

# Portfolio Guidance

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## Introduction

The Nutrition Education and Obesity Prevention Branch (NEOPB) of the Department of Public Health is one of several programs in California that receive grant funding for nutrition education and obesity prevention efforts from the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) of the United States Department of Agriculture (USDA). The mission of NEOPB is to reduce the prevalence of overweight and obesity in California SNAP-Ed eligible residents through education and strategies that support healthy behaviors at multiple levels of influence.

In an effort to increase SNAP-Ed’s impact in California, NEOPB will focus nutrition education and obesity prevention activities across the state to create change at the community level. Beginning in FFY2017 nutrition education and obesity prevention portfolios will serve as guides for Local Health Departments (LHD) to complete a 3 year Integrated Work Plan (IWP). NEOPB will use the IWP to generate the LHD’s Scope of Work for the SNAP-Ed 3 year contract. For details of the SNAP-Ed Application and requirements, refer to the Funding Application Request.

## Portfolio Description

NEOPB developed five portfolios based on the setting categories described in the USDA Western Region SNAP-Ed Evaluation Framework (<http://snap.nal.usda.gov/snap/WesternRegionEvaluationFramework.pdf>).

The table below describes the core setting and audience for each portfolio.

<b>Portfolio 1 LIVE</b>	<b>Portfolio 2A LEARN</b>	<b>Portfolio 2B LEARN</b>	<b>Portfolio 3 SHOP</b>	<b>Portfolio 4 WORK</b>
Community organizations, places of worship, public housing, SNAP offices	Preschools and child care sites	Schools, K-12	Retail outlets	Worksites with low wage workers
Intended Audience: Age 18+ years	Intended Audience: Age 0-5 years	Intended Audience: Age 6-17 years	Intended Audience: Age 18+ years	Intended Audience: Age 18+ years

Detailed portfolios were not created for the EAT and PLAY setting categories. The EAT setting includes restaurants, fast food chains, mobile vending/food trucks, congregate meal sites and other senior nutrition centers (or, other places where people primarily go to “eat”). The PLAY setting includes parks and recreation, bicycle and walking paths, school gymnasiums and fields, county fairgrounds (or, other places where people go to “play”). While these settings are important venues for interventions, they were not identified as core settings. These settings are considered complementary settings as described

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below and if interventions in these settings are included in your plan they should support and target the same intended audience as the core setting. The NEOPB PSE Compendium and the USDA SNAP-Ed Strategies and Interventions Toolkit provide resources for approaches in these complementary settings.

## Steps to Building Your Plan

### 1. Identify the intended audience and the core setting

From community needs assessments, LHDs should identify their intended audience and the setting in which they can most effectively reach the largest number of participants in this population. All LHDs whose SNAP-Ed work will focus on children will select one of the LEARN portfolios and will work in early care and education sites or schools. LHDs whose SNAP-Ed work focuses on adults will select from the LIVE, SHOP, and/or WORK portfolios.

Although you may choose to work county-wide, it may not be feasible for you to reach a majority of SNAP-Ed eligible participants in such a broad geographic region. Therefore you are encouraged to select a distinct neighborhood, narrower age range, and/or specific ethnic groups for the focus of your work. For example:

- Parents of school age children that attend x, y and z schools.
- Adults 18+ that live in Y neighborhood of Z county.

Once you have selected the specific population that will be the target of your SNAP-Ed efforts, all of your approaches and activities within a given portfolio should target this specific population. Other populations may incidentally participate and/or be exposed to the interventions, but would not be a major focus of your efforts.

### 2. Identify behavioral outcomes

The SNAP-Ed state goals and objectives are focused on increasing consumption and access to healthy foods and beverages, reducing the consumption of less healthy foods and beverages, and increasing level of and access to physical activity. LHDs should select the specific behavioral outcomes on which they will focus their SNAP-Ed work with their intended audience and setting.

### 3. Reach the intended audience in core, secondary, and complementary settings

Each portfolio describes core, secondary, and complementary settings as defined below. A core setting is required for each age group you are targeting. Secondary and complementary settings are optional. LHDs are encouraged to plan interventions that expose the intended audience to interventions in multiple settings.

- |                         |   |
|-------------------------|---|
| Core settings:          | Settings where the majority of the intended audience can be reached   |
| Secondary settings:     | Additional places within the setting category where the same people from the intended audience can be reached again |
| Complementary settings: | Settings outside the setting category where the intended audience can be reached                                    |

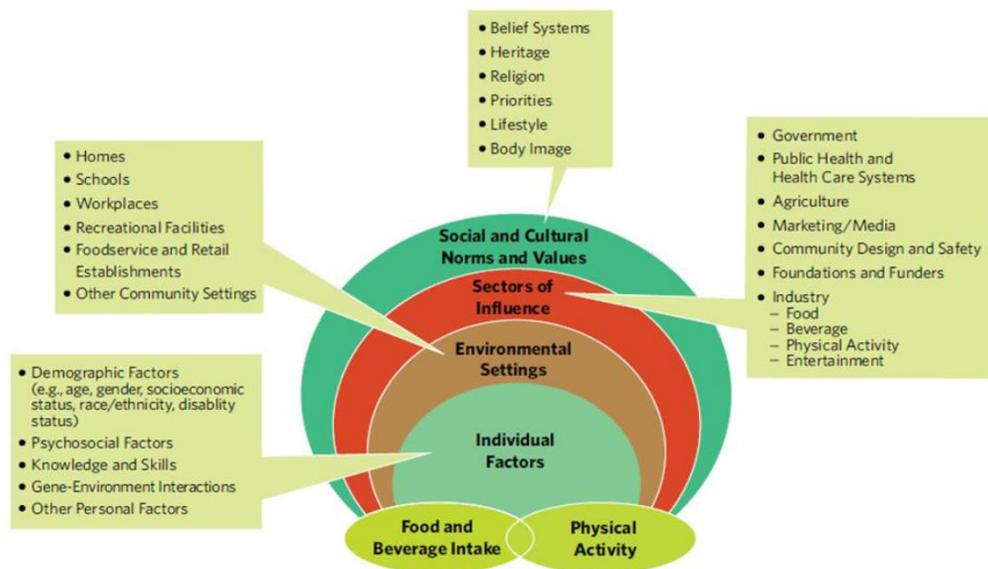
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Comprehensive approaches in core, secondary, and complementary settings should reach the same intended audience and should address the identified behavioral outcomes. The goal is to implement interventions that a) reach the same audience in multiple settings and b) target the same behavioral outcome(s). Additionally, in selecting specific sites, consider the number of individuals who will be reached by the intervention.

The following example reflects how LHDs can reach the same intended audience in all three settings targeting the same behavior outcome:

County A has selected elementary school children as their intended audience and will implement interventions in schools (core setting) to increase consumption of fruits and vegetables. To further increase exposure to interventions around fruit and vegetable consumption, County A will implement approaches in after school programs (secondary setting) that serve the same children. Also, County A is planning to work with local restaurants (complementary setting) around the school to include fruit and vegetables as an option in children’s menus.

4. Within each setting, plan interventions at multiple levels of the Social Ecological Model



[Page 12, FFY 2016 SNAP-Ed Guidance]

The portfolios provide a selection of possible approaches at the individual, environmental, and sectors of influence levels of the SEM, as depicted above. The “Individual level” includes direct education approaches that focus on healthy food, beverages, and physical activity. The “Environmental level” approaches impact the food, beverage, and physical activity environment of the intended audience through organizational changes, policies, rules, marketing and access. The “Sector level” approaches include policies, incentives and other efforts that effect and support changes at multiple institutions and involves action at a higher level. For example, establishing city-wide standards for foods and beverages is Sector level, whereas the venues’ own policy and practice change is environmental level. Therefore, policy, systems, and environmental change (PSE) approaches are found in the Environmental and Sector levels.

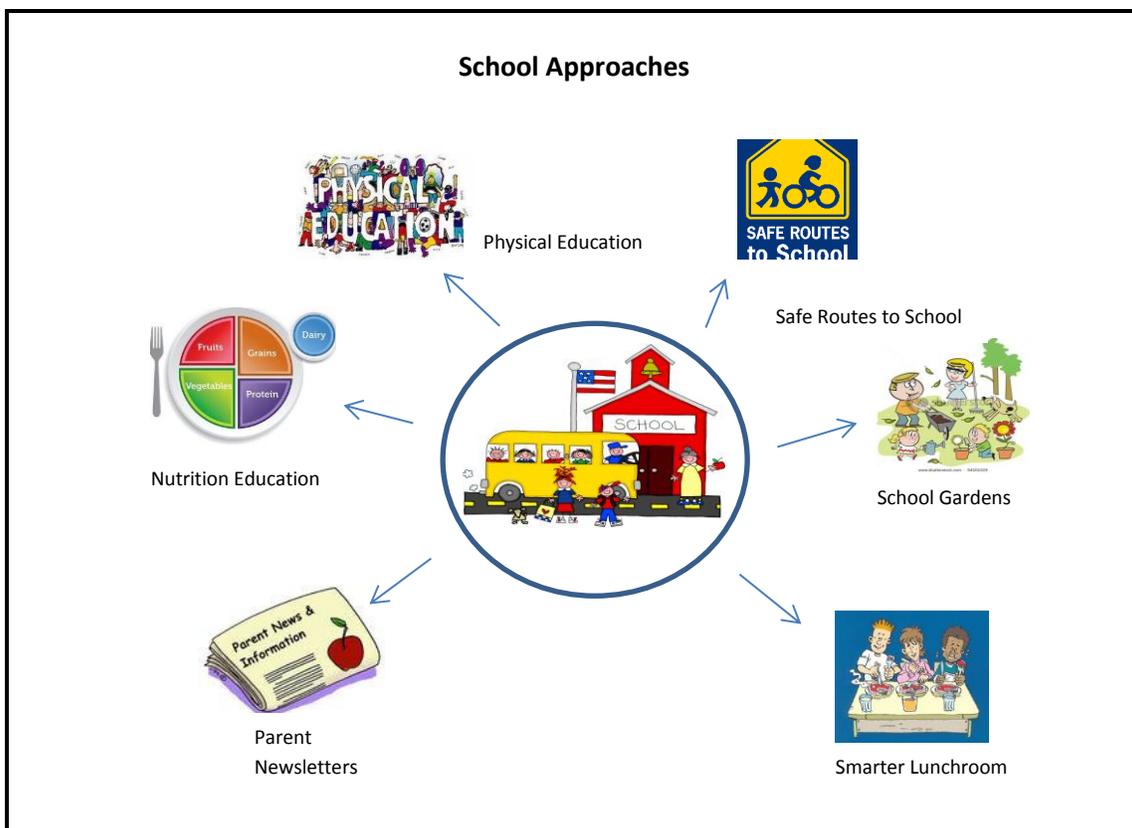
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The suggested approaches within each level were selected from among expert recommendations by the USDA and other governmental, professional, and public health agencies such as the Institute of Medicine (IOM), the Centers for Disease Control and Prevention (CDC), and the Center for Training and Research Translation (Center TRT). Resources to support these approaches are provided in the portfolio documents. Not all components of the resources listed are SNAP-Ed appropriate or allowable and coordination with other entities may be necessary to accomplish these activities.

The Portfolios also list recommended curricula that support and correspond to the individual level approaches and are currently contained in the NEOPB approved curriculum list. NEOPB recognizes the suggested resources may include curricula that are not currently on the approved NEOPB list but will consider the addition of these curricula to the approved list in the future.

Sample activities are included for approaches at each level of the SEM. This list is not all inclusive and serves only as an example of the types of activities that could be included in the IWP. LHDs should develop their own activities based on target audience needs and approaches chosen. In addition, LHDs will need to develop activities that show progression in a 3 year work plan.

Layering different types of activities within a single organization maximizes impact (Riley et al., 2010). One example is the whole-school approach to obesity prevention. The image below depicts a whole school approach model based on an example from the 2016 SNAP-Ed guidance. This model includes multiple informational and environmental changes to move from one-time events to changes in the cafeteria, and creation of school gardens that maximizes the reach and impact of SNAP-Ed interventions.



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Within a setting, LHDs are encouraged to implement multi-component interventions that address multiple aspects of the food and activity environment in that setting and that include approaches from each level of influence. Priority should be given to accomplishing comprehensive change in the core setting and include secondary and complementary settings when saturation has been achieved in the core setting.

## 5. Work with local partners

Once LHDs have determined which portfolio(s) they plan to implement, they should work with their local partners to coordinate this work and develop their IWP. In some cases, your local partner may already be conducting work within a portfolio that you have chosen. Should that happen, LHDs should either look at choosing a different portfolio or work with the local partner to determine if there are levels of work that could be done by the LHD. For example, your local partner is providing direct education in a school but has not implemented PSE changes; the LHD could focus their work on environmental changes at the school.

### **Portfolio Requirements**

The minimum number of portfolios to be implemented will be based on projected funding amounts for FFY 2018 rather than FFY 2017 since declining funds are anticipated to stabilize by FFY 2018. Refer to Section III. C of the Funding Application Request for details.