

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>100</b>	<b>Introduction</b>

This Section includes:

- 101 Purpose of Section
- 102 Program Management Overview
- 103 Contractor Expectations

### 101 Purpose of Section

The purpose of the Program Planning and Resources Section is to assist with the planning, implementation, and evaluation of *the Network for a Healthy California (Network)* community-based projects. Each subsection provides guidance in developing strategies to support the *Network* goals of improving the dietary habits of Supplemental Nutrition Assistance Program Education (SNAP-Ed) eligible Californians as well as promoting physical activity, federal nutrition assistance programs, and obesity prevention. Specifically, the *Network goals* are to increase: (1) fruit and vegetable consumption; (2) physical activity levels; (3) food security; and (4) chronic disease prevention starting with obesity.

The Program Planning and Resources Section includes information about:

- Annual Project *Synopsis*;
- Planning and developing a Scope of Work (SOW);
- Social marketing tools;
- Guidelines for conducting nutrition education activities and developing new materials;
- Evaluation tools and resources;
- *Network* campaigns, programs, and resources;
- Progress reports;
- Technical assistance and support availability; and
- Making changes to *Network* forms.

The Program Planning and Resources Section Appendix includes:

- List of commonly used *Network* acronyms;
- *Network* forms and templates; and
- Fact sheets and other informational materials.

This Program Planning and Resources Section can be found on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

### 102 Program Management Overview

A Program Manager and a Contract Manager are assigned to each Local Incentive Awardee and Non-Profit Incentive Awardee contract. Program Managers are generally assigned by geographic region to provide program oversight and technical assistance to contractors.

Oversight includes:

- Reviewing annual Request for Applications (RFAs), newly developed/revised materials, and informal and formal contract revisions;
- Identifying allowable/unallowable activities, materials, and expenses;
- Verifying SNAP-Ed eligible intervention sites and/or participants;
- Conducting site visits to review documentation and ongoing activities;

- Analyzing progress reports and supporting documentation and providing timely feedback to contractors; and
- Sharing community-level issues, successes and concerns with other *Network* staff and management.

Technical Assistance includes:

- Assisting in the planning and development of SOWs;
- Sharing expertise and resources to enhance program implementation, integration and synergy;
- Helping local partners build on the new *Network* brand attributes of empowerment, champion and change;
- Communicating United States Department of Agriculture (USDA)/*Network* guidelines, including any changes that may develop;
- Offering suggestions to resolve program challenges;
- Providing timely feedback to contractor inquiries, progress reports, and newly developed/revised materials; and
- Serving as a liaison to other *Network* contractors, *Network* staff, and partners to provide networking opportunities.

Contractors are encouraged to contact their assigned Program Manager for specific questions regarding any programmatic aspect of their contract. For school-based contractors or contractors working with youth, a regional Nutrition Education Consultant (NEC) is assigned to a *Network* Region to provide additional leadership and technical assistance in the development, implementation and evaluation of nutrition education intervention strategies. Section 600, School-Based Programs, provides more information about the regional NECs and their services.

### **103 Contractor Expectations**

The *Network* provides a wide array of technical assistance and resources, as outlined in the Program Planning and Resources Section, to assist contractors in successfully meeting goals and objectives. To allow for continued success and support of the *Network*, it is important that contractors follow *Network* requirements and procedures.

As a partner of the *Network*, contractors are expected to:

- Adhere to the most current USDA SNAP-Ed Plan Guidance and - once California is nationally licensed - to license requirements for Fruits and Veggies—More Matters®, and ensure subcontractors (if applicable) are also in compliance;
- Collect income targeting documentation to demonstrate State and Federal Share activities are reaching the SNAP-Ed eligible population;
- Ensure all State and Federal Share activities focus on nutrition education/promotion;
- Utilize Federal Share time and resources to complete objectives, activities, and timelines as described in the SOW;
- Complete Semi-Annual, Annual Progress Reports, attachments, and other USDA required reporting requirements on schedule;
- Meet deadlines for submitting progress reports, RFAs, and other documents;
- Develop, compile or revise existing educational/promotional materials in accordance with current program guidance and submit to *Network* State staff for approval prior to finalization;
- Notify *Network* State staff of changes made to State/Federal Share staff and contact information; and
- Communicate regularly as needed with *Network* state staff through telephone, e-mail, mail, or fax.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>200</b>	<b>Project Synopsis</b>

This Section includes:

- 201 General Information
- 202 Procedure for Submitting Intervention Site Changes
- 203 Procedure for Submitting Newly Developed Materials Changes

### **201 General Information**

The *Network for a Healthy California (Network)* requires Local Incentive Awardee and Non-Profit Incentive Awardee contractors to complete (for renewing contractors) or update (for continuing contractors) a Project Synopsis (PS) (referred to as Project Summary in FFY10) form each Federal Fiscal Year (FFY). This form provides the United States Department of Agriculture (USDA) and the *Network* with comprehensive information about each *Network* contractor for the annual Supplemental Nutrition Assistance Program Education (SNAP-Ed) state plan, facilitates collaboration among contractors and other partners, and is used to respond to queries and questions asked by other state agencies and partners.

The data collected is for State and Federal Share and includes:

- Target audience demographics;
- Projected number of unduplicated participants;
- Educational messages/topics;
- Intervention methods;
- Performance measures/indicators;
- SNAP-Ed intervention sites;
- Coordination efforts;
- SNAP-Ed eligible targeting data;
- Location-based proxy sites; and
- List of new and existing nutrition education materials and curricula to be used.

The USDA guidelines on SNAP-Ed eligible targeting data are provided in Section 401, SNAP-Ed Recipient Guidelines. Section 401 also provides information on tools and resources to obtain SNAP-Ed eligible targeting data.

A copy of the PS form is provided in the Appendix. Instructions for completing the PS form can be found on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net). Contractors are encouraged to contact their assigned Program Manager for questions regarding the PS form.

### **202 Procedure for Submitting Intervention Site Changes**

All contractors targeting SNAP-Ed eligibles at 185 percent of Federal Poverty Level (FPL) and receiving SNAP-Ed funding must submit targeting data for each intervention site on their PS form, which is a Request for Application (RFA) form that is updated or renewed annually (Exception: Contractors working under the location-specific proxy criteria which includes Women, Infants, and Children clinics, food banks, food pantries, soup kitchens, public housing, and Supplemental Nutrition Assistance Program/Temporary Assistance for Needy Families job readiness programs). If intervention sites are added or locations changed from the original RFA submissions, contractors are required to request approval from their Program Manager and provide income targeting data for the new sites prior to conducting activities at those intervention sites. Any sites or locations for which required targeting data and data sources are

not submitted in the annual SNAP-Ed state plan or in subsequent plan amendments, and approved by the assigned Program Manager, may be ineligible to receive SNAP-Ed services and in future reviews would result in a disallowance of funding for the contractor. If contractors would like to delete intervention sites from the original RFA submissions, contractors are required to notify their Program Manager.

The USDA Western Regional Office (WRO) will also be approving newly added sites. USDA WRO has expressed concerns regarding the potential duplication of nutrition education efforts delivered by the *Network* and University of California - Food Stamp Nutrition Education Program (UC-FSNEP) in the same intervention sites. It is required that all nutrition education partners (UC-FSNEP/*Network*) communicate, collaborate, and coordinate services at these shared sites to avoid duplication of state share reporting, nutrition education messaging, or delivery strategies. Therefore when identifying a new site, it is important to contact other *Network* programs or the county UC-FSNEP offices to learn more about how and where they are delivering programs and to verify there are not any SNAP-Ed programs being delivered at the proposed location. Contact information for each county UC-FSNEP office is available on the UC-FSNEP website at <http://fsnep.ucdavis.edu/contact-us/county/contact-us/county>.

Effective FFY11, contractors may submit intervention site changes one time per quarter of each fiscal year. The process for contractors submitting changes in intervention sites is as follows:

1. Complete a Site Change Spreadsheet, which is available in the Appendix. The spreadsheet provides tabs at the bottom that identify the three different forms: schools, community, and proxy sites. Contractors should select the form that applies to the type of site change being requested.
  - **Adding or deleting school sites:** Check the column for either adding or deleting the site. For all sites, provide the school district name, County/District/School (CDS) code, and the school site name. For new sites: list the percent free lunch, percent reduced price lunch, and total free and reduced meal percentage; indicate the Scope of Work (SOW) goal, objective, and activities related to the change; describe services provided; and describe impact on budget, if any. For new sites, if there is an overlap with UC-FSNEP then describe the differences in the interventions. A school list of current intervention sites for UC-FSNEP and *Network* is available on the UC-FSNEP website at <http://fsnep.ucdavis.edu/partner-resources>.
  - **Adding or deleting community sites:** Check the column for either adding or deleting the site. For all sites, provide county name, site name, address, type of setting, and census tract. For new sites: list ethnicities served; list the percentage of population at or below 185 percent of the FPL; indicate the SOW goal, objective, and activities related to the change; describe services provided; and describe impact on budget, if any.
  - **Adding or removing a proxy site:** Check the column for either adding or deleting the site. For all sites provide site name, address, and type of setting. For new sites: indicate the SOW goal, objective, and activities related to the change; describe services provided; and describe impact on budget, if any.
2. Submit a completed spreadsheet and updated PS electronically to the Program Manager. For newly added sites, the request will be reviewed by the Program Manager and then forwarded to California Department of Social Services (CDSS) and USDA WRO for approval on a quarterly basis. *Network* project interventions cannot begin until approval is received from CDSS and USDA WRO. The Program Manager will notify the contractor in writing. Contractors should keep written approvals on file in case of audit. For deleted sites, the Program Manager will use this information to maintain current lists of intervention sites (e.g., school list mentioned above) that are shared with USDA.

3. Update Activity Tracking Form (i.e., School Site and/or Non-School Site tabs) with new sites, after approval is received for new sites. The updated form does not need to be submitted to the Program Manager until it is due at the end of the reporting period. For deleted sites it is not necessary to remove sites from the Activity Tracking Form, instead they will not be reported on.
4. Submit SOW revisions or amendments that are needed as a result of site changes, to the Program Manager for approval. If revisions or amendments are needed, these should be submitted after approval is received for new sites.

### **203 Procedure for Submitting Newly Developed Materials Changes**

Contractors are required to list all materials they would like to develop on their PS form, which is a RFA form that is updated or renewed annually. If contractors decide to develop materials not listed on their approved PS form, they are required to submit an updated form to their Program Manager prior to developing the material. Effective FFY11, contractors may submit newly developed material changes one time per quarter of each fiscal year. These requests will be approved by the Program Manager, CDSS, and USDA WRO. If the revised PS form is approved, the contractor may then develop and submit the material to their Program Manager for approval. If materials are developed without prior approval and do not comply with the *Network* guidelines, then the cost of development, production, and printing of such materials may not be paid for by the *Network*. The process for contractors submitting changes in newly developed materials is as follows:

1. Add the newly developed materials to the existing approved PS form, along with any other information (e.g., educational messages/topics, narrative).
2. Submit a revised PS form to the Program Manager. If the Program Manager approves, it will then be forwarded to CDSS and USDA WRO for approval on a quarterly basis. Work on developing new materials cannot begin until approval is received from CDSS and USDA WRO. The Program Manager will notify the contractor in writing. Guidelines for developing new materials are available in Section 400.
3. Contact Program Manager if any SOW revisions or amendments are needed because of changes in developing new materials.
4. Submit newly developed material to Program Manager for approval along with an Educational Materials Checklist and *Network* Document Review and Approval Background form (if applicable), which are available in the Appendix.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>300</b>	<b>Scope of Work</b>

This Section includes:

- 301 Background
- 302 Informal Scope of Work Changes
- 303 Collaboration and Partnering Guidelines
- 304 Formative Research
- 305 Social Ecological Model
- 306 Social Marketing Tools

### 301 Background

The Scope of Work (SOW) is one of the most important documents in the *Network for a Healthy California (Network)* Local Incentive Award (LIA) and **Non-profit Incentive Award (NIA)** application and provides the starting point for contract negotiations. The SOW along with the State and Federal Share budgets become legally binding documents within the contract. The SOW document describes the target audience, as well as the goals, objectives, and specific activities the contractor will work towards over the contract period. The SOW provides the framework for programming and evaluation.

The SOW should focus on conducting interventions that reach large numbers of Supplemental Nutrition Assistance Program Education (SNAP-Ed) eligible California families with activities that further the *Network* goals of improving the dietary habits of SNAP-Ed eligible Californians as well as promoting physical activity, federal nutrition assistance programs, and obesity prevention. Recognizing that SNAP-Ed eligible California families live in a dynamic physical, social, and cultural environment that in turn influences individual behavior, the *Network* has adopted the Social Ecological Model (SEM) as its theoretical framework (Section 305 below provides additional information). In order to sustain healthy dietary behaviors, the individual's environment must support those healthy behaviors. This means that not only must the individual know what constitutes a healthy diet and have the individual skills to make healthy dietary choices, but they must also have access to healthy food, have neighborhoods that are conducive to engaging in regular physical activity and policies that enable and empower individuals to shape their communities in ways that foster healthy eating and physical activity. As a result, when developing the SOW, factors at many levels, which influence and support healthy dietary changes, should be considered. In addition to providing nutrition education to individuals or groups, the SOW should utilize social marketing tools to influence multiple spheres of the SEM. These activities might include one or more of the following approaches:

- Empowering SNAP-Ed eligible individuals by providing them the tools, resources, messages, and inspiration to help themselves;
- Seeking change agents that will create more desirable ends for SNAP-Ed eligible families, the environment they live in and the organizations, institutions, and systems that support them;
- Encouraging SNAP-Ed eligible individuals to change social norms in their community through the development of partnerships, coalitions, and strategic alliances;
- Advertising, media advocacy, and public relations; and
- Indirectly influencing system, policy, or environmental changes that make fruits and vegetables and physical activity more accessible to SNAP-Ed eligible households.

Copies (Word or Excel format) of the SOW Template are provided in the Appendix. Instructions for completing the SOW can be found on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

### **302 Informal Scope of Work Changes**

Contractors are required to contact their assigned Program Manager prior to making changes to the SOW. Information about informal SOW changes is provided below, including how to make changes. Formal SOW changes can only be initiated through a formal contract amendment. Information about formal contract amendments is provided in the Fiscal Section of the LIA Guidelines Manual.

#### **Allowable Informal Changes Without an Amendment**

In administering an agreement, a Program and/or Contract Manager may make, initiate, or approve the following types of contractual changes to the SOW in writing without a formal contract amendment provided the agreement contains applicable agreement language that demonstrates:

- Minor SOW changes that do not alter the basic scope, goal, purpose, or agreement amount including non-substantial revisions to:
  - Detailed work activities including substitution of similar activities and tasks
  - Contract deliverables, including substitution of comparable deliverables
  - Performance time frames, including modification of completion/target dates
  - Locations or venue of SNAP-Ed activities

#### **Informal SOW Change Process**

In 1994, the California Department of Health Services (CDHS) obtained written approval from the Department of General Services (DGS), via an Administrative Relief proposal, to make certain contract modifications without having to process a formal contract amendment. In 2000, DGS requested CDHS to begin using bold/underline and strike out text when modifying contract provisions.

Instructions for an informal SOW change are as follows:

- Maintain all existing text in the SOW.
- **Bold and underline added/new text.**
- ~~Strike out~~ deleted text so that it still appears and is not removed.
- Informal SOW changes will be color-coded in the following order:
  - #1 – Black
  - #2 – Red
  - #3 – Green
  - #4 – Blue
  - #5 – Purple
  - #6 - Orange
- Enter the revision number and revision date in the SOW footer in the corresponding color (e.g. Revision #1, 7/11/2006).
- The same color-codes should be utilized for revisions to the Budget Justification.
- In general, informal changes are limited to no more than one (1) each contract year.

- Unless California Department of Public Health is initiating the SOW change process, the contractor must provide, in writing, the request and rationale for the change.
- Informal changes will also be approved by the Contract Manager to ensure that the above criteria are met and there is negligible effect on the budget.

For questions regarding SOW changes, contractors are encouraged to contact their Program Manager.

### **303 Collaboration and Partnering Guidelines**

#### **1. Collaboration and Partnering**

Effectiveness of nutrition education can be greatly enhanced through collaboration and partnership with others interested in promoting health and nutrition in SNAP-Ed eligible populations. Such collaboration and partnership can result in delivery of more uniform messages targeting key community nutrition issues and can facilitate use of multiple channels for communicating those messages to the public. Participation in a *Network* Regional Collaborative is another way to collaborate with other community partners.

#### **2. Policies Regarding Collaboration between Public Organizations for LIA/NIA Contracts**

The following policy statements must be adhered to if a public or non-profit organization chooses to formally collaborate or partner with another public or non-profit organization as part of an LIA/NIA contract. Adherence to these policies is especially important during the timeframe of development, review and approval of State Share and Federal Share Budgets and SOW for the LIA/NIA contract for the following fiscal year.

#### **3. Policy Statement 1**

The Project Coordinator of a lead organization responsible for the administration of a LIA/NIA contract with the *Network* must provide evidence of a proposed partnership or collaboration with other public or non-profit organizations in the form of a Memorandum of Understanding (MOU) or Letters of Agreements (LOA) between the respective parties. Such documents must be submitted as part of the initial Application package for review and approval by the *Network*. An MOU or LOA, at a minimum, should contain the following written elements:

- a. Names of the collaborating/partnering organizations.
- b. Specification of the total State Share dollar amount (if applicable) being proposed by the organization collaborating /partnering with the lead organization along with a statement that none of those funds are federal funds or funds being used to match other federal funds.
- c. Description of the major proposed activities.
- d. A statement that no portion of the proposed State Share funds is being counted more than once, or for another State agency, LIA/NIA contract, or for a University of California (UC) - Food Stamp Nutrition Education Program (FSNEP) activity, during the term of the contract.
- e. A statement that the collaborating/partnering organization will provide State Share and Federal Share budget documentation as requested by the lead LIA/NIA organization and/or the *Network*.
- f. None of the activities funded through Federal or State SNAP-Ed budget shares supplant existing nutrition education efforts or funding.
- g. Additional coordination with *Network* regional Nutrition Education Consultants will be required for any school-based programming funded at the state or local levels.

- h. Signature(s), titles, and dates provided by authorized officials of the collaborating/partnering organization and the lead LIA/NIA organization.

#### 4. Policy Statement 2

The Project Coordinator of a lead organization for an LIA/NIA contract may not collaborate or partner with components or parts of other current or potential LIA/NIA project contractors as part of their LIA/NIA contract (including State Share budget funds and SOW activities), without the express written approval of the other organization. The approval document must be on the other organization's letterhead and signed and dated by an official with signature authority and addressed to the lead organization's administrator or LIA/NIA Project Coordinator. These documents must be submitted to the *Network* as part of the initial application and State Share budget. For example, a lead organization for an LIA/NIA contract must not propose the use of State Share dollars or a collaboration with individual schools or other school district programs within the parent school district unless the appropriate level official within the district approves the use of State Share funds following the procedure described above.

The Project Coordinator of the lead organization is also responsible for the program and fiscal integrity of the overall LIA/NIA contract, including partner organizations or components of partner organizations. The Project Coordinator also must guarantee access to the State Share documentation residing in the partner organizations to assure the *Network's* funding source (United States Department of Agriculture [USDA]) of actual expenditures of State Share funds that leverage *Network* USDA Federal Share funds.

#### 5. Policy Statement 3

USDA SNAP-Ed funds both the *Network* and UC-FSNEP. Both programs target SNAP-Ed eligible consumers for community-level interventions in the state. However, strategies by each agency are usually different, with the *Network* including a more synergistic approach including multiple channels to improving nutrition, physical activity and promotion of the Supplemental Nutrition Assistance Program and FSNEP focusing on individual level nutrition education. However, many *Network* agencies do both styles of interventions. Close communication between local FSNEP and *Network* contractors in a community is necessary to avoid duplication of services, potential double reporting and inaccurate documentation of State Share time and resources. This local communication can also result in synergies in the areas of resource allocation and community interventions.

Both the *Network* and UC-FSNEP target schools where over 50 percent of the students are enrolled in Free and Reduced Price Meal program, as well as other qualifying community sites. In developing budgets and planning locations for *Network* school interventions, the *Network* expects local collaboration between *Network* contractors and local FSNEP offices. Prior to submitting an application to the *Network*, it is recommended *Network* contractors contact local FSNEP offices to ascertain FSNEP intervention sites for the upcoming Federal Fiscal Year. A listing of local FSNEP offices can be found at <http://ucanr.org/ce.cfm>.

For questions regarding MOUs or LOAs, contractors should contact their assigned Contract Manager or Program Manager. An MOU Form template is provided in the Appendix.

### 304 Formative Research

As a social marketing program, *Network* contractors should actively engage the low-income audiences and stakeholders in the formulation and planning of nutrition education activities. For

this reason it is critical to accurately describe who will receive the nutrition education. Formative research helps with this by segmenting the audience.

Audience segmentation involves identifying subgroups of a population that share some characteristic, have similar attitudes or hold common beliefs about a given behavior. For example, reasons differ as to why some groups do or do not eat fruit and vegetables. The SNAP-Ed eligible audience shares the characteristic of having low household income, but the audience must be further segmented by other variables, including:

- Demographics: Geographic location, age, race/ethnicity, presence and age of children in the household, food stamp eligibility, number of food stamp recipients in a neighborhood, and participation, employment, income, and neighborhood characteristics (e.g., stores, gardens, parks).
- Attitude: Those who believe they get enough fruits and vegetables even though they do not eat the recommended amount on a daily basis, or those who do not believe they need to eat the recommended amounts of fruits and vegetables for good health.
- Knowledge: Skills to choose, prepare, and enjoy fruits and vegetables or physical activity with family and friends. Skills to achieve changes in their organizational or community environments.
- Current Behavior: Level of fruit and vegetable intake or daily physical activity.
- Readiness to Change: Those that have no plans to increase fruit and vegetable consumption, those that would like to increase fruit and vegetable consumption but do not have a specific plan or accessibility, those who have decided to eat more fruits and vegetables.
- Desired Benefits: Those that think eating the recommended amounts of fruits and vegetables a day or engaging in daily physical activity will help them or their families be healthier.
- Perceived Barriers or Costs: Real or perceived lack of access to fruits and vegetables at work, school or in the neighborhood, monetary cost of fresh fruits and vegetables or physical activity, lack of a safe place to walk or engage in leisure physical activity.

In addition to clearly segmenting the audience, it is important to identify their wants, needs, and desires. These are factors that influence fruit and vegetable consumption. There are a number of methods that can be used to ascertain which factors most influence fruit and vegetable consumption and the ones that are most relevant to the target audience. It is critical that these be correctly identified and matched with the nutrition education activities that can mediate them. These methods include:

- Reviewing the literature in journals and on the web.
- Reviewing existing data: The *Network* has a variety of surveys, case studies, and evaluation studies posted on the *Network* website. Contractors may contact their Program Manager to determine if there are other data available.
- Utilizing local data: Local public agencies may have already conducted assessments with different audience segments. These may include county surveys and other needs assessments.
- Conducting additional formative research to further discover specific population's needs, wants, and desires relating to healthy eating, physical activity, and federal nutrition assistance programs. These efforts may include participant observation, in-depth interviews, focus groups, and surveys, as well as key informant interviews with other service providers or local opinion leaders and gatekeepers.

The goal of formative research is to develop relevant, culturally appropriate, meaningful interventions that will empower the low-income audiences to desire and make voluntary behavior change. When reviewing existing data, give consideration to whether or not the data are relevant and applicable to the audience segment. When conducting additional formative research, recruit participants that are representative of the chosen audience segment. Accurately segmenting the target audience and identifying the important and changeable factors will help shape powerful and effective nutrition education strategies.

There are a number of resources available to assist contractors with the formative research process. Contractors are encouraged to contact their Program Manager for assistance with developing a formative research plan. The *Network* expects all new and continuing contractors to engage in formative research before developing new interventions.

### 305 Social Ecological Model (SEM)

The *Network* uses the SEM as its theoretical underpinning. Figure 5 provides a diagrammatic representation of the SEM. The nine tools of social marketing, which will be described in Section 306 below, should be applied over all five spheres of influence in the SEM.

Individual

Figure 5

#### A Social-Ecological Model for Nutrition Program Evaluation Spheres of Influence<sup>1</sup>



<sup>1</sup>McElroy KR, Bibeau D., Steckler A., Glanz K. "An ecological perspective on health promotion programs" *Health Education Quarterly* 15:351-377, 1988.

The SEM is similar to an onion, with one level wrapping around another. At the center of the model is the individual. At this level, the internal determinants of behavior are considered, such as knowledge, attitudes, beliefs, and skills. This is the foundational level, but the model recognizes that many external forces influence these individual determinants. In order to facilitate behavior change it is important to address these external forces as well.

#### Interpersonal

The next level of SEM considers the first of these external forces, interpersonal processes because the people close to the individual may affect his/her behavior. In this level, primary groups of social interaction are considered, such as family, friends, and social clubs or groups. This is the level where social norms operate, although they are also generated at the institutional and community levels. These primary interactions represent the associations that provide social identity and role definition. In many interpersonal relationships there are some

individuals in social roles who are seen as key decision makers. It should be noted that identifying these decision makers, or persons of influence, is important to facilitating individual behavior change. For instance, in an intervention targeting children, parents, teachers, and youth leaders would be important decision makers to involve in the intervention. Promotoras in the Latino community are another example of opinion leaders or gatekeepers. Family dynamics in the target audience should also be considered, such as families with only one parent or culture specific family roles.

### Institutional/Organizational

Institutions/organizations are composed of assemblies of primary interpersonal associations. These may include workplaces, churches, grocery stores, service organizations, or volunteer organizations to which individuals belong. All operate under a common set of customs, rules, and policies that guide organizational behavior. The institutional/organizational level of SEM considers these rules and policies. Interventions at this level can have tremendous influence over individuals. Workplace interventions, faith-based programs, and school-based programs are examples of programming at this level. While this level includes organizational policy, this is different from the social structure, public policy level of the model. A program at a school, workplace, or church may, with participant involvement, develop a food policy promoting good nutrition, by providing healthy snacks, including fruits and vegetables, and limiting the availability of junk food and soda at that site. This would be an example of an institutional/organizational intervention. An intervention at the social structure, public policy level might be a written food policy for an entire school district, city, county, or state.

Empowering the SNAP-Ed eligible audiences to develop and promote policies, such as those just discussed, would be an appropriate *Network* intervention to include in a SOW. Any work related to empowering the SNAP-Ed audiences to develop and promote policies must of course be chosen from allowable SNAP-Ed activities if they are to be supported by Federal or State Share funds.

### Community

The next level of SEM to consider is the community. This level includes all those individuals, businesses, institutions, and organizations which collectively comprise the larger societal fabric of a neighborhood, city, or immediate geographic area. These larger social constructs can be defined in many ways, such as by geographic location, membership in a particular group, or possession of certain beliefs that produce affiliations. There can be a community defined by a neighborhood, for example, the African American or Latino “community,” or the “community” of health professionals. It is at this level that many social norms and standards are generated. This is also an important level for setting the public agenda and developing partnerships. While individuals mediate work at this level, interventions targeting specific individual traits, or factors influencing behavior (described in the individual level), should not be confused with community level work. For example, a series of nutrition education classes, open to community members, would not be an example of a community level intervention. Such classes influence individual knowledge, attitudes, and behavior, usually not the larger social constructs encompassed by this level.

Examples of interventions at this level might include aggressive public relations and promotions aimed at setting the local media agenda, or the development of strong, functional partnerships with other organizations involved in increasing access to or promoting fruit and vegetable consumption and/or physical activity. For media related activities, SNAP-Ed funds may be used if at least 50 percent of the target audience meets the 185 percent Federal Poverty Level (FPL)

targeting requirement, but if this cannot be demonstrated, costs must be prorated to the percent of the audience that is at or below 130 percent FPL.

### Social Structure/Public Policy

The outermost sphere level of the SEM is the social structure/public policy level. Public policy is defined as an authoritative decision made by a local, state, or federal governing body. Some environmental and systems changes would be included in this level, if they are achieved formally through policy decisions. Environmental and systems changes often involve a tangible change in directive resources or philosophy of a community or organization, whereas, social structural changes involve more normative or conceptual changes. This is the broadest level of the model and can influence all the other levels. While interventions at this level can be seen as a daunting task, they are critical to create sustainable change in individual behaviors of large numbers of people.

As part of their SOW, contractors may contribute expertise and information to assist others in developing and promoting social structure/public policy level changes. For example, educating local elected officials about the importance of eating the recommended amounts of fruits and vegetables or daily physical activity would be an allowable activity. Any work related to assisting others in developing and promoting social structure/public policy level changes must of course be chosen from allowable SNAP-Ed activities if they are to be supported by Federal or State Share funds. Contractors should follow their agency or organization's guidelines for allowable policy activities.

### **306 Social Marketing Tools**

In order to assist LIA contractors in applying SEM to programming, the *Network* has developed a number of social marketing tools. The following paper, *The P's and T's of Social Marketing*, 2001, by Susan B. Foerster, M.P.H., R.D., Chief, *Network Policy, Planning, and Evaluation Section*, examines these tools. When developing a *Network* SOW, how these social marketing tools may be used in SNAP-Ed (formerly FSNE) allowable activities should be considered. It is appropriate to apply different social marketing tools at the different levels of SEM. For specific questions relating to the application of the *Network's* social marketing tools, contractors are encouraged to contact their Program Manager.

### ***The "P's" and T's of Social Marketing through the California Nutrition Network and California 5 a Day Campaign***

**Introduction:** Social marketing is an evolving field, and how it is defined and executed in fact varies by topic, sponsoring organization, mandate, and resources. Social marketing is gaining popularity because it is inclusive, provides new strategies and tools to tackle tough social concerns, builds on proven marketing science, provides a bridge to working with the private sector, and has been used successfully in both the developing and the developed world.

The Cancer Prevention and Nutrition Section (CPNS) has selected the combination of tools it applies in its FSNE social marketing campaigns using past experience with the *California 5 a Day Campaign* and the National 5 A Day Program, tools described in social marketing textbooks and articles, and observations about what is applicable and can be transferred or adapted from other successful social change programs[1]. Social marketing is an approach, not a theory, so we have adopted the Social-Ecological Model as a means of systematically guiding how we set priorities for action, of building synergy and integrating interventions, of allocating resources, and of evaluating results achieved by a diverse array of partners[1].

This thinking has yielded what might be seen as an eclectic definition for social marketing that goes beyond most textbook descriptions. It is based on a subjective assessment of the combination of tools that is likely to be the most powerful in the hands of the *Network* partners for the purposes of improving fruit and vegetable consumption, increasing physical activity, and raising participation in federal nutrition assistance programs by FSNE families with children. As stated in our annual plan to USDA, we name the tools used by our social marketing campaign as being:

*... the traditional mix of **advertising, publicity, promotion and personal sales** used in commercial marketing delivered through **public/private partnerships** to which are added to the World Health Organization components of **community development, consumer empowerment, and policy, environmental and systems change, and—most recently—media advocacy.***

**Foundations of the California approach:** The 4 P's of commercial marketing routinely adapted to social marketing are defined as:

**Product**—In commercial marketing, the product is the idea, behavior, good or service that can be exchanged for a price. The product can be tangible or intangible[2]. In social marketing, the product is often the behavior or health idea that the campaign planners would like the targeted individuals to adopt. The product can be an action, a service, or a set of beliefs. [3, 4].

**Price**—Price is the cost to the target audience of making an exchange. In commercial marketing, price is almost always financial. [2]. With social change, price defines all the barriers that a person must overcome to accept the proposed social product. This includes opportunity cost, status loss, embarrassment, inconvenience, and infringement on basic values and time.[2-4].

**Place**—In commercial marketing, place is the outlet through which products are available. Place can also be conceptualized as characteristics of the outlet such as waiting time, staff behavior, temperature or other environmental conditions. In social marketing, place often is conceptualized as message delivery channels, or the system through which the products flow to users and the quality of service offered where the products are offered [2]. Place focuses largely on reducing structural obstacles and increasing access and developing a sales force of lay and professional service providers [3].

**Promotion**—Promotion includes *advertising, public relations, sales promotions, and personal sales* [2]. Promotion is the communication persuasion strategy and set of tactics that will make the “product” familiar, acceptable and desirable[5]. It is designed to cultivate positive attitudes and intentions that pave the way for behavior change[4]. It can be characterized as intermittent, seasonal, or thematic; it is designed to pique consumer interest; and it may target intermediaries as well as consumers. Promotion includes decisions on messages (what is to be said about the behavior and its benefits) and decisions on the channels (how that message gets to the right people at the right time)[3].

As applied in the California campaigns, the four tools of promotion are defined as:

- ***Paid or public service advertising*** for television, radio, outdoor, transit and a variety of targeted and “small” media, including newsletters, posters, and the Internet[2].

- **Public relations, publicity or “earned media”** is outreach activity designed to secure news attention in the print or electronic media. It may be done through TV or radio appearances, press conferences, desk-side briefings, and opinion editorial columns[5].
- **Special Promotions** are certain timeframes selected to advance specific messages or themes; they provide paid and voluntary support of special events, materials and incentives; and they work with multiple partners, especially at “point of sale” or “point of choice” to gain maximum media and consumer attention so as to stimulate interest, acceptance, trial or repeat “product purchase”[5]. Sales promotions may also include special educational activities for individuals in a direct audience (rather than a filtered audience such as media) and not directly news-related, such as festival and grocery store activities[2]. They can be defined as efforts taken to ensure that the target audience is aware of the campaign.
- **Personal sales** are traditional one-on-one or small group nutrition education[6]. In marketing terms, this is a paid form of personal presentation of products, services or ideas by an identified sponsor [5].

**Transforming the “4 P’s” of commercial marketing to the “6 P’s” of social marketing:**  
The traditional “4 P’s” of commercial marketing are combined with additional P’s recommended by some social marketing authors:

- **Partnerships**—Social networks that exist formally or informally among individuals, groups, and organizations. They may be assessed by the number, type, depth, and strength of relationship[1]. They can have significant impact when they cut across the public, non-profit and business sectors and operate at multiple levels of influence, namely local, regional, state and national.
- **Policy, Systems and Environmental Change**—local, state and national written policies that regulate or support organizational behavior, including protection of children and special populations[7]. For the *Network* and these include policy changes in the public, non-profit or business sectors. For organizational development and using modified stage theory, this includes problem definition, initiation of action, implementation of change, and institutionalization of change within an organization[1].

**Tools that complete our social marketing tool case:** To the “6 P’s” of social marketing, some social marketing authors advocate the addition of a few more “T’s” (tools). They argue, and we agree, that many social concerns are rooted in issues of social justice and require a shift in power to consumers[7]. In particular, residents in lower income areas may not have had the opportunity or known how to exercise their power in order to build healthy, vital communities that are rich in social capital and able to support healthy behaviors. These additional “Quarks/Qualities” are:

- **Consumer empowerment**—the process of gaining mastery and power over oneself and one’s environment to produce change[6]. Specifically, it refers to an individual’s ability to make decisions and have control over his or her personal life, immediate environment, or the larger community/societal environment. It combines personal efficacy and competence, a sense of mastery and control, and a process of participation to influence institutions and decisions[8, 9].

**Community development**—Community development is the process of gaining mastery and power over one’s community to produce change[6]. Individuals and organizations apply their skills and resources in collective efforts to meet community needs, resulting in a community that has the ability to influence decisions and changes in the larger social system[8]. The goal of community development is for people in the community to identify and solve their own problems. It stresses consensus development, capacity building, and task orientation[6]. This can also be characterized as Asset-Based Planning or Community Development[10]. This approach will help develop cohesive, caring neighborhoods and communities; it may involve connecting communities with existing resources, know-how, and decision-makers in public, non-profit or business sectors; and it may include economic development and micro-enterprise.

**Media advocacy**—Media advocacy is when media is used to promote a policy agenda[11, 12]. It includes three basic steps: setting the agenda, shaping the debate, and advancing the policy. There is a clear outcome of social change resulting from the media advocacy work. Other tools to help bring social change using media include civic journalism and photo voice.

In *Network* campaigns, we aim to achieve efficiency much as a corporation would. We think at the State level in terms of large market segments defined by demographic, psychographic and media graphic characteristics. Based on these factors and our funding requirements, we set targets, define strategies, and think through the “6 P’s” for the statewide campaign. This is reasonable because the same motivations and barriers affect millions of people, and behavior is rooted in powerful social and marketplace forces that affect large segments, if not the entire population. Planning with stakeholders through the *Network* Steering Committee, formative research with consumers and intermediaries, and pilot testing with evaluation drive the State level processes. The State staff then assists its partners by providing those and other resources such as training, technical assistance, intervention, materials, leadership projects, and federal funding to enable local, regional and state organizations to work together and to tailor the promotional, educational, community development, partnership, and systems, policy and environmental interventions to their own circumstances.

To assure salience at the local level or within a channel, funded partners are encouraged to conduct their own needs assessment, identify assets that include those of the new partnership, and plan their interventions strategically using as many of the 9 social marketing tools as are appropriate. We encourage their emphasizing interventions that reach large numbers of consumers; result in systems, environment and policy improvements; and otherwise result in more long-lasting social change. A feedback loop with ongoing surveillance, reporting of activities and results, and critical analysis by the partners is created. Staff uses this information to prepare each year’s state plan that is submitted to the USDA Food Stamp Program.

The strength of the campaign comes from each partner using the “added value” provided by the central State resources in order to do better those things it already does well in its own spheres of influence. “Doing better” would include: joining forces with other partners to do more and larger interventions, synchronizing interventions that cumulatively result in execution of a complete social marketing campaign plan, critically interpreting the evaluation results, and the changing external environments so as to continually improve campaign operations.

**That said, because the environment is constantly changing, the partners also must remain alert, nimble, and ready to seize new opportunities that advance its aims while at the same time retaining focus and allegiance to the overarching strategies.**

## References:

1. Gregson, J., et al., *System, Environmental and Policy Changes: A Framework for Evaluating Nutrition Education and Social Marketing Programs with Limited Resource Audiences*. Journal of Nutrition Education, 2001.
2. Siegel, M. and L. Doner, *Marketing Public Health, Strategies to Promote Social Change*. 1998, Gaithersburg, MD: Aspen Publications.
3. Smith, W., *Social Marketing: An evolving definition*. American Journal of Health Behavior, 2000. **24**(1): p. 11-17.
4. Alcalay, R. and R. Bell, *Promoting Nutrition and Physical Activity through Social Marketing: Current Recommendations and Practices*. 2000, University of California, Davis Center for Advanced Studies in Nutrition and Social Marketing: Davis.
5. Kotler, P. and G. Zaltman, *Social Marketing: An Approach to Planned Social Change*. Social Marketing Quarterly, unk. **3**(Special Issue): p. 7-20.
6. Glanz, K. and R. BK, *Theory at a glance: a guide for health promotion practice*. 1995, National Institutes of Health: Bethesda, MD.
7. unknown,
8. Israel, B., et al., *Health education and community empowerment: conceptualizing and measuring perceptions of individual, organizational and community control*. Health Education Quarterly, 1994. **21**(2): p. 149-170.
9. Kieffer, C., *Citizen Empowerment: A developmental perspective*. Prev Hum Serv, 1984. **3**: p. 9-36.
10. Kretzmann, J. and J. McKnight, *Building communities from the inside out: A path toward finding and mobilizing community assets..* 1993, Center for Urban Affairs and Policy Research: Evanston, IL.
11. Alcalay, R. and S. Taplin, *Community Health Campaigns: From theory to action,,* in *Public Communication Campaigns*, R. Rice and C. Atkin, Editors. 1989, Sage Publications: Newbury Park, CA. p. 105-130.
12. Atkin, C. and E. Arkin, *Issues and initiatives in Communicating health information*, in *Mass Communication and Public Health, Complexities and Conflicts*, C. Atkin and L. Wallack, Editors. 1990, Sage Publications: Newbury Park, CA. p. 7-14.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>400</b>	<b>Supplemental Nutrition Assistance Program Education (SNAP-Ed) Activity Guidelines</b>

This Section includes:

- 401 Supplemental Nutrition Assistance Program Education (SNAP-Ed) Recipient Guidelines
- 402 Educational/Promotional Materials Guidelines
  - A. Existing *Network* Approved Materials
  - B. Other Existing Materials
  - C. Developing New Materials
  - D. Locally-Produced Media Activities
- 403 Acknowledgement/Funding Statement Guidelines
- 404 *Network* and CDPH Logo Guidelines
- 405 Non-*Network* Nutrition Education Reinforcement Items (NERIs)
- 406 *Harvest of the Month* Materials Guidelines
- 407 Newly Developed Recipes and Cookbooks
- 408 Contractor-Developed Website/Webpage Guidelines
- 409 Physical Activity Promotion Guidelines
- 410 Food Stamp Program Promotion Guidelines
- 411 Guidelines for Women, Infants, and Children (WIC) and *Network* Collaboration

#### 401 Supplemental Nutrition Assistance Program Education (SNAP-Ed) Recipient Guidelines

All Supplemental Nutrition Assistance Program Education (SNAP-Ed) activities must be targeted to SNAP-Ed eligible persons. These are defined as persons currently participating in or eligible for the United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program (SNAP) potentially because their incomes are not higher than 130 percent of Federal Poverty Level (FPL). With a waiver, activities may also be delivered to target audiences where at least 50 percent do not have household incomes higher than 185 percent of the FPL. The state-side waiver to USDA is completed by the *Network for a Healthy California (Network)* state staff. Table 1 provides the current Federal Poverty Levels.

**Table 1.** 2009 Federal Poverty Level Guidelines

2009 Health & Human Services Poverty Guidelines 48 Contiguous States and District of Columbia			
Persons in Family Unit	Federal Poverty Level	130% of Federal Poverty Level	185% of Federal Poverty Level
1	\$ 10,830.00	\$ 14,079.00	\$ 20,035.50
2	\$ 14,570.00	\$ 18,941.00	\$ 26,954.50
3	\$ 18,310.00	\$ 23,803.00	\$ 33,873.50
4	\$ 22,050.00	\$ 28,665.00	\$ 40,792.50
5	\$ 25,790.00	\$ 33,527.00	\$ 47,711.50
6	\$ 29,530.00	\$ 38,389.00	\$ 54,630.50
7	\$ 33,270.00	\$ 43,251.00	\$ 61,549.50
8	\$ 37,010.00	\$ 48,113.00	\$ 68,468.50
For each additional person, add	\$ 3,740.00	\$ 4,862.00	\$ 6,919.00

**SOURCE:** *Federal Register*, Volume 74, No. 14, January 23, 2009, pp. 4199-4200.

USDA has categorized potential recipients of State SNAP-Ed activities into three categories, which are provided in Table 2.

**Table 2.** Audiences for Supplement Nutrition Assistance Program Education (SNAP-Ed)

	<b>Audience</b>	<b>Likelihood of Reaching SNAP Eligibles</b>	<b>Examples</b>	<b>State Waiver Needed</b>
<b>Category 1</b>	<p><b>Certified Eligibles</b> Includes persons currently participating in or applying for the SNAP and/or persons residing in a SNAP household. <i>This is the known SNAP target audience.</i></p>	SNAP-Ed activities delivered to this audience clearly benefit SNAP eligibles.	<ul style="list-style-type: none"> <li>• Persons referred by the local SNAP office.</li> <li>• Persons reached through direct marketing to SNAP participants.</li> <li>• Persons participating in the Food Distribution Program on Indian Reservations (FDPIR; see Appendix C, of SNAP-Ed Plan Guidance, Section A.3).</li> <li>• Ineligible parents who receive SNAP benefits on behalf of their child.</li> <li>• SNAP participants in a SNAP Job Readiness Training Program</li> </ul>	No
	<p><b>Likely Eligibles as Established by Proxy Criteria</b> One of the following proxy criteria must be met: <b>A. By Income.</b> Persons not falling into category 1 above that have gross incomes at or below 130% of poverty guidelines. This criterion does <b>not</b> include persons typically ineligible for the SNAP (e.g., incarcerated persons, boarders, or college/university students. See Appendix C of SNAP-Ed Plan Guidance).</p>	SNAP-Ed activities delivered to this audience are very likely to benefit SNAP eligibles. For the income-based proxy, partnerships are needed with other programs that have formal means-tested certification processes or similar income participation criteria. These partnerships will involve the implementation of a referral procedure that is based on income eligibility criteria.	<ul style="list-style-type: none"> <li>• Income eligible persons (130% of poverty guidelines) referred by WIC, Medicaid, or Child Nutrition Programs.</li> <li>• Persons receiving Supplemental Security Income (SSI) or Temporary Assistance for Needy Families (TANF; see Appendix C of SNAP-Ed Plan Guidance, Section A.3 for more details on categorical eligibility).</li> <li>• Persons participating in TANF Job Readiness Training Programs.</li> </ul>	No
<b>Category 2</b>	<p><b>B. By Location.</b> Persons receiving SNAP-Ed at:</p> <ul style="list-style-type: none"> <li>• SNAP/TANF offices</li> <li>• public housing (See Appendix D of SNAP-Ed Plan Guidance: Definitions)</li> <li>• food banks, food pantries, and soup kitchens in conjunction with the distribution of foods to needy persons at these sites (see Appendix D of SNAP-Ed Plan Guidance: Definitions).</li> </ul>	SNAP-Ed activities delivered to this audience are very likely to benefit SNAP eligibles. For the income-based proxy, partnerships are needed with other programs that have formal means-tested certification processes or similar income participation criteria. These	<ul style="list-style-type: none"> <li>• Persons in a TANF office waiting area or conference room.</li> <li>• Persons at a public housing apartment community room or lobby.</li> <li>• Persons visiting a food pantry to obtain food.</li> <li>• Persons receiving a meal at a soup kitchen.</li> </ul>	No

	Note: food distribution is not a reimbursable SNAP-Ed expense (see Appendix C of SNAP-Ed Plan Guidance).	partnerships will involve the implementation of a referral procedure that is based on income eligibility criteria.		
<b>Category 3</b>	<b>Potentially Eligible by Site/Location</b> <b>A.</b> Venues serving low-income populations based on income. Persons at venues when it can be documented that the location/venue serves generally low-income persons where at least 50% of persons have gross incomes at or below 185% of poverty guidelines/thresholds.	SNAP-Ed activities delivered to this audience provide a fair likelihood of benefiting SNAP eligibles by providing services in sites/locations primarily frequented by a low-income audience. This audience may be served when it is not possible or practical to separate out Program eligibles and/or identify Program eligibility (e.g., social marketing campaigns). SNAP-Ed delivered to this audience should still be designed to meet the needs of SNAP eligibles.	<ul style="list-style-type: none"> <li>▪ Persons residing or schools located in census tract areas where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold.</li> <li>• Children in schools where at least 50% of children receive free and reduced priced meals.</li> <li>• Persons participating in the WIC program.</li> <li>• Persons shopping in grocery stores located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold.</li> <li>• Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of \$50,000 or more.</li> </ul>	Yes
	<b>B.</b> Based on SNAP redemptions. Persons at stores with average monthly SNAP redemptions of \$50,000. Stores with lower redemptions that do not meet the \$50,000 threshold but do meet the 50 percent of 185 percent low income criterion may continue to be used as SNAP-Ed sites with an approved waiver.			Yes
<b>SOURCE:</b> Federal Fiscal Year 2009 USDA SNAP-Ed Plan Guidance				

The *Network* provides a list of all qualifying census tracts [and a list of the free/reduced price meal data for California schools on the Network website, www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net). Additionally, the *Network* provides an online Geographical Information System (GIS) Map Viewer, [www.cnngis.org](http://www.cnngis.org), to assist contractors in identifying qualifying sites. Information about the GIS Map Viewer is provided in Section 900, Technical Assistance and Support. For more information about SNAP-Ed participant guidelines, contractors are encouraged to read the current USDA SNAP-Ed Plan Guidance, which is available at <http://snap.nal.usda.gov>, or contact their assigned Program Manager.

#### 402 Educational/Promotional Materials Guidelines

##### A. Existing Network Approved Materials

There are many excellent nutrition education and physical activity promotion materials that contractors are encouraged to use. Many of these materials have been thoroughly pre-tested and evaluated. These include USDA and *Network* produced educational and promotional materials. Examples include the *Network Children’s Power Play! Campaign*, the *Network Latino Campaign*, the *Network Retail Program*, the *Network Worksite Program*,

*Harvest of the Month*, MyPyramid, Team Nutrition, and *Loving Your Family Feeding Their Future*. Examples of physical activity promotion materials that meet *Network* standards include Sports, Play, and Active Recreation for Kids (SPARK), Coordinated Approach To Child Health (CATCH), Governor's Council on Physical Fitness and Sport, Shape of Yoga booklet, and Instant Recess DVD.

Additional materials are available on the USDA SNAP-Ed Connection website at <http://snap.nal.usda.gov> and the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net). Section 700, Campaigns, Programs and Resources also provides information on *Network* approved materials. Contractors working with children are encouraged to review Section 600, School-Based Programs and visit the California Healthy Kids Resource Center (CHKRC) website at [www.californiahealthykids.org](http://www.californiahealthykids.org), to find high quality nutrition and physical activity curricula and age-appropriate materials for kindergarten through grade twelve. A listing of Recommended Curricula and Supplemental Instructional Resources for Nutrition and Physical Activity for kindergarten through grade twelve is available in the Appendix.

For questions regarding *Network* approved materials, contractors are encouraged to contact their assigned Program Manager. Contractors that are school-based or working with schools may also contact their assigned *Network* regional Nutrition Education Consultant. For previously approved materials and/or materials developed by other local contractors that may be outdated, contractors should contact their assigned Program Manager.

## **B. Other Existing Materials**

The *Network* requires contractors to research and identify existing *Network* approved nutrition education and physical activity promotion materials for use in their programs before using other existing materials. This includes materials that are either purchased, available at no cost, or donated.

The *Network* understands that in some instances it is appropriate to use existing materials that have not yet been *Network* approved. Contractors are not required to submit the existing materials for review to their Program Manager, but it is the responsibility of the contractor to make sure the material meets the following criteria.

### **Existing materials must:**

- Address an Activity/Objective within the Scope of Work.
- Be based on accurate scientific information related to diet and physical activity, and be consistent with information found in USDA Dietary Guidelines for Americans 2005 and MyPyramid.
- Support the behavioral objectives of the *Network*, which is to increase:
  - Daily fruit and vegetable consumption;
  - Daily physical activity;
  - Food security; and
  - Chronic disease prevention starting with obesity.
- Comply with the most current *Network* Allowable/Unallowable Chart.
- Be reviewed by a Registered Dietitian or someone with a Master's in Nutrition, if available.
- Not endorse or promote brand name products or retail stores, as well as not disparage specific foods, beverages, or commodities.
- Be written at a fifth grade literacy level, easy to read, targeted to the SNAP-Ed eligible population, family-friendly, age-appropriate, economical, and culturally appropriate (e.g.,

African American, Latino, etc.). Training materials for intermediaries do not need to meet the fifth grade literacy level.

- Align with the skills and behaviors in the: Health Education Content Standards for California Public Schools (CDE, 2008), Physical Education Model Content Standards for California Public Schools (CDE, 2005), and Standards for Evaluating Instructional Materials for Social Content (CDE, 2000) for those materials used in schools.
- If purchased:
  - Be budgeted for within the Budget Justification. It does not have to be listed specifically, but should be applicable within a line item expense (e.g., nutrition education materials within Other Costs).
  - Be cost-effective. For example, if a material is only going to be used once by one staff person it may not be cost-effective, compared to if the material were used multiple times and/or by multiple staff.

Copies of existing materials that contractors have determined to be allowable should be available onsite for *Network* staff review (e.g., during a site visit). For questions regarding existing materials, contractors are encouraged to contact their assigned Program Manager.

### C. Developing New Materials

The *Network* requires contractors to research and identify existing nutrition education and physical activity promotion materials for use in their programs before developing new materials, which includes revising existing materials. Examples of such materials include, but are not limited to: curricula, lessons, newsletters, brochures, fact sheets, and posters. If existing educational/promotional materials are examined thoroughly and none are found to fit the program or target audience, contractors may use *Network* funds to develop new material, but only with prior approval from their assigned Program Manager.

Compilations of *Network* approved materials that have not been altered do not need prior approval for use (e.g., use of MyPyramid information with *Network Latino Campaign* recipes).

The *Network* understands that in some instances it is appropriate to create new materials for a local audience. The following guidelines, must be followed when developing nutrition education and physical activity promotion materials.

#### **Newly developed materials must:**

- Be accompanied by a completed Educational Materials Checklist, available in the Appendix. If a contractor develops a series of materials on a regular basis (e.g., newsletters, newspaper articles, etc.) then only one Checklist has to be submitted for the series each contract year. **Health education/communication materials require further California Department of Public Health (CDPH) approval, in which a *Network Document Review and Approval Background* form must be submitted as well. The form is available in the Appendix. For questions regarding CDPH approval, contractors should contact their assigned Program Manager.**
- Be accompanied by the English text, if the new material is in a language other than English.
- Be submitted to the Program Manager at the *Network* prior to printing, filming (send video script), and disseminating the finished product.

- Be reviewed by a Registered Dietitian or someone with a Master's in Nutrition, if available, prior to submitting it to the Program Manager for review, if the material is used for educational/teaching purposes.
- Be based on accurate scientific information related to diet and physical activity, and be consistent with information found in the USDA Dietary Guidelines for Americans 2005 and MyPyramid.
- Align with the skills and behaviors in the: Health Education Content Standards for California Public Schools (CDE, 2008), Physical Education Model Content Standards for California Public Schools (CDE, 2005), and Standards for Evaluating Instructional Materials for Social Content (CDE, 2000) for those materials used in schools. These are available on the CDE website: Health Education Content Standards ([www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)); Physical Education Content Standards ([www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)); and Standards for Evaluating Instructional Materials (<http://www.cde.ca.gov/ci/cr/cf/>). The CDE resource, *Nutrition Competencies for California's Children, Pre-Kindergarten through Grade 12*, integrates a more skills-based approach. The most recent version is available on the CDE website at [www.cde.ca.gov/ls/nu/he/ncccindex.asp](http://www.cde.ca.gov/ls/nu/he/ncccindex.asp).
- Support the behavioral objectives of the *Network*, which is to increase:
  - Daily fruit and vegetable consumption;
  - Daily physical activity;
  - Food security; and
  - Chronic disease prevention starting with obesity.
- Be written at a 5<sup>th</sup> grade literacy level, easy to read, targeted to the SNAP-Ed eligible population, family-friendly, age-appropriate, economical, and culturally appropriate (e.g., African American, Latino, etc.). Training materials for intermediaries do not need to meet the 5<sup>th</sup> grade literacy level.
- Meet the website/webpage requirements established by the *Network*, for those contractors developing a website or webpage. Section 408 provides information about the *Network's* "Local Incentive Awardee Website/Webpage Guidelines".
- Include the required USDA/*Network* and CDPH acknowledgement statements as outlined in Section 403.
- Include the required *Network* logo as outlined in Section 404.
- Address an Activity/Objective within the Scope of Work (SOW).
- Comply with the most current *Network* Allowable/Unallowable Chart.
- Align with the *Network's Branding Guidelines Manual*.
- Not endorse or promote brand name products or retail stores, as well as not disparage specific foods, beverages, or commodities.
- Not reference specific benefits of different colors of fruit and vegetables, but instead recommend eating a variety of colored fruits and vegetables.

Contractors are required to list all materials they would like to develop on their Project *Synopsis (PS)*, which is a Request for Funding Application form updated or renewed annually. If contractors decide to develop materials not listed on their approved *PS*, they will be required to submit an updated form to their Program Manager prior to developing the material. The process for submitting revised *PS* forms is provided in Section 200, Project *Synopsis*. If materials are developed without prior approval and do not comply with the above guidelines, the cost of development, production, and printing of such materials **will** not be **reimbursed** by the *Network*.

In general, contractors should allow ten working days from receipt of the material for approval from their Program Manager. If the material is a curriculum with several components, additional review time may be required. **For those items requiring further CDPH approval, the Program Manager will advance it through this process and contractors should allow 30 additional working days for approval.** Contractors may submit new materials, Educational Materials Checklists, and *Network Document Review and Approval Background forms (if applicable)* to their Program Manager by e-mail, fax, regular mail, and overnight mail.

**Network fax number:** (916) 449-5414

**Network regular mail address:**

(Assigned Program Manager's Name here)

*Network for a Healthy California*

California Department of Public Health  
P.O. Box 997377  
Mail Station 7204  
Sacramento, CA 95899-7377

**Network overnight mail address:**

(Assigned Program Manager's Name here)

*Network for a Healthy California*

California Department of Public Health  
1616 Capitol Avenue, Suite 74.516  
Mail Station 7204  
Sacramento, CA 95814

Contractors are invited to share their newly developed, *Network* approved materials with the USDA SNAP-Ed Connection website, <http://snap.nal.usda.gov>. The SNAP-Ed Connection website is an online resource provided by the USDA's Food and Nutrition Services and National Agriculture Library's Food and Nutrition Information Center. The website is designed to improve access to SNAP nutrition resources, including curricula, lesson plans, research, training, tools, and participant materials. The website provides information on how to submit materials for review and consideration for use on the SNAP-Ed Connection website.

#### **D. Locally-Produced Media Activities**

All locally-produced media activities (local media activities, public relations activities, and those designed for mass public consumption) must go through the *Network's* media review process. All messaging conveyed through public channels, even through closed circuit channels like a school district's radio or television station, qualify as media designed for mass public consumption.

Locally-produced media activities that must go through the media review process include, but are not limited to:

- Public Service Announcements scripts prior to production, and the finished product
- radio scripts prior to production
- cooking demonstrations produced for TV
- outdoor advertising concepts prior to production, including transit
- press advisories and/or press releases prior to release
- Contractor authored newspaper articles on SNAP-Ed topics

Contractors should follow the same guidelines for newly developed materials when developing and submitting their locally-produced media activities. Once submitted for approval, the Program Manager will advance it through the *Network's* media review process. Some materials may be submitted to USDA Western Regional Office (WRO) for approval. In general, contractors should allow at least ten working days from receipt of the material for

*Network* approval, for items submitted to USDA WRO for approval. For those items requiring further CDPH approval, the Program Manager will advance it through this process and contractors should allow 30 additional working days for approval.

#### **403 Acknowledgement/Funding Statement Guidelines**

Contractors are required to use specific USDA, *Network*, and CDPH acknowledgment/funding statements when developing materials, including but not limited to: educational and promotional materials, websites/webpages, and surveys.

According to the USDA SNAP-Ed Plan Guidance, all newly developed and reprinted materials must have the following:

1. Non-discrimination statement;
2. Funding acknowledgement of USDA's SNAP; and
3. Brief Food Stamp outreach message.

Additional information about USDA's acknowledgment/funding statement requirements is available in the current USDA SNAP-Ed Plan Guidance, which can be accessed on the USDA website at <http://snap.nal.usda.gov>.

In addition to USDA requirements, newly developed materials must acknowledge the *Network* and CDPH. The required USDA, *Network*, and CDPH acknowledgment/funding statements are available in the *Network's* Branding Guidelines Manual (<http://networkforahealthycalifornia.net/Library/download/pdfs/CFC%20Brand%20Manual.pdf>). The Branding Guidelines Manual provides a variety of statement versions to accommodate for space, in English and Spanish. To make it easier on contractors, lists of materials are provided with the corresponding statement version that applies to each. For materials not listed, contractors should contact their Program Manager to determine which statement is appropriate.

For questions regarding acknowledgment/funding statements, contractors are encouraged to contact their assigned Program Manager.

#### **404 Network and CDPH Logo Guidelines**

Newly developed materials must include the *Network* (Champions for Change) logo. Contractors are required to include the CDPH logo only on highly visible regional advertisements and marketing efforts that have been adapted from state-level materials or advertising efforts. For example, when a contractor adapts *Network* state-level produced transit ads, billboards, print advertisements, etc. for local use the CDPH logo should be included.

The *Network* and CDPH logos are available on the *Network's* Communication Resource Library website at <http://networkforahealthycalifornia.net/Library/logohome.php>, in English and Spanish, as are other *Network* logos (e.g., *Harvest of the Month*, *Power Play!*). Guidelines about the correct usage of *Network* logos are provided in the *Network's* Branding Guidelines Manual (<http://networkforahealthycalifornia.net/Library/download/pdfs/CFC%20Brand%20Manual.pdf>).

For questions regarding *Network* and CDPH logos, contractors are encouraged to contact their assigned Program Manager.

#### **405 Non-Network Nutrition Education Reinforcement Items (NERIs)**

Nutrition Education Reinforcement Items (NERIs) refer to a class of goods that are given to SNAP-Ed eligible persons and intermediaries containing or conveying good nutrition and physical activity messages for the purpose of reinforcing nutrition education and enabling

behavior change. The *Network* has made a wide selection of NERIs available at no cost to contractors through an online ordering system. Information about the *Network* online ordering system is provided in Section 900, Technical Assistance and Support.

Occasionally, a contractor may exhaust its allotted supply of *Network* NERIs or have a specific need for a NERI that the *Network* does not provide, and therefore may want to develop or purchase a non-*Network* NERI. If contractors want to develop or purchase non-*Network* NERIs, they must obtain *Network* approval prior to development or purchase.

Non-*Network* NERIs should meet the following criteria:

- Be targeted to SNAP participants or SNAP-Ed eligible consumers;
- Have a clear relevance and useful connection to the *Network*'s nutrition and physical activity messages and objectives, contain an educational message, and have a use that is directly related to reinforce *Network* messages;
- Have value as useful nutrition education tools integrated within the local program's SOW;
- Be offered only after weighing and assessing other relative needs and cost-effectiveness;
- Be of nominal value of \$4 or less per item, which does not include shipping and handling and tax;
- Be provided in conjunction with a relevant nutrition message, if for physical activity promotion; and
- Must comply with all state and federal safety requirements with respect to production including Proposition 65 requirements for lead content. Current guidelines for distribution of promotional items related to potential lead hazards are available on the CDPH website at [www.cdph.ca.gov](http://www.cdph.ca.gov).

Cash awards or coupons and food are not permitted with the exception of food purchased for healthy recipe taste testing, food demonstrations, or cooking competitions. In addition, NERI should not endorse or promote brand-name products or retail stores or provide additional financial assistance such as manufacturer or store coupons. Donated coupons may be allowable if they do not favor one vendor over another, if they are made available to all customers and do not single out SNAP recipients specifically, and do not prevent smaller grocers from being competitive.

#### Examples of ALLOWABLE Nutrition Education Reinforcement Items

- Calendars that contain nutrition and physical activity messages.
- Refrigerator magnets, shopping lists, white boards picturing MyPyramid or other *Network* approved messaging.
- **Non-sport specific equipment for demonstration purposes** or games with a nutrition message and provided in conjunction with relevant nutrition and physical activity messages.
- Other items of nominal value which reinforce *Network* messages (< \$4) and conform to CDPH guidelines.
- "Green prescriptions" for healthy eating and physical activity.

Many of the above items are available from the *Network*.

#### Examples of UNALLOWABLE Nutrition Education Reinforcement Items

- Celebratory items and items designed primarily as staff morale boosters.
- Items (even of nominal value) which have no nutrition education message.
- Any item intended for persons who are not SNAP participants, applicants, or SNAP-Ed eligible.

- Any item costing more than \$4.

For questions about non-*Network* NERIs, contractors should contact their Program Manager or refer to the current USDA SNAP-Ed Plan Guidance, which can be accessed on the USDA website at <http://snap.nal.usda.gov>.

#### **406 Harvest of the Month Materials Guidelines**

*Harvest of the Month* provides materials and resources to help educate students to eat a variety of colorful fruits and vegetables and be active every day. The *Harvest of the Month* monthly elements include educator newsletters, English and Spanish family newsletters, community newsletters, and English and Spanish menu slicks. The *Network* understands that there are situations in which these materials may need to be modified slightly or translated in order to better meet the needs of the audiences served by the different programs using *Harvest of the Month* (students and families).

To assist contractors in modifying, translating, and developing complementary materials, the *Network* developed “*Harvest of the Month* Guidelines”. These guidelines provide guidance on allowable/unallowable criteria, the approval process, logo usage, and acknowledgement statements. Please note that contractors must get approval for modifying, translating, and developing complementary *Harvest of the Month* materials from their Program Manager.

The “*Harvest of the Month* Guidelines” document is available on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) and in the Appendix.

#### **407 Newly Developed Recipes and Cookbooks**

There are many reputable cookbooks and other resources available that provide hundreds of healthy recipes, including those developed by the *Network* and by the National Fruit and Vegetable Program (formerly 5 A Day). Additional reputable resources are provided in Section 700, Campaigns, Programs and Resources. Contractors are encouraged to review existing healthy recipes before considering developing new recipes or cookbooks. Prior to developing new recipes or cookbooks, contractors should contact their assigned Program Manager, who will help determine whether it is necessary and feasible.

If it is determined that developing new recipes or cookbooks is necessary and feasible, then the contractor is required to adhere to the guidelines provided in the *Network’s Recipe Guidelines Criteria Manual*. The manual provides important recipe criteria, nutrition terminology and nutrient claims, content and format requirements, nutritional analysis guidelines, approval forms and templates. The content of the manual should also apply to those recipes that are from non-*Network* approved resources. It is anticipated that the *Recipe Guidelines Criteria Manual* will be available in 2010 on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

#### **408 Contractor-Developed Website/Webpage Guidelines**

The *Network* has created a range of specialized websites, a general partner website, and a consumer website. Regional and local websites that are part of a contractor’s SOW should be developed to link with and complement these sites. It is important for contractors to build out their sites and link with partners because it provides a clear linkage among partners and makes it easier for consumers and partners to find out what is going on.

To assist contractors in building out their sites the *Network* developed website/webpage guidelines to provide guidance on design and usability, as well as requirements for content, “look and feel,” and USDA/*Network* attributions and acknowledgement. It is not the intent to

prescribe a definitive template that will keep contractors from developing their own unique sites/pages. Rather it is the *Network's* goal to have quality websites/webpages that are developed efficiently, generally consistent, and branded among *Network* funded partners.

Please note that contractors must get approval for developing a website/webpage from their Program Manager. It is strongly suggested that contractors keep in communication with their Program Manager during the development of a website/webpage. This communication will allow the contractor to discuss specific needs and concerns, for example, challenges in meeting the *Network* website/webpage guidelines. Upon the request of the contractor to their Program Manager, the website/page will be reviewed by the Program Manager and *Network* Information and Technology staff. Contractors will receive suggestions and approvals via email communication.

The "Local Incentive Awardee Website/Webpage Guidelines" are available on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

#### **409 Physical Activity Promotion Guidelines**

The USDA supports the *Dietary Guidelines* for Americans (DGA) inclusion of physical activity promotion in *Network* SOWs. Based on the 2008 Physical Activity Guidelines published by the U.S. Department of Health and Human Services, *Network* contractors should be **promoting children and adolescence do one hour (60 minutes) or more of physical activity every day; most of the one hour or more should either be moderate- or vigorous-intensity aerobic physical activity. Adults should do two hours and 30 minutes a week of moderate-intensity or 75 minutes a week of vigorous-intensity aerobic physical activity.**

Physical activity (PA) promotion is an allowable cost when integrated into a nutrition education program. Allowable PA promotion costs are limited to activities that educate about and promote PA per the DGA and the 2008 Physical Activity Guidelines, such as providing eligible participants with information and encouragement to "be active" or exercise. **Weaving PA promotion messages and one time demonstrations with nutrition education messages is encouraged to further expose participants to accessible PA and encourage them to get the recommended amount of daily PA.**

#### Examples of ALLOWABLE Physical Activity Education and Promotion Costs

- **Development of PA Materials:** Contractors should research existing PA promotion materials before developing new materials. **Contractors should consult with their *Network* Program Manager and PA Regional Specialist to review all existing material.** If no existing material suiting the needs of the agency is found, then the development of educational materials to teach PA concepts and to reinforce the health benefit of PA is an allowable cost. Contractors should consult with their *Network* Program Manager and the **state *Network* PA Specialist** prior to developing new materials. The *Network* recommends the assessment of the target audience and its needs in the development of accurate PA statements and advice. A certified physical fitness professional should be consulted throughout the development phases of these materials. The cost of such consultation is allowable if it is reasonable.
- **Purchase of PA Materials:** Purchases of educational materials promoting PA for program participants are allowable costs. Examples of educational materials include brochures, newsletters, posters, public service announcements, **DVDs**, and audiotapes. These materials may be purchased, or obtained free of charge, from reliable sources such as government organizations, physical activity associations, or other authorities on the subject.

- **PA Promotional Events:** *Network* funded PA events that are associated with a cost are limited to one event per contract per year. *Network* funds cannot be used to fund multiple PA events per contract year. Cost of such events should be reasonable and requires prior PM approval.
- **PA Trainings:** Special PA trainings are limited to one training per contract per year. The *Network* currently has trainings available through SPARK or CATCH. A contractor can choose one training from either SPARK or CATCH per contract year.
- **PA Demonstrations:** PA education and promotion as part of nutrition education sessions for the SNAP-Ed audience may include provision of advice, demonstrations (instructional in nature, on a one-time basis), and community resource information (such as a free local fitness event), in order to encourage program participants to engage in regular physical activities.
- **PA Resource/Referral Information:** In addition to promoting PA, contractors should provide referral information to clients regarding low-cost or free PA programs available at local sites.

**Utilizing the 11 Network Physical Activity Regional Specialists:** For all of the above allowable activities, the *Network* PA Regional Specialists should be consulted. The PA Regional Specialists' main role is to assist with integrating PA into nutrition education efforts. Each region has a PA Regional Specialist who is a primary contact and resource for PA promotion and integration. PA Regional Specialists have created a regional resource directory that includes information on low-cost, free, and accessible community physical activities. In addition, they provide technical assistance on PA promotion and are able to offer trainings and consultation. The PA Regional Specialist is up-to-date on current PA recommendations, requirements, programs, curriculum, statistics, literature, and events. Below is the contact information for local *Network* PA Regional Specialists:

Region	PA Specialist	Phone	Email
Network - CDPH	Mary Coordt	(916) 445-7727	<a href="mailto:Mary.Coordt@cdph.ca.gov">Mary.Coordt@cdph.ca.gov</a>
Bay Area	Carmen Bogan	(510) 482-8827	<a href="mailto:carmenbo@pacbell.net">carmenbo@pacbell.net</a>
Central Coast	Maggie Barrera	(831) 796-2861	<a href="mailto:BarreraMR@co.monterey.ca.us">BarreraMR@co.monterey.ca.us</a>
Central Valley	Starr Cloyd	(559) 255-4300 x31	<a href="mailto:scloyd@cvhnclinics.org">scloyd@cvhnclinics.org</a>
Desert Sierra	Pamela Sampson	(909) 387-9144	<a href="mailto:PSampson@dph.sbcounty.gov">PSampson@dph.sbcounty.gov</a>
Gold Coast	Evette Howe	(805) 677-5232	<a href="mailto:Evette.Howe@ventura.org">Evette.Howe@ventura.org</a>
Gold Country	Phillip Bensing	(916) 556-3344	<a href="mailto:Pbensing@healthedcouncil.org">Pbensing@healthedcouncil.org</a>
Los Angeles	Ismael Aguila	(213) 663-3603	<a href="mailto:isaguila@ph.lacounty.gov">isaguila@ph.lacounty.gov</a>
North Coast	Laurel Chambers	(707) 543-5810 x202	<a href="mailto:lchambers@healthcollaborative.org">lchambers@healthcollaborative.org</a>
Orange County	Frank Hernandez	(714) 796-8022	<a href="mailto:fhernandez@ochca.com">fhernandez@ochca.com</a>
San Diego/Imperial	Larissa Johnson	(619) 681-0671	<a href="mailto:lrjohnso@ucsd.edu">lrjohnso@ucsd.edu</a>
Sierra Cascade	Michele Buran	(530) 898-4318	<a href="mailto:mburan@csuchico.edu">mburan@csuchico.edu</a>

### Examples of UNALLOWABLE Physical Activity Promotion Costs

- Ongoing exercise or PA classes, (e.g., yoga classes, walking clubs, sports teams, running classes, gym classes).
- The implementation of PA environmental interventions (i.e., PA community assessments, walkability workshops, development of community plans to improve walkability, and the implementation of any environmental improvements to increase neighborhood walkability).
- Costs incurred for health club or gym memberships, dues, equipment, (e.g., bicycles, treadmills, stair steps, weights, etc.); facilities (rental or modifications); or exercise leaders for ongoing exercise classes.
- Personnel costs for conducting or maintaining exercise or PA classes. (Exception: one-time PA demonstration).
- **The costs for any training to become certified in any kind of curriculum or instructional materials (e.g., Yoga, Zumba, etc.).**
- PA supplies for class participants are not allowable except for instructor demonstrations.
- PA promotional materials developed with SNAP-Ed funds without *Network* prior approval.

Section 700, Campaigns, Programs and Resources provides a list of PA resources. For questions regarding PA activities, contractors are encouraged to contact either their local *Network* PA Regional Specialist or assigned Program Manager.

### **410 Food Stamp Program Promotion Guidelines**

The state of California has one of the lowest Food Stamp Program (FSP) participation rates in the country, 50 percent compared to a national average of 67 percent.<sup>1</sup> Additionally, a mere 36 percent of the eligible working poor participate.<sup>2</sup>

The FSP is the first line of defense against hunger and an important source of nutrition assistance. Partners can play a critical role by providing those who may be eligible, but are not participating, with a brief informational message about the FSP when delivering nutrition education. Please note that FSP promotion may only be done in conjunction with nutrition education.

The FSP was renamed the Supplemental Nutrition Assistance Program (SNAP) in Title IV of the 2008 Farm Bill. This change went into effect October 1, 2008. As in previous Farm Bills, the 2008 Farm Bill allows states the option to use their own names for the FSP/SNAP. Assembly Bill 433 required the California Department of Social Services (CDSS) to partner with stakeholders to develop a new name for the FSP in California by July 1, 2009. Because of this process and the pending name change, CDSS elected not to adopt the new SNAP name and therefore in California the program is still referred to as food stamps.

### Examples of ALLOWABLE FSP Promotion Activities

- **Providing a FSP Educational Message:** Including an educational message about the FSP in nutrition education activities and interventions. The message can be as simple as: *The Food Stamp Program provides nutrition assistance to people with low incomes. It can help you buy nutritious foods for a better diet. For more information, call 1-877-847-3663 [or insert a local phone number].* Or the message can be more interactive (e.g., leading

---

<sup>1</sup> Cunyningham KE, Castner LA, Schirm AL. Reaching those in need: State food stamp participation rates in 2006. USDA Food and Nutrition Service. November 2008. Available at [www.fns.usda.gov/ora/menu/Published/snap/FILES/Participation/Reaching2006.pdf](http://www.fns.usda.gov/ora/menu/Published/snap/FILES/Participation/Reaching2006.pdf).

<sup>2</sup> Ibid.

- **Distributing FSP Promotional Materials:** Distributing flyers, handouts, and brochures that provide information about the Food Stamp Program as part of nutrition education activities. Contractors are encouraged to use existing materials, such as those produced by the *Network* and USDA that are available to contractors at no cost. The USDA SNAP (formerly known as Food Stamp Program) brochures may be ordered, free at: <http://foodstamp.ntis.gov/>, but cannot be duplicated or printed using SNAP-Ed funds. Local food stamp office locations and contact information may be added to these national brochures.
- **Encouraging SNAP-Ed Participants to Call for More Information:** Providing SNAP-Ed participants the Food Stamp Information Line in **English** (1-877-847-3663) or **Spanish (1-888-9-COMIDA)**, a toll-free hotline where callers can get information about applying for food stamps in their county of residence.
- **Partnering with Organizations Conducting FSP Outreach:** Contractors are encouraged to partner with organizations (e.g., food stamp offices, food banks, clinics, social service agencies) conducting food stamp outreach. Organizations conducting food stamp outreach are able to provide additional information about the FSP, as well as help interested parties apply. For a list of these organizations, contractors should contact their Program Manager. Examples of how contractors can partner with organizations include inviting organization representatives to:
  - Sponsor a table/booth at health fairs, farmers' markets, back-to-school nights, and other community venues or events where contractors are providing nutrition education.
  - Be guest speakers at nutrition education classes.
  - Present or display detailed information on applying for food stamps as part of nutrition education activities.
  - Include outreach information at radio, television or newspaper interviews.
  - Sponsor an outreach event with nutrition education.

#### Examples of UNALLOWABLE FSP Promotion Activities

- FSP promotion activities that stand alone and are not integrated into a larger nutrition education activity.
- Pre-screening or assisting individuals with completing FSP applications and obtaining verification.
- Accompanying individuals to the FSP office to assist with the application process.
- Convening meetings that focus exclusively or primarily on FSP outreach and increasing FSP participation.
- Producing print materials (e.g. brochures, posters) that are primarily FSP outreach in nature.
- Designing a FSP outreach program, including the development, publication, and distribution of materials to the community.

Section 700, Campaigns, Programs and Resources provides a list of FSP and SNAP promotion resources. For questions regarding FSP promotion activities, contractors are encouraged to contact their Program Manager.

#### **411 Guidelines for Women, Infants, and Children (WIC) and Network Collaboration**

Collaboration between local Women, Infants, and Children (WIC) agencies and *Network* contractors provide opportunities to reinforce and build upon nutrition education messages across programs using multiple sources to the same target audience. Successful collaborative partnerships will allow WIC agencies and *Network* contractors to supplement and complement

each other's nutrition education services rather than supplant them. To help ensure this type of partnership, the following guidelines have been established.

#### **State Share:**

- State share cannot be claimed from any WIC employee that is paid through federal funds.
- Any state share claimed from WIC employees must provide clear documentation that the employee's time is paid through county funds in order to claim such state share.
- Indirect funds cannot be leveraged for state share even if WIC caps the indirect costs.

#### **Federal Share:**

Contractors may have *Network* employees that are also WIC employees on the federal share budget if:

- Their total percentage of time is equal to or less than 100 percent Full Time Equivalent (FTE).
- The percentage of *Network* time is solely devoted to *Network* allowable nutrition education and/or breastfeeding activities.
- All time is tracked/documented through weekly time logs or other approved tracking system.

#### Examples of ALLOWABLE nutrition education activities in collaboration with WIC

- Providing food demonstrations or taste testing to WIC clinics since WIC traditionally does not do these types of activities.
- Doing *Harvest of the Month* activities (such taste tests, newsletters, etc.) at WIC clinics.
- Conducting nutrition education with non categorical groups such as older siblings, parents/caregivers who are not on the WIC program.
- Providing graduates with a specific nutrition education not otherwise offered by WIC such as information on MyPyramid for kids.

#### Examples of UNALLOWABLE nutrition education activities in collaboration with WIC

- Claiming nutrition education contacts above the WIC minimum per category (e.g., more than two contacts per six months cannot be counted as *Network* activities). This would be considered supplanting since most WIC clients receive more than the minimum number of contacts in California.

#### Examples of ALLOWABLE breastfeeding activities in collaboration with WIC

- General Breastfeeding (BF) education (benefits of BF to moms and babies) to SNAP-Ed eligible prenatal or postnatal moms in the community.
- Information on good nutrition during breastfeeding for moms.
- Peer counseling programs that do not receive federal funds through WIC to operate this program.
- Referrals to WIC in the community for pregnant or breastfeeding moms during nutrition education events.

#### Examples of UNALLOWABLE Breastfeeding Education

- One on one breastfeeding contacts where staff troubleshoot breastfeeding problems such as sore nipples, engorgement, inverted nipple, underweight baby etc.
- Funding an International Board Certified Lactation Consultant to address specific breastfeeding problems.
- Supplanting existing federal funding for peer counseling programs.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>500</b>	<b>Evaluation</b>

This Section includes:

- 501 Evaluation Expectations
- 502 Process Evaluation
- 503 Impact/Outcome Evaluation and Requirements
- 504 Network Impact/Outcome Evaluation Tools
- 505 School-Based Evaluation
- 506 School-Based Assessment Resources

### 501 Evaluation Expectations

Evaluation should be included as a component of program planning because it supports long-term sustainability, replication of efforts by demonstrating success, and diffusion of information and program improvement. Conducting evaluation can assist in understanding the successes and problem areas of a program. It is recommended that all Local Incentive Awardee (LIA) contractors allocate ten percent of their Federal Share budgets for evaluation. All contractors are required to complete a Semi-Annual Activity Report (SAAR). LIAs and special projects are required to coordinate with the *Regional Networks for a Healthy California (Regional Networks)* to track activities in which the LIA participates but originated with the *Regional Networks* (the *Regional Networks* complete a *Regional Network SAAR*). All contractors are expected to conduct process evaluation that tracks progress towards meeting the goals and objectives in their Scope of Work (SOW). The recommended allocation of funds for evaluation should cover the required elements of process evaluation reported in progress reports, activity tracking reported on the SAAR, and impact/outcome evaluation for those programs required to engage in that level of evaluation. Programs that have already planned or conducted impact/outcome evaluation are encouraged to continue and expand upon these activities as appropriate. Programs are also encouraged to use interventions that have been previously tested and shown to be effective, such as *Network for a Healthy California (Network) Children's Power Play! Campaign*, the *Network's Harvest of the Month*, California Project LEAN's *Food on the Run*, and the American Cancer Society's *Body and Soul Campaign*.

### 502 Process Evaluation

Process evaluation describes the extent to which planned activities are implemented.

- Process evaluation is included in the development of LIA SOWs and documented through the completion of the "Evaluation" column of the SOW template.
- Examples of process evaluation measures may include activity tracking logs, meeting agendas, sign-in sheets, number of materials distributed, or whether coalitions were developed.
- Summaries of process measures are required and reported on the annual progress report forms and SAAR online forms.

Activity tracking, as part of process evaluation, is completed to count the kinds of activities that were implemented and the number of people reached by the activity.

- Throughout each six-month reporting period, contractors are required to keep an Activity Tracking Form (ATF) for each program activity that was implemented and the number of impressions that were generated by the activity or the number of people reached. A copy of the ATF can be found in the Appendix. Additional information about the ATF is provided in

[www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

- At the close of each six-month reporting period, all contractors are required to complete the SAAR. The SAAR summarizes program activities by social marketing tools, such as personal sales (i.e., nutrition classes) or promotions (i.e. taste testing in grocery stores) and also documents activities such as policy work, environmental changes or interviews with media outlets. A copy of the SAAR form (for reference only) can be found in the Appendix. Additional information about the SAAR is provided in Section 800, Progress Reporting and on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

### 503 Impact/Outcome Evaluation and Requirements

Impact/Outcome evaluation is conducted to assess the overall effectiveness of a program, justify funding and identify successful programs or strategies. This can be done by quantifying change in a behavior, like fruit and vegetable consumption, or factors that influence it namely cognitive and social outcomes; environmental changes; and structural institutional and systemic outcomes. These factors may include knowledge, preferences, norms, or self-efficacy at the individual level or availability of fruit and vegetables at the environmental level.

The *Network* expects contractors that receive over \$350,000 in Federal Share to conduct impact/outcome evaluation using the following guidelines. The guidelines were developed to generate sound information through rigorous evaluation that can be used to improve nutrition education activities or develop new ones. Technical assistance is available throughout the year to ensure the guidelines fit unique situations.

1. Contractors are expected to measure change in fruit and vegetable consumption and factors that influence it.
2. Contractors are expected to include an impact/outcome evaluation objective in their SOW.
3. Contractors are expected to use an age-appropriate selected from the following:  
*Network Youth Survey* – third - eighth grade students  
*Network High School Survey* – high school students  
*Food Behavior Checklist (FBC)* – Adults  
*Fruit and Vegetable Checklist (FVC)* – Adults  
*Fruit and Vegetable Inventory* along with *FBC* or *FVC* – Adults
4. Contractors that have previously conducted impact/outcome evaluation are expected to do a more rigorous evaluation each year. This may include adding a comparison group or increasing sample size. It may also include evaluating a different aspect of their SOW if a previously evaluated intervention has been shown to be effective. This will include interventions that show a statistically significant and meaningful change in outcomes resulting from a rigorous evaluation design. **A process evaluation could be added to satisfy this requirement.**
5. Contractors are expected to evaluate an intervention that has face-to-face contact with the same individuals at least five times. This may include contacts made by collaborating agencies if it can be demonstrated that the individual has contact at the other site.
6. Contractors are expected to submit results for at least 50 matched surveys, i.e., a pre- and post-test for the same individual.
7. Contractors are responsible for collecting and analyzing their data and are expected to submit data and a report by the 31<sup>st</sup> of July of each year.
8. Contractors are expected to submit a draft evaluation plan with their final report by the 31<sup>st</sup> of July of each year. This plan should make specific any general language written into the SOW and incorporate findings from the prior year's evaluation.

#### **504 Network Impact/Outcome Evaluation Tools**

To meet evaluation requirements the *Network* offers resources that are posted [on the Network website www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on “Research and Evaluation.”

1. Impact/outcome evaluation plan template
2. Evaluation trainings and workshops
3. Technical assistance via telephone, e-mail or in person to individuals or small groups
4. Impact/Outcome Evaluation Handbook
5. Compendium of Surveys
6. SOW impact/outcome evaluation objective template
7. Ongoing monitoring
8. Data entry template to facilitate analysis
9. Report template
10. Teleconferences to promote use of findings

For more information on impact/outcome evaluation, contractors are encouraged to contact the REU by [calling the Network’s main line at \(916\) 449-5400](tel:9164495400).

#### **505 School-Based Evaluation**

Schools have many resources available to assist in measuring the overall effectiveness of a program in producing changes in individual knowledge, attitude, skill or behavior. All contractors that are school-based programs or working with school-based programs are encouraged to evaluate (process and/or impact/outcome) their interventions as part of the process for informing effective nutrition education and physical activity programming.

Evaluation provides valuable information that can be used to:

- Develop a realistic and measurable SOW;
- Promote program successes;
- Identify areas for program improvement; and
- Encourage potential future partners to support and/or fund the continuation or expansion of the program.

#### **506 School-Based Assessment Resources**

Several of the youth health behavior surveys conducted in California are listed in this section. Determine which are being implemented at the school site(s) and talk with the individuals responsible for the data collection and program implementation. Discuss possible strategies for utilizing their data and/or encouraging the use of modules that focus on diet and physical activity.

Although very useful, it is not advisable to rely on health behavior survey measures alone to demonstrate successful health education programs because it is well known that knowledge and skills are not necessarily practiced. Since the practice of positive health behaviors is preceded by knowledge and skill attainment, it is important to measure these indicators as benchmarks of teaching and learning effectiveness.

California’s Content Standards for Health Education (2008) and for Physical Education (2006) identify and describe the essential skills and knowledge that students need to acquire at each grade level to adopt and maintain a healthy and physically active lifestyle. These may be ordered from the California Department of Education (CDE) Press at 1-800-995-4099 or

downloaded from [www.cde.ca.gov/ci/he](http://www.cde.ca.gov/ci/he) (health education) or [www.cde.ca.gov/be/st/](http://www.cde.ca.gov/be/st/) (physical education).

Changes within the physical, social, or political environment are equally important to measure. To promote sustainable changes within the school community, contractors are encouraged to work with their partners to achieve policy, systems, and environmental changes. Although contractors may not lead these efforts, they may contribute to them, for example, serve as an expert on the school health council or other school wellness committee to represent the nutrition education needs of the students. Assessing the school nutrition environment lays the foundation for planning and implementing policy, systems, and environmental changes.

Contractors that are school-based or working with schools are encouraged to seek out previously generated data as part of their evaluation efforts. Several of these assessment resources are discussed briefly below.

### **Assessments of Student Behaviors (Behavioral Outcomes)**

California Healthy Kids Survey: - [www.wested.org/hks/](http://www.wested.org/hks/)

The California Healthy Kids Survey (CHKS) is a comprehensive youth health-risk and resilience data collection system sponsored by CDE. It is available to all local education agencies (LEAs). The CHKS is an easily customized, self-report youth survey that assesses all major areas of health-related risk behavior and resilience. This survey support system is low-cost and uses the latest technology to help LEAs collect and use CHKS data to improve prevention and health programs. CHKS consists of a core module and five optional topic-specific modules designed for grades seven, nine, and eleven.

The secondary school survey consists of a general core (Module A) with a set of five in-depth behavior-specific optional supplementary modules which an LEA can configure to meet local needs and standards. Individual modules assess resilience or youth assets (Module B); alcohol and other drugs, violence and suicide (Module C); tobacco use (Module D); physical health includes physical activity, diet, and general health (Module E); and sexual behavior (Module F).

A single elementary school instrument provides comparable, developmentally appropriate data focusing on risk and resilience factors.

CDE requires that all schools receiving Title IV Safe and Drug Free Schools and Communities (SDFSC) Program or Tobacco Use Prevention Education (TUPE) funds are required to conduct CHKS at least once every two years. Contractors are encouraged to coordinate with the staff responsible, to access the data that pertain to nutrition education and physical activity promotion for their targeted sites.

California Student Survey: - [www.cde.ca.gov/ls/he/at/csscomparisondata.asp](http://www.cde.ca.gov/ls/he/at/csscomparisondata.asp)

The California Student Survey (CSS) is a biennial survey co-sponsored by CDE, Office of the Attorney General of California, and California Department of Alcohol and Drug Programs. It has been expanded into a comprehensive health risk survey that covers all the items in the CHKS general core. It is a good source of representative statewide data that can be generalized to all students in California.

Physical Fitness Testing: - [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/)

Each year, all public school districts are required to administer the state-designated Physical Fitness Test (PFT) to all students in grades five, seven, and nine during the months of February,

March, April, or May. All data must be reported to the state by June 30 of each year. Contractors are encouraged to coordinate with the staff responsible and access the data that pertain to nutrition education and physical activity promotion for their targeted sites.

### **Assessment of Student Health Knowledge and Skill Attainment**

CCSSO-SCASS Health Education Project's Assessment Project: - [www.ccsso.org/heap](http://www.ccsso.org/heap)

The SCASS Health Education Assessment Project began in 1993 under the leadership of the Chief Council of State School Officers (CCSSO) as part of the State Collaborative on Assessment of Student Standards (SCASS). The mission of the project is to develop effective health education assessment resources through a collaborative process and to increase members' capacity to align curriculum, instruction, and assessment to improve student health literacy through improved health education instruction. The project has developed a variety of assessment materials that are appropriate for use by teachers at the classroom level and for use in district and large-scale assessments of health education at the elementary, junior high/middle school, and high school levels. In addition, the project has developed a variety of professional development materials to support teacher training in standards-based health education and assessment linked to the National Health Education Standards and Centers for Disease Control and Prevention's (CDC) six priority adolescent risk behaviors.

This resource organizes assessment items at the elementary, junior high/middle school, and high school levels for skills and concepts that are most likely to yield health-promoting behaviors among youth. These items guide teachers in assessing student performance to inform and prioritize instruction. A total of over 1,300 items were developed and tested. The types of assessment items used in the project include:

- selected response (multiple choice);
- constructed response (short answer/extended response);
- performance events (curriculum-embedded activities that students complete within a single class period); and
- performance tasks (curriculum-embedded projects that students complete outside of class over an extended period of time).

These materials are available for free loan from the California Healthy Kids Resource Center (CHKRC). For additional information, contractors are encouraged to contact their district's health education coordinator or if not available, the School Health Connections Office, California Department of Education, at (916) 319-0914 or [www.cde.ca.gov/ls/he/cs/contacts.asp](http://www.cde.ca.gov/ls/he/cs/contacts.asp). Section 600, School-Based Programs provides more information about CHKRC.

### **Assessment of the School Environment**

Per the *Network for a Healthy California* Program Letter 05-02, dated September 19, 2005, "Certain environmental and policy assessment activities are no longer allowed, including use of USDA's *Changing the Scene*, CDC's *School Health Index*, and community/food assessments to identify availability and access by Food Stamp Nutrition Education eligible persons to healthy food and physical activity options." This guidance became effective in Federal Fiscal Year 2006, October 1, 2005.

*Changing the Scene*: - [www.fns.usda.gov/tn/Resources/changing.html](http://www.fns.usda.gov/tn/Resources/changing.html)

*Changing the Scene – Improving the School Nutrition Environment* is a tool kit that addresses the entire schools nutrition environment from a commitment to nutrition and physical activity,

pleasant eating experiences, quality school meals, other healthy food options, nutrition education, and marketing the issue to the public. This kit can help local people take action to improve their school's nutrition environment. The kit includes a variety of tools for use at the local level to raise awareness and address school environment issues that influence students' eating and physical activity practices. The kit was developed by the USDA Food and Nutrition Service, Team Nutrition, with input from education, nutrition, and health organizations.

Ordering information for the kit is available on the website. Contractors are encouraged to coordinate with the staff responsible and access the data that pertain to nutrition education and physical activity promotion for their targeted sites.

School Health Index: - <https://apps.nccd.cdc.gov/SHI/Default.aspx>

The School Health Index is a self-assessment and planning guide developed by CDC. This tool enables schools to:

- Identify the strengths and weaknesses of a school's health promotion policies and programs;
- Develop an action plan for improving student health; and
- Involve teachers, parents, students, and the community in improving school policies, programs, and services.

A downloadable version of the tool which addresses only nutrition and physical activity is available from the website. Contractors are encouraged to coordinate with the staff responsible and access the data that pertain to nutrition education and physical activity promotion for their targeted sites.

School Health Policies and Programs Study: - <http://cdc.gov/HealthyYouth/shpps/index.htm>

The School Health Policies and Programs Study (SHPPS) is a national survey periodically conducted to assess school health policies and programs at the state, district, school, and classroom levels. Questionnaires are available for each of the Coordinated School Health Program components:

Food Services  
Physical Education and Activity  
School Policy and Environment  
Health Education

Health Services  
Mental Health and Social Services  
Faculty and Staff Health Promotion

The content summaries and questionnaires for the 2006 SHPPS can be downloaded from their website and be used to identify policies and programs at the classroom, school site, district, and state levels. Contractors are encouraged to access the data that pertain to nutrition education and physical activity promotion for their targeted sites. Comprehensive results of the 2006 SHPPS have been reported in the Journal of School Health, October 2007 and can be found on the website noted above.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>600</b>	<b>School-Based Programs</b>

The purpose of this section is to provide contractors who work with school sites with program resources to assist in the planning, implementation, and evaluation of their project. These contractors should read this section carefully since the requirements for school district contractors vary from those of county offices of education and other contractors working with schools.

This Section includes:

- 601 Elements of a Comprehensive Nutrition Services Approach in School-based Interventions
- 602 Requirements for Schools and Contractors Working with Schools
- 603 Regional Nutrition Education Consultants (NECs)
- 604 Guidelines for LIA School Districts and Contractors Working with Schools
- 605 Resources for Implementing the SHAPE California Approach
- 606 Resources for Promoting Healthy Eating Behaviors
- 607 Guidance for Implementing Effective Nutrition Education Programs
- 608 Resources for Nutrition and Physical Activity Instruction from the California Healthy Kids Resource Center
- 609 Resources for After School Nutrition and Physical Activity Instruction
- 610 Resources for School Gardens as Part of Nutrition Education
- 611 Resources for Nutrition and Physical Activity Policies

**601 Elements of a Comprehensive Nutrition Services Approach in School-based Interventions**

To assist school-based projects in promoting a healthy school nutrition environment which includes consistent nutrition messages in the classroom, cafeteria, and school community, the *Network for a Healthy California (Network)* requires that the SHAPE (Shaping Health As Partners in Education) California approach be implemented by all school districts and county offices of education receiving Local Incentive Award (LIA) contracts. Any school district implementing *Network*-funded activities under the auspices of its own LIA contract or of a county office of education LIA contract, are required to join SHAPE California and submit the forms listed in Section 602. Other contractors working with schools are strongly encouraged to support the implementation of this approach in each district targeted in their Scope of Work (SOW).

The elements of the SHAPE California approach include:

- Offering healthy meals in child nutrition programs;
- Promoting comprehensive, sequential nutrition education;
- Applying school nutrition policy and practices; and
- Building and maintaining partnerships within the school and within the community that support comprehensive nutrition services.

Additional information on the SHAPE California approach can be found in this section and on the California Department of Education’s (CDE’s) website ([www.cde.ca.gov](http://www.cde.ca.gov)). A SHAPE Fact Sheet is provided in the Appendix.

## **602 Requirements for School Districts and Contractors Working with Schools**

The *Network* recognizes the value and effectiveness of the SHAPE California approach and acknowledges the vital role that partnerships play in its success. Therefore, all LIA contractor school districts, Charter schools, county offices of education, and other contractors working with schools must agree to implement the applicable requirements.

### **Requirements**

All LIA contractors working with schools must agree to:

- Actively support the district's participation in the SHAPE California approach as stated in Section 601. Criteria for maintaining participation are delineated on the SHAPE California Letter of Commitment, which is available in the Appendix.
- Implement Guideline 1, as stated in Section 604.

School district or county office of education LIA's must agree to implement the second and third Guidelines as stated in Section 604.

Any district receiving *Network* funds must complete the SHAPE California Partner Data Form and the SHAPE California Letter of Commitment. Contractors are required to submit the Form annually and the Letter with their renewing Funding Application Packets, which may be once every three years depending on the length of the contract awarded. The forms can be found in the Appendix. All districts receiving *Network* funds through a subcontract with a county office of education, college/university, or local health department are required to submit the required SHAPE California forms through the primary contractor's annual Funding Application process.

Information provided on these forms is shared with CDE, Nutrition Services Division (NSD) for the purpose of maintaining their database of all districts committed to implementing this approach. In addition, it is used to create mailing lists for announcing SHAPE California regional meetings and providing information on new school-based resources.

### **Budget**

To build and maintain partnerships with school staff, all school district contractors must budget sufficient resources, including travel and personnel, to support a two-person team from their districts to attend:

1. Regional trainings offered by the *Network* and *Regional Networks*; and
2. SHAPE California regional networking meetings that are co-sponsored by the *Network* and CDE hosted in the spring each calendar year. As a *Network*-sponsored meeting, LIA contractors are required to attend and may be fully reimbursed for this meeting. Proration of travel costs will not be required. The non-*Network* sponsored SHAPE California meetings hosted in the fall will be subject to the *Network* procedures for non-*Network* sponsored travel. This is in accordance with *Network* Program Letter 06-05.

Other contractors working with school districts are encouraged to budget sufficient resources to support a team from each school district with whom they are working to attend the trainings and meetings listed above. These teams should consist of staff members committed to supporting the implementation of *Network*-funded activities within their districts and should include at least one representative from child nutrition and one from the classroom, administration, and/or health services.

## **603 Regional Nutrition Education Consultants (NECs)**

To assist LIAs in the implementation of the SHAPE approach and other successful

school-based strategies and resources, the *Network* offers technical assistance to contractors through three regional NECs located in county offices of education (Alameda and Orange) and in the California Department of Public Health/*Network*.

The regional NECs bridge school communities with effective strategies, opportunities, and resources to help youth-serving agencies use high quality instructional programs that promote healthy eating and active living. In coordination with the Program Managers, the regional NECs provide leadership and technical assistance in the development, implementation, and evaluation of nutrition education intervention strategies in low-resource schools and other youth-serving agencies and organizations within their assigned regions.

Regional NECs are available to provide technical assistance and guidance in the identification, utilization, and/or evaluation of:

- Culturally and grade-level appropriate nutrition education programs and resources.
- Research-based instructional resources and strategies that emphasize active learner engagement.
- Nutrition education resources and instructional strategies targeting specific behavioral changes that
  - include self-assessment,
  - teach decision-making skills,
  - focus on building skills, and align with the following, which are available on the CDE website ([www.cde.ca.gov](http://www.cde.ca.gov)):
  - Health Education Content Standards for California Public Schools (CDE, 2008),
  - Physical Education Model Content Standards for California Public Schools (CDE, 2005), and
  - Standards for Evaluating Instructional Materials for Social Content (CDE, 2000).
- Tools and strategies to evaluate the effectiveness of resources, interventions, and programs.
- Assessment findings and evaluation data to modify materials, strategies, and programs to meet the needs of the target audience(s).
- Effective partnerships that are sensitive to the target populations' needs and interests and are non-duplicative of other committees or groups working with the same target population.
- Strategies that incorporate social support ~ parental involvement for elementary students and peer involvement for secondary students.
- Partnerships that support linkages between the cafeteria, classroom, and the community, including opportunities for collaboration with non-traditional partners.
- Ongoing training and career development programs and opportunities for staff (teachers, child nutrition personnel, nurses, administrators) that increase their knowledge of the role of nutrition and physical activity in protecting children's health and builds their capacity and sustainability of *Network* objectives.

For regional NEC contact information or regional assignments, contractors should contact their assigned Program Manager.

#### **604 Guidelines for LIA School Districts and Contractors Working with Schools**

The first Guideline supports all contractors in the development and implementation of effective strategies for use in schools. The second Guideline restates the district's commitment to implement the SHAPE California approach. The third Guideline reflects the school district's management practices as a sponsor of the National School Lunch Program (NSLP).

**Guideline 1.** Incorporate the following strategies focusing on nutrition education/physical activity promotion and access to federally funded nutrition assistance programs into their LIA SOW submitted to the *Network*.

- Promoting Student Nutrition Education and Physical Activity: Implement culturally and grade-level appropriate nutrition education and physical activity programs utilizing research-based materials. Research-based curricula and supplementary instructional materials are available for free loan from the California Healthy Kids Resource Center (CHKRC) and the California After School Resource Center ([www.californiaafterschool.org](http://www.californiaafterschool.org)). Additional information about the CHKRC is provided in Section 608 below. All LIAs working in schools and after school settings are strongly encouraged to review and select materials included in the CHKRC collection (that are Supplemental Nutrition Assistance Program Education [SNAP-Ed] allowable) to ensure that research-based instructional resources are implemented as part of their interventions. For *Network* guidelines on newly developed/revised nutrition education materials, contractors should reference Section 400, SNAP-Ed Activity Guidelines. All LIAs working with schools are expected to align their nutrition education and physical activity programs with the skills and behaviors in the: Health Education Content Standards for California Public Schools (CDE, 2008), Physical Education Model Content Standards for California Public Schools (CDE, 2005); and Standards for Evaluating Instructional Materials for Social Content (CDE, 2000).
- Building and Maintaining Partnerships: Use existing school health councils, advisory committees, or other groups to involve members of the school community in developing, implementing, and/or monitoring nutrition education/physical activity interventions and services. The school community may include teachers, students, parents/families, child nutrition personnel, school nurse(s), after school coordinators, school board members, administrators, school garden coordinators, health professionals, as well as business and community-based organizations that support a healthy school environment.
- Marketing: Promote healthy eating/physical activity messages on the school campus and/or extend such messages to the broader community, utilizing media advocacy and/or other social marketing tools. Participate in the *Network's Children's Power Play! Campaign*, *Latino Campaign*, *Retail Program*, and/or other *Network* campaigns/programs as appropriate and utilize the *Network's Harvest of the Month* resources. Information about *Network* campaigns and resources is available in Section 700, Campaigns, Programs and Resources. *Harvest of the Month* provides materials and resources to help educate students to eat a variety of colorful fruits and vegetables and be active every day. It supports collaboration between educators, child nutrition staff, school administrators, students, parents, community, the local media, and retail outlets. Additional information about *Harvest of the Month* is provided in Section 700, Campaigns, Programs and Resources and a *Harvest of the Month* Fact Sheet is provided in the Appendix.
- Promoting Access to Food and Offering Healthy Foods on School Campus: Develop and implement referral networks for families requiring food assistance, focusing on Food Stamp program participation. Provide healthy and appealing food choices, including fresh fruits and vegetables that comply with the requirements of the Code of Federal Regulations, California Education Code, California Code of Regulations, and the district's Local School Wellness Policy. Additional information is available on the CDE web page at [www.cde.ca.gov/ls/nu](http://www.cde.ca.gov/ls/nu).
- Providing Professional Development Opportunities: Promote ongoing education and career development programs and opportunities for staff (teachers, child nutrition personnel, nurses, administrators) that increases their knowledge of the role of nutrition and physical

activity in protecting children’s health and builds the capacity of child nutrition personnel to prepare and market nutritious, appealing meals.

- **Support Nutrition Policies:** In partnership with students and the school community, support the assessment, development, and/or implementation of nutrition policies, consistent with the “Guidance for the Development of California School Wellness Policies” (2005), that promote nutrition education and physical activity, address the need for an adequate supply of healthy foods and beverages on campus, and provide a school and classroom environment in which healthy food choices and other healthy lifestyle behaviors are reinforced.

**Guideline 2.** Commit to actively implement the SHAPE California approach in accordance with the SHAPE California Letter of Commitment.

**Guideline 3.** Maintain the district’s status as a NSLP sponsor in good standing. NSLP sponsor status is determined by the results of the Coordinated Review Effort, conducted by CDE, NSD. Those reviews that identify major problems, such as outstanding over claims or significant program violations, generate the determination of the sponsor’s status.

### **605 Resources for Implementing the SHAPE California Approach**

The effectiveness of the SHAPE California approach in California’s schools has been documented in the 2001 report “Improving Children’s Health Through A Comprehensive Nutrition Approach: An Evaluation of Nutrition Education in SHAPE California,” prepared by the Health and Education Communication Consultants for CDE. Based on the findings of this evaluation, several recommendations for nutrition education efforts were made that are applicable to the LIAs’ Scopes of Work.

- Partnerships between child nutrition/school food services and the classroom contribute to the success of nutrition education programs. Strong partnerships are those in which both partners take responsibility for the program and consider it to be a priority.
- Partnerships between child nutrition and the classroom also contribute to the program’s sustainability.
- District and site-level administrators must be actively supportive of the district’s nutrition education program for it to be effective. Strong administrative support results in the commitment to district nutrition education policies, facilitation of grant development, and facilitation of other elements that make for a successful program, such as:
  - staff development,
  - teacher release time,
  - inclusion of nutrition in the curriculum,
  - stronger ownership by teaching staff, and
  - parent and community support.
- Staff development in nutrition education is needed for teachers and child nutrition personnel. Staff development provides information and planning time for ways to integrate nutrition education into the core curriculum and link classroom instruction with cafeteria activities.

A copy of the Executive Summary and the full report are available on the CDE website [www.cde.ca.gov/ls/nu/he/shape.asp](http://www.cde.ca.gov/ls/nu/he/shape.asp).

### **Strategies for Success**

The knowledge that school districts gained while implementing SHAPE California is compiled in two resource manuals. *Strategies for Success: A Resource Manual for SHAPE California (Part*

1) (CDE, 1995) and *Strategies for Success II: Enhancing Academic Performance and Health Through Nutrition Education* (CDE, 2001). Written for child nutrition program staff, teachers, administrators, and district-level department staff, these manuals are designed to showcase sustainable strategies for implementing the SHAPE California approach. Each manual provides a variety of tested strategies rather than just one way to achieve a common goal.

*Strategies for Success: Part I* presents field-tested strategies and ideas that can be adapted to almost any scenario. Written for directors (also called managers or coordinators) of child nutrition programs, this manual provides case studies, real world examples, and useful tools. Contractors are encouraged to contact their regional NEC for a copy of this manual.

*Strategies for Success II: Enhancing Academic Performance and Health Through Nutrition Education* (CDE, 2001) provides practical ideas and resources for teachers to teach core subjects and help students practice needed skills and standards, using nutrition connections such as school gardens, classroom cooking, and lesson plans. It includes examples of tools and activities that will help the entire team accomplish its mission while linking more effectively with fellow members of the education team. A copy of this manual can be downloaded from the CDE website at [www.cde.ca.gov/ls/nu/he/documents/strategy2.pdf](http://www.cde.ca.gov/ls/nu/he/documents/strategy2.pdf).

## 606 Resources for Promoting Healthy Eating Behaviors

### CDE Nutrition Services Division (NSD)

The CDE, NSD published four documents to guide the development of healthy school nutrition and physical activity environments. The following documents can be downloaded at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov), or borrowed from the California Healthy Kids Resource Center, [www.californiahealthykids.org](http://www.californiahealthykids.org).

- *School Nutrition...by Design!* provides design principles, outlines quality indicators within each design principle, and furnishes resources and exemplars, and strategies for creating a nutrition environment that supports healthy lifestyles during and after school.
- [\*School Nutrition...by Design! Assessment and Planning Tool\*](#) is for use in conjunction with *School Nutrition...by Design!*; it can help to evaluate the status of a school nutrition environment and establish priorities for implementing strategies that promote student health.
- [\*Taking Action for Healthy School Environments: Linking Education, Activity, and Food in California Secondary Schools\*](#) illustrates promising practices and strategies in nutrition and physical activity policy development and implementation that have been field-tested and found successful in over 18 California middle and high schools.
- *Healthy Children Ready to Learn: Facilities Best Practices* brings together practical and successful ideas and solutions that schools throughout the state are implementing in the battle against childhood obesity, poor nutrition, and lack of exercise in schools.

CDE, NSD recently launched an online training program for child nutrition personnel, Wake Up to More Fruits and Vegetables that can be accessed at [www.wakeupfv.com](http://www.wakeupfv.com). Although the online training program is not 100 percent SNAP-Ed allowable, it does contain topics that support collaboration between the classroom, cafeteria, and community. The online training features five modules:

1. New Horizon for School Breakfast
2. Rainbow of Seasonal Choices
3. Shining Ideas from the Kitchen
4. Fresh Look at Promotions and Merchandising
5. A New Light on Nutrition Education

### Team Nutrition

The United States Department of Agriculture (USDA) Food and Nutrition Service's Team Nutrition (TN) is an initiative to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.

TN's goal is to improve children's lifelong eating and physical activity habits by using the principles of the [Dietary Guidelines for Americans](#) and [MyPyramid](#). To accomplish this goal, Team Nutrition has developed two websites:

- <http://teamnutrition.usda.gov/> The TN site reaches a broad audience with information on nutrition education, healthy eating, and physical activity. Schools are the key focal point.
- <http://healthymeals.nal.usda.gov/> The Healthy Meals Resource System site provides technical assistance support and materials for school foodservice, after school, and child care professionals.

### HealthierUS School Challenge Initiative

USDA has established the *HealthierUS* School Challenge (HUSSC) to recognize schools that create healthier school environments by providing nutrition education, nutrition food and beverages choices, physical education and opportunities for physical activity. It is a voluntary national certification initiative for elementary, middle, and high schools that participate in the national school lunch program. The HUSSC criteria reflect the recommendations of the 2005 Dietary Guidelines for Americans and the Institute of Medicine (IOM) published recommendations (April 2007) for foods that should be served in school, outside of the organized school lunch meals. HUSSC schools must also have a local school wellness policy as mandated by Congress.

At the beginning of 2010, the First Lady, Michelle Obama, released the *Let's Move!* Campaign, which also focuses on HUSSC as a way to provide healthier meals at school. HUSSC is offered at four award levels and USDA will also provide schools a monetary incentive (until funds run out) for receiving an award: Bronze (\$500), Silver (\$1,000), Gold (\$1,500), and Gold Award of Distinction (\$2,000).

To receive a HealthierUS School Challenge award, a school must:

1. Participate in the NSLP and be a TN school. Schools may enroll as a TN school by visiting the TN website at <http://teamnutrition.usda.gov/team.html> to complete an Enrollment Form.
2. Offer reimbursable lunches that are consistent with the Dietary Guidelines for Americans and meet USDA nutrition standards.
3. Support the local wellness policy efforts of its school district.
4. Meet or exceed HealthierUS criteria established for:
  - Average Daily Participation in the NSLP
  - Nutrition standards for meals and competitive foods and beverages
  - Nutrition education
  - Physical education and activity

HUSSC information and application is provided on the TN website at <http://teamnutrition.usda.gov/>, and click on HealthierUS School Challenge.

Award-winning schools are recognized with a cash award, a framed certificate, and an award banner from USDA to showcase their achievement. HUSSC schools also receive national

recognition by being listed on the TN website. Awards are certified for four years, from the date of approval.

### California Farm to School Program

The California Farm to School Program connects schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities, and supporting local small farmers. Schools buy and feature farm fresh foods such as fruits and vegetables, eggs, honey, meat, and beans on their menus; incorporate nutrition-based curriculum; and provide students experiential learning opportunities through farm visits, gardening, and recycling programs. Farmers have access to a new market through schools and connect to their community through participation in programs designed to educate students about local food and sustainable agriculture. The California Farm to School Program website, [www.farmtoschool.org/ca](http://www.farmtoschool.org/ca), provides information on the variety of models, resources and funding opportunities.

### **607 Guidance for Implementing Effective Nutrition Education Programs**

To design and implement effective nutrition education requires an understanding of the many influences on food choices, nutrition-related behaviors, and the dietary change process. Strategies must be based on theory and research evidence and focus on facilitating behavior change.

“Making Nutrition Education Effective for Children: A Needs Assessment,” distributed by the CDE in 1998, found that nutrition education programs for children must align with the following seven key elements:

1. Lessons are organized for planned, sequential instruction
2. Targets specific behavioral changes
  - Includes self-assessment
  - Teaches decision-making skills
  - Focuses on building skills
3. Utilizes developmentally appropriate strategies
4. Provides for sufficient exposure to the message(s)
  - Uses food and nutrition content and strategies to support core curricular areas and presents selected content as a distinct unit
5. Utilizes both the cafeteria and the classroom
6. Provides for adequate teacher preparation
7. Incorporates social support (parent involvement for elementary children; peer involvement for secondary level students)

All LIAs working with schools and/or children are encouraged to consider these seven key elements in developing their nutrition education interventions. A copy of this report can be obtained from the regional NEC.

All LIAs working with schools are expected to align their nutrition education and physical activity programs with the skills and behaviors in the: Health Education Content Standards for California Public Schools (CDE, 2008), Physical Education Model Content Standards for California Public Schools (CDE, 2005), and Standards for Evaluating Instructional Materials for Social Content (CDE, 2000). These are available on the CDE website: Health Education Content Standards ([www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)); Physical Education Content Standards ([www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)); and Standards for Evaluating Instructional Materials ([www.cde.ca.gov/ci/cr/cf/](http://www.cde.ca.gov/ci/cr/cf/)).

All LIAs working with after school programs are expected to be familiar with and guided by the *Exemplary Practices in Nutrition, Physical Activity and Food Security*, found in *Changing Lives, Saving Lives! A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs (2010)*. This Guide was developed by the Center for Collaborative Solutions in collaboration with the *Network*, CDE, and the *Healthy Behaviors Initiative* Learning Community comprised of ten after school programs. This guide was written for directors, members of leadership teams, and partners in after school programs. It is designed to help systematically strengthen the nutrition, physical activity, and food security of students and their families and provide the tools needed to develop action plans and assess progress in moving toward the goal of helping children and young people acquire the knowledge and skills to make wise decisions and healthy choices. The guide is available at [www.ccscenter.org/afterschool/Step-By-Step%20Guide](http://www.ccscenter.org/afterschool/Step-By-Step%20Guide).

Nutrition education interventions must align with the *Dietary Guidelines for Americans (2005)* and *MyPyramid* ([www.mypyramid.gov](http://www.mypyramid.gov)). Another resource is CDE's *Nutrition Competencies for California's Children, Pre-Kindergarten through Grade 12*. The *most recent version* may be downloaded from [www.cde.ca.gov/ls/nu/he/ncccindex.asp](http://www.cde.ca.gov/ls/nu/he/ncccindex.asp). Nutrition competencies outline key nutrition knowledge, skill and behavior concepts, and provide the sequence of these essential concepts to be addressed at each grade level as part of a comprehensive nutrition/health education program.

#### **608 Resources for Nutrition and Physical Activity Instruction from the California Healthy Kids Resource Center**

The California Healthy Kids Resource Center (CHKRC) provides peer-reviewed resources and technical assistance to school and after school teachers, administrators, child nutrition staff, other professionals, parents, and community personnel who work with students in preschool through grade 12. CHKRC is funded by CDE and the California Department of Public Health. CHKRC provides the following:

**Health Education Library:** Reviewed, research-based professional and instructional resources (e.g., DVDs, videotapes, curricula, reference and research materials, and displays) are available for free four-week loan to all California public and private schools, districts, county offices of education, after school programs, community-based agencies, and institutions of higher education. Items available from CHKRC are reviewed by the Materials Review Board, comprised of teachers, health professionals, and university faculty. Materials evaluated as high quality can be ordered online, by phone, fax, or mail for a variety of topic areas including nutrition and physical activity.

**Comprehensive Website:** [www.californiahealthykids.org](http://www.californiahealthykids.org). The site includes an online health education library catalog, material evaluation instruments, school health laws, upcoming health-related conferences and trainings, research summaries, fact sheets, student health and fitness assessment programs, and other web-based, research-based resources and links. It is recommended that visitors check the Hot Topics and More... drop down box for health and nutrition news, documents, and CHKRC newsletters.

#### **Technical Assistance, Professional Development, and Other Resources and Services:**

CHKRC furnishes technical assistance for nutrition education, physical activity, and comprehensive health education planning; conducts trainings for school-based and after school programs; and provides referrals to health and nutrition agencies throughout the state.

A sample of the Nutrition and Physical Activity Instructional Resources available through CHKRC is provided in the Appendix. Additionally, a listing of Recommended Curricula and Supplemental Instructional Resources for Nutrition and Physical Activity, which are also available through CHKRC, is provided in the Appendix. All LIAs working in schools and after school settings are strongly encouraged to review and select **SNAP-Ed allowable** materials included in the CHKRC collection to ensure that research-based instructional resources are implemented as part of their interventions. **Please note that not all CHKRC materials are SNAP-Ed allowable.** CHKRC and the *Network's* regional NECs can provide technical assistance in material selection and nutrition education and physical activity program planning. Additional information about CHKRC can be found by visiting their website at [www.californiahealthykids.org](http://www.californiahealthykids.org).

## **609 Resources for After School Nutrition and Physical Activity Instruction**

### California After School Resource Center

The California After School Resource Center (CASRC) supports quality after school programming throughout the state through its comprehensive website, access to a circulating library of research-based instructional materials, reviewed trainings, and other supportive services and resources to providers to promote nutrition education, physical activity, literacy and mathematics skills, as well as safe learning environments for youth in kindergarten through grade 12. All LIAs working in after school settings are strongly encouraged to review and select **SNAP-Ed allowable** materials included in both CHKRC and CASRC collections to ensure that research-based instructional resources are implemented as part of their interventions. **Please note that not all CHKRC and CASRC materials are SNAP-Ed allowable.** A listing of Recommended Curricula and Supplemental Instructional Resources for Nutrition and Physical Activity is available in the Appendix. The listing indicates resources designed specifically for after school settings. Additional information about CASRC can be found at [www.californiaafterschool.org/](http://www.californiaafterschool.org/).

### Network's Community Youth Organization Idea and Resource Kit

The *Network's Power Play! Campaign* offers the *Community Youth Organization Idea and Resource Kit (Kit)* for youth leaders in after school programs, summer programs, and clubs serving 5- to 11-year-old children. The *Kit* includes educational activities related to fruits and vegetables and physical activity, and also includes physically-active games that incorporate key concepts related to fruits and vegetables. The games are intended to reinforce ideas learned during the educational activities. The worksheets included in the *Kit* are in both English and Spanish. To find out more about the *Kit* and how to obtain a copy, contractors should contact the *Power Play! Campaign* regional coordinator for their region. This information is available in Section 700, Campaigns, Programs and Resources and on the *Network's* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net).

### Center for Collaborative Solutions

The Center for Collaborative Solutions' Healthy Behaviors Initiative for after school programs, a project of the *Network*, has developed *Changing Lives, Saving Lives—A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs*. The guide is designed to help after school program and site directors, members of leadership teams and program partners systematically—and in an intentional way—strengthen their own practices using step-by-step guidance together with self-assessment tools and examples from ten after school programs across the state that have implemented the practices at an exemplary level. The ten programs offer 14 Healthy Behaviors Learning Center

sites that host site visits and offer assistance to other programs that want to increase the healthy eating and physical activity of their students, staff, and families.

To download the new *Changing Lives, Saving Lives* guide, to contact the nearest Learning Center, or to access a wealth of nutrition and physical activity information targeted at after school programs, contractors should visit the Center for Collaborative Solutions' Afterschool Solutions website at [www.afterschoolsolutions.org](http://www.afterschoolsolutions.org).

### **610 Resources for School Gardens as Part of Nutrition Education**

School gardens are a natural classroom for hands on nutrition education. Educational supplies, curricula, and staff salaries to teach gardening concepts as part of nutrition education efforts that reinforce the beneficial nutrition aspects of gardening are considered SNAP-Ed allowable.

The California School Garden Network's (CSGN) mission is to create and sustain California school gardens to enhance academic achievement, a healthy lifestyle, environmental stewardship, and community social development. Their guidebook, *Gardens for Learning*, guides educators through planning, developing, building, and sustaining a school garden and provides ideas for funding, volunteers, instruction and nutrition education. This guidebook can be downloaded as a PDF or a copy can be requested and shipped to the school site at no charge by completing the form found on their website ([www.CSGN.org](http://www.CSGN.org)). The CSGN website has a wealth of information including a collection of research, lessons and activities, how-to videos, calendar of events and trainings, funding opportunities, regional contacts, and link to additional resources. Visitors to the website can sign up to receive the monthly CSGN newsletter, *Sowing and Growing*. Regional chapters of CSGN are being established and will be posting their own pages with meeting dates and other valuable information.

Individuals can request a free copy of the School Garden Resource Packet from CDE. This packet contains over ten items, including Life Lab Science Program's "Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms." To obtain a copy, contractors can send an email to [gardengrantQA@cde.ca.gov](mailto:gardengrantQA@cde.ca.gov).

### **611 Resources for Nutrition and Physical Activity Policies**

Effective nutrition education requires the development and implementation of solid school wellness policies. Under current USDA Guidance *Network* staff may not take the lead on school wellness committees but may and should, participate on these same school wellness policy committees. As an active participant, *Network* staff may provide resources and expertise to ensure that sound nutrition content and effective nutrition education resources are available and utilized in support of the adopted policies.

Guidance and standards, instructional and assessment resources, alternative fundraising and vending options, and other ways to build and sustain healthy learning environments are available from the CHKRC's website at [www.californiahealthykids.org](http://www.californiahealthykids.org). Under the Hot Topics and More... drop down box, the Local School Wellness Policy Resources link will provide access to resources and strategies for:

- Nutrition Education Instruction
- Physical Education Instruction and Physical Activity Promotion
- Parent and Community Outreach
- Other Food Sales and the School Environment
- School Meal Programs

## **Additional Nutrition and Physical Activity Policy Websites**

### Action for Healthy Kids ([www.actionforhealthykids.org/](http://www.actionforhealthykids.org/))

Documents on the link between nutrition, activity, and achievement, sample policies, and many innovative ideas for implementing and evaluating policies are posted on this site.

### Alliance for a Healthier Generation ([www.HealthierGeneration.org](http://www.HealthierGeneration.org))

The Alliance provides tools, solutions, and guidance through their Go Healthy Challenge, the Healthy Schools Program, and other work with parents, industry and healthcare providers, and insurers.

### California Action for Healthy Kids

#### ([http://take.actionforhealthykids.org/site/Clubs?club\\_id=1103&pg=main](http://take.actionforhealthykids.org/site/Clubs?club_id=1103&pg=main))

This link connects with the California Action for Healthy Kids Team and includes current tools, resources, and information specific to what is available in California for improving children's nutrition and physical activity in schools.

### California Department of Education ([www.cde.ca.gov/ls/nu/he/](http://www.cde.ca.gov/ls/nu/he/))

This website provides information and resources for improving nutrition and promoting healthy nutrition environments habits in school, child care, adult, and after school settings.

### California Project LEAN ([www.californiaprojectlean.org](http://www.californiaprojectlean.org))

This website includes curricula, policy documents, and school-based promising practices for promoting healthy eating and physical activity.

### California School Boards Association (CSBA) ([www.csba.org](http://www.csba.org))

CSBA provides sample school district policies and tools; documents outlining the link between nutrition, physical activity, and learning; and examples of school districts that are successfully offering healthy foods and beverages.

### Center for Collaborative Solutions ([www.ccscenter.org](http://www.ccscenter.org))

The Center is committed to helping organizations and after school programs form collaborative partnerships, teams, collaborations, and programs.

### Food, Research, and Action Center (FRAC) ([www.frac.org](http://www.frac.org))

FRAC offers Power Point presentations, school wellness policy language, and other resources about policy development.

### Healthy Eating, Active Communities (HEAC) ([www.healthyeatingactivecommunities.org](http://www.healthyeatingactivecommunities.org))

HEAC provides resources, research and evaluation on effective approaches to promote healthier nutrition and physical activity environments, including policy advocacy.

### National Alliance for Nutrition and Activity (NANA) ([www.cspinet.org/nutritionpolicy/nana.html](http://www.cspinet.org/nutritionpolicy/nana.html))

NANA advocates national policies and programs to promote healthy eating and physical activity to help reduce the illnesses, disabilities, premature deaths, and costs caused by diet- and inactivity-related diseases such as heart disease, cancer, high blood pressure, diabetes, and obesity.

### The Strategic Alliance ([www.preventioninstitute.org/sa/](http://www.preventioninstitute.org/sa/))

This website provides model policies and programs, hands-on tools, articles and resources to healthy eating and activity environments.

USDA Team Nutrition ([www.fns.usda.gov/tn/Healthy/wellnesspolicy.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html))

This site presents a clearinghouse of information about the Local School Wellness Policy components.

Note: Although these sites provide good sources of nutrition information and resources, not all activities and materials from some of these sites are necessarily SNAP-Ed allowable.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>700</b>	<b>Campaigns, Programs and Resources</b>

This Section contains information about the *Network for a Healthy California (Network)* campaigns and programs and additional resources to assist contractors in planning, developing and implementing a Scope of Work (SOW). *Network* campaigns, programs and resources include:

- 701 *Network Campaigns and Programs*
  - A. *Children’s Power Play! Campaign*
  - B. *Latino Campaign*
  - C. *African American Campaign*
  - D. *Worksite Program*
  - E. *Retail Program*
  - F. *Physical Activity Integration Program*
  - G. Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX<sup>3</sup>)
- 702 *Network and non-Network Resources*
  - A. Champions for Change
  - B. Research and Evaluation Unit
  - C. Communications and Media Unit
  - D. Partnerships Team
  - E. Youth Engagement Initiative
  - F. *Harvest of the Month*
  - G. Leadership Projects
  - H. Physical Activity Promotion
  - I. Supplemental Nutrition Assistance Program and Food Stamp Program Promotion Resources
  - J. Websites for Nutrition Information and Resources

Note: Contractors are encouraged to contact their assigned Program Manager for assistance in determining which campaigns, programs, and resources would best fit their SOW needs.

**701 Network Campaigns and Programs**

The *Network* statewide campaigns and programs empower Supplemental Nutrition Assistance Program Education (SNAP-Ed) eligible Californians to consume the recommended amounts of fruits and vegetables and enjoy physical activity every day by creating environments in which these behaviors are both easy to do and socially supported. The fruit and vegetable and physical activity behavioral objectives are designed to reduce the risk of diet-related chronic diseases, especially obesity, type 2 diabetes, heart disease, stroke and some cancers. The targeted campaigns and programs include the *Children’s Power Play! Campaign*, *Latino Campaign*, *African American Campaign*, *Retail Program*, and the *Worksite Program*.

**A. Children’s Power Play! Campaign**

**Program Description:** The *Children’s Power Play! Campaign* uses a tested, multi-channel, community-based approach to target 9- to 11-year-old children and their families with the fruit and vegetable and physical activity messages. The *Children’s Power Play! Campaign* reaches approximately 230,000 SNAP-Ed eligible children annually through low-resource schools and qualifying community youth organizations, farmers’ markets, supermarkets, food services/restaurants, community events, and the media. The *Campaign* is led at the regional level by the 11 *Regional Networks for a Healthy California (Regional Networks)* who

provide training, technical assistance, and materials to organizations and intermediaries serving the *Power Play!* target audience.

**Resources Available:** Regional *Campaign* staff will work with Local Incentive Awardee (LIA) contractors to determine how the *Children’s Power Play! Campaign* can support the contractor’s efforts. In addition to training and technical assistance, contractors can request a variety of tested *Power Play!* educational and promotional materials to help increase fruit and vegetable consumption and physical activity levels among 9- to 11-year-old children (fourth and fifth graders). Materials include the *School Idea & Resource Kits* for fourth and fifth grades, *Power Up for Learning: A physical activity supplement to the School Idea & Resource Kit*, *Community Youth Organization (CYO) Idea & Resource Kit*, *Kids...Get Cookin’!* cookbook, parent brochures, parent tip sheets, posters, nutrition education reinforcement items, and more. Some of the *Campaign’s* materials are described in more detail below:

<p><i>School Idea &amp; Resource Kit (School Kit)</i></p>	<p>The <i>School Kit</i> includes both fourth- and fifth-grade editions. These <i>Kits</i> each include ten activities related to fruits and vegetables and physical activity. The <i>Kits</i> are designed to improve children’s awareness, knowledge, skills, self-efficacy and behaviors related to fruit and vegetable consumption and physical activity. Activities are designed to be easy to implement and to link to the fourth and fifth grade California Content Standards for English/Language Arts, Mathematics, and Health Education. The English-language student worksheets contained within the two <i>School Kits</i> are packaged into fourth- and fifth-grade student workbooks. Spanish-language worksheets are available to teachers within the <i>Kit</i>.</p>
<p><i>Power Up for Learning: A physical activity supplement to the School Idea &amp; Resource Kit</i></p>	<p>This supplement provides teachers with large-space activities and classroom energizers to help them integrate physical activity into the instructional day while reinforcing the nutrition concepts taught through the <i>School Idea &amp; Resource Kits</i>.</p>
<p><i>Community Youth Organization Idea &amp; Resource Kit (CYO Kit)</i></p>	<p>The <i>CYO Kit’s</i> 20 activities are for youth leaders in afterschool programs, summer programs, and clubs serving 5- to 11-year-old children. The <i>Kit</i> includes educational activities related to fruits and vegetables and physical activity, and also includes physically-active games that incorporate key concepts related to fruits and vegetables. The games are intended to reinforce ideas learned during the educational activities. The worksheets included in the <i>Kit</i> are in both English and Spanish.</p>
<p><i>Kids...Get Cookin’!</i> cookbook</p>	<p>This kid-oriented bilingual cookbook features fun graphics, tasty recipes in both English and Spanish, and celebrities. The cookbook includes 20 recipes that meet the National Fruit and Vegetable Program’s recipe criteria for amount of fruits and/or vegetables, fat, saturated fat, sodium, and cholesterol. The cookbook can be provided to teachers and youth leaders to help reinforce the activities they conduct with children.</p>

Parent brochure	A full-color brochure in both English and Spanish, designed to give parents easy ideas for helping their kids eat more fruits and vegetables and be more active.
Children's Cups of Fruits and Vegetables poster	This 18" x 24" poster features photos of children's hands holding fruits and vegetables and demonstrates easy ways to approximate how many cups of fruits and vegetables you are eating each day. The color poster is in English on one side and Spanish on the other.
<i>Power Play!</i> Game Wheel	The game wheel features the names of a variety of fruits and vegetables in segments around the perimeter of the wheel, with the <i>Campaign</i> logo and messages in the center. The wheel attracts children and adults to an event table or booth, where they will have the opportunity to learn about the <i>Children's Power Play! Campaign</i> and its messages. The wheel also allows participants to see the variety of fruits and vegetables available to enjoy. The wheel can be borrowed from the <i>Regional Networks</i> offices for use at special events.

**Required for what type of agencies:** Schools with fourth and fifth grade students; community youth organizations serving 9- to 11-year-old children, including afterschool programs, clubs, faith-based youth groups, summer programs, and other out-of-school youth groups; and other programs serving 9- to 11-year-old children.

**Possible Scope of Work (SOW) Activities:**

- **Schools:** Implement **seven to ten** activities from the *School Idea & Resource Kit* and *Power Up for Learning* in fourth and fifth grade classrooms; facilitate *Children's Power Play! Campaign* training for all qualifying fourth and fifth grade teachers; partner with the *Children's Power Play! Campaign* to conduct cafeteria-based promotions and activities to encourage fruit and vegetable consumption and physical activity; participate in special promotions, such as **Power Up Your Summer, TV Turnoff Week**, American Cancer Society's Spring into Health and Kid Healthy--Steps to Healthy Living Campaign; involve afterschool programs with the *Campaign* (see Community Youth Organizations below); maintain communication with *Power Play!* regional staff to learn of new resources and promising practices in the areas of nutrition education and environmental changes that support good health; if invited, participate in the *Campaign's* regional advisory committee; provide *Power Play!* regional staff with required process evaluation data (contact information for participating teachers, number of participating schools, teachers, children; number of activities conducted; etc.); contractors are encouraged to contact regional *Children's Power Play! Campaign* staff to discuss other possible SOW activities and areas of collaboration.
- **Community Youth Organizations (CYOs):** Implement **14-20** activities from the *Community Youth Organization Idea & Resource Kit*; partner with the *Power Play! Campaign* to conduct special promotions and activities to encourage fruit and vegetable consumption and physical activity, including **Power Up Your Summer, TV Turnoff Week, and Spring into Health**; maintain communication with *Power Play!* regional staff to learn of new resources and promising practices in the areas of nutrition education and environmental changes that support good health; if invited, participate in the *Campaign's* regional advisory committee; provide *Power Play!* regional staff with required process evaluation data (contact information for participating sites, number of participating sites, children; number of activities conducted; etc.); contractors are encouraged to contact

- **All organizations serving 9- to 11-year-old children:** Contractors are encouraged to contact regional *Children’s Power Play! Campaign* staff to discuss possible SOW activities and areas of collaboration.

**Contact Person:** Contact information for each *Children’s Power Play! Campaign* regional coordinator is provided below and available online at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on “Fruit, Vegetable, and Physical Activity Campaigns.” Contractors may also contact the state-level staff listed on the *Children’s Power Play! Campaign* webpage or by calling the *Network* main line at (916) 449-5400.

Region	Regional Coordinator	Phone	Email
Bay Area	Tuline Baykal	(510) 639-1272	<a href="mailto:tnbaykal@ucdavis.edu">tnbaykal@ucdavis.edu</a>
Central Coast	Andrea Estrada	(831) 796-2898	<a href="mailto:estradaA1@co.monterey.ca.us">estradaA1@co.monterey.ca.us</a>
Central Valley	Melissa Murphy	(559) 255-4300 x11	<a href="mailto:mmurphy@cvhnclinics.org">mmurphy@cvhnclinics.org</a>
Desert Sierra	Pamela Sit	(909) 382-3913	<a href="mailto:psit@dph.sbcounty.gov">psit@dph.sbcounty.gov</a>
Gold Coast	Carolina Ugarte	(805) 677-5262	<a href="mailto:carolina.ugarte@ventura.org">carolina.ugarte@ventura.org</a>
Gold Country	Sita Kuteira	(916) 556-3344 x117	<a href="mailto:skuteira@healthedcouncil.org">skuteira@healthedcouncil.org</a>
Los Angeles	Carly Marino	(323) 260-3388	<a href="mailto:camarino@ucdavis.edu">camarino@ucdavis.edu</a>
Northcoast	Deb Harris	(707) 543-5810	<a href="mailto:dharris@scfymca.org">dharris@scfymca.org</a>
Orange County	Gaby Hernandez	(714) 899-3684 x5316	<a href="mailto:Ghernandez@capoc.org">Ghernandez@capoc.org</a>
San Diego/ Imperial Valley	Michael Gieck	(619) 681-0659	<a href="mailto:mgieck@ucsd.edu">mgieck@ucsd.edu</a>
Sierra Cascade	Emily Ruffner	(530) 345-2483 x210	<a href="mailto:eruffner@healthcollaborative.org">eruffner@healthcollaborative.org</a>

### B. *Latino Campaign*

**Program Description:** The *Latino Campaign* works with public and private partners, key stakeholders, and opinion leaders to reach SNAP-Ed eligible Latino adults, aged 18 to 54 years with fruit and vegetable and physical activity information and opportunities for action. The *Latino Campaign* is led at the regional level by nine *Regional Networks* throughout California who provide trainings, technical assistance, conduct skill-building and empower consumers through nutrition education activities at farmers’/flea markets, supermarkets and neighborhood grocery stores, direct health service provider organizations, community clinics, and Latino cultural gatherings. These activities, which reach over 500,000 SNAP-Ed eligible Latinos annually, are reinforced with Spanish- and English-language television, radio, and outdoor advertising, media advocacy, and special community events.

**Resources Available:** The *Latino Campaign* regional staff distributes nutrition education materials to community-based organizations (CBOs), direct health service providers, and other partners who are interested in promoting healthful eating and physical activity among Latinos. The resources include the following:

<i>Fruit, Vegetable, and Physical Activity Toolbox for Community Educators</i>	The <i>Latino Campaign</i> developed the <i>Toolbox</i> so that community educators can easily teach SNAP-Ed eligible Latino adults about eating the recommended amount of fruits and vegetables and engage in physical activity every day. Each item in the <i>Toolbox</i> was tested with the Latino community and other intermediaries to make sure it fits the culture and language. Although the <i>Toolbox</i> was originally created by the <i>Latino Campaign</i> the second edition has been tested with broader adult audiences.
<i>Healthy Latino Recipes Made with Love Cookbook</i>	The second edition, multi-color bilingual cookbook features more than 30 Latino recipes that can be prepared with readily available, low-cost ingredients. Each recipe has clear, easy-to-follow instructions and a color photo of the prepared dish. The cookbook also contains a seasonality chart and a nutritional analysis for each recipe.
<i>Latino Campaign Goodie Bags</i>	The goodie bag serves as a skill-building informational package that contains brochures on healthful eating and physical activity, the Latino cookbook, and other educational items.
<i>Fruits and Vegetables for Your Health, Your Neighborhood, and Your Life Brochure</i>	A full-color brochure in both English and Spanish, designed to give easy ideas on why it is good to eat fruits and vegetables, how many fruits and vegetables should we eat every day, and how we can eat more fruits and vegetables every day when life gets so busy.
<i>Physical Activity for Your Health, Your Neighborhood, and Your Life Brochure</i>	A full-color brochure in both English and Spanish, designed to give easy ideas on why it is good to be physically active, how often should we be physically active, and how can we be more physically active everyday when life gets so busy.
<i>Latino Campaign Game Wheel</i>	The game wheel features the names of a variety of fruits and vegetables in segments around the perimeter of the wheel, with the <i>Network</i> logo and messages in the center. The wheel attracts both children and adults to an event table or booth, where they will have the opportunity to learn about the <i>Network Latino Campaign</i> and its messages. The wheel also allows participants to see pictures of a variety of fruits and vegetables.

**Required for what type of agencies:** CBOs, direct health service providers, and other local entities that serve Latino adults, aged 18 to 54 years, and are concerned with the nutritional health of the Latino populace, should establish a working relationship with the *Latino Campaign's* regional coordinator.

**Possible SOW Activities:**

- **Advisory Committee:** Each regional *Latino Campaign* is required to recruit a minimum of 15 members for its Advisory Committee. The committee membership must represent all of the counties within the *Regional Network* designated region of responsibility. In addition, committee members should be recruited from entities that relate to the *Latino Campaign* activities, including LIA contractors that conduct outreach to the Latino

- **Community-Based Organizations (CBOs) and Direct Health Service Providers:** The *Latino Campaign* staff have developed and tested an educational kit for use by direct health service providers and CBOs that can serve an English- or Spanish-speaking Latino community. The kit, entitled *Fruit, Vegetable, and Physical Activity Toolbox for Community Educators*, includes nutrition education videos, a nutrition and physical activity guide, and collateral materials for use in nutrition or health education classes. Each regional coordinator must identify a minimum of 40 CBOs and direct health service providers who are interested in using the kit. Contractors should contact the *Latino Campaign* regional coordinator if their organization provides nutrition education to the Latino community and would like to receive the *Toolbox*.
- **Latino Health Awareness Month (LHAM) events:** Annually, the *Latino Campaign* conducts regional LHAM events in September in celebration of Latino Health Awareness Month. The events focus on local health issues facing the Latino community and offer community residents and leaders an opportunity to discuss ways to alter their community to support increased fruit and vegetable consumption and physical activity for SNAP-Ed eligible Latino families. These events are a result of the collaborative efforts of *Regional Networks*, LIA contractors and public and private partnerships. Contractors are encouraged to contact the *Latino Campaign* regional coordinator to discuss participation in the Latino Health Awareness Month events.
- **All organizations serving Latino adults, aged 18 to 54 years of age, and their families:** Contractors should contact the *Latino Campaign* regional coordinator to discuss possible collaborations and to receive training, technical assistance, and materials or to participate in the region’s *Latino Campaign* Advisory Committee.

**Contact Person:** Contact information for each *Latino Campaign* regional coordinator is provided below and available online at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on “Fruit, Vegetable, and Physical Activity Campaigns.” Contractors may also contact the state-level staff listed on the *Latino Campaign* webpage or by calling the *Network* main line at (916) 449-5400.

Region	Regional Coordinator	Phone	Email
Bay Area	Pamela Harter	(408) 792-5130	<a href="mailto:Pamela@harter@hhs.sccgov.org">Pamela@harter@hhs.sccgov.org</a>
Central Coast	Lupe Covarrubias-Martinez	(831) 796-2873	<a href="mailto:covarrubiasl@co.monterey.ca.us">covarrubiasl@co.monterey.ca.us</a>
Central Valley	Nichole Mosqueda	(559) 255-4300 x17	<a href="mailto:lnmosqueda@cvhnclinics.org">lnmosqueda@cvhnclinics.org</a>
Desert Sierra	Leticia Allen	(909) 387-6851	<a href="mailto:lallen@dph.sbcounty.gov">lallen@dph.sbcounty.gov</a>
Gold Coast	Rene Posada	(805) 677-5234	<a href="mailto:rene.posada@ventura.org">rene.posada@ventura.org</a>
Gold Country	Aide Silva	(916) 556-3344 x126	<a href="mailto:asilva@healthedcouncil.org">asilva@healthedcouncil.org</a>
Los Angeles	Alejandrina Orozco	(323) 260-3829	<a href="mailto:orozco@ucdavis.edu">orozco@ucdavis.edu</a>
Orange County	Maria Rosas	(714) 899-3684 x5311	<a href="mailto:mrosas@capoc.org">mrosas@capoc.org</a>
San Diego	Karemi Alvarez	(619) 681-0684	<a href="mailto:kalvarez@ucsd.edu">kalvarez@ucsd.edu</a>

### C. African American Campaign

The *African American Campaign* oversees two Faith Projects and six *Regional Networks* throughout California that target SNAP-Ed eligible African American mothers, aged 18 to 54

years, with school-age children. This community is also reached through a statewide television advertising campaign. Additionally, a Request for Applications to fund two to three new Faith Projects will be released in the spring of 2010. Historically, these projects have reached over 250,000 African American adults annually by establishing and expanding health ministries that promote fruit and vegetable consumption and physical activity. Past faith projects integrated nutrition education into church sermons, radio programs, newsletters, and websites; conducted activities at community health and fitness fairs, changed church policies to increase the availability of fruits and vegetables at potlucks and other gatherings; integrated physical activity into church meetings; and worked with community advocates and policymakers to establish farmers' markets, neighborhood grocery stores, and safe places for physical activity in African American communities. Six *Regional Networks* receive funding to reach African Americans through partnerships with grocery stores, direct health service providers, festivals and churches. The agencies conduct skill-building activities and empower consumers to take action in building healthier communities.

**Resources Available:** *African American Campaign* Faith Project and *Regional Network* staff distributes nutrition education materials to CBOs and direct health service providers who are interested in promoting healthful eating and physical activity among African Americans. Resources include the following:

<i>Conducting Successful Nutrition Education and Physical Activity Promotion at Community Events Manual</i>	This manual provides guidance and tools to successfully reach adult members of the community through a variety of community events. It provides easy to implement activities that help improve fruit and vegetable consumption and physical activity.
<i>Fruit, Vegetable, and Physical Activity (FVPA) Toolbox for Community Educators</i>	Originally developed by the <i>Latino Campaign</i> , the <i>Toolbox</i> has been updated to help community educators easily teach SNAP-Ed eligible Latino and African American adults about eating the recommended amount of fruits and vegetables and engaging in physical activity every day. The modified <i>Toolbox</i> activities were successfully tested with the African American community to ensure cultural appropriateness. <i>The Toolbox includes the: A Day in the Life Video and Discussion Guide</i>
<i>African American Campaign Goodie Bags</i>	The goodie bag serves as a skill-building informational package that contains brochures on healthful eating and physical activity, a slide guide, and other educational items.
<i>Soulful Recipes: Building Healthy Traditions</i>	This unique full-color cookbook features 36 healthy versions of down-home favorites or new dishes that readers will find quick and easy to make for breakfast, lunch, dinner, and dessert. Each recipe was selected based on taste appeal and ingredients that meet the Centers for Disease Control and Prevention (CDC) criteria for fat, sugar, sodium, and cholesterol content.
<i>Get Your Calcium the Fruit and Vegetable Way Brochure</i>	The brochure helps African Americans meet the recommendation for calcium while increasing fruit and vegetable consumption to reduce the high rates of chronic disease affecting this community.

**Required for what type of agencies:** Churches, faith-based agencies, CBOs, direct health service providers, and other local entities that serve SNAP-Ed eligible (eligible for United States Department of Agriculture [USDA] Supplemental Nutrition Assistance Program nutrition education) African American women, ages 18 to 54 years, with school-age children, and are concerned about the health of the African American community should form partnerships with the *African American Campaign* agencies in their region.

**Possible SOW Activities:**

- **Advisory Committee:** Each *African American Campaign* agency is required to recruit members for its Advisory Committee. The committee membership works to increase education and outreach to SNAP-Ed eligible African American mothers, aged 18 to 54 years, with school-age children.. In partnership with committee members, the *Campaign* works to create a collaborative action plan for reaching African Americans in the region based on existing SOW activities. Contractors are encouraged to contact the *African American Campaign* coordinator in their region to discuss participation on Advisory Committees.
- **All organizations serving African American adults, aged 18 to 54 years, and their families:** Contractors are encouraged to contact the *African American Campaign* regional coordinator to discuss possible collaborations and to receive training, technical assistance, and materials or to participate in the region’s *African American Campaign* Advisory Committee.

**Contact Person:** Contact information for each *African American Campaign* regional coordinator is provided below and available online at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on “Fruit, Vegetable, and Physical Activity Campaigns.” Contractors may also contact the state-level staff listed on the *African American Campaign* webpage or by calling the *Network* main line at (916) 449-5400.

Region	Regional Coordinator	Phone	Email
Bay Area	Amina Burrell	(408) 793-2705	<a href="mailto:Amina.Burrell@hhs.sccgov.org">Amina.Burrell@hhs.sccgov.org</a>
Central Valley	Dominique Howell	(559) 255-4300	<a href="mailto:dhowell@cvhclinics.org">dhowell@cvhclinics.org</a>
Desert Sierra	Teslyn Henry	(909)387.0175	<a href="mailto:thenry@dph.sbcounty.gov">thenry@dph.sbcounty.gov</a>
Gold Country	Cynthia Robinson	(916) 556-3344	<a href="mailto:crobinson@healthedcouncil.org">crobinson@healthedcouncil.org</a>
Los Angeles	Meka Webb	(213) 351-7331	<a href="mailto:mwebb@ladhs.org">mwebb@ladhs.org</a>
San Diego/ Imperial	Blanca Melendrez	(619) 955-1041	<a href="mailto:bmelendrez@ucsd.edu">bmelendrez@ucsd.edu</a>

**D. Worksite Program**

The *Worksite Program* implements worksite wellness programs throughout the state of California which promote fruit and vegetable consumption and increased amounts of physical activity. Currently there are seven Regional Worksite Coordinators and seven Worksite Specialists located in seven regions throughout the state of California. They implement worksite wellness programs using the *California Fit Business Kit*.

In 2010, all Worksite regional staff will encourage all worksites and all businesses with worksite wellness programs to apply for the statewide California Fit Business Awards,

sponsored by California Task Force on Youth and Workplace Wellness (Senator Torlakson) and supported by the *Network for a Healthy California-Worksite Program*.

**Resources Available:** The *Worksite Program* provides technical assistance to SNAP-Ed eligible worksites in implementing the *California Fit Business Kit*. Resources include the following:

<p><i>California Fit Business Kit</i></p>	<p>The <i>California Fit Business Kit</i> has ten evidence-based <b>interventions</b> and resources designed to help employers develop and implement a worksite wellness culture and program that supports healthy eating and physical activity. <b>Funding for <i>California Fit Business Kit</i> was provided by the Preventive Health and Health Services Block Grant of the CDC and the USDA Food Stamp Program.</b></p> <p>For assistance or to find out if a company qualifies to be a <i>Network</i> worksite and obtain a free copy of the <i>California Fit Business Kit</i>, contractors may contact their local Regional Coordinator. The PDFs for each of the ten interventions can be downloaded free of charge at <a href="http://www.takeactionca.com/california-fit-business-kit-tools.asp">www.takeactionca.com/california-fit-business-kit-tools.asp</a>.</p>
<p><i>California Fit Business Kit Promo Sheet</i></p>	<p>The California Fit Business Kit Promo Sheet is a one page double-sided printout that describes each intervention of the <i>California Fit Business Kit</i>.</p>
<p><i>Sell-in Brochure</i></p>	<p>The Sell-in Brochure is an empowering piece that is given to potential worksites when worksite regional staff is trying to sell the <i>Worksite Program</i>.</p>
<p><i>Worksite Program Posters</i></p>	<p>There are three <i>Worksite Program Posters</i>. One poster advocates fruit and vegetable consumption in worksites. One poster advocates physical activity in worksites. One poster is for the ten-week <i>Take Action!</i> Program. Each poster is printed double-sided in either English/Spanish or English/Chinese.</p>
<p><i>Fit Business Tips Newsletter</i></p>	<p><b>Quarterly tips are</b> distributed to partners, businesses, and the general public to educate working Californians on the importance of fruit and vegetable consumption and physical activity. Each <b>quarter</b>, the Fit Business Tips Newsletter provides practical suggestions for incorporating fruits and vegetables and physical activity into the workday. Contractors may contact <a href="mailto:Sheila.Chinn@cdph.ca.gov">Sheila.Chinn@cdph.ca.gov</a> to be added to the distribution list.</p>

**Required for what type of agencies:** Worksites with 50 percent of its employees at or below 185 percent of the federal poverty level qualify for technical assistance from the *Worksite Program* and a copy of the *California Fit Business Kit*. The *Worksite Program* targets the SNAP-Ed eligible population in companies that are interested in **improving the health of their employees**, reducing absenteeism, and increasing productivity, energy, and morale.

**Contact Person:** Contact information for each *Worksite Program* Regional Coordinator is provided below and available online at [www.takeactionca.com/take-action-contact-us.asp](http://www.takeactionca.com/take-action-contact-us.asp)

under [Contact Us, Regional Worksite Coordinator Contact Information](#). Contractors may also contact the state-level staff listed on the *Worksite Program* webpage or by calling the *Network* main line at (916) 449-5400.

Region	Regional Coordinator	Phone	Email
Bay Area	Suellen Haggerty	(408) 793-2719	<a href="mailto:Suellen.Haggerty@hhs.sccgov.org">Suellen.Haggerty@hhs.sccgov.org</a>
Central Valley	Jerry Herrera	(559) 255-4300 x23	<a href="mailto:jherrera@cvhnclinics.org">jherrera@cvhnclinics.org</a>
Desert Sierra	Valerie Comeaux	(951) 358-5385	<a href="mailto:vacomeaux@co.riverside.ca.us">vacomeaux@co.riverside.ca.us</a>
Gold Country	Mai Linh Tompkins	(916) 556-3344	<a href="mailto:mltompkins@healthedcouncil.org">mltompkins@healthedcouncil.org</a>
Los Angeles	Marc Saenz	(213) 351-7835	<a href="mailto:masaenz@ph.lacounty.gov">masaenz@ph.lacounty.gov</a>
Orange County	Henry Torres	(714) 834-8130	<a href="mailto:htorres@ochca.com">htorres@ochca.com</a>
San Diego/ Imperial	Daisy Lozano	(619) 243-7254	<a href="mailto:dalozano@ucsd.edu">dalozano@ucsd.edu</a>

### E. *Retail Program*

The *Retail Program* provides training and merchandising materials for CBOs who partner with [members of the California produce supply chain including farmers, distributors, commodity boards, supermarkets, small chain grocery stores](#), and independent stores in an effort to increase the purchase and consumption of fruits and vegetables among SNAP-Ed eligible Californians. The *Program* uses a combination of in-store merchandising, such as point-of-sale signage, cookbooks, and recipe cards and promotional activities, [such as food donation programs](#), food demonstrations, and store tours to educate consumers about selecting and preparing fresh, canned, frozen, dried and juiced fruits and vegetables at the point-of-sale.

**Resources Available:** The *Retail Program* provides training materials for promotional retail activities and point-of-sale materials for community-based projects that partner with food retailers that sell fruits and vegetables. Resources available through the *Regional Networks* include the following:

<i>Food Demonstration Training Kit</i>	This training kit provides CBO staff with the knowledge and resources to effectively conduct a fun and interactive food demonstration that highlights fruits and vegetables.
<i>Store Tour Guide</i>	This guide provides CBO staff with enough knowledge and direction to confidently perform an engaging fruit and vegetable tour at a local retailer that empowers consumers to purchase, prepare, and consume more fruits and vegetables.
<i>Produce Quick Tips</i>	This deck of cards provides community health leaders with selection, preparation, storage, seasonality, and nutrition information for 50 different fruits and vegetables.
<i>Promotional Activity Materials</i>	The <i>Retail Program</i> offers a selection of materials to assist implementation of store tours and food demonstrations such as food demonstration tables, food demonstration signage, and produce quick tips for store tour preparation.

<i>Point-of-Sale Materials</i>	The <i>Retail Program</i> offers a menu of merchandising items for placement in markets and grocery stores, including recipe cards, posters, wobblers, floor stands, countertop signage, <i>Harvest of the Month</i> newsletters, and in-store audio.
--------------------------------	---

**Required for what type of agencies:** Community based organizations, schools, and other local entities that plan to partner with local retailers who sell fresh, frozen, canned, or dried produce to SNAP-Ed eligible audiences should establish a working relationship with the *Retail Program* staff at their local *Regional Network*. *Regional Retail Program staff can provide guidance in selecting retailer partners, materials for retail activities, and access to retail trainings. Contractors are also encouraged to work with Retail Program staff because they have access to a list of retailers in non-qualifying census tracts that may participate in SNAP-Ed activities. Due to confidentiality restrictions, this information is only provided to Retail Program staff at the regional and state level. Retail Program staff may also assist with forming partnerships with commodity boards, farmers, and produce distributors depending on the region and the needs of the organization.*

**Possible SOW Activities:**

- **Promotional activities:** Conduct promotional activities, such as food demonstrations or store tours, at a qualifying retail location that has been merchandised by *Retail Program* staff in the region.
- **Fruit and Veggie Fest:** Fruit and Veggie Fest is a month-long state-wide celebration in May of the important role that retailers play in the health of the communities they serve. Fruit and Veggie Fest activities should involve qualifying retail partners and provide community members with the skills they need to eat the recommended amount of fruits and vegetables, and to participate in 30 minutes of physical activity every day. Contractors may work with *Regional Network* staff (Latino Campaign, African American Campaign, and Physical Activity Specialist), and retail partners to coordinate either a Fruit and Veggie Fest Kick-off event at the beginning of May or to coordinate smaller Fruit and Veggie Fest promotional activities across the region throughout the month of May.
- **In-Store merchandising:** It is highly recommended that contractors work with *Regional Retail Program* staff to conduct promotional activities in qualifying locations that have already been merchandised by *Retail Program* staff, however contractors have the option of ordering merchandising materials from their *Regional Network* to merchandise a store themselves.
- **Donation programs:** Contractors work with *Regional Retail Program* staff to identify retailers, farmers, commodity boards, or distributors interested in providing CBOs with a variety of *Harvest of the Month* donations throughout the year.
- **Retailer education programs:** CBOs that have identified independent retailers or corner stores that have expressed interest in improving the quality and variety of fresh produce may contact *Regional Retail Program* staff for training materials that help retailers learn how to properly to handle, display, and promote fresh fruits and vegetables.

**Contact Person:** Contact information for each *Retail Program* Regional Lead is provided below and available online at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on “Fruit, Vegetable, and Physical Activity Campaigns.” Contractors may also contact the state-level staff listed on the *Retail Program* webpage or by calling the *Network* main line at (916) 449-5400.

Region	Regional Leads	Phone	Email
Bay Area	Carlos Torres	(408) 792-5135	<a href="mailto:Carlos.Torres@hhs.sccgov.org">Carlos.Torres@hhs.sccgov.org</a>
Central Coast	Kathryn Ramirez	(831) 755-8928 x8928	<a href="mailto:ramirezKL@co.monterey.ca.us">ramirezKL@co.monterey.ca.us</a>
Central Valley	Erica Mireles	(559) 255-4300 x28	<a href="mailto:EMireles@cvhnclinics.org">EMireles@cvhnclinics.org</a>
Desert Sierra	Maureen Medina	(909) 387-9196	<a href="mailto:mmedina@dph.sbcounty.gov">mmedina@dph.sbcounty.gov</a>
Gold Coast	Cristina Wells	(805) 677-5235	<a href="mailto:cristina.wells@ventura.org">cristina.wells@ventura.org</a>
Gold Country	Edith Gomez	(916) 556-3344	<a href="mailto:egomez@healthedcouncil.org">egomez@healthedcouncil.org</a>
Los Angeles	Teresa Blanco	(213) 351-7304	<a href="mailto:tblanco@ph.lacounty.gov">tblanco@ph.lacounty.gov</a>
North Coast	Angie Corwin	(707) 543-5810 x201	<a href="mailto:ACorwin@healthcollaborative.org">ACorwin@healthcollaborative.org</a>
Orange County	Elsa Amezuca	(714) 834-7842	<a href="mailto:eamezuca@ochca.com">eamezuca@ochca.com</a>
San Diego/ Imperial	Victor Paz	(619) 681-0640	<a href="mailto:vpaz@ucsd.edu">vpaz@ucsd.edu</a>
Sierra Cascade	Kim Ames	(530) 345-2483	<a href="mailto:kames@healthcollaborative.org">kames@healthcollaborative.org</a>

#### F. Physical Activity Integration Program

Each region has a Physical Activity (PA) Regional Specialist that is a primary contact and resource for physical activity promotion and integration. The PA Regional Specialists' main role is to assist with integrating physical activity into nutrition education efforts. In addition, the PA Regional Specialists: create and maintain a regional resource directory that includes information on low-cost, free, and accessible community physical activities; provide technical assistance on physical activities; offer train-the-trainer activities and consultations; and is up-to-date on current physical activity recommendations, requirements, programs, curriculum, statistics, literature, and events. For allowable physical activities, the Network PA Regional Specialists should be consulted.

**Contact Person:** Contact information for each Network PA Regional Specialist is provided below and available online at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on "Physical Activity Integration." Contractors may also contact the state-level staff listed on the *Physical Activity Integration* webpage or by calling the Network main line at (916) 449-5400.

Region	PA Specialist	Phone	Email
Network - CDPH	Mary Coordt	(916) 445-7727	<a href="mailto:Mary.Coordt@cdph.ca.gov">Mary.Coordt@cdph.ca.gov</a>
Bay Area	Carmen Bogan	(510) 482-8827	<a href="mailto:carmenbo@pacbell.net">carmenbo@pacbell.net</a>
Central Coast	Maggie Barrera	(831) 755-4541	<a href="mailto:BarreraMR@co.monterey.ca.us">BarreraMR@co.monterey.ca.us</a>
Central Valley	Starr Cloyd	(559) 255-4300 x31	<a href="mailto:scloyd@cvhnclinics.org">scloyd@cvhnclinics.org</a>
Desert Sierra	Pamela Sampson	(909) 387-9144	<a href="mailto:PSampson@dph.sbcounty.gov">PSampson@dph.sbcounty.gov</a>
Gold Coast	Evette Howe	(805) 677-5232	<a href="mailto:Evette.Howe@ventura.org">Evette.Howe@ventura.org</a>
Gold Country	Phillip Bensing	(916) 556-3344	<a href="mailto:Pbensing@healthedcouncil.org">Pbensing@healthedcouncil.org</a>
Los Angeles	Ismael Aguila	(213) 663-3603	<a href="mailto:isaguila@ph.lacounty.gov">isaguila@ph.lacounty.gov</a>
North Coast	Laurel Chambers	(707) 543-5810 x202	<a href="mailto:lchambers@healthcollaborative.org">lchambers@healthcollaborative.org</a>
Orange County	Frank Hernandez	(714) 8796-8022	<a href="mailto:fhernandez@ochca.com">fhernandez@ochca.com</a>
San Diego/ Imperial	Larissa Johnson	(619) 681-0671	<a href="mailto:lrjohnso@ucsd.edu">lrjohnso@ucsd.edu</a>
Sierra Cascade	Michele Buran	(530) 898-4318	<a href="mailto:mburan@csuchico.edu">mburan@csuchico.edu</a>

## **G. Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX<sup>3</sup>)**

*Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX<sup>3</sup>)* is an innovative program planning framework that is being implemented through *Network* funded local health departments. It involves evaluating the neighborhood environment in relation to a variety of benchmarks known as community indicators. *CX<sup>3</sup>* involves taking an in-depth look at a range of neighborhood nutrition factors in three to six low-income neighborhoods selected by the health department. It follows four steps:

1. Compile localized data to evaluate a neighborhood's strengths and weaknesses in relation to *CX<sup>3</sup>* indicators. The data collection consists of mapping (primarily using the *Network's* Geographical Information System) and survey work.
2. Set priorities based on localized data.
3. Add or modify one SOW objective based on local data to implement a strategic, community-focused action plan.
4. Track progress over time.

*CX<sup>3</sup>* is proving to be a powerful way to inspire and facilitate consumer and community empowerment. It is an opportunity to collect real-world data on neighborhoods, information that helps evaluate the (1) access, availability, and quality of various food sources and (2) marketing cues and promotion of foods around schools in low-income neighborhoods. Six health departments were pilot sites in Federal Fiscal Year (FFY) 2006, reviewing and testing the *CX<sup>3</sup>* tools and methodologies that have been revised for use by renewing health departments. As of FFY 2009, 23 *Network*-funded health departments have been or are currently involved in *CX<sup>3</sup>*. The local health departments tapped into an array of existing resources to collect data, and approaches include engaging neighborhood youth, Promotoras, public health nurses, student interns, and staff.

The *CX<sup>3</sup>* data collection process, which takes place over a three to four month period, requires time for coordination of the field survey work, training, and oversight. Pilot sites have recommended that between a .3 - .5 Full Time Equivalent staff member with appropriate skills (e.g., Masters of Public Health or master's work involving research) is assigned data collection oversight responsibility. In addition, it is recommended that someone with this level of responsibility or higher oversees overall *CX<sup>3</sup>* planning, coordination, and implementation of appropriate strategies, which are designed to fit the empowerment approach.

A *CX<sup>3</sup>* fact sheet is provided in the Appendix. For questions regarding *CX<sup>3</sup>*, contractors should contact their Program Manager.

### **702 Network and Non-Network Resources**

The *Network* provides a variety of resources to contractors that may be helpful as they plan, develop, implement, and evaluate their programs. There are also several non-*Network* resources available that the *Network* considers reputable and recommends. For school-based contractors or contractors working with schools (e.g., health departments), Section 600, School-Based Programs, provides additional resources for planning effective nutrition instruction as part of a comprehensive nutrition education plan.

#### **A. Champions for Change**

In May 2007, the *Network for a Healthy California*, Champions for Change was introduced. It was the culmination of a year-long review of its strategic purpose throughout the state and the people served everyday. The new name and brand design captures all that the *Network*

represents – empowerment, agents for change, and champions. People will come to know the *Network for a Healthy California*, Champions for Change through a range of contact and touch points: advertising; direct mail; online; telephone; printed collateral; and through the media. The more the brand is correctly and consistently used across all touch points, the more it will grow in value and reinforce the *Network's* commitment to excellence and helping Californians live healthier lives.

The *Network's* Communications and Media Unit provides technical assistance and training to all *Network* funded partners to advance the Champions for Change message and *Network* brand to empower SNAP-Ed eligible Californians to meet and exceed the mission of the brand's four pillars: increasing fruit and vegetable consumption and daily physical activity; increase food security; and decrease the rate of chronic disease in their homes and neighborhoods. Additional information is available on the Champions for Change consumer website, [www.cachampionsforchange.net](http://www.cachampionsforchange.net), and its Spanish-language sister website, [www.campeonesdelcambio.net](http://www.campeonesdelcambio.net). Section 702C below provides additional information about the *Network's* Communications and Media Unit.

## **B. Research and Evaluation Unit**

The Research and Evaluation Unit (REU) provides the scientific underpinnings and conducts program evaluations for the *Network* programs. The primary goal of the REU is to advance the evidence base for large-scale, vertically integrated social marketing campaigns targeting SNAP-Ed eligible audiences for the purpose of providing support, guidance, and redirection for nutrition education and physical activity interventions. The REU has eight methods for reaching that goal:

1. Surveillance: Provide valuable state-specific health statistics and data through *Network* and externally-developed statewide surveys of SNAP-Ed eligible child, teen, and adult dietary and physical activity behavior and related factors for program planning, refinement, and evaluation. This includes triangulating data for SNAP-Ed eligible audiences from several external data surveillance systems to supplement internal findings.
2. Process Tracking of Program Work: Develop and maintain an effective process evaluation system to use in planning and conducting summative evaluation and tracking of all direct service projects overseen, managed, or funded by *Network* through the Activity Tracking Form, which is used to compile the Semi-Annual Activity Report (SAAR) (LIAs, Nonprofit Incentive Awardees, Local Food and Nutrition Education, and faith-based contractors), the Regional Networks SAAR, and the Education and Administrative Reporting System (EARS) report.
3. Outcome/Impact Evaluation: *Network for a Healthy California (Network) Project Evaluation*: Provide technical assistance, analysis, and summary reports on outcome/impact evaluation projects of major *Network* contractors, including quantitative reports, qualitative reports, and case studies.
4. Process Tracking and Outcome/Impact Evaluation, Community/Institutional Level: Communities of Excellence<sup>3</sup> (CX<sup>3</sup>) *Network*-wide long-term project: Collaborate with senior management on selection, instrument design, and analysis methods for community-wide assessment of indicators for healthy eating, physical activity, and obesity.
5. Formative, Process, and Outcome/Impact Evaluation: *Network* Unit Statewide Projects: Provide consultation, support, and evaluation on short-term projects for other *Network* units, i.e. *Network* Campaigns and Programs, Communications and Media, Community Development, and Partnership.

6. Formative, Process, and Outcome/Impact Evaluation: Network Special Projects and Emerging Issues: Provide evaluation consultation and support to carry out formative, process, and/or outcome evaluations of specific *Network* special projects and new and emerging issues, e.g., opinions of non-English speaking Latino and Asian Californians on healthy eating, physical activity, and **obesity or the relationship between poverty, sprawl and restaurant type on Body Mass Index**.
7. Outcome/Impact Evaluation: Collaborate on external evaluation projects that examine promising areas to advance the field of SNAP-Ed in nutrition, social marketing, physical activity, and obesity prevention among SNAP-Ed eligible audiences. Share SNAP-Ed innovations with those serving SNAP-Ed eligible audiences through professional presentations and publication of reports.
8. Information and Instrument Provision: Provide support to staff, partners, and other professionals serving SNAP-Ed eligible audiences on questions and factual information related to the relationship between fruit and vegetable consumption and physical activity with chronic disease, determinants of fruit and vegetable consumption and physical activity practices, and other related information. Develop and disseminate tools to assist *Network* and *Network* contractors with program planning and evaluation.

Contractors may contact REU state-level staff by calling the *Network* main line at (916) 449-5400.

### C. Communications and Media Unit

The Communications and Media Unit consists of marketing and advertising, public relations, and publications development and distribution. The Communications and Media Unit is responsible for the development and execution of a statewide broad audience advertising effort (FFY 2007-2009 the advertising effort is the Ownership Campaign) and complementary public relations and publications support.

The Communications and Media Unit is parsed into three areas:

1. Marketing and Advertising produces the campaign television and radio advertisements; outdoor advertising (billboards, catering trucks and bus cards). It is responsible for the Food Stamp Office Resource Kit; *Harvest of the Month* materials and website; and consumer websites [www.cachampionsforchange.net](http://www.cachampionsforchange.net) and [www.campeonesdelcambio.net](http://www.campeonesdelcambio.net). This area of the Communications and Media Unit researches new avenues of marketing to reach the target audience where they live, work, play and practice their faith. Direct mail, supermarkets, and other new media are explored. A very comprehensive Benchmark Survey is conducted annually to assess and evaluate the efficacy of the campaign.
  - Marketing and Advertising provides technical assistance to *Network* partners on developing public service announcements and utilizing current campaign components in local areas.
2. Public Relations provide support to all campaigns and programs at the state and local levels. They are involved in supporting local events such as: Consumer Empowerment Forums, Latino Health Awareness Month, and Fruit & Veggie Fests. Public relations conduct three to four media trainings a year including: broadcast media, print media, and developing message points and communications plans. Additionally, message point training is provided to support specific local events. Support and technical assistance for events include, but is not limited to: writing/editing press releases, media advisories, talking points, letters to the editor, components of press kits, and media pitching and follow-up in both English and Spanish. Public relations produces a monthly newsletter, the Champion Press.

3. Publications produce all nutrition education materials including nutrition education reinforcement items. Materials include, but are not limited to: cookbooks, slide guides, posters, brochures, prize wheels, and event tents. Materials are ethnically diverse and bilingual (Spanish). Publications maintains an on-line ordering system and cost-recovery system for all partners and an on-line communications resource library which includes a full photo gallery, templated materials such as letterhead, and flyers. This area of the Communications and Media Unit is also the primary resource for all technical assistance on brand management (use of the brand guidelines).

Resources Available: The Communications and Media Unit provides technical assistance in all areas of marketing/advertising, public relations, and publication development. Resources include:

<i>Consumer Website</i>	English: <a href="http://www.cachampionsforchange.net">www.cachampionsforchange.net</a> Spanish: <a href="http://www.campeonesdelcambio.net">www.campeonesdelcambio.net</a> Provides locally based resources and information on events in different regions.
<i>Harvest of the Month and Website</i>	<a href="http://www.harvestofthemonth.com">www.harvestofthemonth.com</a> Materials and resources for connecting classroom, cafeteria, home and community to promote healthier habits for students.
<i>Online Ordering System</i>	<a href="https://web3.kpcorp.com/v25/entry.asp?Account=CANN">https://web3.kpcorp.com/v25/entry.asp?Account=CANN</a> Online ordering system for all <i>Network</i> education materials including nutrition education reinforcement items. Each funded contractor is assigned a quantity allotment and one user ID and password.
<i>Online Cost Recovery System</i>	<a href="http://www.championsforchangematerials.net">www.championsforchangematerials.net</a> Variety of nutrition education and reinforcement items available to order at the cost of production plus shipping.
<i>Online Communication Resource Library</i>	<a href="http://www.networkforahealthycalifornia.net/Library">www.networkforahealthycalifornia.net/Library</a> Provides access to full photo gallery and <i>Network</i> templated materials.
<i>Branding Guidelines Manual</i>	<a href="http://www.networkforahealthycalifornia.net/Library">www.networkforahealthycalifornia.net/Library</a> Tools and information for creating and promoting materials that reinforce the <i>Network's</i> brand.
<i>Food Stamp Resource Kit (Good Food TV)</i>	<a href="http://www.goodfoodtv.org">www.goodfoodtv.org</a> Resources for bringing nutrition education into food stamp offices.
<i>Copies of all Network Advertising</i>	Includes: television, radio and outdoor. Information on how to obtain copies is available by contacting the Communications and Media Unit through the <i>Network</i> main line at (916) 449-5400.
<i>Champion Press</i>	<a href="http://www.networkforahealthycalifornia.net/ChampionPress">www.networkforahealthycalifornia.net/ChampionPress</a> A monthly e-newsletter featuring successes and upcoming events in all regions; current relevant research, profiles of regional staff and Champion Moms. All contractors are on the e-newsletter distribution list.

All *Network*-funded agencies may access the services and resources of the Communications and Media Unit. Contractors may contact Communications and Media Unit state-level staff by calling the *Network* main line at (916) 449-5400 and ask to speak to someone in the particular area of communications from which assistance is required.

#### D. Partnerships Team

The Partnerships Team oversees the Partnership Development Infrastructure which consists of the *Network* Steering Committee (NSC), the NSC Executive Committee, and NSC Subcommittees.

The role of the NSC is to bring together SNAP-Ed local programs (including LIA contractors), *Network Campaigns and Programs*, *Regional Networks* Collaboratives, researchers, state and federal agencies, CBOs, and other partners to actively promote the goals of the *Network* by:

- Coordinating SNAP-Ed activities across the state;
- Helping shape the identity of the *Network*;
- Facilitating decision-making and cohesiveness;
- Inspiring and improving communication and sharing;
- Providing leadership development;
- Providing mutual support through cross-disciplinary knowledge and skill building.
- Encouraging cross-pollination and collaboration between funded-programs and external stakeholders; and
- Recommending program measures and priorities that advance the healthy eating and physical activity goals of SNAP-Ed.

The NSC Executive Committee is an advisory and consultative body of the *Network* and the NSC. This Committee develops recommendations/resolutions to be brought forward to the larger NSC for approval. This committee meets **two to three** times a year, and meetings are coordinated by the members of Partnership Team.

Between NSC meetings, the Partnerships Team conducts NSC **Subcommittee** teleconferences which bring together members of the NSC to coordinate SNAP-Ed activities across the state, encourage collaboration between programs, and recommend program measures that would advance the healthy eating and physical activity goals of SNAP-Ed. The **Subcommittees** focus on specific issues relevant to the delivery of nutrition education for SNAP-Ed eligible populations. The **Subcommittees** may include: children and youth, adults, fruits and vegetables, health disparities, nutrition assistance promotion, and physical activity integration.

By strategically connecting the activities of the funded programs with community organizations and with state and federal partners, the NSC and its Subcommittees can provide leadership, advice, and support for influencing and promoting improved nutrition and increased physical activity of SNAP-Ed eligible Californians. In addition, both the NSC and its **Subcommittees** present an excellent opportunity to strengthen the linkages and coordination with the 11 Regional Collaboratives.

The Partnerships Team also manages projects that provide leadership and training/technical assistance with goals of improving nutrition education, increasing physical activity, and supporting strategies that prevent overweight among food stamp eligible populations. Members of the Partnership Team act as liaisons for the California Fresh Start Program,

California Instructional School Garden Program, the California Food and Justice Coalition, the California Farm to School Taskforce, and the California School Garden Network.

For more information about the Partnerships Team, contractors are encouraged to call the *Network's* main line at (916) 449-5400.

#### **E. Youth Engagement Initiative**

The Youth Engagement Initiative currently oversees 15 demonstration projects that serve youth, ages 12-18 with fruit and vegetable and physical activity information, leadership development, and training around taking action to create positive, healthy changes within their community. The guiding vision for this work is that youth and adults can share knowledge and power to create a more just and healthy society.

Each youth team is engaged in a youth-led action research project over a nine to twelve-month period. The adult leader works in each site to support, facilitate and encourage this process. Youth-led action research encourages young people to play lead roles in designing, doing and following up on research projects that serve to change or initiate a program, organization, or community initiative that will support a more healthy, active community. Youth are charged with identifying strategies to weave nutrition, health, and physical activity into their communities. Youth provide adults in decision making roles with ideas and perspectives that otherwise might not be considered. Engaging youth in decision making and civic action is an important youth development strategy that helps them grow into healthy, confident, well-rounded individuals and community leaders. Youth engagement activities build critical thinking, public speaking and writing skills that boost academic performance and workforce preparation, as well. Youth voice lends credibility and engages young people to offer creative strategies to combat our obesity crisis.

A lessons-learned document and DVD are available for this new initiative and can be ordered through the *Network*. For more information about youth engagement, contractors should contact Youth Initiatives Consultant, Kamaljeet Singh-Khaira at (916) 449-5437 or [kamaljeet.singh-khaira@cdph.ca.gov](mailto:kamaljeet.singh-khaira@cdph.ca.gov).

#### **F. Harvest of the Month**

*Harvest of the Month* provides materials and resources to help educate students to eat a variety of colorful fruits and vegetables and be active every day. It allows for collaboration between educators, child nutrition staff, school administrators, students, parents, community, local media, and retail outlets. Additional information about *Harvest of the Month* is available on the *Harvest of the Month* website [www.harvestofthemonth.com](http://www.harvestofthemonth.com) or by calling the *Network* main line at (916) 449-5400. To assist contractors in successfully implementing a *Harvest of the Month* program, a Quick Start Guide is available as well as *Harvest of the Month* trainings. The *Harvest of the Month* Fact Sheet and *Harvest of the Month* Quick Start Guide are provided in the Appendix and at [www.harvestofthemonth.com](http://www.harvestofthemonth.com) in the training corner. The *Harvest of the Month* trainings are discussed in Section 900, Technical Assistance and Support.

#### **G. Leadership Projects**

The *Network's* Leadership Projects represent a wide range of channels and partners and are designed to complement and work synergistically with *Network* LIAs, Fruit, Vegetable and Physical Activity Campaigns, and other partnership initiatives. The Leadership Projects act as an incubator for new ideas and channels, working to enhance, focus, and channel the *Network* Leadership infrastructure to help expand and strengthen selected priority initiatives

and programs focused on SNAP-Ed eligible families. As these projects grow they allow the *Network* to extend the reach and effectiveness of SNAP-Ed programs in California, helping to fill unmet needs; fill program gaps; implement nutrition education activities in underserved SNAP-Ed-eligible audiences; 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.

For more information about the Leadership Projects, contractors are encouraged to call the *Network's* main line at (916) 449-5400.

## H. Physical Activity Promotion Resources

### PA Resources for General Market Promotion

- United States Department of Health and Human Services – “2008 Physical Activity Guidelines for Americans”: [www.health.gov/paguidelines/guidelines/default.aspx](http://www.health.gov/paguidelines/guidelines/default.aspx)
- Physical Activity and Nutrition Division: Centers for Disease Control and Prevention (CDC): [www.cdc.gov/nccdphp/dnpa/physicalactivity.htm](http://www.cdc.gov/nccdphp/dnpa/physicalactivity.htm)
- National Coalition for Promotion of Physical Activity: [www.ncppa.org/](http://www.ncppa.org/)
- California Center for Physical Activity: [www.caphysicalactivity.org/](http://www.caphysicalactivity.org/)  
Includes Active Aging, Active Community Environments, and many other projects.
- California Department of Education (CDE): Physical Education Standards: [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)
- California After School Physical Activity (CASPA) Guidelines [www.californiaafterschool.org/c/@JAYBDtrXuCOeY/Pages/physical\\_activity.html](http://www.californiaafterschool.org/c/@JAYBDtrXuCOeY/Pages/physical_activity.html)
- California Parks and Recreation: [www.parks.ca.gov/](http://www.parks.ca.gov/)
- After School Physical Activity: A CDE sponsored model program, [www.afterschoolpa.com](http://www.afterschoolpa.com)

### Physical Education (PE)/PA Resources for Schools

#### PE:

- California Department of Education: Physical Education Standards: [www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)
- Exemplary Physical Education Programs: The following school-based programs have been recognized as exemplary by CDC.
  1. SPARK (Sports, Play & Active Recreation for Kids) - [www.sparkpe.org/](http://www.sparkpe.org/)
  2. CATCH (Coordinated Approach to Child Health)
    - National website promoting CATCH- [www.catchinfo.org/](http://www.catchinfo.org/)
    - Original CATCH Texas website with great resources on CATCH - [www.sph.uth.tmc.edu/catch/](http://www.sph.uth.tmc.edu/catch/)
  3. EPEC (Exemplary Physical Education Curriculum) - [www.michiganfitness.org/](http://www.michiganfitness.org/)
  4. NASPE (National Association for Sport and Physical Education) - [www.aahperd.org/naspe/](http://www.aahperd.org/naspe/)

#### PA:

5. Walk to School - [www.caphysicalactivity.org/](http://www.caphysicalactivity.org/)  
-California Walk to School Day is an international event held on the first Wednesday of October in over 20 countries. The overall goal is to encourage more elementary and middle school children to engage in everyday physical activity by walking and bicycling to and from school. Contractors may participate in California Walk to School events, but cannot take the lead on organizing or conducting these events. Additionally, nutrition education must be integrated into event activities. Contractors

should visit [www.caphysicalactivity.org](http://www.caphysicalactivity.org) for more information and a walk to school starter kit. Contractors are encouraged to contact their assigned Program Manager to receive more information on how to incorporate California Walk to School Day as a SOW activity.

6. Safe Routes to School - [www.saferoutesinfo.org/](http://www.saferoutesinfo.org/)
7. California Governor's Council on Physical Fitness and Sports - [www.calgovcouncil.org/](http://www.calgovcouncil.org/)  
- The Governor's Council's *Governor's Challenge Competition* is a challenge among K-12 schools in the state to help California students get active, healthy, and fit. The Governor's Challenge is to be active 30-60 minutes a day at least three days a week for a month. Any student actively enrolled in an accredited California school in grades K-12 or any California teacher may participate by taking the Governor's Challenge on behalf of his or her school. All students and teachers completing the Governor's Challenge will qualify for a Governor's Council patch and Certificate of Completion. Students and teachers can earn one patch and certificate per academic year. Annually the Council also solicits nominations for individuals, organizations, and events that positively impact the physical activity and fitness levels of California's children and youth. More information is available at [www.calgovcouncil.org/](http://www.calgovcouncil.org/).
8. California Department of Education: Health Education Standards - [www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)

#### **PA Resources: Free and Low-Cost Materials**

- *The EAT SMART. PLAY HARD.™ Power Pac* is a USDA developed "how to" kit on integrating nutrition and fitness messages into existing nutrition education programs. Power Pacs are available on the basis of one kit per school district or agency. Additional parent brochures, posters, stickers, bookmarks, and kids' activity sheets may be ordered in bulk while supplies last. The order form can be downloaded from: [www.fns.usda.gov/eatsmartplayhard/](http://www.fns.usda.gov/eatsmartplayhard/).
- Directory of Reviewed PA Materials by the University of South Carolina. This website, endorsed by CDC provides a directory of reviewed physical activity health education materials: <http://prevention.sph.sc.edu/directory/index.htm>.
- The President's Council on Physical Fitness and Sports: [www.fitness.gov](http://www.fitness.gov).
- *Promoting Physical Activity: A Guide for Community Action: A step-by-step guide to community-wide behavior change* developed by CDC and Human Kinetics Publishers. The guide book shows how to facilitate behavior change both from an individual and a community perspective. Using a social marketing and behavioral science approach to intervention planning, the text provides step-by-step guidance in addressing the target audience's understanding and skills, the social *Networks*, the physical environments in which they live and work, and the policies that most influence their actions. One copy of the guide book is available for free to each *Network*-funded agency. To inquire about obtaining a copy, contractors may email Mary Coordt at [Mary.Coordt@cdph.ca.gov](mailto:Mary.Coordt@cdph.ca.gov).
- Instant Recess features a 10-minute physical activity break with a professional athlete. The Instant Recess DVDs are a collaborative effort between the *Network*, the Professional Athletes Council, and Dr. Yancey from University of California, Los Angeles. *These materials can be found on the Network's website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on "Physical Activity Integration."*
- *Shape of Yoga: Nutrition and Physical Activity Booklet for the Family: The Shape of Yoga* is a pamphlet of ten basic yoga poses to be used by all the *Network's* Fruit, Vegetable, and Physical Activity campaigns and programs and LIAs. 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. These materials can be found on the *Network's* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) by clicking on "Physical Activity Integration."

#### I. Supplemental Nutrition Assistance Program and Food Stamp Program Promotion Resources

- Supplemental Nutrition Assistance Program (SNAP) ([www.fns.usda.gov/snap/](http://www.fns.usda.gov/snap/))  
Contains information about SNAP, and includes frequently asked questions and promotional materials targeted to the general public, working poor, seniors, and immigrants.
- California Department of Social Services ([www.dss.cahwnet.gov/foodstamps/](http://www.dss.cahwnet.gov/foodstamps/))  
Provides information about the Food Stamp Program in California.
- California Food Policy Advocates (<http://cfpa.net>)  
Contains county-level Food Stamp Program participation data for California, as well as other reports and information.
- Center for Budget and Policy Priorities (<http://cbpp.org/>)  
Provides information about SNAP.
- Food Resource and Action Center ([www.frac.org/](http://www.frac.org/))  
Provides information about SNAP.
- MyFoodStamps.org (<http://myfoodstamps.org>) (Spanish: [www.misalimentos.org](http://www.misalimentos.org))  
Provides information about the Food Stamp Program in California.

#### J. Websites for Nutrition Information and Resources

Only reputable sources of information and resources should be used to ensure that nutrition education messages are backed by scientific research, meet the current Dietary Guidelines for Americans, and are appropriate for the SNAP-Ed audience. The following are considered by the *Network* as good sources of nutrition information and resources:

- American Cancer Society – [www.cancer.org](http://www.cancer.org)
- California After School Resource Center - [www.californiaafterschool.org](http://www.californiaafterschool.org)
- California Healthy Kids Resource Center - [www.californiahealthykids.org](http://www.californiahealthykids.org)
- Centers for Disease Control and Prevention (CDC) Fruits and Veggies Matter - [www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)
- CDC - [www.cdc.gov/](http://www.cdc.gov/)
- Dairy Council of California - [www.dairycouncilofca.org/](http://www.dairycouncilofca.org/)
- Dietary Guidelines for Americans - [www.cnpp.usda.gov](http://www.cnpp.usda.gov)
- Eat Smart. Play Hard.™ - [www.fns.usda.gov/eatsmartplayhard/](http://www.fns.usda.gov/eatsmartplayhard/)
- Food and Nutrition Service-FNS Nutrition Link - [www.fns.usda.gov/nutritionlink](http://www.fns.usda.gov/nutritionlink)
- Food Stamp Office Resource Kit - [www.goodfoodtv.org/](http://www.goodfoodtv.org/)
- *Harvest of the Month* - [www.harvestofthemonth.com/](http://www.harvestofthemonth.com/)
- Healthfinder.gov - [www.healthfinder.gov](http://www.healthfinder.gov)
- *Let's Move!* - [www.letsmove.gov](http://www.letsmove.gov)
- MyPyramid.gov - [www.mypyramid.gov](http://www.mypyramid.gov)
- National Institutes for Health - [www.nih.gov/](http://www.nih.gov/)
- *Network for a Healthy California* - [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net)
- *Network for a Healthy California* Champions for Change - [www.cachampionsforchange.net/](http://www.cachampionsforchange.net/)
- Nutrition.gov - [www.nutrition.gov](http://www.nutrition.gov)

- Produce for Better Health - Fruits & Veggies—More Matters® - [www.fruitsandveggiesmorematters.org/](http://www.fruitsandveggiesmorematters.org/)
- Supplemental Nutrition Assistance Program – Ed Connection (formerly Food Stamp Nutrition Connection) - <http://snap.nal.usda.gov>
- Team Nutrition - [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)
- WIC Works Resource System - [www.nal.usda.gov/wicworks/](http://www.nal.usda.gov/wicworks/)

Note: Although these sites provide good sources of nutrition information and resources, not all materials from some of these sites are necessarily SNAP-Ed appropriate. Contractors should check with their Program Manager if they have any questions on what is SNAP-Ed allowable.

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>800</b>	<b>Progress Reporting</b>

This Section includes:

- 801 Progress Reporting Overview
  - A. Semi Annual Progress Report
  - B. Annual Progress Report
- 802 Education and Administrative Reporting System (EARS)

### 801 Progress Reporting Overview

The *Network for a Healthy California (Network)* Local Incentive Awardee and Non-Profit Incentive Awardee contractors are required to submit Semi Annual and Annual Progress Reports describing the status of Federal Share funded Scope of Work (SOW) activities. The reports are due mid-April and mid-October. Prior to progress report deadlines, the *Network* sends contractors an e-mail notifying them of updated progress report forms and instructions available on the *Network* website ([www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net)) and dates and times of progress report training teleconferences. It is important that contractors read the forms and instructions carefully to ensure proper and accurate reporting.

Timely submission of progress reports is necessary to ensure continued United States Department of Agriculture (USDA) funding. Progress reports must be submitted within two weeks of the due date or by an approved extension deadline that has been requested by the contractor. Extensions are granted on an emergency case-by-case basis only and must be requested in writing. If progress reports are not submitted within two weeks of the due date or by the extension deadline, a delinquency letter will be mailed to the contractor and the *Network* will withhold the contractor's payment until progress reports are received and reviewed.

Additional information is provided below on progress report requirements. Each of the forms listed are provided in the Appendix. For questions about progress reports, contractors should contact their Program Manager.

#### A. Semi Annual Progress Report

The Semi Annual Progress Report reflects activities started or completed from October 1 through March 31 of each contract year. The Semi Annual Progress Report consists of:

- *Semi Annual Progress Report Form*: set of Yes/No questions on SOW progress and change in intervention sites. If there are challenges in completing the SOW or changes in intervention sites, the contractor will be required to provide more information about these items.
- *Activity Tracking Form*: designed to track and compile direct and indirect nutrition education interventions by objective, date, type of activity, reach, etc. The data collected on this form will assist contractors in completing their progress report forms and online Semi-Annual Activity Report form; and meeting Education and Administrative Reporting System (EARS) requirements. Section 802 below provides additional information about EARS. The Activity Tracking Form completed for the Semi-Annual Progress Report only covers the first six months of the contract year.
- *Online Semi-Annual Activity Report (SAAR)*: summative report that captures activities and materials produced by each contractor. The SAAR data collected is analyzed by the *Network's* Research and Evaluation Unit (REU) and reported to USDA to showcase community efforts to achieve Network goals and objective and reach the target

population. The SAAR completed for the Semi-Annual Progress Report only covers the first six months of the contract year.

Semi Annual Progress Reports are due mid-April of each contract year. Semi Annual Progress Report Forms are submitted to the Program Manager via e-mail, with exception to the SAAR because it is completed and submitted online.

## B. Annual Progress Report

The Annual Progress Report should be a cumulative report of the progress of the SOW from October 1 through September 30 (the entire contract year). The Annual Progress Report consists of:

- *Annual Progress Report Form*: provides an easy reference for the status of each SOW activity. A sentence or two should be provided for each activity that details progress made throughout the contract year.
- *Annual Progress Report Narrative Form*: allow contractors to write an annual success story of their program. It is required to be one page or less and should include the challenges faced, how successful change was created, what the lasting impact or change is, and what the next steps are.
- *Attachments*: deliverables based on the Evaluation column of the SOW that serves as supporting documentation that activities occurred. Attachments also allow contractors to further illustrate the wonderful things they are doing in their communities, for example, through photographs, samples of essays written by students, samples of feedback surveys, etc. Contractors should collect attachments throughout the contract year because attempting to compile such documentation at the end of the year is difficult and time consuming
- *Activity Tracking Form*: designed to track and compile direct and indirect nutrition education interventions by objective, date, type of activity, reach, etc. The data collected on this form will assist contractors in completing their progress report forms and online Semi-Annual Activity Report form; and meeting EARS requirements. Section 802 below provides additional information about EARS. The Activity Tracking Form completed for the Annual Progress Report only covers the last six months of the contract year.
- *Online SAAR*: summative report that captures activities and materials produced by each contractor. The SAAR data collected is analyzed by the *Network's* REU and reported to USDA to showcase community efforts to achieve *Network* goals and objective and reach the target population. The SAAR completed for the Annual Progress Report only covers the last six months of the contract year.

Annual Progress Reports are due mid-October following the completion of the Federal Fiscal Year (FFY) that is going to be reported on. Annual Progress Report Forms are submitted to the Program Manager via e-mail, with exception to the SAAR because it is completed and submitted online. Attachments are submitted via postal mail.

## 802 Education and Administrative Reporting System (EARS)

EARS is an annual form completed by Supplemental Nutrition Assistance Program (SNAP) state agencies. It collects uniform data and information on nutrition education activities funded by SNAP during the prior fiscal year. The data and information collected through the report will inform management decisions, support policy initiatives, provide documentation for legislative, budget and other requests, and support planning within the agency. Data elements to be collected include demographic characteristics of participants receiving nutrition education

benefits, topics covered by the educational intervention, education delivery sites, education strategies, and resource allocation. Complete implementation of EARS is scheduled to start in FFY 2010.

#### **First Year Implementation (FFY 2008)**

- States are required to submit data for the expenditure section in FFY 2008: question nine (expenditures by source of funding) and question ten (expenditures by category of spending).
- The web-based reporting system will be available from October 15, 2008 to December 30, 2008.
- EARS is due by December 31, 2008.
- Food and Nutrition Service (FNS) will conduct multi-level, ongoing training to assist states with smooth implementation of EARS.

#### **Second Year Implementation (FFY 2009)**

- FNS continues multi-level trainings and technical assistance (TA). These trainings are used to address ongoing questions that emerge during implementation.
- State agencies and implementing agencies update their EARS Implementation Timeline if needed (Template 9) as part of the 2009 SNAP-Ed State Plan.
- State agencies conduct training and make needed adjustments in the state data collection processes in order to capture data for EARS.
- State agencies submit EARS data per their timeline using the web-based submission system by December 31, 2009.

#### **Third Year Implementation (FFY 2010)**

- FNS continues multi-level training and TA. These training are used to address ongoing questions that emerge during implementation.
- State agencies continue to conduct trainings and make needed adjustments in the state data collection processes in order to capture data for EARS.
- Contractors complete EARS requirements by accurate, timely submission of contractor's Activity Tracking Forms for SOW objectives.
- The *Network's* REU will streamline EARS data collection and solve issues relating to state share data collection via monthly meetings with the Operations Subcommittee EARS workgroup.
- State agencies (*Network and University of California - Food Stamp Nutrition Education Program*) submit all appropriate components of EARS data using the web-based submission system by December 31, 2009.
- The *Network's* REU will work with California Department of Public Health and *Network* Information Technology (IT) to obtain approval for a vendor to develop an EARS database.

#### **Fourth Year Implementation (FFY 2011)**

- Contractors complete EARS requirements by accurate, timely submission of contractor's Activity Tracking Forms for SOW objectives and state share objectives.
- The *Network's* REU will obtain approval for a vendor to develop an EARS database; work with vendor, *Network* IT, and EARS workgroup to develop and test EARS data collection system.
- The *Network's* REU will continue to streamline EARS data collection and resolve issues relating to state share data collection via meetings as needed with the EARS workgroup.

More details on implementation will be shared with contractors by the *Network/USDA* as they develop. For questions about EARS, contractors should contact Alexis Narodovich, Research Associate, REU, at [alexis.narodovich@cdph.ca.gov](mailto:alexis.narodovich@cdph.ca.gov).

<b>III.</b>	<b>PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>900</b>	<b>Technical Assistance and Support</b>

This Section includes:

- 901 **Technical Assistance (One-on-One)**
  - A. Telephone/Email Consultation
  - B. Site Visits
- 902 **Network Trainings**
  - A. *Network Skills-Based Trainings*
  - B. Fiscal Trainings
  - C. **Request for Funding Application (RFA) and Progress Report Trainings**
  - D. *Regional Network Trainings*
  - E. *Harvest of the Month Trainings*
  - F. Media Spokespeople and Media Advocacy Trainings
  - G. Youth Engagement Trainings
- 903 **Network Meetings and Conferences**
  - A. Quarterly *Network Contractor Teleconferences*
  - B. *Network Steering Committee Meetings*
  - C. *Annual Network Conference*
  - D. Annual California Conference of Local Health Department Nutritionists (CCLHDN) Conference
- 904 ***Regional Networks for a Healthy California***
- 905 ***Network Program Compliance Review***
- 906 **California Association of Nutrition and Activity Programs (CAN-Act)**
- 907 ***Network Websites***
  - A. *Network Website*
  - B. Champions for Change
  - C. Communication Resource Library
  - D. *Harvest of the Month*
  - E. Geographical Information System (GIS) Map Viewer
  - F. Online Ordering System for *Network* materials

**901 Technical Assistance (One-on-One)**

As a *Network for a Healthy California (Network)* Local Incentive Awardee (LIA) or **Non-Profit Incentive Awardee (NIA)**, contractors receive technical assistance (TA) from their assigned Program Manager on programmatic issues on an as needed basis. For programmatic issues outside the realm of the Program Managers expertise or knowledge, the Program Manager will refer the contractor to the appropriate *Network* staff to assist them. For example, if a contractor has questions about youth empowerment resources, the Program Manager will seek assistance from staff who works on the *Network's* Youth Empowerment Initiative. For contractors that are school districts, or contractors working with schools, TA may be provided by the Program Manager, Contract Manager, and/or the regional Nutrition Education Consultant (NEC), depending on the nature of the request.

**A. Telephone/Email Consultation**

*Network* staff is always available to provide TA to contractors via the telephone or email. All communications with contractors are **saved and/or documented**.

## **B. Site Visits**

Site visits allow *Network* staff to provide in-person TA to contractors and a *Network* orientation, if necessary. Site visits also give contractors an opportunity to share innovative strategies being conducted in the community. Site visits by *Network* Program and Contract Managers generally occur every two years for a contractor unless there is a need for more frequent visits, for example, a contractor may have new staff that would benefit from a *Network* orientation. Letters are sent to contractors prior to the visit confirming the date and time of visit. The letters will also list specific documents to be reviewed by *Network* staff at the visit. A follow-up site visit report is sent from the *Network* to the contractor within 30 calendar days of the visit. Site visits are generally conducted by the Program Manager but occasionally may be conducted by both the Program and Contract Manager.

In addition, site visits are performed by the *Network's* regional NEC for contractors that are schools or work with school sites, and are available to provide TA in the identification, utilization and/or evaluation of high quality instructional programs.

Additional information about the TA provided by: Program Managers is in Section 100, Introduction; Contract Managers is in Section II, Fiscal; and regional NECs is in Section 600, School-Based Programs.

## **902 Network Trainings**

The *Network* provides a wide array of training opportunities to contractors that will enhance their skills and knowledge and offer instructions and guidance on completing *Network* forms and requirements. Contractors are informed of upcoming trainings through e-mails sent from the *Network*. An updated copy of the *Network* Master Calendar is also available on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net), which lists all *Network* sponsored events. Contractors are encouraged to check the Master Calendar regularly for the latest information on training opportunities. For questions regarding the trainings listed below, contractors may call the *Network* main line at (916) 449-5400.

### **A. Network Skills-Based Trainings**

The *Network* provides a variety of skills-based trainings for *Network* funded projects, including LIAs and NIAs, to enhance their ability to meet their Scope of Work (SOW) requirements, increase their organizations capacity, and better serve the Supplemental Nutrition Assistance Program Education (SNAP-Ed) eligible population. *Network* skills-based trainings are offered in various locations throughout the state each year. Examples of previous training topics include: Art of Training, Community Engagement, Art of Facilitation, *Network* Geographical Information System, Community Empowerment, Culturally Competent Partnership Development, and Sustainability. Contractors are encouraged to participate in these low-cost, SNAP-Ed allowable, training opportunities. These trainings provide opportunities to improve upon specific knowledge and skills and enhance state and local capacity to reach the food stamp audience.

### **B. Fiscal Trainings**

The *Network* hosts fiscal trainings each year to review the administrative, fiscal and contractual requirements of contracting with the California Department of Public Health (CDPH) and the United States Department of Agriculture (USDA). Trainings are designed for fiscal staff responsible for preparing invoices and state share documentation reports. The trainings provide compliance requirements, definitions of expenditure categories, instructions on how to complete the annual Funding Application Package (FAP), budgeting, allowable and unallowable scenarios, common errors found in reporting, equipment

purchase and tracking procedures and travel requirements. Fiscal staff from each contract is encouraged to attend.

### **C. Request for Funding Application (RFA) and Progress Report Trainings**

The *Network* hosts a RFA teleconference each year for contractors. The teleconference provides a step-by-step review of the RFA timeline, required forms (e.g., SOW, Budget Justification, Project Summary, etc.), instructions and samples. Participants are provided an opportunity to ask questions during the call.

In addition, the *Network* hosts two teleconferences each year on the Progress Reporting requirements for contractors. The teleconferences provide a step-by-step review of the Progress Report Form and Narrative, Activity Tracking Form, Semi-Annual Activity Report (SAAR), and attachments and an opportunity to ask questions.

Contractors are encouraged to participate, as the teleconferences review *Network* requirements, highlight significant changes that have occurred, and allows for participant questions.

### **D. Regional Networks for a Healthy California Trainings**

Each *Regional Network* is tasked with supporting LIAs and other *Network* contractors by providing regional trainings. These trainings are meant to both support and enhance the content of state-level trainings, which are discussed in Section 902A above, and to allow the regions to be responsive to the needs of local-funded programs and collaboratives. To determine topics and content, *Regional Networks* periodically survey local-funded projects to identify areas of interest and need. Participation in these surveys is a key factor in ensuring that region sponsored trainings are relevant to local needs. Contractors are encouraged to participate in *Regional Network* trainings, especially those that are relevant to their specific areas of need and interest.

### **E. Harvest of the Month Trainings**

The *Network* offers a structured *Harvest of the Month* implementation training for contractors and *Network* partners within selected regions. This training is available through the *Harvest of the Month* website at [www.harvestofthemonth.com/TrainingCorner/index.asp](http://www.harvestofthemonth.com/TrainingCorner/index.asp). The training provides strategies for utilization of *the Harvest of the Month* monthly elements (educator newsletter, family newsletter, menu slicks and posters), integration with other *Network* program resources, and coordination and collaboration with the classroom, cafeteria, home and community to promote a common goal and healthier habits for students and their families. Contractors participating in *Harvest of the Month* are encouraged to participate in trainings, as it will increase their capacity to successfully implement *Harvest of the Month* and train staff on effective utilization of all *Harvest of the Month* resources.

### **F. Media Spokespeople and Media Advocacy Trainings**

The *Network* provides one and two day media trainings to provide *Network*-funded partners speaking and writing skills as they relate to garnering media support for local efforts and influencing the target audience, and advancing the *Network* brand and tagline Champions for Change. Trainings include: media spokesperson (how to deliver a message), broadcast media (including on-camera interviews), print media (developing press releases, media advisories, and creating meaningful, compelling messages) and building communications plans (developing communications and marketing tools). Trainings are advertised via email to contractors.

## **G. Youth Engagement Trainings**

The *Network* will offer youth engagement trainings to those contractors who have included youth engagement activities into their SOW. The goal of these trainings is to help the adult ally gain the skills needed to support, guide, and encourage youth leaders, as the youth work to increase the consumption of fruits and vegetables and increase daily physical activity in their school/community. The training participants will learn how to support and coach youth to take an active role in addressing nutrition and physical activity issues in their communities. The participants will understand the steps of participatory action research (PAR) which is an inquiry process that includes critical thinking, strategizing, gathering information, analysis and logical problem solving. Beginning Federal Fiscal Year (FFY) 2010, the trainings will be offered in the Fall of each fiscal year. In addition, the *Network* will offer six conference calls per year for participating sites that are managing local youth engagement projects -- in order to encourage consistent peer learning, sharing and training.

### **903 Network Meetings and Conferences**

The *Network* provides a wide array of meetings and a conference to contractors that will enhance their skills and knowledge, provide *Network* updates, and allow for networking opportunities. Contractors are informed of upcoming events through e-mails sent from the *Network*. Additionally, an updated copy of the *Network* Master Calendar is available on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net), which lists all *Network* sponsored events. Contractors are encouraged to check the Master Calendar regularly for the latest information on *Network* sponsored events. For questions regarding the meetings and conferences listed below, contractors may call the *Network* main line at (916) 449-5400.

#### **A. Quarterly Network Contractor Teleconferences**

Quarterly teleconferences are conducted for all *Network* funded projects to provide timely updates and provide a forum for questions. Typical topics included in the calls are state/federal updates, campaign updates, media and communications updates, training updates, and policy and procedure clarification, and various additional topics of interest. At least one representative from each contract should participate in the quarterly teleconferences, because it will enhance the contractor's knowledge of the *Network* program and their ability to successfully meet SOW goals and objectives.

#### **B. Network Steering Committee Meetings**

The Steering Committee of the *Network* (*Network* Steering Committee or NSC) convenes two to three times a year in Sacramento. All *Network* partners and funded projects are encouraged to attend. The role of the NSC is to bring together SNAP-Ed local programs (including LIA and NIA contractors), *Network* Campaigns and Programs, Regional Networks and Collaboratives, researchers, state and federal agencies, community-based organizations and other partners to actively promote the goals of the *Network*. In addition, the NSC works to create and strengthen partnerships that underpin a crosscutting integrated approach to confront the epidemic of obesity and chronic disease caused by poor diet and physical inactivity for food stamp eligible individuals. NSC meetings provide an opportunity for members and partners across the state to showcase new programs and material, network, improve communication and sharing, provide input/dialogue on SNAP-Ed activities, meet new partners, share ideas, and build *Network* cohesiveness.

For more information about the NSC and/or how to get involved, contractors are encouraged to contact the Partnerships Team by calling the *Network's* main line at (916) 449-5400.

### C. Annual Network Conference

The Annual *Network* Conference, hosted by the *Network*, is generally held during the January through March period in Sacramento for all *Network* contractors and partners. The conference is an opportunity for contractors to learn about social marketing programs from around the country, showcase their own projects, network with other local programs, and learn of innovative and creative strategies to try in their own communities. Attendance at the conference is part of each contractor's SOW and costs are included in each budget.

**Note:** There will not be a FFY 2011 Annual *Network* Conference.

### D. Annual California Conference of Local Health Department Nutritionists (CCLHDN) Conference

The California Conference of Local Health Department Nutritionists (CCLHDN) consists of a professional nutritionist from each local health department in California. It is an affiliate of the California Conference of Local Health Officers (CCLHO). As the only public health nutrition organization of CCLHO, they advise CCLHO on nutrition policy and practice; increase the awareness and effectiveness of community nutrition services at the local and state levels through statewide coordination and collaboration; share information and exchange nutrition program ideas among public health nutritionists, community nutritionist, and other health professionals; and provide continuing education opportunities for members.

The Annual CCLHDN Conference is co-sponsored by the *Network* and focuses on building leadership capacity in the area of collaboration and partnership with agencies that provide services to low-income consumers. Specific activities include: expanding knowledge and skills to meet the nutrition leadership challenges for nutrition initiatives in low-income audiences; enhancing professional skills to advance their roles as social marketers of public health nutrition with low-income audiences; obtaining updates on USDA, CDPH, California Department of Health Care Services, California Department of Education, and county nutrition action plans (CNAP) addressing healthier eating, physical activity, preventing health disparities related to nutrition, and food assistance programs; enhancing professional skills related to building effective partnerships for the purpose of attaining mutual goals; and networking with colleagues to share "lessons learned" and support wellness promotions for low-income audiences at county level. For more information about CCLHDN, contractors may contact Eliana Schultz, R.D., at [eschultz@co.sanmateo.ca.us](mailto:eschultz@co.sanmateo.ca.us).

### 904 Regional Networks for a Healthy California

In January 2005, the 11 *Regional Networks* were established, competitively for the first time, as part of the *Network's* larger statewide partnership infrastructure. The purpose was to effect the full integration of a variety of state-level functions on the regional level, bringing services and support closer to *Network*-funded projects and partners serving the SNAP-Ed eligible audience. These 11 *Regional Networks* were a combination of local health departments, nonprofit organizations, and university partners that became instrumental in fusing important healthy eating and physical activity promotion efforts and elements that had previously been handled through multiple, separate contracts.

*Regional Networks* conduct activities in three major areas of *Network* operations:

1. Maximizing impact through regional coordination, collaboration, communications support, and training to all *Network*-funded projects and other partners serving the *Network's* intended audience;
2. Empowering community action through Regional Collaboratives; and
3. Implementing the *Network's* targeted Fruit, Vegetable, and Physical Activity (FVPA) campaigns and programs on a regional level.

With administrative support from the 11 *Regional Network* lead agencies, there are now 11 established *Network* Regional Collaboratives operating in the state. Over 850 diverse individuals and organizations from around the state, half of which do not receive *Network* funding but serve the SNAP-Ed population and have similar priorities, are now part of the Regional Collaboratives. In addition to linking LIAs and other *Network*-funded projects, the Regional Collaboratives forge numerous non-traditional partnerships with other leaders and community activists who volunteer their time advancing the Collaborative agendas on behalf of SNAP-Ed eligible Californians statewide. This collective base of people significantly expands the resources, influence, and ability of each region to implement comprehensive strategic plans and communications plans that organize and guide their work region-wide.

It should be noted that due to the rich diversity of collaborative partner types some collaborative activities are funded by non-USDA/*Network* sources and may go beyond the scope of USDA/*Network*-allowable activities. Contractors are encouraged to communicate regularly with their assigned Program Manager to ensure their role in collaborative activities is allowable. Additional contact and other information regarding each of the *Regional Networks* can be accessed on the *Network* website at [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net) and then by clicking on “Regional Networks” under “Organization.”

### **905 Network Program Compliance Review**

In efforts to ensure local contractors are meeting USDA requirements, a Program Compliance Review was established by the *Network* to conduct periodic reviews. The reviews will be coordinated with the site visits and desk reviews conducted by the Program and Contract Managers. The Program Compliance Review will be conducted by the *Network*'s Program Compliance (PC) Team. The PC Team will review both State and Federal Share programs and administrative/fiscal functions. The contractor will receive at least eight weeks prior notice from the PC Team and an instructions packet.

After the review is conducted, the PC Team will meet with assigned Contract and Program Managers to discuss the review, priority findings, **observations**, and recommendations. A written report will be issued to the contractor and the assigned Contract and Program Managers within 30 days from the review. A teleconference **can be requested and** scheduled between the Contractor, **the PC Team**, and the assigned Contract and Program Managers to discuss the report and any findings **at the request of any involved party**. If the report includes priority findings, the contractor, along with the assistance of the **PC Team**, Contract and Program Manager, will have 30 days from the date of the teleconference to develop a written Program Improvement Plan (PIP) that addresses each of the findings. The contractor's assigned Contract and Program Managers along with the PC Team will provide **TA** on implementing the approved PIP.

For additional information, contractors are encouraged to contact Kelley Maddox at (916) 449-5392 or [kelley.maddox@cdph.ca.gov](mailto:kelley.maddox@cdph.ca.gov).

### **906 California Association of Nutrition and Activity Programs (CAN-Act)**

The California Association of Nutrition and Activity Programs (CAN-Act) is contracted by the *Network* to improve communications between and among CDPH, *Network*, and local *Network* contractors, to assist in reducing the administrative burden related to delivery of SNAP-Ed funded programs, to improve cost-effectiveness and to enhance program performance. Specific activities include developing, providing training, and pilot testing SOW templates for *Network* contractors in coordination with state *Network* staff; hosting regional meetings on contract activities; facilitating contractor communications and improved SNAP-Ed program delivery;

assisting in the development of a contractor reference document which includes SNAP-Ed approved nutrition education materials; assisting in establishing electronic directory of local *Network* projects to facilitate peer communications and information sharing; and distributing membership brochure and annual report which will include contractor success stories.

For additional information, contractors are encouraged to visit the CAN-Act website at [www.can-act.net](http://www.can-act.net) or contact Melody Steeples at [melody@can-act.net](mailto:melody@can-act.net).

## 907 **Network Websites**

### A. **Network Website**

The *Network* website, [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net), provides a number of valuable resources for contractors, intermediaries, and professionals. These include fiscal training information, Funding Application Packets, Program Letters, Progress Report forms, *Network* Master Calendar, as well as other resources. It is also the best place to find newly released documents, reports, and other valuable pieces of information from the *Network*.

### B. **Champions for Change**

The *Network's* Champions for Change consumer website, [www.cachampionsforchange.net](http://www.cachampionsforchange.net), and its sister Spanish-language website, [www.campeonesdelcambio.net](http://www.campeonesdelcambio.net), are all about connecting the target audience to resources in their local regions and providing on-line resources such as recipes and tips on easy ways to get physically active. The sites empower consumers and give them the tools, knowledge, and resources to become Champions for Change. *Network*-funded partners are encouraged to inform consumers of the website and may contact the Communications and Media Unit to provide potential content (e.g., event calendars). The Communications and Media Unit may be reached by calling the *Network* main line at (916) 449-5400.

### C. **Communication Resource Library**

The Communications Resource Library is a central location for many of the communications resources that *Network* contractors need in order to help build equity and recognition in the Champions for Change brand. The Communication Resource Library can be accessed at <http://networkforahealthycalifornia.net/Library/index.php>. The online Library provides: photos, logos, graphic elements, templates, *Branding Guidelines Manual*, and additional resources. Contractors are encouraged to use this resource and to periodically review the site as the *Network* continues to refine and update it with new information, new photos, tip sheets, and other communications documents, and resources as they become available. For questions regarding the Library, contractors may contact the Communications and Media Unit by calling the *Network* main line at (916) 449-5400.

### D. **Harvest of the Month**

The *Harvest of the Month* website, [www.harvestofthemonth.com/](http://www.harvestofthemonth.com/), provides information about this school-based resource and its monthly elements, which includes educator newsletters, family newsletters, menu slicks and community (retail) newsletters. Monthly elements can be downloaded from the website and four *Harvest of the Month* posters can be ordered through the *Network's* online ordering system. Within this site, the Educators' Corner provides teachers with additional activities, lesson ideas, recipes, and a wealth of resources to help implement a successful program. The Training Corner guides and supports users on how to effectively use all program materials and resources. This section includes a short video clip providing a visual experience of *Harvest of the Month* in action. Section 907F below provides information about the *Network's* online ordering system.

## E. Geographical Information System (GIS) Map Viewer

The *Network* Geographical Information System (GIS) Map Viewer is a powerful tool that provides comprehensive information for community assessment and program planning. Contractors can use this tool to assist with targeting programs for SNAP-Ed eligible audiences. Users have the ability to search a specific county, ZIP code, census tract, block group, or a specific street address.

The *Network* uses census tracts to identify which sites/locations qualify for use of USDA SNAP-Ed funds. A qualifying census tract is one where at least 50 percent of individuals have incomes that are less than or equal to 185 percent of the Federal Poverty Level (FPL). (Note: The 2000 United States Census poverty data available on the *Network* GIS Map Viewer includes individuals with incomes below 185 percent of the FPL. This is the best data available for providing a close approximation of income-eligible persons at the site/location.)

### **Some Uses of Network GIS Map Viewer**

- Identify census tracts where at least 50 percent of individuals have incomes that are <185 percent FPL (for the purposes of carrying out merchandising of retail outlets, farmers markets, food demonstrations, award funding to mini-grant applicants, etc.).
- Identify census tracts in which at least 50 percent of individuals from a given targeted-campaign subgroup have incomes <185 percent FPL (African-American, Latino, Asian/Pacific Islander) (for the purposes of carrying out merchandising of retail outlets, farmers markets, food demonstrations, award funding to mini-grant applicants, etc.).
- Map selected indicators of neighborhood assets in census tracts throughout California. Examples include schools, health facilities, *Network*-funded local and regional contractors, grocers that accept Electronic Benefit Transfer (EBT), and grocers that accept Women, Infants, and Children Supplemental Nutrition Program (WIC).
- Identify census tracts where Spanish or Asian languages are the primary language to carry out targeted in-language campaigns and/or pilot materials.
- Map location and type of retail and low-income worksite establishments throughout California. Examples include grocery stores, convenience stores, fast food places, restaurants, hotels/motels, and cleaning businesses.

The *Network* GIS Map Viewer is accessible at the following website, [www.cnngis.org](http://www.cnngis.org). The website provides information on how to use the *Network* GIS Map Viewer, including a Quick Reference Tutorial.

## F. Online Ordering System for *Network* Materials

The *Network* has an online ordering system for all *Network* education materials including nutrition education reinforcement items. The website address is <https://web3.kpcorp.com/v25/entry.asp?Account=CANN>. Each funded contractor is assigned one user identification and password. Each contractor is expected to have one designated staff person responsible for managing their inventory, receiving and placing orders, and tracking the distribution of all materials for their contract. In addition, this staff person is responsible for assuring there is adequate and secure space for receipt and storage of the material. All contractors have been assigned a quantity allotment to support their nutrition education activities. Contractors that do not have their login information should contact *Network* staff for assistance.

The *Network* also offers a cost recovery system which has a variety of nutrition education and reinforcement items available to order at the cost of production plus shipping. Materials to promote fruit and vegetable consumption and physical activity may be purchased with a Visa or MasterCard. These materials may be ordered online at [www.championsforchangematerials.net](http://www.championsforchangematerials.net). Additionally, the website offers a complete Portable Document Format (PDF) document of each publication.

<b>III. PROGRAM PLANNING AND RESOURCES SECTION</b>
<b>1000 Contractor Information</b>

This Section includes:

1001 General Information

1002 Submitting Changes to Form

### **1001 General Information**

The *Network for a Healthy California (Network)* requires contractors to complete and submit a Contractor Information Form when they submit renewing Request for Funding Application documents. The Contractor Information Form provides important names and contact information for the:

- Organization: this information will appear on the contract.
- Contract Signatory: this person has authority to sign a contract.
- Project Coordinator: the person listed will be responsible for all of the day-to-day activities of project implementation and for seeing that all contractual requirements are met. This person will be the primary contact for *Network* staff and will be responsible for the proper dissemination of program information.
- Payment Receiver: this information is where all payments will be sent.
- Fiscal Reporter: this person will prepare Invoices and State Share Documentation Reports and is the primary contact for questions related to fiscal documents.
- Fiscal Signatory: this person has signature authority for Invoices and State Share Documentation Reports.

A copy of the Contractor Information Form is provided in the Appendix. For questions regarding the Contractor Information Form, contractors should contact their Program Manager or Contract Manager.

### **1002 Submitting Changes to Form**

Throughout the contract period, contractors may have to make changes to the Contractor Information Form due to changes in staff listed, addresses, phone numbers, organization information, etc. If there are changes to the information on the form, contractors are required to complete and submit a new Contractor Information Form to their Program and Contract Managers. It is important that contractors submit changes in a timely manner, as it will maintain the flow of communication between the contractor and the *Network* and visa versa.