committee Travel Costs: 3 meeting planned annually

County	Title	#	Avg Miles travel	Flying?	Driving?	Airfare	Total travel	
Youth Curriculum Contact	County Representative	1	10	no	12		12	
Adult Curriculum Contact	County Representative	1	10	no	12		12	
FSNEP Director	Director	1	10	no	12		12	
FSNEP MSO	Analyst III	1	10	no	12		12	
Cost of travel to each Advisory meeting		4			47	-	47	
3 meetings planned							140	

Total Committee Meeting Travel Costs	11,127
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STATE CONFERENCE TRAVEL BREAKOUT ASSUMPTIONS (all Programmatic Staff in attendance)

Travel over 200 miles one way requires flights.

**** Statewide average used for airfare: costs are rising due to fuel costs; FFY09 Cost of fares**

is difficult. Actual estimated costs for mileage included.

**** Program Rep's and CHPR'S are assumed to Carpool 2 to a car**

formula = # staff x (avg miles x 2= Round trip) x cost of mileage = mileage

cost of Mileage	cost of flights
0.585	350

County	Title	#	Avg Miles travel	RT cost of trip	Flying?	mileage required adjusted for carpooling	Airfare required	Total Cost of travel
ALAMEDA ADULT	CE Advisor	1	86	101	no	101		101
	County Director	1	86	101	no	101		101
	Program Rep I	2	86	101	no	101		101
ALAMEDA YOUTH	CE Advisor	1	86	101	no	101		101
	County Director	1	86	101	no	101		101
	Program Rep II	2	86	101	no	101		101
AMADOR CALAVERAS	CHPR	1	45	53	no	53		53
	County Director	2	45	53	no	105		105
	Program Rep I	2	45	53	no	53		53
BUTTE	County Director	1	90	105	no	105		105
	Program Rep I	4	90	105	no	211		211
	Program Rep II	2	90	105	no	105		105
	Program Rep III	1	90	105	no	105		105
CONTRA COSTA	CE Advisor	1	86	101	no	101		101
	County Director	1	86	101	no	101		101
	Program Rep II	2	86	101	no	101		101
FRESNO	CE Advisor	1	174	204	no	204		204
	CHPR	3	174	204	no	611		611
	County Director	1	174	204	no	204		204
	Program Rep I	2	174	204	no	204		204
	Program Rep II	4	174	204	no	407		407
IMPERIAL	CE Advisor	1	590		yes		350	350
	County Director	1	590		yes		350	350
	Program Rep I	1	590		yes		350	350
KINGS	County Director	1	210		yes		350	350
	Program Rep II	1	210		yes		350	350
LA	CE Advisor	2	384		yes		700	700
	County Director	1	384		yes		350	350
	Program Rep II	2	90	105	no	105		105
	Program Rep III	3	384		yes		1,050	1,050
MERCED	County Director	1	118	138	no	138		138
	NFCS Advisor	1	118	138	no	138		138
	Program Rep I	2	118	138	no	138		138
MONTEREY SANTA CRUZ	CE Advisor	1	186	218	no	218		218
	County Director	1	186	218	no	218		218
	Program Rep III	1	186	218	no	218		218
PLACER NEVADA	CE Advisor	1	65	76	no	76		76
	Program Rep II	1	65	76	no	76		76
	Program Rep III	1	65	76	no	76		76
RIVERSIDE	CE Advisor	1	439		yes		350	350

STATE CONFERENCE TRAVEL BREAKOUT ASSUMPTIONS (all Programmatic Staff in attendance)

Travel over 200 miles one way requires flights.

** Statewide average used for airfare: costs are rising due to fuel costs; FFY09 Cost of fares

is difficult. Actual estimated costs for mileage included.

** Program Rep's and CHPR'S are assumed to Carpool 2 to a car

formula = # staff x (avg miles x 2= Round trip) x cost of mileage = mileage

cost of Mileage	cost of flights
0.585	350

County	Title	#	Avg Miles travel	RT cost of trip	Flying?	mileage required adjusted for carpooling	Airfare required	Total Cost of travel
	CHPR	1	439		yes		350	350
	County Director	1	439		yes		350	350
	Program Rep II	3	439		yes		1,050	1,050
SACRAMENTO	CE Advisor	1	10	12	no	12		12
	CHPR	2	10	12	no	23		23
SAN DIEGO	CE Advisor	1	504		yes		350	350
	County Director	2	504		yes		700	700
	Program Rep I	4	504		yes		1,400	1,400
	Program Rep II	3	504		yes		1,050	1,050
	Program Rep III	1	504		yes		350	350
SAN JOAQUIN	CE Advisor	1	178	208	no	208		208
	County Director	1	178	208	no	208		208
	Program Rep I	2	178	208	no	208		208
	Program Rep II	3	178	208	no	312		312
SAN LUIS OBSIPO/ NORTH SANTA BARE	CE Advisor	1	400		yes		350	350
	County Director	1	400		yes		350	350
	Program Rep III	1	400		yes		350	350
SANTA CLARA	CE Advisor	1	290	339	yes	339		339
	County Director	1	290	339	yes	339		339
	Program Rep I	3	290	339	yes	509		509
	Program Rep III	1	290	339	yes	339		339
SHASTA TRINITY	CE Advisor	1	167	195	no	195		195
	CHPR	2	167	195	no	391		391
	County Director	1	167	195	no	195		195
	Program Rep II	3	167	195	no	293		293
	Program Rep III	1	167	195	no	195		195
SOLANO	CE Advisor	1	25	29	no	29		29
	County Director	1	25	29	no	29		29
	Program Rep I	1	25	29	no	29		29
	Program Rep II	2	25	29	no	29		29
STANISLAUS	County Director	1	84	98	no	98		98
	NFCS Advisor	1	84	98	no	98		98
	Program Rep I	1	84	98	no	98		98
	Program Rep II	1	84	98	no	49		49
TEHAMA GLENN	CE Advisor	1	155	181	no	181		181
	Program Rep I	2	155	181	no	181		181
TULARE	CE Advisor	1	219		yes		350	350
	CHPR	2	219		yes		700	700
	County Director	1	219		yes		350	350
	Program Rep III	1	219		yes		350	350
YOLO COUNTY	CE Advisor	1	30	35	no	35		35

STATE CONFERENCE TRAVEL BREAKOUT ASSUMPTIONS (all Programmatic Staff in attendance)

Travel over 200 miles one way requires flights.

**** Statewide average used for airfare: costs are rising due to fuel costs; FFY09 Cost of fares**

is difficult. Actual estimated costs for mileage included.

**** Program Rep's and CHPR'S are assumed to Carpool 2 to a car**

formula = # staff x (avg miles x 2= Round trip) x cost of mileage = mileage

cost of Mileage	cost of flights
0.585	350

County	Title	#	Avg Miles travel	RT cost of trip	Flying?	mileage required adjusted for carpooling	Airfare required	Total Cost of travel
	County Director	2	30	35	no	70		70
	Program Rep I	2	30	35	no	35		35
Grand Total		126	204		yes			-
State Office Travel		6	20		no	140		140
Regional Directors; mileage for 2 flight for one		3	20		no	47	350	397
Various invitees CDSS USDA & guests 50 each assumed		5	50		no	250		250
Total Travel State wide conference		140				10,249	12,950	23,199
Assume there will be 15% not able to attend - reduce total travel by 15%								19,719
Cost of Lodging for Conference								
Attendees		140						
Total Rooms required assuming double bunking		70						
Cost of Rooms 150 x 2 nights		300						
Cost of rooms for conference								21,000
Total Travel Costs for State Conference								40,719

State Office Site Visit Audit travel

Travel over 200 miles one way requires flights.

**** Statewide average used for airfare: costs are rising due to fuel costs; FFY09 Cost of fares**

is difficult. Actual estimated costs for mileage included.

State Office Regional Analyst will travel from Davis to office for program reviews

cost of Mileage	cost of flights
0.585	350

County	Title	#	Avg Miles travel	RT Cost of Trip	Flying?	cost of Mileage	Airfare	Total travel
ALAMEDA ADULT	Regional Analyst	1	86	101	no	101		101
ALAMEDA YOUTH	Regional Analyst	1	86	101	no	101		101
AMADOR CALAVERAS	Regional Analyst	1	45	53	no	53		53
BUTTE	Regional Analyst	1	90	105	no	105		105
CONTRA COSTA	Regional Analyst	1	86	101	no	101		101
FRESNO	Regional Analyst	1	174	204	no	204		204
IMPERIAL	Regional Analyst	1	590	690	yes		350	350
KINGS	Regional Analyst	1	210	246	yes		350	350
LA	Regional Analyst	1	384	449	yes		350	350
MERCED	Regional Analyst	1	118	138	no	138		138
MONTEREY SANTA CRUZ	Regional Analyst	1	186	218	no	218		218
MONTEREY SANTA CRUZ Total	Regional Analyst	1	186	218	no			-
PLACER NEVADA	Regional Analyst	1	65	76	no	76		76
RIVERSIDE	Regional Analyst	1	439	514	yes		350	350
SACRAMENTO	Regional Analyst	1	10	12	no	12		12
SAN DIEGO	Regional Analyst	1	504	590	yes		350	350
SAN JOAQUIN	Regional Analyst	1	178	208	no	208		208
SAN LUIS OBSIPO/ NORTH SANTA BARB	Regional Analyst	1	400	468	yes		350	350
SANTA CLARA	Regional Analyst	1	290	339	yes	339		339
SHASTA TRINITY	Regional Analyst	1	167	195	no	195		195
SOLANO	Regional Analyst	1	25	29	no	29		29
STANISLAUS	Regional Analyst	1	84	98	no	98		98
TEHAMA GLENN	Regional Analyst	1	155	181	no	181		181
TULARE	Regional Analyst	1	219	256	yes		350	350
YOLO COUNTY	Regional Analyst	1	30	35	no	35		35
Total Travel State Office desk audit travel						2,194	2,450	4,644

ADMINISTRATIVE CONFERENCE: Business Review Two times yearly; Regional Best Practice trainings

Assume Advisors and Program Rep's will carpool to Business review meetings

County	Title	#	Avg Miles	RT Cost of Trip	Flying?	cost of	cost of	Total Travel
						Mileage	flights	
						0.585	350	
ALAMEDA ADULT	CE Advisor	1	86	101	no	101		101
ALAMEDA YOUTH	CE Advisor	1	86	101	no	101		100.62
BUTTE	Program Rep III	1	90	105	no	105		105.3
CONTRA COSTA	CE Advisor	1	86	101	no	101		100.62
FRESNO	CE Advisor	1	174	-	no	-		0
	Program Rep III	2	174	-	no	-		0
Total Fresno mileage 3 headcount one car		3	174	204		204		204
IMPERIAL	CE Advisor	1	590	-	yes		350	350
LA	CE Advisor	2	384	-	yes		700	700
	Program Rep III	1	384	-	yes		350	350
MERCED	NFCS Advisor	1	118	138	no	138		138.06
MONTEREY SANTA CRUZ	CE Advisor	1	186	-	no	-		0
	Program Rep III	1	186	-	no	-		0
Total Monterey mileage 2 headcount one car		2	186	218		218		217.62
PLACER NEVADA	CE Advisor	1	65	-	no	-		0
	Program Rep III	1	65	-	no	-		0
Total Placer mileage 2 headcount one car		2	65	76		76		76
RIVERSIDE	CE Advisor	1	439	514	yes		350	350
SACRAMENTO	CE Advisor	1	10	12	no	12		11.7
SAN DIEGO	CE Advisor	1	504	590	yes		350	350
	Program Rep III	1	504	590	yes		350	350
SAN JOAQUIN	CE Advisor	1	178	208	no	208		208.26
SAN LUIS OBSIPO/ NORTH SANTA BARBARA	CE Advisor	1	0	-	no	-		0
	Program Rep III	1	0	-	no	-		0
Total San Luis Obispo mileage 2 headcount one car		2	400	468		468		468
SANTA CLARA	CE Advisor	1	290	-	yes	-		0
	Program Rep III	1	290	-	yes	-		0
Total Santa Clara mileage 2 headcount one car		2	290	339		339		339
SHASTA TRINITY	CE Advisor	1	167	-	no	-		0
	Program Rep III	1	167	-	no	-		0
Total Shasta Trinity mileage 2 headcount one car		2	167	195		195		195
SOLANO	CE Advisor	1	25	29	no	29		29.25
STANISLAUS	CE Advisor	1	65	-	no	-		0
TEHAMA GLENN	CE Advisor	1	155	181	no	181		181.35
TULARE	CE Advisor	1	219	256	yes		350	350
	Program Rep III	1	219	256	yes		350	350
State Office Staff - no travel required one day on campus		6	0		no			0
Regional Directors/CAO's and Financial Contacts 6 total		4	0		no		1400	1400
2 on campus four remote 4 require airfare								0
Guests/USDA/CDSS estimate 50/per person		3	50			150		150
Total Planned for Conferences		58				2,625	4,550	7,175
2 times a year								14,351
Assume there will be 15% not able to attend - reduce total travel by 15%								12,198