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Department of
Agriculture**

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Food and
Nutrition
Service

Mr. Cliff Allenby, Interim Director
Department of Social Services
744 P Street, MS 17-11
Sacramento, CA 95814

Western Region

550 Kearny St.
Room 400
San Francisco, CA
94108-2518

Dear Mr. Allenby:

The Food and Nutrition Service's (FNS) Food Stamp Program (FSP) has completed administrative reviews of the California Department of Health Services' (CDHS) Food Stamp Nutrition Education (FSNE) program and Food Stamp Outreach (FSO) program, as described in correspondence sent to your office in February 2006. FNS staff conducted review activities to assess program quality and fiscal integrity at both State and local-level FSNE and FSO project offices. The findings and corresponding corrective actions from these reviews are being transmitted by way of the two enclosed final reports.

In the FSO review, FNS found significant invoicing delays between the State's FSO contractor, the California Association of Food Banks (CAFB), and CDHS, as well as between CDHS and the California Department of Social Services (CDSS). Although reimbursement is not immediately sought, CDHS has historically been able to float such costs for contractors though this places an undue burden on CDHS. In addition, many of the CAFB subcontractor invoices reviewed had insufficient documentation, which hampers the ability of CAFB and CDHS to make sound reimbursement decisions. Documentation indicated that subcontractors also had difficulty with estimating costs such as select operational expenses and indirect costs. Given these challenges, FNS was gratified to see that CDHS will soon be employing a new software system to expedite reimbursements and that CAFB will be putting more focus on fiscal training for subcontractors. FNS would like to see the State and CAFB provide additional guidance to FSO contractors during Plan preparation periods and through site visits. FNS also encourages CDSS and DHS to expand activities that build support for outreach at the local level, as subcontractors often reported being challenged in their pursuit of close and productive relationships with county FSP staff.

During the FSNE review, FNS determined that Federal share FSNE expenditures were by and large allowable and appropriately allocated, tracked and documented. FNS moreover found that CDHS has appropriately begun to address the costs denied from FNS's 2005 FSNE Plan review, by deducting these costs from invoiced amounts. Where the State remains vulnerable are State/local share FSNE costs. Reviewers discovered that a number of local projects had been applying different allowability policies and documentation requirements to their State/local share

activities than adhered to for Federal share activities. Documentation of State/local share time and effort in particular, frequently did not meet FSNE requirements.

Such discrepancies jeopardize the entire FSNE budgets of these partners. In a few cases, CDHS had noted these deficiencies during their own site visits, though several local projects indicated they had not received such guidance. CDHS' largest subcontractor, Los Angeles Unified School District, in addition to suffering substantial program management problems, was among the several projects that produced documentation for a sizeable portion of their expenditures that did not entirely meet FSNE fiscal documentation standards. While we are offering these projects the opportunity to respond and provide further information, please note that any future reviews in which FNS finds that expenditure documentation does not fully meet FSNE requirements will result in immediate disallowance of all corresponding expenditures and the establishment of a claim against the State.

These findings point to an urgent need for additional resources for and improvements in CDHS' current oversight system, under which CDHS has previously developed a multitude of valuable tools to assist local FSNE contractors. This shortcoming was made glaringly evident during our review when some local FSNE staff expressed a lack of understanding as to why they could not work with non-FSP-eligible populations and in at least a couple cases, implied that their local share efforts were devoted to activities that benefited the general population rather than low-income individuals specifically. As CDHS staff have already begun working with my staff on strategies for refinement of monitoring systems and both internal and external communication, we would appreciate your assistance in this endeavor.

Programmatically, FNS was pleased to find that CDHS continues to operate among the most innovative and comprehensive FSNE programs in the nation. Reviewers were impressed with the passion exhibited by State and local FSNE staff in their endeavors to improve nutrition among impoverished families, the breadth of nutrition education services provided and the State's consistent ability to identify unconventional FSNE partnership opportunities. The quality of CDHS' multi-pronged nutrition education activities collectively serve as a model of superior programming. Finally, FNS would like to acknowledge the notable improvements seen in social services staff involvement with FSNE at both the State and local levels, and hope to see such noteworthy progress continue.

In the enclosed reports, we have outlined corrective actions and recommendations based on findings from both the FSNE and FSO reviews. We would appreciate receiving a response to these items within 60 days of receiving this correspondence. Lastly, we would like to express our sincere appreciation to your staff and your State and local FSNE and FSO cooperators for their hospitality and invaluable support throughout our reviews.

Should you have any questions about the FSO Review Report, please feel free to contact Dave Bailey, of my staff, at 415.705.1361, extension 303. Questions related to the FSNE Review Report may be directed to Marisa Cheung, of my staff, at extension 560.

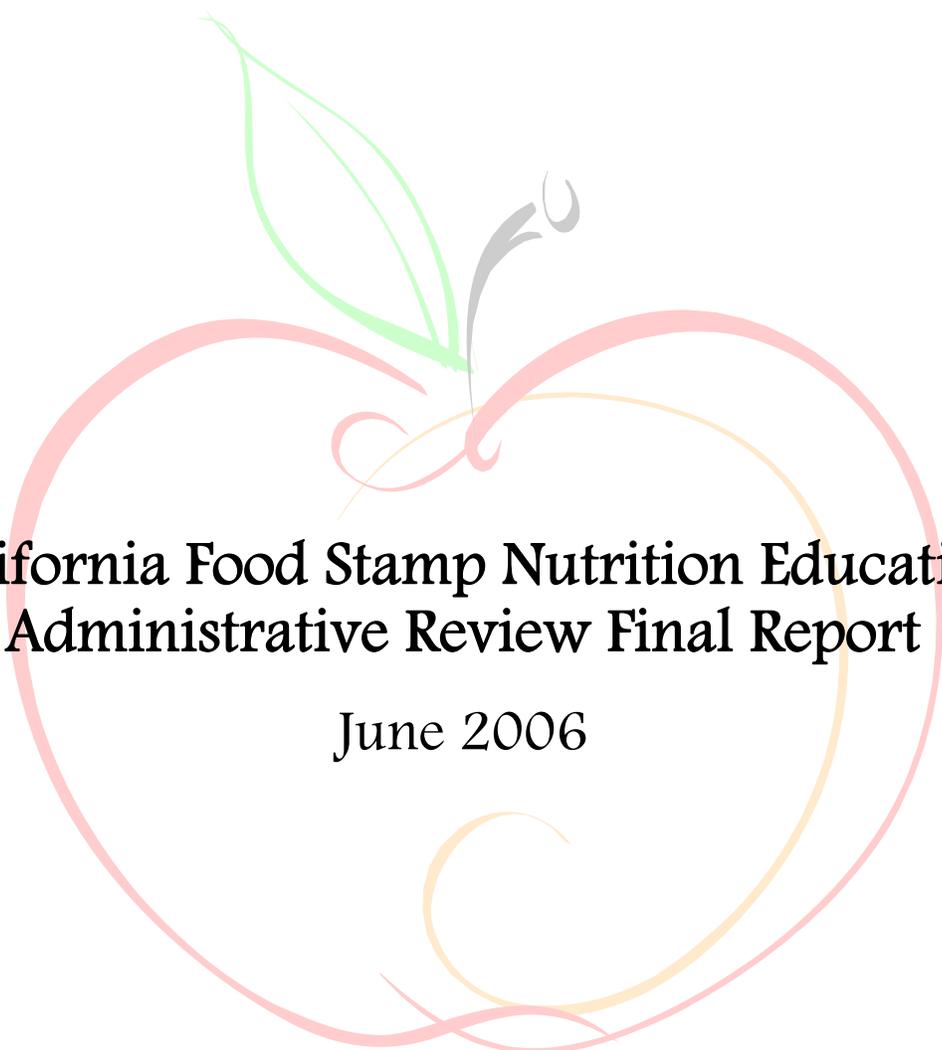
Sincerely,



ALLEN NG
Regional Administrator
Food and Nutrition Service
Western Region

Enclosures (2)

cc: Richton Yee, FSB, CDSS, MS 16-32, Sacramento, CA, w/ enc.
F. Patrick Sutherland, FSPB, CDSS, MS 16-32, Sacramento, CA, w/ enc.
Charlotte Doisy, FSPB, CDSS, MS 16-32, Sacramento, CA, w/ enc.
Detta Hunt, FSPB, CDSS, MS, MS 16-32, Sacramento, CA, w/ enc.
Charles Bane, Audits Unit, CDSS, MS 7-192, Sacramento, CA, w/ enc.
Susan Foerster, Nutrition Network, CDHS, Sacramento, CA, w/ enc.
Mary Cody, Audits Unit, CDHS, Sacramento, CA, w/ enc.
Emerick Konno, FM, WRO, w/ enc.
CA SPO, POI, FSP, WRO, w/ enc.
Marisa Cheung, POI, FSP, WRO, w/ enc.



**California Food Stamp Nutrition Education
Administrative Review Final Report**

June 2006

U.S. Department of Agriculture
Food and Nutrition Service
Food Stamp Program
Western Regional Office



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ACRONYMS AND DEFINITIONS

CAFB – California Association of Food Banks
CDHS – California Department of Health Services
CDSS – California Department of Social Services
CNN – California Nutrition Network
CPNS – Cancer Prevention and Nutrition Section
CVHN – Central Valley Health Network
FBCCS – Food Bank of Contra Costa and Solano Counties
FFY – Federal Fiscal Year
FNS – Food and Nutrition Service
FSNE – Food Stamp Nutrition Education
FSP – Food Stamp Program
FTE – Full Time Equivalent
LAUSD – Los Angeles Unified School District
MNT – Medical Nutrition Therapy
MFSP – Marin Food Systems Project
MWRO – Midwest Regional Office
NSLP – National School Lunch Program
PHCA – Preventive Health Care for the Aging
PHI – Public Health Institute
RNN – Regional Nutrition Network
S/A – State Agency (i.e. entity that administers FSP in that State)
SAAR – Semi-Annual Activity Report
SBP – School Breakfast Program
SDCCD – San Diego Community College District
SIHC – Southern Indian Health Council
SNAP – State Nutrition Action Plan
UCCE – University of California Cooperative Extension
UNR – University of Nevada, Reno
USDA – United States Department of Agriculture
WCCUSD – West Contra Costa Unified School District
WIC – Special Supplemental Nutrition Program for Women, Infants and Children
WRO – Western Regional Office

EXECUTIVE SUMMARY

From February to May 2006, the Food and Nutrition Service (FNS) Food Stamp Program (FSP) conducted an administrative review of the California Nutrition Network's (CNN) Food Stamp Nutrition Education (FSNE) efforts, as overseen by the California Department of Social Services (CDSS). The review priorities were to ensure both fiscal responsibility and program integrity among FSNE activities conducted by CNN at both the State and local levels. FNS staff reviewed pertinent program and cost documentation for a total of 21 State and local FSNE entities, interviewed State and local staff and observed FSNE activities at select local project sites.

Programmatically, CNN and their local FSNE partners have long served as a model for innovative and comprehensive approaches to promoting nutrition. Reviewers were notably impressed with State and local staff's enduring commitment to improving health among disadvantaged populations, as well as their expertise in leveraging local resources and identifying unique partnership opportunities. Locally, FNS determined that by and large, FSNE staff were proficient at engaging low-income audiences and utilizing an array of interactive educational strategies. Evaluation procedures were in place to varying extents at all FSNE projects reviewed.

State and local FSNE staff expressed having a few challenges in common such as the need for improved communication and sharing of best practices, overly burdensome documentation requirements and frustration with the abrupt enforcement of FNS' recent FSNE policy clarifications. California continues to struggle with partnerships between FSNE and FSP at the local level, whereas the involvement of State-level FSP staff in FSNE continues to improve. Reviewers furthermore found considerable weaknesses with regard to FSNE program management at the Los Angeles Unified School District (LAUSD). Fortunately, CNN staff have responded swiftly and have already taken steps to work with LAUSD in addressing a number of these concerns. Although FNS detected some areas for improvement related to CNN's State-level infrastructure, particularly regarding the link between State-level FSNE activities and local FSNE efforts, CNN's FSNE programming remains incomparable in numerous respects.

Fiscally, FNS did not find any evidence of FSNE funds being used for match in another Federal program or being derived from Federal sources. With only a few isolated exceptions, State-level FSNE expenditures reviewed, which are funded entirely through the Federal budget share, were allowable, properly allocated and thoroughly documented. Federal share expenditures by local FSNE projects likewise, were for the most part allowable and appropriately documented. In contrast, reviewers encountered considerable deficiencies in State/local share expenditures. Cost documentation revealed that several local FSNE projects had been applying less stringent documentation requirements, and sometimes less restrictive allowable cost criteria, to their State/local share budget than that adhered to for Federal share dollars. There appeared to be a prevalent belief that the Federal FSNE budget share and State/local FSNE budget share were to some degree, distinct programs, a sentiment which fails to consider that the potential disallowance of State/local share funding would result in a corresponding reduction in Federal share funding. While CNN's current contractor oversight system includes valuable tools and resources for State and local staff, the aforementioned discrepancies point to the need for further enhancement of and increased resources for both CDSS' and CNN's monitoring approach.

Based on the findings of this review, FNS asks that the State address as soon as possible the most pressing issues of poor local share cost documentation; escalating misconceptions about treating local share activities as a program separate from FSNE and not necessarily targeted to FSP recipients; the multiple concerns cited regarding LAUSD program and fiscal management; and the staffing deficit and inefficient procedures that have weakened CNN's system for monitoring and supporting local FSNE operations. Accordingly, the State should ensure completion of the twelve corrective actions detailed in this report by the dates provided and extend a preliminary response to and/or periodic updates on the twenty program recommendations offered.

SCOPE OF REVIEW

In partnership with the California Department of Health Services' (CDHS) California Nutrition Network (CNN) and the University of California Cooperative Extension (UCCE), the California Department of Social Services (CDSS) administered a total budget of \$203,346,358 for their Federal Fiscal Year (FFY) 2005 Food Stamp Nutrition Education (FSNE) activities. CNN's FSNE Plan accounted for roughly 95% of this budget amount.

From February to May 2006, FNS Food Stamp Program (FSP) staff conducted an administrative review of FSNE activities in California. The review focused on CNN specifically, given the sheer size of the program and FNS staffing constraints. The objectives of the review were to examine both program integrity and fiscal responsibility of CNN operations. This required ensuring that administrative expenses were properly allocated and documented per FSNE guidelines, sources of State/local share costs were derived from non-Federal sources and not being used as a match in other Federal programs, activities funded through both the Federal and State/local budget shares were allowable, and activities were targeted toward participating and potentially eligible food stamp households in accordance with approved waivers. Programmatically, reviewers aimed to identify best practices and challenges, explore potential areas for improving effectiveness and efficiency of services and opportunities for strengthening the link between FSNE and the State's FSP, and confirm that nutrition information provided through FSNE activities aligned with current USDA dietary recommendations.

REVIEW METHODOLOGY

The FNS review of CNN entailed four site visits to CDSS and CDHS, site visits to ten CNN Local Incentive Awardees (LIA) and special projects in northern and southern California and desk reviews of nine additional local CNN projects (*See Exhibit B: Site Review Schedule*). Programmatically, reviewers examined program quality via FSNE activity observation, review of program documentation and interviews with FSNE staff (*See Exhibit C: Administrative Review Participants*) regarding all aspects of operations. The financial portion of the review consisted of a basic assessment of fiscal systems at the State and local level. FNS examined fiscal documentation for the sample time frame of randomly selected 2005 fiscal quarters to verify allowability of costs, appropriate cost allocation, tracking, invoicing and documentation, timely invoicing and reimbursement processes and adequacy of fiscal oversight. Documentation reviewed included:

- FSNE targeting data
- Nutrition education curricula and participant materials
- Progress and final reports
- Evaluation tools and data
- Federal and State/local share budgets
- Reimbursement requests/billings
- Cost allocation and pro-ration calculations
- Invoices and receipts
- Mileage logs and travel vouchers
- Staff time and effort reports

FINDINGS AND OBSERVATIONS

Program Quality and Administration

What is most striking about CNN is the enduring commitment of State and local staff to the State's FSNE vision, their passion for improving the health of disadvantaged families and their unparalleled ability to leverage local resources and adapt as FSNE has evolved over the past decade. Reviewers were impressed as well with how proficient CNN and their partners were at consistently identifying unique partnership opportunities and innovative methods for promoting nutrition among FSP families. From a program perspective, CNN and their local partners as a whole have pioneered an exemplary multi-pronged, comprehensive approach to improving the nutrition of FSP families. That local partners have stayed with the Network for years and other States and non-FSNE funded entities have looked to California as a model in inventive nutrition education, truly speaks to CNN's initiation of a movement to improve nutrition and health among poor families. The literal network of CNN collaborators has collectively reached millions of low-income individuals throughout California with healthy eating and physical activity messages.

CNN at the State-level is currently composed of several units that focus on overseeing different functional areas such as local programming and community development; local contracts and compliance with financial requirements; statewide campaigns for a multitude of age, racial and industry subgroups; partnership and planning; communications; evaluation; regional operations; and general administration. Reviewers determined that most units utilized well the strengths of each staff person and had developed extensive goals and strategies regarding their unit's role in supporting CNN's overall mission. Given the exponential growth of their program and the rigorous documentation requirements required for participation in FSNE, CNN's workload, particularly the past two years, has notably exceeded their staffing capacity. Oversight of local programming and contracts has been especially strained, with some contractors attempting to manage more than a dozen subcontractors at one time. Such oversight entails the development and negotiation of local scopes of work and contracts, the processing of invoices, conducting program and fiscal site visits, analyzing progress and final reports, review of new applications, providing ongoing general technical assistance to local partners and responding to inquiries and requests from both the State and FNS. In spite of CNN's goal to conduct site visits of 50% of local FSNE projects, competing priorities resulted in State staff visiting 30-40% (program and contract manager visits combined), making up the difference with desk reviews.

CNN is disadvantaged further by their relatively flat organizational structure. There appears to be modest opportunity for career growth, with only a small handful of managers among more than one hundred total staff. CNN has, however, provided as many professional development opportunities as possible (e.g. trainings, conferences, ability to transfer between program areas) for staff within their given positions, for which staff expressed great appreciation. In-house training is extensive with regard to FNS program and cost policies for FSNE, planning and reporting processes, etc. Staff note that there seems to be less training for new staff with regard to CNN's overall FSNE approach, the role of each CNN unit and how they work with each other and what specific tasks or decisions one may face in their new position. One staff person indicated her supervisor addressed this in part by setting up for her, brief informational

interviews with each program unit. Others have posited that the nature of CNN and FSNE in general does not facilitate such training, as strategies and policies often change so one truly must “learn as you go”. That said, staff indicate that when they were first hired, they felt comfortable turning to their peers for assistance although there was no formal mechanism for such information exchange and consistently noted that their CNN managers maintain an “open-door” policy to assist with ongoing questions and problems.

Some State staff acknowledged that the varying experience of program and contract managers and limited staff resources for training new employees has manifested itself in somewhat inconsistent local contract oversight and application of program policies. A prime example of the need for ensuring that all staff are trained not only on logistics, processes and policies, but also larger scale program philosophies, roles and responsibilities, arose at one of the local site visits. During a group interview with FNS, several local FSNE staff remarked that they did not understand why they could not serve middle and upper income families since they faced many of the same nutrition issues that confronted low-income individuals, and asked their respective CNN liaison why this was the case and how this could be changed. Perhaps surprised by and unprepared to address such an inquiry, the CNN representative stated not knowing why they could not allow projects to serve non-low-income families and agreed with local staff that this represented a missed opportunity for FSNE. With more background on and experience with FSNE, presumably most CNN staff would have more appropriately responded that services must be targeted to FSP families because present FSNE efforts are supported by FSP funds and subsequently let project staff know of any potential external funding sources that might cover the non-low-income components of their programming.

Throughout the FSNE review, a number of CNN staff expressed frustration with FNS’s new policy clarifications regarding the promotion of systems, policy and environmental change, as well as the immediacy with which these clarifications were enforced. Some staff members noted that a tremendous amount of staff time is spent on attempting to provide accurate interpretations of the annual FSNE Plan Guidance, and this year, on rebuilding local partner trust damaged from the program cuts made during FNS’s 2005 Plan review. In terms of local programming, CNN staff indicate that the vast majority of contractors are dedicated, effective and conscientious, but the few that are problematic (e.g. ineffective, consistently delinquent reports and invoices, etc.) are difficult to terminate. On the other hand, there were countless aspects of programming and operations that CNN staff felt worked well. To mention a few, State staff felt that many of the program’s successes could be attributed to bringing services directly to where low-income families already are and to places they trust (e.g. schools, community centers, health clinics, food banks, Native American reservations) and hoped that parameters could be expanded to facilitate inclusion of additional sites where FSP families are concentrated (e.g. retailers, worksites). Various staff noted that the network infrastructure allowed for a more organized and cohesive system for promoting nutrition at the State and local levels. The commitment of CNN staff and local partners to ultimately the same goal and the imagination, with which the State attempts to achieve this goal, was commonly alluded to as a primary strength of the program.

With regard to technical assistance and support for local FSNE partners, CNN staff have developed an impressive collection of tools and resources, including detailed new and renewing contract application packages, an LIA guidelines manual, instructions on reporting and

documentation, budget and scope of work templates, site visit reports, progress/final report checklists and analyses, and contract closeout checklists. The development of an online database for educational materials and a Geographic Information System to assist with FSNE targeting, are especially beneficial resources for FSNE projects. The State moreover offers unconventional trainings on topics such as evaluation, communicating with media, and the “art of training”, and subcommittees for several specialized program areas (e.g. food and nutrition education action, physical activity integration, children and youth). CNN is steadfast in advancing among local projects the State’s general approach to nutrition education, based on a social ecological model, and emphasize that their statewide activities funded through a portion of the State’s Federal budget share (e.g. meetings/trainings, 5-A-Day campaigns, mass media, research and evaluation, local grant and statewide projects) reinforce the efforts and impact of LIA activities.

Where local projects need additional support may be with a more basic level of program operations. A number of local staff for example, were concerned that the LIA guidelines manual had not been updated in years despite many recent policy changes and that there was no comparable manual for nonprofit-type FSNE projects. Moreover, during the local activity observations, there were a few isolated incidents in which the local nutrition educator provided inaccurate or inappropriate information (e.g. fruit/vegetable recommendation that did not reflect 2005 Dietary Guidelines for Americans, clinical nutrition advice for a diabetic class participant, impromptu nutrition advice based upon personal beliefs rather than current science and research). Though such oversights were only occasional during the FNS site visits, they point to a possible need for periodic “refresher” trainings on updated nutrition information, assurances that paraprofessional staff and medical staff in particular have adequate experience with nutrition education and greater involvement of CNN and local nutritionists in the planning of educational activities. Another example of the necessity of enhanced support for local partners is staff from several local projects indicating they often did not sufficiently serve certain age, racial and ethnic populations due to lack of educational (versus fiscal) resources. Reviewers found this troublesome in light of the extensive pool of resources, materials and expertise that CNN maintains for State-level activities targeting the same subgroups. This information gap may be due in part to lack of time for and priority placed on different CNN units regularly communicating with each other, and hence fewer resources being shared in turn with local partners.

With the exception of “contracts management” and “community development” having to work closely with one another, FNS observations during site visits and information from staff interviews suggest that most CNN units function independently, without much information on what activities other units have underway. Even “community development” and “contracts management” staff expressed having experienced some frustration with systematic issues related to communication, such as having some program managers and contract managers working on different contracts, which can delay the processing of local project contracts, scopes of work, etc. because a given contract may be given a different “priority” in each unit. Staff indicate that communication between these two specific units was challenging in the past, but has begun to improve this past year due indirectly to the policy changes FNS required of CNN, and more directly to the introduction of additional protocols and tools such as the GIFTS database which allows for up-to-date contract files and online sharing of local project information. Still, the vast majority of staff who were either interviewed or participated in site visits suggested that

improved communication and more collaboration between CNN units would be advantageous for both State- and local-level operations.

Communication with local projects may be further enhanced through CNN's Regional Nutrition Networks (RNN). Through the RNNs, CNN has created an ideal vehicle for diffusing FSNE messages and supporting the State's goals at the local level. Historically, the purpose of RNNs has been to maximize the impact of CNN's local projects, mobilize low-income communities and translate statewide campaigns into local implementation. Scopes of work and interviews with staff indicate that in recent years, RNNs have focused more on the latter two priorities, concentrating resources on implementation of the various 5-A-Day campaigns, media and public relations, and the issuance of "mini-grants". This was made further evident when staff from a few LIAs remarked they were not familiar with the other LIAs and special projects in their geographic region and would like information to this end to facilitate coordination and the sharing of ideas among local FSNE partners. This theoretically would be a simple need to address with support from both RNNs and the State. In the past year, CNN has restructured the RNNs, which may help ensure that operational support for local FSNE partners remains a priority.

At the local level, FNS was on the whole notably impressed with the nutrition educators leading FSNE interventions. Most CNN educators demonstrated a thorough knowledge of nutrition topics pertinent to low-income families and an exceptionally good rapport with a diversity of audiences. Many FSNE educators were adept at effectively utilizing learner-center approaches and hands-on teaching strategies. For example, educators at the Los Angeles Unified School District Nutrition Network employ a remarkably wide range of interactive approaches to reinforce nutrition messages including children's theatre with nutrition hip-hop songs and characters that relate to students, improvised farm stands at school-wide health fairs, nutrition murals for various campus buildings, student art contests to promote nutrition and physical activity, professional chefs working with students on healthy food preparation, participatory demonstrations of unusual physical activities and peer-led nutrition action councils. In several cases, even program evaluation is of a more hands-on design. The Central Valley Health Network's FSNE educators for instance, hide post-session quiz questions in the classroom and have entire families pull their own questions and answer them for nutrition education incentive items. At West Contra Costa Unified School District, students' nutrition knowledge and behavioral gains are assessed through individual food journals and student presentations designed to market a nutrition concept to their classmates.

FSNE projects working with youth often included a minor component that promoted nutrition among parents (e.g. newsletters, occasional presentations), but this did not appear to be a priority. Such projects furthermore were generally unaware of whether or not there were other local FSNE partners that might be available to help with reinforcing nutrition messages among parents and caregivers. Regarding nutrition education materials, all internally developed products and materials reviewed had the appropriate FSP credit statement, civil rights information and FSP outreach message in place. Reviewers found that most FSNE programs visited were using products from CNN, 5-A-Day, the Dairy Council, the American Cancer Society and internal development. Except for materials for "MyPyramid" and FSP Outreach, little else was used from USDA. When asked why this was the case, local staff indicated that

they either did not feel that USDA materials (e.g. “Eat Smart. Play Hard.”, Team Nutrition, etc.) were appropriate or effective with their audiences, that they could never obtain sufficient quantities of such materials or, in a couple instances, that they were not aware that such materials were available to FSNE projects. Overwhelmingly, local projects felt that CNN’s “Harvest of the Month” materials and kit were an excellent resource in their endeavors to increase fruit and vegetable consumption among target audiences.

Local FSNE projects by and large indicated that they receive sound support from their CNN program and contract managers. The most common request among local staff was for information on the strategies and activities of other CNN partners, particularly those in their same program channels (e.g. schools, Indian Tribal Organizations, community colleges). Local staff also mentioned their disappointment with recent FNS policy clarifications that resulted in elimination of much of their environment/policy change promotion activities, which they felt undermined the effectiveness of CNN, and frustration with how abruptly such changes were required. A couple projects noted feelings to the contrary, stating that the policy changes have forced them to seek other partners and funding sources and resulted in their ability to do even more in the realm of promoting healthy food access than was ever allowed through FSNE. Other challenges cited by local FSNE projects included redundant and excessive program reporting and fiscal documentation required by CNN and FNS, a lack of clarity regarding FSNE documentation requirements and the new CNN application package, lack of experience in and guidance on how to set up fiscal systems, CNN’s restrictions on line item transfers, difficulty working with local social services offices, territorial issues with UCCE in some counties, and the inability to respond to nutrition questions related to chronic diseases.

In spite of such hurdles, each local project visited expressed gratitude for the opportunity to participate in CNN and FSNE and felt that they were able to make a significant impact on the lives of FSNE families even within the constraints of the program. When asked about how CNN’s statewide activities benefited local operations, most projects failed to see a direct link between these state efforts (with the exception of CNN’s impact evaluation efforts) and their own effectiveness, but recognized that such activities were a complementary, though separate, component of CNN’s program design. Interestingly, staff from a few projects brought up CNN’s annual social marketing conference and periodic joint steering committee meetings specifically, noting that these were great for networking with colleagues, acclimating new local partners and inspiring existing projects, but from a practical standpoint, no longer offered much new information that was relevant to their FSNE work. This by no means denotes a deficiency in state-level pursuits, but rather points to the need for an improvement in systems that link CNN’s statewide FSNE activities (e.g. conferences/meetings, mass media, fruit/vegetable promotion campaigns, local grants and special projects) with local FSNE projects. What local projects felt worked well with FSNE in California were CNN’s trainings on new FSNE guidelines, the myriad of templates and checklists CNN provides each year, CNN’s Geographic Information System for targeting, the variety of CNN nutrition education reinforcement items and educational materials available, technical assistance received with regard to impact evaluation and the State’s emphasis on community partnership building.

Without a doubt, partnerships have been key to CNN’s success at the State and local levels. Site visits with the State and local FSNE projects revealed that most were collaborating with a variety

of other community agencies, including other FNS programs. CNN activities to supplement nutrition education provided specifically through WIC and Child Nutrition Programs were resourceful and well-coordinated. The weakest association was arguably that between FSNE projects and local social services offices, though not for lack of trying. At the State level, FSP staff have become markedly involved in the FSNE operations of both CNN and UCCE. State Agency participation in FSNE tasks such as facilitating communications between sister FSNE agencies, working with partners to consolidate proposals into one State Plan, serving as a liaison with local FSP offices and involvement in California's State Nutrition Action Plan has improved significantly. Though CDSS staff maintain that they serve more of a support function than an oversight function with regard to FSNE, they indicated that they would be willing to participate in some of CNN's and UCCE's respective internal reviews, as resources and time allow.

At the community level, cooperation from local social services staff has been less dependable. There are a number of examples in California where FSNE and FSP sustain cooperative and productive partnerships, but there are many more examples of where such collaboration is non-existent. State and local staff suggest that this is primarily due to continued lack of interest or resources among FSP staff. Whereas several FSP counties in California have had to tackle automation and consequently dropped out of what had previously been a successful alliance with local FSNE groups, other counties have simply refused to communicate with FSNE staff. State Agency and CNN staff hope to keep FSNE on the radar of local FSP offices, making presentations at the California Welfare Directors' Association meetings and National and State Eligibility Workers' conferences. In addition, CNN has agreed most recently to lead efforts, in collaboration with FNS, CDSS and other FSNE partners, to address this barrier via the development and implementation of the Food Stamp Office Resource Kit, which would provide social services offices a self-contained, practical tool for promoting nutrition onsite. FSP staff indicate that they would also find beneficial a central directory for referring FSP clients to local nutrition education programs and resources.

CNN and a number of local FSNE partners have made significant strides in addressing long-term sustainability of nutrition education efforts. The State's "Partnerships" unit, for example, is actively researching and encouraging partnership opportunities to help build capacity and sustain nutrition education efforts that cannot be funded through FSNE. Additionally, the African-American 5-A-Day campaign requires that all grantees include a sustainability plan in their scopes of work. To assist their grantees in this aspect of programming, State staff are developing a template for contractors and have offered sustainability training. Reviewers could not verify if a comparable focus on sustainability was advocated for in other areas of CNN. At the local level, a few projects have already been successful in securing external funding for long-range planning purposes as well as to support FSNE unallowable costs. Still other local partners rely heavily on train-the-trainer models to ensure that their nutrition and physical activity promotion efforts among low-income families will thrive in the community well beyond the scope and life of FSNE. During the Alameda County Public Health Department site visit for instance, FSNE staff were training local faith-based organization and food bank staff on promoting their "Healthy Living...for life!" campaign and noted that once oriented, community partners were fairly self-sufficient in providing direct nutrition education services and needed only for the county to provide refresher trainings and materials. The imparting of information and training on sustainability tactics to other CNN projects would be valuable for FSNE throughout the State.

Within the limitations of FSNE guidelines, CNN's evaluation strategies have historically been scientifically sound. State staff have provided extensive technical assistance to local FSNE partners including a compendium of evaluation survey tools, a couple of evaluation and assessment trainings throughout the year and the opportunity to participate in an impact evaluation project. Though of a scientifically rigorous design, CNN's current evaluation approach focuses predominately on process and formative indicators and measuring individual fruit/vegetable consumption. The State does not seem to have a standardized evaluation design to capture the collective impact of community-based and individual-level FSNE interventions. As such, the evaluation design does not fully capitalize upon all of the qualitative and quantitative data collected by local FSNE programs and likely underestimates the true impact of FSNE in California. There also appears to have been little effort made thus far to maximize resources by partnering with UCCE to identify common indicators and measure FSNE impact statewide. State staff agree that the compilation of case studies, anecdotal success stories and an examination of other nutrition-related knowledge and behavior indicators may help to round out the State's overall evaluation design. Evaluation staff indicate they have already begun to explore such enhancements.

Locally, most projects were conducting some form of a pre-/post-test evaluation design, though some were more formal than others. The Los Angeles Unified School District for example, subcontracted with the University of California, Los Angeles (UCLA) to conduct an impact evaluation of their FSNE efforts, which based on the data UCLA is collecting, may eventually lend itself to a longitudinal study of long-term nutrition behaviors among youths who have participated in FSNE. The majority of local FSNE projects tailor their collection of evaluation data to process indicators required in CNN's Semi-Annual Activity Report and short-term measures of participants' fruit/vegetable consumption. FSNE projects employing train-the-trainer techniques struggled even more so with conducting representative evaluation. In such projects, evaluation typically consisted of distributing reply cards that were returned with self-reported, post-intervention behaviors and an indication of where or from whom they received the nutrition information. Any assistance CNN staff can provide to help evaluate train-the-trainer activities would provide a more accurate picture of such projects' reach and impact. Several projects indicated nonetheless that they have found quite worthwhile the recent trainings and technical assistance CNN has provided with regard to evaluation of impact and outcomes for direct education efforts.

Fiscal Integrity and Administration

FNS confirmed that CNN has systems in place to properly monitor program expenditures at the State and local levels, though at times, this system has been strained due to the aforementioned increases in workload or on occasion, misinterpretation of FSNE documentation requirements. CDSS does not presently have an adequate and comparable system to oversee FSNE expenditures, as invoices are submitted and approved without backup documentation and CDSS has not conducted independent fiscal reviews of FSNE contractors. Based upon documentation reviewed and information from staff interviews, FNS also determined that CDSS and CNN had begun to take the appropriate steps to address denied costs from the 2005 Plan review. Though

the State does not plan to bill local FSNE partners for such costs, they are currently reducing amounts invoiced to FNS by the corresponding denied amounts.

During the fiscal portion of the administrative review, reviewers also attempted to determine what factors contributed to the significant delays in California's reimbursement of local FSNE partners and drawing down of Federal FSNE funds from FNS each year. At the time of the site visit with CDSS at the end of February 2006, CNN had invoiced the State Agency for less than \$12 million in 2005 FSNE expenditures. Documentation and information from staff interviews did not point to one consistent bottleneck that produced CNN's protracted time frame for invoicing Federal funds. In some cases, delays were attributed to contractor errors that resulted in the invoice being returned for corrections; for others, reimbursement was delayed because the FSNE payment was part of a larger CDHS payment schedule that included non-FSNE delayed payments; and still other reimbursement and draw down delays could not be explained. "Contracts Management" staff indicate that they generally turnaround a local invoice, presuming it is accurate, within three to four working days. Though a few local projects visited indicated that they had not been reimbursed by CNN in an expeditious manner, data indicates that the timeliness of reimbursements for locals and the drawing down of funds from FNS has gradually improved over the past couple years. Such processes will likely be improved further with the introduction of GIFTS, which should at least allow staff to determine at any given point in time where a contract or invoice is being held up.

FNS review of FSNE cost documentation revealed that CNN's Federal share expenditures at the State and local level were for the most part, appropriately tracked and exceedingly well documented. Outside of the denied costs, there were only a few, isolated instances in which unallowable costs had been found among State and local expenditures (e.g. providing FSNE services to sites not included in an exclusivity waiver, claiming individual memberships to professional associations, neglecting to pro-rate space and travel, participation in policy development and food assistance outreach efforts). All State staff committing less than 100% time to FSNE retained sufficient time and effort reports during the time frame reviewed. As the State was unaware of the FSNE semi-annual certification requirement for 100% FSNE staff, such fulltime staff instead maintained annually certified duty statements. In general, all other Federal share costs were properly documented, allowable, reasonable and necessary to FSNE operations.

California's State/local share costs are born entirely by their local FSNE partners. Reviewers established that documentation for such State/local share costs was considerably less compliant than that for Federal share costs. FNS consistently found problems of differing natures among State/local share documentation retained by the majority of local FSNE projects reviewed onsite or via desk review. In some situations, local FSNE projects had the impression that "local share did not have to be documented" and therefore did not have paperwork to support these costs. A significant proportion of projects applied different documentation requirements to their local share dollars than that to Federal share funds, particularly for costs related to staff time. There were a couple FSNE projects for example, that pre-filled time records for local share project partners based on certain curricula to be provided, while Federal share project staff maintained the required retrospective weekly records of actual time spent on FSNE. Other projects went even further, emphasizing that while there were certain costs that they would not claim against

the Federal budget share, they were unaware that they could not use the same unallowable costs as local share. It was abundantly clear that there was a strong sentiment among local projects that the two budget shares represented two separate programs, rather than their FSNE program as a whole. Some had gone so far as to name the activities funded through Federal share as their “FSNE Program” and gave a separate and distinct program name to those that were funded through State/local share.

In spite of meticulously kept records for Federal share staff time, time and effort reports for local share were by and large the weakest area of fiscal documentation among FSNE projects. In addition to the previously mentioned prospective completion of time records, a couple projects simply did not have time records for their local share staff but instead kept activity logs without dates or number of hours. Others did not retain records that met the “weekly” provision, with CNN’s largest contractor apparently having school staff report only one total figure per fiscal quarter. Staff from a couple local projects did not seem to be aware that insufficient documentation of local share staff time could result in a disallowance of all such costs, which would in turn result in a disallowance of corresponding amounts in their Federal budgets. As staff time frequently represents the bulk of local project budgets, such a disallowance could potentially decimate their entire FSNE program. Several other projects reviewed had received approval for an alternative time keeping methodology of daily records for one rolling month per quarter, for which CNN had developed a useful time keeping template. Although not every such project had requested approval for this alternative in their FSNE Plan before implementing it, CNN had at least generated a standard protocol and set of criteria for approving/denying such requests at the State level. Lastly, like the State, local projects reviewed did not have available semi-annual certifications of time for 100% FSNE staff.

CONCLUSIONS

CNN is an incomparable force in FSNE, building upon an astounding diversity of exemplary statewide efforts and local projects that employ innovative nutrition education strategies for FSP families. The State is eager to explore additional strategies for enhancing FSNE services, which will likely include bolstering CDSS’ and CNN’s internal systems and more comprehensive support for FSNE subcontractors. While compliance with FSNE cost policies is generally sound for Federal share activities, there remain notable opportunities for strengthening enforcement of FSNE requirements for local share activities. In particular, California must take any measures necessary to ensure adherence to FNS cost documentation policies and to rectify misperceptions among FSNE partners about the intended audience of FSNE funding.

REQUIRED CORRECTIVE ACTIONS AND RECOMMENDATIONS

The State must complete the following corrective actions no later than the corresponding dates, prior to official closure of this review (*See Exhibit D for corrective actions and recommendations specific to individual FSNE projects.*):

- 1) Establish a State Agency mechanism for providing fiscal monitoring of FSNE services, for both Federal and State/local share expenditures. (*September 30, 2006*) This may include:
 - a. Requesting random and periodic samples of documentation for Federal and State/local share FSNE costs; or
 - b. Examining random samples of fiscal documentation during site visits.
- 2) Submit documentation reconciling all fiscal discrepancies for Federal and State/local share expenditures, as requested by FNS per *Exhibit D*. (*September 30, 2006*)
- 3) Once invoicing for FFY 2005 is complete, submit to FNS documentation verifying that all remaining costs denied in 2005 were not charged to FSNE. (*September 30, 2007*)
- 4) Continue to work with State and local FSNE partners to expedite reimbursement of local projects and invoicing of expenditures to CDSS and in turn, FNS. (*Ongoing*)
- 5) Ensure State and local FSNE contractors' and subcontractors' understanding that expenditures claimed under *both the Federal and State/local budget shares* must be allowable per FSNE guidelines and appropriately allocated, tracked, invoiced and documented. Federal and State/local share activities and costs must be administered identically. (*Effective immediately*)
- 6) Ensure that semi-annual certifications are retained for all staff dedicating 100% time to FSNE and weekly records are maintained by any staff dedicating less than 100% time to FSNE, unless FNS has approved an alternative methodology for such staff. All time and effort reports must be completed by the individual contributing time and based upon actual hours worked for FSNE. (*Effective immediately*)
- 7) Ensure that any projects requesting an alternative time keeping methodology, for which they had not received FNS approval in the past, include such a request in their FSNE Plan to FNS, along with justification as to why such an alternative is needed and how it will be representative of staff time for their particular project. (*Effective immediately*)
- 8) Per FNS policy, ensure that staff salaries claimed through Federal and State/local budget shares, particularly those for subcontractors, consultants and physicians, are reasonable and necessary to the direct provision of FSNE services, and reflect wages comparable to that for the nutrition education activity they are performing. (*Effective immediately*)
- 9) Ensure that State and local FSNE partners pro-rate all staff time, travel, office space, etc. to reflect the percentage of time spent or the proportion of the activity that relates directly to FSNE. (*Effective immediately*)
- 10) Ensure that an exclusivity waiver has been requested for all project sites receiving FSNE services, and submit targeting data for any sites not noted in the original State Plan. Any

sites for which required targeting data and data source are not submitted are ineligible to receive FSNE services and funding. (*Effective immediately*)

11) Ensure increased oversight of Los Angeles Unified School District Nutrition Network negotiations until a satisfactory resolution can be reached regarding all administrative issues raised during the FNS site visit. (*Ongoing*)

12) Work with local FSNE partners to strengthen and standardize internal measures for verifying that invoiced FSNE expenditures are reviewed for accuracy and propriety prior to payment. (*Ongoing*)

Based on findings from this review, the following actions are recommended as potential approaches to enhance existing FSNE program quality and infrastructure:

- 1) Continue efforts to increase FSP involvement in FSNE. Areas that generally benefit from more State Agency participation include:
 - a. Strengthening the link between FSP and FSNE at both the State and local office levels (e.g. referrals, trainings, etc.);
 - b. Assisting State contractors with providing needs assessment and targeting data specific to the food stamp population;
 - c. Streamlining and consolidating the annual State FSNE Plan;
 - d. Assisting State contractors with recruiting partner organizations;
 - e. Establishing consistency and fostering collaboration among FSNE Implementing Agencies;
 - f. Representing FSP on nutrition-related committees and coalitions and representing FSNE among various welfare-related groups.
- 2) To facilitate the ability of local social services staff to refer FSP clients to nutrition education resources, work with CNN and UCCE to develop a statewide, county-by-county database of local FSNE programs and materials.
- 3) Explore approaches to help address the increasing workload of CNN staff and improve the depth of contract oversight. Strategies may entail:
 - a. Pulling specific functions that would benefit from specialization and designate staff teams that focus only on these areas (e.g. a site visit team that is solely responsible for conducting local program/fiscal site visits, with Program/Contract Managers participating on a voluntary basis; a team responsible for providing operational trainings to State, RNN and local FSNE staff).
 - b. Reallocating Federal share dollars to hire additional staff to either allow for more equitable coverage of contracts or to take over some of the peripheral projects that can sometimes sidetrack staff.

- c. Staggering contracts so that different Program and Contract Managers are better able to coordinate internal reviews and negotiations; or pairing Program Managers with the same Contract Managers for a given set of contracts so that communication, priority contracts and timelines can be streamlined.
 - d. Establishing a more formal mentoring process or training for staff members, in order to orient them to FSNE principles and their respective role within CNN, as well as ensure consistent and accurate application of FSNE policies.
- 4) Within the confines of CDHS and PHI infrastructure, explore the possibility of incorporating opportunities for career growth in CNN (e.g. more team leader positions, “manager-in-training” programs).
 - 5) Develop procedures for improving communication between CNN units with regard to system and program best practices, current activities and opportunities for cross-unit collaborations.
 - 6) Investigate methods for streamlining reporting and documentation (e.g. consolidating multiple reports, developing an online documentation system) for FSNE at the State and local levels.
 - 7) If not already established, develop clear standards and criteria for continued State and local contractor participation in FSNE and CNN, delineating steps for resolving unmet scope of work objectives, reporting and invoicing timelines, etc.
 - 8) If not already established, develop procedures and criteria for ensuring that State and local FSNE project activities disseminate accurate nutrition information, founded upon the Dietary Guidelines for Americans and the Food Guidance System.
 - 9) Work with contracted umbrella organizations to set up sufficient fiscal systems and a plan for monitoring subcontractor program quality and fiscal integrity (e.g. establish a system for periodic desk reviews of or site visits with subcontractors).
 - 10) Offer to State and local FSNE partners, more opportunities and vehicles for channel-specific and regional-level sharing of best practices, challenges and training on FSNE operational issues. This should include strategies for sharing with local FSNE projects, best practices and resources from CNN’s statewide activities.
 - 11) Continue to share strategies on integrating a parental nutrition education component into youth-based FSNE programming, or where appropriate, ensuring that staff connect and work with other local FSNE programs that serve parents and caregivers of students.
 - 12) Explore methods and resources for providing family-oriented interventions (e.g. offering nutrition promotion activities for children during adult nutrition education classes and events).

- 13) Work with local FSNE partners to develop program objectives related to administration and oversight systems, sustainability, etc.
- 14) Work with each CNN unit to look at how sustainability can be addressed for State and local FSNE efforts, adopting best practices from other units that have begun to address this, where appropriate.
- 15) Enhance CNN's current evaluation design to include a more standardized system of capturing both community-based and individual-level indicators, additional behavioral change areas and representative outcomes from train-the-trainer interventions.
- 16) Continue to improve coordination of services with UCCE and share examples of such successful partnerships at the local level.
- 17) Work with State and local partners to enhance partnerships between local FSNE organizations and local social services offices.
- 18) Work with local projects in diverse geographic areas to ensure that they are able, within reason, to serve minority groups and non-English speaking families. The sharing of successes and resources from CNN's state-level campaigns would be beneficial to this end.
- 19) Ensure that local projects are aware of USDA nutrition education materials available for their use and encourage them to submit newly developed materials for inclusion in the Food Stamp Nutrition Connection online resource database. The submission form may be accessed online at: http://www.nal.usda.gov/fnic/foodstamp/Library/sharing_part1-2.html.
- 20) Ensure that FSNE educators are mindful of factors that will facilitate learning and maintaining audience attention (e.g. for elderly audiences, utilize materials in large print and a portable microphone; for classroom latecomers, ensure the educator includes them in FSNE activities and discussions; emphasize hands-on student participation versus lecture-style nutrition education).

Exhibit A: *Administrative Review Logistics*

Required Documentation

- project proposal or scope of work
- FSNE targeting data
- FSNE educational materials and products
- progress and final reports
- evaluation data and tools
- line item budgets (monthly or quarterly)
- line item invoices (monthly or quarterly)
- time and effort reports
- invoices and receipts
- travel vouchers and mileage logs
- calculations for all FSNE pro-rated expenditures (e.g. space, travel)
- indirect cost rate agreements, or if not available, formulas used to assess indirect costs

Projects/Activities Reviewed

Onsite Reviews:

- Alameda County Public Health Department
- California Association of Food Banks (local site: Food Bank of Contra Costa and Solano Counties)
- California Department of Social Services
- California Department of Health Services
- Central Valley Health Network (local site: Livingston Medical Center)
- Los Angeles Unified School District
- Preventive Health Care on Aging (local site: El Dorado County Public Health Department)
- Public Health Institute
- San Diego Community College District
- Southern Indian Health Council
- Tides/Marin Food Systems Project
- West Contra Costa Unified School District

Desk Reviews:

- California Department of Education
- Food Bank of Calaveras County
- Girls Club of Los Angeles
- Los Angeles County Cooperative Extension
- Orange County Health Care Agency
- Regents of the University of California, San Diego
- San Francisco Unified School District
- Tulare County Health and Human Services – WIC
- Visalia Unified School District

Exhibit B: Site Visit Schedule

February 2006

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
27 Entrance Conf. SACTO/DSS (am) SACTO/DHS (pm)	28 SACTO/DHS State-level Review			

March 2006

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 SACTO/DHS State-level Review (cont'd)	2 SACTO/DHS State-level Review (cont'd)	3
6	7	8	9	10
13	14	15 <i>First deadline for receipt of Desk Review documents (50%)</i>	16	17
20	21 (unavailable am)	22 PHCA: El Dorado Public Health Dept., Placerville, CA	23 (unavailable am)	24
27 Contra Costa/ Solano Food Bank, Richmond, CA	28 Public Health Institute, Oakland, CA	29 The Tides/Marin Food Systems Project, San Francisco, CA	30 Central Valley Health Network (CVHN) Main Office, Sacramento, CA	31 CVHN: Livingston Medical Center, Livingston, CA

April 2006

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 Alameda Cnty Public Health Dept., Oakland, CA	4 West Contra Costa Unified School District, Richmond, CA	5 <i>Second deadline for receipt of Desk Review documents (50%)</i>	6	7 Alameda Cnty Public Health Dept., Oakland, CA
10 SACTO/DHS State-level Review (cont'd)	11 SACTO/DHS State-level Review (cont'd)	12 California Association of Food Banks Main Office, Sacramento, CA	13	14 <i>Deadline for receipt of UCCE Los Angeles Desk Review Documents</i>
17	18	19 (unavailable am)	20	21
24 Los Angeles Unified School District (LAUSD), Van Nuys, CA	25 LAUSD, Van Nuys, CA	26 LAUSD: Nevada Elementary School, Canoga Park, CA	27 Southern Indian Health Council, Alpine, CA	28 San Diego Community College District, San Diego, CA

May 2006

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 LAUSD staff and subcontractor interviews (pm)	2 LAUSD staff and subcontractor interviews (am)	3 LAUSD staff and subcontractor interviews (am)	4	5
8 CPNS/CNN staff interviews	9 CPNS/CNN staff interviews	10	11	12 Exit Conference SACTO/DSS (am)

Exhibit C: *Administrative Review Participants*

Entrance Conference

CDSS: Chip Bane, Charlotte Doisy, Alison Garcia, Margie Glaviano, Detta Hunt, Melody Pang, Mike Papin, Pat Sutherland, Richton Yee

CDHS: Stephen Bartlett, Frank Buck, Cora Calapine, Mary Cody, Sane Donovan, Jacquolyn Duerr, Susan Foerster, David Ginsburg, Carole Pirruccello, Annemarie Reno, Rosanne Stephenson

USDA: Dave Bailey, Marisa Cheung, Melissa Daigle

Exit Conference

CDSS: Chip Bane, Carleen Kistler, Mike Papin, Melody Pang, Richton Yee

CDHS: Ralph Bonitz, Cora Calapine, Mary Cody, Sane Donovan, Jacquolyn Duerr, Susan Foerster, David Ginsburg, Carole Pirruccello, Gil Sisneros, Rosanne Stephenson

USDA: Dave Bailey, Marisa Cheung

Site Visit and Review Participants

* Alameda County Public Health Department Review

Alameda County: Olivia Flores, Darlene Fujii, Sandi Stoich, Jenny Wang, Diane Woloshin, Mark Woo

CPNS/CNN: Stephen Bartlett, Kelley Maddox, Monica Perez

Garfield Elementary School: Mrs. Globeille

Hill & Co. Communications: Jim Hill

USDA/FNS: Marisa Cheung

* California Association of Food Banks Review

CAFB: Jessica Bartholow, Paul Maas

CPNS/CNN: Cristina Acosta, Frank Buck, Stephanie Nishio, Rosanne Stephenson

Food Bank of Contra Costa and Solano Counties: Judy Butler, Lindsay Johnson, Martha Rojas

USDA/FNS: Marisa Cheung, Melissa Daigle

* California Department of Health Services Review

CPNS/CNN: Desiree Backman, Stephen Bartlett, Ralph Bonitz, Melanie Bradford, Frank Buck, Sara Cook, Pamela Delapa, Brian Fitzgerald, Susan Foerster, Andrew Fourney, David Ginsburg, Elizabeth Hall, Nicole Isaacson, Kelley Maddox, Susan Magrann, Mark Martin, Reba Miegs, Mary Nichols, Stephanie Nishio, Emily Perez, Monica Perez, Gil Sisneros, Rosanne Stephenson, Kristy Tuttle, Barbara Ward, Susan White, Hope Wilson

USDA/FNS: Marisa Cheung

* California Department of Social Services Review

CDSS: Charlotte Doisy

USDA/FNS: Marisa Cheung

- * Central Valley Health Network Review
 - CDSS*: Charlotte Doisy
 - CPNS/CNN*: Stephanie Nishio, Rosanne Stephenson
 - CVHN*: Maria Contreras, Noemi Flores, Cindy Peshek
 - USDA/FNS*: Marisa Cheung, Melissa Daigle
- * Los Angeles Unified School District Nutrition Network Review
 - CPNS/CNN*: Kelley Maddox, Gil Sisneros
 - LAUSDNN*: Roberta Acantilado, Herracia Brewer, Marietta Claudio, Kelly Donaldson, Loralie Forbille, Edna Gabriel, Jennifer Genens, Agnes Isa, Raji Kaval, Tanya Mandl, Stephanie Marks, Martha Picado, Estrella Prado, Lorraine Quan, Arcenia Ramos, Pamela Salinas, Anjani Sanda-Madhure, Wendy Selin, Karina Soriano, Salvador Valdovinos;
 - LAUSDNN Subcontractors*: Rebecca Davids, Renie Fahmy, Raul Gonzalez, Alex Hamilton-Smith, Jean Hooper, Mike Howard, Linda Lange, Beth Larsen, Tessa Milman, Mike Prelip, Abraham Tetenbaum, Stephanie Vecchiarelli
 - USDA/FNS*: Marisa Cheung, Mavia Fletcher
- * Preventive Health Care for the Aging Review
 - CPNS/CNN*: Stephen Bartlett, Kelley Maddox
 - El Dorado County*: Valerie Finnigan, Marilynne Rains, Valerie Rudd
 - PHCA*: Mariann Cosby, Laurie Vazquez
 - USDA/FNS*: Dave Bailey, Marisa Cheung
- * Public Health Institute Review
 - PHI*: Ralph McKinnon
 - USDA/FNS*: Marisa Cheung
- * San Diego Community College District Review
 - CPNS/CNN*: Ralph Bonitz, Gil Sisneros
 - SDCCD*: Mary Billingsly, Laurie Cozzolino, Nancy Hampson, Karen King, Mildred Levette
 - USDA/FNS*: Marisa Cheung, Mavia Fletcher
- * Southern Indian Health Council Review
 - CPNS/CNN*: Ralph Bonitz, Gil Sisneros
 - SIHC*: Doug Burns, Aimee Kirby, Denise Sautter, Lisa Turner, Marcia Turner *USDA/FNS*: Marisa Cheung, Mavia Fletcher
- * Tides/Marin Food Systems Project Review
 - CPNS/CNN*: Mary Nichols, Stephanie Nishio
 - Environmental Education Council of Marin*: Catriona Glazebrook
 - MFSP*: Leah Smith
 - Tides Center*: Jaunita Lantang, Susan Staley
 - UCCE Marin County*: Elsa Latini
 - USDA/FNS*: Marisa Cheung
- * West Contra Costa Unified School District Review
 - CPNS/CNN*: Ralph Bonitz, Pam Delapa, Monica Perez
 - Dover Elementary School*: Aaron Reaven, Paula Kay, Jake Lawlor, Matt Wayne
 - USDA/FNS*: Marisa Cheung
 - Verde Elementary School*: Cassie Scott
 - WCCUSD*: Heidi Camorongan, Donna Ranier, Arlene Yamada

EXHIBIT D: *Site Visit Summary Reports*

State Site Visit Summary Report:

February 27, 2006 – California Department of Social Services (CDSS), Food Stamp Program

Participants:

CDSS: Charlotte Doisy

USDA/FNS: Marisa Cheung

Process:

FNS conducted interviews to assess the State's progress and discuss potential opportunities in the following areas: 1) increasing CDSS' involvement in coordinating and monitoring FSNE activities in the State, 2) developing procedures for conducting management evaluations (ME) of FSNE, and 3) improving the FSNE contractor invoicing and reimbursement processes.

Fiscally, FNS reviewed documentation collected by CDSS to ensure that all Federal and State share expenditures were properly allocated and documented for the review period of Federal Fiscal Year 2005.

Findings/Observations:

- FNS discussed with staff the need for increasing State Agency involvement in FSNE. To this end, the increasing support of the State Agency's FSNE liaison has been instrumental in prioritizing FSNE with CDSS management and representing CDSS on a variety of FSNE projects (e.g. State Nutrition Action Plan, FSNE Food Stamp Office Resource Kit, FSP/WIC Outreach Summit). In years past, the State Agency has provided minimal oversight of and technical assistance to FSNE partners.
- CDSS views their role in FSNE as a support service, a facilitator and mediator between FSNE agencies, and a gatekeeper to FSP county offices. Staff do not feel it is necessarily their responsibility to initiate FSNE activities. CDSS management indicate that staffing and resource constraints often limit the extent that the State Agency, and often local FSP offices, can be involved in FSNE. CDSS staff would like to see increased FNS flexibility with regard to documentation for targeting requirements, increased mass media nutrition education efforts, and additional efforts on the part of FSNE contractors to seek external funding by collaborating effectively and documenting successes.
- CDSS has not in the past conducted ME activities related to FSNE and indicate a need for additional guidance. Staff suggested accompanying the Nutrition Network on their internal site visits, or possibly one of the FNS Administrative Review site visits to fulfill the 2006 ME requirement and observe how other agencies conduct FSNE reviews. CDSS staff have not determined whether it is necessary to conduct independent reviews of FSNE activities in California.
- CDSS staff indicate that the invoicing process for FSNE is as follows: CDSS Policy/Program unit receives an invoice from the FSNE contractor → the invoice is submitted to CDSS Accounting → Accounting schedules payment and reports the invoiced amount to FNS on the SF-269, which is handled by CDSS fiscal staff.

- At the time of the CDSS site visit, CDSS had received only one invoice for FFY 2005, dated 5/12/05 and in the amount of \$11,324,112.35, from CDHS' Nutrition Network. All 2005 invoices from the University of California had been submitted.
- CDSS is in the process of revising language in their contracts with FSNE partners to reflect that the State will provide 50% reimbursement of all allowable FSNE costs, rather than separating out the Federal and State share budgets in the contract.
- Fiscally, FNS found that the State Agency does not currently have in place sufficient systems to ensure that contractor expenses are appropriately claimed and documented, though staff hope to begin addressing this in part by participating in one or two reviews that the Network regularly conducts of its local FSNE contractors. As it is not certain if the University of California conducts similar internal reviews, CDSS will determine at a later date how to proceed with monitoring the University's FSNE expenditures. The State Agency does not currently request and review documentation of contractors' Federal and State/local share expenditures.

Corrective Actions:

- 1) Establish a State Agency mechanism for providing fiscal monitoring of FSNE services, for both Federal and State/local share expenditures. This may include:
 - a. Requesting random and periodic samples of documentation for Federal and State/local share FSNE costs; or
 - b. Examining random samples of fiscal documentation during site visits.

Recommendations:

- 1) Continue efforts to increase FSP involvement in FSNE. Potential areas that generally benefit from more State Agency participation include:
 - a. Strengthening the link between FSP and FSNE at both the State and local office levels (e.g. referrals, trainings, etc.);
 - b. Assisting State contractors with providing needs assessment and targeting data specific to the food stamp population;
 - c. Streamlining and consolidating the annual State FSNE plan;
 - d. Assisting State contractors with recruiting partner organizations;
 - e. Establishing consistency and fostering collaboration among FSNE Implementing Agencies;
 - f. Representing FSP on nutrition-related committees and coalitions and representing FSNE among various welfare-related groups.

State Site Visit Summary Report:

February 27-March 2, April 10-11, May 8-9, 2006 – California Department of Health Services (CDHS), Cancer Prevention and Nutrition Section (CPNS), California Nutrition Network (CNN)

Participants:

CPNS/CNN: Desiree Backman, Stephen Bartlett, Ralph Bonitz, Melanie Bradford, Frank Buck, Sara Cook, Pamela Delapa, Brian Fitzgerald, Susan Foerster, Andrew Fourney, David Ginsburg, Elizabeth Hall, Nicole Isaacson, Kelley Maddox, Susan Magrann, Mark Martin, Reba Miegs, Mary Nichols, Stephanie Nishio, Emily Perez, Monica Perez, Gil Sisneros, Rosanne Stephenson, Kristy Tuttle, Barbara Ward, Susan White, Hope Wilson

USDA/FNS: Marisa Cheung

Process:

FNS reviewed numerous program materials relevant to internal CNN systems for project management, as well as educational materials made available to FSNE partners. FNS also spoke with CNN staff throughout the four-month administrative review process. More formal interviews were conducted with randomly selected CPNS staff to discuss a variety of issues related to FSNE and the California Nutrition Network: 1) California's vision for the future of FSNE, 2) aspects and approaches of FSNE in California that work well, 3) challenges at the local, State and Federal levels in working with FSNE, 4) how CNN coordinates FSNE services with UCCE, 5) the general philosophy and goals of each CNN unit, 6) how each CNN unit works with other units, 7) how each CNN unit addresses the issue of sustainability of State and local FSNE efforts, 8) the mechanisms and tools that best capture FSNE outcomes in California, 9) the level of oversight of CNN partners that is implemented (versus planned), 10) the process and timeline for reimbursing FSNE partners, 11) technical assistance needed by CNN partners, and 12) the opportunities for career growth and staff development available to CNN staff.

Fiscally, FNS reviewed documentation for select expenditures from the 2nd and 3rd quarters of Federal Fiscal Year 2005, to ensure that all Federal and State share expenditures were properly allocated, tracked and documented during the review period. FNS also met with CDHS accounting staff to discuss the State's cost allocation methodology.

Findings/Observations:

- There are numerous factors to which CNN's success with FSNE may be attributed. The ability to adapt as FSNE has evolved and the enduring dedication of State and local staff to CNN's vision is most extraordinary. Reviewers have been impressed as well with the adeptness of CNN and their partners in consistently identifying unique partnerships and innovative methods for promoting nutrition among FSP families. CNN staff remarked that the State's focus on training intermediaries that work with low-income populations and bring FSNE services to where clients already are in the community have allowed CNN to maximize their reach and impact. Staff also felt that their respective units took advantage of each staff members' strengths and that the conscientiousness and enthusiasm of CNN staff was critical in navigating the program through sometimes difficult circumstances.

- CNN staff on the whole felt that there were endless opportunities for professional development, such as attending trainings and seminars and the ability to transfer between program units, but little room for career growth due to CNN’s horizontal organizational structure. Though CNN has many staff who remain dedicated to CNN’s vision in spite of such limitations, certainly the State has lost talented individuals due to the lack of opportunities to advance within CPNS. Training also seemed to be lacking insofar as orientation to the big picture—CNN’s goals as an organization, the individual roles of each CNN unit and how they should work together, and the specific issues that a given new employee will face. That said, several staff indicated that they received excellent training on micro-level issues such as FSNE cost and program policies, reporting and documentation processes, etc. and that they have always felt comfortable turning to both their peers and supervisors when questions arise.
- Among the greatest challenges for CNN, their workload appears to have far exceeded their staffing capacity. Some of this can be addressed by streamlining internal systems and communication between CNN units, while reallocation of resources would also be beneficial. Observations during site visits and interviews with multiple staff suggest that much of the focus has been on their statewide efforts, which has significantly strained their direct support for local FSNE projects. Numerous issues arose during the local site visits (e.g. quality of nutrition information provided by FSNE educators, program resources for serving certain low-income subpopulations) that could have been fairly easily addressed with additional State support. This observation was reinforced by the fact that many local staff failed to see much connection between CNN’s state-level activities and their own programming or impact, and that most of the State’s Regional Nutrition Network’s activities have historically centered on supporting statewide activities such as media training and public relations, 5-A-Day campaigns, etc. This by no means points to a deficiency in CNN’s statewide efforts, but rather emphasizes the need for CNN to improve systems that link such efforts to local activities and ensure that operational support for local FSNE partners remain a priority.
- In addition to workload, the most common challenges to providing effective and efficient services cited by CNN staff during site visits and interviews included the recent changes restricting systems, environment and policy change, the onerous level of documentation required for FSNE, unrealistic due dates for FSNE reports, constraints on allowable targeting data, lack of communication between CNN units, and the number of layers within CNN that are necessary for obtaining an interpretation of language in the FSNE guidance.
- CNN has begun to address sustainability, though seemingly not in all program areas. The African-American 5-A-Day Campaign for instance, now requires that each local partner include a scope of work objective related to sustainability. Campaign staff have also provided sustainability training and are in the process of developing a related template for grantees to use. The “Partnerships” unit has also kept an eye on long-range planning, focusing some of their efforts on encouraging and seeking partners to cover both unallowable FSNE costs that support existing FSNE operations and long-term program infrastructure. It was not evident during the review that other CNN units had in place similar mechanisms for addressing sustainability at the State and local levels.

- CNN's evaluation strategies have historically been scientifically sound and have been weakened in recent years only because of constraints on FSNE allowable costs. Staff have provided extensive training and resources to local FSNE partners and projects with regard to evaluation designs such as a compendium of evaluation surveys, several trainings throughout the year, and an impact evaluation project. With the exception of the impact evaluation project, most CNN evaluation efforts appear to focus on process indicators and individual fruit/vegetable consumption. There does not seem to be a standardized system for capturing community-based and individual-level program impacts, nor for evaluating the effectiveness of train-the-trainer activities. CNN staff recognized this gap and felt that it could be addressed in part with anecdotal data and case studies.
- FNS confirmed that CNN has systems in place to properly allocate, track and document Federal and State/local FSNE dollars, though in recent years this system has been strained by workload increases and inconsistent application of program and cost policies. That funds used for FSNE State share are not used as match under any other Federal program is ensured through the use of separate and distinct system-wide accounting codes.
- With merely a few, isolated exceptions (e.g. professional memberships, non-pro-rated travel, fulltime staff certifications), FNS established that Federal share costs for State and local-level projects were allowable and appropriately allocated, tracked and documented. FNS found notably greater deficiencies in State/local share FSNE costs (*see Exhibit D: Site Visit Summary Reports*). Though there were a number of local FSNE projects visited and reviewed via a desk review that presented complete records, many other local projects either applied different documentation requirements or cost policies to local share, or in a couple instances, did not realize that local share needed to be documented. Time and effort reports for local share staff time represented the weakest area of fiscal documentation. In some instances CNN staff had noted such problems during their own site visits, but in general the State was surprised to learn of these inconsistencies.
- Reviewers determined that CNN has begun to appropriately address the costs denied during the 2005 Plan review in that they have reduced the amounts invoiced to CDSS by the amounts denied and provided sufficient communication to local FSNE projects notifying them of the policy clarifications and the ensuing denials. Such costs were likewise eliminated from the State's 2006 FSNE Plan. FNS as well found that CNN had taken significant steps to address most of the findings from FNS's 2001 Administrative Review of their program, including the development of local contract monitoring procedures with a goal of visiting 50% of contracts each year, as well as measures to address delays in both reimbursing FSNE partners and invoicing CDSS. The one outstanding issue from the 2001 review that continues to plague the State is local partner compliance with time and effort reporting requirements.

Corrective Actions:

- 1) Ensure FSNE partners' understanding that expenditures claimed under both the Federal and State/local budget shares must be allowable per FSNE guidelines and appropriately allocated, pro-rated when necessary, tracked, invoiced and documented.

- 2) Ensure that semi-annual certifications are retained for all staff dedicating 100% time to FSNE and weekly records are maintained by any staff dedicating less than 100% time to FSNE, unless FNS has approved an alternative methodology for such staff. All time and effort reports must be completed by the individual contributing time and based upon actual hours dedicated to FSNE.
- 3) Ensure that any projects requesting an alternative time keeping methodology, for which they had not received FNS approval in the past, include such a request in their FSNE Plan to FNS, along with justification as to why such an alternative is needed and how it will be representative of staff time for their particular project.
- 4) Continue to work with CDSS and local FSNE partners to expedite reimbursement of local projects and invoicing of expenditures to CDSS and in turn, FNS.
- 5) Once invoicing for FFY 2005 is complete, submit to FNS documentation verifying that all remaining costs denied in 2005 were not claimed to FSNE.

Recommendations:

- 1) Explore approaches to help address the increasing workload of Program and Contract Managers and improve the depth of contract oversight. Strategies may include:
 - a. Pulling specific functions that would benefit from specialization and designate staff teams that focus only on these areas (e.g. a site visit team that was solely responsible for conducting local program/fiscal site visits, with Program/Contract Managers participating on a voluntary basis; a team responsible for providing operational trainings to State, RNN and local FSNE staff).
 - b. Reallocating Federal share budget dollars to hire additional staff to either allow for more equitable coverage of contracts or to take over some of the peripheral projects that sometimes sidetrack staff.
 - c. Staggering contracts so that different Program and Contract managers are better able to coordinate internal reviews and negotiations; or pairing Program Managers with the same Contract Managers for a given set of contracts so that communication, priority contracts and timelines can be streamlined.
- 2) Consider a more formal mentoring process or orientation for staff members who are either new to CNN or to a particular unit.
- 3) Within the confines of CDHS and PHI infrastructure, explore the possibility of incorporating opportunities for career growth in CNN (e.g. more team leader positions, “manager-in-training” programs, etc.)

- 4) Investigate methods for streamlining reporting and documentation (e.g. consolidating multiple reports, developing an online documentation system) for FSNE at the State and local levels.
- 5) If not already established, develop clear standards and criteria for continued State and local contractor participation in FSNE and CNN, delineating steps for resolving unmet scope of work objectives, reporting and invoicing timelines, etc.
- 6) If not already established, develop procedures and criteria for ensuring that State and local FSNE project activities disseminate accurate nutrition information, founded upon the Dietary Guidelines for Americans and the Food Guidance System.
- 7) Offer more opportunities and vehicles for channel-specific and regional-level sharing of best practices, challenges and training on FSNE operational issues.
- 8) Continue to share strategies on integrating a parental nutrition education component into youth-based FSNE programming, or where appropriate, ensuring that staff connect and work with other local FSNE programs that serve parents and caregivers of students.
- 9) Work with each CNN unit to look at how sustainability can be addressed for State and local FSNE efforts, adopting best practices from other units that have begun to address this, where appropriate.
- 10) Enhance CNN's current evaluation design to include a more standardized system of capturing both community-based and individual-level indicators, additional behavioral change areas and representative outcomes from train-the-trainer interventions.
- 11) Ensure that local projects are aware of USDA nutrition education materials available for their use and encourage them to submit any newly developed materials for inclusion in the Food Stamp Nutrition Connection online resource database. The submission form may be accessed online at:
http://www.nal.usda.gov/fnic/foodstamp/Library/sharing_part1-2.html.
- 12) Work with local projects in diverse geographic areas to ensure that they are able, within reason, to serve minority groups and non-English speaking families. The sharing of successes and resources from CNN's state-level campaigns would be beneficial to this end.
- 13) Continue to improve coordination of services with UCCE and share examples of such successful partnerships at the local level.

Local Site Visit Summary Report:

March 22, 2006 – Preventive Health Care for the Aging Program (Local project site: El Dorado County Public Health Department, Placerville, CA)

Participants:

CPNS/CNN: Stephen Bartlett, Kelley Maddox

El Dorado County: Valerie Finnigan, Marilynne Rains, Valerie Rudd

Preventive Health Care for the Aging (PHCA): Mariann Cosby, Laurie Vazquez

USDA/FNS: Dave Bailey, Marisa Cheung

Process:

FNS reviewers interviewed PHCA and El Dorado County staff and observed a nutrition education activity at the El Dorado Senior Day Care. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to ensure that project costs were properly allocated, claimed and documented.

Findings/Observations:

- Recognized by the Administration on Aging as a model senior health promotion program, PHCA oversees a number of comprehensive health promotion efforts targeted at high risk and underserved seniors in 14 California counties.
- PHCA, one of few CNN projects serving the elderly, an FSP priority population, utilizes public health nurses to integrate FSNE activities into existing health assessments and senior group activities. Staff have also worked with commodity food programs to plan healthy food box selections and teach clients creative uses for commodity foods.
- PHCA uses a variety of venues and strategies to reach low-income seniors including senior centers, health fairs and limited media. The project has recently also had success in working with low-wage worksites to promote nutrition and physical activity, securing buy-in from employers by promoting the positive affect of worksite wellness on worker productivity, absenteeism and workman compensation costs.
- PHCA has partnered with the California Center for Physical Activity to establish physical activity centers for seniors and “Active Aging Community Taskforces”, providing complimentary services to FSNE promotion of nutrition and physical activity.
- PHCA projects have targeted FSNE services appropriately to the FSP-eligible population, the documentation of which is facilitated by the standard procedure of requesting income information from clients during individual medical assessments. PHCA projects have also made some strides in working with local social services offices to offer nutrition education and FSP promotion activities to low-income seniors.
- During the El Dorado Senior Day Care FSNE activity, staff conducted a food demonstration, touching on the affordability and nutritional value of the recipe. 5-A-Day materials were distributed for seniors to follow along with during a discussion of the health benefits and storage of fruits/vegetables. Though it appeared that some seniors had difficulty either hearing the educator or reading the materials and others expressed some impatience in having to wait for lunch service, the educator attempted to keep the

session interactive with both ongoing question/answer periods and a label-reading exercise in groups. A brief FSP promotional message was provided at the conclusion of the session.

- Challenges to administering FSNE noted by staff include the level of reporting and documentation required by FNS and the constraints on providing general nutrition education, given the prevalence of chronic disease concerns among the elderly. Staff have also found that referrals to FSP have been relatively ineffective without being able to provide more extensive outreach assistance, as the elderly in particular do not want the stigma of being on food stamps or visiting a social services office. Finally, staff would like to see less frequent changes in FSNE policy (example cited was the introduction of the revised Dietary Guidelines for Americans and thus the need for re-training staff).
- PHCA did not express a need for technical assistance, citing that CNN materials and trainings, nutrition education reinforcement items, recipes, and food demonstrations have been particularly helpful in reaching their audience.
- All expenditures by the sampled subcontractor (El Dorado County) were properly documented for both the Federal and State/local shares of the budget for the time period reviewed. El Dorado County staff stated that they had been told that indirect costs were not reimbursable and that the inability to claim indirect costs poses an additional burden on the program. FNS staff clarified that indirect costs were reimbursable and spoke with State staff about assisting the county with including this in their budget.
- State/local share expenditures at the state level (PHCA staff time) were not documented in that an activity log was retained but there was no tracking of time associated with conducting these activities. State staff indicated they “did not claim time to FSNE”, misunderstanding that State/local share expenditures, not only Federal share costs, were also part of the FSNE budget. Staff were unaware of the weekly time record requirement for FSNE State/local share.
- PHCA acts as an umbrella organization, a small scale “Network”, the benefits of which include a more coordinated and standardized approach to elderly nutrition education, the sharing of best practices for this particular audience segment, and the opportunity for more oversight and technical assistance. The additional level of administration however, as likewise noted in CNN’s November 2005 progress report analysis, has also resulted in delayed invoicing since PHCA does not submit invoices to CNN until staff receive invoices from all twelve local subcontractors. In spite of PHCA requesting local invoices within 30 days of costs being incurred, several locals have generally been tardy in submitting costs. PHCA estimates receiving reimbursement from the State on average 2-3 months after submitting an invoice, though their recent invoice for the third quarter of 2005 was not reimbursed until March of this year. Lastly, PHCA staff indicate that subcontractors’ fiscal records are not reviewed unless staff suspect a problem or in the event of a State or Federal audit.
- There was no documentation available through PHCA or the county demonstrating how 2005 disallowed costs have been handled, although communications from CNN staff indicate that the State appropriately notified PHCA of the disallowance of FSP Outreach activities and foodservice-related activities.

Corrective Actions:

- 1) Ensure that FSNE contractors and subcontractors retain documentation for both Federal and State/local shares of the budget and that activities funded under either budget share adhere to the same FSNE cost policies.
 - a. Ensure that nutrition education materials (e.g. materials recommending 5 servings of fruits/vegetables each day) are updated to reflect the 2005 Dietary Guidelines.
 - b. Ensure that State level fiscal reviews include a review of State/local share documentation and emphasis of the need to administer the Federal share and State/local share activities identically.

Recommendations:

- 1) For FSNE activities involving large groups of elderly, consider utilizing a portable microphone and providing materials in large print for better holding the audience's attention and facilitating the learning process.
- 2) Work with PHCA staff to review a manageable sample of fiscal documentation from subcontractors either during onsite program visits or via a desk review.

Local Site Visit Summary Report:

March 27, 2006 – Food Bank of Contra Costa and Solano, Concord, CA

April 12, 2006 – California Association of Food Banks, Sacramento, CA

Participants:

California Association of Food Banks (CAFB): Jessica Bartholow, Paul Maas

CPNS/CNN: Cristina Acosta, Frank Buck, Stephanie Nishio, Rosanne Stephenson

Food Bank of Contra Costa and Solano (FBCCS): Judy Butler, Lindsay Johnson, Martha Rojas

USDA/FNS: Marisa Cheung, Melissa Daigle

Process:

FNS reviewers interviewed CAFB and FBCCS staff and observed a nutrition education activity at a local food distribution site housed on a church parking lot. Fiscal documentation for the 4th fiscal quarter of 2005 was reviewed to ensure that project costs were properly allocated, claimed and documented.

Findings/Observations:

- CAFB is an umbrella organization ideally positioned for direct access to the FSNE target audience and coordination of nutrition education services through subcontracted emergency food assistance sites. CAFB staff have developed an infrastructure that effectively supports 14 local FSNE food bank partners by providing regular trainings, researching and sharing appropriate nutrition resources and best practices, ensuring consistent messages and services, providing standardized fiscal oversight and working with State staff on outcome-based evaluation designs. Beginning in FY 2005, CAFB additionally provided subcontractors with a program binder entailing approved scopes of work, sample time sheets, cost allocation worksheets, new material guidelines, documentation checklist and critical timelines, to facilitate local program implementation and adherence to FSNE documentation requirements. As one of few contractors nationwide participating in both a State FSNE Plan and State FSP Outreach Plan, CAFB also has the opportunity to provide nutrition education and outreach in a more cohesive and efficient manner.
- Locally, CAFB subcontractors deliver FSNE services through a variety means and venues such as nutrition demonstrations at food pantries and brown bag programs, nutrition newsletters for food bank clients, recipes using commodity foods, nutrition promotion on food bank hotlines, and posting nutrition materials throughout the food bank warehouses. FBCCS, the local food bank reviewed, has utilized the funds from FSNE to shift from heavily donor-focused activities to a more client-based vision. In covering both the counties of Contra Costa and Solano, FBCCS' FSNE services have benefited greatly from many existing partnerships between the food bank and other health promotion and food security organizations. With regard to working with UCCE FSNE programs in particular, FBCCS noted the significant contrast between their collaborative relationship with UCCE Contra Costa County and challenges faced in coordinating nutrition education services with UCCE Solano. The project has also found it increasingly difficult to continue partnering with the FSP in Solano due to lack of responsiveness from social services staff. FBCCS had initiated nutrition classes with

local FSP offices, but barriers related to recruitment mailings, security, support and interest eventually resulted in disintegration of this endeavor.

- FBCCS staff noted that they have appreciated having CAFB oversee the FSNE contract and coordinate services among food banks, as they have been able to learn more about what is working well with other food banks providing nutrition education. CAFB staff in turn, indicate that they have generally received sufficient support from CNN staff. They would have liked to have more technical assistance on setting up fiscal systems and subcontractor oversight however, in addition to the training already provided on completing reports and invoices. Staff noted that the CNN guidelines manual, which presumably was meant to provide such information, was not as useful for nonprofit organizations such as CAFB. Other administrative and implementation challenges noted by CAFB and FBCCS include the need for technical assistance on services specifically for adults, the recent FSNE policy clarifications and the distinction between nutrition education and outreach funding. One area that CAFB would like to explore further is the potential for a project that would address the influx of fresh fruits/vegetables into food banks, while combining promotion of produce and nutrition education in a “farm-to-families” effort.
- Reviewers visited a food distribution site in Concord, California to observe a FSNE activity. While food bags were distributed with recipes and CNN’s nutrition/outreach fotonovela outside in the parking lot, a nutrition educator was inside conducting fruit/vegetable recipe demonstrations and offering interested clients nutrition materials. The educator indicated that, often by referral, she visits remote food distribution sites (e.g. alcohol rehabilitation centers, schools, childcare centers senior food programs) on a monthly basis to conduct food demonstrations and nutrition presentations. Activities are generally interactive (e.g. client debate on fast food advertising, nutrition jeopardy game) and include a pre-/post-test for series-type lessons. During the site visit, the educator took advantage of catching children’s attention with the food demonstration and nutrition coloring books, to draw parents in and discuss how various commodity foods could be used to prepare healthy dishes for their families. She noted later that the most requested topics by clients were MyPyramid and lowfat cooking techniques. Finally, the educator stated that the one thing she would like assistance on is obtaining additional kid-friendly recipes and materials.
- FBCCS utilizes a vast array of creative materials for FSNE, including products from CNN, 5-A-Day, USDA and internally developed lesson plans. All materials reviewed had the appropriate USDA credit and civil rights statements. Reviewers found among the program documentation several pieces that related to fast food restaurants, most of which simply compared nutrients among healthy and less healthy generic foods. There were a couple materials however, that singled out specific fast food establishments, including a list of the “worst fast food”. It was unclear if this was simply used as background information for staff or if this list was distributed to clients.
- Fiscally, documentation for CAFB and the food banks reviewed during the site visit, indicates that most expenditures were properly allocated and documented. Reviewers did not find in the documentation reviewed any systematic misinterpretations of FSNE cost policy or unallowable costs. Staff salaries had previously been documented only on a weekly basis for sample months, but CAFB has since required local staff to convert to

daily time records for each sample month. A few projects also did not accurately pro-rate costs for expenses such as office space, instead somewhat arbitrarily selecting a cost allocation percentage. Several local projects were furthermore not claiming indirect costs, but rather claiming similar expenditures under “operating expenses”. To that end, for the time period reviewed, there did not appear to be a standardized format for projects to report specific costs under specific budget line items. Finally, CAFB staff had not previously been reviewing supporting documentation for subcontractors’ invoiced expenditures, primarily due to limited staff capacity. Most of these issues are being addressed in the current fiscal year, with the hiring of a fiscal coordinator and administrative assistant. To strengthen their oversight, CAFB plans to conduct program and fiscal reviews of a sample (roughly three per fiscal quarter) of subcontracted food banks annually, as well as provide additional local partner trainings.

CAFB staff estimate that it takes roughly 1-2 months to receive reimbursement from CNN. They generally receive complaints from only a few food banks about delayed payment and this can be attributed in part at least, to CAFB having to wait for all subcontractor invoices before consolidating and submitting to CNN. Staff suggested that the hiring of a full-time contract manager may help to expedite invoice submission, as well as monitor allowable costs and expenditure documentation.

Corrective Actions:

- 1) Ensure all staff funded through the Federal/State/local FSNE budget shares and dedicating less than 100% time to FSNE, maintain weekly time records (or an FNS approved alternative record).
- 2) Ensure all expenditures allocated among multiple programs are pro-rated appropriately based on target audience served and FTEs dedicated to FSNE.
- 3) Ensure that FSNE activities avoid disparagement of specific restaurants/industries.

Recommendations:

- 1) Work with CAFB and their subcontractors to identify opportunities for sharing with other CNN projects best practices (e.g. standardized administration tools, innovative methods of promoting nutrition via emergency food assistance sites, etc.).
- 2) Ensure FSNE educators are adequately aware of and updated on available teaching resources (e.g. curricula, recipes, survey tools).
- 3) Provide FSNE umbrella organizations additional technical assistance on setting up program/fiscal oversight systems and fiscal documentation requirements.
- 4) Work with CAFB to assess whether or not current staffing levels are sufficient to coordinate program and fiscal operations among FSNE subcontractors.
- 5) Work with CAFB to establish procedures and timelines for reviewing program quality and fiscal documentation of a sample of subcontractors each year.

Local Site Visit Summary Report:

March 28, 2006 – Public Health Institute, Oakland, CA

Participants:

Public Health Institute (PHI): Ralph McKinnon

USDA/FNS: Marisa Cheung

Process:

FNS conducted a sample review of fiscal documentation supporting the 4000 Public Health Institute (PHI) transactions posted during the 2nd and 3rd quarters of 2005, all of which represent Federal share dollars.

Findings/Observations:

- PHI staff indicate that contracting services through PHI instead of retaining administration of CNN activities in the State Department of Health Services, is advantageous in hiring staff and procuring materials and equipment more efficiently.
- Expenditures in the review sample that were claimed directly by PHI (e.g. PHI rental space, onsite PHI staff salaries, PHI indirect cost) were appropriately allocated and documented based on the back-up documentation (time records, rental agreement and pro-ration calculations, etc.) reviewed.
- Expenditures in the review sample that were claimed by PHI staff located at CDHS in Sacramento were for the most part adequately documented, yet included a few activities and costs that were unallowable based on previous years' FSNE Guidance, such as individual professional memberships (e.g. American Dietetic Association, Society for Nutrition Education, American Marketing Association, California Nutrition Council), non-pro-rated travel (e.g. California Childhood Obesity Conference and CACFP National Professional Association Conference for CDE/FSNE staff), monthly drinking water coolers, coffeemakers and coffee supplies (e.g. creamer, cups). Finally, there were a few isolated subcontractor and consultant expenditures (e.g. New Life Christian Center, LA BIND, Regents of UC/UC Davis) for which documentation was not provided, though the vast majority of subcontractor costs were adequately supported.
- FNS further found a number of expenditures that fell under cost categories denied during the 2005 Plan review. Examples included development of a FSP Advocates Training, travel costs to a "Smart Growth Land Development Regulations Workshop", walkability toolkit, contract to "address how land use policy can improve access opportunities for low-income populations", FSP outreach brochures, a health policy brief on food insecurity and hunger, a food stamp office study, School Breakfast Program focus groups, pocket guide directories to the California legislature, California Medical Association policy trainings and policy toolkit, time spent researching and meeting with local legislators, and conducting regional policy roundtables. At the writing of this report, CNN had begun addressing the subject denials by reducing the amounts invoiced to FNS for 2005 by the funding amounts denied.

- All staff claiming time to FSNE retained appropriate and in some cases, exceptionally detailed, weekly time and effort reports.
- Expenditures for select consultants and subcontractors appear to be excessive (e.g. \$100/hour meeting facilitator for all-day meetings, \$1800/day consultant for drafting afterschool program best practices).
- CNN contributions to conferences such as the California Childhood Obesity Conference and the California Food Security Conference were appropriately pro-rated to reflect agenda focus and low-income targeting data.

Corrective Actions:

- 1) Submit documentation for the following expenditures, in which supporting documentation was not available for review.
- 2) Submit documentation confirming that all denied costs from the FFY 2005 Plan review were either reversed or not invoiced to FSNE Federal/State/local budget shares (*partially complete as of 5.31.06*),
- 3) Ensure that all salary, benefit, travel and other expenditures for meetings that are claimed to FSNE Federal and State/local budget shares are pro-rated based on FSNE FTE of the traveler and percent of the meeting/conference agenda pertinent to FSNE.
- 4) Ensure that only FSNE-related organization-level professional memberships are claimed under the FSNE budget. Individual memberships must be funded externally.
- 5) Per FNS policy, ensure that staff salaries claimed through the Federal/State/local budget shares, particularly those for subcontractors and consultants, are reasonable and necessary to the direct provision of FSNE services.

Recommendations:

- 1) Ensure PHI fiscal staff are kept up-to-date on changes in and clarifications of FSNE allowable/unallowable cost policies and documentation requirements.

Local Site Visit Summary Report:

March 29, 2006 – Marin Food Systems Project/Tides/Environmental Education Council of Marin, San Francisco, CA

Participants:

CPNS/CNN: Mary Nichols, Stephanie Nishio

Environmental Education Council of Marin: Catriona Glazebrook

Marin Food Systems Project (MFSP): Leah Smith

Tides Center: Jaunita Lantang, Susan Staley

UCCE Marin County: Elsa Latini

USDA/FNS: Marisa Cheung

Process:

FNS interviewed project staff and observed nutrition education activities involving a 2nd grade class and 5th grade class at Bayside Elementary School. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to determine if project costs had been properly allocated, claimed and documented.

Findings/Observations:

- As one of the projects whose budget and scope of work was significantly impacted by policy clarifications provided during the 2005 California FSNE Plan review, MFSP has since been fortunate and resourceful enough to secure alternative support for activities such as school nutrition policy development. Non-FSNE funded efforts such as the Marin Physical Activity, Nutrition, and Wellness Collaborative, which targets health promotion efforts countywide, provide a notable complement to this project's efforts to promote nutrition among low-income families.
- MFSP works with a variety of private and public community partners to address access to healthy food and improved nutrition for disadvantaged families. AmeriCorps volunteers, for instance, are a key part of this project's success by leading interactive and age-specific garden-based nutrition education activities in participating low-income schools. This project is also a noteworthy example of effective coordination between the UCCE and CNN local FSNE partners. By having a UCCE county FSNEP nutrition advisor help to coordinate nutrition education activities for MFSP's FSNE schools, the county maximizes reach, avoids duplication and reinforces consistent nutrition messaging.
- Reviewers observed two nutrition education activities at Bayside Elementary School. One involved teachers and AmeriCorps volunteers teaching 2nd graders about the structure of vegetable and fruit plants using an interactive song and dance. The exercise was followed by a sampling of fresh asparagus with healthy dressings made by the students. The second activity observed entailed a lesson for 5th graders that involved learning about which fruits and vegetables grew in which seasons, the link between food, energy and physical activity and reading food labels. This session also included a brief food sampling period in which students harvested unique vegetables from the school garden to make a communal salad. FNS noted that nutrition messages were reinforced in the physical classroom environment, with posters from CNN's *5-A-Day Power Play!* Campaign and USDA's MyPyramid, as well as a "healthy food" mural painted in a

communal classroom space. “Eat Smart. Play Hard.” materials did not appear to be available during the sessions observed. Staff noted that the extent of FSNE and other nutrition activities in schools was dependent in part on support from both teachers and the school principal. For example, in another school participating in the project, the principal leads quarterly school salad days, on which students bring salad toppings from home, harvest vegetables from the school garden and celebrate healthy eating. During the site visit to Bayside Elementary School, the resident principal indicated that she had personally seen students eating better since nutrition education and gardening efforts arrived at the school, including observation of significantly improved dietary behaviors in their school cafeteria.

- In terms of sustainability, MFSP’s ultimate goal is to have teachers provide nutrition education on their own. MFSP supplies teachers with pre-designed nutrition education curricula which are integrated into math, English and science subjects in order to meet state educational standards. Staff emphasize that the easier they make it on teachers to offer nutrition education without having to create much on their own, the more likely they are able to participate.
- MFSP moreover includes a parental component in FSNE programming, for instance presenting nutrition projects undertaken by students during family-related events such as back-to-school nights and open house. Some of their afterschool programs also include nutrition education for the family. Lastly, monthly parent newsletters often include nutrition topics relevant to what is being taught in FSNE schools.
- Physical activity promotion in MFSP’s FSNE project is primarily limited to encouraging students to work in the school gardens. Staff also link participating students with other physical activity programs in the community (e.g. Safe Routes to Schools).
- CNN staff noted that MFSP is seen as an “expert in food systems” among local agencies and partners. Project staff have found particularly helpful the technical assistance CNN has provided in terms of contractor orientations and impact evaluation. MFSP staff indicate however, that several challenging aspects of providing FSNE services remain, such as the heavy paperwork required by both the State and USDA, an unrealistic indirect cost rate ceiling and the restriction on FSNE partners participating in school wellness policy development and supporting environmental change and healthy food access. Staff would like to see more streamlined reporting requirements and clearer direction regarding the SAAR required by CNN.
- Fiscally, nearly all project expenditures (Federally funded only) were sufficiently documented, including detailed weekly time sheets for MFSP and Tides staff. Pro-ration was applied appropriately where necessary such as with rent, website maintenance, etc. Travel expenditures were also documented but lacked notations on the purpose of the trips (e.g. local FSNE site visits, FSNE partner meetings). There were also a few costs that had been invoiced to CNN for activities that were denied in the 2005 FSNE Plan review (e.g. food policy meetings, work on the farmstand project), although this has been corrected in the 2006 Plan and the State indicates they will not be invoicing these costs to FNS.

Corrective Actions:

- 1) Ensure all future documentation of travel costs includes a brief description of expenses claimed in part or entirely to FSNE, noting the purpose of such trips.

Recommendations:

- 1) Work with projects such as MFSP to streamline and consolidate Federal and State reporting requirements and provide adequate training on the reports that are required.
- 2) Identify opportunities for MFSP to exchange best practices with other CNN special projects (e.g. facilitating sustainability by training teachers to integrate nutrition education into long-term educational goals, securing non-FSNE funding sources to support environmental change, collaborating effectively with various community partners, esp. local UCCE staff!).

Local Site Visit Summary Report:

March 30, 2006 – Central Valley Health Network (main office), Sacramento, CA

March 31, 2006 – Central Valley Health Network local site: Livingston Medical Group, Livingston, CA

Participants:

CDSS: Charlotte Doisy

CPNS/CNN: Stephanie Nishio, Rosanne Stephenson

Central Valley Health Network (CVHN): Maria Contreras, Noemi Flores, Cindy Peshek

USDA/FNS: Marisa Cheung, Melissa Daigle

Process:

FNS interviewed project staff and observed a Spanish-language nutrition education class at the Livingston Medical Group facility. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to determine if project costs had been properly allocated, claimed and documented.

Findings/Observations:

- CVHN is a CNN partner in a unique position to utilize medical professionals' credibility as the gatekeeper of health information, to promote FSNE messages. Working with nine clinics, CVHN provides nutrition education via physicians, physician assistants, nurses, dentists, promotoras, community health educators and nutritionists. Though each medical group has the flexibility to design their own FSNE program, they are fairly consistent in providing family-oriented nutrition education and focusing on MyPyramid. Health centers participating in FSNE also promote nutrition and physical activity through health fairs and festivals and creative partnerships with community organizations such as Boys and Girls Clubs, retail organizations, migrant programs, food banks, legal aid organizations, homeless shelters, churches, etc. CVHN is furthermore exploring a partnership with local food banks to conduct FSP Outreach with their clients. The network offers a number of "enabling services" such as transportation to sites and referrals (not claimed to the FSNE budget), which nicely complement activities to support good nutrition.
- CVHN staff provide thorough oversight of participating medical groups, convening quarterly meetings to offer technical assistance and share ideas, conducting annual program site visits, researching appropriate nutrition education tools, compiling FSP outreach materials and coordinating fiscal documentation. During the quarterly trainings, local program managers are encouraged to share new information (e.g. fiscal issues, program updates) with line-level staff. CVHN staff moreover indicate they receive good support from CNN staff to facilitate programming, but would like to explore avenues for reducing time spent on reporting and documentation. They would also like to develop an online reporting system that could possibly be used on their extranet.
- Targeting data for onsite clinic FSNE activities, which entailed poverty data pulled from the CVHN Uniform Data System, were adequate and appropriate. As most projects partnered with external organizations to provide additional FSNE services however, targeting data representing these community partners (e.g. schools, Wal-Mart) had not

been collected. Subsequent to the FNS site visit, CVHN staff indicated that they would continue documenting clinic-specific targeting data but also ask clinics to submit census-based targeting data for any activities conducted with external partners. CVHN did have the appropriate written agreements in place with outside agencies, including one with WIC that allowed for FSNE activities to support breastfeeding promotion efforts. CVHN has been successful in offering culturally competent services to a diversity of subpopulations, especially Latinos and Filipinos.

- CVHN is participating in the CNN Impact Evaluation, in which the three projects that have a minimum of five client contacts are participating. The remaining projects do participate in more informal evaluation designs.
- FNS attended a FSNE class at the Livingston Medical Group clinic, where clients were often recruited via mailings and flyers or referred to FSNE by physicians. Additionally, nutrition newsletters are developed every other month and FSNE activities are often integrated into other health promotion efforts such as blood pressure screenings and community fairs. The class observed during the FNS site visit, which was taught exclusively in Spanish onsite at the clinic, was aimed at adults though some accompanying teenagers participated and a separate station was set up at the back of the room with nutrition-related activities for children. The nutrition educator who led the class was exceptionally engaging and knowledgeable, and communicated nutrition messages in a manner that related well to participating families. The audience participated in an interactive discussion of MyPyramid food groups, portion sizes, physical activity and food marketing practices to children. Both the MyPyramid website and Health and Human Services' "Portion Distortion" were used to visually teach clients about moderation. The educator probed for understanding throughout the class and utilized clever quiz techniques with incentive items at the conclusion of the lesson to ensure comprehension. Most impressive, even the children participating in the separate youth-based activities would spontaneously jump into the discussion with parents and answer some of the educator's nutrition quiz questions. Class participants generally seemed interested during the class and in many cases, asked about follow-up activities.
- CVHN maintains fairly detailed fiscal documentation. Still, there appeared to be several misunderstandings of FSNE cost policy that led to documentation for certain budget line items not meeting FNS requirements. Such issues were not consistent across all medical centers, with some retaining complete and accurate documentation. With regard to staff time and effort, primarily that of physicians and physician assistants, some centers' time records were based upon a set number of minutes that an administrative staff person assigned to each client intervention rather than actual time noted by the individual staff person. CVHN staff salaries were properly accounted for. There were as well numerous clinic staff who were claiming relatively high salaries that reflected their day-to-day medical work rather than nutrition education. In most cases, actual fringe benefit amounts had not been claimed, which CNN had likewise noted in their recent State review. CVHN did not know at the time of the site visit how centers calculated their fringe benefit amounts, indicating that sometimes the actual amount was over and sometimes it was under what was invoiced, but that staff were not allowed to claim more than 30%.

Documentation for other line item expenditures was for the most part complete, with only a few exceptions. Certain costs such as office space had been properly cost allocated, while others such as utilities had not been pro-rated appropriately to reflect FSNE FTEs in a given month. CVHN staff have since noted that they will begin pro-rating based upon FTE and invoicing these costs on a monthly basis. There also appeared to be a few isolated expenditures (e.g. custodial services, security) that could have potentially been claimed twice – separately and included in the indirect costs – but reviewers could not confirm as indirect cost rate agreements/calculations were not available during the site visit. Subsequent to the site visit, CVHN sent additional documentation to FNS to address most of these issues. Reviewers did not find any evidence of unallowable FSNE expenditures in CVHN or individual medical center invoices for the time period and sample of records reviewed.

Corrective Actions:

- 1) Submit copies of the following supporting documentation (expenditures for which the State is unable to submit sufficient documentation will be disallowed):

Time Period	Expense Detail	Amount	Status
<i>Salaries/Benefits</i>			
January	Clinica Sierra Vista: Time records for Christine Dodd add up to 80 hours. Pay rate of \$20.75/hr should result in \$1660 total pay, but invoiced \$1746.50.	\$1746.50	Completed 4/13/06.
March	Darin M. Camarena Health Center: No documentation was provided for “MA” salaries.	\$4252.80	Pending.
All	General: Benefits are not being claimed based on actual percentages.	Unavailable.	Pending. (completed for VHT and UCH only)
<i>Operating Expenses</i>			
All	Clinica Sierra Vista: Invoiced amounts based on 12% cost allocation, even those costs that should be charged based upon actual usage. No documentation (e.g. receipts) provided during site visit to support these charges. Follow-up documentation from 4/13/06 shows total allocated charges based on 12% rate, but does not explain how the 12% figure was derived. There are a few cost categories such as rent, pagers, cell phones that should be based on actual costs attributed to FSNE. Janitorial costs are included in this charge, but it is unclear if this is also charged under indirect costs.	\$652.91 (January)	Pending.

January	CVHN: Communications totaled \$214.36, but project invoiced \$250.	\$250	Completed 5/3/06.
January	Valley Health Team, Inc.: No backup documentation was provided for this local share amount during the site visit. Follow-up documentation shows space calculation based on “# Rooms Nutrition”, but it is not clear if FTEs dedicated to FSNE was factored into this formula.	\$1075	Pending (partially completed on 4/24/06)
March	Darin M. Camarena Health Center: Documentation provided for space initially not found. Follow-up documentation provided on 4/13/06 did not explain how project arrived at total amount claimed. Documents suggested that \$1454.06 was based on 147 FTE, which appears to be many more FTEs than actually dedicated to FSNE.	\$1454.06	Pending
<i>Subcontractors</i>			
March	Darin M. Camarena Health Center: No documentation provided for “Larissa Walk”.	\$2016	Completed 4/13/06.
<i>Indirect Costs</i>			
All	Indirect cost rate agreements or indirect cost rate calculations were generally not available for review.	Unavailable.	Pending -- missing CSV and NHC. Remaining clinics' ICR completed 4/13/06.

- 2) Ensure that an exclusivity waiver has been requested for all project sites receiving FSNE services and submit targeting data for any sites not noted in the original Plan, including those partner organizations that collaborate with the CVHN clinics. Any sites for which the required targeting data and data source are not submitted are ineligible to receive FSNE services and funding.
- 3) Per FNS policy, ensure that staff salaries claimed through the Federal/State/local budget shares are representative of that for conducting nutrition education activities, which may not necessarily be comparable to their salaries for practicing medicine.

Recommendations:

- 1) Identify opportunities for CVHN to exchange best practices with other CNN projects (e.g. preparing nutrition education activities for children while conducting FSNE classes for adults, collaborating with private industry partners such as Wal-Mart).

- 2) Ensure that fiscal staff participate in trainings/meetings where fiscal requirements and systems will be discussed rather than depending on program coordinators to pass on the information.
- 3) Include in CVHN site visits to local health centers a fiscal component that involves review a random sample of documentation.
- 4) When appropriate, consider using “Eat Smart. Play Hard.” materials, particularly where adult FSNE activities are conducted and children are present.

Local Site Visit Summary Report:

April 3, 2006 – Alameda County Public Health Department, Oakland, CA

Participants:

Alameda County Public Health Department: Olivia Flores, Darlene Fujii, Sandi Stoich, Jenny Wang, Diane Woloshin, Mark Woo

CPNS/CNN: Stephen Bartlett, Kelley Maddox, Monica Perez

Garfield Elementary School: Mrs. Globeille

Hill & Co. Communications: Jim Hill

USDA/FNS: Marisa Cheung

Process:

FNS staff interviewed project staff and observed an intermediary training at First AME Church and a nutrition education activity at Garfield Elementary School. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to determine if project costs had been properly allocated, claimed and documented.

Findings/Observations:

- The Alameda County Public Health Department partners with a diversity of organizations to provide FSNE to low-income families, including schools, daycare providers, health ministries, parish nurses, departments of parks and recreation, food banks and girls and boys clubs. The county's primary FSNE efforts consist of three components: school-based education in 23 schools in the county, "Healthy Living Councils" and their "Healthy Living...for life!" campaign.
- The county utilizes in its school and afterschool programs existing resources such as CNN's "Harvest of the Month" and "Eat Your Colors", but also works with participating teachers to adapt curricula into a format that will be grade-specific, is user-friendly for peer teachers and meets State educational standards. During the activity observation at Garfield Elementary School, the kindergarten students' regular teacher led the bulk of the nutrition education. As other FSNE projects generally bring in an external educator to teach nutrition periodically, this observed level of involvement by the regular teacher at Garfield speaks to the success the county has had in securing buy-in from the school's administration to integrate nutrition education into daily school activities and effectively train teachers. The nutrition messages are further reinforced with parents of students, via articles in parent newsletters, presentations during parent meetings and promotion of Healthy Living Councils.
- The project's Health Living Councils are the direct product of field research that Hill & Co. conducted to identify nutrition issues pertinent to underrepresented, low-income families in the county. Low-income parents were initially approached to participate in the councils during "fruteros" fruit sampling events at schools, Parent/Teacher Association meetings, etc. The consistent participation of low-income parents and other community members in Healthy Living Councils to date is attributed to structuring the councils so that they provided a safe environment for participants to discuss food security and nutrition issues and behaviorally focused goals, development of nutrition messages that resonated with the target population, securing Spanish translation for meetings,

involving parents in the planning of the councils and ensuring that the councils were not prescriptive.

- The third key component of this county's FSNE programming, their "Healthy Living...for life!" campaign, was likewise derived from formative research and serves as a model for sustainability approaches. County nutrition staff train intermediaries from a variety of organizations working predominately with low-income individuals to provide basic nutrition education and physical activity promotion via "Passports to Healthy Living" materials, direct education and community organizing. In order to receive training, intermediaries must complete a "Healthy Living Commitment Form". The county provides intensive training once per year, with briefer, more frequent "refresher" trainings offered throughout the year. The FSNE training observed at First AME Church, which involved role playing and tactile experiences, was a notable example of an interactive and engaging approach to training intermediaries with otherwise little nutrition background. To provide additional technical assistance to FSNE intermediaries, the county has established a nutrition hotline to respond to any inquiries trainees may have once they begin implementation of activities. All Medical Nutrition Therapy (MNT) inquiries are referred to external resources. Lastly, the success of the "Healthy Living...for life!" campaign has bore fruitful partnerships with private agencies such as Brita and Southwest Airlines, further maximizing the reach of this campaign message. This message has been expanded to reach other low-income populations in the county such as the elderly ("Living Well...for life!"), youths ("Healthy Kids...for life!"), etc.
- The county has worked extensively with local faith-based organizations to promote nutrition. Staff are also working closely with WIC to supplement existing WIC services with a higher level of breastfeeding support and fruit/vegetable promotion to low-income mothers. Examples of FSNE-WIC joint activities include nutrition education and food sampling in WIC waiting areas and a "Nutrition Olympics" event during the State's breastfeeding month. Though the county Department of Social Services had likewise committed to partnering with FSNE in Alameda County, their recent automation conversion has overtaken most staff time and they indicate it will take roughly two years before they can rejoin the FSNE discussions.
- There appeared to be several FSNE project sites that were funded in the fiscal year reviewed, for which targeting data was not provided in the waiver request for Alameda County Public Health Department, including the two sites visited during the FNS review.
- County Nutrition Services staff expressed that they have not had many significant challenges programmatically with administering FSNE, except for the "recent change in Federal guidelines" with regard to promotion of environmental change. Fortunately, the county has been able to re-evaluate their budgets and programming and employ foundation grant monies to fill this gap. Fiscally, staff would like to see some streamlining of required reporting and the ability to perform line-item transfers without officially requesting this from CNN.
- Fiscally, the Alameda County Public Health Department generally has the systems necessary to properly allocate, track and document FSNE expenditures. This project, which was one of three CNN contractors to officially receive approval to use an alternative time keeping methodology (one rolling month per quarter time sampling),

retained sufficient records to support salaries claimed under the Federal share budget, though there were a few cases in which the employee neglected to sign their time card. The remaining Federal share expenditures were adequately allocated and documented with the exception of a few isolated unallowable expenses (e.g. regularly catered meetings, non-prorated tax payments) and some missing supporting documents from subcontractors.

- Though the project has the systems in place to appropriately track FSNE expenditures, it appears that there has been some miscommunication about the FSNE cost policies that feed into such a system, particularly for local share expenditures. To date, the county had been tracking Federal and State/local share expenditures separately and thus applied slightly different rules to each share. FNS clarified that the Federal and State/local shares represented half of one program and that the same cost policies would apply to both shares. A review of local share documentation revealed that the county had been “pre-filling” monthly time records for teachers and other FSNE partner staff claimed under local share, based on a review of curricula used and observation of activities. These staff were asked to notify the county if they had worked more or fewer hours than the pre-filled figure. The county indicated that CNN was aware of this time keeping procedure. County staff also mentioned that they had previously been batching teacher time records and asking school principals to sign on teachers’ behalf, but that their CNN contract manager subsequently notified them that this was unallowable.

Additionally, building space provided as local share for this project appeared to be improperly allocated and claimed. The county had claimed the entire space utilized by WIC in their building as FSNE local share because they were under the impression that this was allowable so long as funding for the space was not derived from Federal dollars and that they were not using the space to match another program. FNS clarified with staff that they could solely claim this space if it was being used for FSNE and if so, should claim only the percentage proportionate to time that was being spent on FSNE. County staff stated that they would likely just pull this from their local share altogether to avoid the burden of having to calculate pro-ratio percentages. Though the county currently does not review partner and contractor expenditure documentation, they are fortunate to have staff who are well prepared to manage such oversight once clarifications on documentation requirements have been provided.

- Project staff indicate that they receive invoices from their partner organizations on a timely basis. Furthermore, while it previously took the county nine months to invoice CNN, they have improved significantly, typically invoicing within three months. They also estimate that it takes no more than 60-90 days for them to be reimbursed by the State.

Corrective Actions:

- 1) Ensure all staff funded through the Federal/State/local FSNE budget shares and dedicating less than 100% time to FSNE, maintain their own weekly time records (or an FNS approved alternative record). All such records must be completed retroactively by the individual charged to FSNE, to verify reporting of actual hours.

- 2) Ensure that any space claimed to FSNE is pro-rated based on the proportion of space (based on square footage and FTE) that is used specifically for FSNE.
- 3) Ensure that an exclusivity waiver has been requested for all project sites receiving FSNE services, and submit targeting data for any sites not noted in the original Plan. Any sites for which the required targeting data and data source are not submitted are ineligible to receive FSNE services and funding.
- 4) Submit copies of the following supporting documentation:
 - a. Justification for how meals provided at the following Hill & Co. meetings meet the Federal “exception” criteria for food at meetings:

Time Period	Expense Detail	Amount
3/05	Market Hall Caterers	\$163.50
3/05	Market Hall Caterers	\$140
4/05	Market Hall Caterers	\$215
4/05	Market Hall Caterers	\$202.57
4/05	HLC Breakfast/Lunch	\$671.15
5/05	Market Hall Caterers	\$231.65
6/05	Unique Gift Baskets & Catering	\$700
6/05	Picadilly Catering	\$763.27

- b. Backup documentation for consultant expenditures from Field Communications, Pattern Quest Design, Adrienne Warren, Polaris Education and Guidance Services, Inc. for the months of January through June 2005.
- c. Justification for \$800 in tax payments (two \$400 checks to the Franchise Tax Board on April 15th and 29th).

Recommendations:

- 1) Given the focus of many CNN projects on train-the-trainer models, consider improving the tracking mechanism for and evaluation of how trainees implement what they’ve been trained on to better represent program impact.
- 2) Where appropriate, include the use of “Eat Smart. Play Hard.” and other existing USDA materials in FSNE activities for schools and other youth-based programs.
- 3) Work with CDSS and CNN to enhance partnerships with local social services to promote nutrition among FSP families.
- 4) Explore strategies for increasing access to FSNE services for local minority populations in addition to low-income Hispanic and African-American FSP families.

- 5) Develop a system for Alameda County Health Department staff to periodically review contractor/partner fiscal documentation to ensure compliance with FSNE requirements.

Local Site Visit Summary Report:

April 4, 2006 – West Contra Costa Unified School District, Richmond, CA

Participants:

CPNS/CNN: Ralph Bonitz, Pam Delapa, Monica Perez

Dover Elementary School: Aaron Reaven, Paula Kay, Jake Lawlor, Matt Wayne

USDA/FNS: Marisa Cheung

Verde Elementary School: Cassie Scott

West Contra Costa Unified School District (WCCUSD): Heidi Camorongan, Donna Ranier, Arlene Yamada

Process:

FNS staff interviewed program and fiscal representatives from WCCUSD and observed nutrition education activities at Dover Elementary School and Verde Elementary School. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to determine if project costs had been properly allocated, claimed and documented.

Findings/Observations:

- WCCUSD oversees a notable variety of nutrition education activities in participating low-income schools such as garden-based nutrition education, sampling through healthy food bars and learning laboratories, afterschool healthy cooking classes, promotion of fruits/vegetables for mobile community kitchens, CNN’s Harvest of the Month, nutrition and health festivals, and nutrition promotion at periodic parent nights and Parent/Teacher Association meetings. The district has currently secured several external sources of funding to help fund the establishment of school wellness policies, physical activity festivals, participation in local collaboratives and other innovative health promotion efforts.
- During the onsite activity observation at Dover and Verde Elementary Schools, the FNS reviewer was impressed with the energy, nutrition knowledge and ability to engage children exhibited by each of the FSNE educators.
- At Dover Elementary School, students participate in weekly nutrition activities such as keeping nutrition journals, designing marketing strategies for promoting nutrition information (e.g. posters, jingles), undertaking tasks to understand how nutrition affects bodily function, and healthy food taste testing. On the day reviewers visited Dover, students participated in an interactive discussion of how fats affect heart health and a label reading exercise that focused on “health versus unhealthy” fats. In handling questions about specific fast food items, FSNE educators were adept at keeping the discussion fairly general with regard to foods high in fat, and calories, rather than pointing to a specific type or brand of food. At one point during the visit, fourth-grade students spontaneously began discussing with reviewers some of the information they had learned in past nutrition laboratories, demonstrating a remarkably high level of retention of nutrition concepts. Furthermore, messages are reinforced with parents of Dover students, as they occasionally participate in nutrition activities with their children through afterschool programming and special events that involve nutrition promotion (e.g. African-American History Month, Saturday community gardening).

- At Verde Elementary School, students voluntarily participate in afterschool nutrition education, which is integrated into cooking classes taught by local chefs. During the site visit, students participated in a Harvest of the Month activity, learning about the nutrients provided by citrus fruits. The chef present on this day, who appeared to be funded through non-FSNE dollars, indicated that she focused on seasonal and organic foods and taught the children about “not putting poisons into their bodies” (presumably non-organic food). In the regular school day, nutrition is equally and imaginatively linked to literacy, science, geography, etc. For example, several of the school’s garden beds take the shape of different continents, in which only those vegetables native to a given continent are grown and prompting discussion of other information specific to a given geographic place, culture or population. The Garden Coordinator at Verde has worked with students and community volunteers to design a stunning outdoor classroom that continuously reinforces nutrition ideas, facilitates teaching of such concepts by other teachers and appeals to each of the children’s senses. Parents likewise participate in nutrition education such as presentations given during harvests in the garden, activities at parent nights and intermittent food demonstrations/samplings.
- At both schools, students participated in activities in a separate classroom designated for nutrition education. On one hand, this allowed for more creative use of the classroom environment to reinforce nutrition messages; on the other, it pointed to the lack of interest from teachers to fully incorporate nutrition into students’ regular curriculum. The principal at Dover confirmed however, that the time spent on nutrition education did count towards meeting the State’s educational standards in areas such as persuasive writing, literacy, math and science. At Verde, teachers had previously been involved in nutrition education, but due to restructuring of the school to focus more on testing and avoid takeover by the State, have since had to drop regular nutrition activities.
- WCCUSD staff have been particularly challenged with implementing FSNE activities in recent times, as they have lost several key members of the foodservice department. The district’s Foodservice Director currently oversees FSNE, but does not have any staff who can serve as a project coordinator and dedicate the time necessary for effectively managing FSNE. The Director has expressed the need for technical assistance in several areas including soliciting the interest of teachers and the district’s Coordinator of Curriculum Development, obtaining nutrition education curricula that meets State educational standards, providing training to nutrition educators and school principals on FSNE allowable costs, and participating in opportunities to share challenges and best practices with other school districts
- For the time period reviewed, WCCUSD did not have adequate fiscal systems in place to ensure that FSNE expenditures were appropriately allocated, claimed and documented. WCCUSD fiscal staff indicated that individual schools were expected to monitor all financial costs, yet it appeared that participating schools were unable to provide appropriate monitoring due to uncertainty about FSNE cost policies and competing priorities.
- In reviewing documentation submitted by individual schools, FNS found a number of unallowable costs being requested for reimbursement including snacks for students on test days, food for non-FSNE events and meetings (e.g. rotisserie chickens, 29 pork roasts), boutique soap products, travel for foodservice staff to attend the State foodservice

conference and staff time spent on National School Lunch Program/School Breakfast Program outreach. Many of the unallowable food-related costs were due to the district retaining an open account at the Food Maxx retailer without clarifying for teachers that the account was to be used solely for FSNE-related expenses. Fortunately, in preparing for the WRO FSNE Review, WCCUSD’s Director of Budgets discovered most of these claims in the quarters to be reviewed and doubting their allowability, pulled them from the invoices submitted to CNN. It is unclear to what extent similar unallowable costs were claimed in previous fiscal quarters and years, but the Director of Budgets plans to review the supporting documentation for all future invoices based on the aforementioned concerns.

- FNS additionally found that much of the local share documentation submitted did not meet FSNE requirements in that individual school staff time had been tracked quarterly (e.g. one total “hours” figure for one quarter) rather than weekly. Noting this as well during her “pre-Review” examination of records, the Director of Budgets has asked that all staff retain weekly time records for all future time and effort reporting. Finally, WCCUSD was unable to produce back-up documentation for a portion of expenditures claimed at the district-level, but assured reviewers that staff would follow-up and send the documents to FNS immediately.
- According to WCCUSD fiscal records, reimbursement of their invoices has historically been delayed, though not quite enough to cause a significant financial burden on the district. For example, their invoice for the fourth quarter of FFY 2004 was submitted to the State in March 2005, but they did not receive their reimbursement warrant until March 2006. The district has filed invoices for first, second, third and fourth quarters of FFY 2005, but at the time of the site visit, had not received any reimbursement for these claims.

Corrective Actions:

1) Submit copies of the following supporting documentation:

Time Period	Expense Detail	Amount
2 nd Quarter	WCCUSD Foodservice Department total local budget share.	\$27,589.61
3 rd Quarter	WCCUSD Foodservice Department total local budget share.	\$36,878.78
2 nd Quarter	Federal budget share “personnel salaries and benefits”.	\$6315.94
3 rd Quarter	Federal budget share “personnel salaries and benefits”.	\$57,922.02
3 rd Quarter	Federal budget share “other costs”.	\$17,413.59

2) Ensure that all salary, benefit, travel and other expenditures for meetings that are claimed to FSNE Federal and State/local budget shares are pro-rated based on FSNE FTE of the traveler and percent of the meeting/conference agenda pertinent to FSNE.

- 3) To ensure sufficient program coordination and oversight, work with WCCUSD to hire a qualified staff person to manage the district's FSNE project.
- 4) Provide additional technical assistance to WCCUSD with regard to financial requirements for participation in FSNE and allowable/unallowable costs. Ensure that a plan is in place to reinforce these policies with teachers and other school staff.

Recommendations:

- 1) Work with WCCUSD to develop a long-range sustainability plan for nutrition education efforts in FSNE schools (e.g. teachers' integration of nutrition in existing curricula, peer education models, etc.).
- 2) Provide to WCCUSD updates on trainings and resources for youth programs (e.g. SHAPE, "5-A-Day Power Play!", "Fruits and Vegetables Galore", etc.) and opportunities to share their ideas and best practices (e.g. garden-based nutrition education, eliciting parental involvement in FSNE activities, securing external funding for unallowable FSNE costs) with other school-based CNN projects.
- 3) Where appropriate, include the use of "Eat Smart. Play Hard." and other existing USDA materials in FSNE activities for schools and other youth-based programs.

Local Site Visit Summary Report:

April 24-26, 2006 – Los Angeles Unified School District, Van Nuys, CA

April 26, 2006 – Nevada Elementary School, Canoga Park, CA

Participants:

CPNS/CNN: Kelley Maddox, Gil Sisneros

Los Angeles Unified School District Nutrition Network (LAUSDNN): Roberta Acantilado, Herracia Brewer, Marietta Claudio, Kelly Donaldson, Loralie Forbille, Edna Gabriel, Jennifer Genens, Agnes Isa, Raji Kaval, Tanya Mandl, Stephanie Marks, Martha Picado, Estrella Prado, Lorraine Quan, Arcenia Ramos, Pamela Salinas, Anjani Sanda-Madhure, Wendy Selin, Karina Soriano, Salvador Valdovinos

LAUSDNN Subcontractors: Rebecca Davids (UCLA), Renie Fahmy (Chefs for the Classroom), Raul Gonzalez, Alex Hamilton-Smith (Chefs for the Classroom), Jean Hooper (Hoop'n With Hooper), Mike Howard (Operation Clean Slate), Linda Lange (UCLA), Beth Larsen (Social Marketing Consultant), Tessa Milman (SEE-LA), Mike Prelip (UCLA), Abraham Tetenbaum (Enrichment Works), Stephanie Vecchiarelli (UCLA)

USDA/FNS: Marisa Cheung (WRO), Mavia Fletcher (MWRO)

Process:

FNS staff reviewed LAUSDNN's program documentation and observed a FSNE activity at Nevada Elementary School. In addition, reviewers conducted individual interviews with 25 staff affiliated with the LAUSDNN: eight fiscal/clerical staff, seven program staff, one manager and nine subcontractors. Though only the staff who were available during the 3-day interview timeframe were surveyed, this reflected roughly over 80% of potential interviewees. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to ensure that project costs were properly allocated, claimed and documented.

Findings/Observations:

- LAUSDNN delivers innovative and comprehensive nutrition education services to students in the district, employing hands-on instruction techniques and creative partnerships. Such inventive collaborations include in-classroom culinary education with professional chefs teaching healthy food preparation and how math and science are used in cooking; a farm-to-school program that brings farmers into the classroom and ties together nutrition, food, gardening and agriculture; two performing arts organizations that communicate healthy eating and physical activity through plays and operas; a muralist who reinforces nutrition messages visually with artwork throughout LAUSDNN schools; a consultant who provides nutrition presentations for parents through various avenues; two organizations that promote unique physical activity opportunities through hula hooping and yoga demonstrations; and a social marketing consulting agency that supports the aforementioned direct education efforts with broad-based message reinforcement and large-scale nutrition promotion events.

These inventive partnerships have allowed for notably interactive nutrition education strategies. For instance, in farm-to-school efforts, staff work with farmers to reinforce

nutrition messages and garden-based curricula with produce sampling and often utilize mock farmers' market and produce stands to promote nutrition at school health fairs. With resources from YogaEd, teachers are trained on games and visualization exercises that promote physical activity and can be integrated with nutrition programming. Reach for the Stars Productions is an invaluable social marketing resource for LAUSDNN, developing materials and mediums for promoting consistent nutrition messages on a school community-wide basis, including production of the nationally recognized "Shake It Up" fruit and vegetable music CD. LAUSDNN also provides funding in the form of "awards" to low-income schools for supporting nutrition through a variety of channels involving students and school staff. Nutrition Action Councils, for example, have been a longstanding success among CNN partners, empowering students to promote nutrition among their peers and advance ideas on how to improve eating behaviors on campus.

- From a programmatic standpoint, the LAUSDNN infrastructure is ideal. The Network serves as an umbrella organization that works towards standardization of the quality, breadth and depth of programming among low-income schools in the district. Key to the Network's success is the expertise of fulltime Teacher Advisors and Nutrition Specialists, who provide vital technical support for schools participating in FSNE, develop FSNE programming and monitor onsite nutrition education activities. Staff also publish monthly newsletters for LAUSDNN teachers, to update them on programmatic, administrative and fiscal issues and introduce new resources. Equally critical to the success of LAUSDNN is the organization of lead teachers in FSNE schools, who are responsible for encouraging their peers and coordinating programming, fiscal documentation, etc. onsite. The Network requires one standard curriculum ("Harvest of the Month") for all schools, but offers the flexibility for schools to choose from any of the subcontracted nutrition and physical activity promotion activities for additional onsite interventions, increasing the likelihood of buy-in from school administrators.
- With a 79% Hispanic student population, LAUSDNN indicates they typically have not used translators for youth-based activities, but do so when needed. "ESL-friendly" (e.g. hands-on, visual) activities and parental events in Spanish are moreover provided to expand reach to non-English speaking audiences. "MyPyramid" materials are primarily used for this purpose, though many clients have found the new food guidance messages confusing. "Eat Smart. Play Hard." materials do not appear to be used a great deal in the district. All materials developed by LAUSDNN that were reviewed during the site visit had the appropriate funding and credit statements and were, for the most part, updated to reflect the 2005 Dietary Guidelines for Americans.
- Sustainability of programming is addressed in part by this project, given LAUSDNN's focus on training teachers to integrate nutrition education into existing school subjects such as math, science and Open Court reading. To that end, the district's extensive network of teachers trained in promoting nutrition and physical activity, and hence the sheer magnitude of FSNE reach to disadvantaged children, is remarkable, reportedly reaching 313,000 students (unduplicated) in Fiscal Year 2005 alone. It is evident however, that without FSNE funding, much of the imaginative work currently being done through the Network subcontractors at least, would not continue. Though LAUSDNN managers have made progress in seeking additional community partners, it did not appear that concerted efforts have been made to secure external funding to support unallowable

FSNE costs (e.g. substitute teachers, school salad bars, environment/policy change, expanding activities to schools ineligible for FSNE) or long-term sustainability.

- Nutrition education for parents of LAUSD students is slightly lacking in terms of the scope of work for LAUSDNN, as there currently appear to be only a couple consultants that focus on services for parents. Activities aimed at parents include nutrition presentations at Parent Teacher Association meetings, bilingual councils, school site councils, etc., occasional health fair events and sending recipes home with students. There did not appear to be many other activities that directly linked what was taught in the classroom to the nutrition messages and environments that students experienced at home. Nonetheless, it may be that other CNN partners in the Los Angeles Region are already working with these parents to promote nutrition. At the time of the site visit, LAUSDNN staff were not clear on the types of activities other local CNN projects were implementing.
- LAUSDNN has taken the initiative to seek an assessment of program impact, by contracting with the University of California, Los Angeles (UCLA) to oversee evaluation efforts. For the FFY 2005 evaluation, UCLA staff felt that LAUSDNN programming was not quite mature enough to expect behavioral outcomes, so they focused on process, student knowledge indicators and teacher satisfaction with workshops and other technical assistance provided by LAUSDNN. Confounding factors in the past year's evaluation were healthy food access, negative nutrition influences in the home, and relatively low-dosage interventions.

The 2005 evaluation notes a few areas for improvement, but found overwhelmingly that FSNE teachers were pleased with the programming provided by subcontractors and that lead teachers were generally satisfied with the support they received from LAUSDNN staff. Qualitative data additionally indicated that students' knowledge and intake of fruits and vegetables were improving since participating in LAUSDNN. It did not appear that LAUSDNN had yet used findings from the UCLA report to adapt programming or implement the evaluation team's recommendations, though FNS's site visit came only four months after release of the report. This year, UCLA is launching a more rigorous evaluation design, including a control group of comparable FSNE-eligible schools, the tracking of individual students and a higher level of data detail and analysis (e.g. stratification of outcome data based on level of exposure to FSNE).

- Reviewers observed a FSNE event at Nevada Elementary School, among the smaller of roughly 300 low-income schools participating in LAUSDNN, with an enrollment of 640 students. The school-wide outdoor event conducted during the FNS site visit involved multiple "stations" and components: a station for parents to learn about nutrition and the benefits of FSP participation, and to enjoy a hands-on demonstration of healthy snacks; a fruit sampling station for students; an area designated for displaying artwork from the school's fruit/vegetable classroom poster contest; breakout sessions across the entire school yard for each classroom to work on chalk artwork that promoted healthy eating and physical activity; and a closing session that entailed the entire student body and faculty performing a brief nutrition and physical activity dance led by LAUSDNN staff. FNS reviewers were astounded not only by the level of enthusiasm for nutrition exhibited by teachers and students, but also the ability of staff to coordinate such a massive scale

event and do so flawlessly. The site visit reinforced that LAUSDNN is truly a model with regard to its quality of school-based FSNE programming.

- During the group and individual interviews with staff, both successes and challenges were noted. Generally, staff felt that FSNE programming in LAUSD was strong and that they were receiving the technical assistance they needed from the State. They stated that the activities supported by subcontractors were significant factors in the success of the program. Staff noted that the commitment of teachers, many of whom promote nutrition above and beyond their required scope of work activities, was likewise critical to the network's effectiveness. Challenges cited by staff included securing superintendent and principal support, having to address annual changes in national FSNE policy, particularly the denial of substitute teacher costs, the level of paperwork required to participate in FSNE, the limitations on equipment that can be purchased (e.g. cameras, cooking carts) and the State's limitation on transferring more than \$50,000 per line item. Staff indicated a need for technical assistance on streamlining documentation and possibly moving towards an electronic recordkeeping system, obtaining information on what FSNE schools are doing in other districts and States, and reconsideration of unallowable costs such as school salad bars and gardens.

To better assess program operations, FNS aimed to conduct individual interviews with any staff who were available during the 3-day interview, emphasizing that there was no obligation to participate. A total of 25 individuals were interviewed, representing roughly 80% of potential interviewees: one manager, eight fiscal/clerical staff, seven program staff and nine LAUSDNN subcontractors. Reviewers posed two general questions to interviewees: 1) Are there any issues related to LAUSDNN or FSNE not raised during the group interview that you would like to discuss now? and 2) What do you believe works well with LAUSDNN and what, if anything, would you like to see changed programmatically, administratively or fiscally?.

FNS was first and foremost struck by how passionate and committed interviewed staff are to LAUSDNN mission and goals, with a genuine and common desire to provide effective services to participating schools. Yet in spite of a history of high-quality programming and the enduring dedication of LAUSDNN partners, reviewers learned that serious personnel issues and conflict have begun to adversely impact LAUSDNN's effectiveness and efficiency. Of the 24 program and fiscal staff and subcontractors interviewed, all but one had significant concerns about management of the program. The one interviewee who had no issues to raise indicated having been employed with LAUSDNN for too brief a time to have a feel for the program yet. Among a number of concerns cited by the remaining 23, extremely poor internal communication systems between staff and with schools, delayed contract execution for and reimbursement of subcontractors and increasing stress on participating teachers, have especially detrimental implications with regard to program effectiveness. Most attributed these challenges to the alleged "incompetence" and "unprofessionalism" of two staff members in particular. These individuals purportedly withheld information from staff regarding changes affecting their own work with schools and crucial to program implementation, asked LAUSDNN staff to participate in activities outside their scope of work and unrelated to FSNE, failed to learn any of the program or fiscal aspects of FSNE or provide adequate guidance to staff, falsified one individual's time records, and often publicly berated

employees. In response, these individuals felt strongly that such concerns were the result of staff resisting change and having difficulty with new leadership styles. They stated that examples raised regarding participation in non-FSNE activities were actually attempts to widen the scope of project partnerships and that other administrative changes made were to ensure that LAUSDNN better complied with FNS policies and requirements.

Staff indicate having made several attempts to resolve the aforementioned issues via both verbal and written communication. With regard to contract execution and subcontractor reimbursement, subcontractors placed repeated calls to LAUSDNN to no avail. While a few felt the bottleneck was in the district's accounts payable department, the majority of the nine subcontractors interviewed stated that the problem lie with one staff person "sitting on contracts without reviewing them" and making mid-year changes to contract language. Particularly worrisome is that reimbursement became so delayed that several subcontractors state they were forced to tap into personal retirement accounts, family members' lines of credit and home equity loans to float their expenses until receiving reimbursement for services from LAUSDNN. Such an unacceptable circumstance, in addition to personnel issues, could ultimately cripple LAUSDNN's operations. Staff estimated that more than a dozen LAUSDNN staff resigned last year due to such problems and 30% of the existing staff and subcontractors interviewed indicated they had either already filed for a transfer or were seriously contemplating resigning/terminating their contract. (*More detailed, anonymous interview documentation is available upon request.*)

Given the gravity of these allegations, FNS indicated they were willing to delve further for tangible evidence of program mismanagement if necessary. During the brief review period, documentation was generally not provided to verify the issues staff raised. When FNS inquired if the State had any information to confirm these findings, CNN staff noted that they had observed an instance of unprofessional practices even during the FNS site visit, had their own challenges with obtaining accurate and appropriate fiscal documentation from one of the individuals mentioned and that they had heard in the past few months the beginnings of complaints from staff regarding the new direction of program administration. In spite of the described personnel conflicts, because reports suggest that LAUSDNN was still able to meet their scope of work objectives, there may have been less of a sense of urgency to address the personnel issues. Based on the additional information from staff interviews however, CNN staff immediately met with LAUSDNN to discuss the staff concerns. The State indicates that LAUSDNN leadership was likewise eager to resolve such issues and planned to submit an action plan with next steps for CNN and FNS to review. During this initial meeting, CNN made a number of strategic recommendations. Of utmost importance, they suggested the hiring of a senior-level certified accountant to oversee LAUSDNN's financial operations, establishing a probationary period for the Project Director position, securing an external consultant to provide an objective assessment of LAUSDNN systems and dynamics and bringing in upper management to open communication lines among staff.

- Fiscally, FNS reviewers could not confirm that LAUSDNN's systems were adequate for maintaining the required level of documentation for FSNE and processing expenditures timely. While many of the line item expenditures reviewed were appropriately

supported, many others were provided with no documentation (e.g. receipts, vouchers, etc.) during the site visit. Also, LAUSDNN had not been meeting the FSNE requirements for equipment inventory until a recent CNN site visit cited this deficiency. Documentation for time and effort, representing the bulk of LAUSDNN's Federal and State/local Share expenditures, was not made fully available for the visit. Most of this documentation was subsequently submitted during the writing of this report. Staff explained that schools compile the required weekly time logs onsite but submit to LAUSDNN only a summary time report. The fiscal coordinator indicated being unaware that the weekly records were required for the FNS review, but that she would forward copies as soon as possible. She could not confirm with FNS if LAUSDNN staff conducting local school site visits reviewed any fiscal documentation as part of providing ongoing oversight. Upon review of the documentation LAUSDNN submitted following the site visit, FNS recognized the substantial level of oversight LAUSDNN and school lead teachers provided in coordinating maintenance and submission of time records for thousands of teachers throughout the district. Unfortunately, while school staff had been retaining time and effort reports, the detail of such records did not meet the minimum FSNE requirements. The time records reviewed by FNS indicate that staff from the sample schools were tracking hours by type of activity by quarter, and in a few cases, by school year. Neither time frame meets the weekly time record requirement necessary for participation in FSNE. LAUSDNN was not on CNN's list of local projects with approved time study alternatives, although this method of one total figure for number of hours per quarter or per school year still would not have met the requirements for an FNS time record alternative.

On paper, LAUSDNN has a notably comprehensive manual for participating schools and teachers, which details the type of documentation required to participate in FSNE, allowable/unallowable cost policies, significant fiscal changes from previous years, etc. Future site visits by CNN and LAUSDNN staff would need to verify if this was being enforced at all participating schools. Based on the expenditures that did have backup documentation for review, FNS did not find evidence of systematic or egregious unallowable costs being claimed through FSNE. Documentation showed that the costs that had been denied in 2005 were appropriately removed from the project's scope of work. State documents further indicated that LAUSDNN invoices had been submitted timely and reports were only slightly delayed.

Corrective Actions:

- 1) Submit copies of the following supporting documentation:

Time Period	Expense Detail	Amount	Status
<i>Salaries</i>			
2 nd Fiscal Quarter	Time and effort reports for staff claimed under both the Federal and State/local Share budgets for: Avalon Gardens School, Cheremoya Avenue School, Fred S. Lull School, Miramonte EEC, Valerio Primary	Unavailable (selected schools represent a sample; a disallowance for lack of time records	Completed 5/23/06.

	Center, Manchester Avenue, Test Kitchen, Robert E. Peary Middle School, Stonehurst Avenue, San Fernando High School. Documentation submitted on 5/23/06 indicates that school staff time and effort reports did not meet FSNE requirements.	would apply to all schools)	
<i>Operating Expenses</i>			
2 nd Fiscal Quarter	“Mulholland”	\$59.04, \$1574.05	Completed 5/23/06.
	“For VE in Feb. ‘05”.	\$15.29, \$221.40	Completed 5/23/06.
	Staples receipt w/o description of purchase	\$681.90	Completed 5/23/06.
	“Monlinx”.	\$202.64, \$10.26, \$17.33, \$190.74, \$10.26	Completed 5/23/06.
	“Resun Le” – sales tax	\$757.75	Completed 5/23/06.
	“R&L Business Int Inc.” – duplicate invoices charged twice (invoice #1001)	\$541.25, \$541.25	Completed 5/23/06.
	No description provided. Documentation from 5/23/06 includes only a computer printed number and a handwritten note indicating this is a cell-phone expense. No bill/receipt was provided.	\$38.34, \$234.02, \$36.52	Pending
	“Cell” – cell phone? No purpose, contract, bill/receipt provided.	\$36.04	Pending
	“RR Bradley”. Documentation submitted on 5/23/06 indicates that this is salary paid for janitorial services. It is not clear whether this is already covered in LAUSD’s indirect costs.	\$810.35	Pending
	Need rental agreement and explanation of multiple taxes.	\$23,131.63	Completed 4/26/06.
Portion of rental bill claimed for “delivery” and “installation” of building in both 2 nd and 3 rd quarters – please clarify why this is not a one-time, upfront expense.	\$23,131.63	Completed 5/23/06.	
3 rd Fiscal Quarter	June adjustment expenditures not documented.	Unavailable.	Pending
	“RR Bradley”	\$810.35	Pending (see above)

	Verizon wireless cell phone.	\$200.04	Completed 5/23/06.
	Need explanation of multiple rental taxes.	\$37.89 - \$757	Completed 4/26/06.
<i>Travel Expenses</i>			
2 nd Fiscal Quarter	Mileage for January, February and March (brief description of purpose and destination required)	\$5026.83	Completed 5/23/06.
3 rd Fiscal Quarter	Mileage for April, May and June (brief description of purpose and destination required)	\$4948.14	Completed 5/23/06.
<i>Subcontracts</i>			
2 nd Fiscal Quarter	Invoices and backup documentation for Alexander Hamilton-Smith and Raul Gonzalez	Unavailable.	Completed 5/23/06.
3 rd Fiscal Quarter	Documentation to reconcile discrepancy between billed amount of \$58,500 and documented amount of \$58,100	\$400	Completed 5/23/06.
<i>Other Costs</i>			
2 nd Fiscal Quarter	Documentation for mini-grants invoiced in January and February. Documentation submitted on 5/23/06 included a folder entitled "mini-grants", but the folder was empty.	\$81,573.75	Pending.
	For March, sufficient documentation was provided for Mango, Enrichment Works, Fruit and Vegetable Fun, Hoop'n With Hooper and Southland Opera. Balance of invoice was not documented.	\$164,882.36	Completed 5/23/06.

- 2) Ensure all staff funded through the Federal/State/local FSNE budget shares and dedicating less than 100% time to FSNE, maintain weekly time records (or request FNS approval for an alternative record). All such records must be completed retroactively by the individual charged to FSNE, to verify reporting of actual hours.
- 3) Work with LAUSDNN to establish a mutually agreed upon protocol for officially communicating program, fiscal and administrative policies with schools.
- 4) Work with LAUSDNN to establish acceptable timelines, as agreed upon by staff from LAUSDNN, LAUSD Accounts Payable, and CNN, for subcontractor execution and reimbursement processes, including turnaround timeframes for each step of submission, processing, review and approval of contracts and invoices. If no agreement can be reached on a reasonable timeline, explore the possibility of

contracting out this oversight function to a local nonprofit administrative organization.

- 5) Establish and publicize with staff a mutually agreed upon protocol for conflict resolution among LAUSDNN staff members.
- 6) Ensure increased oversight of LAUSDNN negotiations until a satisfactory resolution can be reached regarding all administrative issues raised during the FNS site visit.

Recommendations:

- 1) Provide LAUSDNN with opportunities to share with other school channel projects ideas, challenges and best practices (e.g. teacher training, innovative subcontractor partnerships, social marketing techniques in a school setting).
- 2) Build upon existing nutrition education component for parents of LAUSDNN students and ensure that the Los Angeles Regional Nutrition Network facilitates a discussion with LAUSDNN regarding how local CNN projects may support LAUSDNN FSNE activities for children (i.e. by providing parental component, working with FSP Outreach partners to obtain additional outreach resources, etc.).
- 3) Ensure that findings from UCLA's 2005 LAUSDNN evaluation project are used to refine programming in future years.
- 4) Consider expanding the scope of LAUSDNN's evaluation design to examine indicators beyond fruit/vegetable consumption and incorporate evaluation of successful programs in addition to "Harvest of the Month".
- 5) Per LAUSDNN's request for technical assistance with streamlining fiscal documentation, work with local projects on development of an online/paperless system for documentation and reporting of teacher staff time.
- 6) Consider re-designing office space to afford some level of staff privacy (e.g. cubicle walls, office or separate space for project director, smaller private conferencing spaces, etc.).

Local Site Visit Summary Report:

April 27, 2006 – Southern Indian Health Council, Alpine, CA

Participants:

CPNS/CNN: Ralph Bonitz, Gil Sisneros

Southern Indian Health Council (SIHC): Doug Burns, Aimee Kirby, Denise Sautter, Lisa Turner, Marcia Turner

USDA/FNS: Marisa Cheung (WRO), Mavia Fletcher (MWRO)

Process:

FNS reviewers interviewed SIHC staff and observed a nutrition education activity on the Campo Indian Reservation in San Diego County. Fiscal documentation for the 2nd and 3rd fiscal quarters of 2005 was reviewed to ensure that project costs were properly allocated, claimed and documented.

Findings/Observations:

- SIHC provides health services for roughly 245 registered Native Americans and numerous unregistered families on local reservations. In spite of poor interest in nutrition education initially, SIHC recognized that building trust and being tenacious was critical to working with their Native American audience. By being forthright and consistent, staff have established a relationship with tribes and found an entry into encouraging healthy nutrition behaviors with this population.
- In the early stages of program development, SIHC staff attempted to provide healthy cooking classes using commodity foods and encouraging the use of more traditional foods. Because many traditional foods are no longer available locally however, diets of Native Americans in the San Diego area have become westernized and interest in classes discussing traditional foods quickly waned. Staff adapted and instead focused on teaching families how to make their “Americanized” Native American foods healthier. Fruit and vegetable gardens have likewise not been a viable option on these reservations given the prevalence of ravenous wildlife and extreme weather. Limited container garden-based nutrition education has been provided through some of the youth-based programs. Access to fresh produce continues to plague reservation communities and farmers’ markets have thus far been difficult to set up.
- SIHC’s FSNE efforts include fairly minimal physical activity promotion. The project had encouraged clients to form a “Healthy Lifestyles Walking Group” and some physical activity promotion has been conducted among younger children on the reservation, but client enthusiasm has been difficult to maintain.
- SIHC’s FSNE project benefits from a diversity of uniquely skilled and creative professionals. This staff of physicians, nurses, dietitians and a chef are dedicated to addressing obesity and the related chronic diseases that afflict local Native American populations. Despite a modest staff, SIHC provided FSNE services to 14,000 low-income individuals in 2005 by traveling to everywhere their target audience would be. Nutrition messages are disseminated during medical and dental visits, through outreach for various programs, afterschool programs, health fairs, multi-day “pow-wows”,

community centers, etc. Many activities are followed up with regular nutrition newsletter mailings to reinforce messages learned in classes. Pre-/post-test evaluations are conducted when possible.

- The majority of nutrition education materials used by SIHC are drawn from CNN's "Harvest of the Month", other State-developed curricula and local commodity boards' materials. The Project Coordinator reviews all potential materials to ensure cultural appropriateness. She has found the USDA's "Eat Smart. Play Hard." materials to be too anglicized for their target population. A continuing challenge with regard to materials is that each tribe differs in terms of the messages that resonate with them. For example, even pictures and symbols utilized by Native American tribes in northern California differ significantly from those that carry meaning for tribes in southern California.
- During the nutrition education activity observed on the Campo Reservation, participants were taught about healthy food preparation techniques and the health benefits of fruits and vegetables during a hands-on food demonstration. It was clear that SIHC staff had developed a rapport with many of the community members. As many of the audience members were quite vocal, it was helpful that the Project Coordinator had a strong and energetic personality to keep the group on track and tactfully respond to frequently challenging questions. When questions related to nutrition and individual medical conditions arose, the Project Coordinator appropriately encouraged clients to consult their physicians. This particular nutrition education session appeared to be geared towards adults and though a few children showed up with parents initially, they eventually wandered off.
- SIHC staff indicate that the most challenging issues related to participating in FSNE are the continuous changes in FSNE program policy, high turnover, geographic isolation, cultural acceptance and the paperwork required for local share documentation. Staff have had to "re-educate" physicians in particular on an ongoing basis, about why time records are needed and state that some physicians have found this to be somewhat insulting to their integrity. SIHC has also found valuable participation in the Nutrition Council for California Indian Clinics, but would like more opportunities for sharing ideas and mentoring new programs that work with low-income Native Americans. SIHC staff occasionally attend San Diego Nutrition Network meetings, but have found that the direction of this group is not particularly useful for the purpose of this project. Finally, staff have found the State's required SAAR and progress reports to be useful in keeping the project on track and also noted that the State has been helpful in keeping local FSNE contractors apprised of FSNE policy changes.
- Fiscally, SIHC retained adequate documentation for the two fiscal quarters reviewed for both the Federal and State/local share budgets. There was only one minor potentially unallowable cost that was claimed, in that professional memberships (American Dietetic Association, San Diego Dietetic Association) were invoiced during the third quarter. It was unclear if these were individual or organizational memberships, only the latter of which is permissible per the annual FSNE Guidance. Also, there were a couple in-state and out-of-state travel expense claims that did not appear to include a brief description of the purpose of the trips. The vast majority of expenditures were nonetheless appropriately accounted for, including weekly time records for Federal and State/local share staff.

Corrective Actions:

- 1) Ensure that only FSNE-related organization-level professional memberships are claimed under the FSNE budget. Individual memberships must be funded externally.

Recommendations:

- 1) Provide SIHC with opportunities to share with other projects in the Indian Tribal Organization channel ideas and best practices (e.g. identifying potential venues for reaching Native Americans with nutrition messages, adapting curricula to meet the needs of different tribal organizations, providing culturally sensitive nutrition interventions, recruiting staff members from diverse professional backgrounds).
- 2) Consider integrating into SIHC's nutrition education activities strategies for promoting contemporary as well as more culturally relevant, traditional forms physical activity.
- 3) Explore methods and resources for providing family-oriented interventions (e.g. offering nutrition promotion activities for children during adult nutrition education classes and events).
- 4) In a classroom setting, ensure latecomers are included in the FSNE discussions and food demonstration activities, when space allows, optimizing their learning opportunities and avoiding unrelated chatter and distractions.
- 5) Encourage tribal leaders to work with internal community members on strategies to improve access to fresh produce (e.g. farm stand model, working with existing retailers to enhance food choices, etc.) and securing external funding for such efforts.

Local Site Visit Summary Report:

April 28, 2006 – San Diego Community College District (Continuing Education Program), San Diego, CA

Participants:

CPNS/CNN: Ralph Bonitz, Gil Sisneros

San Diego Community College District (SDCCD): Mary Billingsly, Laurie Cozzolino, Nancy Hampson, Karen King, Mildred Levette

USDA/FNS: Marisa Cheung (WRO), Mavia Fletcher (MWRO)

Process:

FNS reviewers interviewed SDCCD staff and observed a nutrition education activity at an English-as-a-Second-Language (ESL) class. Fiscal documentation for the 2nd and 3rd quarter fiscal quarter of 2005 was reviewed to ensure that project costs were properly allocated, claimed and documented.

Findings/Observations:

- SDCCD has developed a unique and hands-on six-lesson curriculum, “Eating Well. Living Well.”, specifically tailored for ESL students. Roughly 97 different languages are spoken among SDCCD students. The curriculum, which is currently being modified based on extensive field testing, integrates key general nutrition education topics with a “total physical response” approach. That is, students are able to physically act out the lessons (e.g. washing hands, cutting vegetables) while simultaneously practicing English communication of each step and piece of nutrition information. Thus far, lessons have been written for the four lowest of the seven levels of English comprehension. The curriculum is on CD-rom and would be adaptable for other FSNE programs, and each lesson includes teacher background information. To help track behavior change, students keep a nutrition journal for each level, which often includes completion of nutrition “homework” (e.g. healthy snack preparation). Teachers also informally evaluate knowledge gained through verbal and visual quizzes of steps and information learned previously. A more formal evaluation using pre-/post-tests is underway. Once the curriculum is finalized, SDCCD staff intend to conduct trainings at statewide and local ESL conferences. They will also encourage teachers throughout the State to contribute lessons for their review for future editions of the material.
- Staff have been integral to efforts aimed at adding a nutrition objective to the California Department of Education’s “English Language Civics” program, which reaches low-income non-English speaking individuals throughout the State.
- Staff indicate that roughly three one-hour sessions of the semester-long English, Community Resources, and Lifeskills courses promote nutrition, with briefer, sporadic nutrition education activities conducted throughout the semester. Promotion of FSP and other food assistance programs are included as part of the ESL Community Resources lessons. Teachers have the flexibility to determine which nutrition lessons and supplementary textbooks to use, based on the interest of students. SDCCD has also developed a checklist to help teachers determine which nutrition textbooks are appropriate for ESL students. During the class observed, students were learning via a

process known as “information gap”, whereby students worked in pairs to fill in blanks that distinguish between when to use “how much” and “how many” in English. In this particular exercise, students used the two phrases to recite how much fat and how many calories were contained in different common foods. The ESL teacher also utilized fat demonstration tubes to show the amount of fat in various foods and asked students to go home and determine the amount of fat in foods they liked. Throughout the observation period, students appeared engaged and eager to participate in the nutrition activities.

- When available, staff utilize USDA nutrition education materials. For example, “Eat Smart. Play Hard.” Brochures are provided to students for the ESL “How to Read a Brochure” lesson. Low-literacy materials from the CNN-funded Healthy Kids Resource Center are also used.
- With regard to sustainability, SDCCD has placed their curriculum online and hopes to expand training to other organizations working with low-income adults learning English. They have thus far had difficulty getting trainings into the Los Angeles area. SDCCD staff have also attended meetings with the San Diego Nutrition Network to explore partnership opportunities, but have been told that the Network is currently offering only nutrition education in Spanish for limited English speakers. Staff are not aware of the Network providing nutrition education in languages other than Spanish.
- A few of SDCCD’s FSNE objectives were not met in the fiscal year reviewed. Nonetheless, the majority of such instances were due to having to revise materials to reflect the new Dietary Guidelines for Americans as well as changes recommended by advisory members working with the target audience.
- SDCCD claims as State/local FSNE budget share the staff salaries associated with teaching roughly two weeks’ worth of nutrition per semester (one week per summer session) and utilizes Federal budget share for the development of the “Eating Well. Living Well.” curriculum and travel for partner meetings and trainings.
- State/local share expenditures for the time period reviewed consisted exclusively of staff time. Documentation of such was provided via “activity logs” signed by each participating teacher. The activity logs however, do not meet the FSNE weekly time record requirement for actual hours contributed to FSNE and includes only a standardized brief statement that SDCCD “estimates a two-week period per teacher per semester” for the portion of time that teachers “incorporate a food or health unit in their curriculum per semester”. The two week estimate was derived from reviewing various nutrition and food-related textbooks being used on campus. The portion to be completed by teachers *prospectively* consists of filling out their names, level of ESL taught, teaching site and a signature confirming that they will “teach an English as a Second Language class that incorporates a food, shopping, or health unit that addresses nutrition topics”. The “two week” timeframe is not noted in the assurance statement signed by teachers, nor is there space for teachers to note actual hours taught.
- Federal expenditures for the time period reviewed were for the most part sufficiently documented. There was one invoice for which reviewers discovered an overpayment due to a mathematical error by a SDCCD subcontractor. In this instance, the contractor, “K. Lynn Savage”, had charged \$75/hr for 14.5 hours worked as a total of \$1870.50 instead of \$1087.50, resulting in a total payment of \$2137.44 rather than \$1354.44. The paid

invoice had been signed-off on by the Project Coordinator and eventually the Accounts Payable department. Reviewers also found a couple travel expense claims that had been written over and scratched through multiple times, making it notably difficult to read the actual costs that were claimed.

Corrective Actions:

- 1) Ensure all staff funded through the Federal/State/local FSNE budget shares and dedicating less than 100% time to FSNE, maintain their own weekly time records (or an FNS approved alternative record). All such records must be completed retroactively by the individual charged to FSNE, to verify reporting of actual hours.
- 2) Please remit to FNS payment of \$783, resulting from an overpayment to a SDCCD subcontract. Alternatively, the State may reduce their FFY 2006 FSNE budget to reconcile the 2005 overpayment.
- 3) Please strengthen standardized measures for ensuring that invoiced FSNE expenditures are reviewed for accuracy and propriety prior to payment.

Recommendations:

- 1) Identify opportunities for SDCCD to share with other CNN projects and FSNE States, the various curricula utilized with SDCCD ESL students.
- 2) Once completed, consider submitting the “Eat Well. Living Well.” curriculum for inclusion in the Food Stamp Nutrition Connection resource database and offering training on the curriculum via California’s Regional Nutrition Networks or other statewide mechanism.
- 3) Explore strategies for incorporating physical activity messages into existing FSNE lessons and activities.
- 4) Work with SDCCD faculty to integrate nutrition into other subject areas for basic adult education/ESL.
- 5) For all FSNE invoices, expenditure claims, etc., when an error is made, consider placing a line through the entry, the correct figure below it and the author’s initials next to it. If multiple mistakes are made, redo the entire invoice to avoid submitting a document that is either illegible or appears to be inappropriately revised.

Exhibit E: *Sample Supporting Documents*
(*FSNE Best Practice Oversight Tools and Educational Materials*)

**California Nutrition Network for Healthy, Active Families
APPLICATION COVERSHEET/CHECKLIST FORM**

Due April 7, 2006

DATE OF SUBMISSION	
ORGANIZATION NAME	
MAILING ADDRESS	
CITY/STATE/ZIP	
PROJECT REPRESENTATIVE	
TELEPHONE	
FAX	
EMAIL	

APPLICATION CONTENTS:

Letter of Qualification and Intent – Due February 28, 2006

Please Check

Application – Due April 7, 2006

- Budget Justification
- Contractor Information Form
- Project Summary Form
- Scope of Work
- Memo of Understanding (MOU) (if applicable)
- SHAPE Form (if applicable)
- Contractor Negotiation Availability Form

NOTE: The above documents must be completed and submitted with this Application Coversheet/Checklist Form. Please submit a Coversheet/Checklist Form with each submission. Applications missing any of the above items will not be processed.

Email application to your Contract Manager or Program Manager.

State of California—Health and Human Services Agency
Department of Health Services



California
Department of
Health Services

SANDRA SHEWRY
Director



ARNOLD SCHWARZENEGGER
Governor

February 9, 2006

TO: RENEWING LOCAL INCENTIVE AWARD (LIA) APPLICANTS

SUBJECT: CALIFORNIA NUTRITION NETWORK FOR HEALTHY, ACTIVE FAMILIES (NETWORK) FUNDING APPLICATION PACKAGE CONTRACT RENEWAL INFORMATION FOR CONTRACT TERMS BEGINNING 2006/2007

Congratulations! Based on successful past performance, your organization has been selected to receive a **three-year** contract from the *Network* LIA Program. This is anticipated to benefit your organization by decreasing the annual workload of preparing and negotiating contract documents. It also will allow you to continue conducting activities into the second and third year of your contract without interruption. Needed changes to your State and/or Federal Match Budget (formerly referred to as Local and/or State Share Budgets) or Scope of Work (SOW) during the three-year period may be handled either through an informal budget adjustment, informal SOW change, or a formal contract amendment. Selection criteria will be used to determine whether budget increases will be allowed.

Following is a current timeline that includes the documents your organization is required to submit for your contract.

Deadline Dates

1. **By February 28, 2006:**

- a) **A Letter of Qualification and Intent (LOQI)** (mandatory and non-binding). Only the anticipated amount for the 06/07 budget period is requested. Do not insert the total for the entire three-year budget period. The LOQI will be required at the beginning of each contract year to outline and re-certify your organization's proposed State Match (Local Share) contributions. The *Network* will send a reminder of this requirement at the beginning of each contract year funding cycle.

The LOQI must be mailed or faxed and followed with a hardcopy to Michele Jackson at the address stated on the form and postmarked on or before the stated deadline.

2. By **April 7, 2006**, submit an Application package that includes:
 - a) An **Application Coversheet/Checklist Form**
 - b) **Budget Justification** for each budget period
(i.e., 1st year: October 1, 2006 through September 30, 2007
2nd year: October 1, 2007 through September 30, 2008
3rd year: October 1, 2008 through September 30, 2009)
 - c) Contractor Information Form
 - d) A **Project Summary** covering the entire three-year period
 - e) Any Memo of Understandings (**MOUs**) or Letters of Agreement (**LOA**) with partnering agencies
 - f) Scope of Work (**SOW**)
 - g) Contractor Negotiation Availability Form
(*Compliance with deadlines will result in scheduling preference for the Applicant*).

These documents must be e-mailed to your assigned Contract Manager and Program Manager by the stated deadlines.

Network staff will review your application and work with your organization for any needed adjustments. Once this step is finalized, you will receive a letter to confirm the *Network's* intent to award and be assigned a new contract number. Please display the contract number on all subsequent documents and correspondence related to this contract.

SCHOOL DISTRICTS ONLY AND PROJECTS WORKING WITH SCHOOLS:

- **Shaping Health as Partners in Education (SHAPE) California Partner Data Form**
- **SHAPE California Letter of Commitment**

These documents require signatures; therefore, they must be mailed or faxed followed with a hardcopy to your assigned Contract Manager by the stated deadlines. Efforts in schools require coordination with University of California Cooperative Extension (UCCE) if UCCE is already conducting interventions there.

Allowable and Unallowable Costs

The Allowable and Unallowable Costs for FFY 2006 can be found on our website at <http://www.dhs.ca.gov/ps/cdic/cpns/network/FAP/Renewing.htm>. Refer to this document when completing your application. If there are changes in the *Food Stamp Nutrition Education Plan Guidance* for FFY 2007 that impact the Allowable and Unallowable Costs, the *Network* will update the website with a revised Allowable and Unallowable

Costs document. Note: You will be required to comply with the FFY 2007 USDA Guidance document once issued.

LIA Collaboration and Partnering Guidelines

This document is on the CPNS website for your review. The document contains a sample memo of understanding (MOU) that has been approved by USDA for your use.

Contract Negotiations

The *Network's* goal is to have a fully executed contract in place as close as possible to the contract start date of October 1, 2006, in order to give your organization the maximum time to expend contract funds. Contract negotiations are anticipated to take place from April 17 through June 1, 2006. Additional information will be supplied when negotiation dates have been determined.

We look forward to working with you in the coming year. For administrative/fiscal questions you may contact your assigned Contract Manager and for programmatic questions contact your assigned Program Manager.

Susan B. Foerster, M.P.H., R.D., Chief
Cancer Prevention and Nutrition Section
and
Project Director, *Network*

Enclosures

Network Application Timeline

For Federal Fiscal Year October 1, 2006 – September 30, 2007

- February 9, 2006** LIA funding application packets distributed.
- February 28, 2006** Letter of Qualification and Intent (mandatory and non-binding) due to the *Network* (mail to Michele Jackson).
- March 15, 2006** If your contract is already executed – Complete update to the new Funding Application Packet for all continuing (non-renewing) contractors due to the *Network* via email to your assigned Contract Manager.
- April 7, 2006** If your contract is due to end 9/30/06 and you are renewing- Completed Funding Application Packet due for all renewing contractors to the *Network* via email to your assigned Contract Manager.
- April 17-June 1** Contract Negotiations
- June 15, 2006** Contracts negotiated and finalized. Contracts ready for execution.
- October 1, 2006** New contract year begins.

For additional information contact Gil Sisneros for programmatic questions at (916) 449-5433 or for administrative/fiscal questions contact Kelley Maddox at (916) 449-5392 or Rosanne Stephenson (916)449-5403.

CALIFORNIA NUTRITION NETWORK FOR HEALTHY, ACTIVE FAMILIES

Negotiation Call Checklist

for

CONTRACT MANAGERS

YEAR ~~08~~⁰⁹

(October 1, 200~~8~~⁹ - September 30, 200~~4~~⁵)

Date of Site Visit/Phone Call: <u>8/10/04</u>		Years Funded:	
Agency Name:			
Program Manager: <u>X</u>			
Contract Manager: <u>J</u>			
LIA Representatives (including accounting staff):			
Housekeeping Items			
	Yes	No	NA
1) Verify Contractor has current Guidelines Manual	X		
2) Verify assigned contract number	X		
3) Supporting Documentation for both Local and State Share expenses must be kept on file for a period of three years and available for review when requested.	X		
4) Verify Project Database Form information (i.e. official contractor name, person with signatory authority to sign contract, etc.)			
Budget Review			
	Yes	No	NA
Reminders			
1) Verify understanding of Local Share & State Share	X		
2) Verify Local and State Share budget amounts and that accounting/fiscal person has copies of budget justifications	X		
3) Both Local and State Share figures must be based on actual expenses incurred within the contract period/quarter	X		
4) USDA Guidelines generally apply to both Local and State Share (a few exceptions exist such as travel, etc.)	X		
5) Ideally, Local and State Share spending should be occurring and reported simultaneously. Some leeway may be approved early in the contract period, if sufficient explanation is given. On completion of the contract period, only 50% of the documented Local Share amount will be reimbursed (up to the maximum of the contract total)	X		
6) <u>For schools only</u> : verify that the Network's line item definitions are compatible with LIA's internal line item definitions. Accommodations can be made to place expenses in alternative line items, if appropriate			✓
7) New computer standards			
Local Share Budget and Justification			
	Yes	No	NA
1) Verify that the source of Local Share funding is: a) non-federal b) not being used to match other federal money c) if funds are a cash donation, verify that they will not revert back to the donor if unspent. Contractor should verify this information with their accounting office	X		
2) Explain new procedure with Local Share budget and clarify that it should be signed by same person that will sign the contract	X		

\$50K + 25K

Contract Managers Negotiation Call Checklist

Date of Site Visit/Phone Call:	Yes	No	NA
1) Equipment: All equipment purchased with State Share funds must be inventoried on the Inventory /Disposition of DHS-Funded Equipment form and submitted to CM. The form should accompany the Invoice on which the equipment expense is billed. If applicable, a State/DHS tag will be issued. Refer to GM, Section II, Subsection 800	X		
2) Travel: Review new DPA travel rates for mileage (now \$.34/mile effective 10/1/02). Refer to GM, Section II, Subsection 900	X		
3) Subcontracts: a) Remind to submit copies of all subcontractor agreements over \$5,000 paid for with State Share funds (Includes subcontractor agreements approved during negotiation) b) Subcontracts exceeding \$5,000 that are not approved during contract negotiations require prior written authorization from the Network. Refer to GM, Section II, Subsection 1000 c) Remind the LIA contractor that they are responsible to hold subcontractors to all the same rules and regulations that they are governed by			✓
4) State Share budget amounts left unspent at the end of each budget period cannot be carried over to the next budget period			
Fiscal Requirements	Yes	NO	
1) Review the fiscal requirements of the contract: a) quarterly Invoices and Local Share Doc. Reports should be submitted at the same time. Refer to Section II, subsection 600 in the GM for timeline b) tracking systems for both Local and State Share Budget expenses Personnel tracking – weekly activity logs are required for any staff that is budgeted less than 100% or if your organization’s accounting system has the capability to identify expenditure object codes, then this would satisfy the activity log requirement. Refer to GM, Section II, Subsection 700	X		
2) Line items shifts are allowable during the contract term. Refer to GM, Section II, Subsection 1100			
Contract Processing Timeline			
1) If contract is \$75,000 or less – minimum of 4 weeks to process (DHS review/approval) ✓ If contract is \$75,000 or more – minimum of 6 weeks to process (DHS and DGS review and approval)	X		
2) <u>Counties</u> : Remind to put contract on future Board of Supervisors agenda			
3) <u>Schools</u> : Remind to put contract on future School Board agenda			
Next Steps			
Date to submit final document revisions (to both CM & PM)	by Aug 20th		

COMMUNICATION LOG

CONTRACT #

CONTRACTOR NAME:

PROJECT DIRECTOR:

PHONE#

FAX #

FISCAL PERSON:

PHONE#

FAX#

Date	Contact Name	Comments
6/13/03		- sent US Comments to contractor has requested revised documents
4/26/04	" "	Rec'd Contact Information Sheet OK to Package Contract.
6/18/04	" "	1st + 2nd quarter invoices reviewed, adjusted & approved for payment Faxed conditions to + email invoice, US report + Budget submit request form to her.
"	"	1st + 2nd quarter invoices submitted to Acct.
12/1/04	Note to file	Approved BAA for 1st year. " Final invoice " " Faxed copies of invoice, LSDR + BAA to for their records
7/16/05		rec'd OK this rec'd adjusted invoice 2nd year will not need a BAA.
		[REDACTED]
		Per PM year 06 (3rd yr) will not, Continue due to 189 WRD questions.

State of California—Health and Human Services Agency
Department of Health Services



California
Department of
Health Services

SANDRA SHEWRY
Director



ARNOLD SCHWARZENEGGER
Governor

February 28, 2005

Dear

Thank you for submitting the end of the year Progress Report for Federal Fiscal Year 2003-2004 for the City of _____ and Community Services Department, *Nutrition Network for Healthy, Active Families (Network)* Local Incentive Award. Please find the enclosed Progress Report Analysis for your review.

The City of _____ Parks and Recreation Department has completed the first year of a continuing three-year *Network* contract that will conclude on September 30, 2006. The organization is classified as "In-Progress" on all objectives outlined in the FFY 2002-2003 Scope of Work. However, there are areas needing follow-up and improvement. Please refer to the Progress Report Analysis Summary for more detail.

If you have any questions regarding the program portion of the report, feel free to call _____
For any questions regarding the budget section of the report, please call _____

We thank you for your continued efforts in the area of nutrition education and physical activity promotion.

Sincerely,

Program Manager
Cancer Prevention and Nutrition Section

Contract Manager
Cancer Prevention and Nutrition Section

Enclosure

cc:

Sacramento, CA 95899-7413

**California Nutrition Network for Healthy, Active Families
Progress Report Analysis**

CONTRACTOR:

DUE DATE: 10/15/04

CONTRACT NUMBL

10/25/04

CONTRACT PERIOD: 10/1/03-9/30/04

ANALYSIS SUMMARY DATE: 2/26/05

REPORTING PERIOD: 4/1/04-9/30/04

CPNS CONSULTANTS

CONTRACT PROJECT DIRECTOR(S):

.n

CONTACT INFORMATION:

PROGRESS REPORT COMPONENTS		STATUS
1	Progress towards fulfilling contract objectives within timeline and budget.	Need Follow-Up/Needs Improvement
2	a) Issues/challenges in administration or implementation of project or program are described; and b) Possible resolutions to issues/challenges are stated and are appropriate.	Satisfactory Satisfactory
3	Attached deliverables as stated in Scope of Work (SOW) evaluation section (e.g., agendas, workshop outlines, lesson plans, or other materials recently developed).	Satisfactory
4	Attachments completed and submitted with report. • Submitted • Labeled • Reference corresponding SOW activity	Satisfactory
5	Additional comments pertinent to the <i>Network's</i> understanding of contractor's accomplishments to date are provided.	Satisfactory
6	Technical Assistance Recommended/Requested: <input checked="" type="checkbox"/> Yes. If yes, in what area? <input type="checkbox"/> No <input checked="" type="checkbox"/> Program <input type="checkbox"/> Budget <input type="checkbox"/> Other:	

See pages **Two and Four** for specific comments related to "Requires Follow-Up" or "Needs Improvement."

Deadline for Contractor Follow-Up (if applicable):	Will determine after site visit, 3/23/05.
--	---

**California Nutrition Network for Healthy, Active Families
Progress Report Analysis**

CONTRACTOR:

CONTRACT NUMBER:

REPORTING PERIOD: 4/1/04-9/30/04

Comments:

The City of Recreation has completed the first year of a continuing three year contract with the *Network*. This contractor is currently out of compliance with the terms of the executed contract. Each episode of the "What's Cooking" talk show is required to be submitted and reviewed prior to airing. In addition, an outline of the show is to be sent out ahead of time for review. To date, the taped episodes are being submitted with the final progress report, after airing, with no opportunity for review. The show outlines are sent intermittently throughout the contract year, but usually after the airing of the show and/or as attachments to the progress report. This contractor also developed a website for their "What's Cooking" shows this fiscal year. This website was not pre-approved prior to launching. The Program Manager found that the proper accreditation was not included on the website acknowledging the *California Nutrition Network* and USDA. This was also the case with some of the shows viewed by the Program Manager that were submitted previously.

California Nutrition Network for Healthy, Active Families Progress Report Analysis

Contractual Obligation:

- Is invoicing:

Timely?	Yes
Accurate?	Yes
Based on actual expenses (not prorated)?	N/A
Supported by documentation, if requested?	N/A

- Is local share documentation:

Timely?	Yes
Accurate?	Yes
Based on actual expenses (not prorated)?	N/A
Supported by documentation, if requested?	N/A

- Timely submission of Progress Reports? Yes
- Is contractor spending at planned rate? N/A
- Has equipment inventory form been returned? No
- Has subcontract(s) been submitted and approved? Yes

Comments (required if "No" indicated above): An Exhibit H, "Contractor Equipment Purchased With DHS Funds" needs to be submitted.

California Nutrition Network for Healthy, Active Families
Progress Report Analysis

CONTRACTOR:

CONTRACT NUMBER:

REPORTING PERIOD: 4/1/04-9/30/04

Programmatic/Progress Report Feedback:

A. Total number of contract objectives and activities: Four Objectives Eight Activities

Objective #1:

Impact: By Sept. 30, 2006, the department will provide 62 training opportunities for both low-income program participants and department staff to develop healthy eating habits and participate in physical activities program.

Process: By Sept. 30, 2006, 325 low-income residents will receive a minimum of 30 hours of nutrition education.

- *Progress:* In Progress
- *Evaluation:* Evaluation measures include list of materials used for classes, types of promotion used to announce classes (not included in attachments)
- *Additional Notes:* Activity 3 indicates that written or verbal pre tests/post tests were given to at least 30% of the class participants. Where are the pre-tests/post tests? Please provide a copy and any results.

Objective #2:

By September 30, 2006, air 156 episodes of "What's Cooking?" talk show to a potential of 115,000 households.

- *Progress:* In Progress
- *Evaluation:* Process measures include: copies of shows and outlines submitted.
- *Additional Notes:* Copies of taped episodes were not received prior to airing. In the future, to continue this activity, the shows must be submitted and reviewed prior to airing. The outlines also must be submitted prior to the show's airing with ample time for feedback from the Program Manager.

Objective #3:

By September 30, 2006, support community, regional and statewide Network promotion efforts by regularly participating in 1-3 regional coalitions and 3-5 meetings/trainings per contract year.

- *Progress:* In Progress
- *Evaluation:* List of Nut and PA resources given out to community. List of trainings attended that were sponsored by the Network.
- *Additional Notes:* Missing progress on Activities Three and Four for this objective. Please provide update on these activities: 3. Participate in 16-25 cultural events and 4. Develop and implement marketing campaign.

**California Nutrition Network for Healthy, Active Families
Progress Report Analysis**

CONTRACTOR:

CONTRACT NUMBER:

REPORTING PERIOD: 4/1/04-9/30/04

Programmatic/Progress Report Feedback (Continued):

- B. Materials/Products developed: Flyers/handouts for trainings

- C. Other attachments provided in Progress Report: Videotapes of "What's Cooking?" talk show, department brochure, outlines of talk show episodes.

- D. Personnel changes:
None

- E. Challenges noted:
N/A

- F. Social Ecological Model level attained: (see page A-47 of the LIA guidelines):
Community, Individual, Interpersonal

- G. Additional comments are provided below, if "**Requires Follow-Up**" or "**Needs Improvement.**" was indicated.

Goal date for Follow-Up: **Will determine after site visit to be conducted 3/23/05.**

- H. Comments regarding recommended/requested technical assistance:

Goal date for Technical Assistance: N/A

Comments: N/A

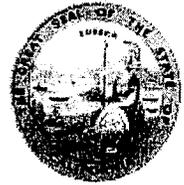
Other:

State of California—Health and Human Services Agency
Department of Health Services



California
Department of
Health Services

SANDRA SHEWRY
Director



ARNOLD SCHWARZENEGGER
Governor

April 1, 2005

City
And Community Services Department
247 North Sierra Way
CA 92410

Dear M

The *California Nutrition Network for Healthy, Active Families* would like to thank you and your staff for meeting with us on March 23, 2005. We enjoyed the opportunity to visit with you and learn more about your current Local and State Share documentation systems and Scope of Work activities.

During our site visit Contract Managers reviewed Local and State Share activity logs and invoices from last year's contract. The Program Manager reviewed each objective and activity from the Scope of Work and documented current status of activities. Follow-up items are identified in the enclosed Site Visit Report Form.

In our review of the report, should you have questions feel free to contact [redacted]. Thank you for taking time out of your busy schedule to accommodate us for the site visit.

Sincerely,

[redacted]
Program Manager
Cancer Prevention and Nutrition Section

[redacted]
Contract Manager
Cancer Prevention & Nutrition Section

Enclosure

cc: [redacted]
P.O. Box 997413
Sacramento, CA 95899-7413

California Nutrition Network for Healthy, Active Families
Site Visit/Contact Report

TYPE OF CONTACT: Site Visit Telephone DATE: 3/23/05

CONTRACTOR: City of _____ and Rec. CITY: _____

CONTRACTOR STAFF: _____ CPNS STAFF: _____

REPORT PREPARED BY: _____

PURPOSE OF THE SITE VISIT/CONTACT:

- II. REVIEW SCOPE OF WORK
- III. REVIEW BUDGET
- IV. ADMINISTRATIVE ISSUES
- V. DOCUMENTATION OF IN-KIND
- VI. EVALUATION/PROGRESS REPORT
- VII. TECHNICAL ASSISTANCE
- VIII. OTHER: _____

SUMMARY NOTES:

SOW Review

Goal One, Objective One

- Activity One – have not conducted focus groups to plan workshops. However, contractor found it most effective to have workshops in conjunction with aerobics classes targeted to low-income audiences. This ties into activity three. Materials have been distributed to community members.
- Activity Two – Have been marketing workshops. Well attended over time by the same individuals.
- Activity Three – have been successful in conducting workshops with aerobics classes. Pre/post tests have been conducted and will be submitted with the final progress report. Had just received the tests, but have not analyzed the results yet.

Objective Two

- Activity One – Contractor understands that if the videotaped healthy cooking shows are not submitted for approval prior to airing, that this portion will not be paid for by the Network. Program Manager suggested that for the next contract term (starting FFY 10/1/06), use the Network funds for other activities, not production of the show. Glenda proposed using the older shows during other nutrition workshops.

Goal Two, Objective One

- Activities One and Two – No comments.
- Activity Three – on track with seasonal/cultural events. There is no formal evaluation of activity, but they do assessments of each event.
- Activity Four – The bus/tailgate promotion will become a billboard project (received mock-ups for review). Will ensure that USDA accreditation is included at the bottom. Verify will be placed in low-income neighborhoods (I'm assuming yes, but forgot to ask the question). The "What's Cooking?" website was not reviewed prior to going "live." Contractor acknowledged this and will be sending any updates/changes to Program Manager for review prior to releasing updated pages. Also, Program Manager suggested they add a counter to track how many people visit the website and include a resource link to other social programs (i.e., Food Stamps, WIC).

ACTION ITEMS/FOLLOW-UP REQUIRED:

- Contractor will send copies of "What's Cooking?" tapes prior to airing for review/comments from Program Manager.
- Contractor will send any edits to the website prior to the changes going "live."

**CALIFORNIA NUTRITION NETWORK FOR HEALTHY, ACTIVE FAMILIES
KEY QUESTIONS FOR CONDUCTING SITE VISITS**

I. OBSERVATION OF A NETWORK-RELATED ACTIVITY

A. Did you observe or participate in a Network related activity or event?

No, the visit was primarily for documentation and Scope of Work review.

B. If yes, please describe (Type of activity, location, participants, quality of the event, etc.)
N/A

II. REVIEW OF SCOPE OF WORK

A. Accomplishments/Highlights: Discussed success with "What's Cooking?" show. Many people recognize the show. An article in the paper highlighted the show as well. Will talk with Andrew Fourney in our Research and Evaluation Unit regarding capturing some of this qualitative data for more evaluation on the impact of the show. Contractor has had success with their workshops as well. They seem to be capturing the same audience each time, since they are working in conjunction with the aerobics classes.

Contractor has developed ethnic specific billboards with pictures of community people being active and healthy.

B. Best Practices/ Model-like Components:

C. Material Development (Curriculum, brochures, etc.): N/A

D. Is the project on schedule? Yes

1) If not, what area(s) is/are off schedule?

2) Has the project staff identified a strategy to remedy the deficiency?

3) If yes, summarize the strategy and timeline.

4) Are Scope of Work revisions required /recommended? No, not at this time.
(When will a revised SOW be submitted?)

E. Is the Project working toward identified nutrition and physical activity policy/environmental changes? Please identify: N/A

- Nutrition Policy /Environmental Change(s):
- Physical Activity Policy/Environmental Change(s):

III. BUDGET REVIEW

A. Does the budget (each line item) support the objectives listed in the SOW?
Yes

B. Who generates the invoices? (Review billing procedures)

Invoices are generated and sent to the State by the contractor's accounting office.

C. Are invoices submitted on a timely basis?

Timeliness is a factor. Contractor was provided technical assistance to use the guidelines manual dates listed in section II Fiscal Section as a reference when submitting invoices. This should help the contractor to make sure the invoices are submitted in a timely manner.

D. Are invoices accurate?

Yes

E. Are any budget revisions required/recommended? When?

Not at this time.

IV. ADMINISTRATIVE ISSUES

A. Is staffing adequate and appropriately trained for proposed activities?

Yes

B. Additional issues/questions:

Prorating local share - It was pointed out to the contractor that the local share for the entire year for the Operating Expenses and Other Cost line item was pro-rated. The contractor explained that she was unaware that this had occurred. The contractor was provided technical assistance and it was recommended by the state that she be more involved in the review of these documents prior to them being submitted to the state for processing.

V. DOCUMENTATION OF IN-KIND

A. Is In-kind Documentation submitted on a timely basis?

See comment regarding invoices submitted on a timely basis.

B. Does the documentation reports match the in-kind budget submitted?

Yes

C. Review In-Kind Documentation procedures?

The contractor was provided technical assistance.

VI. EVALUATION/PROGRESS REPORT

A. Are evaluation methods appropriate and consistent with the Network's overall evaluation strategy? Yes, contractor uses mostly process evaluation measures, which are appropriate for the type of activities they are conducting.

B. Discuss process evaluation procedures listed in the SOW. Are tracking measures (e.g., minutes, attendance logs, sign-in sheets, reports) on file? Issues related to progress reports? Yes, these documents are submitted with the final progress report at the end of the year.

- **Are reports submitted on a timely basis?** Yes.
- **Are the reports adequately completed?** Yes. All sections of the Year 08 final report were submitted.
- **Is satisfactory progress documented?** Based on my review and analysis of contractor's progress report, there is satisfactory progress with most activities. However, contractor has not been submitting the "What's Cooking?" show on videotape prior to airing on cable access in San Bernardino. This has been a problem in the past. Program Manager and contractor have come to resolution. The show will be submitted prior to airing for review by Program Manager. Program Manager received four to review during the site visit. Contractor was informed that this activity will not be paid for if not reviewed prior to airing. This same issue occurred with the release of their "What's Cooking?" website. Contractor will be submitting updates to the pages prior to the site going "live" to the public.

LIA Collaboration and Partnering Guidelines

Collaboration and Partnering

Effectiveness of nutrition education can be greatly enhanced through collaboration and partnership with others interested in promoting health and nutrition in food stamp 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 your *Network* regional collaborative is another way to collaborate with other community partners.

Policies Regarding Collaboration between Public Organizations for LIA Contracts

The following policy statements must be adhered to if a public organization chooses to formally collaborate or partner with another public organization as part of an LIA contract. Adherence to these policies is especially important during the timeframe for the development, review and approval of state match (local share) and federal Match (state share) Budgets and Scopes of Work for the LIA contract for the following fiscal year.

Policy Statement #1

The Project Coordinator of a lead organization responsible for the administration of a LIA contract with the *Network* must provide evidence of a proposed partnership or collaboration with other public organizations in the form of Memorandum of Understanding (MOU) or Letters of Agreements (LOA) between the respective parties. Such documents must be submitted as part of the initial State Match Project Summary and State Match Budget package for review and approval by the *Network*.

An MOU or LOA, at a minimum, should contain the following written elements:

1. Names of the collaborating/partnering organizations.
2. Description of the major proposed activities.
3. Specification of the total State Match 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.
4. A statement that no portion of the proposed State Match funds is being counted more than once or for another LIA contract during the term of the contract.
5. A statement that the collaborating/partnering organization will provide State Match and Federal Match Budget documentation as requested by the lead LIA organization and/or the *Network*.
6. Signature (s), titles, and dates provided by authorized officials of the collaborating/partnering organization and the lead LIA organization.

Policy Statement #2

The Project Coordinator of a lead organization for an LIA contract may not collaborate or partner with components or parts of other current or potential LIA project contractors as part of their LIA contract (including state match 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 Project Coordinator. These documents must be submitted to the *Network* as part of the initial application and state match budget.

For example, a lead organization for an LIA contract must not propose the use of state match 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 match 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 contract including partner organizations or components of partner organizations. The Project Coordinator also must guarantee access to the state match documentation residing in the partner organizations to assure the *Network's* funding source (USDA) of actual expenditures of state match funds that leverage *Network* USDA federal match funds.

Policy Statement #3

The US Department of Agriculture Food Stamp Nutrition Education (FSNE) funds both the *Network* and UCCE Food Stamp Nutrition Education Program (FSNEP). Both programs target food stamp eligible consumers for community-level interventions in the state. However, strategies by each agency are usually very different, with the *Network* including a more synergistic approach including multiple channels to improving nutrition, physical activity and promotion of food stamp 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 match time and resources. This local communication can also result in synergies in the areas of resource allocation and community interventions.

Both the *Network* and FSNEP target schools where over 50% of the students are enrolled in Free and Reduced Price Meals, as well as other qualifying community sites. In developing budgets and planning locations for *Network* school interventions, we expect local collaboration between *Network* contractors and local FSNEP offices. Prior to submitting an application to the *Network*, we recommend *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>.

VERY IMPORTANT NOTICES

For 2005-2006 Award Year

LAUSD Nutrition Network Smart Growth Policy

The California Nutrition Network for Healthy Active Families initiative has adopted a Smart Growth Policy, which calls for the focus of the Nutrition Network to be on strengthening and increasing the impact of existing projects rather than developing new ones. LAUSD Nutrition Network has also adopted this policy at a local level and will focus on strengthening existing programs at schools. We hope this will strengthen our program so that we can demonstrate sustained and significant increase in the consumption of fruits and vegetables and physical activity promotion, and provide information on the Federal Food Stamp Program to Food Stamp Eligibles.

Nutrition Network funded awards during 2005-2006 are available on a competitive basis. We strongly encourage schools participating in the 2004-2005 school year to reapply for any Nutrition Network awards. Schools not participating in the 2004-2005 regular program year may only apply for the Harvest of the Month (HOM) Only program.

SIGNIFICANT USDA CHANGES:

- ***New Message.*** We have a new message from the State of California and USDA to incorporate in your nutrition education: "Eat the recommended amount of fruits and vegetables and enjoy physical activity every day." See Materials Guidelines for more information.
- ***Change in Substitute Pay and Professional Expert Pay.*** Due to changes in United States Department of Agriculture (USDA) policy, Nutrition Network will no longer be able to fund substitute pay. Please make note of this when writing your action plan and planning your school's activities. To help accommodate teachers, all Nutrition Network mandatory meetings will be held after school. Additionally, Nutrition Network will only be able to pay certificated staff for hours used for implementation of the Nutrition Network program, *beyond regular work hours*. Nutrition Network can no longer fund training for certificated staff or professional expert pay during work hours.
 - If you anticipate working beyond regular work hours to implement the Nutrition Network program (i.e. at an after school nutrition event, etc.) you must include Professional Expert pay in your school's Action Budget in order to receive compensation.
 - Professional Expert pay will be available through the Nutrition Network office for FADS visits (see below). More information on Professional Expert pay for FADS visits will be given at Orientation meetings) or call the Nutrition Network office.
- ***Tracking number of students required.*** Due to USDA changes, schools will be required to estimate the number of students potentially participating in and reached by the LAUSD Nutrition Network. Each participant will need to include classroom size as he/she signs up on the Intent to Participate form.

OTHER CHANGES TO NUTRITION NETWORK:

Nutrition Network main office has moved. Our main office is now located on the campus of Mulholland Middle school at 6651 C Balboa Blvd., Van Nuys, CA 91406. The new phone number is: (818) 345-4712; fax is (818) 345-8986. Please update your records.

Changes in logging hours. Beginning in the 2005- 2006 school year, all participants in the Nutrition Network program will be required to log a minimum of 35 hours of nutrition education during the school year. Participants must log at least 12 hours during the first logging period to insure release of award funding. Nutrition Network has a **new** Individual Time Log form. Hours must be recorded monthly but reported quarterly.

Change in Lead Teacher Compensation Waiver & Cafeteria Personnel Compensation Waiver. Lead Teachers & Cafeteria personnel may now waive all or a portion of the designated compensation (see Lead Teacher Compensation Waiver Form, Cafeteria Personnel Compensation Waiver Form & Budget).

Five A Day Schools (FADS). Each school that is a part of the Nutrition Network will have a staff liaison (a Teacher Advisor or Nutrition Specialist). This liaison, or FADS leader will be the primary contact between your

school and the Nutrition Network, should you need assistance or have questions during the school year. *FADS* leaders will also visit schools. A complete list of the *FADS* leaders with their schools and contact information will be provided at the Orientation meetings.

Changes to Intent to Participate. Use the new ***REVISED Intent to Participate form*** when adding or replacing participants. Using this form will help schools keep track of changes and facilitate maintaining updated records at the Nutrition Network office (See Section D of the binder). This form must be completed and original copy sent to the Nutrition Network office, whenever a revision to your Intent to Participate is made. Copies of all revisions must be kept in your Nutrition Network file box.

Nutrition Network awards are competitive! The criteria below will be used to determine awardees should the requests for funding exceed funds available:

1. **Eligibility:** Only LAUSD schools with 50% or more of their students receiving free/reduced price meals through District Food Services are eligible to receive an Action Award or Harvest of the Only Program. Preference will be given to schools renewing their participation with the Nutrition Network from the previous year.
2. **Due Date:** Those applications that meet the eligibility criteria will be considered only if they are received by the October 7, 2005, 4:30 p.m. deadline at any Nutrition Network office.
3. **Better Performance Criteria:** Those schools that meet the above criteria and were previously participating schools that administered their award(s) without major errors and submitted required documents by deadline dates would be considered before those who did not perform as well. Performance factors used will include: dates the Lead Teacher Summary Log forms were received; overspending of award funds; and significant under-spending of award funds. *New schools will not be held to this criterion.*
4. **Accuracy:** Those applications that meet the above criteria and are complete, accurate, legible, and ready for processing will be processed immediately. Those that have errors or are illegible and must be returned for corrections will be delayed and held to criteria 5.
5. **Time Stamp:** Those applications that did not meet the accuracy criteria and are returned for corrections will be time stamped only when complete. These applications will then be accepted in chronological order based on the time stamp.

The Harvest of the Month Only program section documents are for those schools applying to participate only in Harvest of the Month, and for those schools who do not meet minimum classroom teacher participant requirements for an Action Award, and schools new or returning to Nutrition Network. The documents in the binder with titles "Harvest of the Month Only" program are only for Harvest of the Month Only program applicants. Action Award applicants will automatically receive the Harvest of the Month produce and newsletter, and therefore should not complete or submit these forms.

Cafeteria personnel working more than 4 hours per day are the only school-based Food Services employees that are allowed to receive compensation through Nutrition Network funding.

Lead Teachers should distribute the Getting Started Guide to all participants at the school wishing to become a part of the Nutrition Network program before obtaining signatures on the Intent to Participate.

Some Nutrition Network services will be available upon notification of receipt of a Nutrition Network award including staff development workshops, parent nutrition education presentations and some contracted services (chef visits, physical activity promotion demonstrations, etc). More information will be given at the Orientation meetings regarding scheduling these activities for your school.

All Nutrition Instructional Materials (except for food from the cafeteria) can be purchased using the P-card or Purchase Orders. Refer to your school's SAA (School Administrative Assistant) for more information regarding use of P-cards and purchase orders. It is recommended that nutrition instructional materials be ordered by March 3, 2006 (see Timeline). This is to ensure that your participants have access to the materials necessary to conduct the Action Plan activities during the present Award year.

Nutrition Network Award funds must be spent between (January 2006 – June 2006). There is no carry-over funding into the next year. You will not have access to unspent funds after the deadlines in your Timeline. **WARNING!** Any overspending of funds will be the responsibility of the school. Lead Teachers are responsible to ensure that funds budgeted in each object code are spent appropriately (see Allowable/Unallowable list). The school will be held accountable for any misappropriation of funds.

All applications must be received by the Nutrition Network (at either office) by 4:30 pm on October 7, 2005.

Faxed applications will NOT be accepted.

LAUSD NUTRITION NETWORK 2005 – 2006 TIMELINE
(Bolded items are mandatory; note: meeting times are after school or Saturdays)

Sept. 17, 19, 21, 22	Kick-off Event for Lead Teachers @ regional locations. (Select one date).
Sept. 26 – Oct. 6	Drop-in Award-writing Technical Support at Nutrition Network offices from 8:00 am – 4:30 pm. Call to schedule an appointment.
Oct. 7	Award Applications Due by 4:30 pm at either Nutrition Network Office.
Oct. 10 – 21	Award Reading.
Nov. 4	Award Notifications sent.
Nov. 16, Nov. 21	Nutrition Advisory Council (NAC) Orientations for all NACs @ regional locations. (Select one date).
Nov. 17, 30 or Dec. 1	Award Orientations for Lead Teachers @ regional locations. (Select one date).
Nov. 19	VIVA! Garden for Schools donated plant pick-up @ regional locations.
Dec. 9	End of Logging Period I.
Dec. 12	Lead Teacher Summary Log Forms Due for Period I.
Jan. 17	Funds Available to Schools.
Jan. 27	Deadline to submit Request for Authorization to Purchase Equipment forms.
Feb. 24	End of Logging Period II.
Feb 27	Lead Teacher Summary Log Forms Due for Period II.
March 3	Recommended deadline to turn in requisitions to SAA (for instructional materials).
March 11	VIVA! Garden for Schools donated plant pick-up @ regional locations.
April 17	All purchase orders must be encumbered and scheduled (by the SAA).
April 21	End of Logging Period III (include hours anticipated through June 30, 2006).
April 24	Lead Teacher Summary Log Forms Due for Period III (include hours anticipated through June 30, 2006).
May 13	VIVA! Garden for Schools donated plant pick- up @ regional locations.
May 19	All materials must be received and invoices submitted to Accounts Payable for payment.
June 2	Program evaluations due.
June 2	Last day to submit classified pay.
June 2	Summer Harvest of the Month Intent to Participate due.
June 2	Last date to submit food orders to cafeteria.
June 13	Summer Harvest of the Month Orientation.
June 16	Last day to submit certificated pay and submit cafeteria invoices.
June 30	Award funding is closed. No payments or payroll may be submitted after this date. <i>(Please note: Some contracted services may continue past this date).</i>
July 7	Nutrition Network calendar artwork submissions due.

NUTRITION NETWORK REQUIRED DOCUMENTATION

Each school receiving an Action Award must keep Required Documentation for all aspects of the project. The Required Documentation provides legal documentation of receipt and expenditure of the USDA funds that your school receives through its Award(s), and will be requested during an audit.

Required Documentation must be kept *at the school site* for five years.

Each lead teacher will receive the Kick-Off document binder. We suggest that each school allocates funds to purchase storage materials for required documents. Each new school will receive a plastic file box, hanging folders, and tabbed dividers to help keep the required documentation materials in order.

Mandatory Required Documentation items include:

- **All records of expenditure of funds including Lead Teacher Compensation and Cafeteria Compensation timesheets, Professional Expert Pay timesheets, requisitions, purchase orders, invoices, and receipts.**
- **Request for Authorization to Purchase Equipment forms.**
- **A complete copy of the Award Application documents (particularly copies of the Action Plan, Intent to Participate form, and Action Budget forms).**
- **Original Individual Time Logs.**
- **Original Lead Teacher Summary Logs form.**
- **Original Harvest of the Month Produce Order Forms.**
- **Records of meetings including sign in sheets, agendas, evaluations and minutes.**
- **All correspondence with the Nutrition Network office.**

Schools may also keep a portfolio that reflects the school's progress toward meeting its goals. A portfolio reflects growth over time.

Portfolio items may include:

- Flyers
- Photos (*along with consent forms, if applicable*).
- Samples of student work.
- Records of work done with community partners.
- Media advisories and articles.
- Other documentation of your school's work to promote healthy eating choices and physical activity promotion for students and their parents.

Nutrition Network staff may contact your school for a site visit and to review required documentation.



CALIFORNIA
ASSOCIATION
OF FOOD BANKS

BUILDING A
WELL-NOURISHED
CALIFORNIA



October 10, 2005

Re: Your CAFB – CNN Nutrition Education Grant

Dear Nutrition Education Partners:

I am pleased that your organization is partnering with the California Association of Food Banks (CAFB) during Federal Fiscal Year 2005-06 in the nutrition education Program. Yours is one of 19 organizations in 23 counties participating this year.

This year, we have prepared program binders to assist program coordinators in tracking the success of the outreach and establish and maintain program credibility with our funders, the California Nutrition Network (CNN), Department of Social Services and the United State's Department of Agriculture. This binder will also help you to document your work and prepare for an audit should your organization ever be selected by CNN for an audit of your nutrition education activities.

Your program binder includes your approved scope of work, sample log forms, cost allocation worksheets, new material guidelines, and a record keeping checklist. You should use this binder to both document and guide you in your work. At year's end, you should have a binder with all relevant materials, completed logs, agendas, etc. that will demonstrate the work that you have done using your CNN funds.

In addition to the program binder, we are enclosing a finance folder for your nutrition education contract. This should be immediately delivered to the appropriate finance personnel at your organization. CAFB will need a signed copy of your contract returned to us as soon as possible. Additionally, staff will be required to fill out time study forms for October 2005. A form for each staff member has been included in the finance folder and has been emailed to you.

Finally, on the reverse side of this letter, you will find a calendar that outlines all of the requirements for this grant. I hope that this calendar will help you prepare in advance for our requests for reports and financial documentation.

As always, I am here to help you with your nutrition education activities and fulfill the requests for documentation requested by CAFB. The additional tracking and reporting required this year will help us all to secure additional funds and improve our service through sharing of best practices. Please call me for whatever reason at (www.cafoodbanks.org

Sincerely,

909 12TH STREET #203
SACRAMENTO, CA 95814

(916) 321-4435
(916) 444-8095 FAX

Statewide Program Manager

www.cafoodbanks.org



CAFB Food Stamp Outreach – Nutrition Education Program Calendar

OCTOBER

Final Paperwork For FY 04-05 Due

- Year End Report Due by October 7
- September Time Study Forms Due by Oct 7
- FY 04-05 Quarter Four Local Share Documentation & State Share Invoices Due Oct. 15

FY 05-06 Program Begins

- Confirmation of Signed Contract Sent Via Email by Oct. 7
- New Program Binders and Finance Folders Arrive by Oct. 15

NOVEMBER

Paperwork Due to CAFB

- Signed Contract Returned to CAFB by Nov. 7th
- Signed and Completed October Time Studies Returned To CAFB by Nov. 7th

JANUARY

First Quarter Ends December 31, 2005 - Documents Due to CAFB

- Quarter One Local Share Documentation and State Share Invoices 05-06 Due by Jan. 15
- Program Report(s) Due by Jan. 15

MARCH

Time Study Month

- Staff will receive Time Study Forms & Will Track Time Spent on Approved Activities.
- Mid-year Check-in and FY 2006-2007 Scopes of Work and Budgeting Begins

APRIL

Second Quarter Ends March 31, 2006 - Documents Due to CAFB

- Quarter Two Local Share Documentation & State Share Invoices Due April 15
- Signed and Completed March Time Studies Returned To CAFB by April 15
- Program Report(s) Due by April 15
- Mid-year Report Due by April 15

MAY

Program Trainings

- Food Stamp Outreach Training on May 8, 2006
- Nutrition Education Training on May 10, 2006

JUNE

Time Study Month – Scopes of Work and Budget Justifications Due

- Staff will receive Time Study Forms & Will Track Time Spent on Approved Activities.
- Final Scopes of Work and Budget Justifications for FY 06-07 due to CAFB by July 15.

JULY

Third Quarter Ends June 30, 2006 - Documents Due to CAFB

- Third Quarter Local Share Documentation & State Share Invoices Due July 10
- June Time Studies Signed and Completed & Returned To CAFB July 10
- Program Report(s) Due by July 10

SEPTEMBER

Time Study Month – Scopes of Work and Budget Justifications Due

- Staff will receive Time Study Forms & Will Track Time Spent on Approved Activities.
- Final Scopes of Work and Budget Justifications for FY 06-07 due to CAFB by Sept 15.

OCTOBER

Final Paperwork for FY 05-06 Due – New Program Year Begins

- September Time Study Forms Due by Oct 9



CALIFORNIA
ASSOCIATION
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CALIFORNIA



Dear 2005-06 CNN Contract Participant,

Welcome to the 2005-06 CNN contract year! This year we've put together some materials to help you navigate through the requirements of your CNN contract.

With this letter you will find your Memorandum of Understanding. After you have read it, please sign it where indicated and return the original to CAFB, c/o Paul Maas, 909 12th Street, Suite 203, Sacramento, CA 95814. Please remember to make a copy and keep it with your 2005-06 CNN folder.

The folder contains two sections. The first holds the annual documents for you to refer to over the course of the year. The second is for your quarterly documents which you will be adding to as the year progresses.

Annual Documents:

Your 2005-06 annual budget

- *Local Share Budget Justification* based on the information that you provided to us on your budget questionnaire.
- *State Share Budget Justification* based on the information that you provided to us on your budget questionnaire

Please use these documents to ensure that your quarterly submissions correspond with your approved budget unless other arrangements have been made with CAFB.

Your 2005-06 SOW

We have included this in the finance binder as it is a contract document.

Quarterly Documents:

Your 1st Quarter 2005-06 Time Study Sheets (October)

These 1st quarter time studies must be distributed to all employees who have time allocated in your 2005-06 budgets. Each timesheet in your folder should have the name of the employee it is designed for at the top. Please check to make sure that we have included everyone. These timesheets are for the month of October 2005.

Please either give these to the program manager to distribute or distribute them yourself. It is the responsibility of the program manager to collect these and return them to CAFB by the date indicated on the "CAFB Food Stamp Outreach – Nutrition Education Program Calendar". All percentages and hrs/wk have been calculated using the information that you provided to us in your budget questionnaire.

Your 2005-06 Travel Log

This is a sample travel log to assist you in tracking your reimbursable expenses for program related travel costs. If you already have a system in place, please feel free to use it.

Your 1st Quarter 2005-06 Financial Documents

These are the forms that you will use to report your first quarter reimbursement to us. You will notice that these forms contain your approved local and state share budgets. These should correspond to the budget documents provided in the Annual Section of your folder. At the end of each quarter I will send out an email announcement asking that you complete these and return them to the CAFB office. Please keep copy of each quarter's documents in your finance folder. I will send you a new set of documents each quarter with an updated cumulative expenses column.

Note: If your expenses are on track to exceed your Local Share budget please contact me to discuss possible options.

This is a brief description of what needs to be done with the documents in this folder. If you need a more in depth explanation please don't hesitate to call me at the number listed on my card attached to the front of your folder. Thanks, we're looking forward to a productive and exciting contract year.

909 12TH STREET #203
SACRAMENTO, CA 95814

(916) 321-4435
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www.cafoodbanks.org



CAFB Food Stamp Outreach – Nutrition Education Program Calendar

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- Food Stamp Outreach Training on May 8, 2006
- Nutrition Education Training on May 10, 2006

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- Staff will receive Time Study Forms & Will Track Time Spent on Approved Activities.
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- June Time Studies Signed and Completed & Returned To CAFB July 10
- Program Report(s) Due by July 10

SEPTEMBER

Time Study Month – Scopes of Work and Budget Justifications Due

- Staff will receive Time Study Forms & Will Track Time Spent on Approved Activities.
- Final Scopes of Work and Budget Justifications for FY 06-07 due to CAFB by Sept 15.

OCTOBER

Final Paperwork for FY 05-06 Due – New Program Year Begins

- September Time Study Forms Due by Oct 9

Guidelines for the Activity Forms

All Program Coordinators need to review all activity forms before they are submitted to CVHN.

State Share Activity Form

- Form Completeness
 - Check that all sections are filled out:
 - Name of Employee, First and Last
 - Title of employee
 - Health Center Name
 - Month and year—**please check that the month is correct**
 - All numbers must be tallied across and down
 - Check that all numbers are added correctly
 - Ensure that activities are recorded appropriately
 - If you find an error, please have the employee correct it before you submit the form
- Check that participants in outreach activities (i.e. health fairs) are not counted multiple times, unless each educator at the event is providing nutrition education to each attendee.
- To note multiple classes in the same day (on the participant side of the form) format the cell you want to use as a date (Go to Format →Cells→Date→Choose the date that looks like month/year, i.e. 12/22)
Record number of classes to the left of the / and total number of participants to the right.
- Designate a set date for activity forms to be turned in to the Program Coordinator.
 - i.e. the forms for August should be submitted to the program coordinator by the 10th of September
- Do not submit sign-in sheets for events with the activity forms. Totals should appear on your activity forms as number of participants for that date. Sign-in sheets can be kept on file.
- When sending forms make sure to send the first half of the month and the last half of the month. If an employee only worked half the month, enter NO ACTIVITIES on the half of the month not worked.
- Do not send activity forms from employees who have not worked on this program that month.
- Send the forms electronically, if possible. The copies on file at your health center should be signed by the employee and supervisor.

Local Share Activity Form

- The Local Share Activity Form only allows for recording of activities and time. Do not record the number of participants.

Please submit all the tracking forms by the 25th of each month to CVHN along with the invoices.

Attachment 65
Food & Fitness for Families Class at Livingston Medical Group
Documentation Report

1. When were the pretest and posttest surveys administered (dates)?

Pretests: a) 03/09/05 b) 8/12/05
Posttests: a) 4/22/05 b) 09/02/05

2. How many were administered and to what age group?

Pretests: a) 17 b)18 age group: 5 -43

Posttests: a) 15 b)10

3. Where were they administered ?

The surveys were administered at Livingston Medical Group.

4. How long did it take the respondents answer the survey? (Please give range.)

It took about 10 minutes to answer the survey.

5. What went well with the (pretest and posttest) data collection.

The survey questions were easy to understand

The respondents were willing to participate without a problem..

6. What were the big challenges encountered during the evaluation?

Some respondents were not able to read.

Some participants did not completed the 5 interventions, so unable to do posttest survey.

7. Briefly describe the intervention as it was planned. If the intervention targets factors at the individual and interpersonal levels please describe the content of the 5 sessions.

1st session: Children and their accompanying adult are introduced to the program and its goals: (To help children and families become healthier through increasing activity and improving eating habits.) Children and their accompanying adults are introduced to the food pyramid and encouraged to participate in an activity where they are to pick from food props and place them in the appropriate location on the food pyramid. *An emphasis is made on choosing 5-a-Day on the fruits and vegetables.* Division of Responsibility is introduced as a means of providing guidance

10. What were the results? See Livingston Medical Group's pre and post test results. Also note their results when combined with United Health Center's results.

Survey:

First Initial: _____ Date of Birth: ____ / ____ / _____

Food Behavior Checklist (Townsend et al.)

These questions are about the ways you plan and fix foods. As you read each question, think about how you usually do things now.				
Please check <input checked="" type="checkbox"/> your answer.				
	Always	Often	Sometimes	Never
1. Do you eat more than one kind of fruit daily?				
2. Do you eat more than one kind of vegetable a day?				
3. Do you eat two or more servings of vegetables at your main meal?				
4. Do you eat fruit or vegetables as snacks?				
5. During the past week, did you have citrus fruit (such as an orange or grape fruit)?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. How many servings of vegetables do you eat each day?				# Servings
7. How many servings of fruit do you eat each day?				# Servings

<u>For Staff Use Only</u>
Date of Completion: _____
Livingston Medical Group

Pre- and Post-test results

The pre- and post-test questions were drawn from a food behavior checklist developed by nutrition researchers from the University of California, Davis (Townsend, Kaiser, Allen, Joy, Murphy, 2003). The questions focus on whether and how respondents might have incorporated fruits and vegetables into their daily diet. Responses to four separate questions were used to calculate a composite score. Respondents also reported the number of fruit servings and vegetable servings they ate each day.

More than one kind of fruit (daily)

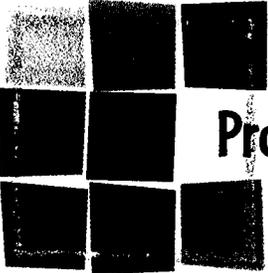
Respondents were asked to report whether they “always”, “often”, “sometimes” or “never” eat more than one kind of fruit daily (see Table 1A). From the pre- to the post-test, the percent of respondents reporting “always” or “often” increased considerably for both for the Livingston Medical Group (LMG) and United Health Center (UHC) participants (Table 1B). Using the McNemar statistical test for matched pairs, this difference was statistically significant for the combined results and for the LMG individual results (for statistical significance p-value must be $\leq .05$). UHC’s paired differences between the pre- and post-test period were not statistical significant.

Table 1A: *Do you eat more than one kind of fruit daily?*

	Always	Often	Sometimes	Never
PRE-TEST Livingston Medical Group n=21	2 (10%)	7 (33%)	10 (48%)	2 (10%)
POST-TEST Livingston Medical Group n=21	8 (38%)	8 (38%)	5 (24%)	0
PRE-TEST United Health Center n=27	11 (41%)	7 (26%)	9 (33%)	0
POST-TEST United Health Center n=27	14 (52%)	9 (33%)	4 (15%)	0

Table 1B: *Always or often eats more than one kind of fruit daily?*

	Always or Often	Statistical significance
PRE-TEST Livingston Medical Group n=21	9 (43%)	sign.
POST-TEST Livingston Medical Group n=21	16 (76%)	p \leq 0.0156
PRE-TEST United Health Center n=27	18 (67%)	not sign.
POST-TEST United Health Center n=27	23 (85%)	p \leq 0.125



Program Overview

The objective of the **Harvest of the Month** tool kit is for students to increase their:

- access to fruits and vegetables through school meal programs, classrooms, school gardens, farmers' markets, grocery stores, community gardens, etc.
- preference for selected produce items through classroom activities, such as taste testing, cooking in class and school garden activities, and through menu offerings in the school meals program.
- participation in daily physical activity and understanding of why it is important.
- knowledge of and familiarity with California grown fruits and vegetables and the rich agricultural bounty of the State.



Harvest of the Month[®]

August

Health and Learning Success Go Hand-in-Hand

Each year, California tests students (grades 5, 7, 9) using the FITNESSGRAM[®], with the goal of helping them establish lifelong habits for regular physical activity. It tests three broad areas of fitness: aerobic capacity, body composition and muscle strength, endurance and flexibility. Help your child prepare for the FITNESSGRAM by being active and eating healthy at home. With Harvest of the Month, your family can explore, taste and learn about eating more fruits and vegetables and being physically active every day.

The Harvest of the Month featured vegetable is

green beans

Healthy Help

- Encourage your child to try the school meals – an easy way to eat more fruits and vegetables every day.
- At least once a week, let your child help you plan and make a healthy meal.
- Celebrate the end of summer by having a “build your own pizza” party with your child. Use calcium-rich lowfat cheese and provide a variety of colorful vegetables including green beans, broccoli, red and yellow peppers, mushrooms and carrots.

CREOLE GREEN BEANS

Ingredients:

(Makes 8 servings at 3/4 cup per serving)

- 1 pound fresh green beans, ends snapped off
- 2 small cloves garlic
- 1 teaspoon vegetable oil
- 1 cup chopped red bell pepper
- 1 cup chopped tomatoes
- 1/2 cup chopped celery
- 1/2 teaspoon hickory salt
- 1/4 teaspoon cayenne pepper

1. Wash green beans, snap off the ends and cut in half.
2. In a large skillet, sauté garlic in oil over low heat for 1 minute.
3. Add green beans and bell pepper.
4. Increase heat to medium and cook for 5 more minutes.
5. Stir in the rest of the ingredients and cook for another 5 minutes. Serve warm.

Source: *Discover the Secret to Healthy Living*, Public Health Institute, 2004.

Helping Your Kids Eat Healthy

- Toss raw green beans into a salad for an extra crunch.
- Sprinkle lemon juice and dill over steamed green beans for a tasty side dish.
- Keep washed, cut green beans in the refrigerator for a quick and healthy snack.

For more ideas, visit:
www.harvestofthemonth.com

Produce Tips

Fresh Green Beans: Selecting, Storing and Serving

- Look for a variety of green beans (string, snap, Chinese long beans).
- Green beans should look fresh with a bright green color. Make sure the beans are plump and firm, with a velvety feel and don't have any sign of decay.
- Place green beans in a plastic bag with small holes. Store them in the refrigerator. Green beans will last up to five days.
- Wash green beans and then snap off both ends before cooking. Beans should be well-cooked but firm. It is important not to overcook them because they will lose some of their nutrients.

Nutrition Facts

Serving Size 1 cup beans, snap
(110g)

Amount per Serving

Calories 34 Calories from Fat 1

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Cholesterol 0mg 0%

Sodium 7mg 0%

Total Carbohydrate 8g 3%

Dietary Fiber 4g 15%

Sugars 2g

Protein 2g

Vitamin A 15% Calcium 4%

Vitamin C 30% Iron 6%

Source: www.nutritiondata.com

Let's Get Physical!

- Plan activities to help your child prepare for the FITNESSGRAM.
- After dinner, play an outdoor game of tag, soccer or other activity.
- Before bedtime, practice stretching and help your child to relax.

For more ideas, visit:
www.cde.ca.gov/ta/tg/pf

nutrition
NETWORK
FOR HEALTHY ACTIVE FAMILIES



**EAT FRUITS & VEGETABLES
AND BE ACTIVE**

This material was funded by USDA's Food Stamp Program through the California Nutrition Network for Healthy, Active Families. This institution is an equal opportunity provider and employer. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call 1-888-326-3483. © Copyright California Department of Health Services 2005.

Eat Your Colors

Fruits and vegetables come in a rainbow of colors. Eat a variety of colorful fruits and vegetables every day – red, yellow/orange, white, green and blue/purple. Although their pods may be different colors (green, gold, purple, red or streaked), green beans are part of the green color group.

- Green fruits and vegetables help maintain vision health and strong bones and teeth. They may also lower the risk of some cancers. Examples of green bean varieties include the Yardlong, Hyacinth, Blue Lake (green pod), Haricot Verts (baby French green beans), Golden Wax (golden pod), Purple King (purple pod), Dragon's Tongue (streaked pod) and Red Swan (red pod).

For more information, visit:

www.5aday.com/html/colorway/colorway_home.php
www.harvestofthemonth.com

How Do Green Beans Grow?

Green beans are sensitive to cold temperatures and frost, and so they are planted in the spring after the danger of frost has passed. Seeds of all varieties are generally planted one inch deep. Bush bean seeds should be planted two inches apart in rows. Growers only water seeds just after planting or plant them right before a heavy rain, as seeds of most varieties tend to crack and do not germinate properly if the soil's moisture content is too high.

Once planted, the ovary develops into the pod, which may be six inches or more in length. The pod contains the seeds, which may be white, brown, red, blue or black. Each seed consists of a coat that contains two cotyledons (where food is stored); a hypocotyl (the lower portion of which develops into the root); and an epicotyl (the young stem from which the plumule or primary leaf bud develops).

Beans have shallow and fairly weak root systems, so growers practice frequent, shallow cultivation and hoeing to keep small weeds and grasses under control. Deep cultivation can injure the plant roots and delay harvests or reduce harvest yields.

Harvesting takes place when the pods are firm, crisp and fully developed, but before the seed within the pod has developed completely. Beans are generally picked in the afternoon or after a morning shower and when the plants are thoroughly dry, as wet moisture can spread bean bacterial blight, a disease that severely damages plants.

The bean plant continues to form new flowers and produce more pods. Pods are continually removed before the seeds mature. This process also creates a continuous supply of snap beans by harvesting every two to three weeks until early August.

For more information, visit:

<http://nrcs.ucdavis.edu/postharvest2/Produce/FreshFacts/Veg/snapbeans.shtml>

What to Look For

Buy

fresh

spring

fresh

For more information, visit:

http://en.wikipedia.org/wiki/Common_bean

Student Sleuths

- Why is nitrogen important for plant growth?
- What is riboflavin? Name three things it does for the body.
- Illustrate the two cotyledons, hypocotyl, epicotyl and plumule that form during green bean growth.
- What is a dicot?

For information, visit:

www.cdc.gov/nccdphp/dnpa/5ADay/month/fresh_beans.htm
www.ipmcenters.org/cropprofiles/docs/cabeans-green.html



Veggie Facts

Green beans are nitrogen fixers, which means they have the ability to draw nitrogen from the air and return it to the soil. Because of this, farmers often plant beans and legumes in their crop rotations to replenish the soil.

Fresh beans are classified into two basic categories: edible pod beans and shell beans. Green beans are the most popular edible pod bean, while lima beans are the most common shell bean sold in the United States.

Compared to dry or shell beans, green beans provide less starch and protein, and more Vitamin A, Vitamin C and calcium.

A String of Green Bean History

The common bean was cultivated in ancient Mesoamerica as early as 8,000 years ago. Beans were even found in the mummy covering of a woman in a Peruvian cemetery dating back to pre-Inca civilization. Green beans and all 200 varieties of *P. vulgaris* originated in the tropical southern part of Mexico, Guatemala, Honduras and part of Costa Rica. They spread from this center of origin to North and South America long before European explorers ever arrived.

Early explorers, including Christopher Columbus, found the climbing beans typically planted alongside maize. The first drawings of the bush bean were recorded by the revolutionary German explorer Johann Ruess in 1542, and were also described in detail by explorers Amerigo Vesputti and Samuel de Champlain.

When the first green beans had a "string" that ran on the length of the pod (This led to the nickname "string beans.")

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School Garden: Garden Sweep

Gardens often contain many insects and can sometimes be damaged or destroyed by hungry pests. There are also helpful insects, though, that will eat the harmful kind. Do a sweep of your school garden and see what types of insects are helping or harming it.

Supplies:

- One-quart or larger re-sealable plastic bags (one bag per group)
- Sweep nets
- Cotton gloves
- Magnifying glasses
- Insect identification chart or field guide

Activity:

- Divide students into teams of five
- Assign each team with a large area to sweep
- Spend 15 to 30 minutes capturing insects using nets and transferring to the re-sealable bag*
- Examine insects using the magnifying glass
- Use the chart or field guide to identify insects
- Discuss student findings and observations as a class; sample topics may include:
 - Insects that inhibit or damage the garden
 - Insects that help the garden
 - Seasonal insects

Source: www.kidsgardening.com

For more ideas, reference:

A Child's Garden of Standards, CDE, 2002.
www.lifelab.org



Homegrown Facts

California is the largest producer of green beans. Nearly 90 percent of green beans in California is marketed as fresh.

Tulare County grows the most green beans in California.

Other counties that produce large quantities of green beans include Riverside, Kern, Inyo, San Joaquin, San Diego, San Mateo, and San Bernardino.

Bush-type green beans are the predominant variety grown for commercial production in California.

For more information, visit:

www.anrcatalog.ucdavis.edu/pdf/7240.pdf

Student Sleuths

- 1 What were some of the harvesting techniques for green beans practiced by Native Americans as observed by early explorers?
- 2 What does the "three sisters of life" refer to in green bean history? (Hint: question No. 1 should help to find this answer.)
- 3 Map the California counties where green beans are grown for commercial production.

For information, visit:

www.cdc.gov/nccdphp/dnpa/5ADay/month/fresh_beans.htm
www.ipmcenters.org/cropprofiles/docs/Cabeans-green.html



Cafeteria Connections

Conduct a contest to determine your school's favorite fruit and favorite vegetable. Make it simple by using poster boards to print out the names and pictures of various fruits and vegetables (one fruit or vegetable per board). Post the boards in the cafeteria and give every student two colored dots: red for fruits and green for vegetables. Students can then vote by placing the dot on their favorite fruit and vegetable. Older students can help with tallying the results. You can also involve the school staff by allowing them to vote for their favorites. Post all results in a common location to share with students and staff.

For more ideas, reference:
Fruits and Vegetables Galore. USDA, 2004.

Physical Activity Corner

To maximize classroom performance, students need to get regular physical activity – at least one hour every day. With summer winding down, encourage students to get outside and play. Active students who practice healthy eating habits are more likely to perform better in the classroom. Dedicate the month of August to playing a different game or activity, like *Playground Hula-ball*, each week.

Playground Hula-ball

Objective: Develops concentration, hand-eye coordination, upper body strength

Supplies:

- Hula hoops
- Two mini footballs

Activity:

- Stand hula hoops upright by placing a rack or large object on the bottom to anchor them
- Divide students into two teams
- One member from each team tries to throw the football through the hoop
- All team members get a chance to throw the ball
- Set a goal for the team (i.e., be the first team to get 10 throws through the hoop)

Go Farther: Roll the hula hoop on the ground and see if students can throw it into a moving hoop. Or lengthen the distance students must throw the ball.

Bring It Home: August is Family Fun Month. Encourage students to be active with their family members, such as practicing throwing a ball or going for walks after dinner.

For more ideas, visit:

www.sparkpe.org

Literature Links

- **Primary:** *Jack and the Bean Stalk* by Steven Kellogg, *Beyond the Beanstalk— Gardening Activities for Kids* by Nancy Allen Jarenka, *Explore the Magic World of California Beans*, California Dry Bean Advisory Board and *Beans, Insect Lore*.
- **Secondary:** *10 Terrific Vegetables and Everything You Need to Grow and Know Them*, National Gardening Association and *Spill the Beans and Pass the Peanuts: Legumes*, Lerner Publishing Group.
- **High School:** *Good Bugs for Your Garden* by Allison Starcher and *Seeds of Change* by Carolyn Margolis and Herman Viola.



Green Bean Go-Getters

Have students brainstorm and gather their favorite nutritious green bean recipes. Ask students to write or visit their favorite restaurant to ask what kind of green bean dishes they have available; then offer to provide them with recipes featuring green beans to promote as a “school special.” Offer to include special student-made artwork to help the restaurant show how they are supporting a local school.

Adventurous Art

Use a green bean to create a sculpture.

- Use a green bean to create a sculpture and the leaves to create a hat. Use a green bean to create a sculpture and the leaves to create a hat. Use a green bean to create a sculpture and the leaves to create a hat. Use a green bean to create a sculpture and the leaves to create a hat.

History Exploration

- Trace the history of the green bean back to its origins in ancient Mesoamerica. Have students research the native populations that cultivated beans and how they used them (e.g., for food, medicine, etc.). Assign groups of students with a region in North, Central or South America and have each group do a presentation.

Creative Writing:

- Use “green beans” in a poetry assignment or for a discussion on literary elements such as alliteration, rhyming, onomatopoeia, similes and metaphors.

For more ideas, visit:

www.nal.usda.gov/kids

www.5aday.com/html/educators/educators_home.php

Up Next!

If you enjoyed exploring green beans with Harvest of the Month, join us next month to learn all about September's featured fruit – the tomato.

nutrition
NETWORK
FOR HEALTHY ACTIVE FAMILIES


**EAT FRUITS & VEGETABLES
AND BE ACTIVE**

GREEN BEAN ACTIVITIES

Power Scramble

Rearrange the letters in each word to form the name of a fruit or vegetable. Write each word on the line next to the scrambled word. (answers below)

1. etews optloa _____
2. tinancere _____
3. beabacg _____
4. shpacin _____
5. ransisi _____
6. cipolar _____

Answers: 1. sweet potato, 2. nectarine, 3. cabbage, 4. spinach, 5. raisins, 6. apricot

Green Bean Brain Buster

(answers below)

1. According to the nutrition label above, green beans contain _____ of Vitamin C in one serving.
A.) 30% B.) 15% C.) 6% D.) 4%
2. We know that green beans are green, but they can also be _____.
A.) purple B.) yellow C.) white D.) all three
3. Green beans are very good for your heart and digestive system because they contain _____.
A.) calcium B.) iron C.) fiber D.) water

Answers: 1. A; 2. D; 3. C

Nutrition Facts

Serving Size: 1 cup beans, snap (100g)
Calories 34
Calories from Fat 1

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 7mg	0%
Total Carbohydrate 8g	3%
Dietary Fiber 4g	15%
Sugars 2g	
Protein 2g	
Vitamin A 15%	Calcium 4%
Vitamin C 30%	Iron 6%

Source: www.nutritiondata.com

Eat the Rainbow!

Fruits and vegetables are a colorful part of a healthy diet. Eat a variety of fruits and vegetables every day — reach for the rainbow! Green beans are in the green color group.

- Green fruits and vegetables help maintain healthy vision and strong bones and teeth. Examples include green beans, snap peas, peas, leafy greens, green peppers, zucchini, cabbage, cucumbers, okra, pears, broccoli, green grapes, kiwis, honeydew melons and green apples.

What is a Serving Size for Green Beans?

A serving of green beans is one cup or 20 medium green beans.



This material was funded by USDA's Food Stamp Program through the California Nutrition Network for Healthy, Active Families. This institution is an equal opportunity provider and employer. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call 1-888-328-3463. © Copyright California Department of Health Services 2005.

Harvest of the Month.

Growing Healthy Students



Botanical name: *Phaseolus vulgaris*

GREEN BEAN | August

Green Bean Fun

Circle all of the meats that contain green beans.

- How many did you find?
- What are the different ways green beans are being served? Raw? Cooked?
- How many other green fruits and vegetables are on the menu?

IDEAS FOR NUTRITION EDUCATION

These are ideas to get you started. You will probably discover and invent many more. Adapt the suggestions to use them in a way that is appropriate for your students.

Mathematics

Fractions (cooking in the classroom!), metric system, statistics and graphing, calculating minimum daily nutritional requirements, percentages, problem solving, measurement, explore and classify patterns, shapes, and colors in fruits and vegetables, calculate costs of healthy foods from market or restaurant menus, analysis of food labels, Venn diagrams to help compare and contrast models to demonstrate food preferences.

Science

Food chemistry, analyzing nutrient value, sensory explorations, life cycles in garden, ecological gardening (soil testing, composting, acid rain, pesticides), the impact of climate and soil composition on plant growth and food production, nutrition related to food webs and biomes, research food metabolism, use food labels to graph nutritional value, introduce elements (tie in physical and life science), conduct nutrient tests on foods for vitamin content, introduce nutrients (carbohydrates, fats and proteins), vitamins and minerals and the foods in which they are found, and how they are used in the body. Explore FOSS, GEMS and AIMS kits (available at MST centers); conduct simple experiments to demonstrate buoyancy, and gravity.

Nutrition in the Garden

Research nutrients found in foods grown in school gardens; observe, taste, and use foods grown in gardens in cooking demonstrations, connect specific vegetables and fruits to nutrients; connecting garden produce to classroom curriculum, such as: Native American "Three Sisters Garden" and "The Secret Garden", food poetry, research garden information, art, music, math (measurement of plant growth, computation, geometry), medicinal value of plants.

Language Arts/ESL

Research skills, reading food labels, poetry, music, oral language - Classroom discussions on meals, spelling, written language, food and nutrition journals, vocabulary development, descriptive language, etc. Students can practice writing directions for recipes and test clarity by demonstration, analyze reliability of nutrition information, compare the language of the food industry to the language of scientists, connect culturally diverse literature. Gather, evaluate and integrate information from multiple sources about a specific food or nutrition topic. This could be tied into a social studies or science project. Oral presentations. Explore foods common during time periods and settings of assigned literature.

Literature Related to Nutrition/Garden:

Please see our website at www.lausdnutnet.org for numerous literature connections, or call our office.

Health Education

Connect nutrients found in foods to what healthy bodies needs; explore how physical activity affects weight and nutrient needs, read food labels to determine nutrient content in food products and how to select balanced meals, nutrition and fitness, study of fat content in foods in relationship to healthy heart, food pyramid, basic food groups, 5-A-Day program, what you eat effects your health, develop lessons with school nurse or cafeteria personnel or invite them for a classroom visit, compare body weight in relation to nutrition and exercise, research and discuss sports and eating disorders, examine the importance of drinking fluids and how dehydration affects the body. Discuss the benefits of water vs. sports drinks.

Continued on next page . . .

IDEAS FOR NUTRITION EDUCATION ...*Continued*

Social Science

Food production, diets around the world, origins of foods, impact of diet on health on various cultures, history of food production and technology, unique significance of foods within different cultures, harvesting and planting rituals, explore how food played into migration, settlement patterns and the distribution of natural resources. Discuss food availability in relation to the economics of various cultures. Compare and contrast the types and amounts of foods available in the ancient civilizations; analyze the diets of the different socioeconomic groups of ancient, medieval or early American cultures. Connect careers in food industry, visit a supermarket or nearby store.

Performing and Visual Arts

Visual Arts: drawing, painting, collage, chalk-art, student sculpture, paper maché, etc. (Sketch notebooks, dried materials collages, paper maché food shapes, making natural pigments) Performing Arts: choral readings, skits, plays, opera, marionette and puppet shows, monologues, movement and dance, etc. Music: "Shake it Up!" with fruits and veggies CD or other nutrition songs.

Technology

Use of digital camera and digital imaging, photography, audiovisual productions, Power Point and KidPix presentations, internet research, Hyperstudio reports, student produced videos, graphic organizers for instruction, and student projects related to nutrition education. Investigate nutrition software, websites, and videos (available through NASCO). Visit the LAUSD Nutrition Network website for numerous links.

For more resources try these:

- **An extensive collection of materials to help support the integration of nutrition education into the curriculum is available for check-out at:**

Nutrition Network Main Office, 6551 C Balboa Blvd., Van Nuys, CA 91406, 818-345-4712
Teacher Advisors: Lorraine Quan, Tonya Mandl, Roberta Acantilado.

East LA MST Center, 961 S. Euclid Ave., Los Angeles, CA 90023, 323-263-1916
Teacher Advisors: Wendy Selin, Kelly Donaldson, Anjani Sanda.

A limited selection of materials is also available at the San Pedro, Westside, San Gabriel, Lowman and Van Nuys MST Centers.

Access the Food Stamp Nutrition Connection website at www.nal.usda.gov/foodstamp to identify curricula, lesson plans, research, training, tools and materials.

USDA recommends existing materials be utilized/adapted rather than developing new materials. New materials development must be justified.

The LAUSD Nutrition Network website: www.lausdnutnet.org also has links to printable and downloadable resources.

Textbook Evaluation Checklist for Nutrition

Textbook Title: _____ Publisher: _____ Chapter _____

Title: _____

Date of Publication: _____ Student Language Level: _____

The purpose of this checklist is to evaluate food and nutrition content in ESL textbooks.

Food/Nutrition Content is represented in the text: Yes _____ No _____ Comments _____

If no, stop here.

Does the lesson include any of the following? *Check all that are included.*

- methods for quick and easy healthy eating _____
- benefits of eating fruit and vegetables _____
- strategies to influence children to eat healthier food _____
- balanced eating _____
- accessing community food resources _____
- safe food handling _____

In above is there a relationship suggested between food and health? Yes _____ No _____

Answer the following questions using the scale below.

3 2 1 0
 yes somewhat no not applicable

Nutrition Content	3	2	1	0	Comments
Is the content information presented in a way that students will understand?					
Is the content relevant to the students' needs?					
Is the content accurate and up to date?					
Is the content sensitive to the students' cultural background?					
Are the majority of foods nutritious?					
Language Development					
Are there activities to practice language that is associated with the food/nutrition content? If yes, which skills are covered? Listening ___ Speaking ___ Reading ___ Writing ___					
Do the activities promote critical thinking?					
Do the activities recognize/validate students' prior food knowledge or experience in their native culture?					
Behavior Change					
Does the material help to promote healthy food choices?					
Is there an application of the nutrition content that is real life based?					
<ul style="list-style-type: none"> • If there is an application, does it have the potential to motivate behavior change? • Is the application realistic and practical for the students' language level? 					
Is there an assessment tool that documents behavior change?					

Healthy Communities

...for life!

Alameda County Public Health Department

Passport To Healthy Living DISTRIBUTION GUIDELINES

Help our community start a journey to good health!

As a ***Passport To Healthy Living*** distributor, you can play a major role in helping community members improve their health behaviors. By taking just a few minutes of your time to introduce the ***Passports***, people can make major changes in their nutrition and physical activity habits.

Here are a few steps to help you make the most of the ***Passport*** distribution process:

Step 1 – Distribute the Passport.

Review the 5 Steps to Healthy Living listed in the centerfold of the ***Passport***, and encourage people to make a commitment to:

- Select a Buddy
- Eat More Fruits and Vegetables
- Increase Physical Activity
- Drink More Water
- Reduce Stress

Step 2 – Distribute the Pedometer.

Make sure people understand how to use the Pedometer. **Walk** through the Pedometer Instruction Sheet included in your folder.

Step 3 – Describe how to use YOUR JOURNEY TO GOOD HEALTH tracking form in the Passport.

Emphasize that people are more likely to stay motivated if they track their commitment to a new behavior – eating more fruits and vegetables, exercising more or drinking more water.

Step 4 – Make sure the Passport recipient fills out the Registration Card completely.

Remind people that by completing the card, they will be included in a drawing for ***two free tickets*** on Southwest Airlines. The drawing will be held on April 16, 2006.

Step 5 – Collect the completed Registration Card.

Once you have collected Registration Cards, place them in one of the envelopes you received with your ***Passports and mail them to Nutrition Services***. Use the additional envelopes to mail the Registration Cards as you collect them.

Step 6 – Send completed Registration Cards to Nutrition Services.

Mark Woo, Nutrition Services, will check in with you on a regular basis to see how the collection of Registration Cards is progressing. If you have any questions about the Cards, please feel free to call him at 510-595-6449.

The community organization that submits the most completed registration cards by April 15, 2006, will receive a special prize!!!



Healthy Living

How to Use Your Pedometer (Step Counter)

1. Press MODE (left button) to cycle the display setting among:
 - Steps
 - Miles
 - Calories (Kcal)
2. Determine your stride length: Walk a typical step for you. Have a friend measure your stride, in inches, from toe to toe. Average stride is 30 inches.
3. When in Miles mode, press Stride Set (center button). While the number flashes press RESET UP (right button) until the number corresponding to your stride length shows. Press MODE to set.
4. When in Kcal mode, press Stride Set (center button). While the number flashes press the RESET UP (right button) until the number corresponding to your weight in pounds shows. Press MODE to set.
5. Press the button on the right to RESET to 0.
6. Wear the pedometer vertically and snugly at your waist, centered above one of your legs. The pedometer counts steps according to vertical movement.
7. Start walking!

Goal setting? See the next page!

1 mile = 5,280 feet
1 mile = 2,000-2,500 steps
10,000 steps = 4-5 miles
average adult stride = 2.5 feet
average school track = quarter mile = 525 steps
average flight of stairs = 10 steps/flight
average width of a parking space = 5 steps

Eating healthy is something that former President Clinton admits was hard for him to do. Infamous for loving junk food and everything fried: "Even in the years I was running 20-25 miles a week... I was still clogging arteries.... I thought I was setting a good example, because I was running every day..., running to [junk food places]," Mr. Clinton laughed in a May 3, 2005 CBS Early Show interview. To complement regular exercise, he suggests: less empty calorie foods, cook in a healthier way, and make healthier food choices.

Setting Goals and Staying Healthy Using Your Pedometer

1. Put it on when you get dressed in the morning.
2. Take it off when you go to sleep at night.
3. Record your steps on a log at the same time each day.
4. The distance you walk depends on the length of your stride. The calories you burn depend on your weight.
5. No matter your stride, approximately 10,000 steps is required to maintain your weight and obtain health benefits.
6. Walk more or walk faster to lose weight.
7. Wear it daily for one week to take a "baseline". Set goals for the next week by increasing your baseline by 1000 steps in the second week and by 2000 steps in the third week.
8. Regular physical activity should be incorporated with healthful eating behavior.
9. Eating balanced, healthful foods (fruits, vegetables, and whole grains) along with regular physical activity can yield numerous benefits.

Walking is a great way to get your body moving and your mind to break off.

For more information, contact the battery (one LR1130).

Need help?

The program provides nutrition assistance to people with food insecurity. You can help you buy nutritious food for a better diet. For more information, contact 1-888-999-4772.



For more information, contact the California Department of Public Health, Nutrition Services Program, at 4850 La Tijera Blvd., Suite 200, San Diego, CA 92121. You can also contact us through the California Nutrition Network and the California Department of Public Health Nutrition Services Program.

California Department of Public Health, Nutrition Services Program, 4850 La Tijera Blvd., Suite 200, San Diego, CA 92121. 94609 · 510 595 6454

LESSON PLAN: FAST FOOD EATING

HANDOUTS

Fast Food Nutrition Guide

VISUALS

Fat Tubes

CLASS OUTLINE

- Raise your hand if you eat out at fast food restaurants?
- Tell me what your favorite fast food restaurants are.
- What are the items that you typically order from that particular establishment?
- Tell me what you think is unhealthy about eating out at fast food restaurants
- Show class fat tubes

- Give test by writing questions on board and having class members answer the questions.

- Discuss tips on how to eat healthy at fast food restaurants
 1. Order small size (fries, drinks, shakes).
 2. Be careful of side dishes, they can contain large amounts of fat
 3. Muffins, biscuits, and croissants contain large amounts of fat.
 4. Dressings, sauces, and mayo are high in fat
 5. Most items are salted, don't add salt.
 6. Avoid fried foods (chicken, fish, french fries, and onion rings).

Emphasize to class that fast food restaurants do not have to be entirely avoided but they should be eaten at infrequently. Hand out the fast food guides to class and make sure they know how to read it. Explain that it is possible to make healthier choices at fast food restaurants.



Seeing Through TV Food Commercials

Worksheet 6

During one hour of TV, keep track of all the commercials you see. Every time you see a commercial for a food product, write the name of the product, draw a picture, or put a check mark next to the product category. Then, add up the number of commercials for each product category. Also write the number or numbers of the techniques used to sell the product:

- 1 — free prize
- 2 — a favorite star says he/she likes or uses it
- 3 — it promises to make you popular
- 4 — helps you grow strong or be a great athlete
- 5 — is natural, contains "real fruit," is nutritious, is good for you
- 6 — other _____

Program(s): _____

Time: _____

Channel: _____

PRODUCT	TOTAL NUMBER	TECHNIQUE USED TO SELL
Candy		
Soda		
Fast Food		
Sugary Cereals		
Chips & Cookies		
Fruits, Vegetables, Milk and other healthy foods		

How much fat is there in these foods?

Example: How much fat is there in 1 cup of whole milk?

How many calories are there in 1 cup of whole milk?

Student 2

Food item	Grams of fat	Calories
1. 1 cup of whole milk	8.1	150
2. 1 cup of non fat milk		86
3. 3 ounces of cooked lean beef	11.25	
4. 3 ounces of chicken with no skin		163
5. 1 hot dog	11.2	
6. 1 quarter pound cheeseburger, no mayo		536
7. Milky Way Candy bar	10	
8. One piece of pepperoni pizza		220
9. Regular potato chips (12-20 chips)	10	
10. Reduced fat potato chips		135
11. 1/2 cup of vanilla ice cream	7.3	
12. 3 ounces of fish		100
13. 1 Tb. Regular mayonnaise	11	
14. 1 Tb. Lite mayonnaise	5	50

Exhibit F: *Sample Supporting Documents*
(*Documentation of Fiscal Issues Requiring Follow-Up*)

State of California—Health and Human Services Agency
Department of Health Services



California
Department of
Health Services

SANDRA SHEWRY
Director



ARNOLD SCHWARZENEGGER
Governor

March 7, 2005

TO: LOCAL INCENTIVE AWARD (LIA) CONTRACTORS OF THE
CALIFORNIA NUTRITION NETWORK FOR HEALTHY, ACTIVE
FAMILIES (NETWORK)

SUBJECT: WEEKLY TIME LOGS / QUARTERLY TIME STUDIES FOR
DOCUMENTING PERSONNEL TIME

The United States Department of Agriculture (USDA) requires Local Incentive Award (LIA) participant staff who devote less than 100 percent of their time to Food Stamp Nutrition Education (FSNE) to document their personnel time. This documentation requirement applies to personnel costs for both Local Share (LS) and State Share (SS) programs. The *Network* now offers two options for meeting this documentation requirement—the **Weekly Time Log** and the **Quarterly Time Study**. LIAs must use at least one of these methods to document personnel time. The purpose of this correspondence is to provide information about the requirements for using these methods, to offer answers to frequently asked questions (attached), and to provide copies of the new logs (attached).

Similarities between the Two Methods

Both the Weekly Time Log and the Quarterly Time Study share the following components:

- they are for use by staff who devote less than 100% of their time on FSNE;
- they are for documenting both LS and SS time; and
- they must be filled out and signed by individual staff.

Difference between the Two Methods

There are also significant differences between the two methods. Most importantly, use of the Quarterly Time Study requires prior approval by *Network* staff, while the Weekly Time Log can be used without prior approval if the standardized form is used. The two methods of documentation are discussed in greater detail below.

Weekly Time Log

The Weekly Time Log was created by combining aspects of many existing time logs used by LIAs and updating it to include only those activities determined allowable by the USDA. LIAs who use the Weekly Time Log are required to have staff record their activities on a weekly basis throughout each quarter prior to billing for personnel costs. As a general rule, the *Network* prefers that you use the new version of the Weekly Time Log (attached). If your organization would like to use a customized version of the weekly time log form, you must seek approval from your Contract Manager.

Quarterly Time Study

In response to statements by many LIAs that quarterly time studies take less time to complete than weekly time logs, the USDA approved the use of a Quarterly Time Study. The Quarterly Time Study must meet specific standards, can be used *in lieu of* weekly time records, and is to be approved on a case-by-case basis by the *Network*. Use of the Quarterly Time Study may reduce administrative overhead by taking less time to complete.

The Quarterly Time Study requires individual staff members to record their activities every day for only one month of each quarter. The total time recorded for the month is then projected across the remaining two months of the quarter (i.e., the amount of time is multiplied by three), but no additional timekeeping is required within the given quarter.

The Quarterly Time Study is not appropriate if your organization does not have evenly distributed personnel costs. For example, if your program activities are grouped into one or two weeks of a quarter, it is not reasonable to keep a record of all time spent on the program during those weeks and then project it out over those weeks when there is normally little program activity. An example of this situation is when a school district has one month of activity during the summer quarter, it would be fraudulent to record the time spent during that particular summer month and then multiply by three to derive a quarter total. (In this particular instance, a weekly time log could be used during the summer quarter.)

Also, when using a Quarterly Time Study, the month sampled for each quarter must be representative of the entire quarter, and the same month cannot be used each time. For example, the first month of each quarter cannot be used. Instead, a reasonable method of selecting the month to be sampled must be established (e.g., the first month of the first quarter, the second month of the second quarter, the third month of the third quarter, and the first month of the fourth quarter would be acceptable if the LIA can demonstrate why these months represent the quarters in which they fall.)

LIA Contractors
Page 3
March 7, 2005

The *Network* retains the right to approve proposed time study methodologies for each LIA prior to use. LIAs must seek *Network* approval prior to using the Quarterly Time Study by submitting a "Time Study Request Form" (attached). With prior approval from a *Network* Contract Manager, use of time studies can begin as soon as April 1, 2005. LIAs that do not receive *Network* approval to use the Quarterly Time Study must use a Weekly Time Log.

We hope that the new Weekly Time Log and Quarterly Time Study forms will make it easier for you to document your time. If you have any questions, please contact your Contract Manager.

Sincerely,

Ralph Bonitz, Staff Services Manager
Cancer Prevention and Nutrition Section
California Nutrition Network

Enclosures

**CALIFORNIA NUTRITION NETWORK FOR HEALTHY, ACTIVE FAMILIES
QUARTERLY TIME STUDY REQUEST FORM**

Return this form to your *Network Contract Manager* by fax or mail

Date: _____ Contract #: _____

Contractor Name: _____

Contract Term: _____

Project Coordinator: _____ Phone: _____

1) Check one box only (two separate request forms must be filled out if you want staff on both the Local and State Share budgets to complete a time study).

Local Share State Share and/or special projects (e.g., Regional Nutrition Networks, Faith-Based, Food Security, etc.)

2) Fill in the chart below. Indicate the month of each quarter you plan to sample for each year of your contract term. Please use the following guidelines when selecting the sampling months:

- The same month cannot be used each quarter. For example, the first month of each quarter cannot be used. Instead, the sample month should vary each quarter (e.g., the 1st month of 1st Qtr, 2nd month of 2nd Qtr, 3rd month of 3rd Qtr and 1st month of 4th Qtr would be acceptable if the months represent the quarters in which they fall.)
- The sampling months should vary from year to year.
- The month used for each quarter must be a valid representation of the entire quarter. Where this is not possible, you may opt to use a weekly time log for that quarter. In this case, write "weekly time log" in the box for that quarter.

Quarter	Year 1 (200__ - 200__)	Year 2 (200__ - 200__)	Year 3 (200__ - 200__)
Qtr1 (Oct-Dec)			
Qtr2 (Jan-Mar)			
Qtr3 (Apr-June)			
Qtr4 (July-Sept)			

3) Please attach a list of the names and titles of staff members who will use the time study. Personnel listed should have fairly evenly distributed activities across the quarters you will sample. (Note: these names and titles should correspond with your budget justification.)

Signature of Project Coordinator

Date

Approved by:



California Nutrition Network Criteria for Approval of Customized Weekly Time Logs

The *Network* prefers that contractors use the new standardized version of the Weekly Time Log.¹ However, if using this new version poses significant administrative burdens to the contractor and they request the use of a customized version of the weekly time log, some exceptions can be made. Contractors should request approval from their Contract Manager (CM) prior to using a customized version.

CMs should use the criteria below to approve customized weekly time logs. To be allowable, weekly time logs must:

- List the name of the contractor
- List the contract number
- List the fiscal year
- List the name and title of the employee completing the form
- Clearly delineate whether the hours documented are for state share or local share activities (e.g., by using a check box)
- Contain a clause that reads something like the following (*only needed for customized forms that list "other" categories or are simply fill-in-the-blank activity forms*):

"All activities must be listed in the approved SOW or must receive prior approval from the Contractor, the State CPNS Program Manager and State CPNS Contract Manager before being listed and claimed on this form."

- Contain a listing of activities conducted by the employee
 - If the contractor wants to use a pre-printed listing of activities, contractors should be encouraged to use the pre-printed activities and categories on the standard form. If they would like to use their own customized listing of activities, the CM and PM should ensure that the activities are allowable.
 - If the contractor wants staff to write in their activities on a weekly basis, this would be allowable; however, they should be strongly encouraged to use a pre-printed listing instead.
- Log the total hours on a weekly basis (though entering hours on a daily basis with a weekly total box would be acceptable)

¹ The standardized version was e-mailed to contractors on 10/27/05 and is located on the G-drive at CPNS/Contract Management/Templates_Forms/LIA Forms/Time Log Materials.

Updated 11-3-05

- Contain a line for the employee to sign his/her name, certifying that all of the documented time is from allowable activities

A	B	C	D
1			
2			
	TIME STUDY LIST		
3			
4	Alameda County Office of Education	04-35433	Kelley
5	Alameda County Public Health - Nutrition Services	04-35432	Kelley
6	Alameda County-UC Cooperative Extension, Child & Youth Nutrition Program	04-35428	Maria
7	Alhambra School District	05-45497	Maria
8	Berkeley, City of, Department of Public Health	04-35435	Kelley
9	California Association of Food Banks-Food Stamp Outreach	05-45499	Cristina
10	Children's Council of San Francisco	05-43514	Mary
11	Community Services Unlimited, Inc.,	05-45520	Mary
12	Community Services Planning Council	05-45560	Mary
13	Hawthorne School District	03-75573	Rosa
14	Kernville Union School District	06-45515	Elise
15	LA Coalition To End Hunger and Homelessness	04-33902	Mary
16	Madera County Children & Families Commission	05-45560	Carmen
17	Orange County Region: Orange County Health Care Agency	04-35889	Kristy
18	Sacramento County DHHS, Clinic Services	03-75566	Rosa
19	San Diego & Imperial Counties Region: CSU San Diego	04-35890	Kristy
20			



SAN DIEGO, CA 92108-3883
(619) 388-6554

LYNN SAVAGE
VENDOR NUMBER
V22723

WARRANT DATE
04/07/05

WARRANT NUMBER
94- 584697

WARRANT NUMBER	CHECK AMOUNT	DEDUCTIONS	NET AMOUNT	DESCRIPTION	P.O. NUMBER
050210-050311	2,137.44	0.00	2,137.44	PROVIDE SERVICES AS TH	502916

WARRANT TOTAL

2,137.44

ENCLOSURES

DETACH BEFORE DEPOSITING CHECK



THE SAN DIEGO COMMUNITY COLLEGE DISTRICT
3375 CAMINO DEL RIO SOUTH
SAN DIEGO, CA 92108-3883
(619) 388-6554

BANK OF AMERICA
COMMUNITY DEVELOPMENT BANK
WALNUT CREEK, CA 94596
FUND NO. 4455

WARRANT NUMBER
94- 584697

PRESENT THROUGH
DATE

VOID 6 MONTHS FROM

04/07/05

AY TWO Thousand ONE Hundred THIRTY SEVEN Dollars and FORTY FOUR Cents

AMOUNT
****2,137.44

THE TREASURER OF SAN DIEGO COUNTY,
CALIFORNIA WILL PAY TO:

ASSIST. CHANCELLOR
OF BUSINESS SERVICES

NON-NEGOTIABLE

2927

CHANCELLOR

NON-NEGOTIABLE

COPY

COPY

COPY

COPY

COPY

⑈94584697⑈ ⑆121141822⑆ 73130⑈00987⑈

A 94115-2927

Tel:

e-mail:

TO: San Diego Community College District
Attn: Karen King
Date: Mar. 15, 2005
Re: Purchase Order No. 502916

Services Rendered:

Task	Date	Hours
• prepare for telephone consultation	Feb. 10	1.0 hours
• provide consultation to Nancy	Feb. 10	1.0 hours
• provide consultation to Nancy	Feb. 17	0.5 yours
• meet with Nancy and Laurie	Mar 10	4.0 hours
• facilitate advisory group meeting	Mar 11	<u>8.0</u> hours
Total Hours		14.5

Fee for Service: 1.54 hours x \$75/hour = \$1,870.50

Reimbursable Expenses

Travel 3/10 & 3/11 meetings

Super Shuttle Home to airport	17.00	
Airfare	148.40	
Car rental (2 days; 1/2 of 90.79)	45.40	
Super shuttle Airport to home	<u>17.00</u>	
Sub-total		227.80

Meals	
3/10 breakfast	6.00
3/10 lunch	9.14
3/10 dinner	18.00
3/11 breakfast	<u>6.00</u>

39.14

INVOICE TOTAL

\$2,137.44

* Receipts attached

O.K. to pay:
✓

K. Lynn King
7

SAN DIEGO CENTERS FOR EDUCATION & TECHNOLOGY



**ABE/ESL
RESOURCE OFFICE**
4343 Ocean View Boulevard
San Diego, CA 92113-1915
619-388-4941 • FAX 619-388-4989

February 28, 2005

TO: ESL Instructors in Levels 2-5 and multi-level ESL classes

FROM:

RE: Nutrition grant requirement

As you may or may not know, we are participating in a nutrition grant to create nutrition lessons for levels 2-5. In order to receive the grant, our program has to put up matching funds based on teacher salaries for the portion of time that they incorporate a food or health unit in their curriculum per semester. In the budget, we estimated a two-week period per teacher per semester. To be accountable we need to document this through an "activity log" completed by each instructor. In order to make this easy on all those concerned, we have developed an activity statement that you just need to sign and return to us if you plan on teaching a food or health unit in the Spring semester. We will ask you to do it again in the Summer. If you have any questions about this, please call me at _____ **Please return this page to _____ at the ESL Resource Office, ECC by March 10, 2005**

California Nutrition Network for Healthy, Active Families Activity Log

San Diego Centers for Education and Technology

Name: _____

Level: 2 Site: ECC

During the Spring semester (January 29, 2005 – June 9, 2005), I will teach an English as a Second Language class that incorporates a food, shopping, or health unit that addresses nutrition topics.

Signature _____

Date 03/09/05

LOG GUIDELINES

Logging time is mandatory. The time each participant logs of their regular-paid instructional time toward nutrition education serves as the required funding for the USDA FSNE funds awarded to your school. In essence, the funds your school receives are generated by each participant logging 35 hours of their regular-paid instructional time toward nutrition education and reporting these hours on the Lead Teacher Summary Log form at the end of each logging period. Since LAUSD fronts the costs of Nutrition Network programs until reimbursed by USDA (based on the logging of hours), a shortfall in logged hours means the district is not fully reimbursed. Failure to log hours or report them at the end of each logging period will result in the suspension of funding and services, and may ultimately jeopardize the continuance of the Nutrition Network.

Each participant must complete an Individual Time Log form for each reporting period. Time will be logged for 3 reporting periods:

Period I	October 1, 2005 – December 9, 2005	Due: December 12, 2005
Period II	December 12, 2005 – February 24, 2006	Due: February 27, 2006
Period III *	February 27, 2006 – June 30, 2006	Due: April 25, 2006

* For logging purposes, Period III hours may be anticipated through June 30, 2006 and included on the Lead Teacher Summary Form (the Individual Time Logs that document these hours must still be completed with these projected hours, collected, and kept on file in the event of an audit).

Lead Teachers should collect the Individual Time Logs prior to the conclusion of each reporting period. The Lead Teacher must complete the Lead Teacher Summary Form and fax it to the Nutrition Network by the due date for each period, keeping the original in their files.

NOTICE: The Nutrition Network is not responsible for un-received or incomplete faxes. Occasionally, with the heavy volume of faxed documents being sent, equipment malfunctions do occur. **PLEASE** either call to confirm your fax was received, or set your fax machine to print a *fax receipt* that shows that your faxed document (number of pages) was indeed sent to the proper fax number by the due date, and save this receipt for future reference. In the event that our records indicate that we did not receive (all or part of) the faxed Lead Teacher Summary Log form, this will serve as your proof that it was sent on time, but you may be asked to re-fax all or part of the form.

For ideas on logging hours and incorporating nutrition education into your classroom lessons, refer to the Getting Started Guide and Ideas for Nutrition Education in this binder.

VERY IMPORTANT INFORMATION:

- Even though Award notification will not take place until early November—halfway through Period I—the Lead Teacher Summary Log must show that 80% of the participants have logged at least 12 hours by the end of Period I (December 9, 2005). If the Summary Log shows that the 80% mandate has not been reached, the Action Award funds transfer may be delayed, and Harvest of the Month produce deliveries suspended until the 80% mandate has been reached.
- Participants that are off-track or on vacation are still responsible for turning in their logs on time.
- The Lead Teacher must document time for *every person* on the Intent to Participate form for *every period*—even if they do not perform any hours during a particular logging period.
- If a participant is off-track or does not perform any hours, write “0” in the “Hours” column on the Lead Teacher Summary Form for that period. If the teacher who did not perform hours was not off-track, the Lead Teacher may be asked to explain why hours were not reported for that person.
- Individuals wishing to log time after the Action Award has been awarded or the Harvest of the Month Only Program has started must sign a REVISED Intent to Participate form and must still log 35 or more hours of nutrition education—the commitment to log hours is NOT prorated.

LOG GUIDELINES...continued

- The School Administrative Assistant (SAA) and other staff members not included in your school's award funding but who wish to log time are encouraged to do so. They should complete Individual time logs and return them to the Lead Teacher by the logging deadlines. If they do not sign the original Intent to Participate form and wish to sign on after the application deadline, please have them sign the REVISED Intent to Participate form.

Do not confuse logging time with compensation!

Participants must not count any time in which they are compensated using Nutrition Network Award funds (Lead Teacher or Cafeteria Compensation or Professional Expert Pay) as time logged toward their 35 or more hours. *No one gets paid to log time!*

Exhibit G: *Sample Supporting Documents*
(*Working Papers*)



**United States
Department of
Agriculture**

Food and
Nutrition
Service

Western Region

550 Kearny St.
Room 400
San Francisco, CA
94108-2518

FS-5-2-CA

February 10, 2006

Mr. Richton Yee, Chief
Food Stamp Branch
Department of Social Services
744 P Street, Mail Stop 16-32
Sacramento, CA 95814

Dear Mr. Yee:

This is to notify you of Food and Nutrition Service's intention to conduct an administrative review during the months of February, March, April and May 2006, of the California Department of Health Services' (CDHS) Food Stamp Nutrition Education (FSNE) activities. As part of the review process, we will be examining records at the California Department of Social Services (CDSS), CDHS and a sample of State/local FSNE contractor sites.

The objectives of this nutrition education review are to ensure both fiscal responsibility and program integrity, with the expectation that:

- all administrative expenses are properly documented and allocated
- all activities funded with FSNE monies are allowable
- all sources of State and local share monies are allowable
- all activities are targeted towards participating and potentially eligible food stamp clients, in accordance with approved waivers.

During the review, we also hope to identify:

- potential opportunities for outcome and impact evaluation
- areas for improving program efficiency and cost-effectiveness
- strategies for strengthening the linkage between local food stamp program operation and the provision of nutrition education.

We are tentatively scheduling an entrance conference for Monday, February 27, 2006 and are working with your staff on setting up a meeting location at CDSS. Agendas and a review schedule will follow shortly. Enclosed is a list of the documents that all FSNE sites should have available for review. Should you have any questions, please feel free to contact Marisa Cheung of my staff, at (415) 705-1361, ext. 560.

Sincerely,

DENNIS STEWART
Regional Director
Food Stamp Program

**Western Region
Enclosure**

**cc: F. Patrick Sutherland, CA S/A, Sacramento, CA, w/ encl.
Mike Papin, CA S/A, Sacramento, CA, w/ encl.
Charlotte Doisy, CA S/A, Sacramento, CA, w/ encl.
Susan Foerster, CDHS, Sacramento, CA, w/ encl.
Emerick Konno, FM, FNS, WRO
CA SPO, POI, FSP, FNS, WRO**

FOOD STAMP NUTRITION EDUCATION
USDA Food and Nutrition Service, Western Regional Office

Documentation Required for Administrative Reviews

States should have the following documents available for review for all State and local agencies providing nutrition education services and all costs claimed under the Food Stamp Nutrition Education (FSNE) budget:

- * List of agency's accounting codes
- * Quarterly (or monthly) budgets
- * Quarterly (or monthly) invoices
 - Local contractor invoices to State FSNE contractor
 - State FSNE contractor invoices to State Agency
 - State Agency invoices to FNS
- * Staff time and effort reports; payroll records
- * Travel vouchers (w/ agendas/programs for any conferences, trainings, etc. attended)
- * Invoices and receipts for supplies, materials, equipment, contract agreements, etc.
- * Calculations for building/space, maintenance, etc.; rental/lease agreements
- * Calculations and documentation for any costs that have been pro-rated for FSNE contribution
- * Approved Indirect Cost Rate Agreements for all State and local contractors claiming reimbursement for indirect costs

Please note that the above documentation must be provided for expenditures claimed under both the Federal share and the State/local share of the FSNE budget. State and local agencies should also have available for review (as applicable):

- * Project workplans, including all revisions/amendments
- * Needs assessment data
- * Targeting data
- * Progress reports
- * Evaluation reports

*** The State is asked to have the above documentation available for Federal review, as pertinent to activities conducted by the selected project sites during Federal Fiscal Year (FFY) 2005. Should any projects be selected which are new or were postponed until FFY 2006, please provide documentation for the first quarter of FFY 2006.

**USDA, FNS, WRO ADMINISTRATIVE REVIEW
California Food Stamp Nutrition Education and Outreach
Entrance Conference**

***CDSS, 744 P Street, Room 300
Monday, February 27, 2006, 9:00am – 10:00am***

ATTENDEES (Tentative)

CDSS: Charles Bane, Charlotte Doisy, Alison Garcia, Detta Hunt, Mike Papin,
Patrick Sutherland, Richton Yee

CDHS: Stephen Bartlett, Ralph Bonitz, Frank Buck, Cora Calapine, Mary Cody,
Dennis Derenzy, Sane Donovan, Jacquolyn Duerr, Susan Foerster,
David Ginsburg, Carole Pirruccello, Kevin Reilly, Annemarie Reno,
Richard Rodriguez, Kurt Snipes, Gil Sisneros, Rosanne Stephenson

USDA: Dave Bailey, Marisa Cheung, Melissa Daigle

AGENDA

- (I) Introductions (All)**
- (II) Opening Remarks (Dave Bailey)**
- (III) Food Stamp Nutrition Education Review (Marisa Cheung)**
 - Purpose
 - State/local reviews
 - Participants
 - Timeline
- (IV) Food Stamp Program Outreach Review (Melissa Daigle)**
 - Purpose
 - State/local reviews
 - Participants
 - Timeline
- (V) Questions/Comments re Review (All)**
- (VI) Emerging issues, initiatives, etc. (optional) (CDSS, CDHS)**

2006 FOOD STAMP NUTRITION EDUCATION REVIEW
California Nutrition Network - Local Site Visits

Site/Project	Date of Visit	CDHS/CDSS/USDA Participants	Site Visit Start Time	FSNE Activity Observation Time	Agenda Finalized	Address/ Location of Site Visit
Preventive Healthcare on Aging	3/22/06	Bailey, Cheung, Maddox, Stephenson	9:00am	11:30am-12:00pm	X	829 Spring Street, Placerville, CA 95667 Contact: Marilyn Rains, Fiscal Manager/ (530) 621-6207 or Laurie Vasquez/ (916) 420-6332
Contra Costa Food Bank	3/27/06	Buck, Cheung, Daigle, Stephenson	9:30am	9:30-11:30am	X	4010 Nelson Avenue, Concord, California (925) 676-7543
Tides/ Marin Env.	3/29/06	Cheung	9:00am	11:00am-12:00pm	X	Presidio Building 1014 (Lincoln Blvd. & Torney Ave.) San Francisco, CA 94129
Central Valley Health Network	3/30/06	Cheung, Doisy	9:00am	N/A	X	1107 9th Street, Suite 810 Sacramento, CA 95814-3600
CVHN/FSNE class	3/31/06	Cheung	3:00pm	3:00pm	X	1140 Main Street, Livingston, CA 95334; Noami Florez (209) 394-7913
Alameda County PHD	4/3/06	Cheung	9:00am	11:00am-12:45pm	X	
West Contra Costa USD	4/4/06	Cheung	9:00am	2:00-4:00pm	X	
California Association of Food Banks	4/12/06	Cheung, Daigle	9:00am?	N/A		909 12th St., Suite 203, Sacramento, CA 95814; (916) 321-4435
Public Health Institute		Cheung	8:00am	N/A		555 12 th Street, 10th Floor, Oakland, CA 94607; Ralph McKinnon (925) 285-5541
CDHS (2nd visit)		Cheung		N/A		1616 Capitol Ave., Sacramento, CA
Los Angeles USD	4/24/06-	Cheung, Fletcher, Maddox, Sisneros	9:00am (on 4/24)	12:30-2:30pm (on 4/26)	X	LAUSD Nutrition Network HQ Office 6651C Balboa Blvd. Van Nuys, CA 91406 Contact: Herracia Brewer/ (818) 345-4712/ herracia.brewer@lausd.net
Southern Indian Health Council	4/27/06	Cheung, Fletcher, Sisneros	9:00am	2:00-3:00pm	X	(am) 4058 Willows Rd, Alpine, CA 91901 (pm) 36350 Church Rd, Campo, CA 91906

San Diego CCD	4/28/06	Cheung, Fletcher, Sisneros	9:00am	11:00-11:30am	X	(am) 4343 Ocean View, San Diego, 92113 (pm) 3375 Camino Del Rio South, San Diego, CA 92108
CDHS (3rd/final visit)	TBD	Cheung		N/A		1616 Capitol Ave., Sacramento, CA

Employee Interview Questionnaire
(To be completed in INK)

Employee Name:

Employee Title:

Supervisor:

Agency/Location:

Date & Time:

A. GENERAL

1. Was employee present for interview? Yes No (Reason: _____)
2. If absent, will employee be interviewed at a later date? Yes No
If yes, date interviewed. _____
Verify employee to payroll/personnel records.
3. Is employee less than 100% time FSNE? Yes No
(If yes, ask employee to bring current time record to interview and complete section C.)

B. INTERVIEW QUESTIONS

1. What is California's overall vision for the future of FSNE?
2. What about FSNE in California works well?
3. What challenges do you face in working with FSNE and what would you like to see changed at the local, State or Federal level?

4. What mechanism/tool(s) best captures the impact of FSNE in California?

5. What is the general goal(s) and philosophy of your program/project (e.g., Retail-5-A-Day, Evaluation, Community Development, Latino 5-A-Day) within California FSNE and how does your project plan to achieve these goals?

6. How does your particular program unit work with other units in the agency?

7. How does your agency coordinate FSNE activities with existing nutrition education and health promotion efforts in the community, particularly UC-FSNEP? How do you work with other FNS programs?

8. What steps are your agency and/or program unit taking to work towards sustainability of nutrition education efforts for low-income Californians?

9. How has your agency and/or program unit addressed the recent USDA policy clarifications?

10. What is the process and timeline for reimbursing FSNE partners?

11. How does your unit provide technical assistance to and oversight of FSNE partners (if applicable)?

12. What do you believe FSNE partners need most for providing more effective services?

C. TIME AND EFFORT REPORTS *(Only for staff who spend less than 100% time on FSNE.)*

1. Review time record:

- Is time record completed through yesterday's date?
- Is time record kept in a computer? If yes, skip to #5.
- Is time record in possession of employee?
- Is information recorded in ink?
- Is time record signed only after completely filled out?
- Is time record free of alterations?

Yes	No	N/A
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If time record not completed through yesterday's date, determine if employee keeps a subsidiary record of time charges.

TIME AND EFFORT REPORT QUESTIONS
(Only for staff who work less than 100% time on FSNE)

	Yes	No	N/A
1. How long have you been employed at _____?			
2. How long have you been participating in FSNE?			
3. Were you given instructions on how to complete your time record?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How often do you complete your time record: <input type="checkbox"/> Hourly <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Other:			
5. How do you approximate or track the time you spend on FSNE?			
6. Who approves your time record and when do you turn it in?			
7. Do you ever claim time for indirect effort/work? If yes, provide examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you work overtime/extra time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. If yes, do you record it on the same time record as regular time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are you paid for overtime? If not, how are you compensated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How do you correct time record errors?			
10. Has your time record ever been returned for correction? If yes, why?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Have you ever needed to turn in a signed blank time card/record? If yes, when and why?	<input type="checkbox"/>	<input type="checkbox"/>	
12. During the current fiscal year or in previous fiscal years, have you worked on any projects or programs that were not related to FSNE?	<input type="checkbox"/>	<input type="checkbox"/>	
a. If yes, how did/do you track and document your time for each project?			
b. If yes, who authorizes or oversees this work?			

D. FISCAL QUESTIONS *(For financial management staff only.)*

1. How does your organization project budget amounts for the upcoming fiscal year?
2. Describe how you cost allocate space, equipment, or any other costs shared with other programs.
3. Describe the contract reimbursement process from the time a cost is incurred to the time that the contractor is reimbursed? (e.g. FNS → CDSS → CDHS → FSNE subcontractor)
4. How do fiscal staff and program staff work together?

Interviewee's Initials:
I have reviewed these responses and certify that they are accurate to the best of my knowledge.

Agree	Disagree

FNS Reviewer: _____

Date: _____