



**Nevada FFY 2020 Supplemental Nutrition
Assistance Program-Education State Plan**

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Introduction

The overall State of Nevada Supplemental Nutrition Assistance Program Education (NV SNAP-Ed) goal is *to improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles*. The priority overall objectives are to assist Nevadans in overall diet quality and beverages, reduce food insecurity through food resource management, increase physical activity and decrease sedentary behavior, and increase daily fruit and vegetable consumption. The NV SNAP-Ed priority focus areas for direct education and policy, systems, and environmental change are *Early Childhood, School Health, Increase Food Security, and Adults and Those with Disabilities*.

In FFY2019, NV SNAP-Ed Program pursued the development of a comprehensive, statewide evaluation plan that incorporated both direct education and policy, systems, and environmental (PSE) change approaches to meet the needs of the target population. The NV SNAP-Ed Program used the SNAP-Ed Evaluation Framework as a guide. As a result, the development of the overall State goal, four priority overall objectives, four priority focus areas and three evaluation guidance documents were established by NV evaluation meetings and focus groups. This instituted a structured application process with set expectations for implementing agencies (IA) to implement an evaluation plan based on the State priorities FY2020 SNAP-Ed project.

The new FFY2020 evaluation guidance documents included:

- The FFY2020 Nevada SNAP-Ed Evaluation Framework Matrix (Appendix A), identifying the specific State Objectives, Focus areas, Strategies, and required evaluation tools to progress from short term to long term goals.
- The FY2020 Nevada SNAP-Ed Introduction to the Evaluation Tools Table (Appendix B), which lists the required strategies each evaluation tool corresponds, description of the evaluation tool, and trainings and data aggregation requirements.
- The FFY2020 Nevada SNAP-Ed Approved Curriculum and Scans List (Appendix C) that lists each Nevada approved curriculum that corresponds to each four priority focus areas.

The NV SNAP-Ed priority focus areas were chosen by a cooperative process with the current Nevada SNAP-Ed implementing agencies (IAs) through several target population breakout evaluation meetings. There were four groups that represented early childhood, school age children, women, and seniors. The four groups discussed the existing evaluation tools that IAs were currently utilizing, evaluation tools that IAs could adopt statewide, barriers to evaluation, and the level of the SNAP-Ed Evaluation Framework the IAs evaluation method is currently and the level to move toward. The groups also reviewed the SNAP-Ed Evaluation Framework for Nutrition, Physical Activity, and Obesity Prevention indicators and outcome indicators that were common across IAs.

The *Early Childhood* priority focus area was chosen to implement the connection of nutrition and physical activity direct education to PSE strategies to create a healthy environment within Early Care and Education (ECE) programs and centers. The NV SNAP-Ed Plan aligns priorities and funds initiatives that support activities outlined in the Early Childhood Obesity Prevention State Plan to increase collaboration and alignment of statewide early childhood obesity prevention interventions and resources focusing on children from zero to eight years, and targets parents, low-income families, minority populations, pregnant women, ECEs, providers, and community partners.

In FFY2019 NV SNAP-Ed funded the Child and Adult Care Food Program (CACFP) for Early Care and Education Settings: Gap Analysis. According to the Academy of Nutrition and Dietetics, “CACFP is a documented success, improving nutrition and supporting healthy development and obesity prevention.” The two primary objectives for conducting the project were to determine factors affecting Nevada’s rate of ECE providers participating in CACFP and to identify opportunities to enhance Nevada’s participation in CACFP based on data obtained from the ECE provider community. The opportunities to promote CACFP participation per survey respondents included streamlining administrative requirements, conducting community education campaigns to increase knowledge about CACFP, reviewing and standardizing food permitting regulations, innovating approaches to incentivize use of CACFP, and reviewing reimbursement rates to address the cost of food.

The *School Health* priority focus area was chosen to improve the nutrition and physical activity environment through access to education in the classroom and PSE change through school wellness policy implementation. In addition, strengthen the collaboration with the Nevada Department of Agriculture (NDA) who oversees regulations for school wellness policy implementation, school food service programs and school gardens. The NDA collaboration will strengthen the evaluation of school environments using required evaluation tools that are listed on the FY2020 Nevada SNAP-Ed Introduction to the Evaluation Tools Table.

The *Food Resource Management* priority focus area was chosen to increase food security through, healthy meal planning and budgeting, PSE changes to encourage healthy food choices among pantry clients, and access and availability of healthy food in the community. This will allow encouragement of healthy foods at retail outlets and ability to give technical assistance to Nevada Farmer’s Markets. This includes advocating for each Farmer’s Market to enroll in the Double Up Food Bucks program to increase the NV SNAP participants’ purchasing power.

The *Adults and those with Disabilities* priority focus area is to provide evidence-based healthy eating and physical activity education to eligible adults and support PSE change in eligible communities. It was identified in the phase III of the Statewide Needs Assessment for Nevada’s SNAP-Ed report (Appendix D). The top three nutritional education topics for all surveyed and also the subset of vulnerable population, which are individuals aged 70 years old or older, individuals with a self-reported physical, mental, or emotion condition, households with children, and individuals with health-related dietary needs, were in ranking order, ways to make food last all month, ways to prepare healthy meals quickly, and preparing meals on a budget.

During FFY2019 the Nevada SNAP-Ed IAs staff, state staff, and other NV nutrition programs staff participated in the University of Minnesota’s Systems Approach for Healthy Communities Training. This training assisted in the knowledge in aligning NV’s direct education being more directly connected to the PSE efforts statewide. This training specifically gives the NV IAs and state staff the skills to explain how systems impact whether the healthy choice is the easy choice, applied definitions of PSE as part of a common language, and described how multi-level approaches to health promotion can have a greater impact in creating frameworks for healthy communities.

Needs Assessment Methodology

Nevada conducted a statewide needs assessment in 2017. The overall goals of Nevada's SNAP-Ed Statewide Needs Assessment were 1) to describe the most pressing nutrition and physical activity needs of SNAP participants in Nevada, and 2) to examine relevant community characteristics and other environmental factors that shape nutrition and physical activity behaviors to identifying opportunities for PSE intervention/approaches. (The Statewide Needs Assessment for Nevada's SNAP-Ed Program Final Report is attached as Appendix D)

The Nevada SNAP-Ed needs assessment objectives were as follows:

1. Characterize Nevada's SNAP participants, those eligible for SNAP, and individuals residing in low-income communities
2. Characterize low-income communities
3. Describe relevant public policies, programs and practices that impact on related nutrition and physical activity behaviors with emphasis on persons residing in low-income households and low-income communities
4. Describe the perceptions of key informants regarding 1) the needs of SNAP households and others residing in low-income households as they pertain to the goals of SNAP-Ed; and 2) opportunities at the policy system and environmental level to facilitate healthful nutrition and physical activity behaviors with an emphasis on low-income communities.
5. Measure the opinions of SNAP participants regarding nutrition, food security and physical activity needs: barriers to making behavior changes; and preference for information and assistance including approaches, locations, and topics.

The approaches and materials used for the statewide assessment were both qualitative and quantitative data.

The Nevada Nutrition Assistance Consortium made up of food and nutrition and nutrition education stakeholders throughout the state convened a summit to review and analyze the assessment and determine appropriate target audiences and needs for SNAP-Ed programming. A three to five-year plan was developed for 2018 and Beyond.

Target Population

The target audience for Nevada SNAP-Ed is defined as SNAP participants and low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs, such as Medicaid or Temporary Assistance for Needy Families. It also includes individuals residing in communities with a significant low-income population.

All Nevada SNAP-Ed activities are to focus on culturally appropriate programming and strategies through partnerships and collaboration with community engagement.

Goals, Objectives, and Focus

Overall State Goal:

Improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles.

Priority Overall Objectives:

- Assist Nevadans in overall diet quality and beverages (R1 and R5)
- Reduce food insecurity through Food Resource Management (R6)
- Increase Physical Activity and decrease sedentary behavior (R7)
- Increase daily fruit and vegetable consumption (R2)

Priority Focus areas for direct education and PSE are:

- Early Childhood
- School Health
- Food Resource Management
- Adults and including those with disabilities

All SNAP-Ed activities are to focus on culturally appropriate programming and strategies through partnerships and collaboration with community engagement.

Objectives:

Assist Nevadans in overall diet quality and beverages (R1 and R5)

Increase daily fruit and vegetable consumption (R2)

Fruit and Vegetable consumption

Nevada – 2017 Behavioral Risk Factor Surveillance System (BRFSS)

37.6% of adults in Nevada consumed fruit less than one time per day

	One or more times per day	Less than one time per day
Percent (%)	62.4	37.6
95% Confidence Level	59.9 - 64.9	35.1 - 40.1
Number	2,322	1,192

22.1% of adults in Nevada consumed vegetables less than one time per day

	One or more times per day	Less than one time per day
Percent (%)	77.9	22.1
95% Confidence Level	75.7 - 80.1	19.9 - 24.3
Number	2,833	634

Nevada – 2017 High School Youth Risk Behavior Surveillance System (YRBSS)

7.5% of Nevada youth did not eat fruit or drink 100% fruit juices, such as orange juice, apple juice, or grape juice, not counting punch, Kool-Aid, sports drinks, or other fruit drinks, during the 7 days before the survey

Year	Total	Female	Male
2017	7.5 (5.8–9.6) 1,618	6.9 (4.6–10.1) 788	8.1 (5.9–11.0) 818

Nevada – 2015 Youth Risk Behavior Surveillance System (YRBSS)

(No 2017 data available)

7.2% of Nevada youth did not eat vegetables, such as green salad, potatoes (not counting French fries, fried potatoes, or potato chips), carrots, other vegetables, during the 7 days before the survey

Year	Total	Female	Male
2015	7.2 (5.5–9.3) 1,409	5.2 (3.5–7.6) 732	8.8 (5.9–12.9) 673

Objective: Increase Physical Activity and decrease sedentary behavior (R7)

Physical Activity and Sedentary Behavior

Increase physical activity and reduce sedentary behaviors among Nevadans to meet the recommended physical activity guidelines.

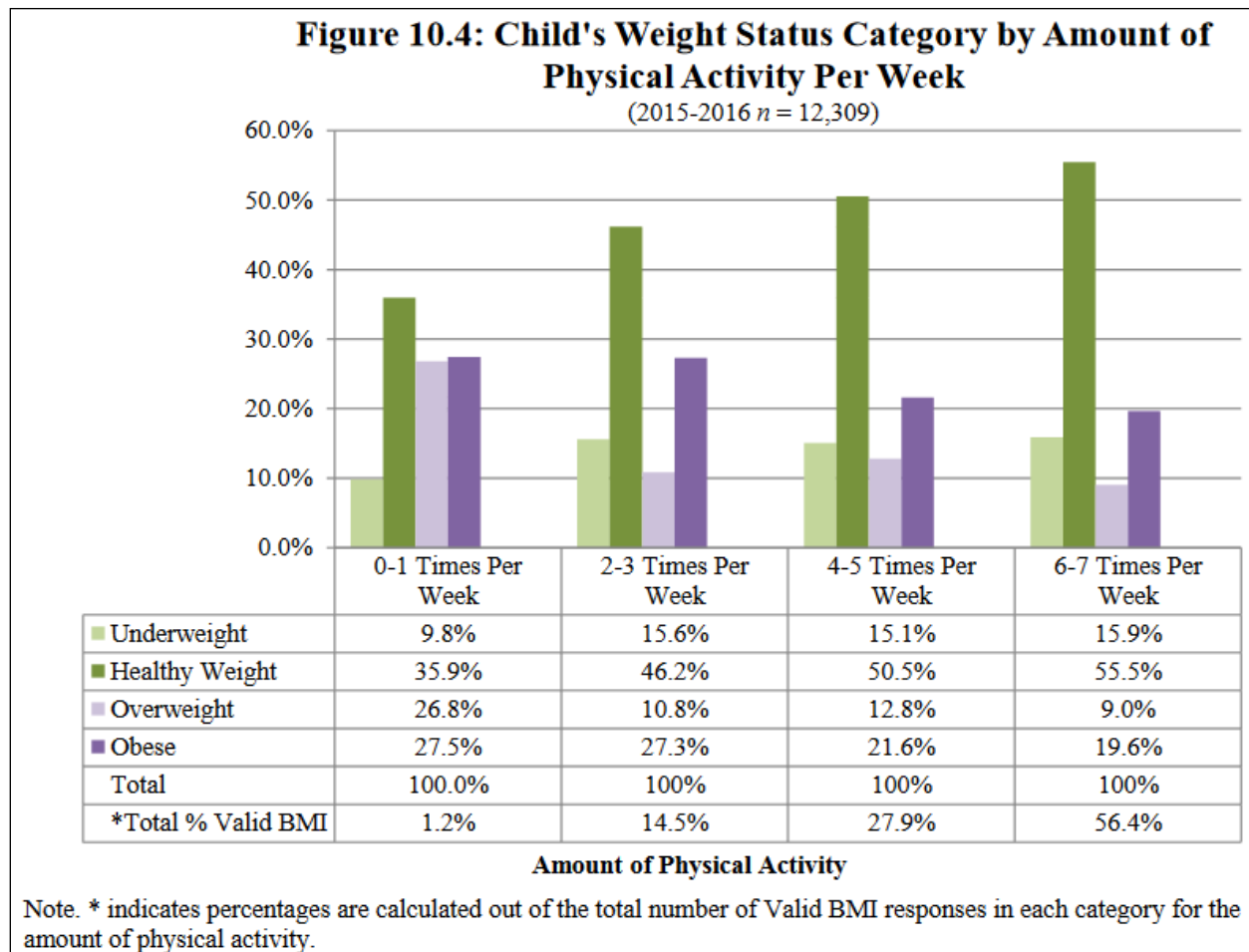
Nevada – 2017 Behavioral Risk Factor Surveillance System (BRFSS)

72% of Nevada adults participated in physical activities during the last month when the survey was taken.

	Yes	No
Percent	72.0 %	28.0 %
95% Confidence Level	69.7 - 74.3	25.7 - 30.3
Number	2,658	912

Nevada Kindergarten Health Survey: Results of the 2015-2016

Over half of the respondents (48.6%) indicated that their child was physically active 6-7 times a week for at least thirty minutes at a time.



Data Source: Health Status of Children Entering Kindergarten in Nevada, May 2016; NV Kindergarten Health Survey: Results of the 2015-2016 (Year 8); Page 40.

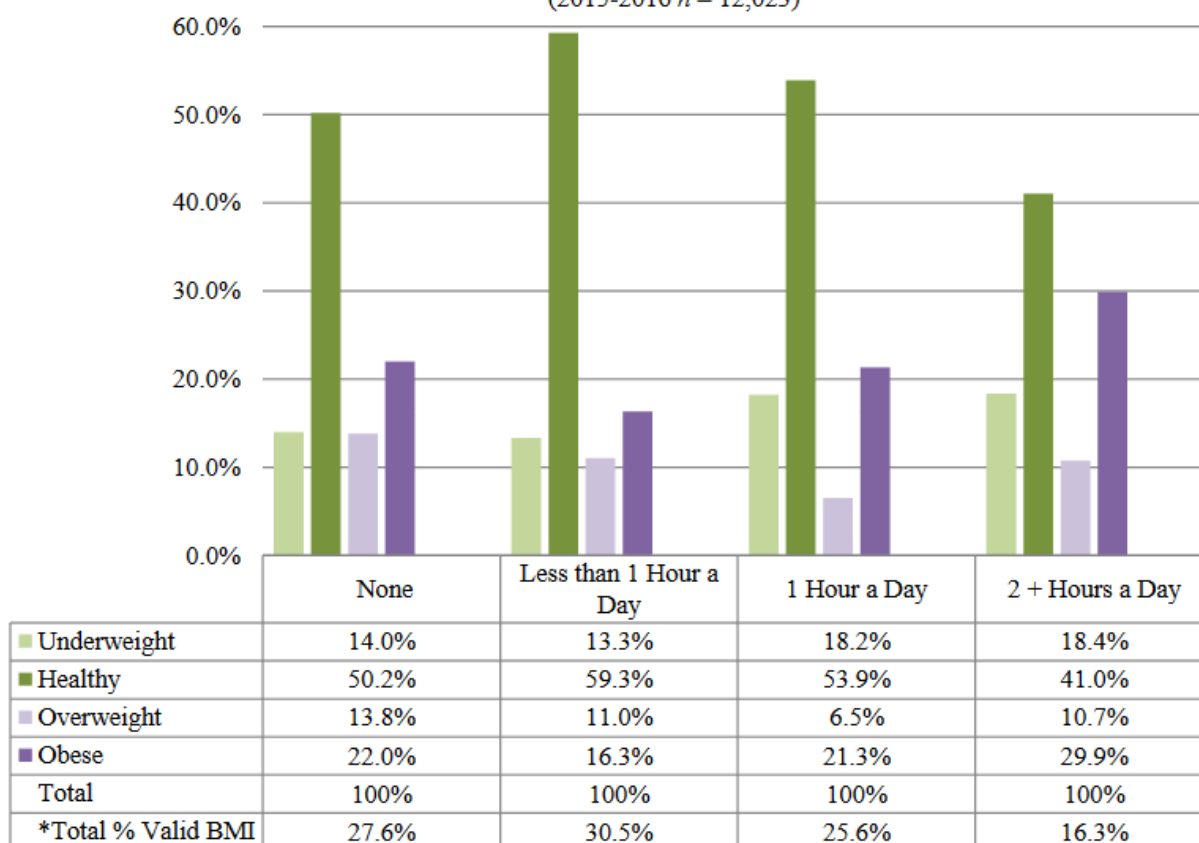
Nevada – 2015 YRBS

38.3% of youths in Nevada used computers 3 or more hours per day for something that was not related to school.

Nevada Kindergarten Health Survey: Results of the 2015-2016

The majority of children either do not play video or computer games (28.5%) or play one hour or less (53.4%) on an average school day. While these numbers are fairly consistent across all counties, the percentage of children that do not play video games is less in Clark County (28.7%) compared to both Washoe (32.3%) and the rural (38.6%) counties.

Figure 10.6: Child's Weight Status Category by Hours of Video Game Playing on Average School Day
(2015-2016 $n = 12,023$)



Note. * indicates percentages are calculated out of the total number of Valid BMI responses in each race/ethnicity category.

Data Source: Health Status of Children Entering Kindergarten in Nevada, May 2016; NV Kindergarten Health Survey: Results of the 2015-2016 (Year 8); Page 42.

Objective: Reduce food insecurity through Food Resource Management (R6)

Food Security

Nevada 2015-2017 Household Food Security in the United States

Prevalence of household-level food insecurity and very low food security

	Number of households	Food insecurity (low or very low food security) percent	Very low food security percent
U.S.	126,279,000	12.3%	4.8%
Nevada	1,131,000	12.4%	5.1%

Data Source: USDA, Economic Research Service, using data from the December 2015, 2016, and 2017 Current Population Survey Food Security Supplements, Household Food Security in the United States in 2017 publication.

Table 11 - Overall Food Insecurity in Nevada by County in 2017

County	Population	Food Insecurity Rate	Estimated number of food insecure individuals	% below 200% poverty	% above 200% poverty
Carson City	54,219	12.4%	6,740	77%	23%
Churchill	24,022	12.7%	3,040	69%	31%
Clark	2,112,436	12.6%	265,720	78%	22%
Douglas	47,632	11.0%	5,250	58%	42%
Elko	52,377	8.7%	4,550	63%	37%
Esmeralda	1,102	11.1%	120	100%	0%
Eureka	1,728	11.5%	200	48%	52%
Humboldt	17,088	7.6%	1,300	75%	26%
Lander	5,887	7.9%	470	63%	37%
Lincoln	5,203	12.5%	650	60%	40%
Lyon	52,303	12.3%	6,410	73%	27%
Mineral	4,471	15.1%	670	70%	30%
Nye	43,296	14.1%	6,120	77%	23%
Pershing	6,661	11.1%	740	57%	43%
Storey	3,891	10.2%	400	59%	41%
Washoe	445,551	11.2%	49,690	73%	28%
White Pine	9,858	10.8%	1,070	62%	38%
Nevada	2,940,058	12.7%	372,820	76.0%	24.0%

Source: (Feeding America Research, 2019) *Map the Meal Gap*

NV SNAP-Ed Evaluation Plan

FFY2020 NV Implementing Agency SNAP-Ed plans must use:

- FFY2020 Nevada SNAP-Ed Evaluation Framework Matrix to specify which strategies they will work toward and measure
- FFY2020 NV SNAP-Ed Introduction to Evaluation Tools Table to reference the required tools
- FFY2020 NV SNAP-Ed Approved Curriculum List to specify the curriculum they will be facilitating

*All IAs must conduct an evaluation of outcomes using the FFY2020 Nevada SNAP-Ed specified tools.

FY2020 Nevada SNAP-Ed Evaluation Framework Matrix

Strategy and Implementing Agency Table

1. Early Childhood	
Description of Strategy	Implementing Agency
1.1 Enhance the nutrition environment in Early Care and Education (ECE) programs and centers through nutrition education and PSE change.	NyE Communities Coalition Te-Moak Tribe of Western Shoshone University of Nevada Cooperative Extension
1.2 Improve physical activity environment in ECE through education and PSE change.	Division of Public and Behavioral Health NyE Communities Coalition Te-Moak Tribe of Western Shoshone University of Nevada Cooperative Extension
1.3 Conduct promotional (social marketing, social media) efforts for PSE in early childhood and coordinate with state and/or local SNAP-Ed partners.	Division of Public and Behavioral Health NyE Communities Coalition
2. School Health	
Description of Strategy	Implementing Agency
2.1 Improve the school nutrition environment through access to nutrition education in the classroom and PSE change.	Healthy Communities Coalition of Lyon & Storey Co. HELP of Southern Nevada NyE Communities Coalition University of Nevada Cooperative Extension University of Nevada, Reno
2.2 Support the physical activity school environment through education and the comprehensive school physical activity programming.	NyE Communities Coalition University of Nevada Cooperative Extension
2.3 Conduct promotional (social marketing, social media) efforts for school health and coordinate with state and/or local SNAP-Ed partners.	Healthy Communities Coalition of Lyon & Storey Co. NyE Communities Coalition
3. Increase Food Security	

Description of Strategy	Implementing Agency
3.1 Support families through food resource management classes to assist in healthy meal planning and budgeting.	Food Bank of Northern Nevada Healthy Communities Coalition of Lyon & Storey Co. HELP of Southern Nevada Lutheran Social Services of Nevada On Common Ground Three Square University of Nevada Cooperative Extension
3.2 Implement PSE changes to encourage healthy food choices among pantry clients.	Healthy Communities Coalition of Lyon & Storey Co. Lutheran Social Services of Nevada NyE Communities Coalition Three Square
3.3 Increase access and availability of healthy food in the community, including mobile vendors, farmers' markets, corner/country stores, and grocery stores.	Division of Public and Behavioral Health Healthy Communities Coalition of Lyon & Storey Co. NyE Communities Coalition On Common Ground University of Nevada Cooperative Extension
3.4 Conduct promotional (social marketing) efforts with Food Security and coordinate with state and/or local SNAP-Ed partners.	Healthy Communities Coalition of Lyon & Storey Co. Lutheran Social Services of Nevada NyE Communities Coalition
4. Adults and those with Disabilities	
Description of Strategy	Implementing Agency
4.1 Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible adult and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.	Lutheran Social Services of Nevada NyE Communities Coalition On Common Ground Southern Nevada Health District Te-Moak Tribe of Western Shoshone Three Square University of Nevada Cooperative Extension University of Nevada, Reno
4.2 Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible seniors and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.	Food Bank of Northern Nevada Lutheran Social Services of Nevada NyE Communities Coalition On Common Ground University of Nevada Cooperative Extension
4.3 Support family-friendly physical activity opportunities throughout the year, throughout the community.	NyE Communities Coalition On Common Ground University of Nevada Cooperative Extension
4.4 Conduct promotional (social marketing, social media) efforts for adults and coordinate with state and/or local SNAP-Ed partners.	Lutheran Social Services of Nevada NyE Communities Coalition On Common Ground Southern Nevada Health District University of Nevada, Reno

Descriptions of Interventions

Implementing Agencies

Division of Public and Behavioral Health

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

Nevada Office of Food Security and Wellness (OFSW) Proposal

Related State Objective(s):

The Office of Food Security and Wellness (OFSW), housed within the DPBH, Chronic CDPHP Section consists of two (2) programs: The Office of Food Security (OFS) and the Obesity Prevention and Control Program. The OFSW implements and supports strategies to eliminate food insecurity and improve the likelihood that adults and children will make healthy food choices, engage in physical activity, and reduce sedentary time. These efforts mirror the priorities of the Supplemental Nutrition Assistance Program, Education (SNAP-Ed). The OFSW proposes three (3) SNAP-Ed initiatives for 2020: (1) the 2020 September Childhood Obesity Awareness Social Media Campaign, (2) continuation of the FY19 Early Childhood Obesity Prevention Resource Promotional Campaign, and (3) *CACFP ECE Guidance*.

Proposed initiatives align with the following 2020 Nevada SNAP-Ed priority objectives:

- Assist Nevadans in overall diet quality and beverages (R1 and R5)
- Increase physical activity and decrease sedentary behavior (R7)
- Increase daily fruit and vegetable consumption (R2)

The OFSW priority focus area will be early childhood, specifically to enhance the nutrition and physical activity environment in ECEs. All proposed initiatives support activities outlined in the [*Early Childhood Obesity Prevention State Plan*](#) (EC Obesity Prevention State Plan), a three-year (3) plan developed by the Nevada Early Childhood Obesity Prevention Steering Committee (EC Obesity Prevention Steering Committee) in collaboration with the Obesity Prevention and Control Program. The *EC Obesity Prevention State Plan* aims to increase collaboration and alignment of statewide early childhood obesity prevention interventions and resources focusing on children from zero (0) to eight (8) years, and targets parents, low-income families, minority populations, pregnant women, ECEs, providers, and community partners. The *EC Obesity Prevention State Plan* is the guiding document of the EC Obesity Prevention Steering Committee, which is comprised of various statewide, cross-sector members including representatives from the CDPHP/DPBH, the University of Nevada Cooperative

Extension (UNCE); NDA, the Children's Cabinet (CC), Children's Advocacy Alliance (CAA), Southern Nevada Health District (SNHD), and the Nevada Institute for Children's Research and Policy (NICRP), many of which are affiliated with the Nevada Nutrition Assistance Consortium (NNAC). The EC Obesity Prevention Steering Committee meets quarterly to discuss progress of the EC Obesity Prevention Plan and enhance collaboration of existing and emerging obesity prevention initiatives/efforts.

Content for all proposed SNAP-Ed initiatives will be designed in collaboration with the EC Obesity Prevention Steering Committee and other state agencies with aligning program objectives. Specifically, campaign content for the *Childhood Obesity Awareness Month Social Media Campaign* will be developed in collaboration with the Woman, Infants and Children (WIC) and the Maternal, Child, and Adolescent Health (MCAH) Sections within the Nevada DPBH to leverage resources, avoid duplicative efforts, and ensure materials align with and supports WIC and MCAH priorities and goals. Additionally, content/resources for the *CACFP ECE Guidance* will be developed in coordination with NDA to ensure the *CACFP ECE Guidance* uses best practices and complies with CACFP rules and regulations.

The key objectives for the proposed interventions include:

Childhood Obesity Awareness Month Social Media Campaign

- By September 30, 2020, execute a social media campaign that 1) highlights SNAP-Ed implementing agencies and/or other statewide partners addressing early childhood obesity and 2) promotes early childhood obesity preventive behaviors including breastfeeding, physical activity, reduced sedentary time, and healthy eating.
- By September 30, 2020, develop a final report outlining engagement data, demographics data, and media analytics.

Early Childhood Obesity Prevention Resource Promotional Campaign

- By September 30, 2020, execute a social media campaign continuing 2019 efforts promoting the UNCE Healthy Kids Resource Center and its toolkits/resources related to early childhood obesity prevention.
- By September 30, 2020, develop a final report outlining engagement data, demographics data, and media analytics.

CACFP ECE Guidance

- By June 30, 2020, research and compile existing resources from the United States Department of Agriculture (USDA) and other reputable sources addressing barriers to implementing CACFP in ECE centers as identified in the [CACFP ECE Gap Analysis](#).

- By June 30, 2020, develop new resources/educational materials/assessments specific to Nevada's ECE barriers, as needed, to enhance understanding and adherence to CACFP rules and regulations.
- By September 30, 2019, compile existing/new resources and develop *CACFP ECE Guidance Draft*.

Audience:

Among children entering kindergarten in Fall 2017, 10.1% were considered overweight, and approximately one-fifth (21.2%) were considered obese.¹ Clark County was home to the highest percentage of obese children (22.2%) as compared to Washoe County (18.8%) and Rural Counties (18.2%).¹ Trends in body mass index (BMI) scores across racial/ethnic groups indicate Black, Hispanic, and Native American/Alaska Native (>31.1-57.4%) children are more likely to be obese than Caucasian (14%) children.¹ In 2017, the percentage of overweight children declined slightly compared to the previous year, however the percentage of obese children increased.¹ Over the past three (3) to four (4) years, overweight and obesity rates among this population have been consistent.¹ Further, in 2017, 14% of 9th-12th grade students were considered obese and an additional 14% were considered overweight, with boys being significantly more obese than girls (16.9% v. 10.9%).²

Obesity during childhood can have harmful effects on the body including greater risk for cardiovascular disease (CVD), insulin resistance and diabetes mellitus, respiratory and joint problems, gastrointestinal issues, anxiety, and psychological disorders.³ Research demonstrates 70% of obese children and adolescents ages five (5) to 17 years have at least one (1) risk factor for CVD, and 39% could have two (2) or more, in childhood.⁴

Even for children entering kindergarten, engaging in unhealthy behaviors such as not being physically active, high amounts of sedentary time, and/or demonstrating poorer nutrition patterns was linked with a higher percentage of childhood obesity.¹ By contrast, children engaging in healthier behaviors, such as increased physical activity and decreased sedentary time, were more likely to have healthy weights and less likely to be obese.¹

All proposed initiatives address EC obesity prevention through promoting obesity preventive behaviors and providing resources to support ECE nutrition and physical activity environments. The specific target audiences of each proposed initiative are outlined below:

¹ <https://nic.unlv.edu/files/KHS%20Year%2010%20Report%20Final%20FINAL.pdf>

² Centers for Disease Control and Prevention. 2017 Youth Risk Behavior Survey. Available at: www.cdc.gov/yrbss. Accessed on [November 11, 2018].

³ <https://www.cdc.gov/obesity/childhood/causes.html>

⁴ Freedman D, Mei Z, Srinivasan S, Berenson G, Dietz W. Cardiovascular risk factors and excess adiposity among overweight children and adolescents: The Bogalusa Heart Study. *J Ped* 2007; 150: 12-17.

Childhood Obesity Awareness Month Campaign

This month-long campaign will target parents/caregivers for children zero (0) to eight (8) years of age, low-income Nevadans, and minority populations statewide, as well as key decision makers and EC obesity prevention stakeholders.

Early Childhood Obesity Prevention Resource Promotional Campaign

This six (6) month campaign will target ECE providers and parents/caregivers for children zero (0) to eight (8) years of age, low-income Nevadans, and minority populations statewide.

CACFP ECE Guidance

Once drafted, this guidance will target ECE providers eligible for CACFP (but not participating) serving primarily low-income families.

Food and Activity Environments:

Childhood Obesity Awareness Month and Early Childhood Obesity Prevention Resource Promotional Campaigns

In the United States, 61% of adults search online and 39% use social media for health information (Fox S, Jones S, 2009). Social media extends the reach of health promotion messaging, and is a cost effective, interactive way to engage target audiences who may not otherwise have access to health information (www.ncbi.nlm.nih.gov).

While social media is successful at reaching a large proportion of diverse populations; the impact on behavior may not be effective when used as a lone strategy, and instead may be better used in conjunction with other strategies that affect healthy behavior changes which also impact health outcomes. Both proposed campaigns will support existing EC obesity preventive work, including activities outlined in the *Nevada EC Obesity Prevention State Plan*. Both campaigns will leverage existing educational resources from UNCE, the USDA, and/or the Centers for Disease Control and Prevention (CDC).

CACFP ECE Guidance

Nutrition and food security are critical to health, especially for young children with rapidly developing bodies and minds. Licensed childcare providers have an opportunity to influence the food choices of young children by exposing them early to nutritious, healthy meals in the ECE setting. In Nevada, the CACFP is recommended to assist childcare centers to improve childhood nutrition and prevent obesity. CACFP is a federal nutrition program that provides reimbursement to qualified ECE centers for healthier meals and snacks. CACFP ECE implementation is included in the [CDC Spectrum of Opportunities](#), a framework for state-level obesity prevention efforts, and is recognized as a strategy for enhancing the ECE nutrition environment. Additionally, the Food Research and Action Center (FRAC) has shown CACFP helps in reducing food

insecurity. To encourage healthier meals and snacks in ECEs, Nevada Administrative Code (NAC) 432A.380(2) mandates Nevada child care centers follow CACFP nutrition standards. Despite these benefits and requirements, Nevada has low CACFP enrollment rates, ranking among the lowest in the country.⁵

In FY16, the Obesity Prevention and Control Program conducted the *CACFP ECE Gap Analysis* to assess the barriers to implementing CACFP in ECEs and to recommend strategies for improvement to support increased CACFP ECE participation statewide. The critical issues affecting participation were identified via key informant interviews and a statewide survey targeting ECE providers. Critical issues identified included: 1) administrative requirements; 2) knowledge about CACFP; 3) food permitting regulations; 4) financial concerns; 5) food preparation; and 6) rural issues. While some critical issues regarding are systemic and/or must be addressed at the federal level, many critical issues relate to lack of general understanding of the CACFP and lack of training/on-going technical assistance.

Project Description:

Childhood Obesity Awareness Month Social Media Campaign

The Nevada Obesity Prevention and Control Program will work with vendor DP Video Productions (DP Video) to coordinate and develop content for the fifth annual, month-long Childhood Obesity Awareness Month Social Media Campaign. DP Video will oversee development of social media campaign materials to inform Nevada caregivers how breastfeeding, physical activity, reduced sedentary time, and healthy eating supports a healthy weight in children. Additionally, the campaign will highlight SNAP-Ed implementing agencies addressing early childhood obesity prevention, including but not limited to: UNCE, CC, and CAA. The campaign will be executed in observance of National Childhood Obesity Awareness Month, September 2020 [four (4) weeks]. Content will be developed in collaboration with the EC Obesity Prevention Steering Committee and internal State partners, including WIC and MCAH Sections within Nevada DPBH.

Specific activities include:

1. Design posts on Facebook, Twitter, and Instagram. Messages will be culturally diverse to include various races and ethnicities of youth depicted, meet the National Standards for Culturally and Linguistically Appropriate Services (CLAS), and will be bilingual (Spanish content).
2. Material content for Facebook, Twitter, and Instagram posts will be gathered from DPBH authorized resources [e.g., Centers for Disease Control and Prevention (CDC), Division of Nutrition, Physical Activity and Obesity, Let's Move, etc.].
3. Facebook and Twitter posts will be sponsored to target specific demographics.

⁵ Henchy, R.R. (2017) Child & Adult Food Program: Participation Trends 2016. Washington, DC: Food Research and Action Center.

4. Twelve (12) 15-second video ads for social media (six (6) English and six (6) Spanish) will be developed.
5. Social media content will be launched prior to September 1, 2020.
6. A final report will be submitted, including demographic data and media analytics.

Early Childhood Obesity Prevention Resource Promotional Campaign

The Nevada Obesity Prevention and Control Program will work with vendor DP Video, who will oversee management of social media campaign materials to continue promotion of parent and ECE provider toolkits and resources related to early childhood obesity prevention. The campaign will be continuation of the 2019 campaign, and be executed over six (6) months, between February 1, 2020 and August 31, 2020 (26 weeks).

Specific activities include:

1. Posts from FY 19 campaign will be modified and updated (as needed) for posting on Facebook, Twitter, and Instagram. Messages will be culturally diverse to include various races and ethnicities of youth depicted, meet the National Standards for Culturally and Linguistically Appropriate Services (CLAS), and be bilingual (Spanish content).
2. Material content for Facebook, Twitter, and Instagram posts will be gathered from DPBH authorized resources (e.g., Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity and Obesity, Let's Move, etc.).
3. Facebook and Twitter posts will be sponsored to target specific demographics.
4. Social media content will be launched prior to February 1, 2020.
5. Final report will be submitted, including demographics data and media analytics.

<u>Project</u>	<u>Public Health Approach</u>	<u>Anticipated Change</u>	<u>Projected Reach*</u>	<u>Messaging Frequency</u>
Childhood Obesity Awareness Month Social Media Campaign	Behavioral	Promote awareness of childhood obesity and obesity preventive behaviors, including physical activity, decreased sedentary time, and fruit and vegetable consumption.	227,487	3 posts per week, for 4 weeks
Early Childhood Obesity	Behavioral and Environmental	Promote awareness and use of childhood obesity	150,000	1 post per week, for 34 weeks**

Prevention
Resource
Promotional
Campaign

prevention toolkits
and resources.

**Projected reach was determined per results of previous social media campaigns.
Actual reach will vary.*

CACFP ECE Guidance

To support increased CACFP participation among Nevada ECEs, the Obesity Prevention and Control Program will collaborate with the NDA and the EC Obesity Prevention Steering Committee, including UNCE, CC and CAA, to develop a guidance for ECE centers interested in implementing CACFP. The *CACFP ECE Guidance* will be a compilation of resources, existing and new, addressing barriers identified and outlined in the *CACFP ECE Gap Analysis*. The Obesity Prevention and Control Program will work to 1) research and compile existing resources/training materials from the USDA and other reputable sources addressing barriers to implementing CACFP in ECEs and 2) develop additional Nevada-specific resources/training materials as needed. Tentatively, *CACFP ECE Guidance* resources/training materials will cover the following topics/areas; additional topics will be added as needed throughout development: qualifying for CACFP, program administration, nutrition guidelines, menu planning, and food safety.

The *CACFP ECE Guidance* will be a five (5) year collaborative project:

- Year one (1): Compilation/development of resources and complete the *CACFP ECE Guidance* Draft.
- Year two (2): Coordinate with UNCE, CC, and NDA to pilot the *CACFP ECE Guidance* with a minimum of three (3) ECE centers. Monitor progress.
- Year three (3): Update and finalize *CACFP ECE Guidance* as needed, per pilot findings.
- Year four (4): Pilot the *CACFP ECE Guidance* with an additional five (5) centers. Monitor Progress.
- Year five (5): Finalize the *CACFP ECE Guidance* and distribute statewide. Updating as-needed thereafter on an annual basis.

<u>Project</u>	<u>Public Health Approach</u>	<u>Anticipated Change</u>	<u>Projected Reach</u>
CACFP ECE Guidance	Systems	Increase CACFP participation in Nevada ECE centers.	To be determined. Pending year two (2) pilot.


Evidence Base:

A recent study of SNAP-eligible participants indicated social media is an effective way to deliver messages to underserved populations. This study found that 63% of the sample reported using social media on a day-to-day basis, and 82.4% have a membership to at least one social media platform. Further, 76.5% reported having a Facebook membership and 73.5% reported having access to social media through smartphones. Additionally, the study found women were more likely to use social media regularly and were more likely to read health and wellness information on social media (Alice White et al., FASEB J, 2016).⁶

<i>Project</i>	<i>Evidence-level</i>
<i>Childhood Obesity Awareness Month Social Media Campaign</i>	Practice-based
<i>Early Childhood Obesity Prevention Resource Promotional Campaign</i>	Practice-based
<i>CACFP ECE Guidance</i>	Emerging

Key Performance Indicators (KPIs):

Childhood Obesity Awareness Month and Early Childhood Obesity Prevention Resource Promotional Campaigns

<i>Media</i>	<i>Exposure</i>	<i>Engagement</i>	<i>Preference</i>	<i>Impact</i>	<i>Advocacy</i>
	# page likes Post reach	% increase in engagement	# shares	% increase of social referrals and interaction with ECE resources/toolkits	Hashtag use

⁶ https://www.fasebj.org/doi/abs/10.1096/fasebj.30.1_supplement.410.5

	(google analytics)			
	# follows	# of mentions	# retweets	Hashtag use
	# profile visits		# link clicks	
	# impressions			
	# followers	# post likes		Hashtag use
	# photo/video likes	# of comments		

CACFP ECE Guidance

The final output for this project is the draft of the *CACFP ECE Guidance*. Additional outputs and KPIs are outlined below:

- 1) *CACFP ECE Guidance* development timeline and deadlines
 - Number of timelines developed
- 2) Research approach outline
 - Number of research approach outlines developed
 - Number and type of existing resources identified
- 3) Resource/training material development
 - Number and type of resources/training material to be developed
 - Number and type of resources/training material developed
- 4) *CACFP ECE Guidance* outline
 - Number of outlines developed
- 5) Final *CACFP ECE Guidance* draft
 - Number of meetings with partners
 - Number of partners present
 - Completed *CACFP ECE Guidance* draft

Use of Existing Educational Materials:

Childhood Obesity Awareness Month and Early Childhood Obesity Prevention Resource Promotional Campaigns

Content for both proposed campaigns will use existing educational materials and messaging as outlined in the 2015 Dietary Guidelines for Americans, MyPlate, and/or

resources from the CDC. Promotional activities will supplement OFSW programs and initiatives.

CACFP ECE Guidance

The *CACFP ECE Guidance* will include existing materials/training resources available from the USDA and other reputable sources that address barriers identified in the *CACFP ECE Gap Analysis*.

Development of New Educational Materials:

Childhood Obesity Awareness Month and Early Childhood Obesity Prevention Resource Promotional Campaigns

Campaign-branding activities, including developing concepts for social media and advertisements, will be designed by DP Video in collaboration with the OFSW.

CACFP ECE Guidance

Once existing resources/training materials are identified, additional materials will be developed, including Nevada-specific resources to promote and support CACFP participation in ECEs. All new educational materials will be developed using evidence-based resources and CACFP best practices, when available, and will be evaluated for effectiveness once piloted in year two (2). The *CACFP ECE Guidance* will be designed and compiled by Social Entrepreneurs Incorporated (SEI). SEI will also provide assistance in resource development, as needed.

Evaluation Plans

Name: Childhood Obesity Awareness Month Social Media Campaign and Early Childhood Obesity Prevention Resource Promotional Campaign

Type: Outlined in chart below.

Questions: Outlined in chart below.

Provide approaches and planned use for each evaluation question.

Name	Type	Questions
<i>Childhood Obesity Awareness Month Social Media Campaign</i>	Process and Outcome	How many individuals within the targeted population have interacted with the social marketing strategies and have visited and/or used resources/toolkits promoted?

<i>Early Childhood Obesity Prevention Resource Promotional Campaign</i>	Process and Outcome	How many individuals within the targeted population have interacted with the social marketing strategies?
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Approach(es): Reach and engagement data will be collected monthly by DP Video. UNCE will provide Google Analytics to assess number of site visits to the Healthy Kids Resource Center.

Planned use: Data/campaign results will be used to assess health promotion best-practices and increased visits to the UNCE Healthy Kids Resource Center.

Prior Evaluation: Prior evaluation has been conducted on previous social media campaigns using monthly reports from DP Video, and total reach at the end of each campaign. Per previous social media campaigns, the projected reach of both campaigns, collectively, is 377,487 SNAP-eligible Nevadans.

Use of SNAP-Ed Evaluation Framework:

MT12a: All SNAP-Ed social marketing campaigns in the state

- Number of statewide social marketing campaigns conducted during the reporting period.
- Number of local agencies that sponsor a discrete, locally defined social marketing campaign and the number of counties or boroughs where they conducted local campaigns.

MT12b: Projected statewide reach of all social marketing campaigns conducted by SNAP-Ed agencies

- Number and percentage of people in each market segment where a social marketing campaign was conducted (SNAP-Ed-eligible and all others)
- Number of total media impressions, by outlet type (television, radio, outdoor, transit) used in a social marketing campaign, by demographic segment and geographic area (SNAP-Ed-eligible and all others)
- Number and percentage of statewide population reached through statewide social media campaigns, by market segment and topic (SNAP-Ed-eligible and all others)
- Number and percentage of county residents reached by local social marketing campaigns, by market segment and topic (SNAP-Ed-eligible and all others)

- Number and percentage of people who received on-the-ground, direct, or indirect education/promotion (not mass media) as part of social marketing campaigns, if available (SNAP-Ed-eligible and all others)

Name: *CACFP ECE Guidance*

Type: Outlined in chart below.

Questions: Outlined in chart below.

Provide approaches and planned use for each evaluation question.

Name	Type	Questions
<i>CACFP ECE Guidance</i>	Process and Outcome	<p>What resources/training materials currently exist addressing critical issues affecting ECE CACFP participation as outlined in the <i>CACFP ECE Gap Analysis</i>?</p> <p>What resources/training materials and/or assessments need to be developed to address the critical issues affecting ECE CACFP participation as outlined in the <i>CACFP ECE Gap Analysis</i>?</p> <p>Of ECEs currently participating in CACFP, which Nevada ECEs demonstrate readiness to implement CACFP?</p>

Approach(es): Initiative progress will be tracked through workplan development and quarterly tracking (quarterly reports). The OFSW will work with UNCE and CC to assess center readiness for implementing CACFP, of those centers currently not participating in the program.

Planned use: Evaluation results will be used to ensure the *CACFP ECE Guidance* draft is developed on-time. Centers exhibiting CACFP implementation readiness will be considered for the year two (2) *CACFP ECE Guidance* pilot.

Prior Evaluation: The *CACFP ECE Guidance* has not been evaluated previously and is an emerging resource that will be evaluated in year two (2) during pilot.

Use of SNAP-Ed Evaluation Framework:

ST5: Needs and Readiness

- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports.
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

Coordination of Efforts

The Nevada Division of Public and Behavioral Health's (DPBH) Obesity Prevention and Control Program (OPCP) will collaborate with key statewide stakeholders for all proposed Supplemental Nutrition Assistance Program – Education (SNAP-Ed) activities, including the development and coordination of 1) the Child and Adult Care Food Program (CACFP) Early Care and Education (ECE) Guidance; 2) the Early Childhood Obesity Resources Social Media Campaign; and 3) the annual September Early Childhood Obesity Prevention Awareness Social Media Campaign. Specifically, the OPCP will work with the University of Nevada Cooperative Extension and the Children's Cabinet to assess readiness for, and evaluate progress of, policy, systems, and environmental changes within ECE centers relating to the implementation of the CACFP using Nevada SNAP-Ed approved evaluation tools, including the Go NAP SACC Self-Assessment.

The OFSW uses partnerships and collaborations in all multi-faceted efforts targeted at addressing food security and wellness for all Nevadans. All proposed initiatives will be a collaborative effort among the Obesity Prevention and Control Program, the Nevada EC Obesity Prevention Steering Committee, the NNAC, UNCE, and other State agencies with aligning program objectives, including WIC and MCAH Sections within the Nevada DPBH, as appropriate.

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Childhood Obesity Awareness Month Social Media Campaign

Name of sub-grantee:

DP Video

Total Federal funding, grant:

\$24,325

Description of services and/or products:

The Obesity Prevention and Control Program will work with DP Video to develop and execute a childhood obesity prevention social media campaign in observance of National Childhood Obesity Awareness Month, to promote behaviors that support a healthy weight in children as well as highlight SNAP-Ed Implementing Agencies working to address early childhood obesity prevention.

Cost of specific services and/or products:

Contracts/Subgrants/Agreements	
Design and write 12 posts for Facebook, Twitter, and Instagram in English: 45 hours at \$125 per hour	\$5,625.00
Produce twelve 15-second animated posts for social media [six (6) English and six (6) Spanish]: 80 hours at \$125 per hour	\$10,000.00
Translate six (6) posts to Spanish: \$200 x six (6) posts	\$1,200.00
Post and monitor content on Facebook, Twitter, and Instagram: 20 hours at \$125 per hour	\$2,500.00
Purchase boost posts on Facebook and Twitter to enhance engagement: Media buy	\$2,500.00
Project Management (includes final report of demographics data and analytics): 20 hours at \$125 per hour	\$2,500.00
Total	\$24,325.00

Contracts/Grants/Agreements for nutrition education services:

Early Childhood Obesity Prevention Resource Promotional Campaign

Name of sub-grantee:

DP Video Productions

Total Federal funding, grant:

\$10,500

Description of services and/or products:

The Nevada Obesity Prevention and Control Program will work with vendor DP Video Productions, who will oversee coordination/management of re-issuing social media campaign materials from the 2019 Early Childhood Obesity Prevention Resource Campaign, which promotes use of parent and ECE provider toolkits and resources related to early childhood obesity prevention. Content will be updated, as needed, per Facebook posting regulations.

Cost of specific services and/or products:

Contracts/Subgrants/Agreements	
Update social media content, as needed: 20 hours at \$125 per hour	\$2,500.00
Monitor and post Facebook, Twitter, and Instagram: 20 hours at \$125 per hour	\$2,500.00
Purchase boost posts on Facebook and Twitter to enhance engagement: Media buy	\$3,000.00
Project Management (includes final report of demographics data and analytics): 20 hours at \$125 per hour	\$2,500.00
Total	\$10,500

Contracts/Grants/Agreements for nutrition education services:

CACFP ECE Guidance

Name of sub-grantee:

SEI

Total Federal funding, grant:

\$21,000

Description of services and/or products:

To support increased CACFP participation among Nevada ECEs, the Obesity Prevention and Control Program will collaborate with the NDA and the EC Obesity Prevention Steering Committee, including UNCE, CC, and CAA, to develop a Guidance

for ECE centers interested in implementing CACFP. The Guidance will be a compilation of resources, existing and new, addressing barriers identified and outlined in the CACFP ECE Gap Analysis. SEI will provide support in developing new materials, as needed, as compile resources into a comprehensive Guidance that is visually appealing and user-friendly.

Cost of specific services and/or products:

Contracts/Subgrants/Agreements	
Preparation, organization, and reporting: \$105/hour x 200 hours	\$21,000
Total	\$21,000

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Division of Public and Behavioral Health, CDPHP OFSW

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits			
Contracts/Sub-Grants/Agreements	\$15,016	\$40,809	
Non-Capital Equipment/ Office Supplies			
Nutrition Education Materials			
Travel			
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$15,016	\$40,809	
Indirect Costs (Indirect Cost Rate= 7.6%)	\$1,141	\$3,101	
Total Federal Funds	\$16,157	\$43,910	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$60, 067	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$16,157	
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Signature of Responsible Official: Laura Urban

Date: 8/12/19

Budget narrative:

Salary/Benefits: N/A

Contracts/Sub-Grants/Agreements:

A total of \$55,825 in work orders will be issued for the three (3) initiatives proposed. Budget line items are outlined in Section A.

Total direct costs:

\$55,825

Total indirect costs:

Indirect cost rate= 7.6%; total indirect cost: \$4,242

Total Federal funds: **\$60,067**

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

\$16,157

Food Bank of Northern Nevada

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Answer all questions for each project/intervention.

Project/Intervention Title:

Food Bank of Northern Nevada Nutrition Education Programs, FFY 2020

Related State Objective(s):

Specify the objectives that the project/intervention will accomplish. Use the SMART format. Clearly state the purpose of the project.

The Food Bank's Nutrition Education Programs assist Nevadans in building and maintaining good health and preventing obesity by promoting healthy eating and physically active lifestyles. We deliver educational programming aligned with the 2015-2020 Dietary Guidelines for Americans in support of these Nevada state objectives:

1. Increase Nevadans' consumption of fruits and vegetables by providing instruction about the benefits of healthy nutrition behaviors and increasing access to healthy affordable foods for all Nevadans, especially low-income families.
2. Reduce food insecurity through programs and instruction for all Nevadans, especially those that would end childhood hunger and older Nevadans' hunger, by helping Nevada families learn food resource management.

Audience:

Specify the audience category as explained in Section A: Identifying and Understanding the Target Audience and other relevant characteristics of the proposed audience (e.g., age, gender, etc.). Describe how the project will focus education on the SNAP target audience.

The Nutrition Education Programs of the Food Bank target SNAP participants and low-income individuals eligible for SNAP or other means-tested federal assistance programs. All the FBNN SNAP-Ed activities are delivered through culturally-appropriate programming.

Smart Shopper, our nutrition education series for adults reaches low-income individuals (parents) at schools whose enrollments equal or exceed 50% of students eligible for

free/reduced price school meals. Classes are also taught at community centers serving low-income populations, to clients of nonprofit service providers (CARE Chest, Center of Influence, Women and Children's Center of the Sierra), and to older teens at Washoe Innovations High School and Eddy House (for teens aging out of foster care).

Healthy Pantry Initiative programming is delivered to the low-income food-insecure population by reaching families and individuals who seek emergency food assistance at food pantries; many of these people are SNAP participants or SNAP-eligible.

Seniors Eating Well, our nutrition education program for seniors, reaches low-income individuals (seniors) at community locations including senior (low-income) apartment complexes and senior centers that offer services for the aging population.

Demographic Characteristics of FBNN Snap-Ed Target Audiences:

Food Bank Program	Target Audience	Age & Family Composition	Gender	Geographic Location	Income Level & Education	Participation in a Specific Program
Smart Shopper	200 low-income/ SNAP/SNAP-eligible adults. Majority are Hispanic, with Spanish as their primary language.	Adults (most are parents of students at the schools) and older teens	Mixed	Washoe County schools with 50%+ students eligible for free/reduced meals. Community centers. Nonprofit agencies.	SNAP participants or SNAP-eligible. Low income. Education levels unknown.	Parents of students (schools). Low-income adults (community centers and private nonprofit service agencies). Older teens (alternative high school and program for youth aging out of foster care).
Healthy Pantry Initiative	Food-insecure clients of 15 Food Bank partner agencies. Ethnicity and language: mixed.	All ages. 45% of pantry clients at HPI pantries are children, youth, & seniors	Mixed	Washoe County, participating food pantries.	Low-income clientele. Education levels unknown.	Low-income clientele of FBNN partner agencies hosting food pantry operations.
Seniors Eating Well	100 low income/ SNAP eligible seniors	Seniors	Mixed	Washoe County	SNAP participants or SNAP-eligible. Low income. Education levels unknown.	Seniors reached at senior centers and senior-focused housing complexes.

Food and Activity Environments:

Describe how the project will reflect audience's awareness and access to healthy foods and beverages, and places to be physically active.

Smart Shopper is a 9-class (9-week) course for adults teaching basic concepts of nutrition and food resource management. To make the course accessible, Smart Shopper courses are offered at certain public schools of Washoe County School District where enrollment equals or exceeds 50% of students who are eligible for free or reduced price school meals. The adults attending are nearly all mothers or grandmothers of students at these schools. Family & Community Engagement (FACE) liaisons at these mostly Title I schools request the free course, advertise it to students' families, recruit participants, and arrange classroom space for Smart Shopper classes. We teach Smart Shopper at Washoe Innovations High School and at Eddy House for youth aging out of the foster care system. We also teach Smart Shopper courses at various locations reaching low-income people (including seniors) at community centers and at service locations of nonprofit partners such as CARE Chest where their clients must meet income guidelines of 150% of federal poverty threshold to receive services.

Healthy Pantry Initiative (HPI) programming occurs in food pantries operated by certain Food Bank partner agencies. (FBNN partner agencies are nonprofit providers of food assistance through food pantries, congregate meal services, meals at shelters and residential facilities, and youth and senior programs.) The Food Bank has more than 145 partner agencies across a 90,000 square mile service area. HPI will be implemented in 7 prescription pantries, 5 community pantries, and 3 new pantries this coming year for the Healthy Pantry Initiative. These partner agency food pantries are often volunteer-led/staffed and have varying capacity. Some serve as many as 2,000 clients a day and others may only be able to service a few dozen people on a distribution day. The Feeding America *Hunger Study 2014* showed that there is a great need for partner agency nutrition education training. The Healthy Pantry Initiative addresses this need by offering nutrition education opportunities for partner agencies and by helping them modify their pantry environments/set-up to increase families' knowledge of nutrition and encourage acceptance of healthier foods and meal components.

Seniors Eating Well is an 8-week class offered to seniors through Washoe County senior centers and senior housing complexes.

Project Description:

Note how you will implement the program. Include information describing: Behavioral, policy, systems, or environmental changes; key educational messages; how and where

services will be delivered, partner organization roles and contributions, duration of project; projected total number of individuals, sites, or systems participating or reached; and for strategies that include social marketing, include the frequency of messages.

Regarding public health approaches to policy strategies, through our work on the Nevada Governor's Council on Food Security, the Food Bank will continue to support the work of the Policy Subcommittee including the goal to, "Identify and support state and local policies that increase food security in Nevada." Policy achievements during the last Nevada legislative session included establishing the GCFS as a permanent advisory committee, board, or commission in Nevada; increasing meal reimbursement rates to create parity between child and senior meal programs (including both congregate and home delivered meals); and establishing a food rescue state goal bill.

For systems-level change, the Food Bank is working with three health partners as a part of our Prescription Pantry Project; this project involves changing their health systems to include prescriptions for healthy food for patients at risk for heart disease or diabetes.

For environmental change, the Food Bank teaches all of our food pantry partners to use the "Healthy Picks" system of modifying their pantry settings and displaying signage which encourages selection of the more nutritious foods when clients choose their own foods from the pantry.

Smart Shopper

Using the ***Eating Smart*Being Active (ESBA) Curriculum***, this course aims to:

- (1) Increase adults' knowledge of nutrition and its impact on health and wellness, and increase knowledge of strategies related to food resource management;
- (2) Encourage behavior changes that will improve individual/family health through better food choices, meal planning, shopping strategies, and increased physical activity.

Delivery: This series of nine classes is offered year-round to families of students enrolled in certain Washoe County schools. Courses are also offered in community centers and other community sites. A bilingual instructor teaches each class in a classroom setting.

Curriculum: ***Eating Smart • Being Active*** is an evidence-based healthy eating and active living curriculum originally written in 2005, revised in 2017. The curriculum is designed to be taught by paraprofessionals to adult learners with limited resources. Curriculum content is based on the latest research findings from the 2015-2020 Dietary Guidelines for Americans, MyPlate, and the 2008 Physical Activity Guidelines for Americans. The lessons are designed to be taught in sequential order. Activities include dialogue-based learning and hands-on activities. Lesson content includes physical activity, nutrition, meal planning and shopping, increasing fruit and vegetable intake, eating more whole grains, choosing calcium and lean protein sources, limiting fat/sugar/salt, cooking skill development, food safety, sharing food tasks with children, and food resource management. To encourage the likelihood of positive behavior change, we reinforce and practice the concepts detailed throughout the lessons to promote maximum retention. This is our fifth year of using the ESBA curriculum.

Partner organization roles and contributions:

Primary partners in Smart Shopper programming are Washoe County schools which have high (50% or greater) numbers of students who qualify for free or reduced price school meals. FACE liaisons or other school staff request the course for the parents. They support the program by encouraging parents to attend, arranging space for the classes at the school, and distributing flyers about the course.

Duration and frequency of contacts: This series consists of nine classes, each 90 minutes in length, one class per week. We expect to conduct 40 Smart Shopper courses in FFY 20.

Projected number of participants: 200 adults and older youth. A typical class has five people.

Key educational messages:

1. Participants will learn that regular physical activity is part of a healthy lifestyle and obesity prevention.
2. Participants will learn shopping strategies that will help stretch their food dollars/SNAP benefits.
3. Participants learn to increase the variety and amount of fruits and vegetables in their diets.
4. Participants learn to identify and choose more whole grain foods.
5. Participants learn that eating calcium-rich foods and doing weight-bearing activity help build and maintain strong bones.
6. Participants learn to choose lean sources of protein, and how to keep their foods safe.
7. Participants learn to limit foods high in fat, sugar, and salt.
8. Participants learn to practice mindful eating, learn about sharing food tasks with children, and develop food preparation skills. Participants also continuously review key concepts and celebrate the completion of the course.

Objectives:

1. By Sept. 30, 2020, 80% of adult participants in Smart Shopper classes will have increased one or more nutrition practices during the course of 9 weeks, including planning meals in advance, choosing healthy foods for their families, preparing foods without adding salt, using the “Nutrition Facts” on food labels to make food choices, and having their children eat breakfast. (MT1 Healthy Eating Behaviors).
2. By Sept. 30, 2020, 80% of adult participants in Smart Shopper classes will have increased use of one or more food resource management practices which improve family nutrition and stretch food dollars, including planning meals in advance, comparing prices when shopping, using a grocery list while shopping, and not running out of food before the end of the month. (MT2 Food Resource Management Behaviors).

Note: FBNN teaches Smart Shopper classes every year. Program participants are different in every course, and because our adult students are always different, the evaluations for this continuing program are the same every year.

Healthy Pantry Initiative (HPI)

Using the ***Healthy Food Pantry Assessment Toolkit (HFPAT) and the Oregon Food Bank/Oregon State University program***, this initiative aims to:

- (1) Support environmental adaptations of food pantries to make the healthiest food choices the easiest choice for pantry users (45% of whom are either children, youth, or seniors);
- (2) Provide training to food pantry staff on best practices for food pantries and assessment of their pantry operations.

Many factors play into the choices that we make every day, for instance, signage, colors, packaging and product placement. Retail environments, grocery stores, and even lunch lines use these triggers to influence the decisions we make every day. We call these triggers *Nudges*. Nudges are defined as social, cognitive and emotional factors which influence economic decisions or purchasing behaviors of individuals and families. “Healthy Picks” is the term used to indicate more nutritious foods, including fruits and vegetables, whole grains, lean meats and plant-based proteins, low-fat dairy foods, and foods that are low in sugar, fat, and sodium.

The Food Bank will work with certain partner agency food pantries to restructure the pantry environment, using nudges to help influence/encourage families to choose the more nutritious foods (Healthy Picks) when making selections from the pantry. The Food Bank will also provide nutrition resource materials to these partner agencies to help families make good choices.

Delivery: Healthy Pantry Initiative programming is delivered individually to each food pantry. The Food Bank received a grant from NV DHHS/Office of Community Partnerships and Grants (OCPG) for SFYs 2018 & 2019 supporting a pilot project in which patients at three health care clinics (serving low-income clients) were screened for food insecurity. Happily, this project has been funded for two more years (SFYs 2020 and 2021). Patients screening positive receive a “food prescription” to “redeem” at one of seven participating food pantries. Patients with diabetic or cardiac conditions are able to select foods from that pantry which are appropriate for their medical condition if the healthcare provider “prescribes” those special foods. (These foods will be items such as fruit packed in juice or water, canned vegetables low in salt, etc. No therapeutic diet counseling will be provided.) Our healthcare provider partners (Renown, Community Health Alliance, Northern Nevada HOPES) follow-up with patients and evaluate improved food security and health status following referrals to prescription pantries. These 7 prescription pantries, 5 community pantries and 2 clinic based food pantries are the FBNN’s focus this coming year for the Healthy Pantry Initiative. FBNN

conducts annual assessments of each HPI pantry using the RNECE-West evaluation tool Regional Nutrition Education Center of Excellence – West (RNECE-West). We also conduct twice-yearly surveys of HPI pantry clients who self-report their nutrition behavior changes that are a result of their increased access to nutritious foods and nutrition/health information gained through pantry utilization. (Attach monitoring form)

Curriculum: FBNN will use the Healthy Food Pantry Assessment Toolkit, an evidence-based, field-tested toolkit from Regional Nutrition Education Center of Excellence – West (RNECE-West), a joint effort of Colorado State and Washington State Universities' Extension. This project supports environmental adaptations making the healthiest choice the easiest choice for clients of food pantries. The toolkit includes the Assessment Tool, Resource Guide, Instruction Manual, and a recorded webinar. We began HPI three years ago by using the Oregon Food Bank/Oregon State University program called Healthy Pantry Initiative: Strategies for Encouraging Healthy Choices at the Pantry. It provides strategies for making environmental changes at the food pantry, best practices, and an assessment tool.

Partner organization roles and contributions: The primary partners in Healthy Pantry Initiative are partner agencies of the Food Bank which operate food pantries, distributing food to low-income clients and helping connect clients with other support services such as SNAP application assistance. (Partner agency food pantries are the frontline for provision of emergency food to people in need. Many of them secure most of the food they distribute from the Food Bank of Northern Nevada.)

The seven pantries which are “prescription pantries” in our Healthy Nevada-funded pilot project agreed to distribute larger amounts of food, including produce, to all clients, distribute medically-appropriate foods for clients referred to the pantry by a doctor’s “food prescription”, and support FBNN staff on site making referrals to other support services intended to improve food security and stabilize the individual/family. (Note: the food provided to clients at prescription pantries is purchased using Healthy Nevada grant funding.)

Duration and frequency of contacts: The Healthy Pantry Initiative is a year-round effort to work with select food pantries, training them to adapt their pantry environment to support healthier food choices by pantry clients. We will continue to work with each pantry to conduct assessments of the strategies they put in place. We will visit each HPI pantry at least every three months, bringing educational materials and recipes and providing feedback on their HPI operations.

Projected number of participants: Continue the relationship with our current 13 partner agency food pantries, and add 3 pantries in FY20. FBNN will train one to two staff (or volunteers) at each pantry.

Key educational messages include the messages provided by these Nudges:

1. Meal Kits: Pairing/grouping Healthy Pick foods to create a meal idea.
2. Samples: Tasting sessions of Healthy Pick foods to increase acceptability of new or unfamiliar foods available at the food pantry.
3. Merchandising/Product Placement: Front and center placement in the food pantry and/or making Healthy Picks placement more attractive and easier to reach than less nutritious food items in the food pantry.
4. Cooking Demonstrations: This intervention is used to improve a client's perception of how easy and/or desirable it is to cook.
5. Healthy Pick Cards and other educational images such as MyPlate: Educational intervention that reinforces healthy choices. These are as simple as a small laminated card placed in front of or above a nutritious food on the pantry shelf.
6. Suggesting an amount: Signs encouraging clients to take a certain number of a type of fruit or vegetables, such as "Most people take four apples." This intervention increases produce takings and helps create social norms.

Objectives:

1. By September 30, 2020, the Food Bank of Northern Nevada will continue the relationship with our current 13 partner agency food pantries, and add 3 pantries to the Healthy Pantry Initiative. These additional pantries will be trained to implement strategies around adapting the pantry environment to encourage healthier food choices in a client-choice food selection model.
2. By September 30, 2020, the Food Bank of Northern Nevada will continue to provide nutrition education training to the 13 partner agency representatives (food pantry managers, staff, volunteers) and 3 new partner agency representatives to increase their ability to help families understand how to make better food choices. The training will include Best Practices for Success of Healthy Pantry Initiative.
3. By September 30, 2020, all FBNN HPI partners and their pantry environments will be evaluated to determine HPI impact on the pantry itself and/or on their clients' choices. HPI impact will be evaluated for changes in food environments and/or changes in individual clients' food choice behaviors (MT5 Nutrition Supports Adopted; MT1 Healthy Eating Behaviors; MT2 Food Resource Management Behaviors).

Project Description for Marketing Strategies: The Food Bank's primary efforts with regards to SNAP-Ed are educational strategies. However there is also a marketing focus in the Healthy Pantry Initiative. Many of our partner agency food pantries and congregate meal programs offer client choices. Helping partner agencies modify their environments to make the healthier foods easier for the client/family to choose does involve use of marketing strategies, including signage, product placement, information, etc. Our work with 16 partner agencies in the HPI project will help them understand how to market their pantry foods in ways that will encourage healthier choices by the food-insecure families they are serving.

Seniors Eating Well

Using the ***Seniors Eating Well: A Sourcebook of Lesson Plans and Activities for Educating Older Adults and Nutrition and Health*** curriculum, this course aims to increase the decision-making skills of middle and older adults (or their caregivers) and increase their personal nutrition and physical activity practices that will improve health and well-being.

Delivery: This series of nine classes is offered to seniors/near-seniors in places they may frequent, including senior centers, community centers, and senior housing complexes. A bilingual instructor teaches each class in a classroom setting. Each lesson is delivered by facilitated group discussion and includes PowerPoints, food preparation, recipes, handouts, and pre-and post-evaluations. Lessons also include taste tests, games and activities. Initial program sites were Silver Sage Apartments (Neil Rd., Reno) and Washoe County Senior Center. Assessing our success in reaching the target audience at these locations will help determine future senior education program sites. In order to avoid duplication with other SNAP-Ed programs providing similar programs, FBNN SNAP-Ed coordinator will discuss planned new sites with DHHS/DWSS SNAP-Ed nutrition specialist. We are already coordinating programming with other SNAP-Ed partners who deliver senior-focused curricula in Washoe County.

Curriculum: ***Seniors Eating Well*** is an evidence-based curriculum to improve the health, nutrition knowledge and behaviors of older adults, specifically reducing sodium, increasing healthy fats and snacks, fruits, vegetables and whole grains, reading nutrition labels, and physical activity. All lessons were piloted by multiple nutrition educators and completely updated in 2016 with 2015-20 USDA Dietary Guidelines, MyPlate, and evaluation tools. The curriculum is designed to be taught to limited resource older adult audiences at senior centers, community centers, and senior housing centers. Lesson content includes: Great Grain Discoveries, All Star Senior Snacks, Heart Healthy Meals, Cooking & Seasoning with Herbs, Savory Soups, Fitness Fun, Evaluating Dietary Supplements, Dietary Fat Fact or Fiction, and Energy Density.

Partner organization roles and contributions: Primary partners in Seniors Eating Well programming are Washoe County senior and/or community centers and senior housing complexes. Partners support the program by publicizing the course, encouraging adults to attend, and arranging space for the classes.

Duration and frequency of contacts: This series consists of eight classes, each 45-60 minutes in length, one class per week. We expect to conduct 8 Seniors Eating Well courses in FFY 20.

Projected number of participants: 100 seniors. A typical class has 8-14 people in it.

Key educational messages:

1. Follow a healthy eating pattern across the lifespan to help support a healthy body weight and reduce the risk of chronic disease. Plan, shop, and prepare meals with less fat and more fruits and vegetables. Understand food safety basics.
2. Shift to healthier food and beverage choices.
3. Limit calories from added sugars and saturated fats and reduce sodium intake.
4. Focus on variety, nutrient density, and amount. Use knowledge of energy density for weight control.
5. Be as physically active as abilities allow. If possible, be active daily. Adults should have 2½ hours a week of moderate activity, or 1¼ hours a week of vigorous physical activity.
6. Evaluate use, safety concerns, and credible sources of dietary supplements.

Objectives:

1. By Sept. 30, 2020, 80% of adult participants in Seniors Eating Well classes will have increased one or more healthy nutrition practices during the course of 8 weeks, including reading labels to help choose lower sodium foods, trying new recipes using less salt, planning menus based on USDA's MyPlate, using leftovers within 3 days, using new lower-fat cooking methods, eating 4 or more cups of fruit and vegetables per day, evaluating their use of dietary supplements, exploring other food assistance resources. (MT1 Healthy Eating Behaviors, MT2 Food Resource Management Behaviors).
2. By Sept. 30, 2020, 70% of adult participants in Seniors Eating Well classes will have increased one or more fitness-related activities, including being physically active every day and increasing hydration (MT3 Increase Physical Activity)

Evidence Base:

Research-tested:

The Food Bank's Smart Shopper course uses the *Eating Smart* Being Active (ESBA)* nutrition education and obesity prevention curriculum for low-income clients, developed and written by Colorado State University Extension and University of California, Davis, and revised in 2017. The curriculum is designed to be taught by paraprofessionals to limited resource adult learners, which makes it appropriate for use in Smart Shopper. The curriculum is included in the USDA SNAP-Ed Toolkit Intervention list of programs and materials to use for HELPING FAMILIES. www.ext.colos. It is research-tested. It is based on the latest research in health and nutrition, using *2015-2020 Dietary Guidelines for Americans*, *MyPlate*, and the *2008 Physical Activity Guidelines for Americans*. Its effectiveness has been evaluated and proven to elicit positive behavior change in audience. The curriculum has been used in the Expanded Food and Nutrition Education Program (EFNEP). Several evaluations conducted on ESBA have assessed its effectiveness. It generally produced better outcomes than curricula used previously. Pre and post test scores reveal participants reported significant positive behavior change in food resource management, nutrition, food safety, physical activity, and increased fruit/vegetable intake. Two evaluations showed that participants made positive behavior changes as a result of the physical activity content of ESBA.

Seniors Eating Well is both evidence-based and research-based. Penn State Senior Extension Educator Lynn James wrote the program in 2003. It has been updated three times based on the Dietary Guidelines for Americans and current research, as well as practice improvements. T-tests on post and 3-month follow-up participant surveys were conducted and found several areas of significant improvement, including increasing fruits and decreasing sodium and fat. It is on the approved listing by USDA for SNAP Ed curriculum.

Practice (field) - tested:

In its Healthy Pantry Initiative programming for FY 2020, FBNN will use the Healthy Food Pantry Assessment Toolkit (HFPAT), an evidence-based, field-tested toolkit available from Regional Nutrition Education Center of Excellence – West (RNECE-West), a joint effort of Colorado State and Washington State Universities' Extension. The toolkit includes the Assessment Tool, Resource Guide, Instruction Manual, and a recorded webinar. This project supports environmental adaptations which make the healthiest choice the easiest choice for families and others who use food pantries.

In FY18, the pantries had their initial RNECE evaluation to be used as baseline data. In April/May 2019 the pantries had their second RNECE evaluation to evaluate progress. In April and May 2019, the Food Bank conducted the RNECE evaluation of 12 of the 14 Healthy Pantry Initiative (HPI) partners in our network. State of Nevada SNAP education personnel had given us permission to not conduct an RNECE walkthrough at two HPI locations because they had just entered the program in 2019 and needed

additional time to get better acquainted with it. Of the 12 pantries evaluated, most displayed progress from their initial RNECE walkthrough in 2018. Notable improvements were additional nutrition education-related signage being displayed throughout the pantries and additional client-choice sections added to several pantries that are not 100% client choice. Opportunities for continued growth were also in these same areas, as several agencies continue underutilizing appropriate signage and the client-choice model. The top three scoring pantries were St. Francis of Assisi Food Pantry, Sparks Christian Fellowship Food Pantry, and the Truckee Meadows Community College Wizard's Warehouse food pantry. These top performers will receive a certificate of recognition and a short media release highlighting their pantry's good works.

Key Performance Indicators (KPIs):

List the key measures/indicators of implementation or performance that you will capture or collect. Identify if these are new measures/indicators not collected in the past. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

Smart Shopper:

- a. Continuing measures/indicators - Number of courses taught; number of unduplicated people taught; number of contacts (number of times a person sits in a class); names of the schools/community sites where Smart Shopper courses are taught; gender/ethnicity/race/ of people in Smart Shopper classes; family members' participation in other nutrition programs. From Client Intake Forms, we also gather number of household members/demographics, family income, and food security status.
- b. Continuing measures/indicators – From a pre- and post-course questionnaire, we measure knowledge gain and behavior changes related to planning meals, comparing prices, shopping strategies, food safety practices, fresh produce purchase and frequency and amount consumed, food preparation methods that limit salt, and snack food choices.

Healthy Pantry Initiative:

- a. Continuing measures/indicators – number of FBNN partner agencies trained; number of individuals trained; number of pantry self-assessments conducted during the year.

- b. Continuing measures/indicator – Number of food-insecure patients of three healthcare provider-partners who present a prescription for food and/or medically appropriate food at an HPI-participating food pantry.
- c. Continuing measures/indicator – Number of clients of participating HPI food pantries who report they've received referrals to SNAP and other food assistance programs for which they may be eligible (i.e., school meals, WIC, CSFP, Mobile Harvest, Kids Cafe afterschool & summer meal programs, etc.).
- d. Continuing measures/indicator - Clients will be surveyed by questionnaire (available upon request) at least twice a year, when they visit a pantry, about their nutrition knowledge and behavior changes.

Seniors Eating Well:

- a. Continuing measures/indicator - Number of courses taught; number of unduplicated people taught; number of contacts (number of times a person sits in a class); names of the sites where Seniors Eating Well courses are taught; gender/ethnicity/race/ of people in classes. From Client Intake Forms, we also gather participants' demographics, family income, use of other food resources, and food security status.
- b. Continuing measures/indicator – Using the same evaluation tool being used by a collaborating partner in SEW (University of Nevada Cooperative Extension) for statewide consistency, we will measure knowledge gain and behavior changes related to healthy nutrition practices including reading labels to help choose healthier foods, eating more whole grains, choosing healthy snacks, using herbs instead of salt for flavoring food, planning menus based on USDA's MyPlate, using leftovers within 3 days, using lower-fat cooking methods, eating more fruits and vegetables, evaluating their use of dietary supplements, increasing physical activity, and increasing hydration.

Use of Existing Educational Materials:

Give the title, author, and description of existing educational materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. Indicate whether the materials will be purchased and justify the need and cost.

FBNN uses USDA and other government-developed materials whenever possible.

Smart Shopper - uses the updated, nine-lesson curriculum *Eating Smart* Being Active (ESBA)* designed to be taught to classes of limited-resource adults. Our bilingual instructor teaches both in English and Spanish. We purchase the ESBA handout materials in both English and Spanish because they are designed to complement the content in each lesson and keep the specific audience in mind.

The ESBA program offers lesson enhancements for sale and FBNN purchases them. These are small items which help class participants adopt the behaviors taught in a lesson. For example, there is a produce brush for the fruit and vegetable lesson, a grocery list pad for the planning and shopping lesson, and a *Cook It Safe!* refrigerator magnet reinforcing the food safety lesson.

Healthy Pantry Initiative – we use the USDA MyPlate food guidance materials, including posters and handouts, to help partner agency food pantries provide visuals and information encouraging clients to make healthier food selections. These materials are available free from USDA/FNS and we relay that resource availability to our participating partner agencies in these projects. Signage for pantries will be in the languages appropriate for each pantry's clientele.

We developed a Nudges toolkit which is used to help partner agencies set up their food pantries in ways and with displays that encourage food-insecure clients to make healthier food choices. Toolkit content was adapted from “The Power of Nudges: Making the Healthy Choice the Easy Choice in Food Pantries” from Feeding America. Healthy Picks information sheet defines Healthy Picks and gives criteria for qualifying a food as a Healthy Pick. This page incorporates MyPlate content and materials from Feeding America.

Seniors Eating Well is the curriculum that we use for Seniors Nutrition Education. We use the PowerPoint slides that we purchased from Penn State Extension with rights to the curriculum. Our bilingual nutrition educator teaches this class primarily in English, but can translate to Spanish if needed. We add cooking materials as lesson enhancements and prizes to these classes to encourage enrollment and to reduce attrition rate.

Development of New Educational Materials:

Identify any new materials that you plan to produce or purchase and justify the need and cost.

We are continuing to use a free smartphone app for Smart Shopper class participants during the course. The mobile app is a component of the revised Eating Smart-Being Active curriculum and is available free from the app store or Google Play, in both English and Spanish. It includes all the ESBA recipes, all physical activity ideas, a unit price calculator, and a physical activity tracker. The app is designed to help adult

students continue some of the behaviors taught in the course. The lesson plans use a mobile app icon to indicate to the instructor when to use the app in the lesson. We also include the Dr. Yum Project app to help with recipe ideas, food tracking, etc. This is not an evidence-based app, but it is an app that we believe is better than the ESBA app.(It is our experience that most of the adults in Smart Shopper do have smartphones.)

Evaluation Plans

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

Name: Smart Shopper course

Type: 1. Process

Questions: Number of courses taught. Number of clients taught. Number of units of service. Number of sites where SS was taught. Demographics of clients taught. Client usage of other food resources.

Approach(es): FBNN educator tracks some data. Class participants self-report their demographic and program participation information.

Planned Use: Grant reporting and program planning/analysis purposes.

Prior Evaluation: Yes, done annually.

Use of SNAP-Ed Evaluation Framework: NA

Type: 2. Outcome

Questions: Pre- and post-course questionnaires ask about planning meals, use of shopping strategies, food safety practices, fresh produce purchase & consumption, food preparation methods, etc. Results are compiled and maintained in WebNEERS data base. We have attached FFY18 evaluation results of Smart shopper course impact. Arminda has this

Approach(es): Written questionnaires completed by participants following each class, and at end of course.

Planned Use: Grant reporting and program planning/analysis purposes.

Prior Evaluation: Yes, done during every course of Smart Shopper.

Use of SNAP-Ed Evaluation Framework: MT1 Healthy Eating Behaviors. MT2 Food Resource Management Behaviors

3.1 Increase Food Security-Support families through food resource management classes to assist in healthy meal planning and budgeting.

ST2 Healthful Shopping Practices:

ST 2a. Choose healthy foods for my family on a budget
ST 2b. Read nutrition facts label or nutrition ingredients lists
ST 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

MT2 Stretch Food Dollars
MT 2h. Compare Prices before buying foods
MT 2j. Shop with a list
MT 5b. Total number of policy changes
MT 5c. Total number of system changes
MT 5d. Total number of environmental changes

LT2 Stretch Food Dollars
2g. Not run out of food before month's end

Name: Healthy Pantry Initiative
--

Type: 1. Process

Questions: Number of participating food pantries engaging in HPI. Number of pantry personnel trained..

Approach(es): FBNN educator tracks data.

Planned Use: Grant reporting and program planning/analysis purposes.

Prior Evaluation: Yes, done annually

Use of SNAP-Ed Evaluation Framework: NA

Type: 2. Outcome

Questions: Pantry Questions: is the pantry client choice? Are nudges in place to encourage better food selection? Are educational materials available? Is fresh produce available? Is other food resource information available? Client Questions: various, to determine if client is making healthier food choices as result of HPI environmental changes and nudges.

Approach(es): Returning clients will be surveyed by questionnaire (available upon request) at least twice a year, when they visit a pantry.

Planned Use: Pantry self-assessment determines/documents successful implementation of HPI. Use of client survey: determine HPI effectiveness on increasing nutrition knowledge gain and food behavior changes.

Prior Evaluation: New feature is enhanced evaluation using evidence-based tool.

Use of SNAP-Ed Evaluation Framework: MT1 Healthy Eating Behaviors. MT2 Food Resource Management Behaviors. MT5 Nutrition Supports Adopted in Environmental Settings. ST7 Organizational Partnerships.

3.1 Increase Food Security-Support families through food resource management classes to assist in healthy meal planning and budgeting.

ST1g. Make half you plate fruits and vegetables – vary your veggies.

ST1h. Make half your plate fruits and vegetables – focus on whole fruits.

MT1c. Ate more than one kind of fruit

MT1d. Ate more than one kind of vegetable

MT 5b. Total number of policy changes

MT 5c. Total number of system changes

MT 5d. Total number of environmental changes

Name: Seniors Eating Well course

Type: 1. Process

Questions: Number of courses taught. Number of clients taught. Number of units of service. Number of sites where SEW was taught. Demographics of clients taught. Client usage of other food resources.

Approach(es): FBNN educator tracks some data. Class participants self-report their demographic information.

Planned Use: Grant reporting and program planning/analysis purposes. We also plan to improve the pre/post test for all agencies using it. We have frequent communication to ensure all of the tools work best for everyone using it. Three Square Food Bank is using all of these tools as well.

Prior Evaluation: Yes, started evaluation with the help of UNCE in February 2019.

Use of SNAP-Ed Evaluation Framework: NA

Type: 2. Outcome (using same evaluation tool and International Physical Activity Questionnaire shared by UNCE for statewide consistency).

Questions: Surveys ask about behaviors in the past month (before attending the class) and about planned behaviors in the next month related to content of each lesson.

Approach(es): Pre- and post-test for participants using a survey form

Planned Use: Assess self-reported healthy dietary changes and physical activity changes attributed to intervention. Grant reporting and program planning/analysis purposes.

Prior Evaluation: Yes, started evaluation with the help of UNCE in February 2019

Use of SNAP-Ed Evaluation Framework: MT1 Healthy Eating Behaviors. MT2 Food Resource Management Behavior. MT3 Physical Activity and Reduced Sedentary Behavior.

4.2 Adults and those with Disabilities-Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible seniors and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.

Healthy Eating

MT1c. Ate more than one kind of fruit

MT1d. Ate more than one kind of vegetable

MT1f. Used MyPlate to make food choices

Nutrition Supports

MT5b. Total number of policy changes

MT5c. Total number of system changes

MT5d. Total number of environmental changes

Coordination of Efforts

Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, and community-based and public health approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. Retain written agreements.

The Food Bank of Northern Nevada utilizes partnerships and collaborations in most, if not all, of its multi-faceted efforts targeted at feeding the hungry today and solving hunger for tomorrow. These are some of our valuable partnerships related to FNS and other nutrition/health programs:

University of Nevada Cooperative Extension – We continue our several-year collaboration with UNCE nutrition/health professionals. Previously UNCE helped us find the EFNEP curricula we now use (ESBA) for Smart Shopper, and we collaborate on

data tracking. In FY19 we worked together to consistently deliver and evaluate Seniors Eating Well programming and aggregate data collection efforts statewide related to SEW. We established a statewide pre- and post-test that was used at every organization that taught Seniors Eating Well throughout the state. We are now all using the same tool and evaluation method to ensure data is consistent throughout the state of Nevada.

Washoe County School District (sponsor of National School Lunch and School Breakfast programs) - A long-time partner in the Food Bank's child nutrition efforts (FBNN sponsors Child and Adult Care Food Program and Summer Food Service Program), the school district provides FBNN with access to its staff who arrange parent education and family services helping students, access to area-eligible schools for our afterschool dinner program, and assistance distributing information about summer food programs for students. We anticipate that our partnership with the school district to provide Smart Shopper courses will result in greater use of USDA NSLP and SBP. And we know that WCSD created an Asset Map on its website last year which includes FBNN food assistance services (including nutrition education programming) so families can go

In SY 19-20, we will be piloting a new program, "Building Family Stability," which will offer SNAP application assistance in school settings, and link families to other services such as financial education and coaching.

Partner agencies offering food pantry and/or Mobile Harvest services - allow SNAP outreach (application assistance and eligibility interviews) at some sites to help their clients obtain longer-term food assistance.

Our own direct service programs, including Kids Café, Back-Pack Kids, summer meals, school pantries, and Mobile Harvest, all deliver consistent, USDA-based nutrition information and referrals to other food assistance resources (including USDA programs) to clients at every touch.

Multi-level interventions include:

- All school-based programs of the Food Bank: Kids Café, backpack, school pantries, mobile pantries, and SNAP-Outreach conducted at schools; summer meals offered at 45+ park, school, and low-income housing locations
- Increased quantities of fresh fruit and vegetables distributed through our network of partner agencies and our own Mobile Harvest program (40 sites)
- Partner agency-focused trainings (annual conference; newsletters and workshops) encouraging increased involvement in longer-term hunger solutions

by education, coordinating referrals and services, use of same software for intake information to ensure best service to clients.

Community and public health approaches:

- FBNN communications vehicles (website and Food Source quarterly newsletters) and special events provide consistent messaging about those who suffer food insecurity and community-based solutions.
- FBNN was awarded a second 2-year DHHS grant for the Prescription Food Pantry project, where patients at three health care facilities are screened for food security. Those determined to be food-insecure are given a “prescription” to redeem for food at participating food pantries, where they also receive (as prescribed) medically appropriate food, SNAP application assistance, and referral to other support services. Their medical provider tracks improved health outcomes at subsequent visits. All food pantries participating in this project are required to be Healthy Pantries and follow the guidelines of the Healthy Pantry Initiative.
- FBNN participates in Family Health Festivals throughout Washoe County offering our SNAP-Outreach and Mobile Pantry programs along with nutrition education.
- FBNN involvement in community events: presentations about nutrition and food security, encouraging the public’s growing of fruits and vegetables for one’s household or donating to food pantries, advocating for EBT access to farmers markets and other sources of fresh, nutritious produce.
- FBNN participates in Governor’s Council on Food Security which is charged with implementing Nevada Food Security Plan.
- FBNN participates in Truckee Meadows Healthy Communities which addresses issues contributing to hunger and food insecurity, including challenges with employment, transportation, education, housing, etc.
- FBNN SNAP Outreach & Nutrition Education Manager participates in the Community Health Improvement Plan Subcommittee on Nutrition and Physical Activity, and FBNN Director of Programs & Community Engagement participates in Community Health Improvement Plan sub-committee as well as the Family Health Festival planning committee.

Template 3: SNAP-Ed Staffing Plan

Project Name: Food Bank of Northern Nevada

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Bilingual Nutr. Educator/Smart Shopper, Seniors Eating Well (A. Jimenez)	1.0	10% program management	90% direct education – Smart Shopper, Seniors Eating Well	\$44,053
Administrative Support Person- Seniors Eating Well, Smart Shopper (Julie Colon)	.20	60% Program Management	30% Assistance with direct education	\$9,055
Administrative Support Person- Seniors Eating Well, Smart Shopper (Jacqueline Castrillo)	.20	60% Program Management	30% Assistance with direct education	\$9,055
Programs Specialist- Healthy Pantry Initiative (M. Escobar)	.20	40% program management	60% direct education- Healthy Pantry Initiative	\$9,396
SNAP Outreach and Nutrition Education Manager (K. Kelly)	.20	100% program management		\$14,233
Director of Programs (J. Yeager)	.10	100% program administration		\$11,086
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$96,878

1 FTE = 40 hours/week

Statement of SNAP-ED duties

Bilingual Nutrition Educator – Smart Shopper & Seniors Eating Well (A. Jimenez): Delivers all Smart Shopper instruction. Procures weekly class food needs, prepares and assembles class materials, does research related to class content. Maintains records related to class attendance for grant reporting. Maintains Smart Shopper data in webineers data base. Administers pre and post tests assessing knowledge gain and behavior change. Delivers all Seniors Eating Well instruction. Prepares and assembles class materials, does research related to class content. Maintains records related to class attendance for grant reporting. Administers Seniors Eating Well pre and post tests assessing knowledge gain and behavior change. Maintains pre and post tests, records data in excel, and works with UNCE in Southern Nevada to analyze the data in their SPSS analytical software. Conducts course evaluations. Obtains Client Intake forms. Assists in grant preparation and reporting.

Administrative Support Person- Seniors Eating Well, Smart Shopper (Julie Colon & Jacqueline Castrillo) Schedules all Smart Shopper Classes in coordination with school staff and community partners. Schedules all Seniors Eating Well courses in coordination with agency and community partner staff. Helps to maintains pre and post tests, helps to record data in excel, and works with UNCE in Southern Nevada to analyze the data in their SPSS analytical software. Assists in grant preparation and reporting.

Programs Specialist- Healthy Pantry Initiative (M. Escobar): Recruits select food pantry partner agencies for participating in Healthy Pantries Initiative; trains and supports 16 partner agencies in increasing availability in pantry of Foods to Encourage and using Healthy Picks and nudges to encourage more nutritious choices made by food-insecure clientele. Works with 3 healthcare partners in Prescription Pantry pilot to ensure evaluation of client impact from HPI interventions. Implements pantries' assessment/evaluation of HPI for Nutrition Supports Adopted (MT5) and Organizational Partnerships (ST7). Develops & tests client survey to assess food behavior changes resulting from HPI intervention. Tracks HPI data and records, and assists in grant preparation and reporting.

SNAP Outreach and Nutrition Education Manager (K. Kelly): Supervises nutrition education team and program delivery, approves work plans, develops and monitors program budgets, provides guidance and direction. Monitors program delivery. Represents FBNN in NV Nutrition Assistance Consortium. Assists in grant preparation and reporting.

Director of Programs and Community Engagement (J. Yeager): Oversees all Nutrition Education programs, including those which are SNAP-Ed funded. Leads program planning efforts, manages program budgeting, monitors program expenses. Personnel management. Assists in program design, grant preparation and reporting, and program impact evaluations.

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Food Bank of Northern Nevada

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$31,767	\$65,110	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies			
Nutrition Education Materials		\$11,524	
Travel		\$6,501	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$31,767	\$83,135	
Indirect Costs (Indirect Cost Rate=10%)	\$3,177	\$8,313	
Total Federal Funds	\$34,944	\$91,448	Leave blank

Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$126,392	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$34,944	

Signature of Responsible Official: Nicole Lamboley, President & CEO

Date: July 10, 2019

Budget narrative:

Salary/Benefits: \$96,877 total for five Food Bank staff positions whose time can be directly attributed (full time or part time) to SNAP-Ed functions.

Nutrition Education Materials:

Used in Smart Shopper, HPI, and Seniors Eating Well programs. Conference registration.

Digital projector (replacement- \$150), cooking utensils (\$55), office supplies (\$95) - \$300

2000 Recipe cards x .25 - \$500

Smart Shopper class supplies (worksheets, food, lesson enhancers) - \$8,000 (note: average item cost per lesson enhancer = \$1.86). For example, \$1.86 x 200 clients = 372 x 9 classes = \$3,348. Lessons have two, three or four enhancers per lesson.

Seniors Eating Well Class Supplies (copy/print flyers (\$100), food (\$300), lesson enhancers (\$4X100 students= \$400; 4 enhancers per class=\$1,600)- \$2,000

Healthy Pantry Initiative materials (posters, acrylic literature holders, food samples, handouts, etc.) - \$724

Total Materials = \$12,020

Travel: \$6,501, see attached Template 4: SNAP-Ed Budget Information by Project (Travel) form.

Total direct costs: \$114,898

Total indirect costs: \$11,490 FBNN uses the federal de minimis rate of 10% since we do not have a federally approved indirect rate agreement.

Estimated unobligated balances (carry-over) from current FY to next FY, if any: \$34,944

Total Federal funds: \$126,388

Section C. Travel

In-State Travel

Travel Purpose:

FBNN staff travel to and from sites where Smart Shopper, Healthy Pantry Initiative, and Seniors Eating Well programming is delivered within Washoe County. Food Bank offices are located in Storey County, 20 miles east of Reno. All program delivery sites are at least 20 miles distant from Food Bank, in schools, community and senior centers, and partner agency food pantries.

Travel destination (city, town or county or indicate local travel):

Local, from Storey County to, from and within Washoe County, Nevada

Number of staff traveling: 3 educators and, on occasion, SNAP Outreach and Nutrition Education Manager and Director of Programs (all travel is directly related to SNAP-Ed.)

Cost of travel for this purpose:

SNAP-Ed expenses related to use of Nutrition Education-dedicated vehicle (Subaru Outback):

\$1,500 vehicle repair/maintenance

\$302 registration expense

\$1,764 insurance for Nutr Ed vehicle

\$1,000 fuel for Nutr Ed vehicle

Total SNAP-Ed share of dedicated Nutr Ed vehicle expense: \$4,566. Mileage logs are maintained in vehicle, which is only used by SNAP-Ed.

Total SNAP-Ed share of reimbursed employee-owned vehicle expense (federally-approved mileage rate): \$555.

Total In-State Travel Cost: \$5,121

Out-of-State Travel

Travel Purpose:

Attend Feeding America 2020 Agency Capacity, Programs, and Nutrition Conference.

This annual conference convenes staff from 200 food banks in the Feeding America network who work in nutrition education and other direct service food bank programs and staff who work with partner agencies of each food bank. Nutrition educators

attending the conference share information and ideas about successful nutrition programs operated by food banks. FBNN has developed, delivered, and evaluated our own nutrition programs using the learning that occurs at this conference. (For example, we learned about the Healthy Pantry Initiative developed by the Oregon Food Bank and now used by our food bank, while attending this conference previously).

Agenda for July 2020 conference is not yet available, but previous presentations in the Nutrition/Community Health track included Food Bank-Health Care Partnerships, Nutrition Policies and Nutrition Education-Related Evaluation Models, Foods 2 Encourage, Food Security Screening Program, Food Pharmacy Development Guide, and Building Blocks to Support a Healthy Pantry Environment.

Travel destination (city and State): To be determined, July 2020.

Number of staff traveling: Two. However, we are requesting approval of out-of-state travel expense for just one FBNN nutrition educator to attend this conference.

Cost of travel for this purpose: Estimated \$1,500 travel expense. Actual claimed expenses will adhere to NV DWSS travel policy.

Conference registration - \$500

Total In-State Travel Cost: \$1,380

Total Travel Cost: \$6,501

Healthy Communities Coalition

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

Lyon County Farm to School

Related State Objective(s):

State Priority Overall Objective: Increase daily fruit and vegetable consumption

The Lyon County School Garden Project aims to increase by 3% the number of Lyon County elementary and middle school students at participating schools who report eating fruits or vegetables daily by the end of the 2019-2020 school year.

Audience:

The target audience for this intervention is elementary and middle school students at participating Lyon County schools, as well as teachers and administrators and families of students. Lyon county schools serve a significant population of low-income students and families who may not have access to fresh fruits and vegetables. This project will allow students at participating schools to practice gardening at school, allowing them to grow and taste a variety of fresh foods, while learning about methods for gardening that they can apply at home. Across the district, the free and reduced lunch eligibility rate is 42%, so many of the students come from SNAP-eligible households.

Food and Activity Environments:

Describe how the project will reflect audience's awareness and access to healthy foods and beverages, and places to be physically active.

Farm to School is an evidence-based intervention that increases access to and consumption of fresh fruits and vegetables among youth while educating students and food production and sustainability. Healthy Communities Coalition (HCC) has an ongoing partnership with University of Nevada Cooperative Extension (UNCE) and Lyon County School District to continue management and implementation of school gardens and related education. HCC assists with garden instruction, maintenance and repair, as well as additions and updates to garden infrastructure (i.e. hoop houses, raised beds, etc...), and support and training for teachers and partners. HCC brings together schools with local farmers and producers who serve as mentors for the students and share knowledge and techniques while acting as role models and educators.

Additionally, HCC works to elicit necessary policy, systems, and environmental (PSE) changes within the schools to fully integrate gardens into classroom education, establish Good Agriculture Practices, and initiate lunchroom policies and systems for eating foods grown on site or procured locally. We are working with food service staff to update policies to include more fresh foods in school lunch and provide a more desirable lunchtime experience for students. This work is based on a student-led survey conducted as part of last year's SNAP-Ed program in which students overwhelmingly identified their preferences for more fresh fruits and vegetables at lunch, among other changes that would hopefully increase participation in the school lunch program.

Outside of school hours, the gardens serve as a learning environment via workshops, classes, and summer programs. A collaboration with UNCE's Pick a Better Snack Program provides direct education services to the students in classrooms during school hours. Farm to School and Pick a Better Snack mutually reinforce message about making healthy choices and eating fresh fruits and vegetables for students.

Project Description:

Note how you will implement the program. Include information describing: Behavioral, policy, systems, or environmental changes; key educational messages; how and where services will be delivered, partner organization roles and contributions, duration of project; projected total number of individuals, sites, or systems participating or reached; and for strategies that include social marketing, include the frequency of messages.

According to the SNAP-Ed Toolkit, Farm to School includes 1) Procurement: using local foods in school meals; 2) Education: creating and promoting curriculum and opportunities for agriculture, food, health or nutrition education; and 3) School gardens: providing support for schools to develop and maintain school gardens, including mini-grants to purchase garden supplies, technical support via Master Gardeners, etc. and to tie in-school activities with community activities.

Policy, systems, and environment changes are the primary focus of HCCs work in the Farm to School program. We do not provide direct education through a curriculum, but promote the use of garden curriculum by teachers, while providing technical assistance, resources, and support to teachers and administrators who wish to provide a more complete educational experience to their students utilizing the school garden. This year, we will be promoting the Dig In! Curriculum from USDA as well as the Whole Kids Gardening Curriculum as resources for teachers. We will be conducting a survey of teachers in Lyon County to assess their needs and readiness to participate in garden activities and identify additional supports that need to be in place to improve the garden programs.

The school gardens are meant to serve as an extension of the classroom, providing students with opportunities to apply classroom learning in common core subjects to real-world, hands-on lessons in the garden. HCC's efforts also include policy adaptations to allow students to taste the foods they grow, either during in-class snack time, as part of lunch in the school cafeteria, or to take home to share with their families. Students learn about the process of growing their own food, from germination to pollination to harvest. They have the opportunity to take a leadership role among their peers and build self-esteem. Students learn about hard work, perseverance, and even failure when crops fail to grow or face setbacks such as pest damage or difficult weather conditions.

Currently, school gardens are located at sites throughout Lyon County, although not at every school. There are gardens at 2 middle schools and 6 elementary schools. Eventually, HCC would like to have school gardens at every elementary and middle school in Lyon County, however, at this time, our plan is to work closely with the schools that have garden infrastructure in place to strengthen and build sustainability into their programs. This will be accomplished by recruiting additional teachers at each school site to serve on garden teams, providing more opportunities for teachers to build efficacy for teaching in the garden through conferences and workshops, and working with school administration on implementing strategies to increase family and community participation in school gardening. We will provide support for the school gardens through School Garden Champions – local subject matter experts who can provide mentorship and instruction to teachers and students – who will in turn receive an honorarium for their services. Additionally, we will provide internship opportunities for students who demonstrate leadership and aptitude for gardening by providing them with stipends to work the gardens during the summer months. Student internships will be selected with the help of the School Garden Team at each participating school.

Evidence Base:

Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the Checklist for Evidence-Based Approaches in Appendix E.

Farm to School is a research-tested approach that has been shown to:

Improve early childhood and K-12 eating behaviors, including choosing healthier options in the cafeteria, consuming more fruits and vegetables through farm to school meals and at home (+0.99 to +1.3 servings/day); consuming less unhealthy foods and sodas; reducing screen time; and increasing physical activity;

Increase knowledge and awareness about gardening, agriculture, healthy eating, local foods and seasonality;

Improve willingness to try new foods and healthier options; and

Enhance overall academic achievement in K-12 settings; provide children with an understanding of agriculture and the environment; and improvement in life skills, self-esteem, social skills and behavior. Other benefits are documented for school food service, teachers, parents, farmers, and community/local economy.

References:

Bearing Fruit: Farm to School Program Evaluation Resources and Recommendations (up to 2009) <http://www.farmtoschool.org/resources-main/bearing-fruit-farm-to-school-program-evaluation-resources-and-recommendations>;

Evaluation for Transformation: A Cross-Sectoral Evaluation Framework for Farm to School (2014) <http://www.farmtoschool.org/resources-main/evaluation-framework?A=SearchResult&SearchID=824324&ObjectID=4833719&ObjectType=35>

Summary of Benefits of Farm to School <http://www.farmtoschool.org/resources-main/the-benefits-of-farm-to-school>.

Key Performance Indicators (KPIs):

We will conduct a pre- and post-survey of students at participating schools to determine their current habits around eating fresh fruits and vegetables. We will also collect data on the number of students who are participating in the garden. This year, we will be surveying teachers about their participation in Farm to School and how we can better support their involvement in the program. We will collaborate with Lyon County School District to evaluate the number of students that are eating school lunch so we can identify changes over time as PSE changes are implemented.

Use of Existing Educational Materials:

Whole Kids Foundation School Garden Curriculum – Whole Kids Foundation and American Heart Association

English-language, available free of charge on the internet.

Dig In! Standards-Based Nutrition From the Ground Up – USDA

English-language, available in other languages, Printed materials available free of charge to Team Nutrition schools, available as PDF free of charge on the internet.

Development of New Educational Materials:

Monthly Newsletter – Based on the Harvest of the Month program by the California Department of Public Health and featured in the SNAP-Ed Toolkit, HCC will produce a Farm to School Newsletter each month with information about the program, recipes,

and tips for gardening in Nevada. These newsletters will be complemented by social media messaging and press releases. There is no cost to produce these materials aside from staff time.

Training PowerPoints – HCC will occasionally produce PowerPoint presentations for teachers about Farm to School topics. These may involve instructional content about a specific garden topic (i.e. How to Trim Fruit Trees), or may be focused on available resources. In some cases, we will partner with local farmers, Master Gardeners, or other partners to produce these resources. There is no cost to produce these materials aside from staff time.

Evaluation Plans

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

Name: The name(s) of each project(s) that will be a part of this evaluation

Our Farm to School program addresses Strategy 2.1: Improve the school nutrition environment through access to nutrition education in the classroom and PSE change. We will measure our progress towards this strategy by recording the number of schools reached through our Farm to School program through HCC/SNAP-Ed. We will implement process indicators such as number of interactions with school staff to provide technical assistance and training, and the number of trainings coordinated through HCCs Farm to School provided by HCC partners, such as local farmers.

HCC will collaborate with participating schools to evaluate our Farm to School and Nutrition Education program utilizing the Nutrition Services section of the Alliance for A Healthier Generation Healthy Schools Program Assessment Guide. We will encourage schools to adopt the remainder of the guide as a way to better assess health and wellness initiatives at their schools.

Additionally, HCC will partner with UNCE to conduct SPAN-ET assessments in Title 1 Lyon County Schools to ascertain scores for nutrition environment, Year 1 (ST5, MT5, ongoing). We will collaborate on the assessment process and will include the assessment data in future planning and implementation efforts.

In order to assess readiness and capacity related to increasing access or appeal to nutrition education (ST1, ST5), we will conduct a survey of teachers and administrators on their needs, skills and barriers to participation in Farm to School programming. These evaluations will address process and outcomes.

We will use the results of our evaluations to improve future service delivery, identify gaps in the program, and help guide decision-making about future program direction.

Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done

In 2019, we evaluated student attitudes about school lunch in Lyon County through a Student-led survey process. The results of that process will be used to guide our PSE approaches to Farm to School in the coming year.

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

ST1, ST7, MT5, MT8

Coordination of Efforts

Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, and community-based and public health approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. Retain written agreements.

HCC will collaborate with Lyon County School District on PSE changes within the schools, and with UNCE on delivery of services, with HCC delivering the PSE components of Farm to School and UNCE conducting direct education through Pick a Better Snack. HCC will also collaborate with UNCE on evaluation through the use of the SPAN-ET evaluation tool. HCC will collaborate with local farmers and producers and the Nevada Department of Agriculture on development of guidance documents, certifications, and policies for the school gardens.

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

Dayton Farmers Market and Community Garden

Related State Objective(s):

Assist Nevadans in overall diet quality and beverages

Reduce food insecurity through food resource management

Increase daily fruit and vegetable consumption

Audience:

The target audience for this intervention are SNAP-eligible families and seniors in the Dayton, Nevada area. The Dayton Farmers Market and Community Garden, conveniently and centrally co-located in downtown Dayton, serves as a community gathering place where families can grow their own healthy foods (community garden) or come to purchase foods grown by local farmers (farmers market). The Community Garden offers free garden bed space to community members who are SNAP-eligible or clients of the Dayton Food Bank. The Farmers Market reaches SNAP-eligible populations by accepting SNAP benefits as payment for goods at the Farmers Market through our EBT terminal and participating in the Double Up Food Bucks program which allows EBT users to double their dollars up to \$20 through a partnership with Vegas Roots. Additionally, Farmers Market customers who meet qualifications, including income guidelines, can spend WIC and Senior Farmers Market Nutrition Program coupons, provided by Nevada WIC and Nevada Department of Agriculture, respectively, on fresh produce at the market. HCC collaborates with UNCE to host a SNAP-Ed booth at the Market.

Food and Activity Environments:

The project will provide environmental supports to healthy eating for residents of the Dayton area. Providing an access point to grow or purchase healthy foods can remove barriers to healthy eating, build self-efficacy to grow and choose healthy foods, create socially normative behaviors and community support around healthy eating behaviors. Providing prompts on-site through signage as well as nutrition education through a collaboration with UNCE can further reinforce healthy choices. Reinforcing messages about the affordability of fresh fruits and vegetables through the various purchase incentive programs offered through the farmers market makes eating fresh fruits and vegetables affordable and desirable for SNAP-eligible populations in the Dayton area. A

collaboration with the Dayton Food Bank to promote the Farmers Market and Community Garden is intended to ensure that pantry clients are aware of the resources available to them.

Project Description:

This program will create systems and environment changes to support increased consumption of fresh fruits and vegetables by making them more available to SNAP-eligible persons in the Dayton, NV area. The Farmers Market and Community Garden, co-located in downtown Dayton in an accessible location only a short distance from the Dayton Food Bank, are intended to create a place where people can come together to grow food and a sense of community. In its inaugural season in 2019, 12 members signed up for the community garden, 8 of them being SNAP-eligible. These individuals were given a plot in the garden, which includes access to water and garden tools. Community garden members are responsible for providing their own seeds or starts, which can be purchased using SNAP benefits. For those who still struggle to afford seeds or starts, Community Roots nursery has a generous donation program to assist those who wish to participate in the garden but would otherwise be unable. The community garden offers workshops to help participants learn how to grow food, and members work together to ensure that plots are tended and watered. Additionally, the community garden has a community bed that anyone can plant in. Produce from this bed is shared among those who need it, with excess harvest being donated to the Dayton food pantry.

The Farmers Market, which takes place on Thursday evenings in Dayton, provides an outlet for local farmers to interact with the community, and for local community members to purchase fresh, locally grown produce. Benefit programs, such as the Senior Farmers Market Nutrition Program, WIC, and Double Up Food Bucks provide additional incentive and improve affordability for low-income members of the community to shop at the Market. By partnering with other community organizations, including UNCE and Lyon County Human Services, the Market additionally provides a space for service providers and educators to interact with the community, extend reach, and connect community members with other services for which they may be eligible.

Both the Farmers Market and Community Garden are promoted through social media and via print materials distributed locally. These projects are ongoing and continue to grow. During the coming grant year, we will be working to expand membership in the community garden, recruit additional farmers to participate in the Market, and offer additional learning opportunities for community garden members about healthy eating, gardening techniques, and how to utilize the produce that they grow.

During the summer months, a limited number of internships will be offered to help with Farmers Market and Community Garden activities, providing support to clients, farmers,

and partner organizations, and providing an opportunity for local community members to gain work experience in a community-based setting.

Evidence Base:

According to the SNAP-Ed Evaluation Framework, environmental approaches may include multiple, complementary activities within a site or organization. The environmental interventions that are part of this project – the Farmers Market and Community Garden, are examples of physical environmental changes that make healthy choices easier and more desirable.

While the Farmers Market itself represents an environmental change, some of the activities conducted there, such as the Double Up Food Bucks program, are practice-tested and have been shown to increase consumption of fresh fruits and vegetables among participants.

Key Performance Indicators (KPIs):

We will be using social media metrics to evaluate how many people see messages about the Community Garden and Farmers Market. For the Community Garden, we will also evaluate how many members sign up, and how many of those members are SNAP-Eligible (in 2019, 66% of Community Garden members were SNAP-eligible). At the Farmers Market, we will evaluate metrics around participation in the Double Up Food Bucks program and the WIC and Senior Farmers Market Nutrition Programs.

Use of Existing Educational Materials:

UNCE will be providing education at the Farmers Market.

Development of New Educational Materials:

No new materials planned to be produced or purchased.

Evaluation Plans

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

Name: The name(s) of each project(s) that will be a part of this evaluation

Community Garden and Farmers Market

Type: The type of evaluation as primarily a formative, process, outcome or impact assessment

Process, Outcome

Questions: The questions(s) that will be addressed

This intervention addresses Strategy 3.3: Increase access and availability of healthy food in the community, including mobile vendors, farmers' markets, corner/country stores, and grocery stores; and Strategy 3.4: Conduct promotional (social marketing) efforts with Food Security and coordinate with state and/or local SNAP-Ed partners; as well as Strategy 4.1 Provide evidence-based healthy eating education in support of policy, system, and environmental change strategies to eligible adult and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.

Approach(es): The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)

Process indicators on the number of Markets held, Farmers Market attendance, vendor and partner participation (ST7), program utilization (Double Up Food Bucks, WIC and Senior Coupons) and community garden membership will be reported. Strategy 3.4 will be evaluated by reporting number of social media posts, number of page "likes" and post reach as reported by Facebook. Strategy 4.1 will be assessed by process indicators of how many classes are held at the community garden to help garden members and other SNAP-Eligible class participants learn about growing their own food and healthy eating (ST1) in the garden setting and the number of class participants, as well as the partnerships involved in class delivery (ST7).

Planned use: Plans for using the results (Add lines as needed)

Results will be used to improve future programming to be more responsive to the needs of the participants and community.

Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done

2019, in progress.

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

ST1, ST7

Coordination of Efforts

We will partner with UNCE, fellow SNAP-Ed implementing agency, to provide education at the Farmers Market. We will also partner with Vegas Roots to host the Double Up Food Bucks Program. We will partner with the Nevada Department of Agriculture and Lyon County Health and Human Services to accept Farmers Market Coupons. We will partner with the Dayton Food Pantry to recruit participants and market the services offered at the Farmers Market and Community Garden. HCC will serve as the convener

and host, relying on our partner agencies and organizations as part of a community-wide effort to deliver nutrition education and PSE supports.

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Project/Intervention Title:

Dayton Food Pantry SNAP-Ed Partnership

Related State Objective(s):

Specify the objectives that the project/intervention will accomplish. Use the SMART format. Clearly state the purpose of the project.

Priority State Objectives:

Assist Nevadans in overall diet quality and beverages

Reduce food insecurity through food resource management

Increase fruit and vegetable consumption

This project will assist the pantry to implement best practices for food distribution such as promoting healthy foods and creating environmental supports for making healthy choices and will conduct a needs assessment on nutrition education through a survey of pantry clients by March 31, 2020. Based on survey results, SNAP-Ed staff will evaluate potential education programs for implementation in the food pantry by July 1, 2020.

Audience:

Specify the audience category as explained in Section A: Identifying and Understanding the Target Audience and other relevant characteristics of the proposed audience (e.g., age, gender, etc.). Describe how the project will focus education on the SNAP target audience.

The target audience for this project includes clients of the Dayton Food Pantry and their families. The Dayton Food Pantry serves all ages and genders. Most of the clients of the Food Pantry are SNAP-eligible, although not all are enrolled in SNAP.

Food and Activity Environments:

Describe how the project will reflect audience's awareness and access to healthy foods and beverages, and places to be physically active.

This project will help the Dayton Food Pantry implement best practices for food distribution, including client choice and making the healthy choice the easy choice by featuring healthy foods in a prominent location. The project will also feature environmental supports such as signage prompts about choosing fresh fruits and vegetables, lean protein, and non-sugar sweetened beverages.

Project Description:

Note how you will implement the program. Include information describing: Behavioral, policy, systems, or environmental changes; key educational messages; how and where services will be delivered, partner organization roles and contributions, duration of project; projected total number of individuals, sites, or systems participating or reached; and for strategies that include social marketing, include the frequency of messages.

Using Northern Nevada Food Bank as a model for best practices, this program will implement environmental changes to help Food Pantry clients increase their consumption of healthy foods. Key strategies will include continuing the client choice model that has been piloted in the Food Pantry this year, featuring healthy foods in prominent locations, signage and environmental prompts to help encourage healthy eating choices, and distribution of healthy recipes featuring food that is currently available in the food pantry. Nutrition demonstrations and tastings by a registered dietician utilizing pantry-sourced foods will help clients understand how to better utilize pantry-sourced foods to create healthy meals for themselves and their families. Additionally, social media will be used to promote SNAP-Ed messages to pantry clients. Finally, a survey will be developed and distributed to pantry clients to gain a better understanding of nutrition education needs and current consumption habits. The results of this survey will be used to improve future programming, including possible adoption of nutrition education curriculum. In addition to foods sourced through Federal programs, partnerships with Food Bank of Northern Nevada, Smith's Food and Drug, local farmers, and the community and school gardens help to ensure a supply of fresh, healthy food is available to clients at the food bank.

Evidence Base:

Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the Checklist for Evidence-Based Approaches in Appendix E.

Best practices such as client choice and environmental prompts/supports are practice-tested approaches to increase consumption of healthy foods. There is some evidence that food banks and food pantries that use healthy food initiatives increase fruit and vegetable consumption, improve diet quality, and increase food security for clients more than traditional food banks and pantries (Martin 2012b, Flynn 2013). Food bank initiatives that provide nutrition education and recipe demonstrations may improve the variety of fruits and vegetables clients consume, as well as their food knowledge and home cooking habits (Flynn 2013, Keller-Olaman 2005). Food banks and pantries with healthy food initiatives that use client choice models for food selection and tailor messaging, recipes, and food tips for their clients appear to have greater effects on healthy eating decisions and vegetable use than generic messaging and food tips (Clarke 2011).

Key Performance Indicators (KPIs):

List the key measures/indicators of implementation or performance that you will capture or collect. Identify if these are new measures/indicators not collected in the past. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

A key performance indicator will be the number of unique individuals who are exposed to nutrition education each month in the food pantry. Additionally, we will record the number of responses to a survey to determine nutrition education needs and satisfaction among pantry clients. We will measure the success of the food pantry in implementing healthier options by using the Healthy Pantry Snapshot, developed by the Oregon Food Bank Healthy Pantry Initiative.

Use of Existing Educational Materials:

Give the title, author, and description of existing educational materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. Indicate whether the materials will be purchased and justify the need and cost.

Pantry education will rely heavily on materials from USDA and content from the SNAP-Ed Toolkit.

Development of New Educational Materials:

Identify any new materials that you plan to produce or purchase and justify the need and cost.

Currently, Healthy Communities Coalition is in the process of developing an educational calendar for the food pantry with a monthly focus on SNAP-Ed topics such as budgeting, reading nutrition labels, and making healthy choices. These monthly topics will be promoted on monitors in the food pantry utilizing messaging software. The cost of \$30/ month for the software is justified to allow staff to have a user-friendly interface for providing messages to pantry clients.

Evaluation Plans

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

The Dayton Food Pantry SNAP-Ed Partnership addresses: Strategy 3.1 Support families through food resource management classes to assist in healthy meal planning and budgeting; Strategy 3.2 Implement PSE changes to encourage healthy food choices among pantry clients; and Strategy 4.1 Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change

strategies to eligible adults and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.

HCC will measure our progress towards addressing these strategies through process and outcome indicators. We will utilize the Oregon Food Bank Healthy Pantry Initiative to train Food Bank staff and volunteers in Best Practices and will use their evaluation tool, the Healthy Pantry Snapshot, to assess our success in increasing the accessibility, distribution, and consumption of healthy foods through the progressive adoption of strategies that support up to 5 objectives in emergency and supplemental food distribution settings on a quarterly basis (ST2).

We will measure reach by reporting the number of classes promoted through the pantry on food resource management and the number of clients who are reached with evidence-based nutrition education while in the pantry. Class participants will be asked to complete a brief survey to assess their readiness and capacity to set goals for food resource management (ST1, ST2) as well as their learning and satisfaction with the class. Pantry clients who receive evidence-based education in the pantry (monthly topics) will be asked to periodically participate in pre- post- assessments of their recognition on topics and knowledge of healthy eating (ST1) as well as a needs assessment to help guide future planning efforts.

Name: The name(s) of each project(s) that will be a part of this evaluation

Oregon Food Bank Healthy Food Pantry Initiative, Food Resource Management Class Evaluation, Food Bank Survey

Type: The type of evaluation as primarily a formative, process, outcome or impact assessment

Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done

The Food Pantry has previously been evaluated in terms of the number of clients served, but the proposed evaluations will more clearly define the success at delivering healthy foods and education around healthy eating and food resource management.

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

ST1, ST2

Coordination of Efforts

Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, and community-based and public health

approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. Retain written agreements.

We will partner with Food Bank of Northern Nevada for best-practices, as well as USDA for educational materials.

Template 3: SNAP-Ed Staffing Plan**Project Name: HCC**

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Project Manager	1	70%	30%	\$52,416
Program Coordinator- Farm to School	.5	20%	80%	\$19,968
Program Coordinator- Farmers Market and Community Garden	1	20%	80%	\$39,936
Program Coordinator- Food Pantry	.5	25%	75%	\$22,464
Director	.2	100%		\$13,901
Fiscal Manager	.18	100%		\$8,986

Grants Manager	.15	100%		\$7,114
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$164,784

The Project Manager will oversee all program activities related to SNAP-Ed, including program development, implementation, and evaluation. The Project Manager will be involved in all aspects of program implementation, with a special focus on collaboration and PSE changes. The Project Manager will serve as a champion for the SNAP-Ed program with community partners, will collaborate with and provide guidance for Program Coordinators, and will oversee all data collection, procurement of program supplies and reporting.

The Program Coordinator- Farm to School will be responsible for coordinating aspects of SNAP-Ed implementation with the Farm to School Program, serving as a liaison between SNAP-Ed and the school district, school administrators, and school garden teams at each school. The Program Coordinator – Farm to School will help schools obtain necessary supplies for the garden, help navigate garden lessons for teachers, will coordinate Garden Champions, and assist with data collection and reporting on SNAP-Ed Farm to School activities.

The Program Coordinator- Farmers Market and Community Garden will be responsible for coordinating SNAP-Ed implementation at the Farmers Market and Community Garden. The Program Coordinator – Farmers Market and Community Garden will be responsible for recruiting community garden participants, coordinating gardening workshops and educational programming at the community garden, marketing and promotion via social media for the Farmers Market and Community Garden, recruiting farmers and producers to participate in the Farmers Market, and enforcing Farmers Market and Community Garden Policies, with the support of the Project Manager. The Program Coordinator – Farmers Market and Community Garden will assist with data collection and reporting on SNAP-Ed Farmers Market and Community Garden activities and will assist other program coordinators and community partners as needed with SNAP-Ed implementation related to garden maintenance, construction, and technical assistance.

The Program Coordinator- Food Pantry will be responsible for coordinating aspects of SNAP-Ed implementation with the Food Pantry, including client choice, environmental supports, and messaging via social media and in the pantry. The Program Coordinator – Food Pantry will help and assist with data collection and reporting on SNAP-Ed Food Pantry activities.

Director oversees all projects and programs undertaken by HCC.

Fiscal Manager will provide fiscal support to the project.

Grants Manager will provide administrative support for grant reporting.

Fringe for all full- and part-time HCC employees is 20%.

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Healthy Communities Coalition

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$48,195	\$116,589	
Contracts/Sub-Grants/Agreements	\$10,000	\$2,000	
Non-Capital Equipment/ Office Supplies		\$2,486	
Nutrition Education Materials		\$2,800	
Travel		\$5,762	
Building/Space Lease or Rental		\$11,915	
Cost of Publicly-Owned Building Space			
Maintenance and Repair		\$1,210	
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$58,195	\$142,762	
Indirect Costs (Indirect Cost Rate=10%)	\$5,819	\$14,277	
Total Federal Funds	\$64,014	\$157,039	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$221,053	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$64,014	
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Signature of Responsible Official: Lisa Selmi, Fiscal Manager

Date: 8/13/19

Budget narrative:

Salary/Benefits: \$ 164,784

The Project Manager: **\$52,416**, will oversee all program activities related to SNAP-Ed, including program development, implementation, and evaluation. The Project Manager will be involved in all aspects of program implementation, with a special focus on collaboration and PSE changes. The Project Manager will serve as a champion for the SNAP-Ed program with community partners, will collaborate with and provide guidance for Program Coordinators, and will oversee all data collection, procurement of program supplies and reporting.

The Program Coordinator: **\$19,968** Farm to School will be responsible for coordinating aspects of SNAP-Ed implementation with the Farm to School Program, serving as a liaison between SNAP-Ed and the school district, school administrators, and school garden teams at each school. The Program Coordinator – Farm to School will help schools obtain necessary supplies for the garden, help navigate garden lessons for teachers, will coordinate Garden Champions, and assist with data collection and reporting on SNAP-Ed Farm to School activities.

The Program Coordinator- **\$39,936**, Farmers Market and Community Garden will be responsible for coordinating SNAP-Ed implementation at the Farmers Market and Community Garden. The Program Coordinator – Farmers Market and Community Garden will be responsible for recruiting community garden participants, coordinating gardening workshops and educational programming at the community garden, marketing and promotion via social media for the Farmers Market and Community Garden, recruiting farmers and producers to participate in the Farmers Market, and enforcing Farmers Market and Community Garden Policies, with the support of the Project Manager. The Program Coordinator – Farmers Market and Community Garden will assist with data collection and reporting on SNAP-Ed Farmers Market and Community Garden activities and will assist other program coordinators and community partners as needed with SNAP-Ed implementation related to garden maintenance, construction, and technical assistance.

The Program Coordinator- **\$22,464**, Food Pantry will be responsible for coordinating aspects of SNAP-Ed implementation with the Food Pantry, including client choice, environmental supports, and messaging via social media and in the pantry. The Program Coordinator – Food Pantry will help and assist with data collection and reporting on SNAP-Ed Food Pantry activities.

The Director: **\$13,901**, oversees all programs and projects undertaken by Healthy Communities Coalition.

The fiscal manager: **\$8,986**, provides fiscal support for the project.

The grants manager: **\$ 7,114**, provides administrative support for grant reporting.

The fringe rate for all Healthy Communities Coalition employees is 20%.

Contracts/Sub-Grants/Agreements: \$12,000

SNAP-Ed Champions serve as mentors and instructors in a variety of capacities in the SNAP-Ed Program, including working with youth in the school gardens and with community garden participants, and serving as instructors for food demonstrations in the food pantries. Because a considerable amount of work and time goes into planning, preparation and delivery of service, and we value the expertise of our subject-matter experts, these honorariums are intended to incentivize participation from school staff, teachers, community members, local farmers and producers, and to stoke enthusiasm to contribute to improving the health of our community through participation with SNAP-Ed. Summer Interns will gain work experience in their communities in service to SNAP-Ed in various capacities, including working in the school gardens and assisting at the Farmers Market and Community Garden.

Non-capital equipment/office supplies: \$2,486

Staff will receive phone stipends to facilitate communication while in the field. Office supplies needed for all staff, one computer and monitor for food bank.

Office supplies \$16 x 3 of FTE staff x 12 of mo.

Describe equipment: Computer \$ 650 x 1

Communications Phone \$35/mo x 12 months x 3 FTE

Nutrition Education Materials: \$2800

Supplies to maintain the school and community gardens. Shade structures for farmers market and community garden activities, Conference registrations are estimated based on attending 2 out of state conferences, Edible Schoolyard in Berkeley (Pending acceptance) and the Farm to Cafeteria Conference in New Mexico.

Soil and amendments: \$125 x 7 units

Seeds and Starts: \$125 x 7 units

Garden Maintenance Supplies: \$150 x 7 units

Travel: \$5,762

Staff and/or SNAP-Ed partners will travel to the Farm to Cafeteria Conference to stay up to date on best practices and network with other nutrition professionals.

Lyon County is a rural county covering over 2000 square miles with a population density of about 25 people per square mile. Communities are spread out and require considerable travel to deliver services.

Building/space lease or rental: \$11,915

Printing for materials for SNAP-Ed related activities, liability insurance as required for the Farmers Market, 25% of the cost for the annual Healthy Communities Coalition Audit, and a portion of the rent and utilities are included in this section.

Maintenance and repair: \$1,210

Social Media marketing expenses are included to share SNAP-Ed activities with the community through social media. Because Lyon County lacks a traditional media outlet, social media is the best avenue for disseminating information to our target population. Also included in this section are producer certificates, required annually for the gardens so that the produce can be consumed.

Total direct costs:

\$200,957

Total indirect costs:

\$20,096 (10%)

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

\$64,014

Total Federal funds:

\$221,053

Section C. Travel

In-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

Staff will travel throughout Lyon County to work with schools and partners. Lyon County is a rural county covering over 2000 square miles with a population density of about 25 people per square mile. Communities are spread out and require considerable travel to deliver services. Mileage: (.58 x 120 miles per/r trip x 36 trips x 2 staff)

Travel destination: Throughout Lyon County (Fernley, Silver Springs, Yerington, Dayton)

Number of staff traveling: 3 FTE

Cost of travel for this purpose: \$2,592

Total In-State Travel Cost: \$2,592

Out-of-State Travel

Travel Purpose: Staff will travel to the Farm to Cafeteria Conference to stay up to date on best practices and network with other nutrition professionals. Staff will travel to the Edible Schoolyard Conference and the Farm to Cafeteria Conference to stay up to date on best practices and network with other nutrition professionals.

Travel destination (city and State): Albuquerque, NM

Number of staff traveling: 2 FTE for NM

Cost of travel for this purpose: \$3,170

Total Out of State Travel Cost: \$3,170

HELP of Southern Nevada

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Answer all questions for each project/intervention.

Project/Intervention Title:

Baby First Services Healthy Habits and Smart\$hop

Related State Objective(s):

The objective of HELP of Southern Nevada's Baby First Services (BFS) is that program participants will change behaviors and make healthier food choices. The series of classes will introduce MyPlate, teach participants how to budget their SNAP benefits to last the entire month, and encourage them to increase physical activity. The Healthy Habits Smart\$hop series teaches participants what to look for when reading labels, compare prices, shop from a list, and prepare healthy snacks and meals to ensure half their plate is made up of fruits and vegetables.

150 SNAP eligibles will enroll in BFS Healthy Habits Smart\$hop classes.

After completion of the program 80% of 150 participants will report that they have increased their fruit and vegetable consumption.

80% of 150 participants will report drinking water daily and decreasing their sugary beverage consumption.

When surveyed 80% of 150 participants will also report budgeting their SNAP benefits to last the entire month.

65% will report an increase in daily physical activity of 15 minutes or more.

Audience:

Baby First Services' audience is low-income and at-risk pregnant and parenting SNAP eligibles both in school and out of school. The SNAP education classes Healthy Habits and Smart\$hop series are offered to low-income households, SNAP eligibles, and individuals eligible for other means-tested Federal assistance programs.

HELP will provide services from our office located at 1640 E. Flamingo Rd. as well as our new office at 3755 West Lake Mead Blvd. this new office borders North Las Vegas and the City of Las Vegas and is in an area that is considered to be low-income. Classes are also taught at Desert Rose Adult Ed, Canyon Springs High School, and

Silver Mesa Recreation Center located in North Las Vegas, Valley High School, Chaparral High School, and the Shade Tree a homeless shelter for women and children.

HELP's Mobile Crisis Intervention Team and other community outreach teams also refer homeless clients both from the shelter and those living in the tunnels and other places not meant for human habitation to BFS for services. HELP's BFS is growing and will be partnering with The Las Vegas Rescue Mission to provide services to SNAP eligibles that can benefit from the SNAP education classes and other services BFS offers.

BFS provides SNAP education classes as well as Becoming A Mom, Safe Sleep for Your Baby, Infant Car Seat Safety, and other classes to participants. BFS will be offering a new class in which participants will work with a baby simulated doll and for participants that may be at-risk an alcohol/drug addicted baby simulated doll.

BFS has added to our program the BFS Diaper Bank where clients receive are able to receive diapers and wipes for their child up to the age of 3 years old. Clients are able to access the diaper bank once every 30 days and receive a bundle of 25 or 50 diapers depending on the child's age to help supplement. BFS Diaper Bank has generated a lot of foot traffic and clients accessing this service are being enrolled in the BFS program and signing up for classes including the SNAP education series Healthy Habits and Smart\$hop.

Food and Activity Environments:

BFS participants are educated on how to read labels and understand the ingredients they are consuming to encourage them to make healthier food choices. Through the Healthy Habits participants are introduced to MyPlate and learn ways they can change their eating behaviors and make healthier food choices for themselves and their families. SNAP eligibles participate in cooking demos and sample healthy snacks and beverages while learning where to access the ingredients consumed. This includes discussion on days and times of local Farmer's Markets where participants can purchase fresh fruits and vegetables.

Participants learn that changed behavior doesn't stop with healthier food choices but also increased physical activity. Information is shared about places to play with your child and increase physical activity. Also, participants are encouraged to utilize and download apps to help monitor and track their physical activity. Information is shared about places to go like local parks, trails, and recreation centers, as well as other ways to increase physical activity 15-20 minutes per day to stay active.

Project Description:

Baby First Services uses Approach One and provides individual or group-based direct nutrition education, health promotion, and intervention strategies to program participants One. Classes are offered at our main office located 1640 E. Flamingo Rd as well as our newest location at 3755 West Lake Mead Blvd. Classes also continue to be taught at local high schools including; Desert Rose Adult Ed, Canyon Springs High School, Valley High School, and Chaparral High School. Program participants in the schools are identified by a school nurse, counselor, or social worker and excused from their regular class to attend the Healthy Habits Smart\$hop classes and other educational classes offered by BFS.

BFS also partners with The Shade Tree and teaches classes at their location to meet the needs of low income and homeless women and children. The Las Vegas Rescue Mission will also be added to our partnership as they provide emergency shelter to homeless women and children as well.

In addition, classes are offered at Silver Mesa Recreation Center in North Las Vegas and the program is advertised in the City of Las Vegas Parks and Recreation class schedule book that is available online, at the recreation centers, and libraries.

Beyond BFS HELP provides housing assistance to approximately 50 households with children including our newest program Living Beyond 2 which is a Maternal Group Home program for homeless and runaway pregnant and parenting you ages 16-22. All of these households are SNAP eligibles and will participate in the SNAP education program.

Total BFS will provide SNAP education to over 150 low-income individuals and SNAP eligibles. BFS offers the Healthy Habits and Smart\$hop education series which utilizes Seven Healthy Habits, USDA Healthy Family Guidebook, and USDA MyPlate to teach participants how to read and understand nutritional labels, encouraging them to change behaviors by making healthier food choices and increasing physical activities. Additional curriculum from March of Dimes, Becoming a Mom, is also taught which focuses on eating healthy, appropriate weight gain during pregnancy, exercising to stay healthy, and the benefits of breastfeeding.

BFS participants complete a pre-survey to measure their current eating habits and physical activity as well as a post-survey at the end of the 4-weeks to measure their change in behaviors.

Evidence Base:

BFS SNAP education series Healthy Habits and Smart\$hop utilizes evidence-based resources made available through USDA website, www.choosemyplate.gov, the SNAP-

Ed Toolkit, and the dietary guidelines through health.gov. BFS will be adding the evidence based curriculum, Eating Smart Being Active, to our program.

The lessons taught through Smart\$hop the Seven Healthy Habits, My Plate, Food Safety for Mom's to Be, Physical Activity is Key to Living Well and Eating on a Budget – The 3 P's (Plan, Purchase, Prepare) are research based and utilized to educate participants on establishing healthy eating habits and an active lifestyle.

Experiential Learning Theory which focuses on behavioral changes as well as the cognitive learning styles of adults is utilized. This theory focuses on the fact that many learn best by putting two human functions together and what is learned through experience is retained. This approach empowers participants to use the decision making process and gain self-confidence from what they have practiced.

Key Performance Indicators (KPIs):

Participants complete a pre and post survey which will measure their change in behaviors. These surveys are tracked and reviewed by the BFS Supervisor and ERS Manager to measure participants' changed behaviors and to evaluate the program material to ensure participants are learning to make healthier food choices and increasing physical activity.

- After completion of the program 80% of participants will report that they have increased their fruit and vegetable consumption.
- 80% will report drinking water daily and decreasing their sugary beverage consumption.
- When surveyed 80% will also report budgeting their SNAP benefits to last the entire month.
- 65% will report an increase in daily physical activity of 15 minutes or more.

Use of Existing Educational Materials:

A resource packet available in English and Spanish is developed for each participant, which includes:

- Food Safety for moms to be-USDA
- Guides to planning healthy menus
- A Food Diary
- My Plate flyer-USDA
- Portion Distortion Materials-USDA
- Baby First Service (BFS) Resource Guide-BFS Coordinator
- Your Plan to Eating More-fruits and veggies more matters
- Top ten answers to questions about drinking water and your pregnancy - SNWA
- Ten Tip to eating healthy series – USDA

Additional handouts and information received from the Southern Nevada Health

Educational video's we use from SNHD: Healthy Lifestyle Changes – Nutrition; Shop Healthy, Cook Healthy *and* Childhood Nutrition – Feeding Your Baby (Birth to One)

Development of New Educational Materials:

BFS monitors the United States Department of Agriculture website for new and updated materials to add to our SNAP Education program. BFS plans to incorporate the Eating Smart Being Active curriculum to existing materials.

Evaluation Plans

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

Name: The name(s) of each project(s) that will be a part of this evaluation

Healthy Habits Smart\$hop

Type: The type of evaluation as primarily a formative, process, outcome or impact assessment

Outcome Assessment

Questions: The questions(s) that will be addressed

I eat 3 meals a day – Never, Sometimes, Most of the time, Always

Throughout the day I eat more than one kind of fruit - Never, Sometimes, Most of the time, Always

Throughout the day I eat more than one vegetable - Never, Sometimes, Most of the time, Always

I shop with a list - Never, Sometimes, Most of the time, Always

I read nutrition facts and nutrition ingredients - Never, Sometimes, Most of the time, Always

I buy 100% whole grain products - Never, Sometimes, Most of the time, Always

I shop at local Farmer's Markets - Never, Sometimes, Most of the time, Always

I buy unsweetened beverages - Never, Sometimes, Most of the time, Always

I drink _____ glasses of water a day?

My SNAP benefits are usually gone by what week in the month? 1st, 2nd, 3rd, 4th

Provide approaches and planned use for each evaluation question.

Approach(es): Practice - tested

Planned use: Evaluation reports will be utilized to determine the effectiveness of the program and the materials being taught. Any changes or additions to the materials being taught will be made accordingly.

Prior Evaluation: Site visit and evaluation was completed this year Summer of 2019

Use of SNAP-Ed Evaluation Framework:

MT1: Healthy Eating, MT2: Food Resource Management, MT3: Physical Activity and Reduced Sedentary Behavior, R2: Fruit and Vegetables, R5: Beverages, R6: Food Security, R8: Breastfeeding

Coordination of Efforts

Baby First Services collaborates with local high schools within the Clark County School District including Desert Rose Adult Ed, Canyon Springs High School, Valley High School and Chaparral High School, also with City of North Las Vegas Parks and Recreation (Silver Mesa Recreation Center), local welfare offices, and The Shade Tree.

Baby First Service is also working with Safe Kids Coalition to provide car seat safety and Cribs for Kids to provide educational classes to bring Sudden Infant Death Syndrome (SIDS) awareness. After completion of both of these classes participants receive a brand new car seat and pack N' play for their babies.

Baby First Service also participates in Project Homeless Connect, Family Connect, and on average 1-2 community events and health fairs per month.

BFS is unique in that there is no other agency currently providing the services to the target population we are serving at the locations we are at. When BFS participates in events where other SNAP Ed providers might be we are certain to collaborate and refer participants to whichever agency is the best fit for the client and their needs. BFS also utilizes HMIS a web database to track clients and the services they have received from other agencies that use HMIS.

Template 3: SNAP-Ed Staffing Plan

Project Name: Baby First Services Healthy Habits and Smart\$hop

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
BFS Supervisor Suzanne Lerner	0.89 FTE	0%	100%	\$48,088
BFS Specialist Donna Hunter	0.77 FTE	0%	100%	\$31,646
BFS Specialist	0.50 FTE	0	50%	\$19,477
ERS Manager Jennifer Varsallona	0.10 FTE	5%	5%	\$8,530
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$107,741

BFS Supervisor – provides daily supervision of the program and staff. Reviews eligibility, facilitates classes as well as cooking demos, delivers direct client services. Collects data to complete monthly, quarterly, and annual reports. Participates in Nevada

Nutrition Assistance Consortium Meetings, researches and reviews new resources available on through USDA and health.gov

BFS Specialist – completes the intake with the participant to determine services they are eligible for and to create a case plan tailored to the client and their needs. The BFS Specialist provides direct client services and also teaches the Healthy Habits and Smart\$hop series and other classes offered by the BFS program.

BFS Specialist – completes the intake with the participant to determine services they are eligible for and to create a case plan tailored to the client and their needs. The BFS Specialist provides direct client services and also teaches the Healthy Habits and Smart\$hop series and other classes offered by the BFS program.

ERS Manager – provides support to the BFS staff and oversight of the program. Meets with BFS staff to review program material and effectiveness. Reviews reports to ensure program is meeting its Scope of Work.

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: HELP of Southern Nevada

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$37,484	\$70,257	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$6,300	
Nutrition Education Materials		\$2,300	
Travel		\$13,930	
Building/Space Lease or Rental		\$6,033	
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$37,484	\$98,820	
Indirect Costs (Indirect Cost Rate= <u>10% De Minimis Rate</u>)	\$3,748	\$9,882	
Total Federal Funds	\$41,232	\$108,702	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$149,934	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$41,232	
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Signature of Responsible Official: Shelly Tores, Chief Financial Officer

Date: 8/13/19

Budget narrative:

Salary/Benefits: \$107,741

BFS Specialist (D Hunter) \$31,646, 77% SNAP-Ed– completes the intake with the participant to determine services they are eligible for and to create a case plan tailored to the client and their needs. The BFS Specialist provides direct client services and also teaches the Healthy Habits and Smart\$hop series and other classes offered by the BFS program.

BFS Specialist (TBD) \$19,477, 50% SNAP-Ed– completes the intake with the participant to determine services they are eligible for and to create a case plan tailored to the client and their needs. The BFS Specialist provides direct client services and also teaches the Healthy Habits and Smart\$hop series and other classes offered by the BFS program.

BFS Supervisor (S Lerner) \$48,088, 89% SNAP-Ed– provides daily supervision of the program and staff. Reviews eligibility, facilitates classes as well as cooking demos, delivers direct client services. Collects data to complete monthly, quarterly, and annual reports. Participates in Nevada Nutrition Assistance Consortium Meetings, researches and reviews new resources available on through USDA and health.gov

ERS Manager (J Varsallona) \$8,530, 10% SNAP-Ed- provides support to the BFS staff and oversight of the program. Meets with BFS staff to review program material and effectiveness. Reviews reports to ensure program is meeting its Scope of Work.

Non-capital equipment/office supplies: \$6,300

\$1,200 for general office supplies for direct program deliverables and \$5,100 for 3 desktop computer stations for direct staff to plan and coordinate SNAP-Education demonstrations.

\$100 per month x 12 months = \$1,200 for general office supplies (paper, writing utensils, staples, paper clips, etc.)

\$1,700 per Desktop Computer station x 3 = \$5,100 total for BFS Coordinator and 2 BFS Specialists.

Nutrition Education Materials: \$2,300

For direct food and other demonstration supplies and \$300 for Copier Lease/Maintenance for printing deliverables for SNAP-Education cooking demonstrations.

\$20 per class x 100 classes (approx.) = \$2,000 total for food and other supplies needed for SNAP demonstration classes.

\$25 per month x 12 months = \$300 total for copier usage/maintenance and portion of copier lease payments for BFS staff to utilize copy machine to print class materials and information.

Travel: \$13,930

BFS travels to and from HELP's Flamingo Campus and HELP's West Lake Mead Campus as well as Silver Mesa Recreation Center, The Shade Tree, local high schools, community events and health fairs.

BFS is looking for ways to add field trips to local grocery stores and Farmer Markets to further educate program participants on healthy food choices and increasing access to healthy affordable foods.

Vehicle expenses to include:

Vehicle lease at \$5,000 down payment + \$400/month (approx.) x 12 months = \$9,800 total lease costs

Vehicle maintenance costs estimated for the year as \$580 fuel, \$2,900 insurance, and \$650 for general maintenance & DMV registration fees = \$4,130

Building/space lease or rental: \$6,033

BFS Staff are based out of HELP's West Lake Mead offices and the square footage below is based on their respective dedicated space. Actual square footage may vary as space in HELP's Flamingo Campus will be used also for SNAP Education classes. Building space cost per square foot is based on estimated total annual cost of utilities, maintenance, and other cost associated with occupancy of the donated space at 3755 W Lake Mead Blvd, North Las Vegas, NV 89032.

<u>Position Title</u>	<u>Direct Square Footage</u> <u>(I)</u>	<u>Building Space Cost</u> <u>per sqft per month</u> <u>(II)</u>	<u>% SNAP-Ed</u> <u>(III)</u>	<u>Total Building/Space Budget</u> <u>(I x II x III x 12 mos)</u>
BFS Specialist (DH)	971.2	\$0.35	77%	\$3,141
BFS Specialist (TBD)	971.2	\$0.35	50%	\$2,040
BFS Supervisor (SL)	218.1	\$0.35	89%	\$815
ERS Manager (JV)	88	\$0.35	10%	\$37
Totals				\$6,033

Total direct costs: \$136,304

Total indirect costs: \$13,630 Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in *SECTION 3, FINANCIAL AND COST POLICY*.

Total Direct Costs \$136,304 x 10% De Minimis Indirect Cost Rate = \$13,630 Total

Estimated unobligated balances (carry-over) from current FY to next FY, if any: \$41,232

Total Federal funds: \$149,934

Section C. Travel

In-State Travel

Travel Purpose: BFS travels off-site to provide SNAP Ed to low-income and at-risk pregnant and parenting moms both in school and out of school, SNAP eligible, individuals eligible for other means-tested Federal assistance programs, and low-income individuals at HELP's main office located at 1640 E. Flamingo, Desert Rose High School, local high schools, Shade Tree, Southern Nevada Children First, Silver Mesa Recreation Center in North Las Vegas.

Travel destination (city, town or county or indicate local travel):

Local travel within Clark County including Las Vegas and North Las Vegas

Number of staff traveling: 3

Cost of travel for this purpose: \$13,930

Total In-State Travel Cost: \$13,930

Lutheran Social Services of Nevada

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Answer all questions for each project/intervention.

Project/Intervention Title: Lutheran Social Services of Nevada – Nutrition Kitchen

Related State Objective(s):

The objective of Lutheran Social Services of Nevada's (LSSN) Nutrition Kitchen is to provide evidence based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible adults, seniors, and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles; and conduct promotional social marketing/social media efforts for adults, reduce food insecurity through access to nutritious food through food pantries, and coordinate with state and/or SNAP-Ed partners.

1. After attending a minimum four (4) of the six (6) consecutive week Cooking Matters nutrition education lessons, 80% of the participants will report an increased consumption of fruit and vegetables.
2. 80% will report drinking water daily and decreasing their sugary beverage consumption.
3. 50% will report an increase in daily physical activity of 15 minutes or more, reduce the amount of time watching television, reduce the amount of time on the computer or video games, and reduce the amount of time sitting.
4. After attending a minimum four (4) of the six (6) consecutive week Cooking Matters sessions, 80% of the participants will report that they are confident to read nutrition facts labels, cook healthy meals on a budget, purchase fruits and vegetables, compare prices before buying foods, identify foods on sale or use coupons, and shop with a list.
5. Three (3) food pantries (Lutheran Social Services of Nevada DigiMart Food Pantry, Redeemer Lutheran Church Food Pantry and one more food pantry) will be trained and pre-assessed using the Oregon Food Bank Healthy Pantry Initiative. The three pantries will work on increasing accessibility, distribution, and

consumption of healthy foods through the adoption of new strategies, such as client-choice and emphasis of fruits and vegetables and whole grains.

Audience:

Lutheran Social Services of Nevada's audience is low-income individuals who are eligible to receive SNAP benefits or other Federal assistance programs, such as Medicaid, or TANF. These individuals are reached through Lutheran Social Service's campus on Boulder Highway, WellCare, Golden Ages Adult Daycare, A New Day Adult Daycare 2, and outreach efforts at community events. LSSN is also planning to expand by adding Reformation Lutheran Church and Holy Spirit Lutheran Church.

The LSSN DigiMart Food Pantry, Redeemer Lutheran Church Food Pantry, and one more partner food pantry will be assessed using the Oregon Food Bank Healthy Pantry Initiative, provide training on best practices for food pantries and to encourage healthy food choices among their pantry clients.

Food and Activity Environments:

Cooking Matters consists of a series of six (6) two-hour long classes that take place weekly. Participants are educated on the health benefits of eating fruits/vegetables and learn about different fruits and vegetables through tastings. Participants will learn how to cook delicious, healthy, and affordable meals through cooking demonstrations and will learn how to compare prices and create shopping lists from discussions on shopping smarter. After each session, participants will be provided with the recipe and a bag of food containing the ingredients for the healthy meal that was prepared in class and educational tools and materials. Participants will also learn about safe food handling by learning proper handwashing techniques and learning how to cook food to proper temperatures. In addition to nutrition education, participants will learn how to increase physical activity through low-impact exercises, such as yoga and walking and will be encouraged to utilize local parks and walking trails.

The Oregon Food Bank Healthy Pantry Initiative is an assessment tool for food pantries. This tool evaluates and scores on a scale from 0-100, with higher scores meaning a healthier pantry. Best practice strategies will be offered to the partner food pantries to encourage the distribution of healthier foods, client choice, emphasize fresh fruits and vegetables, and promote additional resources.

Project Description:

The goal of LSSN is to reduce food insecurity while educating our clients to make healthy food choices, by implementing the Cooking Matters curriculum. Cooking Matters is an evidence-based program that was a part of the Share Our Strength and the No Kid Hungry Campaign that was founded in 1993. The program consists of 6 weekly, two-hour sessions that focus on helping families who are on limited budget to shop and cook affordable healthy meals. These sessions will take place once per week at our office on Boulder Highway, Golden Ages Adult Daycare, A New Day Adult Daycare, and we are working on adding partner churches to host the program. The program anticipates providing the program to 8 groups of 12 individuals throughout the year, with a total of 75 participants to graduate the program. Program participants will be identified by the Health Educator through in-reach activities at LSSN, outreach efforts, and participants will also be referred through partner agencies, such as WellCare. LSSN has a formal Memorandum of Understanding with WellCare Services. WellCare services provides a unique, one-stop stop model of wrap around services where consumers can obtain medical and psychiatric care, therapy, case management, Basic Skills Training (BST)/Psycho-Social Rehabilitation (PSR), housing transportation, and comprehensive assistance with Social Security disability claim using the SOAR model. WellCare will identify SNAP eligible patients to refer to this program. WellCare will also transport their participants to LSSN each week to attend the 6 weekly sessions. LSSN will also recruit participants through our building partners, The Boys and Girls Club, Nevada Hand Boulder Pines Apartments, and Multicultural Wellness Center. LSSN will provide promotional flyers to the building partners to provide to their clients and residents. The program will be advertised through the LSSN Facebook page, outreach events, and community calendars.

Cooking Matters includes a professional level curriculum, which educates on nutrition and self-sufficiency in the kitchen, through hands on and interactive activities. The main topics of each lesson include: Eat from every food group, every day; Eat a variety of colorful fruits and vegetables; Choose whole grains as often as you can; Compare food labels to make healthier choices; Choose drinks with less sugar or make your own; and Make your own healthy snacks. The curriculum includes activities and cooking demonstrations that help participants build confidence in their skills and encourage positive behavior change. Some of the activities include: Healthy drinks taste test, Name that fruit or vegetable, Name that whole grain, Putting whole grains to the test, Snack attack, and Sugar overload. These are interactive activities provide straightforward messaging that will enable the participants to integrate what they learned into their daily lives. Participants will also be provided with handouts, kitchen tools, and a bag of ingredients that they can take home to practice their new skills. Some of the handouts include information on different ways to cook vegetables and whole grains, hand washing and safe knife skills, reading nutrition labels, and MyPlate. The cooking demonstration recipes in the Cooking Matters curriculum have been

chosen based on availability and affordability for households who have limited sources. The instructor will also have flexibility by being able to choose food items and seasonal produce that are available in the DigiMart Food Pantry or food items that are on sale at the grocery store. Participants will also learn physical activities that they can do from home, such as stretching, yoga, walking, resistance bands, low-impact chair exercises, squats, etc. To encourage the participants to increase their daily steps and physical activity, they will be provided with pedometers, and stretching bands.

In addition to the Cooking Matters curriculum, LSSN will focus on assisting Nevadan's in gaining access to healthy foods and beverages, increase food insecurity through the Oregon Food Bank Healthy Pantry Initiative Assessment. LSSN will provide training to the DigiMart Food Pantry staff and staff/volunteers of two other food pantries on best practices for food pantries and complete an assessment of their pantry operations.

LSSN will post signage and distribute handouts that promotes physical activities, promote nutrition, healthy eating and beverages. LSSN will post physical activity promotion and nutrition education on social media. LSSN will also promote farmer's markets and mobilize partnerships around healthy eating and active living.

Evidence Base:

Lutheran Social Services of Nevada will use the Cooking Matters curriculum for this project. Cooking Matters is an evidence-based intervention tool-kit.

Key Performance Indicators (KPIs):

1. 96 unduplicated individuals will enroll to participate in a minimum four (4) of the six (6) consecutive week, two-hour Cooking Matters sessions, attendance will be measured by sign-in sheets. Of those participants, 75 will graduate the program.
2. 80% of the participants will report an increased consumption of fruit and vegetable.
3. 80% of the participants will report drinking water daily and decreasing their sugary beverage consumption.
4. 50% of the participants will report an increase in daily physical activity of 15 minutes or more, reduce the amount of time watching television, reduce the amount of time on the computer or video games, and reduce the amount of time sitting.
5. 80% of the participants will report that they are confident to read nutrition facts labels, cook healthy meals on a budget, purchase fruits and vegetables, compare

prices before buying foods, identify foods on sale or use coupons, and shop with a list.

6. 400 participants will receive nutrition education materials and physical activity promotion materials at LSSN and at the mobile food distributions, Open Air Markets. This will be measured by the number of handouts were distributed at each market.
7. Three (3) food pantries will be trained and pre-assessed using the Oregon Food Bank Healthy Pantry Initiative. Lutheran Social Services of Nevada DigiMart Food Pantry, Redeemer Lutheran Church Food Pantry, and one more food pantry will be identified to participate in the assessment.
8. One social media post containing nutrition information, physical activity promotion, tips, or links to educational resources per week. This will be measured by the number of views, shares, and likes on the LSSN Facebook page. The program will refer to the Health Communicator's Social Media Toolkit for guidelines and best practices.

Use of Existing Educational Materials:

USDA education and promotional materials (English and Spanish): My Plate flyer, My Plate Guide to Good Nutrition, Senior Farmer's Market Promotional Program, Basics for Handling Food Safely, and Keep Hands Clean with Good Hygiene.

Cooking Matters (English and Spanish): Curriculum handouts and recipes.

Development of New Educational Materials:

LSSN will not be creating new educational materials for this project. LSSN will frequently check with the USDA's and Cooking Matters website for new printable materials to add to distribute and share on social media.

Evaluation Plans

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

Name: Cooking Matters

Type: Participant Evaluation Form – impact assessment, Pre-test & Post Test

Questions:

Pre and Post Test Questions:

Place an “X” in the box to choose the best answer for each statement: **Not at all; Once a week or less; More than once a week; Once a day; More than once a day**

How often do you typically eat...

1. Fruit like apples, bananas, melon, or other fruit?
2. Green salad?
3. French fries or other fried potatoes, like home fries, hash browns, or tater tots?
4. Any other kind of potatoes that aren't fried?
5. Refried beans, baked beans, pinto beans, black beans, or other cooked beans?
6. Other non-fried vegetables like carrots, broccoli, green beans, or other vegetables?
7. How many times a week do you typically eat a meal from a fast-food or sit-down restaurant?

How often do you typically drink...

1. 100% fruit juices like orange juice, apple juice or grape juice?
2. A can, bottle, or glass of regular soda or pop, sports drink, or energy drink?
3. A bottle or glass of water?
4. When you have milk, how often do you choose low-fat milk (skim or 1%)?
5. When you eat dairy products like yogurt, cheese, cottage cheese, sour cream, etc., how often do you choose low fat or fat-free options?
6. When you eat grain products like bread, pasta, rice, etc., how often do you choose whole grain products?
7. How often do you choose low-sodium options when you buy easy-to-prepare, packaged foods like canned soups or vegetables, pre-packaged rice, frozen meals, etc.?
8. When you buy meat or protein foods, how often do you choose lean meat or low-fat proteins like poultry or seafood (not fried), 90% or above lean ground beef, or beans?
9. When you eat at fast-food or sit-down restaurants, how often do you choose healthy foods?

Place an “X” in the box to choose the best answer for each statement: **Strongly disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree**

1. Cooking takes too much time.
2. Cooking is frustrating.
3. It is too much work to cook.

Place an “X” in the box to choose the best answer for each question: **Never; Rarely; Sometimes; Often; Always; Does not Apply**

1. How often do you compare prices before you buy food?
2. How often do you plan meals ahead of time?
3. How often do you use a grocery list when you go grocery shopping?
4. How often do you worry that your food might run out before you get money to buy more?
5. How often do you use the nutrition facts on food labels?
6. How often do you eat breakfast within two hours of waking up?
7. How often do you eat food from each food group every day?
8. How often do you make homemade meals from scratch using mainly basic whole ingredients like vegetables, raw meats, rice, etc.?
9. How often do you adjust meals to include specific ingredients that are more budget friendly, like on sale or in your refrigerator or pantry?
10. How often do you adjust meals to be more healthy, like adding vegetables to a recipe, using whole grain ingredients, or baking instead of frying?

Place an "X" in the box to choose the best answer for each question: **Not at all confident; Not very confident; Neutral; Somewhat confident; Very confident; Does not apply**

1. How confident are you that you can use the same healthy ingredient in more than one meal?
2. How confident are you that you can choose the best-priced form of fruits and vegetables (fresh, frozen or canned)?
3. How confident are you that you can use basic cooking skills, like cutting fruits and vegetables, measuring out ingredients, or following a recipe?
4. How confident are you that you can buy healthy foods for your family on a budget?
5. How confident are you that you can cook healthy foods for your family on a budget?
6. How confident are you that you can help your family eat more healthy?

During the past 7 days, how many times did you cook food for dinner or supper at home? **0; 1; 2; 3; 4; 5; 6; 7**

After Course Survey Additional Questions:

1. Did you prepare any of the recipes from class at home?
 - a. If yes, which recipes did you make?
2. How has this course affected your life?
3. Is there anything about this course that you would change?
 - a. Please tell us about it or use this space to leave a message for the instructors.
4. Do you plan to share things you learned in this course with your family or friends?

Physical Activity Questionnaire:

1. During the last 7 days, how much time did you spend sitting during a day?
2. During the last 7 days, how many days did you walk for at least 10 minutes at a time?
 - a. How much time did you usually spend walking on those days?
3. During the last 7 days, how many days did you do moderate physical activities like gardening, cleaning, bicycling at a regular pace, swimming or other fitness activities?
 - a. How much time did you spend doing moderate physical activities on those days?
4. During the last 7 days, how many days did you do vigorous physical activities like heavy lifting, heavier garden or construction work, chopping wood, aerobics, jogging/running, or fast bicycling.

Name: The Oregon Food Bank Healthy Pantry Initiative Snapshot Assessment

Type: An assessment tool

Questions:

Objective 1: Increase Client Choice (rating 1 (0-2 strategies); 2 (3-5 strategies); 3 (6+ strategies))

- Uses OFB 2011 food box guidelines
- Hosts a shopping style/client choice pantry
- Incentivizes healthy food options
- Increases distribution of whole grains and dry beans
- Increases distribution of produce
- Other:

Objective 2: Market Healthful Products (rating 1 (0-2 strategies); 2 (3-5 strategies); 3 (6+ strategies))

- My Plate materials visible
- Uses CHOP (Choosing Healthy Options Plan) scores when ordering
- Offers healthy food samples/recipes
- Offers health/diet related support materials
- Promotes other supplemental food programs in the area
- Other:

Objective 3: Emphasize Fruits, Vegetables, Whole Grains, Staples (rating 1 (0-2 strategies); 2 (3-5 strategies); 3 (6+ strategies))

- Emphasizes clients having access to a variety of fruits and vegetables
- Has an onsite garden or access other gardening opportunities

- Listed on AmpleHarvest.org website; seeks donations from local gardeners
- Emphasizes scratch cooking through distribution of meal components
- Sets goals to increase average CHOP score for products ordered
- Other:

Objective 4: Promote Additional Resources (rating 1 (0-2 strategies); 2 (3-5 strategies); 3 (6+ strategies))

- Provides information on SNAP, WIC, Senior Farmers Market coupons or other low-income resources
- Promotes nutrition education programs
- Distributes product-specific recipes to clients at least once a quarter
- Provides gardening materials (i.e. community garden opportunities, plant starts, etc.)
- Distributes affordable health care information
- Other:

Objective 5: Plan for Alternate Eating Patterns (rating 1 (0-2 strategies); 2 (3-5 strategies); 3 (6+ strategies))

- Has special section for specific foods (i.e. gluten free, no/low sodium, vegetarian or homeless-appropriate)
- Provides resources for selecting food for people with certain health conditions
- Actively seeks to distribute foods high in fiber, and/or low in sodium, fat, sugar and trans fats
- Provides volunteer education about healthy options for clients with special dietary needs
- Provides options for protein, such as tofu, beans and fish
- Other:

Summary of Strengths:

Summary of Opportunities:

What strategies are you interested in?

Approach(es):

Planned use:

A pre-Test will be done at the first session to determine how each participant rates their health, diet, amount of physical activity, barriers, their interest in the program, and if they consume fruits and vegetables with each meal.

A post-test will be done at the final session to determine if there has been health and behavioral change/improvement. Participants will also identify what knowledge and skills were gained from the program and how confident they are with using their new skills.

Participant evaluation forms will be completed after each session to determine if each participant is pleased with the program and demonstrations, to gauge participant engagement, and to determine if changes need to be made to improve the impact of the program.

Prior Evaluation:

A prior evaluation has not been completed, as we are still in our first year of project implementation and do not have a full 12 months of data.

Use of SNAP-Ed Evaluation Framework:

ST1: Healthy Eating, ST2: Food Resource Management, ST3: Physical Activity and Reduced Sedentary Behavior, ST4: Food Safety, ST7: Number of Partnerships, MT1: Healthy Eating, MT2: Food Resource Management, MT3: Physical Activity and Reduced Sedentary Behavior, MT4: Food Safety, MT6: Physical Activity and Reduced Sedentary Behavior, MT12: Social Marketing, R1: Overall Diet Quality, R2: Fruits and Vegetables, R5: Beverages, R6: Food Security, R7: Physical Activity and Reduced Sedentary Behavior.

Coordination of Efforts

LSSN has established a partnership with The Well Care Group, for this project to provide nutrition education to the SNAP eligible patients of Well Care. Well Care will help to identify eligible project participants and will transport them to the LSSN building, so they can participate in the weekly sessions. Well Care serves many individuals through their wide range of wrap-around services and they do not have an existing partnership with another organization that provides nutrition education. This partnership is an automatic removal of a barrier such as transportation, these participants will not have to worry about how they are going to get to the program.

LSSN's headquarters is located on the Boulder Pines Campus that was created in collaboration with the Boys and Girls Club of Southern Nevada and Nevada Hand. This building serves as a one-stop-shop that houses three agencies, to provide simultaneous multiple services. LSSN, Nevada Homeless Alliance, and Multicultural Wellness Center are co-located in the campus to simultaneously serve clients. The location is on Boulder Highway, in the 89121-zip code, which is a highly underserved area and expands our reach to people in need. LSSN has been successful at targeting low-income individuals

and is seeing new unduplicated clients at our new home. Nevada Hand also built 268-unit apartment complex behind the LSSN building that occupies low-moderate income seniors, families, and individuals. Through this collaborative campus, residents and clients of each organization will also have increased access to nutritious food and nutrition education.

LSSN is also one of the few food pantries in this zip code and one of the only pantries that provides nutrition education, cooking demonstrations, client-choice, and a variety of healthy food items. LSSN is not aware of other programs who provide nutrition education in correlation with the food pantry or of programs who utilize the full Cooking Matters program curriculum, so we do not see an issue with possible duplication of services. LSSN utilized Nevada's community management information system, known as HMIS (Homeless Management Information Services). Utilizing this system is a daily activity for the LSSN staff. Anytime a client reserves a service or is enrolled in a program at LSSN, a service placement is made for each client. Prior to receiving services by LSSN, the client's service history is checked. If a staff member sees that the client is receiving a similar service from a different organization, that client is referred to that organization. This is done to avoid duplication of services.

Template 3: SNAP-Ed Staffing Plan

Project Name: Lutheran Social Services of Nevada – Nutrition Kitchen

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Health Educator	100% FTE		100%	\$49,644
Nutrition Services Manager	15 % FTE	50%	50%	\$7,648
Chief Programs Director	5% FTE	100%		\$3,763
Assistant Executive Director	5% FTE	100%		\$3,871
Partnerships and Funding Director	5% FTE	100%		\$4,003

Finance Manager	5% FTE	100%		\$2,783
Director of Community Outreach	10%		100%	\$4,720
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$76,432

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Lutheran Social Services of Nevada

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$26,434	\$49,998	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$1,218	
Nutrition Education Materials		\$11,307	
Travel		\$353	
Building/Space Lease or Rental		\$5,810	
Cost of Publicly-Owned Building Space			
Maintenance and Repair		\$2,784	
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$26,434	\$71,470	
Indirect Costs (Indirect Cost Rate= <u>8%</u>)	\$2,115	\$5,718	
Total Federal Funds	\$28,549	\$77,188	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$105,737	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$28,549	
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Signature of Responsible Official: Andre Segal, Director of Finance

Date: 8/13/19

Budget narrative:

Salary/Benefits:

The Health Educator, Jennifer Link Cuadrado will recruit program participants, coordinate and lead nutrition education courses, cooking demonstrations, encourage physical activity, program outreach, and program evaluation. 100% of annual salary of \$42,000, plus fringe benefits = \$49,644

The Nutrition Services Manager, Maria Machuca will oversee the implementation of the program, perform outreach, scheduling classes/assessments with offsite agencies and food pantries, assists with recruiting program participants through SNAP Outreach and the DigiMart Food Pantry. 15% of annual salary of \$42,000 plus fringe benefits = \$7,648

The Chief Programs Director, Cherry Richardson will perform outreach, networking, public speaking related to the project and is responsible for the management of the Nutrition Services Manager and Health Educator. Will supervise the operations of the Nutrition Education Program and DigiMart Food Pantry. 5% of annual salary of \$62,000, plus fringe benefits = \$3,763

The Assistant Executive Director, Derrick Felder will coordinate with partner agencies in the community, is responsible for scheduling training for front line staff, supervises staff involved with the project, oversight of the project, public speaking related to the project, development of evaluation methodology, outreach, and other duties as required. 5% of annual salary of \$70,000, plus fringe benefits = \$3,871

The Partnerships and Funding Director, Marisa Cervantes is responsible for monthly and quarterly reporting, grant drawdowns, evaluation methodology, and other duties as required. 5% of annual salary of \$67,500, plus fringe benefits = \$4,003

The Finance Manager, Andre Segal is responsible for biweekly payroll for project staff, maintaining financial records, accounts payable, accounts receivable, accounting procedures, grant drawdowns and grant reporting. 5% of annual salary of \$50,000, plus fringe benefits = \$2,783

The Communications and Volunteer Manager, Tristan Hightower is responsible for assisting with recruiting and scheduling volunteers for the Cooking Matters class and cooking demonstrations. Will also be responsible for posting weekly nutrition education and information to the LSSN Facebook page. 10% of annual salary of \$40,000, plus fringe benefits = \$4,720

Non-capital equipment/office supplies: Total \$1,218

Office supplies: \$70 per month x 1.45 FTE staff x 12 mo. = \$1,218

Nutrition Education Materials: Total \$11,307

Kitchen Supplies: for cooking demonstrations, safe food preparation, food storage, pots and pans, knives, cutting boards, mixing bowls, utensils, paper towels, cleaning supplies for kitchen, etc. $\$83.34 \times 24 \text{ sessions} = \$2,000$

Food purchase - Food purchases for cooking demonstrations @ \$40 per demonstration x 48 demonstrations = \$1,920

My Plate Adult Portion Meal Plate with Glancer @ $\$3.49 \times 100 + \$40.84 \text{ shipping} = \389.84

My Plate - A Guide to Good Nutrition Slide guide @ $\$.60 \times 150 + \$30 \text{ imprint charge} + \$15.95 \text{ shipping} = \135.95

My Plate Magnet @ $\$.50 \times 500 + \$30 \text{ imprint change} + \$29.40 \text{ shipping} = \309.40

Understanding the New Food Label Pocket Pal @ $\$.44 \times 200 + \$30 \text{ imprint charge} + \$13.95 \text{ shipping} = \131.95

Understanding Food Labels Magnet @ $\$.67 \times 200 + \$30 \text{ imprint charge} + \$15.95 \text{ shipping} = \179.95

Be Wise About Portion Size Pocket Pal & Measuring Cup Combo Set @ $\$1.79 \times 100 + \$20.95 \text{ shipping} = \199.95

Fast Food Nutrition Guide @ $\$1.10 \times 100 + \$30 \text{ imprint charge} + \$15.95 \text{ shipping} = \155.95

Smart Substitutions for Healthy Eating Pocket Pal @ $\$.44 \times 150 + \$30 \text{ imprint charge} + \$13.95 \text{ shipping} = \109.95

100 Foods Your body will love @ $\$1.10 \times 100 + \$30 \text{ imprint charge} + \$20.95 \text{ shipping} = \160.95

Anytime yoga pocket pal @ $\$.44 \times 100 + \$30 \text{ imprint charge} + \$13.95 \text{ shipping} = \87.95

Insulated shopper tote @ $\$3.39 \times 100 + \$50 \text{ imprint charge} + \$39.80 \text{ shipping} = \428.80

Hercules non-woven shopper tote @ $\$1.59 \times 150 + \$55 \text{ imprint charge} + \$29.95 \text{ shipping} = \323.45

Measuring set @ $\$2.89 \times 150 + \$50 \text{ imprint charge} + \$58.59 \text{ shipping} = \542.09

Stretchy pouch with resistance band @ $\$3.69 \times 100 + \$50 \text{ imprint charge} + 38.74 \text{ shipping} = \457.74

Seal tight lunch container @ $\$3.29 \times 150 + \50 imprint charge + $\$51.82$ shipping = $\$595.32$

Portion control clip for wellness @ $\$3.14 \times 100 + \50 imprint charge + $\$32.97$ shipping = $\$396.97$

Multi-function pedometer @ $\$3.95 \times 100 + \55 imprint charge + $\$62.21$ shipping = $\$512.21$

Poly-pure bottle with flip straw @ $\$3.95 \times 150 + \55 imprint charge + $\$62.21$ shipping = $\$709.71$

Therm-o snack @ $\$3.60 \times 100 + \50 imprint charge + $\$56.70$ shipping = $\$466.70$

Cutting boards @ $\$1.75 \times 150 + \26.65 shipping = $\$289.15$

Cooking Matters pins @ $\$.61 \times 200 + \26.65 shipping = $\$148.65$

Pocket pot holder @ $\$2.29 \times 100 + \26.65 shipping = $\$255.66$

Cooking Matters aprons @ $\$3.72 \times 100 + \26.65 shipping = $\$398.65$

Travel: Total \$353

Local mileage for program staff to do outreach, attend meetings, purchase supplies for the program, etc. $\$.58$ per mile $\times 35$ miles per month $\times 12$ mo. $\times 1.45$ of FTE = $\$353$

Building/space lease or rental: Total \$5,810

Copier/Printer Lease: $\$25$ per mo. $\times 12$ months = $\$300$

Property and Contents Insurance @ $\$30,847$ per year $\times 10\%$ = $\$3,085$

Building Utilities: @ est $\$.16,727$ annually $\times 1.45$ FTE = $\$2,425$

Maintenance and repair: Total \$2,784

Contractual (security system, shredding, pest control, janitorial, elevator service, water treatment): $\$95$ per mo $\times 1.45$ FTE $\times 12$ mo. = $\$1,653$

Telecommunications: $\$65$ per mo. $\times 12$ months $\times 1.45$ FTE = $\$1,131$

Total direct costs: \$97,904

Total indirect costs: @ 8% \$7,832

Total Federal funds: \$105,737

Section C. Travel

In-State Travel

Travel Purpose: Local mileage for program staff to do outreach, attend meetings, purchase supplies for the program, etc. \$.58 per mile x 35 miles per month x 12 mo. x 1.45 of FTE = \$353

Travel destination: Las Vegas, NV

Number of staff traveling: 1.45 FTE

Cost of travel for this purpose: \$353

NyE Communities Coalition

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

1. All 4 Kids - Early Childhood
2. Pick A Better Snack – School Health
3. Cooking Matters –School Health
4. Eating Smart – Being Active –Adults and those with Disabilities
5. Healthy Food Pantries – Increase Food Security
6. Physical Activity Promotion – Adults and those with Disabilities (senior, working low income, and family focus)

Related State Objective(s):

Specify the objectives that the project/intervention will accomplish. Use the SMART format. Clearly state the purpose of the project.

1. Increase Nevadans' consumption of fruit and vegetables by providing education on the benefits of healthy nutrition behaviors and increase diet quality for Nevadans of all ages.
 - a. Through the delivery of All 4 Kids to 8 Pre-K Classroom cohorts over the 2019-20 school year; 120 Pre-K children and their parents will increase their reported consumption of fruits and vegetables.
 - b. Through the delivery of Pick A Better Snack to elementary students attending afterschool programming over the 2019-20 school year; 50 students will increase their reported consumption of fruits and vegetables.
 - c. Through the delivery of Cooking Matters to Middle School After School participants over the 2019-20 school year; 50 students will increase their reported consumption of fruits and vegetables.
 - d. Through the delivery of Eating Smart-Being Active to 4 cohorts of 10 individuals through September 10, 2019; 40 participants will increase their reported consumption of fruits and vegetables.
 - e. Through the quarterly promotional efforts of the local and state campaign, NyECC will have 10,000 impressions with messaging for a total of 40,000

messages over the 2019-20 program year that will expand access or improve appeal for healthy eating.

2. Increase physical activity and reduce sedentary behaviors among Nevadans to meet the recommended physical activity guidelines.
 - a. Through the delivery of All 4 Kids to 8 Pre-K Classroom cohorts over the 2019-20 school year; the sites environment nutritional and physical activity supports will be identified and improved.
 - b. Through the delivery of Pick A Better Snack to elementary students attending afterschool programming over the 2019-20 school year; 50 students will increase their reported physical activity and will identify the need for creating appeal for physical activity supports.
 - c. Through the delivery of Cooking Matters to middle school students attending the afterschool program over the 2019-20 school year; the program will identify the need for creating appeal for reducing sedentary behavior.
 - d. Through the delivery of Eating Smart-Being Active to 4 cohorts of 10 individuals through September 10, 2020; 40 participants will decrease their sedentary behavior.
 - e. Through the delivery of physical activity promotion community events, 500 individuals will expand access to physical activities and will have documented readiness for change in policy, systems, or environment that will engage community members in physical activities.
 - f. Through the coordination of a 6 month 'corporate' challenge, 10 organizations and 400 people will engage with and increase physical activity from October to May 2020. (Focus on employers that have low wage employees or client serving organizations as a modification to engage low income people into a corporate type event).
3. Reduce food insecurity among the most vulnerable populations.
 - a. Through the engagement of food pantry partner collaborations over the program year, NyECC will increase the availability of healthy food in the community by identifying 2 (two) food pantries that have documented readiness for change in policy, systems, or environment that will improve individual healthy food choice.
 - b. Through the engagement of food pantry partner collaborations over the program year, NyECC will increase the availability of healthy food in the community by identifying 2 (two) food pantries that have documented readiness for change in policy, systems, or environment that will engage local growers in making healthy food more accessible.

Audience:

1. All 4 Kids - Pre-K Students in Pahrump, Tonopah, and Amargosa (will ensure Spanish speaking / culturally aware staff delivers programming in Amargosa) identified as Free and Reduced Lunch eligible.
2. Pick A Better Snack- Elementary age students in Pahrump identified as Free and Reduced Lunch eligible.
3. Cooking Matters – Pahrump Middle School students identified as Free and Reduced Lunch eligible.
4. Eating Smart – Being Active – Adult and late teen participants will be recruited through low income serving organizations including WIC, Nevada Welfare, Drug Courts, Workforce Programs and from Food Pantry lines. Women / primary caregivers will be especially encouraged to participate.
5. Healthy Food Pantries - Food pantries across county serving low income community members with a large focus on senior citizens.
6. Physical Activity Promotion – Community wide and county wide all ages. Low income community members will be especially encouraged to participate with key recruitment strategies and awareness of barriers and cultural issues that may impact attendance. Will ensure that barriers that impact women’s attendance is addressed including childcare.

Food and Activity Environments:

1. All 4 Kids –
 - a. On an individual level children and their parents will make behavioral changes to their healthy eating behaviors.
 - b. On an individual level, children will make a behavioral change regarding their physical activity and sedentary behavior.
 - c. On an organizational level, Nye County School District will identify and improve nutritional and physical activity supports in their Pre-K program.
2. Pick A Better Snack –
 - a. On an individual level, children will make behavioral changes to their health eating behaviors.
 - b. On an individual level, children will make a behavioral change regarding their physical activity and sedentary behavior.
 - c. On an organizational level, NyECC SAFE Schools after school program will identify the need for creating appeal for physical activity supports.
3. Cooking Matters –

- a. On an individual level, children will make behavioral changes to their health eating behaviors.
- b. On an organizational level, NCSD Middle School Afterschool SAFE Program will identify the need for creating appeal for reducing sedentary behavior.

4. Eating Smart – Being Active

- a. On an individual level, adults will make behavioral changes to their health eating behaviors.
- b. On an individual level, children will make a behavioral change regarding their physical activity and sedentary behavior.

5. Healthy Food Pantries

- a. On an organizational level, pantries will implement changes that will increase personal choice of health foods.
- b. On a sectors of influence level, pantries and grower will implement change in agriculture that will increase food choices to include locally grown.

6. Physical Activity Promotion

- a. On an individual basis, community members will expand access to physical activities.
- b. On a sectors of influence basis, the community design will be impacted and affect individual access to physical activity.

Project Description:

1. All 4 Kids – Nye County School District will provide NyECC access to Pre-K students and their parents during the school day for the delivery of programming. NCSD will assist with supervision of the children. A total of 120 children and their parents will receive information and educational programming. This will occur at eight Pre-K Classrooms in Pahrump, Tonopah, and Amargosa.
2. Pick A Better Snack - NyECC SAFE Schools program will provide NyECC access to elementary students at before / after school program for the delivery of programming. SAFE will assist with the supervision of children. A total of 50 students will receive programming.
3. Cooking Matters - Nye County School District will provide NyECC access to Rosemary Clarke Middle School Students during the after school program. NyECC will deliver programming to 50 middle school students. NCSD will provide the site and support staff to assist with supervision of the students.

4. Eating Smart – Being Active – NyECC will partner with Nevada Outreach Organization, WIC, Welfare, and other for referrals to recruit for the delivery of programming to 40 individuals.

5. Healthy Food Pantries – Community pantries will collaborate with NyECC, participating in community planning and collaboration meetings, developing systems and strategic plans to address food security. NyECC will conduct a minimum of 10 meetings annually and will develop one plan for the county. Food pantries will partner with local growers at meetings and will establish gleaning processes and systems to gather locally grown food for distribution. Food pantries will be provided information and training to support healthy food distribution processes and planning. NyECC will coordinate quarterly media campaigns that will use social media, traditional media, newsletters, information dissemination, and word of mouth to promote messaging consistent with state campaign. Messaging will have a total of 40,000 reaches over the year – individuals may be duplicative but the message will not be.

6. Physical Activity Promotion – NyECC will engage 900 people into physical activities and will work with one local business to change policy or systems to encourage physical activity and decrease sedentary behaviors. NyECC will host at least one event quarterly for community members to engage in and will offer weekly recurring activities. This will include Chi Gong, Martial Arts, Yoga, Frisbee Golf, Walking, Corporate Challenges and other physical activities. Partners will include the county, town, local utilities companies, parks and recreation, schools, and businesses.

Evidence Base:

Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the Checklist for Evidence-Based Approaches in Appendix E.

1. All 4 Kids – University of Nevada researched:

<https://www.unce.unr.edu/programs/health/index.asp?ID=131>

2. Pick A Better Snack <https://snapedtoolkit.org/interventions/programs/pick-a-better-snack/>

3. Cooking Matters <https://snaped.fns.usda.gov/library/materials/cooking-matters-national>

4. Eating Smart – Being Active <https://snaped.fns.usda.gov/library/materials/eating-smart-being-active>

5. Healthy Food Pantries <http://whatworksforhealth.wisc.edu/search-results.php> - Fruit and Vegetable Gleaning; Healthy Food Initiatives in Food Banks
<http://www.centertrt.org/?p=strategy&id=1115> Community Wide Campaigns

6. Physical Activity Promotion –<http://www.thecommunityguide.org/index.html> Physical Activity: Creating or Improving Places for Physical Activity; Physical Activity: Social Support Interventions in Community Settings; Physical Activity: Community-Wide Campaigns

Key Performance Indicators (KPIs):

1. All 4 Kids: ST1, ST5, MT1, ST3, LT6
 - a. Outputs – attendance, duration, gender, grade, parent engagement
 - b. Outcomes – Pre / post survey consumption of fruits and vegetables
2. Pick A Better Snack: ST1, MT1, ST3, ST5, MT3
 - a. Outputs – attendance, duration, gender, grade, parent engagement
 - b. Outcomes – Pre / post survey consumption of fruits and vegetables and physical activity.
3. Cooking Matters: ST1, MT1
 - a. Outputs – attendance, duration, gender, grade, parent engagement
 - b. Outcomes – Pre / post survey consumption of fruits and vegetables
4. Eating Smart – Being Active: ST1, ST3, MT1, MT2, MT3
 - a. Outputs – attendance, duration, gender, age, location
 - b. Outcomes – Pre / post survey consumption of fruits and vegetables and physical activity.
5. Healthy Food Pantries: ST1, ST7, MT12, MT2, ST5, ST8, MT5
 - a. Outputs – meeting attendance, sector representation, messages disseminated, reach
 - b. Outcomes – percentage of overall population reach; PSE change or implementation
6. Physical Activity Promotion: MT12, ST3, ST7, MT3, ST5, ST6
 - a. Outputs – attendance, age range, activity type, messages disseminated, reach, partners sector
 - b. Outcomes percentage of overall population reach; PSE change or implementation

Use of Existing Educational Materials:

Purchase materials or pay for printing for the following programs in English:

1. All 4 Kids – University of Nevada Cooperative Extension – Anne Lindsay
University of Nevada Cooperative Extension's All 4 Kids: Healthy, Happy, Active, Fit program is an interdisciplinary approach to addressing child obesity.
Developed by Cooperative Extension faculty from maternal/child nutrition,

exercise physiology and child development, the All 4 Kids program helps children meet the Nevada Pre-Kindergarten (Pre-K) Standards while encouraging preschool children and families to practice healthy eating habits and be active every day.

2. Pick A Better Snack – Iowa Nutrition Network

Pick a better snack™(PABS) is a social marketing campaign created to promote the consumption of fruits and vegetables by marketing them as an alternative to less healthy snacks. PABS monthly K-3 teacher, and nutrition educator lessons are available online as well as newsletters, bingo cards, fruit and vegetable fact sheets, and marketing materials.

3. Cooking Matters – National Cooking Matters Staff

As part of the No Kid Hungry campaign to end childhood hunger in America, Share Our Strength's Cooking Matters teaches participants to shop smarter, use nutrition information to make healthier choices and cook delicious, affordable meals. Founded in 1993, Cooking Matters and thousands of volunteer instructors have helped more than 265,000 low-income families in communities across the country learn how to eat better for less.

4. Eating Smart – Being Active- Colorado State University Susan Baker and Katie McGirr

Eating Smart • Being Active is an evidence-based, healthy eating and active living curriculum originally written in 2005, updated in 2010, and thoroughly revised in 2017. The curriculum is designed to be taught by paraprofessionals to limited resource adult learners. Curriculum content is based on the latest research findings from the 2015-2020 Dietary Guidelines for Americans and MyPlate.

Development of New Educational Materials:

No new – all noted above

Evaluation Plans

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

Established evaluation plans as noted below

Name: The name(s) of each project(s) that will be a part of this evaluation

Type: The type of evaluation as primarily a formative, process, outcome or impact assessment

Questions: The questions(s) that will be addressed

Approach(es): Pre and post surveys will be administered.

Planned use: Survey results will be used to improve the program, contribute to statewide changes, and provide feedback to participants, funders, and community.

Evaluation will include the following surveys:

1. All 4 Kids –Nutrition and Physical Activity Self-Assessment for child Care (GO NAP SACC)-environmental scan, Program evaluation survey tool
2. Pick A Better Snack – Alliance for a Healthier Generation assessment Process
3. Cooking Matters –Share our Strength Cooking Matters Survey, Alliance for a Healthier Generation assessment Process
4. Eating Smart – Being Active - Expanded Food and Nutrition Education Program (EFNEP) behavior checklist and 24-hour recall are used by programs to evaluate the impact of Eating Smart • Being Active pre/post intervention
5. Healthy Food Pantries – Community Tool Box – Measuring Collective Impact; Wilder Collaboration Factors Inventory, RNECE-West Healthy Food Pantry Assessment Tool, Health Communicators Social Media Toolkit
6. Physical Activity Promotion – Wilder Collaboration Factors Inventory; On the Go! Survey, Health Communicators Social Media Toolkit

Prior Evaluation: NyECC is currently collecting and compiling data. Information was gathered from last program year and created info graphs for display with federal monitor. NyECC staff helps gather the data and compile into white papers or reports for board reports and is available to state. Information gained from evaluation process is used to refine and enhance programming.

Use of SNAP-Ed Evaluation Framework:

ST1, ST3, ST5, ST6, ST7, ST8 MT1, MT2, MT3, MT5, MT6, MT12, LT6

Coordination of Efforts

NyECC will partner with local agencies through the coalition process. Efforts will be shared with other community agencies pursuing public health issues through the coalition process. NyECC works diligently to ensure that there is no duplication of services in the rural frontier communities so that funding and resources are stretched as far as possible. NyECC will connect with other SNAP Ed providers across the state to learn and share efforts and leverage movements and opportunities that occur within the state.

Template 3: SNAP-Ed Staffing Plan

Staffing

Project Name: NyE Communities Coalition

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Project Director	.15	.15	0	6976
Project Coordinators	2.25	.10	2.15	96317
Project Assistants	.60	.15	.45	20386
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	123679

Statement of Work:

Project Director

Provide project direction and oversight, submit reports, connect with funders and partners; reports to CEO and Managing Board on program results.

Project Coordinator 1

Delivers Pick A Better Snack, Eating Smart Being Active, physical activity programming to community, compiles data for federal report

Project Coordinator 2

Coordinates activities with food pantries, coordinates delivery of Cooking Matters to Middle School Students, and coordinates gleaning collections of local fruit and vegetables.

Project Coordinator 3

Coordinates activities with food pantries including freezing and canning activities. Coordinates food security meetings, engages community partners

Project Coordinator 4

Coordinates and deliver physical activities, community events, delivers corporate challenge programming

Project Coordinator 5

Coordinates community announcements, webpage, flyers, social media, all promotions; connects with statewide media campaign

Project Coordinator 6

Coordinates facility use, scheduling of buildings and classrooms, maintains training schedules / calendar for distribution to community and partners

Project Assistant 1

Delivers All 4 Kids programming in Pahrump, Tonopah and Amargosa, disseminates information at health fairs and community events, contributes to reports, submits data

Project Assistant 2

Enters data into web based portals, supports others with data entry, compiles data and information for analysis, provides technical support with IT; integrates Webeneers system into organization

Definition of FTE- Full Time Equivalent is equal to a regular 40 hour a week work schedule. Time necessary for this project was calculated based on delivery and prep time for programming, reporting and data collection and compilation is included in program delivery. Administration includes time ordering supplies, meeting with supervisor and reporting to others on program outcomes.

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: NyE Communities Coalition

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$31,863	\$91,816	
Contracts/Sub-Grants/Agreements		\$1,125	
Non-Capital Equipment/ Office Supplies		\$4,626	
Nutrition Education Materials	\$10,000	\$16,529	
Travel		\$8,564	
Building/Space Lease or Rental	\$10,000	\$9,806	
Cost of Publicly-Owned Building Space			
Maintenance and Repair		\$4,264	
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$51,863	\$136,730	
Indirect Costs (Indirect Cost Rate= __10%__)	\$5,186	\$13,673	
Total Federal Funds	\$57,049	\$150,403	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$207,452	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$57,049	
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Signature of Responsible Official:



Date: 7-8-19

Budget narrative:

Salary/Benefits: \$123,679

Three (3) FTE

Amanda Hammar \$36,050 with 29% fringe at 15% time for 12 months to provide project direction and oversight, submit reports, connect with funders and partner; report to CEO and Managing Board on program results \$6976

Tamalyn Taylor, Project Coordinator, PCSNAP01; \$35,306 with 30% fringe at 80% time for 12 months to deliver Pick a Better Snack, Eating Smart Being Active, Physical Activity programming to community and compile EARS federal report and assist with other reporting.

Marlaina Porter, Project Coordinator, PCSNAP02, \$32,500 with 29% fringe at 35% time for 12 months to coordinate activities with food pantries, coordinate delivery of cooking matters to middle school students and coordinate gleaning collections of locally grown fruits and vegetables.

Christina Floyd, Project Coordinator PCSNAP03, \$32,500 with 29% fringe at 35% time for 12 months to coordinate activities with food pantries to included freezing and canning activities, coordinate food security meetings to engage community partners.

Pam Welch, Project Assistant, PASNAP01, \$22,880 with 58% fringe at 45% time to deliver All 4 Kids programming in Pahrump, Tonopah, and Amargosa, disseminate information at health fairs and community events, contribute to reports, submit data.

Andrew Gonzales, Project Coordinator, PCSNAP04, \$32,500 with 30% fringe at 50% time to coordinate and deliver physical activities, conduct, organize, promote and engage community partners at events and challenges.

April Jackson, Project coordinator, PCSNAP05, \$25,700 at 34% fringe and 15% time for 12 months to coordinate community announcements, webpage, flyers, social media campaigns, all promotions, and connect with the statewide medial campaign for promotion of SNAP Ed.

Toni Driesbaugh, Project Coordinator PCSNAP06, \$29,120 with 26% fringe at 10% time for 12 months to coordinate the use of the facility for SNAP Ed events and activities, complete purchasing for all SNAP Ed activities, maintain training and scheduling calendars for distribution to the community and partners.

Nick Salmons, Project Assistant, PASNAP02, \$20,800 with 32% fringe at 15% time will enter all data into web based portals, excel forms and will support others with data entry, compiling data, and providing information for analysis; integrate Webeneers system into NyECC processes.

Contracts/Sub-Grants/Agreements: \$1,125

\$1125 to contract with a physical activity provider for the Tonopah community. Due to the three hour drive distance each way between Pahrump and Tonopah it is important to have a local activity deliverer in Tonopah.

Non-capital equipment/office supplies: \$4,626

Office supplies \$ 91 x 3 FTE x 12 months \$3,276

Printer Scanner - one replacement printer / scanner for program staff \$700

Computer - one replacement computer for program staff \$650

Programmatic staff use of disposable office supplies, replacement office supplies - printer / scanner and computer.

Nutrition Education Materials: \$26,529

Physical Activity Materials - Monthly cost \$800 x 12= \$9,600.00

Physical Activity Materials will include mats, bolsters, frisbees, volleyball, other sport items, banners, posters, promotions;

Healthy Food Pantries Materials - Monthly \$800 x 12 = \$9,600.00

Healthy Food Pantries Materials will include food collection items for gleaning, freezing, canning, distributing locally grown fruits and vegetables through pantries, supplies for meetings, collaborations - banners/posters, promotions;

Chop Chop and Seasoned Magazines \$200 x 4 = \$800.00

Magazines are used to increase program staff knowledge and to share information with participants;

All 4 Kids Materials and Family Days= \$4,184.00

All 4 Kids - food demonstration items, education tools, dice, ribbons, scarves, pedometers, veggie peelers, cookbooks and workbooks from UNCE \$448 + printing \$50 + food demonstration items \$25 x 8 cohorts - \$4184;

Pick A Better Snack=\$1,325.00

Pick a Better Snack - Printing of free online materials \$50 month x 9 months + posters / flyers \$200; food demonstration items \$ 25 session x 9 sessions x 3 cohorts;

Eating Smart - Being Active=\$1,020.00

Eating Smart - Being Active Educator set \$490, per participant materials \$4.83 x 40, educational enhancements cutting mats \$124 set, produce brushes \$78 set + demonstration food \$15 per class x 9 classes.

Travel: \$8,564

Staff will travel in Nye County (largest county in the state) to deliver programming- to elementary schools, middle schools, rural frontier schools on a recurring basis to deliver programming, to attend meetings with food pantry and other partners, to Las Vegas for meetings and trainings; will include the cost of lunch for over 50 miles away travel. Will include \$14 for GSA rate lunch x 12 trips x 3 people and 3800 miles of travel at .58 cents per mile. One trip to Reno for training / conference for 2 staff include \$250 flight x 2, per diem of \$66 for three days for two people and parking for car at the airport for \$16 for 3 days x 2 people and lodging at \$114 x 2 people x 2 nights. Total \$8,564 for in state travel.

Building/space lease or rental: \$19,806

Printing Services: \$ 50 x 12 months = \$600

Utilities - gas, electric, trash, water \$287 x 3 FTE x 12 = \$10,332

Property and Contents Insurance per year = \$306

Rent: \$238 x 3 FTE x 12 = \$8,568

NyECC utilizes FTE allocation process to determine rent and utilities calculation.

Maintenance and repair: \$4,264

Software updates and maintenance: \$100 per quarter =\$400

Postage: \$ 10 per mo. x 12 months= \$120

Communications - Phone, internet, web, wifi, email, fax \$104 x 3 x 12 = \$3,744

Necessary software updates and associated costs to maintain operations, postage for SNAP related mailings and communications for programmatic staff

Total direct costs: \$188,593

Total indirect costs: \$18,859 10% *deminimus*

Estimated unobligated balances (carry-over) from current FY to next FY, if any:
\$57,049

Total Federal funds: 207,452

Section C. Travel

In-State Travel

Travel Purpose:

Staff will travel in Nye County (largest county in the state) to deliver programming- to elementary schools, middle schools, rural frontier schools on a recurring basis to deliver programming, to attend meetings with food pantry and other partners, to Las Vegas for meetings and trainings; will include the cost of lunch for over 50 miles away travel. One trip to Reno for training / conference

Travel destination (city, town or county or indicate local travel):

Across Nye and Esmeralda Counties: Pahrump, Amargosa, Beatty, Tonopah, Round Mountain, Goldfield. One trip to Reno for conference or state level food security / nutrition meeting. Nye County is larger than 20,000 square miles. Travel includes to and from outlying areas to deliver programming and to conduct events, participate in health fairs, engage community in planning and reporting program deliverables and activities.

Number of staff traveling:

Total staff to travel will be 7.

Cost of travel for this purpose:

Each staff will only travel as necessary to deliver program. Each program has a staff member that delivers that program. Administration staff will travel to meetings, to connect with community partners and to engage with funders and other providers.

Total In-State Travel Cost: \$8564

Out-of-State Travel

Travel Purpose:

N/A

On Common Ground

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

Heart of Community Instructional Program (HOC-IP)

Related State Objective(s):

This grant application requests funding to continue the instructional portion of the Heart of Community Program funded mid-July to September 2019 with SNAP-Ed FFY2019. The program provides healthy eating, nutrition and fitness education that makes healthy choices easier for those with limited resources or low socioeconomic status, thereby addressing the need highlighted within the *Statewide Needs Assessment for Nevada SNAP-Ed*. Program objectives advocate increased SNAP registrations and align with physician committee standard-of-care recommendations advocating increased self-management to reduce risk of chronic disease and improve overall health.

This four-part program:

- (1) Offers culturally appropriate nutrition, cooking and fitness classes taught by eight qualified professionals using evidence-based curriculum to give participants knowledge about healthy eating and shopping, food-resource management and safety, physical activity and reduction of sedentary behavior. The program offers monthly classes from November 2019 through September 2020 at community sites accessible to and frequented by low-income, those with disabilities and/or senior residents. Community partners encourage their clients to participate, and host sites offer classes in areas of residency with highest need, including downtown Reno and directly east, where the majority of low-income communities exist. Reports of behavioral changes will be measured and tracked via database, and correlated with biometric indicators tracked in part three, below.
- (2) Conducts promotional web-based, marketing and social media efforts October 2019 through September 2020 and coordinates with SNAP-Ed and all community partners. Frequency of messaging is well-planned and evaluated periodically for measurable impact.
- (3) Formalizes partnerships with health providers to benchmark then [anonymously] track health indicators of food-related chronic-disease among Heart of Community Program participants using standard-of-care guidelines in sync with the heart-health guidelines of the College of Cardiology provided by the 2019 edition of the American Diabetes Association's (ADA's) *Standards of Medical Care in Diabetes*. These include height, weight, BMI and blood-glucose and cholesterol levels.
- 4) Uses the measurable Stocking Opportunities in the Retail Environment (STORE) evaluative tool to determine a partnership plan with the Heart of Community Grocery Market by December

2019 and ensure maximum partnership with the OCG store, other local retail-based markets and SNAP-Ed priorities throughout 2020 and beyond to emphasize healthy choices and match recipes to inventory, inclusive of recipes that meet specific dietary needs and can be prepared with limited appliances. Implement SNAP-Ed messaging into the layout and work with other local retailers to accept SNAP/EBT. Invite SNAP providers to provide input and offer sign ups in store. Refer patrons to SNAP and WIC services.

The Instructional Program, together with the non-profit Heart of Community Grocery Market opening this year in Downtown Reno, addresses Socio-Ecological Model (SEM) factors that influence capacity to choose a healthy diet and active lifestyle, and tracks biometrics of at-risk, referred participants.

Priority objectives are to:

- Assist Nevadans in overall diet quality and beverages (R1 and R5)
- Reduce food insecurity through Food Resource Management (R6)
- Increase Physical Activity and decrease sedentary behavior (R7)
- Increase daily fruit and vegetable consumption (R2)

Priority focus areas addressed are:

- Food Resource Management
- Adults and including those with disabilities

Evaluation criteria indicators used to assess outcomes include:

- Increase food security factors:
 - ♦ 3.1 Support families through food-resource management classes to assist in healthy meal planning and budgeting
 - ♦ 3.3 Increase access and availability of healthy food in community including grocery store with affordable access to nutritious food featuring seasonal produce, recipes for product and availability of sliding scale
 - ♦ 3.4 Conduct promotional (social marketing) efforts with Food security and coordinate with state and/or local SNAP-Ed partners
- Adults and those with disabilities
 - ♦ 4.1 Provide **evidence-based healthy eating and physical activity education in support of policy, system, and environmental change** strategies to eligible **adults and those with disabilities** audiences in eligible **community sites** to promote consumption of healthy foods and beverages and active lifestyles.
 - ♦ 4.2 Provide **evidence-based healthy eating and physical activity education in support of policy, system, and environmental change** strategies to eligible **seniors and those with disabilities** audiences in eligible **community sites** to promote consumption of healthy foods and beverages and active lifestyles.
 - ♦ 4.3 Support **family-friendly physical activity opportunities** throughout the year, throughout the community.

Audience:

Nevada SNAP-eligible population

Food and Activity Environments:

The Heart of Community Market and adjoining community center reside in an area with 52.3% poverty; the Downtown Reno location is a block away from the local bus hub, allowing people daily access to affordable, nutritious food in amounts portable for public transportation. Marketing and partnering agencies target a high percentage of SNAP-eligibles, and the location of all class sites cater to low-income populations. In combination with nutrition and cooking classes offered through this grant, the market will focus on seasonal produce, offering recipes adjusted for inventory plus ease of preparation. OCG anticipates highest rates of involvement from females, households with children and those of Hispanic ethnicity based on educational interest levels reported in the 2019 Statewide Needs Assessment for SNAP-Ed and from seniors due to partners that serve and promote directly to the senior population.

Classroom sites for the HOC Instructional Program offer needed education within vulnerable municipal areas of low-income and are accessible to the regional transportation bus. A four-prong outreach and marketing approach widely targets Reno-Sparks residents, publicizing the classes, resources and educational messages through street-team promotion, social media, print ads and radio, plus periodic public-service announcements. OCG focus-group studies indicate that the best ways to reach our poverty-stricken target audience is through street team (posters and handbills at businesses/local sites and distributed handbills) plus social media. Because OCG has always relied on public-service announcements (where it is up to the DJ's to read it or not) versus paid advertising people we face-to-face with, especially seniors, repeatedly say: "We've never heard of you. You need to advertise in the papers, TV and radio." Although TV is currently cost prohibitive, On Common Ground representatives have worked very hard to secure cost-effective options for print, social media and radio. Social media ads specifically target surrounding zip codes, creating more bang for the buck. As a bonus, this varied approach may also raise awareness among middle-income Nevadans as middle-income survey respondents in NV reported less than national average rate consumption of fruit and vegetables. (IPR-BFRSS 2015)

The Heart of Community Program employs multiple strategies outlined in the "Project Description" below and encourages SNAP and WIC Federal Nutrition Services registrations and resource referrals. These affect changes in the existing Socio-Ecological Model (SES) throughout sectors and settings. One significant change is peer dynamic. Developed promotions and resultant testimonials will incorporate increased physical activity and nutritional awareness into social norms, providing a framework to develop community relations, entertainment and respite from limitations of poverty.

According to the DGA (Section 3), individual choices will be enhanced when sectors and settings ensure the accessibility of safe, affordable, and healthy food choices. Having access to healthy, safe, and affordable food choices is crucial for an individual to achieve a healthy eating pattern. Food access is influenced by diverse factors, including proximity to food retail outlets (e.g., distance to a store or the number of stores in an area), individual resources (e.g., income or personal transportation), and neighborhood-level resources (e.g., average income of the neighborhood and availability of public transportation).

HOC will provide access to whole foods and teach people how to make them delicious while making healthy food and fitness choices within a limited budget. Increased participation in SNAP and WIC are anticipated, as the sliding scale of the grocery market will apply to SNAP and WIC eligible purchases, as well. Seasonal produce sales and healthy eating of fresh, local produce will increase as educational messaging and cooking classes, plus recipes provided will educate people about buying in season and how to make tasty, healthy treats. Long term, HOC will help effect two main culture shifts: 1) Shift from processed food to purchase and preparation of whole, nutritious foods that meet cultural, personal and dietary needs and preferences. In turn, chronic disease will decrease, as most chronic disease in the US is food related and 2) Shift from total dependence on “emergency food relief” to incorporate more retail-based solutions that empower people through educational and income-based programs.

Project Description:

1. Project Name: Nutrition & Fitness Classes

Please see staff descriptions, Appendix 1 & Class Calendar Appendix 2

- Calendar and provide a total of 215 classes between November 2019 and September 2020 utilizing evidence-based instructional components taught by qualified. Priority given to SNAP-eligible, then pre-registered participants.
- All classes non-gender specific. Participants may register online or at the class site.
- Calendar of Events with electronic pre-registration recommended and incentivized with raffle entry for prize (i.e. slow cooker, grocery GC, athletic equipment if donations can be acquired).
- All ages: Enrollment of 30 participants max each of the 145 classes for possible total of 4,350 participants; limit of 10 children under age 10
- Ages 6-18 classes: Enrollment of 20 participants max each class for total of 1,360 participants
- Classes include:

2nd & 4th Thursday Cooking/Nutrition Classes *All ages, 22 classes*

3rd Thursday Flexibility *All ages, 11 classes*

1st & 3rd Wednesday Mid-week Meal Planning *Fun with Cooking & Nutrition*
All ages, 22 classes

Sunday Kids' Variety Nutrition and Fitness Class *Ages 6-18, 46 classes*

Saturday Fitness *Strength-building & cardio All ages, 48 classes*

Location

Split between MBH and HOPES; HOPES cannot be reserved until grant is authorized.

Each class will remain consistent at singular location

- Morris Burner Hostel Community Center 400 East 4th Street, Reno NV 89512
- Northern Nevada HOPES

1 site monthly for a monthly community educational forum: Nutrition, cooking, fitness *11 classes, All ages but 2 sites are senior and 1 is family*

Location

Residents vote on workshop topic from curriculum once funded

- Reno Housing Authority Community Centers:
 - 3 locations Mineral Manor, Tom Sawyer & Silverada locations
 - Annette Williams

2 classes monthly Nutrition, cooking, fitness emphasizing family wellness & parenting tips 11 classes

Location

- Step 2 Women's Recovery Complex, 3700 Safe Harbor Way, Reno, NV 89512

1st Friday Kids Cooking & Nutrition (ages 8-12) 11 classes

3rd Friday Youth Cooking & Nutrition (ages 13-18) 11 classes

Location

- Moon Rabbit Café, Reno Buddhist Center, 3/4, 225 W Taylor St, Reno, NV 89509

1 class a month at each of the 2 locations 22 classes, All ages

Location: Washoe County Housing Authority - 2 locations

Residents vote on workshop topic from curriculum once funded

- River House to include Crossroads residents, 617 Kuenzli St, Reno, NV 89502
- Reno Community Resource Center: 335 Record St, Reno, NV 89512

- Evidence-based *We Can!* and *Cooking Matters* Curriculum and educational materials utilized as basis of instruction
- Available freely on line
 - Projected costs include
 - ♦ Printing of course materials
 - ♦ Promotional posters/handbills
 - ♦ Contractual payment of professionally qualified instructors (i.e. certified dietitians, chefs and physical trainers)
 - ♦ Contractual payment of translators
 - Each 90-minute class includes one or more of the following topics
 - ♦ Weight Management
 - Knowing what your weight means-BMI calculation and waist size tips
 - Eating Healthy Moving More
 - Parent tips to be a good role model
 - Calories needed each day for boys and men, girls and women, 3 levels physical activity
 - Energy Balance "Energy In and Energy out
 - Healthy back-to-school habits
 - Healthy snacks 100 calories or less
 - ♦ Nutrition and Healthy Eating
 - How to use the Nutrition Facts Label
 - Making healthier food choices

- U R what U eat
- How much sugar and calories are in your favorite drink
- Portion size matters
- At the store – Save money and shop healthy
- Save money by cooking smarter
- Cooking with healthier fats and oils
- Getting kids in the kitchen
- Secrets to making healthy and fun school lunches
- Weekly meal planning
- ♦ Physical Activity
 - Have fun while increasing physical activities
 - Guide to physical activity and your heart
 - Healthy adventure infographic
- ♦ Reducing Screen Time
 - Families finding the balance: A parent handbook
 - Helping kids reduce screen time and move more
 - S.M.A.R.T. curriculum to help motivate children to reduce screen time and video game usage
- ♦ Materials for ethnically diverse populations
- ♦ Spanish resources and materials
- Co-market calendar of events, social media, public-service announcements, blog posts and infographics featuring class information among all area partners (including the SNAP-Ed Nevada website cooperative with Cooperative Extension)
- Subsidize marketing with minimal advertising
- Sponsorship of incentivization raffle prizes procured from area merchants
- Washoe County resource list and online media for food, housing and health assistance

2. Project Name: Social Media Outreach

Please see Branding Strategy & Social Media Plan, Appendix 3 and see staff descriptions, Appendix 1

The Outreach coordinator, under supervision of the Program Administrator, will:

- Ensure educational messaging conveyed in conjunction with this Grant program utilizes evidence-based or otherwise approved messaging. (i.e. We Can, My Plate, etc.)
- Ensure one message promoting FNS resources, including SNAP/EBT and WIC, is posted on each OCG social media platform weekly
- Enhance outreach of messaging and participation in classes through social media platforms, inclusive of web-based blog, Facebook, Instagram, Pinterest, Snapchat
- Ensure marketing and outreach adhere to OCG branding and social media strategy
- All social media platform facilitators [to include staff, interns, contractors and volunteers] report directly to Program Administrator, who is supervised by Director
- Ensure OCG Instagram, Pinterest and SnapChat include 1-3 posts per day minimum of 5 days per week
- Ensure FaceBook includes minimum of 1 post per day for designated 5 days per week
- Publish at least 1 approved blog post and 1 approved recipe weekly
- Ensure FaceBook advertising and SnapChat geo-filters are utilized effectively

3. Project Name: Chronic-Disease Health Intervention

Please see staff descriptions, Appendix 1

The Health Provider Liaison, under supervision of the Program Administrator, will obtain at least 60 referrals of seniors, woman and children (referrals not limited to these groups, however) from at least four local health organizational partners by May 2020. Individuals referred shall have benchmarked biometric indicators of food-related chronic disease with existing health metrics indicative of obesity, cardiovascular disease, hypertension and/or diabetes; apply for sliding scale purchases as needed financially; and, preferably, be provided with prescriptive produce and food physician orders for redemption in the Heart of Community Grocery Market. Health provider liaison will:

- 1) Secure formalized Memorandums of Understanding with at least four health-care providers during the grant-performance period from partners
- 2) Track health metrics reported by referring providers within database. Referral and tracking form are currently being developed with FFY2019 SNAP-Ed program funding; they will be utilized through September 2019 and throughout the FFY19-20 funding period if funds are granted

Note: OCG receives anonymously, not tied to patient names/identifying characteristics to protect privacy

- 3) Serve as a pre-cursor to more involved, future evaluation of Biometrics that evaluates participant results over extended time periods

4. Project Name: Integrate SNAP-Ed Educational Components into the Heart of Community Grocery Market

The OCG Heart of Community grocery store is currently in development, which provides a unique opportunity to implement Stocking Opportunities in the Retail Environment (STORE) initiatives during the initial design phase, rather than merely encouraging participation of an existing SNAP-Ed eligible storefront. OCG grocery committee will utilize the guidance in the STORE evaluation tool to engineer the store environment for maximum healthy impact (examples: positioning fresh produce within ten feet of the entrance and within reach of checkout, positioning healthy food promotional materials near the main produce area, providing a variety of whole grains and dry beans as well as healthy snack options such as dried fruit and nuts, placing water and low-calorie drinks at eye level in coolers and prioritizing advertising for healthy drink options, posting WIC/SNAP signage prominently etc). HOC welcomes on-site sign ups for SNAP/WIC and will provide resource information plus referrals to partner locations (i.e. HOPES SNAP sign-up days).

Additionally, OCG is working to develop relationships with other downtown Reno food retailers to encourage partnership in offering healthy alternatives and prominently displaying healthy food messaging, which over time will contribute to an increasingly healthy environment throughout the target area as messaging saturation increases and is normalized. Our plan to create a “Washoe Healthy Food Map” which spotlights healthy food sources will assist SNAP-Ed eligible families in locating healthy options in their area, as well as provide increased traffic for those stores working to implement STORE guidance in partnership with OCG.

Evidence Base:

1. PROJECT: Nutrition & Fitness Classes

Evidence level: Practice-based

Supporting references: WeCan! National Heart, Lung and Blood Institute – Fitness and Nutrition Evaluation Framework

1. PROJECT: Social Media Outreach

Evidence level: Practice-based

Supporting references: **The Health Communicator's Social Media Toolkit**

This toolkit was developed by the Electronic Media Branch, Division of News and Electronic Media, Office of the Associate Director of Communication at the Centers for Disease Control and Prevention (CDC).

2. PROJECT: Chronic-Disease Health Intervention

Evidence level: Research-based

Supporting references: National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) -- Domain 2: Environmental Approaches "Increasing access to healthy foods and beverages"

Supporting references:

Key Performance Indicators (KPIs):

List the key measures/indicators of implementation or performance that you will capture or collect. Identify if these are new measures/indicators not collected in the past. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

- Referral of at least 5 people monthly for SNAP and/or WIC registration
- Grocery SNAP-Ed signage initiates at least 5 conversations weekly tracked by store personnel regarding healthier choices
- Post tests indicate 30% of HOC participants identify and commit to at least one healthy eating or fitness habit
- At least 3 public-service announcements (PSA's) developed and disseminated to market the OCG Heart of Community Programs
- At least 5 local media sources distribute/broadcast the PSA's
- At least 5% of people surveyed heard about the HOC classes or market through broadcast messaging or social media
- At least 8 testimonials or feedback from participants obtained and publicized
- Analytics reflect 15% increase in engagement over duration of HOC grant-funded classes
- 1-3 posts per day minimum of 5 days per week, on OCG Instagram, Pinterest and SnapChat
- 1 post per day for designated 5 days per week on FaceBook
- 1 approved blog post and 1 approved recipe posted weekly
- At least 5% of people surveyed heard about the Heart of Community educational classes and/or Grocery Market through broadcast messaging or social media
- At least 10 partnering organizations share Heart of Community educational classes and/or Grocery Market posts

- Referral agreements with at least 4 local health organizational partners
- Referrals of at least 60 participants obtained from partnering providers using developed screening/risk assessment referral form that includes parameters to identify those at risk for food-related chronic disease
- Database tracking of measures to evaluate food-related chronic disease risk indicators
Aligned with the 2019 edition of the American Diabetes Association's (ADA's) Standards of Medical Care in Diabetes (Standards of Care), which includes advances in cardiovascular disease risk management including hypertension, obesity blood-sugar content; an updated care algorithm that is patient-focused; the integration of new technology into diabetes management; and routine screening for type 2 diabetes in high-risk youth (BMI >85th percentile plus at least one additional risk factor) and metabolic syndrome..
- At least 30 tracking forms received from healthcare providers tracking biometric parameters related to food-related disease during each participant visit
- Monitored levels of risk indicators among at least 10% of referred participants have moved toward the “acceptable” range.

Use of Existing Educational Materials:

English for bullets below:

- Stocking Opportunities in the Retail Environment (STORE) Tool – Adopted from Arizona SNAP-Ed toolkit and modified for Nevada by Tonya Wolf – An evaluative tool to analyze food retailer environments and to guide improved alignment with SNAP-Ed parameters for healthy food sales and advertising. No cost, English.
- The Health Communicator's Social Media Toolkit – Center for Disease Control and Prevention -- *A guide to using social media to improve reach of health messages, increase access to your content, further participation with audiences and advance transparency to improve health communication efforts.*

English & Spanish; requirement to utilize CTL Language Link in conjunction with DWSS understood as applicable for bullets below:

- University of California Cooperative Extension (UCCE) Food Behavior Checklist and Supplemental Booklet -- University of California (UC) Cooperative Extension. the California Nutrition Network. and UC Davis -- Document client behavior change by assessing client eating behaviors before and after the nutrition education lessons.
- *Cooking Matters* evidence-based curricula – CookingMatters.org – Cooking Matters courses are designed to help participants to build confidence in their new skills through active class participation, enabling positive behavior changes in daily life.
- OCG/SNAP Ed FFY2017 messages relating key points of the Dietary Guidelines for Americans and Seasonal produce list based on two core messages: (*Appendix 8*)
 - ♦ Everything You Eat and Drink matters – SNAP-Ed – Guide to healthy behaviors
 - ♦ Little Changes = Big Health Benefits – SNAP-Ed – Guide to healthy behaviors
- My Plate diagram – USDA Center for Nutrition Policy and Promotion -- Illustrating choices and recommended balance of the five food groups that are the building blocks for a healthy diet.

- 2019 edition of the American Diabetes Association's (ADA's) *Standards of Medical Care in Diabetes* (Standards of Care) developed in association with Cardiology College for optimal heart health
- Request permission to also use the *We Can!* curricula. developed by four Institutes of the National Institutes of Health: The [National Heart, Lung, and Blood Institute](#), in collaboration with the [National Institute of Diabetes and Digestive and Kidney Diseases](#), the [Eunice Kennedy Shriver National Institute of Child Health and Human Development](#), and the [National Cancer Institute](#), curricula corresponds with required evaluative evidence of the Evaluation Matrix components: 3.1; 4.1;4.2 and 4.3.

Development of New Educational Materials:

English & Spanish; requirement to utilize CTL Language Link in conjunction with DWSS understood as applicable for bullets below:

- Activity calendar of Heart of Community events, classes and demonstrations
 - Washoe County resource list and online media for food, housing and health assistance
- Minimal cost; \$1,000 in website maintenance to update existing OCGReno.org site plus staff time dedicated by the *Program Administrator* and *Outreach Coordinator*. Return on investment is tremendous, as calendar will be shared among partners to reach the target audience of SNAP eligibles. Initial resources will be prepared by November 2019 as flexible, expandable materials.

Evaluation Plans

Name:

1. PROJECT: Nutrition & Fitness Classes

Name of Measure: Behavioral change survey

See Appendix 4: Behavioral Survey, University of California Food Behavioral Checklist, & EARS Reporting Form

Type: Outcome Assessments (Report of behavioral changes/differential)

Questions: The surveys include questions regarding DGA messaging, addressing: the consumption of fruits, vegetables, and water; reading nutrition facts when shopping; comparing prices before buying food; shopping with a list; attending gym or physical education classes; viewing television; and playing computer or video games.

Approach(es):

Program Administrator will:

- Obtain and log into database pre and post measures of physical activity versus sedentary behaviors, in addition to comprehension of messaging plus daily incorporation of dietary guidelines including make half your plate fruits and vegetables
- Obtain pre and post measures of food and fitness choices made by respondents
- pre and post measures of food and fitness choices made by respondents

- Toolkit administration for *Ways to Enhance Children's Activity and Nutrition (We Can!)* and *Cooking Matters* curriculum
- Track and log into database outreach demographics in accordance with EARS reporting
- Partnering health organizations benchmark of initial health indicators May through September of 2020 and beyond.
- Compare current year statistics to the previous year annually. This will assist in predictions for the following years and track impact on the SNAP-eligible population.

Planned use: Assess the degree to which participants are making more healthy food choices and are more likely to choose a physically active lifestyle due to improved food access; educational classes; and educational resources and messaging provided to individuals via outreach and social media/marketing.

Name:

2. PROJECT: Social Media Outreach

Type: Outcome Assessments

Name of Measure: The Health Communicator's Social Media Toolkit

Questions:

- Do analytics reflect 15% increase in engagement over duration of HOC grant-funded classes?
- Have there been 1-3 posts per day minimum of 5 days per week, on OCG Instagram, Pinterest and SnapChat?
- Has there been 1 post per day for designated 5 days per week on FaceBook?
- Has there been 1 approved blog post and 1 approved recipe posted weekly?
- Have at least 5% of people surveyed heard about the Heart of Community educational classes and/or Grocery Market through broadcast messaging or social media?
- Have at least 10 partnering organizations share Heart of Community educational classes and/or Grocery Market posts?

Name of Measure: Tracking of Media Messaging

Questions:

- Have at least 3 public-service announcements (PSA's) developed and disseminated to market the OCG Heart of Community Programs?
- Have at least 5 local media sources distribute/broadcast the PSA's?
- Have at least 5% of people surveyed heard about the HOC classes or market through broadcast messaging or social media?

Name of Measure: Assessment of Testimonials

Questions:

- Have at least 8 testimonials or feedback from participants obtained and publicized ?
 - At least 4 video testimonials

- At least 4 video testimonials including photo of interaction

Approach(es): OCG will compare current year statistics to the previous year annually. This will assist in predictions for the following years and track impact on the SNAP-eligible population.

Planned use: Utilize the The Health Communicator's Social Media Toolkit to maximize impact in 2020 and beyond Increase following, interactivity, partnerships, awareness of healthy choices, FNS-program availability and eligibility. Create dialogue and culture around the healthy, whole-food movement helping SNAP-eligibles further stretch budgets and make healthy nutrition and fitness choices while enjoying the lifestyle process of making small changes for big benefits with realization that everything you eat and drink matters. Assess the degree to which participants are making more healthy food choices and are more likely.

Name:

3. PROJECT: Chronic-Disease Health Intervention

Type: Outcome Assessments

Name of Measure: Chronic-Disease Health Intervention measures

Questions:

- Have referral agreements been documented with at least 4 local health organizational partners?
- Have at least 60 participants been referred from partnering providers using developed screening/risk assessment referral form that includes parameters to identify those at risk for food-related chronic disease?
- Have at least 30 tracking forms been received from healthcare providers tracking biometric parameters related to food-related disease during each participant visit and entered into the database?
- Have monitored levels of risk indicators among at least 10% of referred participants have moved toward the “acceptable” range?

Approach(es): OCG will compare current year statistics to the previous year annually, tracking impact on participants (SNAP-eligibles noted) and track impact.

Strategy 4.1: OCG will link adults referred from providers to direct education offered with Cooking Matters curriculum in support of policy, systems, and environmental change within the community.

Planned use: Partner with Desert Research Institute and/or Community Health Sciences of UNR to use data for scientifically quantified Social Behavioral Research Investigation and Key Personnel Groups

Name:

4. PROJECT: Integrate SNAP-Ed Educational Components into the Heart of Community Grocery Market

Name of measure: Stocking Opportunities in the Retail Environment (STORE) Tool

Type: Formative

Questions:

- 1) Is fresh produce for sale? (1a-1f INCLUSIVE)
- 2) Are low sodium vegetables, beans, or soup available? (2a-2d INCLUSIVE)
- 3a) Are whole wheat bread, tortillas, pasta, or cereal available? Types? Other whole grains? Dry Beans? Is healthy-food promotional materials posted near the main grain/beans area?
- 4a-f) Are healthy snacks available with healthy-snack promotional materials posted nearby?
- 5a-e) Water and low-calorie/low-fat/healthy drink options availability, promotional material nearby.
- 6) How many additional ads are focused on healthy food options?
- 7) Is SNAP/WIC accepted, with signage posted on front door and outside store?

Approach(es): OCG will compare current year statistics to the previous year annually. This will assist in predictions for the following years and track impact on the SNAP-eligible population.

Planned use: Follow-up evaluation to gauge incorporation of guidance and impact and adjustment of methods for highest impact. Future design of “Washoe Healthy Food Map” which spotlights healthy food sources to assist SNAP-Ed eligible families in locating healthy options in their area, as well as provide increased traffic for those stores working to implement STORE guidance in partnership with OCG.

Prior Evaluation: N/A

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

See Appendix 5 Checklist for Evidence Based Approaches & Checklist for Public Health Approaches

The components of the Heart of Community Programs meet nearly all elements of the SNAP-Ed evaluation framework to achieve the desired population results and, thereby, reduce disparities of R1 to R11. Many individual elements are presented within the attached logic model (4).

3. Increase Food Security

Resource management (3.1) and food preparation classes assist in healthy meal planning and budgeting. Participants will increase readiness and capacity to set goals for food resource management (ST1, ST2) and contribute to long-term changes in food resource management behavior. **R1; R2; R6**

OCG HOC store implementation will increase access and availability of healthy food in the community (3.3) as reflected by Qualitative data re: healthy food retail readiness and capacity, champions, and/or partnerships (Qtrly Rpts) (ST5,6,7,8). **R1; R2; R4; R5; R9**

These efforts will be supported by (3.4) Conduct promotional (social marketing) efforts with Food Security and coordinate with state and/or local SNAP -Ed partners. **PSE 1; 3; 4**

4. Adults and those with Disabilities

(4.1) OCG will provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible adult and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles. This strategy supports ST1: Healthy Eating ST3: Physical Activity and Reduced Sedentary Behavior ST7: **R1; R5; R6; R7; R9**

(4.2) Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible seniors and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles. This strategy supports ST1: Healthy Eating ST3: Physical Activity and Reduced Sedentary Behavior ST7. **R1; R5; R7**

(4.3) Support family-friendly physical activity opportunities throughout the year, throughout the community. Strategy supports ST5 Qualitative data re: readiness and capacity for supporting family friendly PA opportunities (Qtrly Rpts) ST5. **R7; R9**

(4.4) Conduct promotional (social marketing, social media) efforts for adults and coordinate with state and/or local SNAP-Ed partners. **PSA 1; 3; 4**

Coordination of Efforts

See appendix 6, written agreements

2019 Statewide Needs Assessment for SNAP-Ed Key informants reported that it would be beneficial to partner with organizations that already work with “hard to reach” populations such as older adults and those who are disabled (Table 3). One key informant mentioned this idea: *“I think we need to reach out more to people who are isolated but a lot of people are getting out every day especially the folks that I worked with physical disabilities. So if they’re coming out for something else and being a part of that. So it could be like partnering with the centers for independent living when they activities or discussion on nutrition and physical activity. Trying to partner to reach those populations.”*

On Common Ground continues to develop and expand partnerships with area service organizations with aligned missions and goals to provide the services requested above. OCG solutions will reduce barriers to access for healthy food options and empower adults and children with the tools and education to make healthy decisions for themselves and their families. Like our partners, these solutions support numerous objectives related to senior care, child development, food insecurity reduction and more. Partner roles and unique collaborations with OCG Heart of Community (HOC) grocery and SNAP-Ed supported educational initiatives are indicated below.

COMMUNITY PARTNERS

STEP2

ROLE: Addiction recovery and empowerment program for SNAP eligible families.

UNIQUE COLLABORATION WITH HOC PROGRAM: Step2 is a community nonprofit dedicated to stopping the cycle of addiction in women and children, a prime target for SNAP-Ed programming. Step2 clients are heavily dependent on donated food items and SNAP/WIC. Step2 has a healthy eating program that mirrors and is supported by the mission of On Common Ground: Improved access to healthy food options, education about healthy food choices, preparation and resource management taught on-site, and improved awareness of SNAP/WIC programs will greatly improve Step2 client ability to make healthy choices.

University of Nevada, Reno Cooperative Extension

ROLE: Provide expertise and engagement in nutrition and health, food preparation, and several programs for children, youth, and families.

UNIQUE COLLABORATION WITH HOC PROGRAM: UNR Cooperative Extension, part of the Land Grant University system covering Northern Nevada agricultural outreach to the community, is located less than a mile from the proposed Grocery location downtown. As a major resource for both the Reno/Sparks community and the student body, UNR Cooperative Extension programs and expertise will be instrumental in engagement of multiple diverse target populations to support OCG implementation of SNAP-aligned programs for improving nutrition and physical activity. See UNCE Statement of Support for detailed support role.

UNR Sanford Center for Aging

ROLE: Provide expertise and engagement for area seniors in grocery shopping and educational program.

UNIQUE COLLABORATION WITH HOC PROGRAM: Sanford Center for Aging (SCA) is a critical resource focused on improving physical and nutritive health for our aging population. SCA's RSVP volunteer program prevents social isolation for seniors and will provide volunteers for grocery operations and classes. Collaboration with OCG provides the center with community outreach partnership essential to creating much-needed activities and access to healthy food our area seniors need.

Associated Student Union of Nevada (ASUN)

ROLE: Engaging UNR students in community volunteerism activities and healthy activities.

UNIQUE COLLABORATION WITH HOC PROGRAM: ASUN is committed to providing UNR students with opportunities to get involved in community building programs and connecting students with healthy activities and nutritious food options. Located close to the proposed grocery location, UNR is within the downtown Reno Food Desert area and the 23,000 students, faculty and staff are particularly in need of improved access to nutritious food options which OCG will provide. The UNR-ASUN GivePulse portal provides volunteers to OCG for Grocery, educational and outreach activities while incentivizing community service and activism among members. UNR's HANDSHAKE program provides OCG with opportunities for internships and job seekers for community connections.

UNR College of Community Health Sciences (CHS)

ROLE: Connecting students with intern and volunteer activities, improving awareness community health needs and teaching future Health Sciences professionals in the region.

UNIQUE COLLABORATION WITH HOC PROGRAM: CHS college students will be heavily involved in implementation of healthy eating and physical activity programming of the Grocery, including support for calendar programming and nutrition education/outreach activities through CHS internship program.

SNAP-Ed Consortium

ROLE: Monthly forum for SNAP-Ed enrollees to share information about statewide initiatives

UNIQUE COLLABORATION WITH HOC PROGRAM: Connecting OCG with statewide SNAP administrators and initiatives. Aurora Buffington of UNCE Southern Nevada has provided valuable insight to OCG pursuant to potentially developing statewide implementation of successful grocery market and associated educational model.

UNR College of Agriculture, Biotechnology and Natural Resources (CABNR)

ROLE: Provide expertise and engagement in nutrition and health, food preparation, and several programs for children, youth, and families.

UNIQUE COLLABORATION WITH HOC PROGRAM: CABNR is the parent organization for University of Nevada Cooperative Extension and has numerous other programs which will be involved in engagement of multiple diverse target populations for implementation of SNAP-aligned programs for improving nutrition and physical activity in coordination with area key stakeholders including OCG.

St. Mary's REGIONAL MEDICAL CENTER

ROLE: Supply clients and staff to Grocery/classes, track measurables eg: blood sugar levels, fitness center programming of health and fitness classes with certified nutritionists and trainers/physiology experts.

UNIQUE COLLABORATION WITH HOC PROGRAM: St. Mary's is the main/largest hospital in the downtown Reno area, and as such their senior and youth clients are disproportionally represented in the primary target area. St. Mary's has identified both clients and staff as in need of increased access to and education pertaining to healthy food and has agreed to collaborate with OCG on programming elements and tracking health indicators which they will share with OCG anonymously, as well as supporting community engagement efforts and referring clients and staff to classes.

Renown Hospital – Transformational Services Division

ROLE: Providing Lean Six-Sigma organizational/structural support, community engagement and health metrics tracking.

UNIQUE COLLABORATION WITH HOC PROGRAM: Renown TSD is a component of the hospital which works to streamline their operational activities throughout the large organization using Lean Six-Sigma principles and best practices. OCG has TSD support to develop internal systems for the Grocery and other objectives to streamline our operations for efficient support of target populations.

Community Health Alliance (CHA)

ROLE: Supply clients/outreach, Health expert(s) conduct classes, healthy messaging, track metrics.

UNIQUE COLLABORATION WITH HOC PROGRAM: CHA targets low-income families with children and seniors for preventative care. Implementation of OCG Heart of Community Grocery will provide CHA clients with improved access to nutritious food and education needed to improve health indicators. As part of FFY19 SNAP-Ed grant objectives, OCG's health-provider liaison is working with CHA to establish referrals and tracking of health metrics indicative of food-related chronic disease within the target community. CHA also provides prescriptive food programs for clients with health concerns, who will benefit greatly from increased access to healthy food options. CHA conducts food prep and other nutritive programs in the 89502 area which creates potential for collaborative messaging and class programming.

Care Chest of Sierra Nevada

ROLE: Supply clients/outreach.

UNIQUE COLLABORATION WITH HOC PROGRAM: Care Chest is a nonprofit medical equipment donation organization which services the needs of Northern Nevada's low-income senior and disabled community. Care Chest has expressed that their clients would greatly benefit from improved access to nutritious food and community/healthy activities and will assist with disseminating our calendar of events and Grocery hours and will assist with any mobility device needs for exercise and nutrition classes.

Northern Nevada HOPES

ROLE: NN HOPES is a nonprofit hospital and health service provider located within the 89501 area, serving the needs of low-income community.

UNIQUE COLLABORATION WITH HOC PROGRAM: HOPES will provide outreach and awareness of OCG Grocery programming and days of operation and participate with nutrition and fitness education programming. As part of FFY19 SNAP-Ed grant objectives, OCG's health-provider liaison is working with CHA to establish referrals and tracking of health metrics indicative of food-related chronic disease within the target community. NN HOPES is also an identified location for OCG classes.

39NORTH MERCHANTS' ASSOCIATION

ROLE: Nonprofit farmers market located in downtown Sparks, NV.

UNIQUE COLLABORATION WITH HOC PROGRAM: 39North is providing resources, promotion of classes during their weekly farmers' market, and a direct tie to the community of Sparks.

THREE-SQUARE

ROLE: Three-Square is Southern Nevada's Food Bank.

UNIQUE COLLABORATION WITH HOC PROGRAM: THREE-SQUARE has provided a statement of support and offered mentorship and advice in implementation of education for SNAP eligible residents.

Healthy Communities Coalition

ROLE: HCC is a nonprofit agricultural group operating a farmers market out of Dayton in Lyon County.

UNIQUE COLLABORATION WITH HOC PROGRAM: HCC has pledged to provide guidance in development and operations of OCG retail components, including sharing details of their successful Youth Leadership program, to assist OCG with implementation of successful programming in downtown Reno.

GIRL SCOUTS OF SIERRA NEVADA

ROLE: GSSN is the preeminent leadership development organization for girls.

UNIQUE COLLABORATION WITH HOC PROGRAM: Supporting job-skills and educational needs, including youth leadership opportunities, volunteer opportunities intersecting with senior needs in the area, and joint community-building activities, as well offering awareness outreach for area girl scouts and their families for access to OCG Grocery's healthy food options and classes.

Great Basin Brewery – Chef James Garza

ROLE: Great Basin is a committed partner in improving food security in the Washoe valley.

UNIQUE COLLABORATION WITH HOC PROGRAM: Chef Garza has committed to providing expertise and support for healthy food education and outreach to the Great Basin Community in support of OCG efforts.

Wild River Grill

ROLE: Wild River Grill is a committed partner in improving food security in the Washoe valley.

UNIQUE COLLABORATION WITH HOC PROGRAM: Chef Baldwin has committed to providing expertise and support for healthy food education and outreach to the Wild River Grill Community in support of OCG efforts. Additionally, Wild River Grill is a downtown Reno merchant and will collaborate with OCG on programmatic and outreach efforts.

Nevada Department of Agriculture – State of Nevada

ROLE: Administer school and community nutrition programs.

UNIQUE COLLABORATION WITH HOC PROGRAM: Increase access to safe, nutritious, and balanced meals for Nevada's children, families and the elderly. NDOA supports collaboration with OCG through administration of community nutrition program.

Damon/Fruitful

ROLE: Local producer of vitamin water and other sugar-free drink options.

UNIQUE COLLABORATION WITH HOC PROGRAM: Damon is an amazing community partner who has supported OCG with donations of vitamin water for fundraising events, and has committed to supporting Grocery efforts with product as well as assistance with community awareness efforts through their customer base.

MORRIS BURNER HOSTEL (MBH)

ROLE: Morris Burner Hostel (MBH), a member's only fraternity located at 400 W. 4th Street in downtown Reno, supports local grassroots arts, culture and community efforts to create positive impact.

UNIQUE COLLABORATION WITH HOC PROGRAM: MBH has, in adherence to the tenets of the Ten Principles of Burning Man, gifted On Common Ground with a panel truck to refabricate into a mobile grocery market, as well as the use of 900 square feet of their commercial frontage for use as a community grocery market and community center. MBH is further collaborating with OCG to program a coffee/juice bar adjacent to the target store, developing a gardening program in the enclosed yard adjacent to the building which they have offered access to for classes, as well as co-hosting the location for use in evidence-based nutrition, health and fitness classes and other programming to benefit the community.

US FOODS

ROLE: US Foods is Northern Nevada's largest food distributor for supplying healthy groceries to OCG's community grocery store with a nonprofit account, which will be serviced through store revenues.

UNIQUE COLLABORATION WITH HOC PROGRAM: US Foods has approved OCG for a nonprofit sales account and will supply ordered product to the store at their cost. This will greatly improve the sustainability of our innovative grocery model and allow increased savings to pass on to SNAP eligible residents.

Urban Roots

ROLE: Urban Roots is a local nonprofit working to improve nutritious food knowledge for children and families in the region.

UNIQUE COLLABORATION WITH HOC PROGRAM: Urban Roots will be involved in developing and implementing classes and other programming through OCG Grocery events calendar and will be a volunteer resource in collaborative efforts supporting OCG Grocery.

Edible Reno/Tahoe

ROLE: Promotes and celebrates the abundance of local foods in the Northern Nevada and Lake Tahoe region.

UNIQUE COLLABORATION WITH HOC PROGRAM: Edible Reno/Tahoe is committed to sharing OCG Grocery activities and food offerings with their readers and promoting nonprofit efforts to improve area food security/sovereignty.

Reno Buddhist Center/Moon Rabbit Cafe

ROLE: RBC is a spiritual center focused on providing Buddhist teachings to residents of Reno/Sparks.

UNIQUE COLLABORATION WITH HOC PROGRAM: Reno Buddhist Center has committed to allowing the use of their Moon Rabbit Café commercial kitchen space to support cooking classes and other programming through the grocery calendar of events and will support OCG efforts to spread awareness through the Reno/Sparks community of Grocery activities and educational offerings.

Unitarian Universalist Fellowship of Northern Nevada (UUFNN)

ROLE: UUFNN is a progressive, non-denominational religious organization active in community efforts.

UNIQUE COLLABORATION WITH HOC PROGRAM: UUFNN has committed to support for OCG efforts by sharing events and operational information to their congregation and assisting with identifying volunteers in support of outreach to the community.

Burners Without Borders

ROLE: Burners Without Borders promotes activities around the globe that support a community's inherent capacity to thrive by encouraging innovative approaches to disaster relief and grassroots initiatives that make a positive impact.

UNIQUE COLLABORATION WITH HOC PROGRAM: Burners Without Borders has made a commitment to support the grocery through engagement in youth leadership opportunities; volunteer opportunities intersecting with senior and low-income family needs in the area; and community building activities within this project.

Washoe County Commissioner Kitty Jung

ROLE: Commissioner Jung is a fierce advocate for improved food security and health in Washoe County.

UNIQUE COLLABORATION WITH HOC PROGRAM: Advocating in County government for improved nutrition access throughout the valley.

ArtSpot

ROLE: Art Spot Reno is an organization dedicated to promoting and providing information and education to artists and the Reno community.

UNIQUE COLLABORATION WITH HOC PROGRAM: ArtSpot is committed to several activities in support of OCG Grocery including coordination of walking art tours of downtown to encourage physical activity, connections with local artists to activate arts/culture in the downtown area, and outreach/awareness in the community of grocery and educational activities.

RIVER HOUSE AND CROSSROADS

ROLE: Washoe County Crossroads addiction recovery transitional living facilities work with SNAP eligible residents to develop life skills and reintegration into community.

UNIQUE COLLABORATION WITH HOC PROGRAM: Crossroads residents will be able to shop at the grocery using recipes and educational materials gained at OCG classes onsite. SNAP-Ed classes will be conducted at the Main Campus, Riverhouse, and New Hope First housing campuses.

RENO HOUSING AUTHORITY (RHA)

ROLE: RHA operates several low-income housing complexes containing primarily SNAP eligible residents.

UNIQUE COLLABORATION WITH HOC PROGRAM: RHA campuses will host OCG classes on a rotating schedule and will share information about grocery offerings with residents.

MEDIA CHANNELS

Reno Gazette/Journal
Reno News & Review
This Is Reno
Channel 2 News
Channel 4 News
Lotus Radio

ROLE: Reno media channels disseminate news and local interest stories to the Reno/Sparks community and beyond.

UNIQUE COLLABORATION WITH HOC PROGRAM: Communication of Public Service Announcements; selection of OCG for special recognition at sponsored events such as ROCK 104 Friday Brunch; reduced invoicing for SNAP-Ed FFY 2019 contract to publicize HOC instructional program.

Atlantis Hotel and Casino Volunteer Committee

ROLE: The volunteer committee provides opportunities for volunteerism for Atlantis staff within the community.

UNIQUE COLLABORATION WITH HOC PROGRAM: Committed to support for activities and events through volunteer involvement of Atlantis staff.

Intuit Giving Community

ROLE: Intuit Giving Community coordinates outreach and volunteerism for Intuit employees.

UNIQUE COLLABORATION WITH HOC PROGRAM: Committed to providing outreach and volunteer support for OCG grocery activities including classes and grocery operations.

Partner Collaborations in Progress

Specific assignments July-September 2019 for Outreach Coordinator funded through SNAP-Ed FFY2019 effective July 16, 2019

All divisions of Renown Hospital
Institute of Healthy Aging
Member Health and Wellness
Nevada Early Intervention, Julie Dyson, Dietician
Boy Scouts of America
Washoe County Senior Center
WIC Provider Division
SNAP Provider Division
Regional Transportation Center
City of Sparks
Urban Market
Retailers within downtown Reno area
4th Street Merchants Association
Nevada Harvest
Farmers/Producers/Vendors
The Row – Eldorado/Silver Legacy/Circus Circus Casino conglomerate downtown Reno
Food Bank of Northern Nevada
Northern Nevada Grown
Sierra Club Outings
Rotary Club of Reno
Nevada Youth Empowerment/Eddy House
Reno Orthopedic Clinic (ROC)
Downtown Historical Society

Template 3: SNAP-Ed Staffing Plan

Project Name:

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Program Administrator	.75 (30 hours weekly x 52 weeks)	75%	25%	\$31,200
Community Outreach Coordinator	.50 (20 hrs weekly for 52 weeks)	20%	80%	\$15,600
Program Director (Lead Supervisor)	0.37 (15 hrs weekly for 49 weeks)	85%	15%	\$18,118
Liaison to Health Providers	0.20 (8 hrs weekly for 52 weeks)	95%	5%	\$6,240
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: On Common Ground

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$23,243	\$47,915	0
Contracts/Sub-Grants/Agreements	\$5,000	\$11,045	6,500
Non-Capital Equipment/ Office Supplies	\$5,000	\$12,500	800
Nutrition Education Materials		\$7,339	500
Travel		\$5,614	0
Building/Space Lease or Rental			19,200
Cost of Publicly-Owned Building Space			0
Maintenance and Repair		\$3,225	5,000
Institutional Memberships and Subscriptions			300
Equipment and Other Capital Expenditures			5,000
Total Direct Costs	\$33,243	\$87,638	37,300
Indirect Costs (Indirect Cost Rate=10%)	\$3,324	\$8,764	0
Total Federal Funds	\$36,567	\$96,402	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$132,969	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$36,567	
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Signature of Responsible Official:



Date: 07/10/19

Budget narrative:

Salary/Benefits: \$71,158

1. Director to be hired: \$25/hr, 15 hrs weekly for 49 weeks beginning November 3, 2019 – Sept. 30, 2020 = \$18,118
2. Program Administrator: Ms. Grace Warner \$20/hr, for 30 hrs weekly for 52 weeks beginning October 1, 2019 – Sept. 30, 2020 = \$31,200
3. Community Outreach Coordinator: Ms. Jordan Smoczyk \$15/hr, for 20 hrs weekly for 52 weeks beginning October 1, 2019 – Sept. 30, 2020 = \$15,600
4. Liaison to Health Providers: Ms. Dawn Fernandez \$15/hr, for 8 hrs weekly for 52 weeks beginning October 1, 2019 – Sept. 30, 2020 = \$6,240

Educational Programming Director

- Responsible for planning, implementing and evaluating all aspects of SNAP-Ed OCG Heart of Community Instructional Program
- Performs leadership and management functions
- Accountable/report to OCG Board of Directors and SNAP-Ed Nutrition Specialist and SNAP Outreach Coordinators, Nevada Department of Health and Human Services
- Over-arching Supervisor of Program Administrator, Social Media Coordinator and Liaison to Healthcare Providers, as well as interns and all contractors, volunteers and aspects of program
- Liaison and decision maker for partner organization affiliations

Instructional Program Administrator

- Perform leadership and management functions
- Coordinate and publish all aspects of Calendar of Events
- Assist with aspects of program development and integration
- Conduct educational and marketing promotions throughout Washoe County
- Coordinate and supervise volunteers
- Coordinate contracted instructors and translators
- Book and set up locations of classes
- Coordinate registrations, scheduling, sign ups and check ins for all fitness classes
- Ensure all translators and instructors have proper qualifications
- Ensure instructors are using evidence-based curriculum for SNAP-Ed

Outreach Coordinator

Through community partnerships and media, enhance educational outreach and participation in the food, nutrition and fitness classes of the Heart of Community Instructional Program (HOC-IP) offered by On Common Ground (OCG).

- Responsible for planning, implementing and evaluating all aspects of OCG social media and web outreach program including web-based blog, Twitter, Facebook, Instagram Pinterest, and Snapchat
- Perform leadership and management functions as needed
- Supervise all OCG social media platform facilitators to include interns, contractors, volunteers and aspects of program
- Ensure marketing and outreach adhere to OCG branding strategy
- Advertise for key performance measures in promoting surveys, trackers, etc.
- Coordinate with partners and sponsors to boost advertising and marketing of faire
- Promote tips and recipes; guidelines for WIC; food, nutrition and cooking information like label reading tips; signups for exercise classes; testimonials of attendees
- Promote Heart of Community Market and classes among area businesses and residential facilities through direct contact, posters and handbills (street team)

Liaison to Health Providers

Connect with area health providers to obtain referrals of patients who would most benefit from participation in the food, nutrition and fitness classes of the Heart of Community Instructional Program (HOC-IP). This position will lay the groundwork for more involved, future evaluation of biometrics that evaluates participant results over extended time periods (with patient anonymity; personal info retained solely by health care providers, not OCG).

- Coordinate referrals to program with Healthcare providers
- Assist with aspects of program development and integration
- Develop and initiate measures to evaluate food-related chronic disease indicators
- Implement health-metric benchmarking and data collections formats and enter into database
- Coordinate and supervise volunteers and interns
- Pre-cursor to Evaluation Coordinator of Biometrics

Contracts/Sub-Grants/Agreements: \$ 16,045

Website contractor updates to maintain website calendar, blogs and recipe page-\$1,032
8 Nutrition, Cooking & Fitness Instructors to conduct Evidence-based We Can! and Cooking Matters educational classes

Instructors: 215 classes with single instructor x \$45 per class = \$9,675

5 Bilingual Spanish/English class assistants/translators, 215 classes with single assistant/interpreter x \$22.5 per class -\$4838

Translator for all developed materials-\$500

Non-capital equipment/office supplies: \$17,500

Lockable supply bins: 5 bins @ \$33 per bin = \$165 to allow 1 bin per instructor for classroom supplies/paperwork

1 pack of 100 CDRs @ \$21 per pack

Folding, portable tables: 6 tables @ \$50 per table = \$300 (additional tables needed for MBH instructional site)

Basic classroom/office supplies including easel pads, easel, pens, nametags, clipboards, napkins, sampling plates, and bowls \$2.43/item x 10 items x 44 classes = \$1067

Water for classes - plastic bottles: 238 cases @ \$4 per case = \$952
\$4 per case of 24 bottles x 238 cases (1 bottle each for 5,710 max participants) = \$952

Basic classroom/office supplies including easel pads, easel, pens, nametags, clipboards, napkins, sampling plates, and bowls \$2.43/item x 10 items x 215 classes = \$5,225

Exercise mats w/ logo and approved SNAP-Ed healthy messaging: 20 mats @ \$8.20 ea = \$164

Exercise straps w/ logo and approved SNAP-Ed healthy messaging: 20 straps @ \$3.46 ea = \$69.20

Exercise/mobility blocks w/ logo and approved SNAP-Ed healthy messaging: 20 blocks @ \$6.39 ea = \$127.80

Six Flash drives: 6 drives @ \$10 ea = \$60.00

Ingredients for cooking and some nutrition classes @ \$50 per class for 145 classes = \$7,250

Demonstration kitchenware: average cost \$5 x 35 items = \$350. Includes items such as measuring cups, cutting boards, knives, serving spoons, can opener, mixing bowls, etc.

Justification: Supplies needed to conduct Evidence-based nutrition, cooking and fitness educational classes

SAAS license (\$249) and 5 digital signage media players @ \$150 each (= \$750) for graphics to display SNAP-Ed educational messaging in line with Stocking Opportunities in the Retail Environment; and guidelines outlined in Project 4. = \$999

5 Display screens @ \$150 = \$750 with media-play capability

Justification: SNAP-Ed educational messaging Graphics display interchangeable seasonably and with inventory changes at lowest cost and with highest rates of engagement within HOC Grocery Market in accordance with STORE application tool

Nutrition Education Materials: \$7,339

Bulk printing of 4x6 dual-sided handbills @ CopyWorld Inc. (\$190 x 5)

Facebook Advertisement :15 boosted promotional ads at \$25 ea to targeted zip-code based audience; 1 boosted ad @ \$27 = \$402

Instagram Advertisement: 16 boosted promotional ads at \$25 ea to targeted zip-code based audience

Reno Tahoe Edible Advertisement: \$527 quarterly x 1 quarter

Reno News & Review: \$94.50 per ad x 6 1/4 page ads = \$567

KTHX 100.1FM the X : \$100 per 30-second spot ad x 8 ads =\$800

This is Reno: \$100 per add, 2 sponsored ads each of the 4 times plus ads on links, 100 x 4= \$400

WP Engine Website Hosting: Single 12-month website hosting package @ \$420 (\$35 month)

Background checks for 5 new staff and instruction members dealing with public single name, multi-state and county criminal search \$16.95ea through Non-profits' Insurance Alliance =\$84.75

Local printing: \$2,277.20

7 banners x \$72 each= \$504,

244 Posters x.30 each =\$73.20

17 messages (set of 407 handbills) x 100

Laser jet ink:\$271.00

1 four-pack of high yield black toner @ \$43ea = \$43

4 four packs of CMYK (full color) ink cartridges at \$57ea = \$228

Copy paper 4 cases of Copy paper @ \$60ea = \$240

\$950 Bulk printing of 4x6 dual-sided handbills @ CopyWorld Inc. (\$190 x 5)

Travel: \$5,614

Maintenance and repair: \$3,225

Site cleanup (2 hours per -- event at \$15 hour) for 215 classes

Total direct costs: \$120,881

Total indirect costs: 10% @ \$12,088

Estimated unobligated balances (carry-over) from current FY to next FY, if any: \$36,567

Total Federal funds: \$132,969

Section C. Travel

Travel Purpose

In-State Travel:

Justification of need for travel, including how attendance will benefit SNAP-Ed

Program Administrator, Outreach Coordinator, and Liaison to Providers travel via mileage to conduct programming. Travel is required to multiple sites throughout Reno area including the Community Center adjacent to the Heart of Community Grocery Market; CrossRoads living as parent of Catholic Charities; Reno Community Resource Center; Reno Housing Authority Community Centers; and Step 2 Women's Recovery Complex.

Travel destination: Reno/Sparks

Number of staff traveling: 4

Cost of travel for this purpose: \$5,614

Total In-State Travel Cost: \$5,614

Southern Nevada Health District

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

State Agency Goals and Objectives:

Description of projects/interventions:

Project/Intervention Title: Southern Nevada Health District SNAP-Ed Proposal

Related State Objective(s):

Our proposed project will specifically address the following state objectives:

4.1: Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible adults and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles and;

4.4: Conduct promotional (social marketing, social media) efforts for adults and coordinate with state and/or local SNAP-Ed partners

The purpose of our project is to increase the likelihood that SNAP-recipients and SNAP-eligible recipients will make healthy food and physical activity choices by implementing an evidence-based program to promote healthy eating and physical activity in priority populations. Our specific project objectives include:

- By September 2020, implement a culturally and linguistically-appropriate, evidence-based program to promote healthy eating and physically activity in at least 2 Hispanic-serving churches/places of faith (Abuelas en Accion) and;
- By September 2020, assess the nutrition and physical activity environment in at least 2 churches/places of faith serving as implementation sites for the evidence-based program (Abuelas en Accion) to identify barriers and opportunities to improve the physical activity and nutrition environment at the churches/places of faith through policy, systems and environmental change (PSE) strategies.
- By September 2020, implement an 8-month social marketing campaign directed to SNAP recipients and SNAP-eligible individuals to reinforce program messages, support PSE strategies and promote physical activity and healthy eating.

Audience:

The priority population (audience) for our proposal is adults including those with disabilities. Because of disparities in obesity and physical activity rates we outlined in Section A: 'Identifying and Understanding the Target Audience and Other Relevant Characteristics of the Proposed Audience', our proposal will specifically include Latino, Spanish-speaking adults. Due to their influential role on family nutrition and physical

activity behaviors, our project will focus on reaching Latino, Spanish-speaking adult women including women with children and older women who care for grandchildren (abuelas)), however the program will be open to anyone who is interested in participating. Our intervention will be tailored to specifically reach this priority population and we will conduct the intervention in churches/places of faith which are culturally important and serve as a safe community space for our priority population. To ensure reach of SNAP recipients and SNAP-eligible recipients, we will implement our project in one of 14 zip codes in Clark County in which at least 20% of more of the population lives at or below the federal poverty level. Social marketing efforts will be culturally and linguistically-appropriate and will be directed to the priority population. Social marketing campaigns will serve to reinforce direct education and PSE efforts and promote healthy eating and physical activity.

Food and Activity Environments:

To reflect our priority population's awareness and access to healthy foods, beverages and places to be physically active, we will conduct assessments of the churches/places of faith in which we are implementing evidence-based programming. Using the Church Environment Checklist (CEC) developed by the Faith, Activity and Nutrition Program at the University of South Carolina, we will identify barriers and opportunities to improve the physical activity and nutrition environment in the church/place of faith. Once the assessment is conducted, we will work with the leadership at the church/place of faith to identify and prioritize opportunities for improvements and to develop a plan to implement at least one PSE strategy/improvement. Examples of improvements could include things such as place-based messaging to promote access and appeal for healthy foods, beverages or physical activity; digital or social media to promote access and appeal for healthy foods, beverages and/or physical activity; improvements in the nutritional quality of foods sold in vending machines or otherwise distributed at the church/places of faith; and other efforts to promote access and appeal for policy changes to support physical activity and healthy eating.

PSE improvements such as those listed above are significant, because culturally, environments like churches and places of faith can serve as a community gathering place for our priority population and sustainable improvements to the physical activity and nutrition environments of these locations can positively influence and support healthy behaviors.

Project Description:

Abuelas en Accion:

SNHD is proposing to implement a culturally and linguistically appropriate, evidence-based program in at least 2 Hispanic-serving churches/places of faith utilizing the Abuelas en Accion (Grandmothers in Action) nutrition and physical activity program. The Abuelas en Accion program provides education on healthy eating, physical activity and stress management.

The key educational messages of the Abuelas en Accion program include healthy eating with an emphasis on fruit and vegetable consumption, drinking water instead of sugary beverages and increasing physical activity. Stress management is also a covered component. A companion activity to implementing the Abuelas en Accion program will be to use the Church Environment Assessment Inventory developed by the Faith Activity and Nutrition (FAN) Program at the University of South Carolina to conduct an environmental assessment of the nutrition and physical activity environment at the church/place of faith. Results from this assessment will be provided to leadership at the church/place of faith and findings will be used to identify opportunities for PSE strategies/changes to improve the physical activity and/or nutrition environment.

We are proposing to partner with promotores from Vision y Compromiso to implement the program in at least 2 Hispanic-serving churches/places of faith in Southern Nevada. Program recruitment and delivery will be focused older adults (women) and women with children and grandchildren. A training binder and protocol will be developed by SNHD and Promotores will be trained by SNHD staff. The basic outline of the program will be as follows:

- Churches/Places of Faith will be recruited to serve as implementation sites and Letters of Agreement will be secured
- Promotora Training
- Program Recruitment
- Program Launch:
 - Pre-assessment data will be collected among program participants
 - Promotoras will meet with program participants to develop an individualized action plan to achieve goals that are established based on pre-assessment data
 - Promotoras will teach 6 monthly lessons focusing on physical activity and healthy eating with SNHD support
 - Promotoras will contact participants weekly to assess progress on their action plan for behavior change and will provide ongoing support and encouragement
 - An assessment of the physical activity/nutrition environment at the church/place of faith will be conducted and results will be shared with church/place of faith leadership
- Post-assessment and other evaluation data will be collected after the 6-month program

It is anticipated that after implementation of the Abuelas en Accion pilot program in Year 1, using pre and post data, we will see an increase in participant's self-reported levels of physical activity, fruit and vegetable consumption and water consumption. We also anticipate identifying at least one feasible policy or systems change within the faith-based environment to sustainably support physical activity and healthy eating. In future years, we anticipate enrolling more individuals into the program who will report increases in physical activity, fruit and vegetable and water consumption. We anticipate moving beyond the PSE assessment to implementation of at least one policy or systems change in the faith-based setting. We also anticipate expanding the number of faith-based locations participating in the programming and expanding our PSE efforts. At the conclusion of the pilot program in Year 1, if increases in the three primary indicators noted above are not recorded among participants, we will assess the program to determine if changes are necessary to improve program implementation, efficacy and impact and move to incorporate those revisions in Year 2 of the project.

SNHD staff will oversee all aspects of program implementation and evaluation and will provide ongoing technical assistance to the promotores and churches/places of faith.

Social Marketing:

As part of the project, SNHD also proposes to utilize strategic and targeted social marketing to reinforce messages and PSE efforts, connect individuals to community resources and promote access and appeal for healthy foods, beverages and physical activity. An 8-month targeted social marketing campaign will launch in Spanish and English. Monthly messages directed at the priority population will reinforce direct education and PSE efforts while also promoting access and appeal for healthy foods, beverages and physical activity.

Evidence Base:

Our proposed intervention includes required elements of a public health approach including education, marketing/promotion and PSE approaches. Our proposal will combine direct education using an evidence-based program that is culturally and linguistically appropriate with PSE strategies and utilize a social marketing campaign to reinforce program messages, support PSE strategies and promote appeal of healthy foods, beverages and physical activity. This complimentary, public health approach will create an environment where people are encouraged to act on what they are learning while also improving the nutrition and physical activity environment through PSE strategies which will ultimately allow the healthy choice to become the easy or default choice.

The Abuelas en Accion program utilizes several evidence-based strategies identified in the University of North Carolina Center of Excellence for Training and Research document including *Comprehensive Nutrition Programs in a Single Setting, Social*

Support for Healthy Eating, Individually-tailored Health Behavior Change Programs to Increase Physical Activity and Social Supports for Physical Activity.

The Abuelas en Accion program was developed by researchers at the University of Illinois College of Applied Health Sciences. The program is a linguistically-appropriate, culturally sensitive, behavioral change program that addresses physical activity, nutrition and stress management for Latina women and was primarily developed for women 50 years old and older. It utilizes cultural strengths of religiosity and faith among women in the priority population. By implementing the program in a church/faith-based setting, it incorporates these cultural strengths in a way that maximizes the efficacy of the program. Published findings on program outcomes indicated that at the completion of the program, participants significantly increased consumption of fruits, vegetables, whole grains and decreased their consumption of fried foods. The number of participants who achieved at least 150 minutes of moderate to vigorous physical activity each week also increased significantly.

The following articles have been published in peer-reviewed journals about the Abuelas en Accion program:

Schwingel, A., Galvez, P., & Linares D. (2016). Using a Mixed-Methods RE-AIM Framework to Evaluate Community Health Programs for Older Latinas. *Journal of Aging and Health*, 29(4), 551-593.

Schwingel, A., Linares, D., & Galvez, P. (2015). Developing a Culturally Sensitive Lifestyle Behavior Change Program for Older Latinas. *Qualitative Health Research*, 25(12), 1733-1746.

Schwingel, A., & Galvez, P. (2015). Divine Interventions: Faith-Based Approaches to Health Promotion Programs for Latinos. *Journal of Religion and Health*, 55(6), 1891-1906.

Prior to identifying the Abuelas en Accion program the Southern Nevada Health District conducted an extensive assessment to identify evidence-based programs implemented in faith-based settings addressing physical activity and nutrition-related topics that were culturally and linguistically appropriate for Latinos. In advance of developing our proposal, SNHD staff spent several weeks identifying and reviewing potential programs including reviewing programs on the SNAP-Ed Toolkit website. We identified the Abuelas en Accion program as the program that best fit our program and priority population needs. The Abuelas en Accion program has been research-tested and implemented in multiple faith-based settings in both urban and rural areas. As noted above, at least 3 peer-reviewed journal articles have been published and research findings indicate that participants who completed the program reported higher levels of physical activity, fruit and vegetable and water consumption. SNHD staff will work with

the researchers who developed the Abuelas en Accion program to make modifications necessary to ensure that the program can be successfully implemented in our community. For example, as mentioned earlier, while the program will be promoted to women with children and grandchildren as key decision makers in the household, we will be opening the program to other participants who are interested in attending. Additionally, we have also worked to put necessary partnerships in place to ensure successful implementation of the activities outlined in our proposal. We developed a partnership with a promotora organization and have made connections with at least one faith-based setting that is interested in hosting the program and providing it to their parishioners. We will be utilizing specific assessment tools, identified by the State of Nevada SNAP-ED program, to assess key performance indicators relating to physical activity and nutrition and will be working with the promotoras to identify and collect other information to assess the impact and efficacy of the pilot program.

Though not a curriculum, we intend to utilize the Church Environment Assessment Inventory developed by the University of South Carolina to drive PSE efforts by assessing the physical activity and nutrition environment at the churches/places of faith that serve as intervention sites for the Abuelas en Accion program. This will allow us to continue our partnership with the church/place of faith to identify opportunities for policy, systems and environmental changes to improve access to and opportunities for healthy eating and physical activity. We also intend to utilize a paid culturally and linguistically-appropriate social marketing campaign directed at our priority population to reinforce program messages, support social norm change and PSE efforts, and promote access to and appeal for healthy foods, beverages and physical activity. We will utilize previously developed messages that have shown to be effective with our priority population and will consult The Health Communicator's Social Media Toolkit and CDC's Guide for Writing Social Media and Social Media Tools Guidelines and Best Practices documents to aid with planning, development and evaluation of social marketing activities.

Key Performance Indicators (KPIs):

Our SNAP-Ed proposal will evaluate several key performance indicators to determine program impact. We will utilize the University of California Cooperative Extension (UCCE) Food Behavior Checklist and the UCCE On The Go! Tools to assess physical activity and nutrition behaviors. Program objectives with key performance indicators are included below. As this program is new to SNHD and SNAP-Ed, none of the program indicators have been collected previously in this priority population. Social marketing indicators have been collected previously but not specifically for this priority population.

- By September 30, 2020, implement the Abuelas en Accion program in at least 2 Hispanic-serving churches/places of faith.
 - Key Performance Indicators

- Number of churches/places of faith implementing the intervention
 - Number of people participating in the intervention
 - Number of promotores trained to implement the intervention
- By September 30, 2020 assess the nutrition and physical activity environment in at least 2 Hispanic-serving churches/places of faith.
 - Key Performance Indicators
 - Number of assessments conducted
 - Number of assessment outcome reports developed and provided to churches/places of faith
 - Number of PSE changes identified and prioritized for future action by church/place of faith leadership
- By September 30, 2020, implement an 8-month consecutive social marketing campaign on multiple media outlets to reinforce program messages and PSE efforts and promote accessibility and appeal for healthy foods, beverages and physical activity among the priority population.
 - Key Performance Indicators
 - Number of media venues/outlets (digital, print, social media etc.) utilized during the campaign
 - Reach and frequency statistics
 - Number of people in the priority population who are exposed to campaign messages

Use of Existing Educational Materials:

Materials used in the intervention will consist of materials included in the Abuelas en Accion program. All materials will be provided in Spanish and English as appropriate. Program materials do not need to be purchased, but photocopies of program materials will be required.

Development of New Educational Materials:

In addition to the Abuelas en Accion program materials mentioned above, other program materials will be developed as needed which may include educational and/or promotional materials about available community resources including nutrition incentive programs for SNAP recipients and other SNAP-Ed programs that could serve as resources for program participants. Any additional materials developed will include the SNAP-Ed logo and will be provided to the State SNAP-Ed program for approval prior to finalizing. Educational materials, if needed, will be developed in English and Spanish.

Evaluation Plans

Evaluations are planned for 2 projects: Abuelas en Accion and our Social Marketing Campaign.

Name: Evaluation of the Abuelas en Accion Program (1 of 2)

Type: Process

Questions: The following evaluation questions will be assessed:

- Did participants in the Abuelas en Accion Program report increased consumption of fruits and vegetables from pre to post assessment?
- Did participants in the Abuelas en Accion Program report increased consumption of water from pre to post assessment?
- Did participants in the Abuelas en Accion Program report decreased consumption of sugar-sweetened beverages from pre to post assessment?
- Did participants in the Abuelas en Accion Program report increases in their physical activity from pre to post assessment?
- Did an assessment of the physical activity and nutrition environment of the church/place of faith identify opportunities for PSE efforts to improve the nutrition and/or physical activity environment of the church/place of faith?

Provide approaches and planned use for each evaluation question.

Approach(es):

We will work with the State SNAP-Ed program to design a pre and post survey suitable for program participants using the University of California Cooperative Extension (UCCE) Food Behavior Checklist and the UCCE On The Go! Tools to assess physical activity and nutrition behaviors. Pre-assessments will be provided to participants prior to program implementation and post-assessments will be provided to participants who complete the program. Data from the pre-assessment will be recorded in an Excel spreadsheet. Once the program is complete, post-assessment data will be collected from participants and reported in the same Excel spreadsheet. Data will be analyzed to identify changes from pre-to-post in the following indicators: consumption of fruits and vegetables, water consumption, consumption of sugar-sweetened beverages and physical activity levels. Additionally, an assessment of the existing nutrition and physical activity environment at the church/place of faith will be completed using the Church Environment Checklist developed by the University of South Carolina's Faith, Activity and Nutrition Program. Opportunities identified from the assessment to implement PSE strategies in the church/place of faith will be included in a report provided to the leadership at the church/place of faith. A final evaluation report will be provided at the end of the project year.

Planned use:

Evaluation results from this process evaluation will be used for two major purposes:

- 1) To identify opportunities to improve program implementation and outcomes as the Abuelas en Accion program is expanded, and;
- 2) To identify opportunities for implementation of PSE strategies in churches/places of faith that serve as implementation sites for the Abuelas en Accion Program.

Evaluation results will be shared with the state SNAP-Ed program as part of regular, quarterly and annual reporting. Process evaluation results will be analyzed by SNHD staff to identify opportunities to improve program outcomes in future years. Results of the assessment findings will also be shared with leadership at the churches/places of faith that serve as implementation sites for the Abuelas en Accion program. It is anticipated that this will lead to opportunities to identify and prioritize PSE interventions in these locations in future years of the project.

Prior Evaluation:

Prior process evaluations on the impact of social marketing campaigns have been conducted by SNHD. SNHD has a twenty- year history of developing, implementing and evaluating effective social marketing campaigns on a variety of public health topics for a range of priority populations. We work in partnership with a contracted media firm that specializes in public health media. Every social marketing campaign is developed with a priority population in mind and includes a review of each media plan to ensure that messages, images and language is appropriate for the priority population and conveys the public health message in a culturally and linguistically appropriate manner. SNHD staff work closely with the community and reflect the rich diversity of the population that we serve. We participate in regular trainings to assist us with our policy, programming and outreach work in including community engagement strategies, CLAS standards, health equity and inclusion. The SNHD staff who oversees the Chronic Disease Prevention Program media at SNHD just concluded a two-year term serving on the Centers for Disease Control & Prevention (CDC) State and Community Health Media Center and participated in a process to identify appropriate state and community-developed media to include in the State and Community Health Media Center.

SNHD is currently evaluating the impact of a SNAP-Ed funded social marketing campaign. Results will be provided to the state SNAP-Ed program as part of our final report.

Use of SNAP-Ed Evaluation Framework:

Our proposed project will support the following Long-Term Outcomes as identified in the FFY2020 Nevada SNAP-Ed Evaluation Framework Matrix:

- Increase physical activity and decrease sedentary behavior (R7)
- Increase daily fruit and vegetable consumption (R2), and
- Assist Nevadans in overall diet quality and beverages (R1 and R5)

Using the SNAP-Ed Evaluation Framework, we have identified the following indicators that will be assessed in Year 1 (Short Term Indicators) and in Years 2-5 (Medium and Long-Term Indicators):

Short Term Indicators:

- ST1 a (Fruit)
- ST1b (Vegetables)
- ST1l (Drink Water Instead of Sugary Beverages)
- ST3b (Physical Activity when you breathed harder than normal)
- ST 6a (Champions)
- ST 6b (Sites)
- ST 6c (Accomplishments)

Medium Term Indicators: (Years 2-3)

- MT1g (Drinking Water)
- MT1h (Drinking Fewer Sugar-Sweetened Beverages)
- MT1l (Cups of Fruit Consumed Per Day)
- MT1m (Cups of Vegetables Consumed Per Day)
- MT3b (Physical Activity When You Breathed Harder Than Normal)
- MT5a (Number of Sites or Organizations That Make At Least One Change in Writing or Practice to Expand Access or Improve Appeal for Healthy Eating)
- MT5b (Total Number of Policy Changes)
- MT5c (Total Number of Systems Changes)
- MT5d (Total Number of Environmental Changes)
- MT6a (Number of Sites or Organizations That Make At Least One Change in Writing or Practice to Expand Access or Improve Appeal for Physical Activity)
- MT6b (Total Number of Policy Changes)
- MT6c (Total Number of Systems Changes)
- MT6d (Total Number of Environmental Changes)

Long Term Indicators: (Years 3-5)

- LT1g (Drinking Water)
- LT1h (Drinking Fewer Sugar-Sweetened Beverages)
- LT1l (Cups of Fruit Consumed Per Day)
- LT1m (Cups of Vegetables Consumed Per Day)
- LT3b (Physical Activity When You Breathed Harder Than Normal)

Name: Social Marketing Campaign (2 of 2)

Type: Process

Questions: The following evaluation question will be assessed:

- How many people from the priority population were reached with messages from the social marketing campaign?
- How many campaigns were implemented during the program year?

Approach(es):

Prior to the launch of the social marketing campaign, a detailed and strategic campaign plan will be developed to maximize reach and frequency of campaign messages to the priority population. To ensure message effectiveness we will seek to utilize messages, images and/or previously tested campaign materials. Campaign materials will be selected based on their ability to effectively reach the priority population. We will consult the Health Communicator's Social Media Toolkit and CDC's Guide for Writing Social Media and Social Media Tools Guidelines and Best Practices document to aid with planning, development and evaluation of social marketing activities. The campaign will serve 3 purposes 1) to promote and increase appeal for healthy foods, beverages and physical activity; 2) to promote and support program messages from the Abuelas en Accion program and PSE strategies; and 3) to connect the priority population to existing community programs and resources including those offered by other SNAP-Ed Implementing Agencies. To aid in this we will actively collaborate with other SNAP-Ed IAs to highlight and promote SNAP-Ed programs and other community resources that would be appropriate for the priority population. Campaign metrics including reach, frequency, circulation and digital impressions will be collected by the media contractor and provided to SNHD monthly for campaign evaluation purposes. The campaign will primarily rely on social and digital media due to the opportunity to strategically target priority populations and leverage resources effectively. Campaign messages will be aired in Spanish and English as appropriate.

Planned use:

Process evaluation results will be analyzed by SNHD staff to identify opportunities to improve the efficacy of future campaigns. Evaluation results will be shared with the state SNAP-Ed program as part of regular, quarterly reporting.

Prior Evaluation:

Prior process evaluations on the impact of social marketing campaigns have been conducted by SNHD. SNHD has significant expertise in the development, implementation and evaluation of social marketing campaigns on a variety of topics for a variety of audiences. SNHD staff served on Centers for Disease Control & Prevention (CDC) communications workgroups and committees including the committee to determine which communication/campaign materials get added to the CDC's

Community Health Media Center (CHMC). SNHD is currently evaluating the impact of a SNAP-Ed funded social marketing campaign. Results will be provided to the state SNAP-Ed program as part of our final report.

Use of SNAP-Ed Evaluation Framework:

Using the SNAP-Ed Evaluation Framework, we have identified the following indicators that will be assessed:

MT12a:

- Number of (statewide) social marketing campaigns conducted during the reporting period
- Number of local agencies that sponsor a discrete, locally defined social marketing campaign and the number of counties or boroughs where they conducted local campaigns

MT12b:

- Number and percentage of county residents reached by local social marketing campaigns by market segment and topic

Coordination of Efforts

We intend to work with multiple partners and collaborators to implement our proposal. Key partners are listed below.

Vision y Compromiso (promotores): We have an existing collaborative relationship with this organization and they have verbally committed to working with us on this project.

Faith-based locations/churches: Exact locations are to be determined however we have spoken with representatives from at least one church that serves our priority population and they have expressed an interest in partnering with us. We will seek to utilize churches in which the promotores from Vision y Compromiso already have an existing relationship.

Virgen Media, Inc: Virgen Media, Inc. serves as our media firm. We have an existing formal agreement with them that we will leverage for the purposes of this project. Doing so will eliminate the need to fund a retainer through SNAP-Ed funding.

University of Nevada, Cooperative Extension (UNCE): We have a long standing, collaborative relationship with UNCE. Two of our Health Educators have been trained in SPAN-ET and we are currently working with UNCE to conduct SPAN-ET assessments in local schools. We will continue to devote a portion of time from our SNAP-Ed-funded staff to conduct SPAN-ET assessments in collaboration with UNCE in the next program year.

To support collaboration and non-duplication of efforts among IAs that are working on similar efforts in Southern Nevada we will participate in monthly meetings of the **Nevada Nutrition Consortium** and participate in annual meetings of SNAP-Ed Implementing Agencies. Additionally, we will also use our **Partners for a Healthy Nevada (PHN) coalition and the PHN School Wellness Taskforce** to support communication and collaboration among SNAP-Ed IAs and other organizations working on efforts to improve nutrition and physical activity outcomes in low-income communities. The PHN coalition is the obesity prevention coalition in Southern Nevada. Regular meetings provide networking and information sharing opportunities for members and guests. We regularly share information on SNAP-Ed programs through various PHN communication channels. The PHN School Wellness Taskforce is a subcommittee of PHN members that focuses on supporting school wellness initiatives and implementation of the school wellness policy. Both are well-developed and established partnerships that we will utilize to support SNAP-Ed programming and initiatives.

Template 3: SNAP-Ed Staffing Plan

Project Name: Southern Nevada Health District SNAP-Ed Proposal

Position Title Statement of work listing SNAP Ed related job duties for each position (below)	FTEs charged to SNAP Ed Definition of FTE and basis for calculations (below)	Percentage of SNAP Ed Time Spent on Management/Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. All approaches described in Guidance Section 1 (below)	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Health Educator I (Carlos Ayala)	.60 FTE	20%	80%	\$44,950
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$44,950

Statement of Work: Health Educator I will oversee the implementation of the Abuelas en Accion pilot program in at least 2 Hispanic-serving churches/places of faith. This will include using program materials to develop a training binder, training promotores, developing partnerships with churches/places of faith to serve as implementation sites, program implementation, conducting Policy, Systems and Environmental (PSE) assessments, ongoing monitoring and technical assistance and participation in evaluation activities. Health Educator I will also support and participate in at least 6 SPAN-ET assessments in partnership with the University of Nevada, Cooperative Extension (UNCE).

Definition of FTE and Calculations: As the Abuelas en Accion and the accompanying PSE assessments is a new program, we will pilot it with at least 2 Hispanic-serving churches/places of faith to assess program outcomes as well as implementation procedures before expansion to other sites. It is anticipated that the Health Educator I

will devote at least 50% of their time to program implementation (including administrative and delivery time) and an additional 10% of their time to conducting SPAN-ET assessments in local schools in partnership with UNCE totaling the .60 FTE requested above.

Approaches in Delivery: The proposed project will use the following complementary approaches: individual or group-based nutrition, education, health promotion, and intervention strategies and community and public health approaches that include PSE assessments and use of social marketing.

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee: Virgen Media, Inc.

Total Federal funding, grant: \$56,000

Description of services and/or products: Subcontract will support the development, placement and media monitoring of an 8-month social marketing campaign to promote healthy eating/physical activity, reinforce program messages and other related Policy, Systems and Environmental Change (PSE) efforts and connect the priority population to other SNAP-Ed programs and available community resources. The campaign will align with program efforts to implement the Abuelas en Accion program and conduct SPAN-Et assessments. The campaign will be directed to priority populations identified in the proposal. The exact cost of each ad/campaign will vary depending on the criteria selected but all ads will be directed towards low-income (SNAP recipient/eligible) women and families with school-aged children in Clark County. The total cost of the 8-month campaign will be inclusive of all costs including development, placement and evaluation/monitoring. Funding will also be allocated to provide a sponsorship to Vision y Compromiso to support implementation of the Abuelas en Accion program. All media and sponsorships will be directed towards low-income (SNAP recipient/eligible) women and families with school-aged children. Campaign and sponsorship activities will occur in English and Spanish.

Cost of specific services and/or products: The total amount requested (\$56,000) will be subawarded to our media contractor, Virgen Media Inc. We are proposing to spend \$44,000 to implement an 8-month, multiple medium, social marketing campaign to support project objectives including promoting healthy eating, physical activity and other PSE-related efforts (average of \$5,500/month). This cost will be inclusive of all media costs including the development of media plans and strategy, research and development of media messages and collateral, placement, evaluation and monitoring, reporting and commission. The retainer fee for Virgen and monthly administrative costs will be provided in-kind by SNHD and will not be billed to this project.

An additional \$12,000 will also be provided by way of a media sponsorship to Vision y Compromiso to support work with promotores and identification and implementation of the Abuelas en Accion program in churches/places of faith. This media sponsorship will require the placement of SNHD and SNAP-Ed logos on appropriate materials, posters or other media and communication tools and will support implementation of the program and the completion of environmental assessments at program implementation sites.

Proposed Media Budget:

\$44,000: Media buys for 8-month social marketing media campaign (@\$5,500/month) to include but not limited to digital media, social media, print media, bus stop shelters and

other media outlets to reach priority population

\$12,000: Sponsorship for Vision y Compromiso to support program implementation and completion of environmental assessments. SNHD and SNAP-Ed logos will be placed in appropriate materials, posters or other media/communication tools in support of program delivery and PSE.

Total: \$56,000

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Southern Nevada Health District

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$13,960	\$30,990	
Contracts/Sub-Grants/Agreements	\$13,000	\$43,000	
Non-Capital Equipment/ Office Supplies		\$600	
Nutrition Education Materials		\$2,450	
Travel			
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$26,960	\$77,040	
Indirect Costs (Indirect Cost Rate=8% (minus contracts))	\$1,117	\$2,723	
Total Federal Funds	\$28,077	\$79,763	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$107,840	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$28,077	
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Signature of Responsible Official: Monica Galaiz, Financial Services

Date: 8/13/19

Budget narrative:

Salary/Benefits: \$44,950

Health Educator I (60%): The Health Educator I will oversee the implementation of the Abuelas en Accion pilot program in at least 2 Hispanic-serving churches/places of faith. This will include using program materials to develop a training binder, training promotores, developing partnerships with churches/places of faith to serve as implementation sites, program implementation, conducting Policy, Systems and Environmental (PSE) assessments, ongoing monitoring, technical assistance and participation in evaluation activities. Health Educator I will also support and participate in at least 6 SPAN-ET assessments in partnership with UNCE.

Salary: .6 x \$52,666 = \$31,600

Fringe: 42.25% x \$31,600 = \$13,350

Salary + Fringe: \$44,950

Contracts/Sub-Grants/Agreements: \$56,000

Virgen Media, Inc. = \$56,000: Subcontract with Virgen Media, Inc. to support development, implementation and evaluation of a social marketing campaign and sponsorship to support program delivery and PSE assessments, promote healthy eating and physical activity and link priority populations to community resources.

Non-capital equipment/office supplies: \$600

Office Supplies: To purchase necessary office supplies to support the Health Educator working on the program and other program delivery needs. Items to be purchased may include but are not limited to copy paper, pens, envelopes, organizational supplies, binders, clip boards, etc.

\$50/month x 12 months = \$600

Nutrition Education Materials: \$2,450

Educational Materials (\$2,000): To purchase educational materials for program participants in English and Spanish that support program delivery including but not limited to brochures and other culturally and linguistically-appropriate educational materials that promote healthy eating and physical activity.

Printing: (\$450): To purchase banners and/or other signage for placement in churches/places of faith implementing programs to promote program messages and support healthy eating and physical activity PSE strategies.

Total direct costs: \$104,000

Salary/Benefits: \$44,950

Contracts: \$56,000

Non-Capital Equipment/Supplies: \$600

Materials: \$2,450

Total: \$104,000

Total indirect costs: \$3,840

Indirect costs are calculated at 8% of total direct costs, minus contracts: (8% x \$48,000 = ***\$3,840***)

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

\$28,077

Total Federal funds: \$107,840

Te-Moak Tribe of Western Shoshone

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Project/Intervention Title:

Te-Moak Healthy Active Kids

All 4 Kids - Early Childhood

Cooking Matters –School Health

Related State Objective(s):

Kid-Fit Program will promote physical activity for the family unit to change the behavior to be more active, healthy, happy, and it can help provide good health benefits. To encourage behavior change to increase consumption of fruits and vegetables by promoting half your plate fruits and vegetables, decrease consumption of low-fat milk and milk products in their daily “My Plate”, increase water intake, decrease consumption of high calorie foods and beverages, introduce portion control, and to provide the Nevadans education on meeting physical activity guidelines.

Upon completion of the 9-month program:

- 100% of the children and adults in the program will receive information to help change eating habits. This will be tracked by the Kid-Fit staff through question and answer sessions during their lesson sessions, a “My Plate” coloring/activity book, and information paper describing the Kid-Fit program and to reinforce lessons during the school year. As well as a survey on eating habits will be distributed to participants beginning and end of the school year.
- 100% of the participants – a challenge to children and adults to be consistent on the importance of increase physical activity and lessons on eating nutritional food. This will be tracked by the Kid-Fit staff through question and answers during their sessions and one survey at that beginning and end of the school year of what the participants are eating, nutrition, and basic healthy questions.
- 100% of participants – will receive a challenge at the beginning of the year to use the “My Plate” method for meals at home preschool plates will be sent home and once survey will be given on portion control and meals consumed.

By the end of the school year pre-school kids:

- 80% will be able to name the My Plate food groups.
- 85% will be able to name at least two (2) foods from each group

- 85% will correctly identify at least three (3) health benefits of consuming fruits and vegetables
- 80% of the kids will be able to identify go, whoa, and no goods
- 50% of students will report increase willingness to taste selected fruits and vegetable identified at pre-test as not having been previously eaten
- 90% will be able to try at least two (2) types of physical activity they enjoy
- 80% of students will report increased physical activity and reduces non-educational screen time

By the end of the program the after-school program, summer school program, and native dance programs participants:

- 80% of the students will report that they have tried more fruit and vegetables
- 85% of the students will report that they have increased water consumption
- 50% of the students will report that they have chosen lower fast dairy products
- 80% of students will report increased physical activity and reduces non-educational screen time

Audience:

The Te-Moak Healthy Active kids Program seeks to be consistent on a healthy education program for approximately 167 preschool aged children 3-5-year-old in the community of Elko on a weekly basis. This program is offered to boys and girls, Native American and non-Native American. Preschool's in Northeastern Nevada that will receive a half an hour lesson in their facility which includes: NE NV Head start #1, #2, #3, Silver Street Headstart classes #5, #6, #7, ITCN Headstart, and Elko Band ABC Preschool classes #1, and #2. That includes 32 teachers and student aides; for a total of 9 (nine) classes weekly from September to May focusing on the Kid-Fit curriculum which is 6 (six) weeks of consistency on one body part topic with a refresher on recent body part topics and nutrition information each week.

The Healthy Active Kids program will also, target middle school age group offering an afterschool nutrition/physical education program (elementary and middle school ages children 5-13 years of age and 13-18 years of age) for an hour weekly at the Elko Band Educational Center. Elko Band Afterschool Tutor Program class is a year long program. At the Elko and Battle Mountain Diabetes Center a Native Dance class is held weekly. This program is offered to boys and girls, Native American and non-Native American, low income families, ages 0-18 and their parents, approximately 89 participants. Hand out information will indirectly get to the family/guardian homes.

The Te-Moak Tribe Diabetes Building, Wells Band Gymnasium, Battle Mountain Conference room and Diabetes Trailer houses classes year around. When the Preschool classes are out for the school year the “Kid-Fit Program” continues to promote “Promoting Healthy Eating and Active Lifestyles” with the Summer Native Youth Program (covering four (4) Tribal communities – Elko, Wells, South Fork, and Battle Mountain – and the Elko Indian Wellness Center (former Colony Gym).

Throughout the summer the youth have activities, exercising, and nutritious snacks; the you participate five (5) days a week in physical activities which concludes roughly around 55 participants.

Food and Activity Environments:

2. All 4 Kids –
 - d. On an individual level children and their parents will make behavioral changes to their healthy eating behaviors.
 - e. On an individual level, children will make a behavioral change regarding their physical activity and sedentary behavior.
 - f. On an organizational level, Te-Moak Tribe of Western Shoshone, will identify and improve nutritional and physical activity supports in their Pre-K program.
3. Cooking Matters –
 - a. On an individual level, children will make behavioral changes to their health eating behaviors.
 - b. On an organizational level, the schools and afterschool program will identify the need for creating appeal for reducing sedentary behavior.

The Te-Moak Healthy Active Kids Program targets 4 (four) groups of children/youth and their parents. The first group is for preschool age population and utilizes “Kid-Fit” Curriculum in conjunction with the All 4 Kids curriculum. All lessons for the preschools are taught in their classrooms, there is no food in the facilities, unless school provides it. Kid-Fit staff uses plastic NASCO foods for lessons; they feel real and the preschoolers can handle the food groups presented. Income eligibility requirements for most for the students for the Inter – Tribal Council Headstart (ITCN), Elko Band Council ABC Preschool program are the same as Nevada Headstart and SNAP-ED eligibility requirements due to there is over half receiving Inter–Tribal Council of Nevada CCDF funds for single/low Native American income families and Child Cabinet participates.

The second group is the Elko Band Afterschool Tutor Program for the elementary and middle-school age population, which is taught in the Elko Band Educational Building classroom. The target population for the Healthy Active Kids Program is both Native American and non-Native American boys and girls, low income eligibility requirements to participate in this program. This program provides nutritional lessons and snack options.

The third group is the afterschool Native Dance Program which targets elementary and middle-school age youth. Native American children and non-Native American of the Te-Moak Tribe are introduced to education on basic nutrition and physical activity. For FY 2020 we still plan on conducting a total for 4 (four) classes a week for the target group: two (2) classes in Elko, one (1) classes in Wells, and one (1) class in Battle Mountain.

The fourth group to this program will extend into the summer month spending five (5) days a week of estimated four (4) hours a day with children/youth of the Te-Moak Tribe providing physical activities and nutrition education. These activities are usually held our community parks on Wongobi/Bohobi Park, Elko City Park, Elko City softball fields, Elko Tennis/Basketball courts, Elko Bowling Alley, Elko Swimming Pool, Elko Colony Wellness Center, Battle Mountain Community Building for the reason we have a lot of youth and space to use.

It may seem like a very busy schedule, and it is, but all these classes fit on a one (1) week calendar. The classes are right next to each other, so the staff teaches one (1) class right after the other with breaks to go to the next class in a different building that is very close and take a few minutes to get to. The staff is scheduled Monday's to go to Wells after school gets out and Friday's to go to Battle Mountain to teach Native Dance Class. Staff has Native Dance Class in Elko on Tuesday's and Snack Demonstrations on Thursday's. Afterschool Tutoring is on Wednesday's afternoon since that is an early out day and the children participation is high that day of the week.

Project Description:

The Te-Moak Healthy Active Kids Program is housed in the Te-Moak Diabetes Center and pays rent to the Tribe to utilize office and class space. The Kid-Fit curriculum is conducted in six (6) week increments which encourages, describes and teaches the importance of eating healthy, physical activity and how that relates to having a healthy body. Some of the curriculum topic include: Skin, Brain, Mouth, Muscles, and Heart care. Over the six (6) week period the class goes into detail about what to eat and how to take care of the body parts, what can be harmful to our bodies, how the body parts work together and why it's important to take care of our bodies by exercising, eating healthy, and the importance of water intake especially with the heat. The Kid-Fit curriculum will be used in conjunction with the All 4 Kids and the Cooking Matters curriculum.

The afterschool Native Dance Program has both a healthy food and physical activity component (Kid-Fit Curriculum, My Plate, and Physical Activity Guideline). The nutrition education includes "My Plate" concept as well as recognizing and sampling traditional foods. The physical activity main components are Native Dance; however other physical activity and games are incorporated into the program. After the school year ends, the Healthy Active Kids program will extend into the summer, this group is separate from

the summer youth and is no double counted, unless youth come to two (2) separate activities. The program staff will spend five (5) days a week with the youth of the Tribe, the boys' and girls' range in age from five (5) to eighteen (18). There will be physical activity program that included walking, hiking, basketball, bowling, softball, etc. There is a nutrition component that includes a nutrition lesson, along with games to reinforce the message. These programs will help establish healthy habits at an early stage in life that can lead to disease prevention in the future. Obesity is a serious concern for Native American which affects the children of the Te-Moak Tribe at an early age. These programs will incorporate family activities to ensure support at home.

Preschool Program approximately 167 participants, once a week for 32 weeks = 5,344 interactions.

Afterschool Tutor Program, Healthy Eating demonstration and Native Dance Program approximates 125 participants, twice a week for 52 weeks = 13,000 contacts.

Summer Program has 55 participants, 5 days a week for 10 weeks for 10 weeks = 2,750 contacts.

Indirect Community – middle school age parents with 90 contacts.

Evidence Base:

It has been proven that habits learned by children in the pre-school age group stay with them for the rest of their lives. By teaching children and their parents to reinforce the information of the importance of regular physical activity and healthy eating habits. It possible to prevent obesity and other chronic diseases by teaching pre-school age children the importance to seek to improve the health and well being of these children it will aide them in preventing unhealthy eating habits that lead to obesity and chronic diseases at a later stage in life. Childhood obesity has both immediate and long-term serious health impacts. Working with other public, voluntary and private sector organizations, schools can play a critical role in reshaping social and physical environments and providing information, tools and practical strategies to help student strategies to help student adopt healthy lifestyles.

Te-Moak has chosen to use the Kid Fit program developed by a registered dietician. The lessons, activities and handouts are provided on CD's monthly. Staff review the material, Staff review the material, practice the physical activities introduced on the CD's, copy the handouts and gather the materials necessary to deliver the class as presented on the CD's. The Kid Fit Program materials with be used in conjunction with these evidence-based curriculums:

1. All 4 Kids – University of Nevada researched:
<https://www.unce.unr.edu/programs/health/index.asp?ID=131>

2. Cooking Matters <https://snaped.fns.usda.gov/library/materials/cooking-matters-national>

Key Performance Indicators (KPIs):

3. All 4 Kids: ST1, ST5, MT1, ST3, LT6
 - a. Outputs – attendance, duration, gender, grade, parent engagement
 - b. Outcomes – Pre / post survey consumption of fruits and vegetables
2. Cooking Matters: ST1, MT1
 - a. Outputs – attendance, duration, gender, grade, parent engagement
 - b. Outcomes – Pre / post survey consumption of fruits and vegetables

The Te-Moak Healthy Active Kids Program and Native Dance will improve the health and physical well being of approximately 167 pre-school age children from 3 Tribal Head Start, 6 State Head Start Programs, in addition to 90 elementary aged children in the same communities, through promotion of healthy eating behaviors and physical activity. We expected parents to become involved with their children's health. This will be traced through parent/children communications and journals that will be provided by the program. Sign in sheets, discussions, educational promotional items will be distributed; feedback from communities, there has been positive feedback from Preschool personnel.

Upon completion of the program:

- 100% of the children and adults in program will receive information to help change eating habits. This will be tracked by the Healthy Active Kids staff through question and answer sessions during their lesson sessions, a "My Plate" coloring/activity book, and information paper describing the Kid Fit Program and to reinforce lessons during the school year, and 1 survey on eating habits will be distributed to participants.
- 100% of the participants – a challenge to children and adults to be consistent on the importance of increase physical activity and lessons on eating nutritional food. This will be tracked but the Healthy Active Kids staff through question and answers during their sessions and 1 survey of what the participants are eating, nutrition, and basic health questions.
- 100% of participants- will receive a challenge at the beginning of the year to use the "My Plate" method for meals at home. Preschool plates will be sent home and 1 survey will be given on portion control and meals consumed.

Use of Existing Educational Materials:

Purchase materials or pay for printing for the following programs in English:

5. All 4 Kids – University of Nevada Cooperative Extension – Anne Lindsay
University of Nevada Cooperative Extension's All 4 Kids: Healthy, Happy, Active, Fit program is an interdisciplinary approach to addressing child obesity. Developed by Cooperative Extension faculty from maternal/child nutrition, exercise physiology and child development, the All 4 Kids program helps children meet the Nevada Pre-Kindergarten (Pre-K) Standards while encouraging preschool children and families to practice healthy eating habits and be active every day.
6. Cooking Matters – National Cooking Matters Staff
As part of the No Kid Hungry campaign to end childhood hunger in America, Share Our Strength's Cooking Matters teaches participants to shop smarter, use nutrition information to make healthier choices and cook delicious, affordable meals. Founded in 1993, Cooking Matters and thousands of volunteer instructors have helped more than 265,000 low-income families in communities across the country learn how to eat better for less.
7. The Healthy Active Kids program used the Kid Fit curriculum which has weekly themes that are nutrition related and incorporates physical activities with the lesson. For example, when helping children identify fruits and vegetables throw a bean bag shapes of various fruits and vegetables into a basket or ring. New curriculum CD's are received every 6 weeks with the new body part topic and associated physical activities. The annual cost of the Kid Fit program is the \$1,000.00. The program receives a list of receives a list of equipment or supplies that may be needed properly implement the program. The Te-Moak Diabetes will provide the program with the education materials from the "Choose your Plate" and nutritional brochures from the USDA My Plate information.

Development of New Educational Materials:

Te-Moak Tribe has subscribed to the Kid Fit curriculum for several years and utilizes past lessons and activities. The use of "Choose My Plate" printed material is used in nutrition presentations to the community outreach and Native Dance Class. The All 4 Kids and the Cooking Matters curriculum will be used in conjunction with the Kid Fit curriculum.

Evaluation Plans

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

Name:

Te-Moak Healthy Active Kids

Type:

1. All 4 Kids –Nutrition and Physical Activity Self-Assessment for child Care (GO NAP SACC)-environmental scan, Program evaluation survey tool
2. Cooking Matters –Share our Strength Cooking Matters Survey, Alliance for a Healthier Generation assessment Process
3. Kid Fit Nutrition Education, Healthy Life Style and Physical Education curriculum. These curricula together will incorporate nutrition, physical activity and healthy lifestyles for youth and the family unit throughout the year; consistency is the key. Kid Fit staff will do a presentation of 10-15-minute nutrition teaching conversations, a 5-minute question and answers “reinforcement” and a 15-minute physical activity. The elementary age group, Native Dance, and summer youth will have 10-15-minute nutrition teaching conversations, a 5-minute question and answers “reinforcement”, and a 45-minute physical activity.

Questions:

In the classroom’s questions will be used as teaching conversations and “reinforce” of topic intervention:

- Which of the pictures are a fruit and which ones are vegetables?
- What did you have for dinner last night?
- Can you build me a dinner on “My Plate” plate out of the plastic food table?
- How much milk should you leave?
- We will discuss the portion size for meals using the plastic food items that are child portion sized, teenage, and adult size portions.
- Does anyone know what a protein is? Can you tell me what food is considered a protein?
- Discuss on how much sugar is in a sugary drink.
- Promote drinking water; how much water did you drink today?
- Can you tell me where your brains? Veins? Heart? Etc.
- Challenge questions on how much exercise youth did weekly and talk about it.
- How much T.V. was watched during the week after school?
- Challenge of how many hours families spend exercising together. Incentives through preschool (i.e. the ITCN Head Start held family exercise night and went for walks). Our staff helped promote and participated in activity.
- How do we grow vegetables?

Provide approaches and planned use for each evaluation question.

Approach(es): The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)

Planned use: Plans for using the results (Add lines as needed)

Prior Evaluation: In 2018 we were able to do a full evaluation on the Te-Moak Healthy Active Kids Program with the kids, teachers and some parent participation.

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

Evaluation on:	Short Term (ST) and Long Term (LT) Goals of Curriculum	Impacts
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<p>“My Plate” Knowledge</p> <p>Goal:</p> <p>Participants interaction, knowledge tested and recall <i>Dietary Guidelines</i> messages.</p> <p>“My Plate”, as demonstrated by:</p> <p>Putting together these food groups for a meal:</p> <ul style="list-style-type: none"> a. Fruits and Vegetables b. Lean Protein c. Whole Grains d. Low-Fat or Fat-Free dairy <p>Increase in fruits and vegetable consumption.</p> <p>Increase in water consumption.</p>	<p>ST1: My Plate Knowledge</p> <p>ST2: My Plate Behaviors</p> <p>LT1: Learn to eat healthy</p> <p>LT2: Learn portion size</p>	<p>1: Change in eating habits Number of participants who know “My Plate”</p> <p>2: Communicating what is learned from curriculum.</p> <p>3: Learning portion control. Able to identify go, whoa and no foods.</p> <p>4. Lowering high sugar beverage consumption. Report increase in water as a choice.</p> <p>Pre-School – 85% will be able to name the My Plate food groups (ST!) 85% will be able to name at least two food from each group (ST1) 85% will correctly identify at least three health benefits of consuming fruits and vegetables (ST2) 85% of the kids will be able to identify go, whoa and no foods (SP2) Older children and family programs 85% of the students will report that they tried more fruits and vegetables (LT1) 90% of the students will report that they have increased water consumption (MT1) 50% of the students will report that they have chosen lower dairy products (LT1 & LT2)</p>
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Evaluation on:	Short Term (ST) and Long Term (LT) Goals of Curriculum	Impacts
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<p>Physical Activities Goals: Setting challenge with intentions to perform the following behavior(s):</p> <p>Increase their time spent in physical activity:</p> <p>a. Importance of stretching</p>	<p>ST3: Physical Activity Behaviors ST3: Physical Activity Challenge</p> <p>LT3: Physical Activity Recommended</p> <p>LT4: Limited Entertainment screen time</p> <p>ST1: Promote to choose to be Active, Healthy and a Happy Lifestyle</p>	<p>1. Evaluate behavior change in family 2. Evaluate and compare statistics on Obesity over a year period for the Native American population, whom use the Indian Health Services Unit.</p> <p>Preschool Program: 85% will be able to at least identify two types of physical activity they enjoy (ST3)</p> <p>85% of students will report increased physical activity and reduced non-educational screen time (ST3)</p>
<p>Evaluation on:</p>	<p>Short Term (ST) and Long Term (LT) Goals of Curriculum</p>	<p>Impacts</p>
<p>b. Increase family physical activity</p> <p>c. Promote to choose to be Active, Healthy and Happy Lifestyle</p> <p>d. Reduced Sedentary Behaviors (e.g. sitting and watching television or playing on the phone)</p> <p>ST4: Collect Data on the progress of the program:</p> <p>a. There will be a program introduction</p> <p>b. 2 surveys (beginning and end of the school year)</p> <p>c. Challenge youth to exercise regularly</p> <p>d. Chart of time spent under this grant in each facility</p>	<p>ST2: Family exercise as a unit</p> <p>ST3: Decrease unhealthy bodies</p> <p>ST4: Exercise Daily</p> <p>ST5: Learning benefits of exercising</p> <p>LT1: Overweight youth and adults</p> <p>L2: Heart disease and other health problems</p> <p>ST1: Distribute information</p> <p>ST2: Collect Data</p> <p>ST3: Reinforce exercise during weekly class time</p> <p>ST4: Practice and reiterate weekly</p> <p>ST5: Survey distribution</p> <p>ST6: Documented behaviors and choices</p>	<p>Older children and family programs: 85% of students will report increased physical activity and reduced non-educational screen time (ST3)</p> <p>1. Evaluate data collected and overall performance of grant</p> <p>2. Participation from parents to return surveys</p> <p>3. Help parents to serve good healthy food choices</p> <p>4. Live a healthy lifestyle</p>

	LT1: Survey results on program success	
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Coordination of Efforts

The Te-Moak Healthy Active Kids is under the Te-Moak Diabetes Program. The program has a Coordinator who oversees the two (2) Lifestyle Coaches (c), four (4) Diabetes Assistants, stationed in Elko, Wells, South Fork and Battle Mountain. The Diabetes staff helps with the Te-Moak Healthy Active Kids Program, especially in the winter months. The full time Life Style Coach has been asked to participate on a committee for the Elko School District once a month during the school year, which allows opportunities to collaborate. Also, the program continues to collaborate with the Indian Health Service Public Health Nurse, Patricia Taylor, RN, BSN to present information regarding Diabetes Education/Prevention.

Template 3: SNAP-Ed Staffing Plan

Project Name: Te-Moak Healthy Active Kids

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Lifestyle Coach	40 per week	60%	40%	38,938
Lifestyle Coach Assistant	40 per week	20%	80%	34,070
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$73,008

Statement of Work:

Lifestyle Coach: Primary functions will include monitoring and implementing the SNAP-ED as required. A variety of approaches complementing nutrition education and obesity prevention, while expanding the good and nutrition Education Program.

Lifestyle Style Coach Assistant: Primary functions will include assisting supervisor with carrying out the function of the SNAP-ED / Kid- Fit Program.

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada: Nevada

Sub-grantee Name: Te-Moak Tribe of Western Shoshone

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$22,000	\$51,008	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$1,000	
Nutrition Education Materials	\$851	\$5,719	
Travel		\$7,668	
Building/Space Lease or Rental		\$1,499	
Cost of Publicly-Owned Building Space			
Maintenance and Repair		\$1,660	
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$22,851	\$68,554	
Indirect Costs (Indirect Cost Rate=_10_)	\$2,285	\$6,856	
Total Federal Funds	\$25,136	\$75,410	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$100,546	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$25,136	
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Signature of Responsible Official:

 Finance Director

Date: 7/12/19

Budget narrative:

Salary/Benefits:

One full time and one part-time Life Style Coach **\$73,008**

$\$16 \times 2080 = \$33,280$

$\$14 \times 2080 = \$29,120$

Benefits include: Medicare/FICA, NV /UI State Unemployment, SIIIS Workers
Compensation calculated @ 17% for two Life Style Coaches

\$10,608 (FT \$5,657.60 AND PT \$4,950.40)

>>> Total Salary and Benefits are = \$73,008

Non-capital equipment/office supplies: \$1,000

Paper, toner, pencil, pens, file folder, file tabs, highlighters, office chairs, speaker,
correction tape, etc. = **\$1,000**

(paper @ $\$18 \times 12 = \216 , toner @ $\$115 \times 2 = \230 , chairs @ $\$240 \times 1 = \240 ,
speaker = $\$120$, (\$194 planners, pencils, pens, highlighters, expos, sharpie, correction
tape, etc.)

Nutrition Education Materials: \$6,570

All 4 Kids, UNCE = \$450

Educational Supplies: \$3220: Pamphlets, posters, diaries, handbooks, nutritional
coloring books, plastic food, educational sugar, fat, muscles, food portion examples,
food plates, etc. Example: ($\$3.5 \text{ incentives} \times 400 \text{ contacts} = \$1,400$)

(pamphlets 25 @ $\$22 \times 12 = \264 , portion plates 400 @ $\$3.39 = \$1,356$, nutritional
coloring books 408 @ $.49 = \$199$, etc.) = $\$1820$

Food Supplies: Food for demonstrations, snacks sample and supplies such as paper
plates, cups, utensils, gloves, spices, etc. (paper towels @ $\$8$, paper plates @ $\$10$,
sandwich bags @ $\$6$, utensils @ $\$6$, aluminum foil $\$5$, Cups @ $\$9$, gloves @ $\$10$ ($\$54$
supplies $\times 12$) = 648 , spices @ $\$7 \times 15 \text{ different spices} = \105 , fresh fruit and
vegetables $\sim \$5.36 \times 400 \text{ contacts} = \$2,147$ samples, etc.) = $\$2,900$

Building/space lease or rental:

Office Space- .85 cents x 147 sq. feet = \$124.95 x 12 months = \$1499

>>> Total Building/Space = \$1,499

Total In-State Travel Cost:

>>> \$7,668

Total direct costs: \$91,405

Total indirect costs: 10% = \$9,141

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

\$25,136

Total Federal funds: \$100,546

Section C. Travel

In-State Travel

Travel Purpose:

To provide SNAP-Ed programming to execute plan.

Travel destination (city, town or county or indicate local travel):

The staff will travel to centers in Elko, South Fork, Battle Mountain and Wells. In addition of activities within Elko County, Spring Creek, Lamoille, Nevada (swimming pool, parks bowling alley, hiking, fishing etc.)

Number of staff traveling:

2 staff members will be traveling to these locations.

Cost of travel for this purpose:

The staff will travel to Battle Mountain, Nevada: 150 miles round trip 1 time a week x .58 a mile = \$87.00 for 45 weeks = **\$3,915**

The staff will travel to Wells, Nevada. 110miles round trip 1 time a week x .58 a mile = \$63.80 for 45 weeks = **\$2,871**

The staff will transport and travel to classes and or activities in Elko County 5 times a week at an average of 20 miles x .58 = \$11.60 x 50 weeks = **\$580**

Travel to Elko for transportation of Native Dance class and or performances 10 miles x .58 miles= \$ 5.80 x 52 weeks = **\$302**

Total In-State Travel Cost:

\$7,668

Three Square

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title: Nutrition Education: Empowerment for a Lifetime

Related State Objective(s):

Improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles, as well as the Priority Overall Objectives:

Assist Nevadans in overall diet quality and beverages (R1)

Reduce food insecurity through Food Resource Management (R6)

Increase Physical Activity and decrease sedentary behavior (R7)

Increase daily fruit and vegetable consumption (R2)

Audience:

For *Seniors Eating Well* and *Stay Strong, Stay Healthy*, we will focus on low income seniors. For *Cooking Matters*, we will focus on parents for most of the year, and children at SFSP sites during the summer. All of these audiences will be from low-income families so are part of the SNAP target audience.

Food and Activity Environments:

The SNAP-Ed classes for seniors – *Seniors Eating Well* and *Stay Strong, Stay Healthy* – will be taught at low-income senior housing, senior centers, and libraries in low-income areas where seniors frequent. The 6 week *Cooking Matters* classes will be taught in libraries, community centers, churches, food pantries and the VA hospital in low income areas, and the *Cooking Matters at the Store Pop-up Tour* will be taught in schools with a high Free and Reduced Lunch (FRL) rate. During the summer, the *Cooking Matters for Kids* will be taught at SFSP sites that Three Square sponsors.

Project Description:

Three Square will expand their current SNAP-Ed Seniors Eating Well program to add Stay Strong, Stay Healthy, an exercise program for seniors. In addition, we will add Cooking Matters classes for parents during the school year and for children during the summer. For the past few years, Three Square has taught Cooking Matters to parents through a Share Our Strength Social Innovation grant which will end at the end of the summer. This summer, we piloted a Cooking Matters for Kids at several SFSP sites, and it has been very successful.

Using Seniors Eating Well, the same curriculum that UNCE uses for their Senior Nutrition Education program so that the evaluation can be more comprehensive and state-wide, we will teach the 7 week classes to the seniors at low-income senior housing, senior centers, and libraries. With an average of 10 participants for each class and 4 sets of classes 5 times a year, we anticipate being able to reach 200 seniors with this class. Each class has 7 weekly sessions, including 5 cooking demonstrations. All of the lessons are based on USDA Dietary Guidelines, MyPlate and evaluation tools. In addition to the cooking demos, topics include meal planning, food preparation, social relationships and fitness program, and diet, health and chronic disease prevention. Pre and post tests will help evaluate the impact the classes have on the seniors.

In addition, we will teach one session at a time of Stay Strong, Stay Healthy to 10 seniors 5 times a year, reaching a total of 50 seniors. Stay Strong, Stay Healthy is an evidenced based eight-week program for older adults that meets the recommendation for healthy muscle strength. The program's goal is to improve health and quality of life. Each class meets twice a week for 8 weeks.

The two part time Nutrition Educators for the senior programs will separately teach two classes five times a year, for a total of twenty classes. These part time educators will be supervised by the food bank's Nutrition Education Supervisor.

The 6 week Cooking Matters class includes cooking demonstrations and will be taught in libraries, community centers, churches and food pantries to parents. The one week Pop-Up Tour teaches parents how to provide healthy food to their families on a limited budget, and it will be taught at schools. During the summer, Cooking Matters for Kids will be taught at SFSP sites. A total of 500 parents will be reached – 350 through the Pop-Up Tours and 150 through the 6 week classes. 150 children will participate in the Cooking Matters for Kids. A bi-lingual (in Spanish) part time Nutrition Educator will teach these classes.

In addition to teaching nutrition education classes, we will work with the senior apartment complexes where Seniors Eating Well is taught to implement a policy of serving healthy snacks to the residents. Currently many of the apartments serve unhealthy snacks after the Seniors Eating Well classes, and we hope to change their policy/system to changing the snacks they serve. We will also expand the environment change that is soon to be implemented in our senior food pantries to encourage healthy eating. This involves multi-levels of nutrition education materials at the pantries. The first level includes nudge cards that encourage the seniors to make healthier food choices. We will add recipe cards, posters and flyers to help implement this change. In order to ensure that the aging population receives the proper health education, a pantry participation policy will also be implemented with all partners who have a client-choice, senior only pantry.

Evidence Base:

Seniors Eating Well – This evidence based curriculum was created by Penn State Extension. It is intended to improve the nutrition and health status of middle-aged and older adults. The 9 week course includes cooking demonstrations, meal planning, social relationships and fitness, and diet, health and chronic disease prevention. The pilot program showed that it had a positive impact – “by increasing knowledge, skills/abilities, intent to change behaviors, and behavior change using 3-6 month follow-up surveys. Significant differences have been demonstrated by matching individuals’ pre- and post-behaviors using student t-tests.”

Stay Strong, Stay Healthy – This evidence based curriculum was created by the University of Missouri extension. The program’s goal is to improve health and quality of life. The hour long sessions meet twice each week. They include warm-up exercises, strengthening exercises with or without weights, and cool-down stretches. Participants are also encouraged to do the exercises on their own once more during the week. Over the eight weeks, participants learn the exercises and begin to improve strength and balance.

Cooking Matters - As part of the No Kid Hungry campaign to end childhood hunger in America, Share Our Strength’s *Cooking Matters*, an evidence based curriculum, teaches participants to shop smarter, use nutrition information to make healthier choices and cook delicious, affordable meals.

Key Performance Indicators (KPIs):

Number of Senior Pantries that expand their efforts to encourage healthy eating.

Number of apartment complexes that provide healthier snacks.

Number of participants reporting an increase in their daily fruit and vegetable consumption.

Number of participants reporting an increase in their physical activity and decrease in their sedentary behavior.

Number of participants reporting that they can now choose healthier foods on a budget.

Use of Existing Educational Materials:

We will use Penn State Extension’s curriculum *Seniors Eating Well*, the University of Missouri’s *Stay Strong, Stay Healthy* curriculum, and Share Our Strength’s *Cooking Matters*.

Development of New Educational Materials:

We will not develop any new educational materials.

Evaluation Plans

Name: The name(s) of each project(s) that will be a part of this evaluation

For Seniors Eating Well, we will collaborate with the Cooperative Extension on evaluation, including evaluation approach, framework indicators, data collection/analysis and aggregate statewide reporting for Seniors Eating Well and Stay Strong, Stay Healthy. We will use a pre and post assessment to measure the impact of the program. For the Cooking Matters classes, we will also use a pre and post assessment to measure the impact. Responses on the assessments will be entered into spreadsheets for analysis.

Type: The type of evaluation as primarily an outcome assessment

Questions: The questions(s) that will be addressed

Provide approaches and planned use for each evaluation question.

Approach(es): Utilize the State Evaluation Tools

- The RNECE-West Healthy Food Pantry Assessment Tool
- Oregon Food Bank Healthy Pantry Initiative Snapshot Assessment

Planned use: Plans for using the results (Add lines as needed)

Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done

N/A

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

Increase Food Security

3.1 Support families through *food resource management classes* to assist in healthy meal planning and budgeting

ST1

- 1a. Fruit
- 1b. Vegetables
- 1g. Make half your plate fruits and vegetables – vary your veggies

- 1h. Make half your plate fruits and vegetables – focus on whole fruits.
- 1l. drink water instead of sugary beverages.

ST2

Healthful Shopping Practices:

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

Stretch Food Dollars

- 2h. Compare Prices before buying foods
- 2l. Use unit pricing to find best values

3.2 Implement PSE changes to encourage healthy food choices among *pantry clients*

ST2

Healthful Shopping Practices:

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice.
- 2l. Use unit pricing to find best values.

Adults and Those with Disabilities

4.1 Provide *evidence-based healthy eating and physical activity education in support of policy, system, and environmental change* strategies to eligible *adult and those with disabilities* audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.

ST1

- 1a. Fruit
- 1b. Vegetables
- 1g. Make half your plate fruits and vegetables – vary your veggies
- 1h. Make half your plate fruits and vegetables – focus on whole fruits.

ST3

Increased Physical Activity, Fitness, and Leisure Sport

- 3a. Physical activity and leisure sport (general physical activity or leisure sport)
- 3b. Physical activity when you breathed harder than normal (moderate-vigorous physical activity)
- 3c. Physical activity to make your muscles stronger (muscular strength)
- 3f. Walking steps during period assessed

Reduce Sedentary Behavior

- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

Coordination of Efforts

We are using the same senior nutrition and physical activity education curricula as the Cooperative Extension so that we can collaborate with them on evaluation, including evaluation approach, framework indicators, data collection/analysis and aggregate statewide reporting. In addition, we will partner with low income senior housing, senior

centers, food pantries, and county libraries to provide the classes at their facilities. For Cooking Matters we will partner with Share Our Strength for the implementation of the program and with schools, community centers and libraries, and food pantries to provide the classes at their sites.

Template 3: SNAP-Ed Staffing Plan

Project Name: Nutrition Education: Empowerment for a Lifetime

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Nutrition Supervisor – Oversee implementation of grant; supervise nutrition educators, work on PSE's with senior apartment complexes and senior pantries; teach Stay Strong, Stay Healthy	.50 FTE	75%	25%	\$24,600
Government Grants Management - oversee implementation of grant; submit reimbursement claims	.05 FTE	100%	0%	\$3,934
Part Time Nutrition Educator (Seniors Eating Well) x 2 – teach Seniors eating Well with accompanying preparation and paperwork	.375 FTE x 2	20%	80%	\$29,172

Part Time Nutrition Educator (Cooking Matters) – Teach Cooking Matters with accompanying preparation and paperwork	.625 FTE	20%	80%	\$24,321
				\$82,027

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Three Square

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$18,353	\$63,674	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$6,749	
Nutrition Education Materials	\$10,000	\$11,853	
Travel		\$2,784	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$28,353	\$85,060	
Indirect Costs (Indirect Cost Rate= __10%__)	\$2,835	\$8,506	
Total Federal Funds	\$31,188	\$93,566	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$124,754	Leave Blank

Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$31,188	
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Signature of Responsible Official:



Date: 7-8-19

Budget narrative:

Salary/Benefits: \$82,027

Government Grants Manager - 104 hrs = .05 FTE x \$65,564 (\$3,278) + benefits (\$328) + taxes (\$328) - to ensure grant stays in compliance and submit reports and reimbursements

Nutrition Supervisor - 1040 hrs x .50 FTE x \$41,000 (\$20,500) + benefits (\$2,050) + taxes (\$2,050) - to set up classes, hire & train nutrition educators, work with UNCE, oversee the collection and analysis of data, teach Stay Strong, Stay Healthy

Part Time Nutrition Educators (2) - 2 x [15 hr/wk x \$17/hr x 52 wks (\$13,260) + taxes (\$1,326)] - to teach the Seniors Eating Well

Part Time Nutrition Educator - 25 hr/wk c \$17/hr x 52 weeks (\$22,100 + taxes (\$2,210) - to teach Cooking Matters

Non-capital equipment/office supplies: \$6,749

Office supplies for participants - \$2,876 Laptops - \$1,200

Food Demos Supplies/Equipment-cutting boards, knives & sharpeners, mixing bowls, mixing & serving spoons, salad tongs, can openers, food storage containers, peelers, vegetable steamer - \$1,754 - for cooking demonstrations **Food Demos Disposable Supplies** - bowls, forks, spoons, cups, napkins, paper towels, Clorox wipes, dishwashing soap, sponges -\$497.25 - for participants to eat food from cooking demonstrations

Exercise Equipment - Weights, cones, juggling scarves, exercise resistance bands - \$1,622 - for Stay Strong, Stay Healthy

Nutrition Education Materials: \$21,853

Demo Food - \$25 x 525 food demonstrations= \$12,500

Incentives - sports bottles, measuring sets, cutting boards, pens insulated grocery bags, measuring spoons, spatulas, peelers - \$9,353

Travel: \$2,784

Mileage - \$2,784 - \$.58 x 1600 miles x 3 staff - Travel to sites for classes

Total direct costs: \$113,413

Total indirect costs: \$11,341 10% *deminimus*

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

\$31,188

Total Federal funds: \$124,754

Section C. Travel

In-State Travel

Travel Purpose: Travel to sites in Las Vegas

Travel destination: ***Local travel-Las Vegas, NV***

Number of staff traveling: ***3***

Cost of travel for this purpose:

Mileage rate of \$.58/mile

Total In-State Travel Cost: \$2,784

University of Nevada Cooperative Extension

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

UNCE FFY2020 SNAP-Ed Proposal

Related State Objective(s):

Improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles.

Overall State Goal:

Improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles.

Priority Overall Objectives:

- Assist Nevadans in overall diet quality and beverages (R1 and R5)
- Reduce food insecurity through Food Resource Management (R6)
- Increase Physical Activity and decrease sedentary behavior (R7)
- Increase daily fruit and vegetable consumption (R2)

Priority Focus areas for Direct Education and PSE are:

1. Early Childhood (Healthy Kids Early Start)
2. School Health (Healthy Kids Healthy Schools)
3. Increase Food Security (Healthy Food Resource Management)
4. Adults and those with disabilities (Healthy Adults)

**All SNAP-Ed activities proposed are designed to focus on culturally appropriate programming and strategies through partnerships and collaboration with community engagement.*

Audience:

The primary audience of UNCE SNAP-Ed programming includes SNAP eligible low-income families, adults and those with disabilities, caregivers, and children ages 3-11 in schools or early childcare centers maximizing reach and sustainability of healthy behaviors across Nevada in Carson City, Churchill, Clark, Douglas, Lincoln, Lyon,

Mineral, Nye, Pershing, Storey, and Washoe counties. The proposed programs will focus education on the target SNAP eligible audience by partnering and collaborating specifically with organizations that serve low-income individuals and families, like Title I schools, low-income senior housing, and Head Start programs.

Food and Activity Environments:

The project will reflect the audience's awareness and access to healthy foods and beverages, and places to be physically active by focusing on the following public health approaches:

- **Engagement, Assessment, & Evaluation**

- i. *Evaluation*: collect and analyze quantitative data from primary and secondary sources to ensure each proposed program is delivering practice-tested curricula. Evaluation will include measuring SNAP-Ed indicators provided by program strategy to inform program effectiveness, impact, and reach.
- ii. *Partnerships/Collaborations*: Partner and collaborate with various organizations, institutions, and members of the community across Nevada to implement direct education, marketing/promotion, and PSE approaches focusing on improving fruit and vegetable consumption among low-income individuals throughout the life-span and leverage relationships to expand reach.

- **Marketing/Promotion**

- i. *Media/Signage*: use site signage, flyers, social media, newsletters, etc. to promote access and appeal for healthy eating and physical activity; signage and flyer placement at other food distribution sites
- ii. *Social Normative*: encourage program participants (adults, parents, and children, and others that are food insecure) to share emails, flyers/handouts about fruit and vegetable consumption and physical activity with their friends and other family members

- **Policy, Systems, & Environmental (PSE)**

- i. *Healthy Messaging*: site changes establishing display posters, healthy message boards, newsletters, fact sheets, etc.
- ii. *Digital Media*: deliver postings of healthy messages on webpages, Facebook, Twitter, and YouTube accounts statewide

- iii. *Partnerships, Champions, & Capacity Building*: in licensed child care facilities, schools, community or senior centers, or Farmer's Markets; conduct environmental scans, establish local champions, provide training to schools, early childhood professionals, and other partner organizations on health and obesity prevention strategies to implement sustainable, ongoing nutrition and physical activity programs at their sites. In addition, facilitate implementation and success of the site's improved physical activity and nutrition programs through online/web-based teacher/parent support; teacher trainings & train-the-trainers; technical assistance to farmers market managers; and pilot gardens to support ongoing environmental changes to partner properties.
- iv. *Policy Support*: facilitate implementation of School Wellness Policy with support to school wellness coordinators; help establish a school wellness council and serve on councils if necessary; provide support for changes in practice to improve appeal for healthy food and beverages; and support ECE legislative efforts around physical activity and nutrition (AB152, SB27).

Project Description:

Extension leadership aims to focus strategic collaboration across Nevada's rural and urban counties through fiscal, personnel, and educational efforts directed by content experts targeting unification of work and grant oversight. As a result, the University of Nevada Cooperative Extension is submitting one SNAP-Ed proposal from the Health & Nutrition department that will assume responsibility for a consolidated plan including evaluation and reporting. The Extension SNAP-Ed program will provide a multi-county, multi-level intervention incorporating direct education; marketing/promotion; and policy, systems, and environmental approaches focused on improving fruit and vegetable consumption and increasing physical activity levels as well as working with organizations that serve low-income populations to develop health in all policies and to complete environmental scans to inform organizational changes that can improve health behaviors.

A combination of direct education and public health approaches will be used to maximize reach and sustainability of healthy behaviors across Nevada. Four strategies will be employed including *Healthy Kids, Early Start* (early childhood education for children, their families, and teachers); *Healthy Kids, Healthy Schools* (elementary age children in the school and afterschool setting); *Healthy Adults* (adults and those with disabilities); and *Healthy Resource Management* (farmers markets, direct farmers, and workforce development). The following tables represent the behavioral and PSE changes that are selected based on strategy. Each table includes how (direct ed-DE or policy, systems and environment- PSE) and where the services will be delivered and partners, the number of sites, and the projected reach and number of unique

participants targeted. The key educational messages that will be delivered, varying by strategy, include the importance of fruits, vegetables, and whole grains for a balanced diet; how to shop for and prepare healthy foods in an affordable manner, and opportunities to increase physical activity for obesity prevention and a healthy lifestyle.

Strategy 1: *Healthy Kids Early Start* focuses on preschool teachers, which are targeted through direct education (All 4 Kids, Little Books Little Cooks), provider trainings, (pre-program implementation, teacher trainings, and professional development) and PSE implementation strategies through schools and early childhood centers. PSE strategies have been strengthened to increase reach and sustainability. The strategy builds upon Nevada's statewide obesity prevention plan to reach preschool children, ages 3-5, focusing on low-income families that are SNAP eligible. This strategy targets obesity prevention by involving preschoolers, their families, and their teachers in educational programming using two evidence-based curricula (All 4 Kids, Little Books Little Cooks) and implementing environmental changes. Assuming preschoolers live within an obesogenic environment, direct teaching and policy, systems and environment (PSE) strategies directed to the preschool-aged child can impact individual knowledge, preferences and improvement of skills. The preschoolers' immediate environments (e.g. home, preschool) when altered, can create surroundings and learning experiences that reinforce these healthy eating and physical activity messages for both the child and the adult (caregivers and teachers).

In addition, adult caregivers and families of preschool children, ages 3-5, benefit from the strategy's objectives. Families who are physically active have children who are more active. It has also been shown that parental role modeling at mealtimes increases the acceptance of foods by young children, as does role modeling by preschool providers when children are in their care (National Research Council, 2011). Adult caregivers are targeted through family events and take-home-messaging as well as direct teaching.

All 4 Kids is a 21-lesson curriculum delivered in the preschool classroom to children thrice weekly for 8 weeks with 3 family engagement events. Little Books Little Cooks is an 8-lesson curriculum delivered once weekly with both parent and caregiver present. Indirect education supports recruiting for program participation and family engagement.

Both All 4 Kids and Little Books Little Cooks aim to increase fruit and vegetable consumption as well as physical activity among young children. If each curriculum meets these expected outcomes, we plan to continue each program with new audiences. If the outcomes are not met, we plan to discontinue the specific programs that are not meeting expectations and explore other evidenced-based approaches. Additionally, we expect to promote program sustainability through program implementation helping to establish working relationships with early childcare centers

for PSE efforts, like offering environmental scans, technical assistance, and obesity prevention teacher trainings.

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County	Program	Curriculum	Name of Site(s)	Total Unique Participants	# of Sites	# of Series (# of lessons per series)	Indicators used
Clark	Healthy Kids Early Start	All 4 Kids	Early Childhood Licensed Childcare Facilities through QRIS	250	5	1 per site (21)	MT1cdhlm MT3a.
Washoe	Healthy Kids Early Start	All 4 Kids	Early Childhood Licensed Childcare Facilities through QRIS	150	3	1 per site (21)	MT1cdhlm MT3a.
Lincoln	Healthy Kids Early Start	All 4 Kids	Panaca Elementary School – Prek Classroom	20	1	1 per site (21)	MT1cdhlm MT3a.
Clark	Healthy Kids Early Start	Little Books Little Cooks	Early Childhood Licensed Childcare Facilities through QRIS	120	10	1 per site (7)	MT1cdhlm MT3a.
Washoe	Healthy Kids Early Start	Little Books Little Cooks	Early Childhood Licensed Childcare Facilities through QRIS	120	10	1 per site (7)	MT1cdhlm MT3a.
Lincoln	Healthy Kids Early Start	Little Books Little Cooks	Caliente Elementary School – Prek Classroom	12	1	1 per site (7)	MT1cdhlm.
Clark	Indirect Education	Social Media	1. Healthy Kids Early Start Facebook 2. Healthy Kids Festival Facebook 3. Healthy Message Texting	1,000 people			Additional work to support direct education efforts, but not measured through an indicator

PSE

County	What is being done	Type of PSE	Name of Site(s)	Total Reach	# of Sites	Indicators used
Clark	NAPSACC	E	ECE sites TBD	500 Children 500 Adults 50 Teachers	10	MT5abcde. MT6abcde.
Washoe	NAPSACC	E	ECE sites TBD	350 Children 350 Adults 35 Teachers	10	MT5abcde. MT6abcde.
Lincoln	NAPSACC	E	Caliente Elementary School – Prek Classroom Panaca Elementary School – Prek Classroom	20 children	2	MT5abcde. MT6abcde.
Clark	Healthy Kids Festival	S	Doolittle Community Center – 1950 N. J St., Las Vegas, NV 89106	400 Children, 400 Adults 100 Volunteers 50 Community Partner Agencies	1	MT5e MT6e
Clark	Capacity Building: 1. QRIS Coach Collaboration 2. CACFP Support 3. Provide equipment, books, kits for nutrition and physical activity 4. Train the Trainer in All 4 Kids & CATCH curricula; utilization of the Healthy Kids Resource Center; dance and physical activities for use in the classroom; breastfeeding; increasing physical activity; reducing sedentary behavior; nutrition for preschoolers; growth, obesity, energy balance, and BMI	S	ECE sites TBD	150 ECE professionals/ students/ and adults in other related fields such as public health, nutrition, kinesiology, etc.	10	MT5abcd. MT6abcd
Washoe	Capacity Building: 5. QRIS Coach Collaboration 6. CACFP Support 7. Provide equipment, books, kits for nutrition and physical activity 8. Train the Trainer in All 4 Kids & CATCH curricula; utilization of the Healthy Kids Resource Center; dance and physical activities for use in the classroom; breastfeeding; increasing physical activity; reducing sedentary behavior; nutrition for preschoolers; growth, obesity, energy balance, and BMI	S	ECE sites TBD	100 ECE professionals/ students/ and adults in other related fields such as public health, nutrition, kinesiology, etc.	10	MT5abcd. MT6abcd
Clark	Environmental Changes to support and improve access and appeal for Physical Activity and Nutrition 1. Healthy Message Boards 2. Playground Stencils	E	Partner ECE centers	500 children, 500 adults 50 Teachers	10	MT5d. MT6d.

Washoe	Environmental Changes to support and improve access and appeal for Physical Activity and Nutrition 1. Healthy Message Boards 2. Playground Stencils	E	TBD	350 Children 350 adults 35 Teachers	10	MT5d. MT6d.
Clark	PreK Gardens	E	Acelero Head Start – Strong Start Academy Discovery Gardens Childcare (Bonanza Rd) Mater Academy (Bonanza Rd)	150 children 150 Adults 15 teachers	3	MT5d.
Clark	All 4 Kids Media Project	S				MT3a.

Strategy 2: The Healthy Kids Healthy Schools strategy focuses on programming that complements school efforts to meet annual school wellness goals as required through the School Wellness Policy provisions of the Healthy Hunger Free Kids Act and USDA child nutrition programs through various activities and collaborations. The CATCH after school programming provides nutrition education that will complement *afterschool snack and/or supper programs*. CATCH summer programming at Boys & Girls Clubs in Lyon County and at Community Centers and Libraries in Clark County will complement the *Summer Food Service* program and be conducted by UNCE staff. A collaboration between the Chefs for Kids Foundation, Clark County, and UNCE SNAP-Ed helps expand nutrition education in Clark County schools by sharing salary costs for nutrition educators. Programming in Lyon County schools will be coordinated between the Lyon County Healthy Communities Coalition (LCHCC) and the Lyon UNCE so that nutrition education is accomplished by the UNCE, while school garden education will be conducted by the LCHCC. Both organizations will work together on multiple levels to promote student wellness. Collaboration with the Southern Nevada Health District and the American Heart Association will assist with SPAN-ET assessments in CCSD schools. The UNCE is a Partners for Healthier Nevada School Wellness Task Force member which will facilitate collaboration and prevent duplication of programming throughout the vast network of CCSD schools. Clark County UNCE will also work with Green Our Planet to promote school wellness and school gardens. Clark County UNCE will collaborate with the Clark County School District to provide resources and trainings to Clark County teachers on promoting school wellness and incorporating nutrition and physical activity into daily curriculum and activities. An RD Chef will provide chef demos at 20 Clark County schools for all students and staff to increase promote healthy eating strategies. Washoe County UNCE staff collaborate with the Nevada Department of Agriculture to provide fruit and vegetable handouts to various school districts that teachers may use to provide nutrition education as part of the Fresh Fruit and Vegetable Program. The Washoe UNCE will collaborate with the High Sierra Area Health Education Center (contractor) to conduct SPAN-ET assessments and work with school

wellness champions to implement high-leverage activities that align with the three WCSD student wellness goals. Washoe County UNCE staff will also participate in the 5210 Healthy Washoe Initiative to collaborate with a variety of multi-sector partners to plan and promote physical activity and nutrition initiatives at Washoe County schools.

The secondary audience for the school wellness programming includes the students' families and school staff at the targeted school(s) and out-of-school locations. Interactive nutrition displays/booths and handouts provided during student lessons or at school community outreach events will reach a broader school family and staff audience via indirect education. Dig In! will conduct additional outreach that will be coordinated at each school to include parent nights, sample nutrition activities for lower grades, parent/child garden club, and a summer garden literacy program at Mariposa Academy in coordination the UNCE Family Storyteller Program. Family Storyteller staff will read a garden-based book and Dig In! staff will incorporate a garden lesson for children and their parents/caregivers.

Direct education will take place in Clark, Lincoln, Washoe, Lyon, and Pershing, Storey counties, and Carson City reaching 11,895 children, 3,240 family members, and 505 school teachers and staff across 51 sites and 273 program series. *Direct education* will also be provided in summer out-of-school programs as staffing permits in Lyon and Clark counties.

Curricula used to provide direct education are grade and context-appropriate:

- *Pick a Better Snack* is a 9-lesson curriculum delivered in the classroom for 2nd and 3rd grades once monthly; only 3rd grade classrooms will be targeted in Clark County and 2nd and 3rd grade classrooms will be targeted in Lyon, Washoe, Lincoln, Pershing, and Storey counties including Carson City.
- Washoe County will implement *Dig In!* in two Washoe County Schools, Mariposa Academy and Libby Booth Elementary. Both schools have gardens, thus connecting nutrition education and garden growing experiences for 4-6 grade students enrolled in the two schools. Each school will receive a series of 10 lessons, which will be split over the course of the school year and the growing season.
- *The CATCH Kids Club K-5 Healthy Habits & Nutrition Manual* and *K-5 Activity Box* features lessons organized into themes related to physical activity, nutrition, and screen-time reduction, and is designed to be delivered in the after-school setting.

In addition to direct education activities, indirect education will take place to support PSE and direct education. Indirect education will be conducted through social media messaging, monthly healthy messaging flyers, posters, and handouts. Short- and medium-term PSE indicators will be initiated in FY20 with the overall goal to establish wellness champions and committees to support environmental scan results to implement changes in FY21, which will be measured using long-term indicators and

reassessing progress through repeated environmental scans at the sites previously scanned. Sites that completed environmental scans in FY19 will receive technical assistance by UNCE SNAP-Ed staff to implement the adoption of PSE changes suggested through the environmental scan.

Each curriculum listed aims to increase fruit and vegetable consumption as well as physical activity among school-aged children. If each curriculum meets these expected outcomes, we plan to continue each program with new audiences. If the outcomes are not met, we plan to discontinue the specific programs that are not meeting expectations and explore other evidenced-based approaches. Additionally, we expect to promote program sustainability through program implementation helping to establish working relationships with elementary schools and parent organizations for PSE efforts, like offering environmental scans, technical assistance, and obesity prevention teacher trainings.

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County	Program	Curriculum	Name of Site(s)	Total Unique Participants	# of Sites	# of Series (# of lessons per series)	Indicators used
Clark	HKHS	PABS	Clark County School District	~3200- 3 rd grade students 500- 5 th grade students	27 elementary schools (~135 classes)	1 per site (9 lessons per series)	MT1Im MT3e
Clark	HKHS	CATCH	Las Vegas Community Centers & Las Vegas Libraries	TBD (~150 participants per site)	TBD (estimating 3-6 sites)	1 per site (7 lessons per site)	ST1ab ST3e
Lincoln	HKHS	PABS	Lincoln County School District	~75	2 elementary schools	1 per site (9 lessons per series)	MT1Im MT3e
Lyon	HKHS	PABS	Lyon County School District	1395 students	7 elementary schools (~55 classes)	1 per site (9 lessons per series)	MT1Im MT3e
Lyon	HKHS	CATCH	Mason Valley & Truckee Meadows Boys and Girls Club	750 students	5 elementary schools	1 per site (4 visits per site)	ST1ab ST3e
Pershing	HKHS	PABS	Pershing County School District	100 students	1 elementary schools	1 per site (9 lessons per series)	MT1Im MT3e
Washoe	HKHS	PABS	Washoe County School District	1000 students (~50 classes)	6 elementary schools	1 per site (9 lessons per series)	MT1Im MT3e
Washoe	HKHS	CATCH	Reno Housing Authority	50 students	5 RHA sites	1 per site (13 lessons, 3 summer programs, 4 block parties/fairs, 2 recruitment events)	ST1 ST3 ST6 MT1 MT3
Washoe	HKHS	Dig In!	Washoe County School District	200 students	2 elementary schools	1 per site (10 lessons per series)	ST1 ST3 ST6 MT1 MT2
Carson City/Storey	HKHS	PABS	Mark Twain Elementary	225 students (10 classes)	1 elementary schools	1 per site (9 lessons per series)	MT1Im MT3e

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PSE

County	What is being done	Type of PSE (policy, environmental, or systems)	Name of Site(s)	Total Reach	# of Sites	Indicators used
Clark	SPAN-ET	P, S, E	Clark County School District	8 elementary schools	8 elementary schools	ST5bc MT6abd MT5abd
Clark	<p>School Wellness Public Health Approaches:</p> <p>4 Elementary school teacher trainings on incorporating nutrition/physical activity</p> <p>1-4 school wellness committee meetings per year x 20 schools</p> <p>4-8 school wellness task force meetings per year @ SNHD</p> <p>6-10 Pathways from Poverty meetings/events per year</p> <p>5-10 Green Our Planet teacher trainings/meetings per year</p> <p>School Wellness Champions</p>	P, S, E	<p>Clark County School District</p> <p>Southern Nevada Health District</p> <p>Pathways from Poverty</p> <p>Green Our Planet</p> <p>High Fives for Health Facebook Page</p>	<p>27 elementary schools</p> <p>3-10 Community Partners</p> <p>Facebook users</p>	<p>27 elementary schools</p> <p>3-10 Community Partnership Sites</p>	ST7a ST8a ST6ab MT6e MT5e
Lincoln	<p>School Wellness Public Health Approaches:</p> <p>School Wellness Champions</p>	E	Lincoln County School District	2 elementary schools	2 elementary schools	ST6ab
Lyon	SPAN-ET	P,S,E	Lyon County School District	7 elementary schools	7 elementary schools	ST5bc MT6abd MT5abd
Lyon	<p>Public Health Approaches: Meetings, events, collaborations, etc. with Healthy Communities Coalition, Mason Valley Boys and Girls Clubs, Lyon County School District, etc.</p> <p>Identify and assist School Wellness Champions x 7 schools</p> <p>Establish 1 school wellness policy at 1 school</p>	P, S, E	Lyon County School District; Lyon County Healthy Communities Coalition; Mason Valley Boys and Girls Club	7 elementary schools, 2-3 community partners	7 elementary schools, 2-3 community partners	ST7a ST6ab

Pershing	School Wellness Public Health Approaches: School Wellness Champions	E	Pershing County School District	1 elementary school	1 elementary school	ST6ab
Washoe	SPAN-ET	P, S, E	Washoe County School District	8 elementary schools	8 elementary schools	ST5bc MT6abd MT5abd
Washoe	School Wellness Public Health Approaches: 4-8 5210 Healthy Washoe Initiative meetings per year School Wellness Champions	P, S, E	Washoe County School District 5210 Healthy Washoe Initiative	8 Elementary Schools 3-5 Community Partners	8 Elementary schools 3-5 Community Partners	ST7a ST8a ST6ab
Carson City/Storey	School Wellness Public Health Approaches: School Wellness Champions	E	Storey County School District	1 elementary school	1 elementary school	ST6ab

Strategy 3: The Healthy Food Systems strategy addresses multiple levels of the socioecological model to improve the likelihood that people who are SNAP-eligible will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA Food Guidance. Interventions include nutrition education at the individual level, teaching consumers about local foods and farmers markets, teaching food resource management skills, and addressing the interpersonal level by providing social media as a venue for participant interaction. Policy, systems, and environmental change efforts to help increase access to healthy foods will focus on the organizational and environmental level.

Individual level programs:

- SNAP into Farm Fresh Foods Program (FM) - The Maine Nutrition Toolkit at Farmers Markets (MFM) was developed by Maine SNAP-Ed and Wholesome Wave. This toolkit outlines strategies for three different nutrition education models to promote locally grown foods based on available resources, staffing, time and location of classes and the availability of farmers markets offering a Bonus Bucks nutrition incentive program. HFS-SNAP into Farm Fresh Foods Program (SIFFFP) is designed to increase redemption of SNAP benefits and nutrition incentives at farmers markets and other healthy food retail outlets in Clark and Washoe counties. Direct education lessons incorporate a fruit or vegetable tasting from the Maine nutrition curriculum at Farmers Market and at public agencies that serve low- income SNAP participants, seniors, WIC families, and at the Supplemental Nutrition Assistance Program Employment & Training (SNAP-ET) sites. Classes/workshops will be offered twice weekly at housing

developments and year-round farmers markets, and twice weekly for spring and summer only farmers markets.

- **Healthy Eating on a Budget (HEOAB)** - The Healthy Eating on a Budget program has been integrated into the TANF Work Readiness workshop as a SNAP-Ed program. The purpose of the 8-lesson Healthy Eating on a Budget series is to provide SNAP recipients with education on healthy nutrition and physical activity practices, food resource management, and food safety. Direct education using the Eating Smart, Being Active curriculum will be provided in eight 1-hour lessons in conjunction with each two-week DWSS NEON WIN session. The program is conducted once per month in a DWSS site in both Las Vegas and Reno. Besides nutrition instruction, a cooking demonstration is provided.

Interpersonal level: Eat Healthy Be Active Facebook page social media messaging designed to reinforce lesson key messages.

Organizational and Environmental levels: The Policy, Systems, and Environmental (PSE) change approaches include providing technical assistance to farmers and farmers markets around the state wishing to accept SNAP benefits, creating a statewide communication network for SNAP-authorized farmers markets and direct farmers, and helping coordinate mobile farmer's markets/pop-up farmers at housing developments, recreation centers, and community-based organizations. Also, SIFFFP will provide promotional signage to SNAP-authorized vendors, and signage promoting the use of SNAP benefits to purchase seeds and plants for growing food at SNAP-authorized retail outlets.

Each curriculum listed aims to increase the intent to consume more fruits and as well as participate in more physical activity among adults. We also aim to expand the usage of EBT benefits at Farmers Markets. If each curriculum meets these expected outcomes, we plan to continue each program with new audiences. If the outcomes are not met, we plan to discontinue the specific programs that are not meeting expectations and explore other evidenced-based approaches. Additionally, we expect to promote program sustainability through program implementation helping to establish working relationships with community centers, low-income housing complexes, and Farmer's Markets for PSE efforts, like offering environmental scans, technical assistance, and obesity prevention teacher trainings.

County	Program	Curriculum	Name of Site(s)	Total Unique Participants	# of Sites	# of Series (# of classes per series)	Indicators used
Clark	HFS-SNAP into Fresh Foods	Maine SNAP-Ed Farmers Market	LF Farmers Market	200 individuals	5	1 per site (1)	ST1abghil ST2f ST3a
			NV Hand Properties	200 individuals	6		

			WIC Clinics	100 individuals	4		
Washoe	HFS-SNAP into Fresh Foods	Maine SNAP-Ed Farmers Market	LF Farmers Market	50 individuals	2	1 per site (1)	ST1abghil ST2f ST3a
			NV Hand Properties	50 individuals	2		
			WIC Clinics	50 individuals	1		
Clark	HEOAB	Eating Smart Being Active	Division of Welfare and Supportive Services	100	1	12 per site (8)	MT1 l,m MT2 a,b,g,h,j,l
Washoe	HEOAB	Eating Smart Being Active	Job Connect Veterans	50	1	12 per site (8)	MT1 l,m MT2 a,b,g,h,j,l

Strategy 4: The Healthy Adults strategy of the University of Nevada Cooperative Extension (UNCE) will focus on healthy aging as well as the health of adults with disabilities. A Policy, Systems, and Environmental (PSE) approach will be used in all areas of programming addressing healthy aging, and the health of adults with disabilities. Programming will include direct education in the form of SNAP-ED approved Seniors Eating Well (SEW), Stay Strong Stay Healthy (SSSH), and an added curriculum Healthy Steps to Freedom (HSF) to address body image and health related issues unique to the population of low-income adults with disabilities that will be served. The initiatives will implement strategies and interventions, to encourage healthy eating habits and a physically active lifestyle; and assist in creating environments that supports healthier eating habits and being more physically active. To help meet the Nevada State Nutrition Action Plan Goals and Priorities, topics in the SEW, SSSH, and HSF curricula include; basic nutrition, portion control, food labels, physical activity, and calories and metabolism. HSF also specifically addresses topics which address body image disturbances, eating behaviors and disorders; and other poor lifestyle practices (i.e., sedentary behaviors). All lessons incorporate information to take home and practice with care partners and/or the family unit. The priorities that will be evaluated will be increase of fruits and vegetables; and drinking water instead of sugary beverages. These will be assessed using the questionnaire and surveys identified in the evidenced-based curriculum outlined above. Additionally, the increase of steps walked, and the decrease of time spent sitting will be assessed using the International Physical Activity Questionnaire (IPAQ).

Seniors Eating Well (SEW) will be used to address healthy aging. Nine 45-minute lessons that cover important nutrition topics for older adults.

Stay Strong, Stay Healthy (SSSH) is an eight-week evidenced based strength program for older adults developed by University of Missouri Extension

researchers and specialists. SSSH meets the recommendation for healthy muscle strength. The program's goal is to improve health and quality of life.

The *Healthy Steps to Freedom* Program is a health and body image curriculum that addresses gender-specific, health-related issues unique to females in treatment for mental health and substance abuse related issues. The HSF curricula consist of 10, 90-120-minute lessons taught by HSF instructors in treatment facilities and other family residential recovery centers.

Environmental scans will be proposed at all program sites. Strategies will meet the unmet community need for public health approaches that will make it easier for older adults and adults with disabilities to engage in lifelong behavioral changes. SEW, SSSH, and HSF educational strategies is intended to supplement policies, systems, and environmental (PSE) approaches as a multi-component program delivery model, which will have continued technical assistance support in FY21 to implement suggested changes based on the outcome(s) of the environmental scan(s) and reassessment will occur in FY22 to evaluate long-term indicators towards progress of PSE improvements. Initiatives that will address healthy aging and adults with disability health and body image programs, include: message/bulletin boards at program sites; social media to promote access and encourage healthy eating and increased physical activity; statewide and local wellness committees; focus groups; garden planting and garden education; and other innovative activities to promote greater access to fruits and vegetables and availability of physical activity opportunities. Additionally, education and capacity building opportunities will be implemented to provide an opportunity to teach care partners, counselors, and the community to understand the importance of healthy eating and physical activity.

Each curriculum listed aims to increase fruit and vegetable consumption as well as physical activity among adults. If each curriculum meets these expected outcomes, we plan to continue each program with new audiences. If the outcomes are not met, we plan to discontinue the specific programs that are not meeting expectations and explore other evidenced-based approaches.

Additionally, we expect to promote program sustainability through program implementation helping to establish working relationships with community centers and organizations, rehabilitation and treatment centers, senior centers, and low-income senior housing for PSE efforts, like offering environmental scans, technical assistance, and obesity prevention teacher trainings.

County	Program	Curriculum	Name of Site(s)	Total Unique Participants	# of Sites	# of Series (# of classes per series)	Indicators used
Carson City/Storey County	HA	SEW	Elks, VFW, and/or low-income apartment complex Lockwood Senior Center, Mark Twain Community Center/Food Bank	50	4	1 per site (9 classes per series)	MT1 l,m MT2 a,b,g,h,j,l
Carson City/Storey County	HA	SSSH	Elks, VFW, and/or low-income apartment complex Lockwood Senior Center, Mark Twain Community Center/Food Bank	50	4	1 per site (16)	MT3c
Churchill County	HA	SEW	William Pennington Life Center	20	1	1 per site (9)	MT1 l,m MT2 a,b,g,h,j,l
Churchill County	HA	SSSH	William Pennington Life Center	20	1	2 per site (16)	MT3c
Clark County	HA	SEW	Clark County, City of Henderson, City of Las Vegas, and/or City of North Las Vegas Library, Recreation and Senior Centers Country Club at Valley View and/or Attiva Ovation Properties UNCE (Southern Area, such as, but not limited to AD Guy Knowledge Center, or Laughlin)	100	6	1 per site (9)	MT1 l,m MT2 a,b,g,h,j,l
Clark County	HA	SSSH	Clark County, City of Henderson, City of Las Vegas, and/or City of North Las Vegas Library, Recreation and Senior Centers Country Club at Valley View and/or Attiva Ovation Properties UNCE (Southern Area, such as, but not limited to AD Guy Knowledge Center, or Laughlin)	100	6	2 per site (16)	MT3c
Clark County	HA	HSF	WestCare Women and Children's Campus The Fearless Kind Organization	160	3	6 per site (10) 3 per site (10)	ST1 l,m ST2 a,b,g,h,j,l ST3a

			Youth Offender Court			1 per site (10)	
Lyon County	HA	SEW	Dayton Senior Center Silver Springs Senior Center Yerington Senior Center	75	3	2 per site (9)	MT1 l,m MT2 a,b,g,h,j,l
Lyon County	HA	SSSH	Dayton Senior Center Silver Springs Senior Center Yerington Senior Center	75	3	2 per site (16)	MT3c
Washoe County	HA	SSSH	Washoe Tribal Health Center	20	1	1 per site (16)	MT3c

PSE

County	What is being done	Type of PSE	Name of Site(s)	Total Reach	# of Sites	Indicators used
Carson City / Storey County	Identify Champions at four (4) sites. Strategic Planning and Outreach	E	Carson Senior Center Storey County Community Services Virginia City Senior Center Lockwood Senior Center	400	4	ST6a ST7abc MT5de
Churchill County	Identify Champions at one (1) site Strategic Planning and Outreach Install Gardens	E	William Pennington Life Center	250	1	ST6a ST7abc MT5de
Clark County – SEW/SSSH	Coordinate focus groups and implement environmental scans. At four (4) sites Identify Champions at four (4) sites. Strategic Planning and Outreach Install Gardens at (2) sites Conduct promotional (social marketing, social media) efforts for adults and coordinate with state and/or local SNAP-Ed partners Leveraged Resources at one (1) site	E S	Clark County, City of Henderson, City of Las Vegas, and/or City of North Las Vegas Recreation and Senior Centers (such as, but not limited to, Dr. Martin Luther King Jr. Senior Center, Doolittle Community Center, and Walnut Recreation Center) Country Club at Valley View and/or Attiva (low-income apartment complex) Ovation Properties (low-income apartment and senior living complexes) UNCE (Southern Area, such as, but not limited to AD Guy Knowledge Center, or Laughlin)	1500	4	ST5abc ST6a ST7abc MT5de MT12 LT9c
Clark County - HSF	Wellness Committee at one (1) site	E	WestCare Women and Children's Campus	1200	3	ST5abc ST7abc

	Capacity Building at two (2) sites Environmental Scan at one (1) sites Wellness Champions at three (3) sites		The Fearless Kind Organization YO Court House			
Lyon County	Identify Champions at two (2) sites. Strategic Planning and Outreach Install Gardens at two (2) sites	E	Dayton Senior Center Silver Springs Senior Center	1200	2	ST6a ST7abc MTde
Washoe County	Identify Champions	E	Washoe Tribal Health Center	50	1	ST6a

Evidence Base:

- a. **Strategy #1: Healthy Kids Early Start:** low income children ages 3-5, their families and their providers in ECE centers, title 1 schools, community centers, libraries, etc.

- i. *All 4 Kids: Healthy, Happy Active Fit: Classroom Education for Young Children (A4K)* research-tested
- ii. *All 4 Kids: Healthy, Happy, Active, Fit: Teacher and Family Connections Curriculum, Supplement to the All 4 Kids (A4K)* research-tested
- iii. *Little Books, Little Cooks (LBLC)* SNAP-Ed connection

Sigman-Grant, M., Byington, T. A., Lindsay, A. R., Lu, M., Mobley, A. R., Fitzgerald, N., & Hildebrand, D. (2014). Preschoolers can distinguish between healthy and unhealthy foods: The all 4 kids study. *Journal of Nutrition Education and Behavior*, 46(2), 121-127.

Kim, Y. (2016). Evaluating an Integrated Nutrition and Parenting Education Program for Preschoolers and Their Parents. *Journal of Extension*, 54(5), n5.

- b. **Strategy #2: Healthy Kids Healthy Schools:** low-income children ages 6-11, their families, and their teachers in schools and afterschool programs

- i. *Pick A Better Snack™ (PABS)* SNAP-Ed toolkit certified
- ii. *Dig In! (DI)* SNAP-Ed connection
- iii. *SPAN-ET* SNAP-Ed toolkit certified
- iv. *CATCH* SNAP-Ed toolkit certified

Long, V. (2013). *Supplemental Nutrition Assistance Program Education and Evaluation Study (Wave II): Michigan State University Extension's Eat Smart, Live Strong Program. Report.* United States Department of Agriculture, Food and Nutrition Service, Office of Policy Support.

Nader P, Stone EJ, Lytle LA, et al. (1999). Three-year maintenance of improved diet and physical activity: the CATCH cohort. *Arch Pediatric Adolescent Med.* 153(7): 695-704.

- c. **Strategy: #3 Healthy Food Resource Management:** Increase redemption of SNAP benefits and nutrition incentives at farmers markets and direct farmers; low-income SNAP participants attending workforce development training.
 - i. *Maine SNAP-Ed Nutrition Toolkit at Farmers Market (MEFM) - SNAP-Ed connection*
 - ii. *Eating Smart, Being Active SNAP-Ed toolkit certified*
- d. **Strategy #4: Healthy Adults:** low-income older adults in residential centers, senior centers, etc.; low-income women in substance abuse treatment centers.
 - i. *Seniors Eating Well (SEW) SNAP-Ed connection*
 - ii. *Stay Strong, Stay Healthy (SSSH) research-tested*
 - iii. *Healthy Steps to Freedom (HSF) SNAP-Ed toolkit certified*

Lindsay, A., & Velasquez, S. (2009). *Healthy Steps to Freedom: A Health and Body Image Curriculum for Use in Substance Abuse Programs for Women.* (UNCE Peer-Reviewed Publication #CM-09-02)

Lindsay, A., Warren, C., Velasquez S., & Lu, M. (2012). A Gender-specific approach to improving substance abuse treatment for women: The Healthy Steps to Freedom (HSF) Program. *Journal of Substance Abuse Treatment*, 43(1), 61-69.

Key Performance Indicators (KPIs):

- i. NUTRITION (INDIVIDUAL)

- 1. MT1c. Throughout the day, ate more than one kind of fruit: *At least half of participants will report eating more than one type of fruit by the end of FFY20.*
- 2. MT1d. Throughout the day, ate more than one kind of vegetable: *At least half of participants will report eating more than one type of vegetable by the end of FFY20.*
- 3. MT1f. Used MyPlate to make food choices: *At least half of participants will report using MyPlate to make food choices by the end of FFY20.*
(NEW)
- 4. MT1h. Drinking fewer sugar-sweetened beverages (e.g., regular soda or sports drinks): *At least half of participants will report a decrease in sugar-sweetened beverages by the end of FFY20.*

5. MT1l. Cups of fruit consumed per day (servings): *At least half of participants will report eating fruit two or more times per day by the end of FFY20.*
6. MT1m. Cups of vegetables consumed per day (servings): *At least half of participants will report eating vegetables two or more times per day by the end of FFY20.*
7. MT2f. Buy fruits and vegetables—fresh, frozen, dried or canned in 100% juice: *At least half of participants will report purchasing more fruits and vegetables over the past 2 months by the end of FFY20.*

ii. PHYSICAL ACTIVITY (INDIVIDUAL)

1. MT3a. Physical activity and leisure sport (general physical activity or leisure sport): *At least half of participants will report an increase in overall physical activity by the end of FFY20. (NEW)*
2. MT3c. Physical activity to make your muscles stronger (muscle strength): *At least half of participants will report an increase in activities that make your muscles stronger by the end of FFY20. (NEW)*
1. MT3e. Recess, lunchtime, classroom, before/after school physical activities (school activities—non-PE): *At least half of participants will report an increase in physical activity during recess by the end of FFY20.*

iii. NUTRITION (PSE)

1. MT5a. Number and proportion of sites or organizations that make at least one change in writing or practice to expand access or improve appeal for healthy eating: *At least half of the sites will make at least 1 policy or practice change to expand or appeal for healthy eating by the end of FFY20.*
2. MT5b. Total number of policy changes: *At least half of the sites will make at least one policy change related to nutrition by the end of FFY20. (NEW)*
3. MT5d. Total number of environmental changes: *At least half of the sites will make at least one environmental change related to nutrition by the end of FFY20.*
4. MT5e. Total number of promotional efforts for a PSE change: *At least half of the sites will have promoted their change(s) to the target audience by the end of FFY20. (NEW)*

iv. PHYSICAL ACTIVITY (PSE)

1. MT6a. Number and proportion of sites or organizations that make at least one change in writing or practice to expand access or improve appeal for physical activity or reduced sedentary behavior: *At least half of the sites will make at least 1 policy or practice change to expand access or improve appeal for physical activity or reduced sedentary behavior by the end of FFY20.*
2. MT6b. Total number of policy changes: *At least half of the sites will make at least one policy change related to physical activity by the end of FFY20. (NEW)*
3. MT6d. Total number of environmental changes: *At least half of the sites will make at least one policy change related to physical activity by the end of FFY20.*
4. MT6e. Total number of promotional efforts for a PSE change: *At least half of the sites will have promoted their change(s) to the target audience by the end of FFY20. (NEW)*

v. HEALTHY EATING

1. ST1a. Intention or goal setting related to eating from the fruit food group: *At least half of participants will report an intention or set a goal to eat from the fruit food group by the end of FFY20. (NEW)*
2. ST1b. Intention or goal setting related to eating from the vegetable food group: *At least half of participants will report an intention or set a goal to eat from the vegetable food group by the end of FFY20. (NEW)*

vi. HEALTHFUL SHOPPING PRACTICES

1. ST2b. Read nutrition facts label or nutrition ingredients lists: *At least half of participants will report an intent or goal of reading the nutrition facts label of ingredient list by the end of FFY20. (NEW)*
2. ST2f. Buy fruits and vegetables—fresh, frozen, dried, or canned in 100 percent juice: *At least half of participants will report an intent or goal of buying more fruits and vegetables by the end of FFY20. (NEW)*
3. ST2g. Not run out of food before month's end: *At least half of participants will report an intent or goal to not run out of food before the month's end by the end of FFY20. (NEW)*
4. ST2h. Compare prices before buying foods: *At least half of participants will report an intent or goal of comparing prices before buying will*

report comparing prices before buying foods by the end of FFY20.

(NEW)

5. ST2i. Identify foods on sale or use coupons to save money: *At least half of participants will report an intent or goal of identifying foods on sale or using coupons by the end of FFY20. (NEW)*

6. ST2j. Shop with a list: *At least half will report an intent or goal of shopping with a list by the end of FFY20. (NEW)*

vii. INCREASED PHYSICAL ACTIVITY, FITNESS, AND LEISURE SPORT

1. ST3e. Recess, lunchtime, classroom, before- and afterschool physical activities (school activities—non-PE): *At least half of participants will report setting an intention or goal to increase their physical activity levels by the end of FFY20. (NEW)*

viii. NEED & READINESS

1. ST5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE: *At least 12 members of the UNCE staff will complete a PSE training by the end of FFY20.*

2. ST5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports: *At least 20% of targeted sites will be identified as having a need for improving access or creating appeal by the end of FFY20.*

3. ST5c. Number of organizations or sites that have documented readiness for changes in PSE: *At least 10% of targeted sites will have a documented readiness for change by the end of FFY20.*

ix. CHAMPIONS

1. ST6a. Champions: The number of champions that specifically advanced SNAP-Ed activities and mission, by domain and setting type, and their role: *At least 9 site champions will assist in efforts to promote and create opportunities by the end of FFY20.*

2. ST6b. Sites: The number and percent of SNAP-Ed qualified organizations or sites that benefited from the activities of champions, by domain and setting type: *At least 9 sites will benefit from a change or practice by the end of FFY20.*

x. ORGANIZATIONAL PARTNERSHIPS

1. ST7a. The number of active partnerships in SNAP-Ed qualified sites or organizations that regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to

adoption of one or more organizational changes or policies such as those listed in MT5 and MT6: At least 3 SNAP-Ed qualified sites will implement mutually reinforcing activities that will contribute to adoption of one or more organizational changes or policies by the end of FFY20.

(NEW)

xi. MULTI-SECTOR PARTNERSHIPS & PLANNING

1. ST8a. Types and number of organizations or individuals per sector represented: *At least 5 organizations representing 2 different sectors will be represented through partnerships or coalitions by the end of FFY20.* **(NEW)**

Use of Existing Educational Materials: All materials have been previously developed at no additional program cost. ESBA has program specific materials at an additional cost to maintain consistency and fidelity of the curriculum. SSSH has licensing and training fees that include the cost of program specific materials.

1. **Strategy #1: Healthy Kids Early Start:** low income children ages 3-5, their families and their providers in ECE centers, title 1 schools, community centers, libraries, etc.
 - i. *All 4 Kids: Healthy, Happy Active Fit: Classroom Education for Young Children (A4K)* by UNCE - The child component of the All 4 Kids program consists of 21, 30-minute preschool lessons, taught three times a week for eight weeks. Each lesson utilizes dance, a lifetime skill, to introduce children to the specific movements outlined in the Nevada Pre-K Standards in addition to a nutrition concept. **(English)**
 - ii. *All 4 Kids: Healthy, Happy, Active, Fit: Teacher and Family Connections Curriculum* by UNCE - Supplement to the All 4 Kids (A4K) to involve caregivers and teachers. **(English/Spanish)**
 - iii. *Little Books, Little Cooks (LBLC)* by UNCE- offers preschool children and their parents the chance to cook and read stories together. **(English/Spanish)**
2. **Strategy #2: Healthy Kids Healthy Schools:** low-income children ages 6-11, their families, and their teachers in schools and afterschool programs
 - i. *Pick A Better Snack™ (PABS)* by Iowa Nutrition Network – is a 9-lesson curriculum delivered in the classroom for elementary school-aged children. **(English)** with parent handouts in English/Spanish.
 - ii. *Dig In! (DI)* by Team Nutrition – is a 10-lesson nutrition and school garden curriculum aimed at children in 5th or 6th grade. **(English)**
 - iii. *CATCH by CATCH* Global Foundation and UHealth intervention to improve nutrition and physical education in afterschool settings. **(English)**

3. **Strategy: #3 Healthy Food Resource Management:** Increase redemption of SNAP benefits and nutrition incentives at farmers markets and direct farmers; low-income SNAP participants attending workforce development training.
 - i. *Maine SNAP-Ed Nutrition Toolkit at Farmers Market (MEFM)* by Wholesome Wave - will be delivered once monthly at public agencies that serve low income SNAP participants, seniors, and WIC families. Organized farmers market tours targeted to SFMNP and WIC FMNP recipients will provide direct education at the farmers market. **(English/Spanish)**
 - ii. *Eating Smart, Being Active (ESBA)* by Colorado State University - is an evidence-based, healthy eating and active living curriculum designed to be taught by paraprofessionals to limited resource adult learners over 9 lessons focusing on physical activity, nutrition, healthy lifestyle choices, food preparation (cooking skill development), food safety, and food resource management. ESBA utilizes program-specific materials that are purchased for an additional cost. **(English)**

4. **Strategy #4: Healthy Adults:** low-income older adults in residential centers, senior centers, etc.; low-income women in substance abuse treatment centers.
 - i. *Seniors Eating Well (SEW)* by Penn State Extension – consists of 9- 45-minute lessons that cover important nutrition topics for seniors. **(English)**
 - ii. *Stay Strong, Stay Healthy (SSSH)* by University of Missouri Extension - Stay Strong, Stay Healthy (SSSH) aims to provide older adults with access to a safe, structured and effective exercise program capable of building muscle and increasing bone density, thus decreasing frailty, osteoporosis and the risk of falls. **(English)**
 - iii. *Healthy Steps to Freedom (HSF)* by UNCE – is a 10-week program that teaches nutrition, physical activity, and healthy lifestyles. **(English)**

Evaluation Plans: UNCE is in the process of developing a standard assessment tool to evaluate all programs across each strategy utilizing identical questions that translate across age-groups to report on the same indicators regardless of the program. Plans to implement a standard evaluation tool will occur in FY2020.

1. Strategy #1 Healthy Kids Early Start

- i. **Name: All 4 Kids Adult Program Evaluation (APE)**
 - **Type:** The APE is a parent proxy evaluation tool that measures nutrition and physical activity behavior changes in Pre-K children; OUTCOME
 - **Questions:**
 - **Approach:** will survey parents prior to child's participation in the All 4 Kids program through parent orientation (convenience sample) and post-program
 - **Planned Use:** assess fruit and vegetable consumption, variety and physical activity habits in

young children. All programs utilizing All 4 Kids Curriculum will coordinate evaluation and report statewide.

- **Use of SNAP-Ed Evaluation Framework:** MT1, MT2, MT3
- ii. **Name: Little Books, Little Cooks (LBLC)**
 - **Type:** Parent proxy survey that measures participants' healthy eating, physical activity and cooking skills;
OUTCOME
 - **Questions:**
 - **Approach:** will survey parents prior to participation in the Little Books, Little Cooks pre-program and post-program (convenience sample)
 - **Planned Use:** assesses healthy eating, healthy interaction, proper hand washing, fruit and vegetable consumption, physical activity, hunger and fullness, feeding style, children's eating behaviors and cooking skills
 - **Use of SNAP-Ed Evaluation Framework:** MT1, MT2, MT3
- iii. **Name: Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC)**
 - **Type:** The NAPSACC is an evaluation tool that drives PSE interventions; FORMATIVE
 - **Questions:**
 - **Approach:** 20 early childcare centers will be selected through a statewide ECE survey conducted by the Children's Cabinet.
 - **Planned Use:** assess quality of child care facilities PA and nutrition environments and to identify specific attributes of NAPSACC areas of interest (PSEs) to target for school environmental and policy improvements. Results will be shared with the Nevada Early Childhood Obesity Prevention taskforce to assure use for future planning.
 - **Use of SNAP-Ed Evaluation Framework:** ST5, ST6, MT5, MT6

2. Strategy #2 Healthy Kids, Healthy Schools:

- i. **Name: School Physical Activity & Nutrition-Environment Tool (SPAN-ET)**
 - **Type:** The SPAN-ET is an evaluation tool that drives PSE interventions, as such it would be classified as FORMATIVE
 - **Questions:**
 - **Approach:** will select 23 elementary schools through a convenience sample

- **Planned Use:** assess quality of elementary school PA and nutrition environments and to identify specific attributes of SPAN-ET areas of interest (PSEs) to target for school environmental and policy improvements
 - **Collaboration:** Evaluations of schools in various counties will partner with community organizations to conduct environmental scans.
 - **Use of SNAP-Ed Evaluation Framework:** Environmental Settings - ST5, ST7, MT5, MT6, LT5, LT6, LT9, LT10
- ii. **Name: Pick a Better Snack (PABS)**
- **Type:** OUTCOME
 - **Questions:**
 - **Approach:** Pre- and post-tests for all participants using a short form; random classroom selection for long-form assessment
 - **Planned Use:** assess whether changes in student self-reported physical activity, fruit & vegetable intakes / attitudes occurred in conjunction with our intervention. All programs utilizing PABS will coordinate evaluation and report statewide behavior changes
 - “According to Riley (2004), children as young as six can adequately report their health on child health questionnaires developed for their age-group. Pick A Better Snack utilizes an evaluation tool developed specifically for the school-aged children participating in the program. Further, after implementing and evaluating Pick A Better Snack among school-aged children in Nevada for the past several years, the evaluation tool and results have been consistent, which supports the continued use of the evaluation tool.”
 - Riley, A. W. (2004). Evidence that school-age children can self-report on their health. *Ambulatory Pediatrics*, 4(4), 371-376.
- iii. **Name: Dig In!**
- **Type:** OUTCOME/PROCESS
 - **Questions:**
 - **Approach:** Pre- and post-tests for all participants using a uniform evaluation assessment;
 - **Planned Use:** assess whether changes in student self-reported physical activity, fruit & vegetable intakes / attitudes occurred in conjunction with our intervention

- **Use of SNAP-Ed Evaluation Framework:** Individual – ST1, ST3, ST6, MT1, MT3, MT4
- iv. **Name: CATCH**
 - **Type:** OUTCOME/PROCESS
 - **Questions:**
 - **Approach:** Pre- and post-tests for all participants using a uniform evaluation assessment;
 - **Planned Use:** assess whether changes in student self-reported physical activity, fruit & vegetable intakes / attitudes occurred in conjunction with our intervention
 - **Use of SNAP-Ed Evaluation Framework:** Individual – ST1, ST3, ST6, MT1, MT3, MT4

3. Strategy #3 Healthy Food Resource Management:

- i. **Name:** FM Survey
 - **Type:** PROCESS
 - **Questions:**
 - **Approach:** Convenience sample Pre- and post-surveys
 - **Planned Use:** Evaluate
 - **Prior Evaluation:** none
 - **Use of SNAP-Ed Evaluation Framework:** Individual MT1I,m
- ii. **Name:** ESBA
 - **Type:** PROCESS
 - **Questions:**
 - **Approach:** Convenience sample Pre- and post-surveys
 - **Planned Use:** Evaluate
 - **Prior Evaluation:** none
 - **Use of SNAP-Ed Evaluation Framework:** Individual ST2b,f,g,h,i,j; MT1f

4. Strategy #4 Healthy Adults:

- i. **Name:** Cooking Matters (modified for SEW)
 - **Type:** Outcome
 - **Questions:**
 - **Approach:** Pre- and post-test for all participants using a survey form
 - **Planned Use:** Assess participant self-reported healthy dietary changes attributed to intervention
 - **Prior Evaluation:** None
 - **Use of SNAP-Ed Evaluation Framework:** MT1, MT2, R4, R5
- ii. **Name:** International Physical Activity Questionnaire (IPAQ)

- **Type:** Outcome
- **Questions:**
 - **Approach:** Pre- and post-test for all participants using a survey form
 - **Planned Use:** To compile data with collaborators, contractors, and counties to aggregate the results.
- **Prior Evaluation:** None
- **Use of SNAP-Ed Evaluation Framework:** MT3
- iii. **Name: Stay Strong, Stay Healthy (SSSH)**
 - **Type:** Outcome
 - **Questions:**
 - **Approach:** Pre- and post-test for all participants using a survey form
 - **Planned Use:** Asses participant self-reported physical activity and strength changes attributed to intervention
 - **Prior Evaluation:** None
 - **Use of SNAP-Ed Evaluation Framework:** MT3
- iv. **Name: Health Behavior & Thoughts Survey (HBT)**
 - **Type:** Outcome
 - **Questions:**
 - **Approach:** Pre and post-test for all participants using a survey form
 - **Planned Use:** Asses participant self-reported food behavior changes attributed to intervention
 - **Prior Evaluation:** None
 - **Use of SNAP-Ed Evaluation Framework:** MT2

Prior Evaluation: Prior evaluation for each program has been conducted in FY2018 with the exception of MEFM & DI. HSF & ESBA have been evaluated by UNCE in FY2018 under different funding.

Coordination of Efforts

Coordination Efforts (for all strategies combined)

- Conduct interventions and promote PSE through schools, parks and recreation, early childhood facilities, residential centers and community centers
- Supplement funding through foundations, organizations and retails
- Collaborate with advisory councils and coalitions for statewide initiatives

- Assist farmers market, Farmers Market Nutrition Program (FMNP) and produce distributors
- Coordinate with food banks (Northern and Southern Nevada) to provide education to distribution efforts
- Utilize and provide training to student/volunteers through Nevada System of Higher Education institutions, student associations, internships, etc.
- Develop and utilize volunteer organizations
- Collaborate with state and government agencies for statewide and local initiatives
- Coordinate with EFNEP to prevent statewide duplication of services and address gaps in service
- Engage horticulture partners (e.g. Master Gardeners, Jr Master Gardeners, Green Our Planet) in garden education
- Coordinate and collaborate with Federally Recognized Tribes Extension Program
- Coordinate with other SNAP-Ed programs to prevent duplication in service while further promoting and expanding programming (e.g. local Health District, WIC, Three Square, etc.)

All UNCE SNAP-Ed lead staff participate in monthly Nevada Nutrition Assistance Consortium calls which facilitate coordination and collaboration among implementing agencies and other partners. Programming helps fill voids where they exist and often complement existing federal programs and/or state legislation that have unfunded nutrition and/or physical activity education mandates attached to them.

Following is a specific list of how each strategy also uniquely coordinates with others in the state:

1. Strategy #1 Healthy Kids Early Start – collaborates with local partners to provide education to low-income children ages 3-5, their families and their providers including ECE centers, title 1 schools, community centers, libraries, etc. and supports the implementation of state legislation related to early childhood education. HKES collaborates and coordinates with statewide coalitions to increase services across the state (Healthy Communities Coalition/Lyon, Nye Communities Coalition, etc.). HKES coordinates its SNAP-Ed programming with other state agencies to provide nutrition, physical activity and fruit and vegetable garden education as part of the Nevada EC

Statewide Obesity Prevention Plan. Additionally, the HKES collaborates with local and state partners to create a shared online resource tool for families and teachers and works with the Nevada Registry to provide training and capacity building for early childhood professionals. The strategy will partner with QRIS coaches within targeted schools to enhance the quality of the intended outcomes. Finally, the Healthy Kids Festival, a collaborative effort that utilizes a public health approach to provide long term, sustainable solutions to obesity prevention through nutrition and physical activity builds community outreach partnerships to accomplish parallel goals.

2. Strategy #2 Healthy Kids Healthy Schools (HKHS) programming complements school efforts to meet annual school wellness goals as required through the School Wellness Policy provisions of the Healthy Hunger Free Kids Act and USDA child nutrition programs through various activities and collaborations. Washoe and Clark County schools participating in the Fresh Fruit and Vegetable Program will be provided with resources, so teachers may provide nutrition education for students receiving fruit or vegetable snacks in the classroom. After school programming provides nutrition education that will complement afterschool snack and/or supper programs. Summer programming will complement the Summer Food Service Program and be conducted by UNCE staff and subcontractors. A collaboration between the Chefs for Kids Foundation, Clark County, and UNCE SNAP-Ed helps expand nutrition education in Clark County schools by sharing salary costs for nutrition educators. Programming in Lyon County schools will be coordinated between the Lyon County Healthy Communities Coalition (LCHCC) and the Lyon UNCE so that nutrition education is accomplished by the UNCE, while school garden education will be conducted by the LCHCC. Both organizations will work together on multiple levels to promote student wellness. UNCE is a Partners for Healthier Nevada School Wellness Subcommittee member which will facilitate collaboration and prevent duplication of programming throughout the vast network of CCSD schools. The Washoe UNCE will collaborate with the Washoe County School District and the High Sierra Area Health Education Center School Wellness Contractors to conduct SPAN-ET assessments. In addition, UNCE will work with school wellness champions to implement high-leverage activities that align with the three WCSD student wellness goals. UNCE will collaborate with the Nutrition Department at UNR to obtain materials that will complement direct education.

3. Strategy #3 Healthy Food Resource Management will coordinate with WIC and senior programs in Washoe and Clark Counties to promote the WIC and Senior Farmers Market Nutrition Programs with the aim of increasing redemption and educating recipients about healthful eating and the availability of SNAP redemption at farmers markets. This programming will complement and coordinate with the Double-Up Food Bucks Program, a Nevada Food Insecurity Nutrition Incentive Grant project, and

aims to help increase its redemption and provide indirect education at farmers markets not served by its program. Nutrition education in SNAP-ET classes will complement the Healthy Eating on a Budget classes by expanding on the fresh fruits and vegetables lesson and teaching participants about local farmers markets that accept SNAP. This program will also collaborate with the Nevada Department of Agriculture and Nevada Grown organization to create a SNAP/EBT communication network among farmer's market managers in Nevada. HFRM-SNAP into Farm Fresh Foods Program (FM) is designed to increase redemption of SNAP benefits and nutrition incentives at farmers markets and other healthy food retail outlets in Clark and Washoe counties. Direct education lessons incorporate a fruit or vegetable tasting from the Maine nutrition curriculum at Farmers Market and at public agencies that serve low- income SNAP participants, seniors, WIC families, and at the Supplemental Nutrition Assistance Program Employment & Training sites. Classes/workshops will be offered twice weekly at housing developments and year-round farmers markets, and twice weekly for spring and summer only farmers markets. The Policy, Systems, and Environmental (PSE) change approaches include organizing mobile farmer's markets/pop-up farmers to visit housing developments, recreation centers, and community-based organizations.

4. Strategy #4 Healthy Adults will conduct direct teaching, support contractors and collaborate with agencies across Nevada conducting Stay Strong Stay Healthy (SSSH), Seniors Eating Well (SEW), and Healthy Steps to Freedom (HSF). SEW (nutrition education emphasis) and SSSH (physical activity strength training emphasis) will be offered at some of the same facilities to increase overall positive behavior change in both urban and rural communities. UNCE will contract to Senior Centers across Nevada for SSSH and also collaborate with the Food Bank of Northern Nevada and the Inter-Tribal Council of Nevada to support reservations and increase SSSH services to older Nevadan residents across the state. Collaboration includes licensing, technical support, instructor training, and aggregate statewide evaluation. Extension sites will also partner with local agencies to provide direct education. SEW will partner with Three Square Food Bank, Senior Share, supplemental commodity program in Clark County so that low-income older adults receiving bi-monthly fruit, vegetables, whole grains, and dairy products will receive adequate nutrition education, recipe ideas, and food demos to increase the likelihood of using their commodities. UNCE will partner with organizations that serve women with mental health and substance abuse related issues to provide nutrition and physical activity education to this underserved population.

Specific Partners

- **Agency collaborations that add synergy and maximize/share resources (all partnerships/collaborations are developed unless (NEW) is stated:**
 - Three Square & Northern Nevada Food Bank (2, 3, 4) – **Partner**
 - Nevada Department of Agriculture (2, 4) – **Stakeholder**
 - Clark, Lincoln, Lyon, Pershing, Storey, and Washoe County School Districts (1, 2, 4) – **Partner**
 - City of Henderson, North Las Vegas, Las Vegas, Reno (1, 2, 3, 4) – **Stakeholder**
 - Clark & Washoe County Parks and Recreation Facilities Sites (1, 2, 3) – **Stakeholder**
 - Chef for Kids Foundation (1, 2) – **Partner**
 - Green Our Planet (1, 2, 4) – **Partner**
 - La Bonita Supermarkets (1, 4) – **Sponsor**
 - Get Fresh (1, 2) – **Partner**
 - Vegas Roots, Together We Can, Veggie Buck Truck (1, 2, 3, 4) – **Partner**
 - Nevada System of Higher Education Institutions (UNLV, UNR, CSN) (1, 2, 3, 4) – **Partner and intervention sites**
 - Student Nutrition and Dietetic Association (1, 2, 3, 4) – **Partner**
 - Dietetic Internships (1, 2, 3, 4) – **Partner**
 - UNR Foundation (1, 2) – **Sponsor**
 - Boys & Girls Club (1, 2) – **Stakeholder**
 - Nellis Air Force Base (1, 2) – **Sponsor**
 - Yerington & Las Vegas Metro Police Departments/Pathways from Poverty (1, 2) – **Stakeholder**
 - WIC Clinics & FMNP (1, 3) – **Partner and intervention sites**
 - Southern Nevada Health District Office of Chronic Disease Prevention and Health Promotion (1, 2, 3) – **Partner**
 - Southern Nevada Food Council (3,4) – **Stakeholder**

- Nevada Hand Independent Living Facilities (3,4) – **Intervention site & stakeholder**
- **Additional Strategy-Specific Partners**
 - 1. **Healthy Kids Early Start:**
 - Acelero Early Head Start Schools – **Intervention site**
 - Sunrise Children’s Foundation – HIPPY – **Stakeholder**
 - Clark County, Henderson, NLV, & Boulder City Library Districts – **Partner**
 - Strong Start Nevada – **Stakeholder**
 - Strong Arm Foundation – **Sponsor**
 - Jr League of Las Vegas – **Sponsor**
 - Marshall Foundation – **Sponsor**
 - Wynn Resort – **Sponsor**
 - Southern Nevada Youth Tennis – **Sponsor**
 - Sparkletts – **Sponsor**
 - Station Casinos – **Sponsor**
 - Circus Circus Hotel, Casino, & Theme Park – **Sponsor**
 - Family to Family Connection – **Sponsor**
 - UMC Healthy Living Institute – **Sponsor**
 - EFNEP – **Partner**
 - Master Gardeners & Junior Master Gardeners – **Partner**
 - State of Nevada Early Childhood Obesity Prevention Taskforce – **Stakeholder**
 - Children’s Cabinet (**NEW**) – **Partner**
 - 2. **Healthy Kids Healthy Schools:**
 - Nevada Department of Education Services – **Stakeholder**

- Reno Housing Authority – **Intervention site**
- Artown – **Stakeholder**
- Child Nutrition Services – **Stakeholder**
- Bonanza Produce– **Sponsor**
- Nevada State Parks – **Sponsor**
- Healthy Communities Coalition of Lyon – **Partner**
- Washoe & Lyon County 4H – **Sponsor**
- Girl Scouts/Boy Scouts – **Sponsor**
- Ace Hardware – **Sponsor**
- Silverado Farm Supply – **Sponsor**
- Big R – **Sponsor**
- Clark County School District – **Intervention site**
- Lyon County School District – **Intervention site**
- Washoe County School District – **Intervention site**
- Lincoln County School District – **Intervention site**
- Pershing County School District – **Intervention site**
- Storey County School District – **Intervention site**
- American Heart Association – **Stakeholder**
- High Sierra Area Health Education Center – **Partner**
- Las Vegas Community Centers – **Intervention site**
- School Wellness Task Force – **Partner**
- UNR Department of Nutrition – **Partner**

3. Healthy Food Resource Management:

- Farmers Markets & Managers in Nevada – **Intervention site & stakeholder**
- Nevada Department of Welfare and Social Services – **Intervention site & stakeholder**

- Senior Farmers Market Nutrition Program (FMNP) – **Intervention site & stakeholder**

4. Healthy Adults:

- William J Pennington Life Center – **Intervention site**
- Ovation Properties – **Intervention site**
- Cleveland Clinic/Lou Ruvo Center for Brain Health – **stakeholder**
- Fearless Kind **(NEW)** – **Intervention site**
- Washoe Tribal Health Center **(NEW)** – **Intervention site**
- Las Vegas Urban League **(NEW)** – **Intervention site**
- WestCare Foundation **(NEW)** – **Intervention site**
- Anchorage Street Residential Treatment Center **(NEW)** – **Intervention site**

Template 3: SNAP-Ed Staffing Plan

Project Name: UNCE FFY2020 SNAP-Ed Proposal

All 4 Kids is a 21-lesson curriculum delivered in the preschool classroom to children thrice weekly for 8 weeks with 3 family engagement events.

Little Books Little Cooks is an 8-lesson curriculum delivered once weekly with both parent and caregiver present.

Pick a Better Snack is a 9-lesson curriculum delivered in the classroom for 2nd and 3rd grades once monthly; only 3rd grades will be targeted in Clark County and 2nd and 3rd grades will be targeted in Lyon, Washoe, Lincoln, Pershing, and Storey counties and Carson City with these lessons.

The CATCH Kids Club K-5 Healthy Habits & Nutrition Manual and *K-5 Activity Box* features lessons organized into themes related to physical activity, nutrition, and screen-time reduction, and is designed to be delivered in the after-school setting.

Dig In! will be implemented in two Washoe County Schools, Mariposa Academy and Libby Booth Elementary. Both schools also have gardens, thus connecting nutrition education and garden growing experiences for 4-6 grade students enrolled in the two schools. Each school will receive a series of 10 lessons, which will be split over the course of the school year and the growing season.

Healthy Eating on a Budget (HEOAB) will use direct education targeted to SNAP recipients and SNAP-eligible people using the Eating Smart, Being Active curriculum, which will be provided in eight 1-hour lessons in conjunction with each two-week DWSS NEON WIN session. The program is conducted once per month in a DWSS site in both Las Vegas and Reno.

SNAP into Fresh Foods (Farmer's Market-FM) education in Washoe and Clark Counties will help increase access to healthy foods for these attendees by teaching them about using SNAP benefits at farmers markets, particularly those that provide nutrition incentives, which double the value of their SNAP benefits on SNAP eligible purchases made at the market.

Seniors Eating Well (SEW) will be used to address healthy aging. Nine 45-minute lessons that cover important nutrition topics for seniors.

Stay Strong, Stay Healthy (SSSH) is an eight-week evidenced based strength program for older adults developed by University of Missouri Extension researchers and specialists. SSSH meets the recommendation for healthy muscle strength. The program's goal is to improve health and quality of life.

The *Healthy Steps to Freedom* Program is a health and body image curriculum that addresses gender-specific, health-related issues unique to females in treatment for

substance abuse, particularly those at risk for use of methamphetamine, speed, and other illegal stimulants. The HSF curricula consist of 10, 90-120-minute lessons taught by HSF instructors in correctional centers, substance abuse treatment facilities, and other recovery centers.

PSE will work will also be conducted across each program in the form of wellness committees, champions, capacity-building, and environmental scans about other activities.

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
SNAP-Ed Coordinator, Helena Berlin - Admin Faculty	.95	90%	10%	\$69,640
SNAP-Ed Admin Asst, TBD – temp	.48	95%	5%	\$16,662
PO III, Susan Taylor – Classified	.05	80%	20%	\$4,367
PO I, Cynthia Rosenow – Classified	.5	50%	50%	\$36,736
HKRC, Emily Reyes – Letter of Appointment	.8	80%	20%	\$37,820

HKF Coordinator, TBD – Letter of Appointment	.6	80%	20%	\$18,910
Data Analyst, TBD - Letter of Appointment	.125	80%	20%	\$5,910
CBI IV, Zoraida Caldera – Classified	.10	20%	80%	\$8,786
CBI III, Marina Amaya – Classified	.90	20%	80%	\$56,446
CBI III, TBD – Classified	1.0	20%	80%	\$55,982
CBI III, TBD – Classified	1.0	20%	80%	\$55,982
Healthy Kids Temp, TBD – Temp	.24	10%	90%	\$8,331
Healthy Kids Temp, TBD – Temp	.24	10%	90%	\$8,331
Healthy Kids Temp, TBD – Temp	.24	10%	90%	\$8,331

Healthy Kids Temp, TBD – Temp	.24	10%	90%	\$8,331
CBI III, Leslye Pineda – Classified	1.0	20%	80%	\$55,299
CBI III, Regina Chelle Miller – Classified	.8	20%	80%	\$47,983
Healthy Kids Temp, Donna Jones – temp	.4	20%	80%	\$13,885
Healthy Kids Temp, Benjamin Clyde – temp	.2	10%	90%	\$6,943
CBI II, Jeannette Dilles – Classified	.625	20%	80%	\$39,164
CBI II, Monica Peterson – classified	.53	20%	80%	\$30,596
CBI II, Grettel Martinez – Classified	.625	20%	80%	\$33,489
PO II, Sierra Kirby – Classified	.05	85%	15%	\$3,841

CBI III, Lashuna Proctor – Classified	.5	10%	90%	\$33,809
CBI IV, Crystal Momii – Classified	.08	10%	90%	\$6,694
CBI III, Aunna Carlton – Classified	.6	10%	90%	\$35,744
PO I, TBD – Classified	.9	60%	40%	\$54,289
RD Chef, TBD – letter of appointment	.8	10%	90%	\$33,093
Student Intern, TBD – temp	.475	10%	90%	\$16,662
CBI III, Cindy Higbee – Classified	.2	10%	90%	\$10,984
CBI I, Joshua McKinney – Classified	.25	10%	90%	\$13,039
CBI III, Judy Halterman – Classified	1.0	10%	90%	\$70,422

CBI III, Tara Murphy-Weaver	1.0	10%	90%	\$59,573
Specialist, Educational Technology, David Harrison – Admin Faculty	.5	10%	90%	\$42,853
CBI III, TBD – Classified	.5	10%	90%	\$26,366
CBI II, TBD – Classified	.75	10%	90%	\$36,522
CBI III, Kylie Russell – Classified	1.0	10%	90%	\$52,732
CBI III, Ana Nunez-Zepeda – Classified	1.0	10%	90%	\$59,573
CBI III, Becca Haack-Damon – Classified	1.0	10%	90%	\$48,409
CBI III, Jeannine Gaillardetz – Classified	1.0	10%	90%	\$60,778
PO I, Elizabeth Mapula – Classified	.05	90%	10%	\$3,357

PO I, Millicent Braxton-Calhoun – Classified	.05	90%	10%	\$4,832
CBI III, Carol Hendrix – Classified	.5	10%	90%	\$39,849
CBI III, Nikki Regalado – Classified	1.0	20%	80%	\$53,535
FM Intern, TBD – temp	.125	10%	90%	\$4,339
Healthy Adult Strategy Leader, Natalie Mazzullo – Admin Faculty	.15	90%	10%	\$13,792
CBI III, TBD – Classified	1.0	10%	90%	\$52,732
HA Temp, TBD – temp	.48	10%	90%	\$16,662
Extension Educator, Lisa Taylor – Academic Faculty	.15	50%	50%	\$14,595
HA Temp, TBD – temp	.25	10%	90%	\$8,678

HA Temp, TBD – temp	.25	10%	90%	\$8,678
CBI III, TBD – Classified	1.0	10%	90%	\$52,732
CBI III, TBD – Classified	.48	10%	90%	\$25,312
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$1,588,061

Academic Faculty –

Lisa Taylor – an Extension Educator in the fields of agri-entrepreneurship; community development; nutrition education, food preparation and food preservation; health and wellness education; and youth development. As an Extension educator in Carson City / Storey County, she addresses critical needs and issues with training and assessment.

Administrative Faculty –

Helena Berlin – will provide oversight of SNAP-Ed grant project and personnel, ensure grant deliverables, oversee sub-recipient agencies; coordinate and oversee implementation of the work plan, ensure consistent management, training, technical assistance and support across counties and strategies; assist with curricula development, review/revision and identification of new curricula; ensure comprehension of evaluation tools and methods as defined by faculty, coordinate and conduct data entry and assist faculty with analysis, report compilation; ensure collaboration and integration of grant processes and programming to reduce gaps and duplication of services statewide; and assist with development and maintenance of strategies for communicating the mission and effectiveness grant efforts to appropriate stakeholders.

David Harrison – Assist with implementing SPAN-ET and other PSE work throughout Lyon County. Identify and develop relationships with stakeholders. Work with local schools and organizations to support PSE efforts in the county. Additional duties, as assigned.

Natalie Mazzullo – a Program Leader in the area of healthy aging and older adults. She will provide guidance and oversight to the Healthy Adult (HA) statewide strategies and initiatives, ensure all statewide HA grant deliverables are met, provide guidance to county partners and collaborators, organize a statewide healthy adult coalition and stakeholder group, provide curriculum training, review and revise all healthy adult curriculum and program development, oversee all adult gardens and garden education, take the lead on all healthy adult evaluation and survey implementation and outcome data using evaluation tools provided in evidenced-based curricula and PSE environmental scan instruments, oversee healthy adult data entry and analysis, report writing and compilation, and continue to foster a strong collaborative relationship with other healthy adult faculty at UNR (e.g., Nevada Geriatric Education Center, Sanford Center for Aging, Dementia Friendly Nevada, and the Geriatric Specialty Clinic.) In addition, Ms. Mazzullo will serve as the healthy adult program leader statewide and will ensure that program duplicity and gaps in service delivery will be monitored and addressed. Full time position with 40% of time devoted to SNAP-Ed duties.

Letter of Appointment – These positions will assist faculty with research, data analysis and pre/post evaluation for onsite programming and PSE strategies. These positions will assist in coordinating the Healthy Kids Festival, such as establishing community relations for the event; work with the Program Officers to coordinate implementation of environmental scans at designated preschools and or community locations and conduct trainings for preschool centers to improve access and appeal for physical activity and nutrition programming; develop an online resource center for early childhood educators and parents with information, games, and activities related to physical activity and nutrition; provide garden nutrition education in preschool gardens; conduct data analysis for SNAP-Ed programs; and assist in other duties as assigned. Part time position with 100% of time devoted to SNAP-Ed duties.

Community Based Instructor – These positions will assist with PSE and coordination with schools, ECE centers, and residential centers to expand reach and sustainability, teach preschool, elementary school, and community based classes and conduct lessons associated with the curricula (All 4 Kids, Little Books, Little Cooks, Pick A Better Snack, Seniors Eating Well, Stay Strong Stay Healthy, etc.); assist with policy, systems, and environmental scans/strategies to improve fruit and vegetable consumption and physical literacy; will assist with coordination of the Healthy Kids Festival; conduct assessments; and other duties as assigned. Full time positions with 100% of time devoted to SNAP-Ed duties. Bilingual candidates preferred, but not required.

Temp/Casual Labor – These positions will assist with teaching classes and conducting lessons associated with various programs (All 4 Kids, Little Books, Little Cooks, Pick a Better Snack, Seniors Eating Well, Stay Strong Stay Healthy, etc.); coordination of the

Healthy Kids Festival; conduct assessments; and other duties as assigned. Part time positions with 100% of time devoted to SNAP-Ed duties. All positions will be funded at \$16/hr.

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

See information below for each contract or agreement within budget narrative.

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: University of Nevada Cooperative Extension

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$295,460	\$1,292,601	
Contracts/Sub-Grants/Agreements	\$75,000	\$180,090	
Non-Capital Equipment/ Office Supplies			
Nutrition Education Materials	\$75,000	\$128,167	
Travel	\$20,000	\$54,283	
Building/Space Lease or Rental		\$7,200	
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$465,460	\$1,662,341	
Indirect Costs (Indirect Cost Rate=__10%__)	\$46,546	\$166,234	

Total Federal Funds	\$512,006	\$1,828,575	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$2,340,581	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any		\$512,006	

Leave blank

Signature of Responsible Official:

Date: 8/12/19

Budget narrative:

Salary/Benefits:

\$1,588,061

See Template 3 for descriptions of positions

SNAP-Ed Coordinator	.95	\$69,640			
SNAP-Ed Admin Asst	.48	\$16,662			
PO III	.5	\$4,367	CBI II	.25	13,039
PO I	.5	\$36,736	CBI III	1.0	\$70,422
HKRC	.8	\$37,820	CBI III	1.0	\$59,573
HKF Coordinator	.6	\$18,190	Specialist, Educational Technology	.5	\$42,853
Data Analyst	.125	\$5,910	CBI III	.5	\$26,366
CBI IV	.10	\$8,786	CBI II	.75	\$36,522
CBI III	.90	\$56,446	CBI III	1.0	\$52,732
CBI III	1.0	\$55,982	CBI III	1.0	\$59,573
CBI III	1.0	\$55,982	CBI III	.75	\$48,409
Healthy Kids Temp	.24	\$8,331	CBI III	1.0	\$60,778
Healthy Kids Temp	.24	\$8,331	PO I	.05	\$3,357
Healthy Kids Temp	.24	\$8,331	PO I	.05	\$4,832
Healthy Kids Temp	.24	\$8,331	CBI III	.5	\$39,849
CBI III	1.0	\$55,299	CBI III	1.0	\$53,535
CBI III	.8	\$47,983	FM Intern	.125	\$4,339
Healthy Kids Temp	.4	\$13,885	Healthy Adult Strategy Specialist	.15	\$13,792
Healthy Kids Temp	.2	\$6,943	CBI III	1.0	\$52,732
CBI II	.625	\$39,164	HA Temp	.48	\$16,662
CBI II	.625	\$33,489	HA Temp	.48	\$16,662
CBI II	.53	\$30,596	Extension Educator	.1	\$14,595
PO II	.05	\$3,841	HA Temp	.25	\$8,678
CBI III	.5	\$33,809	HA Temp	.25	\$8,678
CBI IV	.1	\$6,694	CBI III	1.0	\$52,732
CBI III	.75	\$35,744	CBI III	.48	\$25,312
PO I	.9	\$54,289			
RD Chef	.8	\$33,093			

Student Intern	.475	\$16,662
CBI III	.33	\$10,984

Contracts/Sub-Grants/Agreements:

\$255,090

Name of Contractor, Subrecipient: Healthy Communities Coalition (Lyon)		\$	98,487
Method of Selection: explain, i.e. sole source or competitive bid			
Period of Performance: October 1, 2019- September 30, 2020			
Scope of Work: Assist Clark County Cooperative Extension staff in completing Healthy Adults Scope of Work by implementing DE & PSE			
* Sole Source Justification:			
Method of Accountability:			
Submit timesheets, attendance forms, receipts, and quarterly reports			
Budget:			
Personnel: List staff, positions, percent of time to be spent on the project, rate of pay, fringe rate, and total cost to this grant.			
		\$61,152	\$0
Executive Director: \$52,000 x 10% = \$5,200	\$5,200		
Fringe @ what percent (currently set @ 20% in formula)	\$1,040		
Senior Outreach & Education Coordinator: \$45,760x 100% = \$47,560			
	\$45,760		
Fringe @ what percent (currently set @ 20% in formula)	\$9,152		
Travel: how much and where		\$6,880	\$0
Instate Mileage: (10,240 miles x \$0.58)	\$5,939		
Airfare: 2 staff to Las Vegas from Lyon County @\$271 per roundtrip ticket	\$542		
Per diem: GSA amount allowed: \$47 x 2	\$94		
Parking: Amount	\$10		
Hotel: \$ amount + tax	\$295		
Operating		\$0	\$0
Office Rent \$ amount per mo. x # of months	\$0		
Ready Talk Conference System	\$0		
Media: who and how much	\$0		
Telephone \$ amount x 12 months	\$0		
Contractual		\$25,232	\$0
4 raised beds \$300 ea, soil \$100 eachx4, veggie starts \$100x4; =\$500 per bed x 4= \$2,000	\$2,000		
SSSH 2 series at each location (3 locations)=2 trainers @ \$100 x 2 x 96 classes = 19,200	\$19,200		
Food demonstrations at 12 participants x 96 classess x \$3.50	\$4,032		
Indirect: 5.6% Direct Costs (or your federal approved rate - must change formula if not 5.8%)		\$5,223	\$0
Justification:			
To perform the Scope of Work including with UNCE SNAP-Ed program proposal FY20			

Name of Contractor, Subrecipient: William J Pennington Life Center (Churchill)			\$	69,562
Method of Selection: explain, i.e. sole source or competitive bid				
Period of Performance: October 1, 2019- September 30, 2020				
Scope of Work: Assist Clark County Cooperative Extension staff in completing Healthy Adults Scope of Work by implementing DE & PSE				
* Sole Source Justification:				
Method of Accountability:				
Submit timesheets, attendance, receipts, and quarterly reports				
Budget:				
Personnel: List staff, positions, percent of time to be spent on the project, rate of pay, fringe rate, and total cost to this grant.			\$36,192	\$0
SSSH Educators: \$24,960 x 100% FTE	\$24,960			
Fringe @ what percent (currently set @ 20% in formula)	\$4,992			
Executive Director: \$52,000 x 10% = \$5200	\$5,200			
Fringe @ what percent (currently set @ 20% in formula)	\$1,040			
Travel: how much and where			\$2,101	\$0
Instate Mileage: (2,000 miles x \$0.58)	\$1,160			
Airfare: 2 staff to Las Vegas from Lyon County @\$271 per roundtrip ticket	\$542			
Per diem: GSA amount allowed: \$47 x 2	\$94			
Parking: Amount	\$10			
Hotel: \$ amount + tax	\$295			
Operating			\$9,300	\$0
Office Rent \$75 x 2 days amount per week. x 52 weeks	\$7,800			
Copies, Supplies and handouts for participants at \$125 per month	\$1,500			
Media: who and how much	\$0			
Telephone \$ amount x 12 months	\$0			
Contractual			\$18,280	\$0
Raised Garden Beds: 5 raised gardening beds. Raised garden bed that is 4' x 8' x 11" built of redwood lumber, steel stakes, Garden Farms soil, and top drip-tubing irrigation = \$1000 x 5 Veggie Starts = \$100.00 x 5 Gardening tools (spading fork, shovel, trowel, gloves, clipper, etc.) 25 items @ average of \$14/each = \$350 Hose and nozzle \$75 @ x 2 = \$150.00	\$6,000			
SSSH Contract for 2 Classes Per week @ \$35.00 Per Class for up to 20 people per class	3,640			
Cooking supplies, food, spices, utensils, dishes	5,000			
Food demonstrations at 20 participants x 52 weeks x \$3.50	3,640			
Indirect: 5.6% Direct Costs (or your federal approved rate - must change formula if not 5.8%)			\$3,689	\$0
Justification:				
To perform the Scope of Work including with UNCE SNAP-Ed program proposal FY20				

Name of Contractor, Subrecipient: University of Missouri Extension					\$	15,468
Method of Selection: explain, i.e. sole source or competitive bid						
Period of Performance: October 1, 2019- September 30, 2020						
Scope of Work: To provide the licensing and training for Stay Strong Stay Healthy Curriculum						
* Sole Source Justification:						
Method of Accountability:						
Provide licensing and training						
Budget: SSSH Certification: Annual Licensing fee for MO Extension SSSH for 25+ Instructors (400 x 25 = \$10,000)						
Licensing Fee						
	\$10,000		\$10,000	\$0		
Travel: Missouri to Northern, NV						
			\$2,734	\$0		
Instate Mileage: (amount of miles x rate)	\$0					
Airfare: \$600/person x 3	\$1,800					
Per diem: \$128/person x 3	\$384					
Rental Car: 1 x \$150	\$150					
Hotel: \$185.13 + tax \$14.87 x 2	\$400					
Travel: Missouri to Southern, NV						
			\$2,734	\$0		
Airfare: \$600/person x 3	\$1,800					
Per diem: \$128/person x 3	\$384					
Rental Car: 1 x \$150	\$150					
Hotel: \$185.13 + tax \$14.87 x 2	\$400					

Name of Contractor, Subrecipient: CATCH					\$	8,500
Method of Selection: Sole						
Period of Performance: October 1, 2019- September 30, 2020						
Scope of Work: Provide training to certify staff as CATCH trainers to build capacity among early childhood and school-aged instructors and facilities						
* Sole Source Justification:						
Method of Accountability:						
Provide training						
Budget: Includes travel and 3-day implementation training costs - flat rate						

Name of Contractor, Subrecipient: Children's Cabinet				\$	48,202
Method of Selection: explain, i.e. sole source or competitive bid					
Period of Performance: October 1, 2019- September 30, 2020					
Scope of Work: Assist Extension staff in completing NAPSACCS and providing oversight to DE and PSE related activities in Washoe County.					
* Sole Source Justification:					
Method of Accountability:					
Submit timesheets, receipts, quarterly reports, and NAPSACC outcomes					
Budget:					
Personnel: List staff, positions, percent of time to be spent on the project, rate of pay, fringe rate, and total cost to this grant.					
Supervisor: \$49,920 x 5% = \$2496	\$2,496			\$33,747	\$0
Fringe @ what percent (currently set @ 22.6% in formula)	\$565				
Program Coordinator: \$39,728 x 63% = \$25,029	\$25,029				
Fringe @ what percent (currently set @ 22.6% in formula)	\$5,657				
Travel: how much and where				\$3,268	\$0
Instate Mileage: (4,440 miles x \$.58 = \$2576)	\$2,576				
Airfare: 1 staff x \$400	\$400				
Per diem: GSA amount allowed 1 staff x 2 days @ \$61 = \$122	\$122				
Parking: Amount 1 staff x 2 days @ \$14 = \$28	\$28				
Ground Transportation: 1 day @ \$40	\$40				
Hotel: \$ amount + tax 1 day @ \$102	\$102				
Operating				\$1,472	\$0
Printing	\$440				
Utilities	\$252				
Media: who and how much	\$0				
Telephone \$65 x 12 months	\$780				
Contractual				\$5,333	\$0
Who and what will they do					
Janitorial, training, maintenance, security, storage, insurance, workcards	\$1,682				
Office Supplies \$ 80 per mo. x 12 months	\$960				
Computer	\$2,691				
Indirect: 10% Direct Costs (or your federal approved rate - must change formula if not 5.8%)				\$4,382	\$0
Justification:					
To perform the Scope of Work including with UNCE SNAP-Ed program proposal FY20					

Name of Contractor, Subrecipient: AHEC				\$	23,372
Method of Selection: explain, i.e. sole source or competitive bid					
Period of Performance: October 1, 2019- September 30, 2020					
Scope of Work: Assist Washoe County Cooperative Extension staff in completing SPAN-ETs at the Washoe County School District					
* Sole Source Justification:					
Method of Accountability:					
Submit timesheets, receipts, quarterly reports, and SPAN-ET outcomes					
Budget:					
Personnel: List staff, positions, percent of time to be spent on the project, rate of pay, fringe rate, and total cost to this grant.					
Program Coordinator: \$18,850 x 10% = \$1,885	\$1,885		\$20,667	\$0	
Fringe @ what percent (currently set @ 7.65% in formula)	\$145				
Program Coordinator: \$18,850 x 10% = \$1,885	\$1,885				
Fringe @ what percent (currently set @ 7.65% in formula)	\$145				
Program Manager: \$50,010 x 20% = 10,002	\$10,002				
Fringe @ what percent (currently set @ 25% in formula)	\$2,501				
Executive Director: \$65,660 x 5% = \$3,283	\$3,283				
Fringe @ what percent (currently set @ 25% in formula)	\$821				
Travel: how much and where				\$580	\$0
Instate Mileage: (1000 miles x \$0.58 = \$580)	\$580				
Airfare:	\$0				
Per diem: GSA amount allowed	\$0				
Parking: Amount	\$0				
Hotel: \$ amount + tax	\$0				
Operating				\$0	\$0
Office Rent \$ amount per mo. x # of months	\$0				
Ready Talk Conference System	\$0				
Media: who and how much	\$0				
Telephone \$ amount x 12 months	\$0				
Contractual				\$0	\$0
Who and what will they do	\$0				
Office Supplies \$ per mo. x 12 months	\$0				
Computer	\$0				
Indirect: 10% Direct Costs (or your federal approved rate - must change formula if not 10%)				\$2,125	\$0
Justification:					
To perform the Scope of Work including with UNCE SNAP-Ed program proposal FY20					

Nutrition Education Materials:

\$203,167

Materials			Total:	\$	203,167
List SNAP Ed materials required to conduct curriculum and justify these expenditures.					
			<u>FY20</u>		
Food Demos: \$1.80 per person average x 20,787 participants (DE & PSE)			\$37,417		
Eat Smart Being Active Handouts: \$5.25 per person x 200 participants			\$1,050		
Recruitment, Social Media & Marketing: \$0.90 per person x 9,787 participants (healthy message text messaging, recruitment events & flyers, health fairs, healthy kids festival marketing, etc.)			\$8,808		
PSE activity supplies: \$200 per site average x 50 sites (e.g. SPAN-ET materials, healthy message board materials, display cases, NAPSACC materials, capacity trainings and kits, etc.)			\$10,000		
Consummable supplies: \$0.70 per unit average per person x 9,787 participants (e.g. napkins, sample cups, disposable cutlery, disposable plateware, gloves, cleaning wipes, soap, handsanitizer, paper towels, plastic baggies, etc.)			\$6,851		
Equipment (items to be reused by instructors-not to be given to participants): \$1.95 average per person x 9,787 participants (e.g. assessment materials, CATCH supplies, exercise equipment, cooking utensils, Healthy Kids Festival equipment, storage containers, rolling carts, etc.)			\$19,085		
Educational Reinforcers: \$1.00 average per item (not to exceed \$5/item) x 50,731 units = \$5.18 average per person @ 9,787 participants (e.g. pens, stickers, scrub brushes, aprons, chalk, water bottles, ribbons, scarves, coloring books, DVDs, folders, stress balls, pedometers, jump ropes, lemon squeezers, measuring cups, grocery bags, cutting boards, bookmarks, crayons, fasteners, stamps etc.)			\$50,731		
Garden Supplies & installation: \$2000 per site x 6 sites (e.g. soil, trowels, seeds, plants, raised garden beds, irrigation tubing, stakes, fertilizer, hose, clippers, other tools, etc.)			\$12,000		
Color Printing: \$0.06 amount x 320,000			\$19,200		
B&W Printing: \$0.01 amount x # 225,000			\$2,250		
Posters: \$12.73 x 110 units			\$1,400		
Registration Fees (conference): \$530 x 13 registrations			\$6,890		
Services (County Car Use): \$0.58 x 16,922 miles (Lyon)			\$9,815		
Media Project: Produce Healthy Kids Native American based dance song that will incorporate healthy messages supporting PSE efforts (filming, production, editing, audio recording/mixing, development of lyrics, healthy messaging, and dance choreography)			\$12,000		
Postage: \$50 x 5 units			\$250		
Other Items (e.g. craft supplies, office supplies): \$4.50 per unit average x 1000 units			\$4,500		
Application fees, CPR cards, health cards: \$ 40 x 23 units			\$920		
Justification: <i>Items listed support implementation of direct education curricula as well as support the execution of PSE activities to expand reach and complete scope of work included in the program plan.</i>					

Travel: **\$74,283**

In-State Travel

Travel Purpose, destination, and number of staff: See sections below per trip

Cost of travel for this purpose:

In-State Travel					\$ 1,638
<u>Origin & Destination: Lyon County to Reno</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff					\$ -
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	3	\$ 396
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	1	2	3	\$ 720
Motor Pool:(\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days					\$ -
Mileage: (.58 x 150 miles) x # 2 x # 2staff	\$87	2		3	\$ 522
Parking: \$ per day x # of trips x # of days x # of staff					\$ -
Justification:					
Travel for Lyon County staff to Reno for statewide PSE and SNAP-Ed program training					
In-State Travel					\$ 1,104
<u>Origin & Destination: Lincoln to Las Vegas</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff					\$ -
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	2	\$ 264
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	1	2	2	\$ 480
Motor Pool:(\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days					\$ -
Mileage: (.58 x 155miles) x # 2 x # 2staff	\$90	2		2	\$ 360
Parking: \$ per day x # of trips x # of days x # of staff					\$ -
Justification:					
Travel for Lincoln County staff to Las Vegas for statewide PSE and SNAP-Ed program training					
In-State Travel					\$ 736
<u>Origin & Destination: Pershing to Reno</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff					\$ -
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	2	\$ 264
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	1	2	2	\$ 240
Motor Pool:(\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days					\$ -
Mileage: (.58 x 100miles) x # 2 x # 2staff	\$58	2		2	\$ 232
Parking: \$ per day x # of trips x # of days x # of staff					\$ -
Justification:					
Travel for Pershing staff to Reno for statewide PSE and SNAP-Ed program training					

In-State Travel					\$ 1,206
<u>Origin & Destination: Reno to Las Vegas</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$300	1		3	\$ 900
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	1	3	\$ 198
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff					\$ -
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	1	1	1	\$ 60
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	1	3	\$ 48
Justification:					
Travel for Reno faculty to observe Las Vegas programming					
In-State Travel					\$ 12,528
<u>Origin & Destination: Las Vegas to Reno, NV</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$350	24		1	\$ 8,400
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	24	1	1	\$ 1,584
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	12	1	1	\$ 1,440
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	12	1	1	\$ 720
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	24	1	1	\$ 384
Justification:					
Faculty, program officers, and staff will travel to Northern area for sites visits to ensure program facilitation					
In-State Travel					\$ 2,187
<u>Origin & Destination: Las Vegas to Reno, NV</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$400	1		3	\$ 1,200
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	3	\$ 396
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$125	1	1	3	\$ 375
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	1	2		\$ 120
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	2	3	\$ 96
Justification:					
Staff from las Vegas will travel to Reno to provide Northern area Stay Strong Stay Healthy Training					
If traveling to more than 1 out-of-state destination, copy section above, revise formula in cell F39 and complete for each trip					
In-State Travel (Personal Car Use)					\$ 45,268
<u>Origin & Destination</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Clark County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$10	150		18	\$ 27,000
Lincoln County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$29	21		3	\$ 1,827
Lyon County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$41	14		1	\$ 574
Pershing County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$1	27		1	\$ 27
Storey County/Carson Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$10	244		3	\$ 7,320
Washoe County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$12	71		10	\$ 8,520
Justification:					
Staff to provide oversight, capacity building, training, curricula, environmental scans, participate in task forces, etc related to SNAP-Ed program implementation across the state.					

Total In-State Travel Cost: \$64,667

Out-of-State Travel

Travel Purpose, destination, and number of staff: See sections below per trip

Cost of travel for this purpose:

Out-of-State Travel					\$	4,492
<u>Origin & Destination: Las Vegas to San Diego, CA</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$300	1		4	\$	1,200
Baggage fee: \$ amount per person x # of trips x # of staff					\$	-
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	4	4	\$	1,056
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$250	1	3	2	\$	1,500
Ground Transportation: \$ per r/trip x # of trips x # of staff	\$60	1	4	2	\$	480
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$	-
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	4	4	\$	256
Justification:						
Travel to SNEB conference for training and professional development of faculty, coordinator, and program officers						
Out-of-State Travel					\$	5,124
<u>Origin & Destination: Las Vegas to Washington, DC</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$550	1		3	\$	1,650
Baggage fee: \$ amount per person x # of trips x # of staff					\$	-
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	4	3	\$	792
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$250	1	3	3	\$	2,250
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	1	4		\$	240
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$	-
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	4	3	\$	192
Justification:						
Travel to ASNNA annual conference for training and professional development for faculty and coordinator						

Total Out of State Travel Cost: \$9,616

Building/space lease or rental:**\$7,200**

Building/ Space					Total:	\$	7,200
Identify and justify these expenditures, which can include virtually any relevant expenditure associated with the project, such as audit costs,							
				FY19 Carry-in	FY 20		
Printing Services: \$ amount/mo. x 12 months				\$0	\$0		
Copier/Printer Lease: \$ amount x 12 months				\$0	\$0		
Property and Contents Insurance per year				\$0	\$0		
Rent: 5 storage units @ \$120 per/mo. x 12 months				\$0	\$7,200		

Total direct and indirect and federal funds costs:

TOTAL DIRECT COSTS					\$	2,127,801
Indirect Costs					\$	212,780
Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity but are						
TOTAL FEDERAL FUNDS					Total:	\$ 2,340,581

Estimated unobligated balances (carry-over) from current FY to next FY:**\$512,006**

Section C. Travel

Justification, Travel Destination, and Number of Staff located below under each travel section:

Total In-State Travel Cost: \$64,667

In-State Travel					\$ 1,638
<u>Origin & Destination: Lyon County to Reno</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff					\$ -
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	3	\$ 396
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	1	2	3	\$ 720
Motor Pool:(\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days					\$ -
Mileage: (.58 x 150 miles) x # 2 x # 2staff	\$87	2		3	\$ 522
Parking: \$ per day x # of trips x # of days x # of staff					\$ -
Justification:					
Travel for Lyon County staff to Reno for statewide PSE and SNAP-Ed program training					
In-State Travel					\$ 1,104
<u>Origin & Destination: Lincoln to Las Vegas</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff					\$ -
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	2	\$ 264
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	1	2	2	\$ 480
Motor Pool:(\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days					\$ -
Mileage: (.58 x 155miles) x # 2 x # 2staff	\$90	2		2	\$ 360
Parking: \$ per day x # of trips x # of days x # of staff					\$ -
Justification:					
Travel for Lincoln County staff to Las Vegas for statewide PSE and SNAP-Ed program training					
In-State Travel					\$ 736
<u>Origin & Destination: Pershing to Reno</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff					\$ -
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	2	\$ 264
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	1	2	2	\$ 240
Motor Pool:(\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days					\$ -
Mileage: (.58 x 100miles) x # 2 x # 2staff	\$58	2		2	\$ 232
Parking: \$ per day x # of trips x # of days x # of staff					\$ -
Justification:					
Travel for Pershing staff to Reno for statewide PSE and SNAP-Ed program training					

In-State Travel					\$ 1,206
<u>Origin & Destination: Reno to Las Vegas</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$300	1		3	\$ 900
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	1	3	\$ 198
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff					\$ -
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	1	1	1	\$ 60
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	1	3	\$ 48
Justification:	Travel for Reno faculty to observe Las Vegas programming				
In-State Travel					\$ 12,528
<u>Origin & Destination: Las Vegas to Reno, NV</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$350	24		1	\$ 8,400
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	24	1	1	\$ 1,584
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$120	12	1	1	\$ 1,440
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	12	1	1	\$ 720
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	24	1	1	\$ 384
Justification:	Faculty, program officers, and staff will travel to Northern area for sites visits to ensure program facilitation				
In-State Travel					\$ 2,187
<u>Origin & Destination: Las Vegas to Reno, NV</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$400	1		3	\$ 1,200
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	2	3	\$ 396
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$125	1	1	3	\$ 375
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	1	2		\$ 120
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	2	3	\$ 96
Justification:	Staff from Las Vegas will travel to Reno to provide Northern area Stay Strong Stay Healthy Training				
In-State Travel (Personal Car Use)					\$ 45,268
<u>Origin & Destination</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Clark County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$10	150		18	\$ 27,000
Lincoln County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$29	21		3	\$ 1,827
Lyon County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$41	14		1	\$ 574
Pershing County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$1	27		1	\$ 27
Storey County/Carson Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$10	244		3	\$ 7,320
Washoe County Cooperative Extension to program delivery site					
Mileage: (.58 x # of miles per r/trip) x # of trips x # of staff	\$12	71		10	\$ 8,520
Justification:	Staff to provide oversight, capacity building, training, curricula, environmental scans, participate in task forces, etc related to SNAP-Ed program implementation across the state.				

Out-of-State Travel

\$9,616

Justification, Travel Destination, and Number of Staff located below under each travel section:

<u>Out-of-State Travel</u>					\$ 4,492
<i>Origin & Destination: Las Vegas to San Diego, CA</i>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$300	1		4	\$ 1,200
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	4	4	\$ 1,056
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$250	1	3	2	\$ 1,500
Ground Transportation: \$ per r/trip x # of trips x # of staff	\$60	1	4	2	\$ 480
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	4	4	\$ 256
<u>Justification:</u>					
Travel to SNEB conference for training and professional development of faculty, coordinator, and program officers					
<u>Out-of-State Travel</u>					\$ 5,124
<i>Origin & Destination: Las Vegas to Washington, DC</i>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>	
Airfare: cost per trip (origin & designation) x # of trips x # of staff	\$550	1		3	\$ 1,650
Baggage fee: \$ amount per person x # of trips x # of staff					\$ -
Per Diem: \$ per day per GSA rate for area x # of trips x # of staff	\$66	1	4	3	\$ 792
Lodging: \$ per day + \$ tax = total \$ x # of trips x # of nights x # of staff	\$250	1	3	3	\$ 2,250
Motor Pool: (\$ car/day + ## miles/day x \$ rate per mile) x # trips x # days	\$60	1	4		\$ 240
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff					\$ -
Parking: \$ per day x # of trips x # of days x # of staff	\$16	1	4	3	\$ 192
<u>Justification:</u>					
Travel to ASNNA annual conference for training and professional development for faculty and coordinator					

University of Nevada, Reno Re-Think Your Drink Program

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title:

Rethink Your Drink Nevada: A multi-component campaign to promote healthful beverage choices among SNAP households

Related State Objective(s):

The overall goal of Rethink your Drink (RYD) is to promote healthful beverage choices and to decrease the intake of sugary drinks among children through efforts that reach adults- specifically parents/guardians. This goal is consistent with Nevada's overall state goal, "Improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically activity lifestyles." This plan also supports the state priority objective, "Assist Nevadans in overall diet quality and beverages".

Nevada's RYD campaign will continue to reach 16 of the 17 counties in Nevada (herein referred to as intervention counties); involving all counties other than Clark County. In part, Clark County is not among the targeted counties due to fiscal resources that would be needed to have a measurable impact on the large number of SNAP households in that county. The following SMART objectives will guide the program activities and evaluation efforts for FY2020.

At the close of the intervention:

- 1) At least 80% of SNAP households with children between the ages of 6 and 12 years-old will receive the RYD brochures by surface mail (herein referred to as the direct mail intervention).
- 2) At least 50% of a random sample of parents/guardians from SNAP households who received the direct mail intervention, will report exposure to one or more of the Rethink Your Drink campaign approaches (e.g., recall reading educational materials, seeing digital or print ads, having a health care professional talk with them about sugary drinks, etc).
- 3) A random sample of parents/guardians from SNAP households who received the direct mail intervention will be more likely to monitor and limit their children's intake of sugary drinks compared to a random sample of parents/guardians from SNAP households in Clark County (unexposed to the intervention) ($p < .05$).

- 4) A random sample of parents/guardians from SNAP households who received the direct mail intervention will be more likely to offer/serve water to their children compared to parents/guardians from SNAP households in Clark County (unexposed to the intervention) ($p < .05$).
- 5) A random sample of parents/guardians from SNAP households who received the direct mail intervention will be more likely to report consuming sugary drinks (as specified in the UCCE Food Behavior Checklist) less frequently compared to parents/guardians from SNAP households in Clark County (unexposed to the intervention) ($p < .05$).
- 6) A random sample of parents/guardians from SNAP households who received the direct mail intervention will be more likely to report consuming milk (as specified in the UCCE Food Behavior Checklist) more frequently compared to parents/guardians from SNAP households in Clark County (unexposed to the intervention) ($p < .05$).
- 7) Parents/guardians in a random sample of SNAP households who recall receiving the RYD educational materials provided via the direct mail intervention and reportedly read them (aka: high exposure) will be more likely to correctly identify “Go”, “Slow” or “Whoa” drinks (consistent with the traffic light approach) compared to parents/guardians who do not recall receiving the brochures or who read little or none of them ($p < .05$).
- 8) RYD educational materials will be available in 90% of eligible medical and dental practices that provide care to children from low-income households among the 16 intervention counties.
- 9) At least 28 SNAP-approved grocery retail stores in the 16 intervention counties will partner with RYD and provide space and opportunity to improve appeal of healthy beverage choices through the distribution of RYD recipe cards.
- 10) At least 75% of SNAP-Ed eligible elementary schools in the 16 intervention counties in Nevada will display the RYD posters in their lunchrooms.
- 11) At least 25% of a random sample of parents/guardians from SNAP households who received the direct mail intervention in the intervention counties, will recall exposure to the RYD print or digital media campaign ads.

Audience:

Specify the audience category as explained in Section A: Identifying and Understanding the Target Audience and other relevant characteristics of the proposed audience (e.g., age, gender, etc.). Describe how the project will focus education on the SNAP target audience.

The primary target audience for RYD continues to be adults enrolled in SNAP, specifically those adults who are parents/guardians of young, school-age children, located in 16 of Nevada's 17 counties; all counties other than Clark County. (Please see Table 1 below and Table 1 in Template 1, which includes select characteristics of the targeted counties for FY 2020.) Within the SNAP households, our efforts will focus primarily on parents/guardians as well as the children themselves (6-12 YO). According to a NCHS Data Brief, Nevada has the lowest percentage of mothers with a Bachelor's or advanced degree (26.6%), compared to all other states (Matthews et al., 2019).

Table 1. Select economic characteristics of counties to benefit from RYD in FY 2020.			
County	Number of households enrolled in SNAP with children 6-12	Number of elementary/middle and high schools with 50% or more of students eligible for free and reduced-price school meals, 2018-2019¹	Percent of families with children ages 5-17 years living in poverty, 2017²
Carson City	669	4	17.9%
Churchill	239	3	19.3%
Douglas	235	1	10.4%
Elko	522	5	11.2%
Esmeralda	7	3	7.1%
Eureka	8	0	13.2%
Humboldt	206	4	14.4%
Lander	51	0	17.3%
Lincoln	46	1	17.6%
Lyon	587	6	26.6%
Mineral	63	2	25.5%
Nye	688	7	24.5%

Pershing	54	2	18.5%
Storey	17	1	8.2%
Washoe	4468	42	15.2%
White Pine	96	1	15.8%
¹ Nevada Department of Agriculture: Child Nutrition Program, Nevada Schools: Number of Free and Reduced Students by School Building 2018-2019. ² United States Census Bureau: SAIPE State and County Estimates for 2017.			

Most SNAP households with children in Nevada are headed by a single, female adult. Therefore, most of those who benefit from the RYD efforts will be female - presumably mothers. Consequently, the selected target audience is consistent with Nevada's priority populations of adults, and with the SNAP-ED guiding principles #3 as listed in the SNAP-Ed Guidance, FY 2020 (p. 11).

The responses to the Family Drink Survey conducted in FY 2018 provided evidence that the Rethink Your Drink direct-mail intervention was in fact reaching this audience. Of the 112 evaluation surveys returned, 89% were female and 91.1% reported that they had children between the ages of 6-12 years old, confirming that the direct mail intervention did reach the intended households. Results from Phase II of the Nevada Statewide SNAP-Ed Needs Assessment support the decision to target households with young, school-age children from urban, rural and frontier counties (Wahrenburg and Benedict, 2018).

A secondary audience includes medical and dental care professionals in the proposed Nevada counties who are likely to treat children from low-income households. This includes primary care providers (physicians, physician assistants and nurse practitioners) and dentists who treat pediatric patients enrolled in Medicaid and Nevada Check-up insurance programs. Approximately 140 medical and dental care practices received RYD materials during FY 2018 in the intervention counties. As reported previously, qualitative and quantitative data have provided evidence that parents consider health professionals a credible source of information regarding their children's health (e.g., Brock and Benedict, 2016). In addition, health professionals share our concern regarding the risks associated with excessive sugary drink consumption (Benedict, Gilmore and Freed, 2013; Villarosa et al., 2018).

It should be noted that several of the RYD proposed approaches will also benefit low-income individuals eligible to receive SNAP benefits, and other individuals residing in low-income communities. These approaches include the print and social media

campaign efforts, the collaborations with medical and dental care professionals, and partnerships with SNAP-approved grocery retailers.

Food and Activity Environments:

The food and activity environments for the RYD FY 2020 will encompass home, grocery stores, medical and dental care settings, schools and the low-income communities at large. Several efforts within these environments include PSE approaches.

Home Environment

The RYD campaign will continue to focus on the home environment since young children who consume sugary drinks, most often do so at home compared to other locations. In addition, since parents/guardians are the “gatekeepers” relative to foods and beverages available at home – by modifying their shopping behaviors such that access to sugary drinks in the home is limited, it is assumed that the sugary drink intake of children within the household will decline.

Grocery Store Environment

To date, 23 grocery stores have provided space, at no cost, for the RYD display that serves to promote healthful beverages at the point-of-purchase. This is accomplished by providing free RYD recipe cards to store customers and by conducting in-store events. The continuous signage about healthful beverage choices represents an environmental modification.

In FY 2020, we will continue to work with our current partnering grocery stores and expand this effort by seeking new grocery stores. We see this as important since, as noted above, sugary drinks are most often consumed in the home and purchased by parents/guardians. If we can successfully encourage parents serve more healthful beverage options (e.g., one of the RYD beverage recipes made with water), we can enhance the likelihood of effectively reducing children’s intake of sugary drinks.

Medical and Dental Care Environment

Another important environment for RYD is the medical and dental care setting. Parents/guardians value the opinions of health care providers and our own research has demonstrated that primary health care providers and dentists in Northern Nevada are concerned about children’s intake of sugary drinks.

To facilitate education by health professionals on the importance of healthful beverage choices (an example of a system-level change) to parents and their young children, we have developed over the course of several years a collection of resources herein referred to as the RYD Toolkit. By the close of 2019, 184 practices and approximately

573 medical and dental care practitioners will have access to RYD Toolkit and resources.

In FY 2020, we will continue to enhance educational resources and promote additional PSE modifications within the medical/dental care practices and their surrounding communities.

School Environment

In FY19, the RYD campaign began to incorporate eligible elementary schools in the 16 intervention counties (n=70) by providing posters promoting healthy beverage choices to School Food Service Directors. Schools provide a valuable environment to reach the RYD target audience, since signage in lunchrooms (or wherever school meals are served) will likely result in high exposure to young students. There are several on-going efforts to promote healthy food/beverage choices in elementary schools by other agencies and programs (e.g., UNCE, Washoe County Health District) but none that target school food service specifically. The key messages of the RYD effort will serve to complement, not duplicate, on-going or planned activities. Close communication with our colleagues will help to ensure this occurs.

For FY 2020, our plan includes sending additional posters to school food service personnel of eligible schools. In addition, we will volunteer to participate in relevant school events and/or provide schools with a turn-key booth in the event that we cannot be present.

Community Settings

Finally, through the use of print and digital media (e.g., social media, website, electronic newsletter), we aim to raise awareness of the need to limit sugary drinks and to promote more healthful choices.

In summary, the food environments proposed for the FY 2020 RYD effort are consistent with the second guiding principle in the FY20 Guidance (p. 7), since it includes a combination of educational approaches, at various levels of the Social Ecological Model (SEM). Figure 1 displays how RYD aims to affect multiple layers of influence in the SNAP-Ed population in order to shape drink choices.

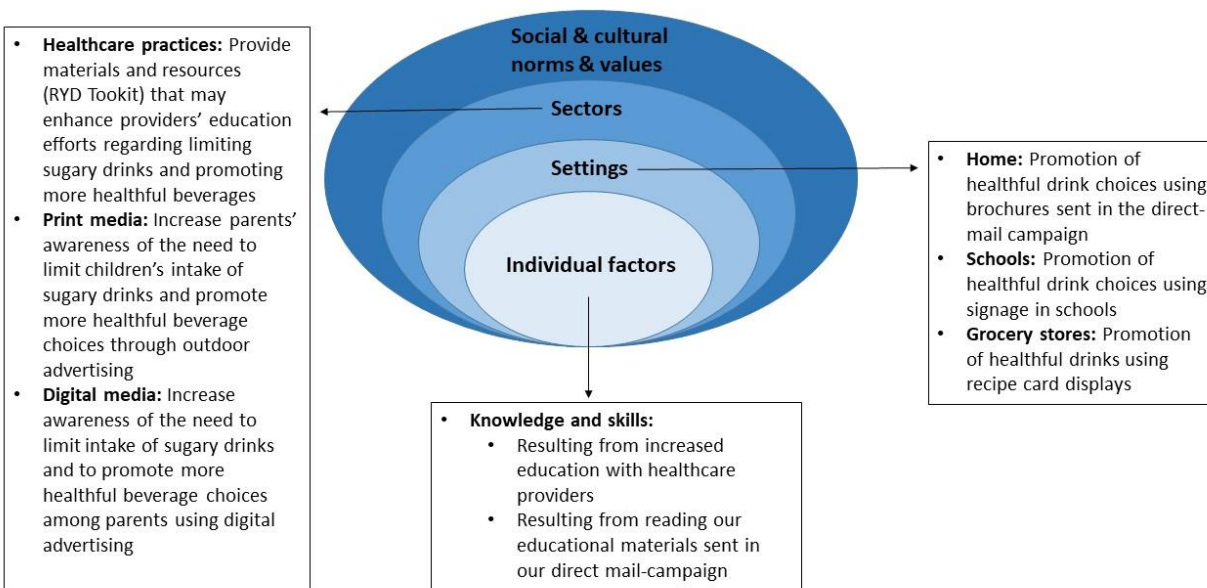


Figure 1. Application of the Social Ecological Model (SEM) to the Rethink Your Drink Nevada approaches.

Project Description:

Home Environment: Direct Mail

Approach #1 Description: Provide indirect education about the importance of healthful beverage choices through a direct-mail intervention for Category 1 (Certified Eligible) households in 16 of Nevada's 17 counties that include one or more children between the ages of 6 and 12 (n~8,060 households).

To accomplish this, we will ask for a current database of eligible households from the NDWSS (i.e., SNAP households that include one or more children between the ages of 6 and 12). Next, each household will receive three mailings starting with an introduction postcard informing them of the RYD effort and the subsequent mailings. Next, each household will receive two mailings approximately ten days apart. Each mailing will include one brochure written for parents. The total number of brochures to be mailed will be 16,120 (8,060 households x 2 mailings x 1 brochures per mailing). The brochures will include both English and Spanish text. The brochures will reinforce the traffic light approach to beverage selection which was incorporated in the RYD materials in FY 2019 and is currently included in other SNAP-Ed programs in Nevada. Briefly this approach recommends beverages to be consumed "once in a while" (Whoa), "sometimes" (Slow) and "almost any time" (Go). Based on survey results from FY 2018, we did make the decision not to include a brochure for children in each mailing. One

challenge with this approach is developing content/illustrations that are appropriate for children 6-12. Very young children (i.e., 6-8 YO) have different needs/interests relative to children 11-12 YO.

Please note that the evaluation results of FY 2019 efforts are not yet available. Therefore, we did not have the benefit of this information while preparing this proposal. When/if the evaluation findings suggest we revise the plan described herein, we will do so with the approval of the DWSS.

The direct-mail intervention was one of the first RYD efforts. While the materials have been revised and up-dated twice since, outcome evaluations have provided evidence that this is an effective approach. For example, results from the FY18 Family Drink Survey indicate that knowledge of sugary drinks was significantly greater among those who reportedly read the Rethink Your Drink brochures ($P < .05$). Over the years, we have strengthened the direct-mail campaign in a number of ways and have plans to continue this practice in FY 2020.

Medical and Dental Care Environment: Rethink Your Drink Toolkit and Blog for health care professionals

Approach #2 Description: Facilitate education about healthful beverage choices within participating medical and dental care practices in select urban and rural Nevada communities by providing free educational resources for use with parents/guardians of young school-age children; and by encouraging additional PSE changes within their practice and/or surrounding communities.

Partnerships with medical and dental professionals who treat children from low-income households began in 2013 and represents one of the first collaborative efforts of RYD. Since that time, the RYD team has created and evaluated materials and tools to enhance education provided by primary care professionals and dentists of parents/guardians of young school-age children about the importance of healthful beverage choices. In FY 2018, 140 medical and dental practices in 11 counties were provided with RYD materials. The materials are collectively referred to as the Rethink Your Drink Toolkit. The toolkit includes brochures for parents, stickers for children, posters for waiting and exam rooms, and an acrylic model that depicts the amount of sugar in a 12 oz soda. Evaluation findings indicated that the toolkit resources increased education on sugary drinks within select medical and dental care settings- providing evidence of PSE-level changes (specifically systems and environmental).

New toolkit items developed in FY 2019 included two additional acrylic sugary drink models, specifically an energy drink and a sweetened coffee; a new poster that incorporates the traffic light approach; and tear sheets (meant to replace the brochures). The Toolkit Guidebook was also up-dated to reflect the new content.

In FY 2020, we are planning to continue these valuable partnerships with medical and dental care practices and to make further enhancements. Eligible practices will include those that: a) accept Medicaid or Nevada Check-up health insurance; b) provide care to children, and c) for medical practices – limited to primary health care and pediatrics. The most recent review of pertinent websites revealed that there are 184 such practices in the participating counties including 120 primary health care practices and 64 dental practices. Of these practices, 128 have previously been provided RYD materials. The remaining will be sent materials within the month. By the close of FY 2019, approximately 573 medical and dental providers will have access to the RYD toolkit. Using our experience as a guide, we estimate that there may be 40 additional eligible practices in 2020, bringing our total to 224 (assuming that no practices close).

Within these practices, the following will occur:

- 1) We will send up-dated materials to those practices who already have a toolkit and replenish their supplies as/if needed. Up-dated materials will include new posters and stickers to be sent each quarter in order to keep the effort “fresh”. Other supplies that may need to be replenished include the tear sheets, and sugary drink models (in the event that one or more has been misplaced or broken).
- 2) For practices that have not previously received RYD materials, they will be sent a RYD Toolkit which including posters, stickers, sugary drink models, tear sheets, and a Guidebook.
- 3) In order to encourage additional PSE efforts within medical and dental care practices, a new section of the Guidebook will be developed. This section will describe additional steps that may be taken to promote healthful beverage choices among pediatric patients within the practice setting and/or the surrounding community. We will call attention to the value of PSE approaches in our communication with the practices and prepare the related document so that it can easily be inserted into the existing Guidebook. The work of South Carolina’s SNAP-Ed Program spear-headed by C. Draper was the inspiration for this addition. Their toolkit, “Nutrition Supports for Health Clinics” was recently highlighted on SNAP-Ed Connection.
- 4) As described in “Digital Presence” below, we will also continue to provide education for the health professionals themselves via the blog. Please see the details below.

Grocery Store Environment: Healthy drink recipes

Approach #3 Description: Promote healthful beverages choices at the point-of-purchase by distributing healthful drink recipes in participating SNAP-approved grocery retail stores in select urban and rural Nevada communities.

For children, sugary drinks are typically purchased by parents/caregivers and consumed in the home. Therefore, encouraging parents to limit the purchase, and therefore, the availability of sugary drinks in the home is a key message in the RYD campaign. In an effort to encourage healthful beverage choices at the point-of-purchase, we began collaborating with SNAP-approved retailers in FY 2017. The effort has been very successful and is consistent with PSE approaches (specifically systems and environmental changes) that are critical to long-term behavior change. We now have RYD displays in 23 stores in eight different counties in Nevada. These displays each include a poster inviting customers to take home free recipe cards for healthful, tasty drinks; and four different recipe cards. In most stores, the displays are placed in or near the produce section. Both the posters and cards are rotated on a regular basis to keep the display “fresh”. Inventory of cards is regularly maintained by RYD staff. Thus far in FY 2019, 37,490 recipe cards have been distributed through the grocery stores. In addition, recipe cards have been distributed at a variety of community events. In FY19, we also conducted in-store activities at the beginning of each month at our partner stores. The events have involved passing out recipe cards and inviting customers sign up for the Rethink Your Drink Newsletter in exchange for a reusable bag. The events have provided a good opportunity to raise awareness about the importance of healthful beverage choices.

All recipes used for this component were developed by the RYD team in response to formative research results which provided evidence that many children and adults find plain water and milk unappealing and/or are boring. In order to address this perceived barrier and ultimately help to reduce intake of sugary drinks, a variety of recipes (40 to date) were developed. The recipes use fruits, vegetables, herbs and seasonings to flavor water or milk. They are also inexpensive, easy to prepare and reinforce the safe food handling practices and minimizing food waste. English text is printed on one side of each recipe card with Spanish on the reverse. It should also be noted that the recipe cards are also often distributed at community events where one or more of the beverages can be sampled.

We will build on the success of this effort by maintaining the displays currently in place. This involves updating the posters monthly and keeping the display stocked with seasonally-appropriate recipe cards. We will also recruit five additional grocery stores to collaborate with us to bring the total to 28 stores in the intervention counties. We have also been in contact with the supervisor of the tribal grocery stores for the Pyramid Lake Paiute Tribe in an attempt to incorporate their stores in this component of RYD. We will continue to pursue this effort.

In addition, we will continue schedule in-store activities during the first ten days of the month (when SNAP households receive benefits and often shop for food) to encourage healthful beverage choices. We plan to make a concerted effort to enhance the

educational benefit of these activities. Some potential ideas including distributing educational materials (such as our booklet), games for children, and drawings for our recipe book.

The educational booklet mentioned above was developed in FY19 and utilizes the traffic light approach. The booklet also has an interactive section that allows the parent to note what kind of beverages their child drinks relative to the categories of Whoa, Slow and Go. Formative research of the booklet was conducted in FY19 which included parents/guardians and young, school-age children (both English and Spanish-speaking) and with nutrition education professionals. The booklet includes text in both English and Spanish. The booklet will be sent to SNAP households in FY19 for RYD's direct mail campaign. In FY20, we plan to distribute additional copies of the booklet during our in-store activities and other community events which we are often invited to.

To maximize utilization of the recipe cards we developed a spiral-bound recipe book with all the RYD beverage recipes in FY19. These books will be distributed in the FY19 direct mail campaign. In FY20, they will be used during "drawings" or games at stores and during special events that we are often invited to attend (e.g., community/school health events, parent gatherings).

In FY20, we also plan to develop a method for recognizing grocery stores for their involvement and support of RYD specifically, and children's health in general. One possible idea is to develop a poster that stores can display in their window that reads, "For children's health, we are a proud partner of Rethink Your Drink Nevada."

School Environment: Collaboration with School Food Service

Approach #4 Description: Promote healthful beverages in school cafeterias (or wherever school meals are served) by providing promotional materials to School Food Service programs in eligible Nevada elementary schools.

In FY19 we extended the reach of RYD to SNAP-Ed eligible elementary schools by developing three posters for display in school cafeterias. The posters feature the stoplight theme and were designed to reinforce the importance of healthful beverage selection among children. They will be distributed to summer feeding sites in June of the current FY. We also will be distributing samples of the posters to school food service staff at the NV school nutrition conference in late June. Then, the posters will be distributed to all eligible elementary schools in the intervention counties at the end of FY19

In order to continue reinforcing awareness of healthful beverage choices for children, we will distribute posters targeted to children for the food service directors to display in cafeterias of eligible elementary schools in FY20. In the intervention counties, there are 81 elementary schools with > 50% of children eligible for free and reduced school lunch

(there are approximately 31,000 students in those schools). Working closely with the Nevada Department of Agriculture and the Nevada School Food Service Association, we plan to reach out to food service directors at all of the eligible schools to invite collaboration. We will also coordinate and collaborate with Aurora Buffington (Public Health Nutrition Specialist) and Cooperative Extension to ensure that our materials are in their intervention county schools (Washoe, Lyon, and Lincoln). We will also coordinate with them to ensure our materials complement the direct education that they are conducting.

The content, illustrations and tone of the posters developed for cafeterias will correspond to the RYD brochures that will be developed in FY20. However, they will be specifically designed to appeal to children. We will seek estimates from marketing companies for the creative and technical assistance needed to create these materials.

In addition to distributing materials to schools, we will also make an effort to attend community events with a high attendance of school-aged children and their parents/guardians to distribute information and materials. This will ideally provide opportunities to engage with members of our target audience and reinforce the importance of healthful beverage choices.

Since it may not be feasible for the RYD team to regularly travel to school events all over the state, we will also develop a “Turn-Key Booth” that can be sent for schools for use during events at no cost to them. The turn-key booth will include resources, tools, and games that can easily be used by school staff. In exchange, we will ask that the schools provide data regarding attendance at the event, participation at the booth, and number of RYD items distributed.

Community Environment: Digital and Print Media

Approach #5 Description: Promote healthful beverage choices in low-income communities using a variety of digital media methods.

Website

The website (rethinkyourdrinknevada.com) provides information and resources for parents/guardians and children. We have continued to develop new, seasonal recipes that are updated in the RYD website, Facebook, and Pinterest pages. Please note that users are encouraged to view the resources on MyPlate often through the newsletter, Facebook and Pinterest. The RYD website has a link to directly sign up to the RYD newsletter.

New this year, we plan to do an overhaul on the RYD website. The main reason for doing so at this time is to ensure the website is American Disabilities Act (ADA) compliant. When getting bids to make the current RYD website ADA compliant, we

learned that it was more cost effective to redo the entire website since many of the graphics on the current RYD website would require a redesign. Laxalt and Mciver Company (L&M) is a creative studio that has extensive experience in ADA compliance on websites; we plan to work with this company for the RYD website redesign as well as website maintenance.

In addition to the current components of the RYD website, the redesign will have a new modern look the complement the other materials that L&M has developed for RYD. The new website will continue to be updated with resources the RYD team develops (i.e., recipes, brochures, etc). During FY2020, we plan to add a “Health Professionals” section to the website. In this section we plan to post the monthly blog with the intention of providing health professionals summaries of recent scientific evidence regarding sugary drinks (see below for more information). Also in this section, we plan to include relevant peer-reviewed journal citations and evidence based sources for health professionals to reference (i.e., choosemyplate.org). There will also be a link in this section of the website for health professionals to sign up for the blog.

Electronic Newsletter

RYD has a healthy drink newsletter that is sent out once each month. Each newsletter is e-mailed monthly to our subscriber list. This year, our subscriber list grew from 150 subscribers to 362 subscribers. After the newsletter is e-mailed, it is also posted on Facebook and the post is “boosted” to reach more of our target audience using geo-fencing parameters (described under “Facebook”) through Facebook’s ad manager. We plan to “boost” our posts to further increase our reach in the Reno area. In FY2019, our “boosted” newsletter posts reached an average of 17,128 unique users. Examples of newsletter topics in the past have been: sustainable drinks, dehydration during the winter, sugar substitutes, and National Nutrition Month. During FY2020, we plan to continue to discuss various topics to educate readers about healthful beverage choices and also any type of trending beverage (i.e., energy drinks or flavored waters).

Blog for Health Professionals

During FY2019, the RYD team started a blog for health professionals. The purpose of this blog is to educate medical and dental professionals about new and emerging trends, topics, and interests related to sugary drinks primarily, but also to disseminate information on hydration and beverage choices among children in general. This blog will highlight a recent peer-reviewed journal article and will discuss the strengths, limitations and practice implications. The blog will continue to be sent out one time per month via e-mail, and when the new website is developed, the blog will also be posted on the website under the “Health Professionals” section. Providers can sign up for the blog on the RYD website or through a link sent via e-mail. The blog will also be promoted

through a mailer sent to physicians and dentists in all counties where the RYD Toolkits are distributed in FY19.

Facebook

The RYD Facebook page currently has 458 followers. Please note that this is a 94% increase of followers from FY2018 when the RYD Facebook page had 235 followers. Of these followers, 76% of the followers are between 18-44 years old. The RYD Facebook page will continue to reflect the Dietary Guidelines by posting relevant news articles and information from the MyPlate website and Facebook page.

During FY2019, a digital media campaign through Facebook began in March 2019 and will run through the end of the fiscal year. A series of advertisement photos were developed in four “themes” (jelly beans, stoplight drinks, benefits of choosing healthy drinks, healthy drink recipes) to advertise on Facebook. The goal for the “jelly bean” and “stoplight drink” themed ads were to raise awareness about sugary drinks and promote healthy beverages. The images were “boosted” through Facebook’s Ad Manager using the “Reach” objective. When using the “Reach” through the Facebook Ad Manager, the goal is to show the ad to as many people in our target audience as possible. The goal of the “benefits of choosing healthy drinks” and “healthy drink recipes” themed ads was the “Brand Awareness” objective through Facebook’s Ad manager. The “Brand Awareness” objective through Facebook is a specialized algorithm designed to increase ad recall. Through utilizing “Reach” and “Brand Awareness” tools from Facebook, we anticipate that the RYD digital presence and Facebook followers will increase. From March 2019- June 2019, the average impressions for these ads were 88,789 and the average reach was 83,372. During FY20, we plan to continue to utilize these same methods.

Facebook Ad Manager has a variety of tools to create an effective campaign. One of these tools is geo-fencing, where we were able to target the RYD audience through the parameters listed below. Based on the parameters below, Facebook will then use an algorithm to target the RYD audience.

- Geographic areas: Zip codes including 89431, 89502, 89433, 89512, and 89502 were selected in Washoe County. Please note that these zip codes were selected because they were identified as high need in the Washoe County Community Needs Assessment and are also part of the low-income census tract. Additionally, Nye County, Lyon County and Mineral County will also be included in Facebook targeting through the ad manager. These counties include low-income census tracts.
- Specific locations: Women, Infant, and Children (WIC) offices and Welfare offices throughout Nevada (excluding those in Clark County).

- Interests: motherhood, fatherhood, parenting, childhood, children, sugary drinks, energy drinks, sports drinks (these interests are available for users to select from Facebook's predetermined list).
- Age: 18-55 years-old

In FY2020, we plan to expand our digital campaign from seven months to eleven months. We plan to run one ad/week (four ads/month) between the months of November-September using the same strategies outlined above. We plan to recycle two the stoplight ads and the jelly bean ads from FY19, and develop four additional themed ad sets. Additionally, we plan make one of these ad sets in Spanish and boost these ads using the "language tool" on Facebook to target Spanish and bilingual individuals, while also using the geofencing parameters described above.

To measure the success of the Facebook campaign throughout the year, we will report impressions, reach, estimated ad recall lift, number of followers, and demographics of the users. Many of these metrics are reported through the Facebook Ad Manager. Additionally, there will be a plan to include a question in the Family Drink Survey about the recall of the campaign.

Instagram

During FY2019, the RYD Instagram account was created. During June, July and August, a digital marketing campaign was run with the goal of to reduce the intake of sugary drinks and promote healthy drinks to the adolescent audience. During the first week of the campaign in June, the average impressions were over 6000, and we anticipate that this number will continue to increase as the campaign continues.

This year, we plan to refocus the Instagram digital marketing campaign to our primary target audience, adults enrolled in SNAP, specifically those adults who are parents/guardians of young, school-age children. A recent study showed that young and middle age SNAP recipients are interested in using social media for nutrition information, including Instagram (Loehmer et al., 2018). The RYD Instagram account will be linked to the RYD Facebook page; the RYD resources that are shared on Facebook may also be shared on Instagram and vice versa.

Instagram is owned by Facebook, and promotions through Instagram are run through the Facebook Ad Manager. We plan to continue to use the Facebook Ad Manager to reach our target audience by the parameters described above. Since the Instagram account will be linked to the Facebook page and the target audience on both social media platforms are identical, will run the Facebook and Instagram campaigns simultaneously; additional images specific for Instagram will not need to be developed.

The metrics that will be reported will be reach, impressions, engagement (i.e., likes), and follower demographics.

Pinterest

The RYD Pinterest page (<https://www.pinterest.com/RYDNevada/boards/>) began in FY 2018 and includes “board” themes such as Brochures, Healthy Drink Recipes (in English and Spanish), Healthy Drink Recipes for Kids to Make (in English and Spanish), Healthy Drink Tips, and MyPlate. The RYD Pinterest page also is linked to the RYD Facebook page to make it easy for followers to gain access to RYD resources through multiple social media platforms. The RYD Pinterest page has increased from 233 monthly viewers in FY2018 to 325 current monthly viewers.

In FY2020, the Pinterest page will continue to be up-dated with relevant resources from MyPlate and new RYD resources as they are developed.

Approach #6 Description: Promote healthful beverage choices among persons residing in low-income communities using print media.

Print Campaign

In order to reinforce awareness of healthful beverage choices for children, we propose to conduct a media campaign using print media. To maximize the impact, the media campaign will be conducted at the same time as the direct-mail intervention. The content, illustrations and tone of the media campaign will correspond to the new RYD brochures that will be developed in FY20. The RYD and Nevada’s Nutrition Assistance Consortium logos will be visible on all publications – in addition to the approved message regarding SNAP. These efforts will serve to unify the various components of the RYD campaign. Lastly, ads will be published in both English and Spanish and we will continue to take care to not disparage any particular food product or commodity. We will seek estimates from advertising/marketing companies for the creative and technical assistance needed to create these materials.

Outdoor advertising space will be purchased in Washoe, Carson, Churchill, and Lyon county. According to the U.S. Census Bureau 2017 SAIPE estimates, these counties have a high proportion of families with children 5-17 years-old living in poverty (see Table 1). In addition, these counties have a high maximum number of impressions. The content of the advertisements will encourage parents to limit sugary drinks and serve their children more healthful choices. The outdoor advertising will consist of billboards. Please note that during FY19 we attempted to include bus advertisements in the outdoor campaign, but the RTC has a policy that advertising may only be used to promote goods and services. Therefore, we are not able to utilize bus wraps for part of the campaign.

To help ensure that the boards will be viewed by members of our target audience (parents of young, school-age children enrolled in SNAP), the billboards to be rented will be in neighborhoods where there is a high density of SNAP households (as determined by the database to be provided by the NDWSS), where a high proportion of elementary school students are eligible for free- and reduced-priced meals, where there are grocery stores, and where there is the greatest visibility. In addition, the location of low-income census tracts will also aid in location selection for billboards.

Approval of the images and the sites will be sought in advance from DWSS.

Results from FY 2019 provide evidence of the reach of the media campaign. The estimated number of adult impressions for each site in Washoe County was provided the Lamar Advertising. With this information and the number of weeks that each site was used, the estimated total number of impressions was determined to be 5,823,324 or approximately 5.8 million. During FY20, we would like to expand the print campaign from three months to four months. Expanding the duration of the campaign will result in additional impressions with our target audience.

The population distribution in several rural and frontier counties in Nevada is relatively small, and in some counties, quite spread out. This demands use of different media channels as described above.

Summary of Approaches

The primary target audience for the proposed RYD approaches are adults enrolled in SNAP, specifically those adults who are parents/guardians of young, school-age children, located in 16 of Nevada’s counties. Based on eligibility criteria, not all approaches can be implemented in all counties. Table 2 displays all of the proposed RYD approaches and in which counties they are active in FY19. As described above, we hope to expand the reach of our approached in FY20. The proposed timeline for FY20 RYD activities is displayed in Table 3.

Table 2. FY19 County Locations of Rethink Your Drink Approaches	
County	RYD Approach

	Elementary School Promotional Materials	Direct-Mail	Healthy Beverage Recipes in Grocery Stores	Toolkits to Medical/Dental care practices	Digital Media	Print Media
Carson City						
Churchill						
Clark						
Douglas						
Elko						
Esmeralda						
Eureka						
Humboldt						
Lander						
Lincoln						
Lyon						
Mineral						
Nye						
Pershing						
Storey						
Washoe						
White Pine						

Table 3. Timeline for Rethink Your Drink Activities Proposed for FY 2020

	2019			2020								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Social media campaign												
Direct-mail to households												
Print media campaign												
RYD materials distributed to schools												
Health care professionals have access to RYD Toolkit												
Blog for health care professionals												
RYD Website and newsletter												
RYD Displays at grocery stores												

Evidence Base:

Project name: Rethink Your Drink Nevada

Evidence level: Practice based

As noted on the attached Checklist for Evidence-Based Approaches, this is a practice-tested intervention. Each year since the RYD has been funded, evaluations of the RYD program have been conducted and the findings used to enhance the reach and/or effectiveness of specific components. A brief summary is provided below.

The initial development of the direct-mail intervention was based on focus groups with parents from low-income households. They expressed difficulty in attending in-person educational sessions due to the multiple demands on their time, but were very motivated to learn information regarding their children's health. Since then, SNAP households with young, school-age children have been sent RYD brochures. Annual surveys of households have provided evidence that the brochures are perceived as relevant and helpful. Survey results from 2018 showed that of household receiving surveys and completing the evaluation survey, 60% reported reading "some" or "nearly everything" in the brochures. In addition, 85% of parents and 82% of children reportedly tried one more of the strategies suggested in the brochures to reduce consumption of sugary drinks. The impact and outcome evaluation results also indicated that knowledge

of sugary drinks was significantly greater among those who reportedly read the brochures.

The initial activities with medical and dental health care professionals was based on a survey of this audience. The findings demonstrated that they were concerned about sugary drink intake among their young patients, and would be interested in resources to assist with their education. Initially, these providers were given the RYD brochures. Later, stickers for children, posters and the soda model was added. Currently, the RYD Toolkit is complete with these materials, in addition to a Guidebook and brochure stands. Surveys and interviews with our collaborating health care professionals have helped guide the content and distribution of these resources. Overall, the evaluations of the RYD materials among medical and dental care providers has been positive. In 2018, of those practitioners using the toolkit who completed the evaluation survey, 89% agreed/strongly agreed that the toolkit supported their efforts to reduce sugary drinks, and 86% agreed/strongly agreed that as a result of the toolkit, more education on sugary drinks had been provided to their patients. Additionally, 50% of SNAP household survey respondents reported that either medical or dental care professionals talked with them about sugary drinks.

Lastly, the use of social media to reach members of our target audience was based, in part, by a survey of SNAP households conducted in 2017 by a member of the RYD team (Isaacs, 2017). The findings provide evidence that members of our target audience often use social media and perceive it to be an effective way to receive information providing the sources are credible. The results from the RYD digital Facebook campaign (8 unique images promoted over 8 weeks) in 2018 was 227,392 impressions. Additionally, about 25% of respondents from the Family Drink Survey indicated that they recalled seeing ads about healthy drink choices for kids on social media.

The activities of the RYD point-of-purchase approach were implemented after the results of a feasibility study in 2016 with local SNAP retailers in support of distributing RYD recipe cards. In 2018, 23,707 RYD recipes cards were distributed in 18 grocery stores throughout five counties.

Other examples of the evidence-base for the RYD program can be found in the final reports which are submitted annually.

In addition to the evaluation studies conducted by the RYD team, we would like to highlight several recent peer-reviewed papers that have been recently published and/or identified that pertain to the proposed RYD efforts. They are listed below with the relevant RYD approach:

Emphasis on educating children and parents/guardians:

Cho, D., & Kim, S. (2018). Interplay Between Self-Efficacy and Perceived Availability at Home and in the School Neighborhood on Adolescents' Fruit and Vegetable Intake and Energy-Dense, Low-Nutrient Food and Sugary Drink Consumption. *Journal of Nutrition Education and Behavior*, 50(9), 856–867. <https://doi.org/10.1016/j.jneb.2018.06.010>

The goal of this study was to examine the interactions among self-efficacy, home environment and school neighborhood environment and their main effects on adolescent fruit, vegetable and sugary drink consumption. The home environment and availability of sugary drinks had significant effects on daily SSB intake. Results showed that multiple environments (i.e., home, school, neighborhood) need to be considered to promote eating behaviors for adolescents.

Eck, K. M., Dinesen, A., Garcia, E., Delaney, C. L., Famodu, O. A., Olfert, M. D., ... Shelnutt, K. P. (2018). "Your body feels better when you drink water": Parent and school-age children's sugar-sweetened beverage cognitions. *Nutrients*, 10(9), 12–14. <https://doi.org/10.3390/nu10091232>

The aim of this qualitative study was to explore factors affecting SSB intake to create interventions among parents with school aged children. Data collection involved focus group discussions lead by the social cognitive theory. Results showed that parents were aware that their behavior influenced sugary drink consumption, but modeling healthy SSB behaviors was difficult. Busy schedules were one of the main barriers to limiting SSB.

Emphasis on equipping dentists with resources on sugary drinks:

Villarosa, A. R., George, D., Ramjan, L. M., Srinivas, R., & George, A. (2018). The role of dental practitioners in addressing overweight and obesity among children: A scoping review of current interventions and strategies. *Obesity Research and Clinical Practice*, 12(5), 405–415. <https://doi.org/10.1016/j.orcp.2018.07.00>

This review aimed to explore the evidence of childhood obesity interventions in a dental setting. Within this review, authors specified that sugary drinks contributed to childhood obesity and childhood dental carries. The results of this review indicated that there was a need for interventions with dental practitioners for both children and parents, to target and reduce sugar-sweetened beverage consumption.

Use of social media:

Criss, S., Blaine, R. E., Palamé, M., Perkins, M., Davison, K., Kwass, J. A., & Taveras, E. M. (2019). Health Marketing for the Massachusetts Childhood Obesity Research Demonstration Study: A Case Study. *Health Promotion Practice*, 20(2), 282–291. <https://doi.org/10.1177/1524839918760842>

The purpose of this study was to describe the health marketing efforts of the Massachusetts Childhood Obesity Research Demonstration Study (MA-CORD). MA-

CORD is a multilevel community intervention to prevent and reduce obesity among low income children. Several different aspects of social marketing were part of the intervention including outdoor advertisements and social media with a focus on Facebook. Authors concluded that a Facebook page is useful in generating awareness for key messages and is more effective than other online newspaper sources, particularly with parents as a target audience. Authors also mentioned that contests with prizes like gift certificates can bring added attention to the program's Facebook page as well.

Te, V., Ford, P., & Schubert, L. (2019). Exploring social media campaigns against sugar-sweetened beverage consumption: A systematic search. *Cogent Medicine*, 6(1), 1–16. <https://doi.org/10.1080/2331205x.2019.1607432>

This qualitative study was conducted to identify social media health campaigns against SSB consumption, their social media platforms, and health messages identifies. Thirty four campaigns were identified with Facebook and YouTube being the most common platforms. Across the campaigns identified, healthy alternatives to sugary drinks were limited and may be effective in a future social media campaign.

Traffic light approach:

Peter, von P., M, S. J., Jacob, B., K, B. L., M, P. L., Stephanie, P., ... Eva, R. (2019). Environmental interventions to reduce the consumption of sugar-sweetened beverages and their effects on health. *Cochrane Database of Systematic Reviews*, (7). <https://doi.org/10.1002/14651858.CD012292.pub2>. www.cochranelibrary.com

In this systematic review, there was moderate evidence to support that traffic light labeling is associated with decreasing sales of SSB. Researchers also found that reduced availability of SSB in schools is associated with decreased SSB consumption.

Children's preferences on sugary drinks:

Chi, D. L., Coldwell, S. E., Mancl, L., Hopkins, S., Senturia, K., Randall, C. L., ... Cruz, S. (2019). Alaska Native Children Do Not Prefer Sugar-Sweetened Fruit Drinks to Sugar-Free Fruit Drinks. *Journal of the Academy of Nutrition and Dietetics*, 119(6), 984–990. <https://doi.org/10.1016/j.jand.2019.02.007>

The objective of this study was to determine Alaska Native children's preference for sugar-sweetened or sugar-free beverages. Children were recruited from a local dental clinic and evaluated four different commercially available sugar-free fruit drinks paired with sweetened versions of each flavor. Findings indicated that sugar-free drinks may be a well tolerate alternative to sugar sweetened fruit drinks.

Sugary drink marketing in grocery stores:

Moran, A. J., Musicus, A., Findling, M. T. G., Brissette, I. F., Lowenfels, A. A., Subramanian, S. V., & Roberto, C. A. (2018). Increases in Sugary Drink Marketing During Supplemental Nutrition Assistance Program Benefit Issuance in New York. *American journal of preventive medicine*, 55(1), 55-62.

A beverage environment scan assessing presence of displays, advertisements, and price promotions for sugar-sweetened, low-calorie, and unsweetened beverages was administered in a census of SNAP-authorized beverage retailers in three cities in New York from September to November 2011. Results showed higher odds of in-store sugar-sweetened beverage marketing during SNAP benefit issuance days (first to ninth days of the month) compared with other days of the month, particularly for sugar-sweetened beverage advertisements.

Sugary drink trends:

Vercammen, K. A., Koma, J. W., & Bleich, S. N. (2019). Trends in Energy Drink Consumption Among US Adolescents and Adults, 2003–2016. *American journal of preventive medicine*, 56(6), 827-833.

Dietary data from 9,911 adolescents (aged 12-19 years-old) from NAHES showed that daily energy drink consumption has significantly increased from 2003-2016. Future research is needed to identify correlates of energy drink consumption (e.g., demographic, environmental characteristics) that may be used to prevent or reduce this behavior.

Sugary Drinks and Health:

Collin, L.J., Judd, S., Safford, M., Vaccarino, V., Welsh, J. (2019) Association of Sugary Beverage Consumption With Mortality Risk in US Adults. *Journal of the American Medical Association*, 2(5):e193121.

The secondary analysis, cohort study, used data from 30,183 participants in the Reasons for Geographic and Racial Differences in Stroke (REGARDS) study. Results showed that consumption of sugary drinks is associated with all-cause mortality.

Key Performance Indicators (KPIs):

- 1) Number of SNAP households sent the Rethink Your Drink educational brochures.
- 2) Number of educational brochures returned by the USPS.
- 3) Number of households who complete the Family Drink Survey online.
- 4) Number of households who reportedly read the Rethink Your Drink educational brochures.

- 5) Number of households who report that a health care professional had recently spoken with them about healthful beverage choices for children.
- 6) Number (and type) of medical/dental care practice sites who have a RYD Tool Kit.
- 7) Number of SNAP retailers who participate in the RYD effort by displaying/distributing RYD recipes cards.
- 8) Number of recipe cards provided to SNAP retailers.
- 9) Number of recipe cards distributed to customers.
- 10) Number of events held at partner SNAP retailers.*
- 11) Number of persons who are reached through events conducted at SNAP retailers.*
- 12) Number of SNAP retailers who display their RYD recognition poster in a location visible to the public.*
- 13) Number of elementary schools mailed RYD posters.*
- 14) Number of elementary schools who display RYD posters within the school cafeteria or wherever school meals are served.*
- 15) Number of community events with high attendance of school aged-children and their parents/guardians participated by the RYD team.*
- 16) Number of schools that use the RYD turn-key booth.*
- 17) Number of persons who benefit from the RYD turn-key booth as reported by school personnel.*
- 18) Use of the RYD website including: a) number of hits, b) number of unique hits, c) average time spent on site, d) average time spent on each page, d) frequency of downloads, e) subscribers to electronic newsletters.
- 19) Reach of the blog for health professionals: 1) number of subscribers, 2) number of opens (i.e., the subscriber opened the e-mail in their inbox)*
- 20) Reach of the Facebook Ad campaign: a) impressions, b) reach, c) estimated ad recall lift, d) newsletter growth, e) demographics of the users, and f) number of RYD Facebook page likes.
- 21) Reach of the Instagram Ad campaign: a) impressions, b) reach, c) demographics of the users, d) engagement and f) Instagram account followers.*
- 22) Monthly page viewers from RYD Pinterest page.*
- 23) Estimated number of impressions from outdoor advertising.

Use of Existing Educational Materials:

- 1) RYD Recipe cards – Forty recipes have been developed to date (available in Spanish and English). A majority (31) are for parents; nine are for children.
- 2) RYD Recipe Book – Forty RYD recipes are collated in a small, spiral bound recipe book.
- 3) Posters for RYD displays at grocery stores – one unique poster for each month of the calendar year; will be seasonal and specific to the recipes promoted that month. Please note that these were designed by the RYD team and printed in-house. Some may need to be printed again due to wear.
- 4) RYD Booklet – This booklet was finalized in FY 2019 (available in Spanish and English). The booklet is written for parents and includes a small number of recipes for “young chefs”.
- 5) RYD Tear Sheets – Tablets of tear sheets developed in FY 2019 (available in Spanish and English).
- 6) RYD Toolkit Guidebook – For practices who haven’t yet received one; explains purpose and potential use of toolkit items.
- 7) Facebook ads – Reuse 16 ads from 2 “themes” used in FY 2019.

Development of New Educational Materials:

- 1) RYD brochures –New brochures will be developed using the traffic light approach (depending on FY19 results). Our plan is to develop two brochures for parents. Similar to the current booklet, both will include English and Spanish text (as opposed to English and Spanish versions).
- 2) Stickers for medical and dental care practices – 4 new stickers for young school-age children.
- 3) New section on PSE within medical and dental care practices – To be inserted in RYD Toolkit Guidebook.
- 4) Turn-key booth- This will feature resources, tools, and games for young, school-age children; meant to be feasible for use without the presence of RYD staff.
- 5) Posters- Eight additional posters to be developed for school and medical/dental care settings. They will be printed with English on one side and Spanish on the reverse.
- 6) Electronic newsletters – 12 issues will be written and disseminated.
- 7) Facebook/Instagram ads - Development of 28 unique ads directed towards adults; four of these ads will be in Spanish.

8) Blog for health professionals – 12 unique blog posts will be developed; each will feature a new study or publication about the importance of healthful beverages for children or about trending beverages.

9) Redesign the RYD website, which will involve the development of new content

10) Posters for outdoor advertising – 4 unique ads will be developed.

Evaluation Plans

Name: Rethink Your Drink Campaign

An overview of the evaluation plans for RYD in FY 2020 are shown in Table 4. For each strategy employed, the corresponding approach, indicators, evaluation type and tools are identified. Details are provided below and organized according to type (formative, process or outcome) and related question(s). Please note that an impact evaluation is not planned for FY 2020 as one will be conducted at the close of FY 2019.

In addition to the table, as appropriate, indicators from the FFY2020 Nevada SNAP-Ed Evaluation Framework Matrix are included in the narrative.

Table 4. Overview of Evaluation Plans for RYD FY 2020

Strategies ^a	RYD Approach	Indicators ^b	Evaluation Type	Evaluation Tools
2.3	Promote healthful beverages in school cafeterias (or wherever school meals are served) by providing promotional materials to School Food Service programs in eligible Nevada elementary schools.	N/A	Formative	Program records
		MT12	Process	Program records
4.1	Provide indirect education about the importance of	N/A	Formative	Program records
		MT12b,c	Process	Program records;

	healthful beverage choices through a direct-mail intervention for Category 1 (Certified Eligible) households in 16 of Nevada's 17 counties that include one or more children between the ages of 6 and 12 (n~8,060 households).			RYD Family Drink Survey
		MT1g,h,i	Outcome	Food Behavior Checklist ^c ; Family Drink Survey
4.1	Promote healthful beverages choices at the point-of-purchase by distributing healthful drink recipes in participating SNAP-approved grocery retail stores in select urban and rural Nevada communities.	ST7	Process and Outcome	Program records
		MT5a	Outcome	Program records
4.1	Facilitate education about healthful beverage choices within participating medical and dental care practices in select urban and rural Nevada	N/A	Formative	Program records
		ST7	Process & Outcome	Program records
		MT5a,b,c,d,e	Outcome	RYD Health Care Professionals' Survey

	communities by providing free educational resources for use with parents/guardians of young school-age children; and by encouraging additional PSE changes within their practice and/or surrounding communities.			
4.4	Promote healthful beverage choices in low-income communities using a variety of digital media methods.	MT12b,c	Process	Recommended metrics from CDC's Health Communicator's Social Media Toolkit ^c
4.4	Promote healthful beverage choices among persons residing in low-income communities using print media.	MT12b,c	Process	Program records

^a Strategies as described in FFY2020 Nevada SNAP-Ed Evaluation Framework Matrix

^b Indicators as described in The SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and obesity Prevention Indicators, June 2016

^c Represents required evaluation tools per FFY 2020 NV SNAP-Ed Introduction to Evaluation Tools Table

Type: Formative Evaluation

A formative evaluation will be conducted for the purpose of developing/refining select RYD materials.

Questions:

Formative question 1) To what extent are posters for elementary schools viewed as effective among young, school-age children in low-income communities and b) appropriate for display in schools among school food service directors?

Formative question 2) To what extent are the revised RYD brochures viewed as relative and effective among parents/guardians of young, school-age children in low-income communities?

Formative question 3) To what extent are the revised RYD brochures viewed as relative and effective among nutrition educators who have experience with the SNAP-Ed target audience.

Formative question 4) What are the desired characteristics and qualities in a free-standing educational display that could be placed temporarily in a medical or dental care practice setting?

Approaches (organized by question(s)):

Formative approach for question 1: A small sample of young, school age children from a school with a high proportion of students eligible for free and reduced-priced meals will be asked to review the posters and answer open-ended questions regarding their opinions of the posters. In addition, a small sample of school food service directors will also be asked to view the posters and answer open-ended questions regarding their opinions of the poster including whether or not they would likely post them in their school lunch room.

Formative approach for question 2: A small sample of parents/guardians of young, school-age children will be recruited from UNR School of Medicine Family Medicine Clinic to review the revised RYD brochures and answer open-ended questions regarding their opinions of the materials.

Formative approach for question 3: A small sample of nutrition educators, recruited from Nevada's Nutrition Assistance Consortium, will be asked to review the revised RYD brochures and answer close and open-ended survey questions regarding their opinions of the materials.

Formative approach for question 4: A small sample of physicians and dentists will be recruited to participate in a brief interview regarding their opinions of the proposed educational display, including whether they would be comfortable using it in their practice.

Type: Process Evaluation

In general, process evaluations will be conducted for the purpose of measuring the extent to which the program reached members of the target audience as intended. The information will be useful to assess, in general, the fidelity of the RYD campaign.

Questions:

Process question 1) How many elementary schools will be sent the RYD posters? (MT12)

Process question 2) What is the total number of elementary schools who post the RYD posters? (MT12)

Process question 3) How many schools request the turn-key booth?

Process question 4) How many persons are reached via use of the turn-key booth?

Process question 5) How many SNAP households are mailed the RYD brochures? (MT12b,c)

Process question 6) How many RYD brochures are returned by the USPS? (MT12b,c)

Process question 7) How many parents/guardian reportedly read the RYD brochures? (MT12b,c)

Process question 8) How many grocery stores partner with RYD by providing space for the display and opportunities for events? (ST7)

Process question 9) How many RYD recipe cards are distributed via displays in participating grocery stores?

Process question 10) How many persons are reached through events conducted at participating grocery stores?

Process question 11) What is the total number and type of medical/dental care practices that have the RYD Toolkit? (ST7)

Process question 12) What is the total number of posts to the RYD Health Professionals' Blog?

Process question 13) What is the total number of subscribers to the RYD Health Professionals' Blog? (MT12b,c)

Process question 14) What is the number of health care professionals who open their email with notification of the blog post? (MT12b,c)

Process question 15) What is the total number of estimated impressions from RYD outdoor advertising? (MT12b,c)

Process question 16) To what extent is the RYD website utilized? (MT12b,c)

Process question 17) To what extent is the RYD Facebook ad campaign successful in reaching members of the target audience? (MT12b,c)

Process question 18) To what extent is the RYD Instagram ad campaign successful in reaching members of the target audience? (MT12b,c)

Process question 19) To what extent is the RYD Pinterest page viewed? (MT12b,c)

Approach(es):

Process approach for questions 1 and 2: The total number of elementary schools who were mailed RYD posters will be determined by maintaining a database of eligible schools and records (and dates) of materials mailed to them. Follow-up correspondence with School Food Service Directors will be used to confirm receipt of the poster and whether or not the posters were displayed.

Process approach for questions 3 and 4: The total number of elementary schools who request a turn-key booth will be determined by maintaining a database of eligible schools and records (and dates) of booths mailed. A school contact will be sent an electronic survey afterward to record information regarding use of the turn-key booth and estimated number of attendees.

Process approaches for questions 5 and 6: The number of that receive the RYD brochures via the direct-mail approach will be determined by the number of brochures sent minus the number returned by the U.S.P.S. Program records will be maintained for this purpose.

Process approach for question 7: The number of parents/guardians who reportedly read the RYD brochures will be determined by the inclusion of a question on the Family Drink Survey. This is consistent with evaluations in previous years.

Process approach for question 8: The total number of SNAP-approved grocery stores that provide space in their stores for the RYD Display will be determined by maintaining a database of participating grocery stores that includes contact names and pertinent notes.

Process approach for question 9: The total number of RYD recipe cards distributed via displays in participating grocery stores will be determined using records that show the number (and name) of recipe cards provided to the stores, and the number of recipe cards that are remaining at weekly, bi-monthly, or monthly intervals. (Please note that large, busy stores will be checked weekly; others bi-weekly; some rural stores only monthly.)

Process approach for question 10: The total number of persons who are reached through grocery store events will be obtained by maintaining a log of such events, and by using a manual counter during the actual event to calculate the number of persons who interact with the staff in at least one way during the event (e.g., ask a question, take a recipe card, sign-up for a newsletter, etc). The results will be recorded in a database up-dated regularly.

Process approach for question 11: The total number and type of medical/dental care practices that have the RYD Toolkit will be determined by maintaining a database of eligible practices and records of items (and dates) sent to these practices. Their use of the RYD toolkit will be determined through related questions on the RYD Health Care Professionals' Survey.

Process approaches for questions 12, 13 and 14: The total number of posts to the RYD Health Professionals' Blog, number of subscribers and number who open their email with notification of the blog post will be determined by maintaining a database created for this purpose. This information is provided by MailChimp.

Process approach for question 15: The total number of estimated impressions from outdoor advertising will be provided by the companies who lease advertising space to us. These estimates are based on the lease location and length that the outdoor advertising space is leased.

Process approach for question 16: The extent to which the RYD website was utilized will be determined using Google Analytics. Specific data to be gathered includes: a) number of hits, b) number of unique hits, c) average time spent on site, d) average time spent on each page, d) frequency of downloads, e) subscribers to electronic newsletters.

Process approach for question 17: The extent to which was the Facebook ad campaign was effective in reaching members of the target audience will be determined using data from Google Analytics including a) impressions, b) reach, c) estimated ad recall lift, d) newsletter growth, e) demographics of the users, and f) number of RYD Facebook page likes.

Process approach for question 18: The extent to which was the Instagram ad campaign was effective in reaching members of the target audience will be determined using data from Google Analytics including a) impressions, b) reach, c) demographics of the users, d) engagement and f) Instagram account followers.*

It should be noted that we will be using the recommended metrics from CDC's Health Communicator's Social Media Toolkit, which is a required evaluation tool per FFY 2020 NV SNAP-Ed Introduction to Evaluation Tools Table.

Process approach for question 19: The extent to which the Pinterest page reached members of the target audience will be determined by monthly page viewers as measured by Google Analytics.

Type: Outcome Evaluation

This evaluation type will provide information regarding 1) the extent to which knowledge and behaviors are different among members of the target audience, 2) the development and characteristics of partnerships, and 3) the extent to which PSE modifications have been achieved.

Questions:

Outcome question 1a) What proportion of a random sample of parents/guardians from SNAP households who were included in the direct-mail intervention will report exposure to one or more of the RYD campaign approaches (e.g., recall reading educational materials, seeing digital or print ads, having a health care professional talk with them about sugary drinks, etc)? (MT12)

Outcome question 1b) To what extent will parents/guardians in a random sample of SNAP households who recall exposure to the RYD campaign be more likely to correctly identify “Go”, “Slow” or “Whoa” drinks compared to parents/guardians who do not recall exposure?

Outcome question 1c) To what extent will parents/guardians from a random sample of SNAP households who recall exposure to the RYD campaign be more likely to choose healthy beverages (i.e., drink water and milk and limit sugary drinks including soda, fruit-flavored drinks, sports drinks)? (MT1g,h,i)

Outcome question 1d) To what extent will parents/guardians from a random sample of SNAP households who recall exposure to the RYD campaign be more likely to monitor and limit their children’s intake of sugary drinks?

Outcome question 2a) How many SNAP-approved grocery retail stores agree to post sign noting their support of and participation with the RYD program? (ST7)

Outcome question 2b) How many medical and dental care practices reportedly use items included in the RYD Toolkit? (ST7)

Outcome question 3a) How many SNAP-approved grocery retail stores provide space for RYD displays and allow RYD staff to be present at store events (i.e., a system and environmental change)? (MT5a)

Outcome question 3b) To what extent does the provision of the RYD Toolkit facilitate education of pediatric patients and/or their parents/guardians about the importance of healthful beverage choices (i.e., a system change)? (MT5a)

Outcome question 3c) What other PSE changes are made within medical and dental care practices as a result of the RYD Toolkit? (MT5a)

Approach(es):

Outcome evaluation approach for Questions 1a thru 1d: A descriptive design will be employed for this outcome evaluation. A random sample SNAP households (n=1,000) who were included in the direct-mail intervention will be invited to participate in an online survey. The online survey instrument will include The University of California Cooperative Extension Food Behavior Checklist. The survey will also include items from the Family Drink Survey (used in previous evaluations) to assess campaign exposure, knowledge and behavior. Their responses will be compared to the random sample of SNAP households to be surveyed in FY 2019 from Clark County who have not been previously exposed to the RYD campaign.

Outcome evaluation approach for Question 2a: The total number of SNAP-approved grocery stores that agree to post a sign noting their participation and support of RYD will be noted in a database described previously maintained for the purpose of noting activities and events at grocery stores who partner with RYD.

Outcome evaluation approach for question 3a: The total number of SNAP-approved grocery stores that provide space in their stores for the RYD Display will be determined by maintaining a database of participating grocery stores that includes contact names and pertinent notes.

Outcome evaluation approach for Question 2b, 3b, 3c: A descriptive design will be employed for the purpose of obtaining information from medical/dental care practices. The RYD Health Care Professionals' Survey tool used previously will be revised to include relevant questions to assess use and perceived effectiveness of RYD Toolkit items; the degree to which education on sugary drinks has been provided to patient and/or parents as a result of the toolkit; and other PSE changes that may have been made that support the promotion of healthy beverage choices. An online survey will be conducted for this purpose.

Planned use: Plans for using the results (Add lines as needed)

As in years past, the results of the evaluations will be used to assess the relative effectiveness of the campaign components, and to modify as/if indicated. For example, process evaluation findings may help to identify gaps or weakness in program implementation and ultimately program fidelity. These findings may be useful in

subsequent years to make changes that improve program implementation. Formative evaluation results are useful in refining program materials before using them in order to ensure they resonate with the target audience and that the “message” is interpreted as planned. This helps to ensure that funds are used in a responsible manner.

Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done

An evaluation component has been included in the RYD efforts each year it has been included in Nevada’s SNAP-Ed Plan. These evaluations have included a mix of formative, process, outcome and impact evaluative methods. Some examples of such efforts planned and in FY 2019 includes:

- 1) The formative evaluation of the new RYD booklet conducted with parents/guardians and nutrition education professionals;
- 2) The process evaluation of the print and social media campaign which involves measuring the reach of these efforts;
- 3) The process evaluation of the collaborations with grocery stores which includes the number of participating stores, the number of events, and the number of recipe cards distributed.
- 4) The outcome evaluation of the collaborations with medical and dental care practices which will assess the degree to which the toolkits resulted in changes to the quantity or quality of education provided to their patients and/or parents about sugary drinks.
- 5) The impact evaluation of the RYD campaign on knowledge and behavior of parents/guardians which will involve a random survey of SNAP households from Washoe County (exposed households) and Clark County (unexposed households).

Consistent with previous years, the results of the evaluations will be used to refine RYD approaches and ultimately, strengthen the overall effectiveness.

Use of SNAP-Ed Evaluation Framework:

ST7: Organizational Partnerships

MT1: Healthy Eating

MT5: Nutrition Supports*

MT12: Social Marketing

Greater specificity is provided in Table 4

Coordination of Efforts

As described throughout this document, we have and will continue to work collaboratively with medical and dental practices (n=184 in FY19) and grocery store managers (n=23 in FY19) across Nevada. In addition, we have coordinated with other programs and agencies in Nevada in order to avoid duplication of effort and to complement, where possible, messages to the target audience. These efforts have been extremely valuable since they have allowed us to expand the reach of our campaign in ways not otherwise possible, and to use our resources effectively and efficiently. A brief summary of current and planned coordination efforts is provided below.

Table 5 lists the names of the medical and dental practices that will have access to the RYD educational materials in FY19. Please recall that these are practices that have been identified as providing care to children in low-income households based on their acceptance of Medicaid and the Nevada Check-up insurance plans. Due to the negative impact of sugary drinks on children's risk for obesity and dental caries, it is important for young children and their parents to obtain information about sugary drinks from health care professionals. By providing them with educational resources and tools, we have the opportunity to enhance their efforts. In FY20, our goal is to have 90% of eligible practices in the intervention counties using the RYD materials.

Table 6 lists the current partnering grocery stores by county. As noted in the Project Description above, five additional stores will be recruited in FY 20. We will continue to build valuable partnerships with grocery stores. Eleven store managers in Washoe County, and 12 outside of Washoe County have partnered with us to date by providing space for the RYD display stand in their stores. As stated in our program description, we will also make an effort to partner with tribal grocery stores in FY20.

secondary audience for the school wellness programming includes the students' families and school staff at the targeted school(s) and out-of-school locations. Interactive nutrition displays/booths and handouts provided during student lessons or at school community outreach events will reach a broader school family and staff audience via indirect education. Dig In! will conduct additional outreach that will be coordinated at each school to include parent nights, sample nutrition activities for lower grades, parent/child garden club, and a summer garden literacy program at Mariposa Academy in coordination the UNCE Family Storyteller Program. Family Storyteller staff will read a garden-based book and Dig In! staff will incorporate a garden lesson for children and their parents/caregivers.

In addition to the partnerships described above, we will continue to coordinate with ongoing programs and efforts in Nevada. This coordination is imperative to ensure effective programs and to avoid duplication of services. These include the efforts of Washoe County Health District, Community Health Alliance (CHA), and Cooperative Extension. These relationships will be very valuable as we continue to expand the

reach of the RYD campaign. The PI (J. Benedict) has consulted with Catrina Peters at the Washoe County Health District. They will be implementing the 5210 program (which also encouraging limiting sugary drinks) in coordination with CHA in Washoe County in 2019 and 2020. We will make a concerted effort to coordinate with them and complement their efforts in Washoe County, particularly in elementary schools. A letter of support from Catrina Peters at Washoe County Health District is included with this proposal.

Along with coordinating with CHA in their efforts to implement the 5210 program in Washoe county, we will continue to support the efforts at their primary health and dental care clinics by providing resources such as recipe cards and sugary drink models. A letter of support from Dr. Steven Shane (a pediatrician at CHA) is included with this proposal.

We have also coordinated with A. Buffington at Cooperative extension. We plan to stay in communication with their staff to be sure our materials at the school complement their efforts in Washoe, Lyon, and Lincoln county schools. In addition, we plan to share materials with extension programs. K. Russel, of Extension, requested RYD recipe cards for their SNAP Into Farm Fresh Foods: A healthy foods systems nutrition education program in FY19. We provided them with cards and plan to continue this partnership in FY20. A letter of support from Aurora Buffington from UNCE is included with this proposal.

We have also coordinated with Joe Dibble with The Nevada Department of Agriculture. He has agreed to support Rethink Your Drink and facilitate communication with Nevada school districts. A letter of support from Joe Dibble is included with this proposal.

UNR-RYD plans to send a letter to the principals of all elementary schools who were sent RYD posters. This letter will inform them that posters promoting healthy beverage choices were sent to the School Food Service personnel for display in or near where children eat school breakfast and lunch. Furthermore, we will explain that the posters support School Wellness through nutrition education. In addition, we will correspond to the individual(s) at the county level who oversee/coordinate school wellness for the district. Similarly, we will inform them of the posters and explain how the activity supports School Wellness.

The monthly conference calls conducted by Nevada's SNAP-Ed Coordinators for members of Nevada's Nutrition Assistance Consortium are also very valuable as they provide opportunities to learn about what others are doing and helps facilitate collaboration and coordination among many entities.

Table 5: RYD Partner Medical/Dental Practices

County	Practice Name	County	Practice Name
Washoe	Absolute Dental- McCarran Blvd.	Washoe	Legendary Smiles
	Absolute Dental- Pyramid Hwy.		Children's Speciality Center
	Absolute Dental- 4th St.		Churchill Medical Group; Renown Health Medical Group
	Absolute Dental- Virginia St.		Mount Rose Pediatric Dentistry
	Absolute Dental & Orthodontics- 4th St.		My Kid's Smile
	Absolute Dental & Orthodontics- Virginia St.		Duncan Family Healthcare
	Alm Family Practice		Family Medicine Associates
	Champagne Pediatric Dentistry		Nevada Early Intervention Services - Northern
	Apple Family Dentistry		Northern Nevada HOPES
	Aspen Pediatrics		Northern Nevada Medical Group- Vista Blvd.
	Kid Dental LLC		Northern Nevada Medical Group- Kietzke Ln.
	My Kid's Smile- N. Hills Blvd.		Northern Nevada Oral Maxillo Facial Surgery
	My Kid's Smile- Vista Blvd		Northern Nevada Pediatrics
	My Kid's Smile- Las Brisas		Peavine Family Practice
	Toothfairy Dental		Pediatric Dentistry
	Champagne Pediatric Dentistry		Pinecone Pediatrics
	Toothfairy Pediatric Dental		Pratima Sachdev MD
	Alpine Family Medicine		Nevada Urban Indians, Inc.
	Community Health Alliance Medical: S. Wells Ave.		Ralston Family Physicians
	Community Health Alliance Dental: S. Wells Ave.		
	Community Health Alliance: Neil Rd.		Reno Center For Child and Adolescent Health
	Community Health Alliance: Sun Valley Blvd.		
	Community Health Alliance: Oddie Blvd.		Reno Family Medical Clinic
	Community Health Alliance: Crampton St.		Reno Pediatrics
	Community Health Alliance: Record St.		
	Community Health Alliance Mobile		Reno-Sparks Tribal Health Center
			Peter R. Fenwick MD
	Courtesy Dental & Orthodontics- S Meadows		Primary Care Nevada
	Courtesy Dental & Orthodontics- I St.		Renown Health Medical Group- Double R Blvd.
	Dentistry For Children		Renown Health Medical Group- S. Virginia St.
	Gurjeet Wadia MD		Renown Health Medical Group- Caughlin Pkwy.
			Renown Health Medical Group- Los Altos Pkwy.
	High Desert Family Medicine Inc.		Renown Health Medical group- Summit Ridge Drive
			Renown Health Medical group- 6570 S. McCarran Blvd
	Just Smiles Dental		Renown Health Medical Group- 6580 S. McCarran Blvd
	Kid Dental LLC		Renown Health Medical Group- Pringle Way

Table 5: RYD Partner Medical/Dental Practices Continued

County	Practice Name	County	Practice Name
Washoe	Renown Health Medical Group- W. 7th St.	Washoe	Summit Pediatrics- Mae Anne Ave.
	Renown Health Medical group- Vista Blvd.		Swanson Dental Group
	Renown Health Medical group- Ryland St.		The Smile Shop
	Renown Health Medical Group Pediatrics: Pringle Way		Tooth Fairy Pediatric Dental
	Renown Health Medical Group Pediatrics: E. 2nd St.		Toothfairy Pediatric Dental
	Renown Health Medical Group Pediatrics: McCabe Dr.		University Health Systems
	Renown Healthcare Center- Locust St.		Valley Pediatric Dentistry
	Renown Health Medical Group- Pringle Way		Virginia Family Care Center
	Renown Health Medical group- Ryland St.		Washoe County Health District
	Renown Medical Group- Robb Dr.		Wayne G. Terhune, D.D.S., LTD
	Robin S White MD		Western Dental of Nevada
	Renown Medical Group- W. 6th St.		Wild About Smiles Children's Dental Care
	Rose E. Paiva, M.D.	Churchill	Churchill Medical Group
	Renown Medical Group- Pringle Way		Banner Health Physicians
	Saint Mary's Integrated & Family Medicine		
	Saint Mary's Medical Group: S. Virginia St.		Fallon Family Dental Care, LLC
	Saint Mary's Medical Group: N. Arlington Ave.		Fallon Tribal Health Center
	Saint Mary's Medical Group: Sharlands Ave.		
	Saint Mary's Medical Group- Bell St.		Narag Fallon Family Clinic
	Saint Mary's Medical Group- Elm St.		Saint Mary's Cardiology
	Saint Mary's Medical Group- Wedge Parkway	Nye	The Dentists Office
	Saint Mary's Medical Group- Ryland St.		Wild About Smiles Children's Dental Care
	Saint Mary's Regional Medical Center- Wedge Parkway		American Dental
	Salar and Delisle LLC		Beatty Medical Clinic LLC
	Sally Weare Edney Childrens Health Center		
	Saint Mary's Regional Medical Center		Children's Dentistry of Pahrump
	Silver Sage Center for Family Medicine		Bulhead urgent Care Center; Healcare partners Medical Group
	Small Smiles of Reno		
	Saint Mary's Regional Medical Center- Sparks Blvd.		HealthCare Partners
	Specialty Health Clinic		Indpendent Medical Group
	Summit Pediatrics-Warren Way		Goodheart Medical Group
			Nevada Health Centers at Amargosa
			Renown Health Medical Group
			Sedation Dental Center of Pahrump
			Southwest Medical Associates

Table 5: RYD Partner Medical/Dental Practices Continued

County	Practice Name	County	Practice Name
Carson City	Absolute Dental & Orthodontics	Elko	Any Day Dental
	Absolute Dental & Orthodontics		Elko Family Medical and Dental Center
	Carson Kids Dental		Medallus and Vacharothone Ltd
	Big Blue Pediatric Dentistry		Owyhee Community Health Center
	Capital City Dental		Simon Family Medicine
	Carson City Pediatric Dentistry		Slothower Pediatrics
	Carson Medical Group	Humboldt	Jeremy M. Keener, M.D.
	Carson Medical Group		Humboldt General Hospital
	Carson Medical Group Family Practice Department	Lander	Battle Mountain Dental
	Carson Tahoe Health		Battle Mountain Clinic
	Carson Tahoe Medical Group	Mineral	Bruce Dow, DDS
	Carson Tahoe Urgent Care		Mt. Grant General Hospital
	Courtesy Dental & Orthodontics		Walker River Tribal Health Clinic
	First Dental, Inc.	White Pine	Todd C. Wilkin, DDS
	Renown Health Medical Group		William Bee Ririe Hospital
	Sierra Dietetics		Newe Medical Clinic
	Sierra Nevada Health Center	Lyon	Banner Health Physicians
Douglas	Barton Health		Fernley Medical Group
	Carson City Health & Human Services		
	Douglas County Community Health		Carson Tahoe Medical Group
	Toothfairy Pediatric Dental		Healthy Smiles Family Dentistry Inc.
	Carson Valley Medical Center Rural Health Clinic		
	D'ascoli Orthodontics		Mason Valley Family Dental
	Carson Tahoe Medical Group		Newe Medical Clinic
	Minden Dental		Saint Mary's Cardiology
	Minden Family Medicine and Complete Care		Smith Valley Clinic
	Rose E Paiva MD; Carson Valley Medical Center Rural Health Clinic; Minden family Medicine and Complete Care		
	Tahoe Carson Valley Medical Group; Barton Community Health Center		South Lyon Medical Clinic
	Valley Pediatric Dentistry		
			Todd C. Wilkin, DDS
			Topaz Ranch Medical Clinic
			William Bee Ririe Hospital & Clinic

Table 6: RYD Partner Grocery Stores.	
County	Store Name
Washoe	Winco Foods
	SaveMart
	Sak'N Save
	Grocery Outlet: Reno
	Grocery Outlet: Lemmon Valley
	Grocery Outlet: Sparks
	Grocery Outlet: Spanish Spring
	Raley's- Reno
	Scolari's: Sun Valley
	Scolari's: Sparks
	La Chiquita Mexican Market
Carson City	Grocery Outlet: Carson City
	Food Maxx
Douglas	Grocery Outlet: Gardnerville
	Safeway
Humboldt	Ridley's Family Market: Winnemucca
	Khoury's Marketplace
Eureka	Raine's Market
White Pine	Ridley's Family Market: Ely
Elko	Raley's- Elko
	Smith's Food & Drug
Lyon	Raley's- Yerington
	Raley's- Fernley

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Template 3: SNAP-Ed Staffing Plan

Project Name: Rethink Your Drink Nevada

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Jamie Benedict, PhD, RD; Associate professor	17 days during academic contract period; 40 days during non-contract period	75%	25%	\$49,865
Megan Wahrenburg, M.S., Research Associate	1.0 FTE x 12 months	20%	80%	\$90,057
Elizabeth Christiansen, PhD; Director of the Center for Evaluation	.05 FTE x 12 months	0%	100%	\$5,170
Chenin Treftz, PhD, RD; Letter of appointment	.20 FTE x 5 months; .48 FTE x 3 months; .10 FTE x 1 month	5%	95%	\$17,633

Deborah Joakimson, DTR; Letter of Appointment	.80 FTE x 11 months	0%	100%	\$47,916
Natalia Cardillo; Temporary Hourly Worker; Translator	100 hours	0%	100%	\$7,823
Letter of Appointment (TBD)	0.49 FTE x 11 months	0%	100%	\$29,349
Student (TBA)	300 hours	0%	100%	\$4,850
			Total Staffing Budget:	\$252,663

Staffing – Roles and Responsibilities

Jamie Benedict, Associate Professor, Department of Nutrition: As Principal Investigator, this faculty member will oversee all aspects of the RYD project including the development and dissemination of educational materials to SNAP households, schools and medical and dental care practices; planning and implementation of the print and digital media campaign; and collaboration with SNAP-approved grocery stores. She will also oversee all evaluation activities (process and outcome) including the surveys of SNAP households and the formative evaluation of new materials. She will guide the statistical analysis of the survey data with the assistance of Dr. Christiansen. Lastly, she will be responsible for supervising employees, managing fiscal resources, submitting IRB protocols, and preparing and submitting progress and final reports to DWSS.

Megan Wahrenburg, Research Associate, Department of Nutrition: This faculty member will be responsible for the day-to-day management, coordination, implementation, and evaluation of all RYD project activities including the direct mail intervention, the print and digital media campaigns, the preparation and distribution of the toolkits to medical

and dental care practices, preparation and distribution of recipe cards to participating SNAP approved retailers; and preparation and distribution of RYD posters to eligible schools. Lastly, she will also assist with the preparation of IRB protocols and reports.

Chenin Treftz, Letter of appointment - research, Department of Nutrition: This faculty member will be responsible for writing content for the website, including the electronic parent newsletter; writing the blog for health care professionals, guiding the development of digital media images, and for posting and managing all social media activities including Facebook, Instagram and Pinterest. In addition, she will be responsible for planning and implementing the print media campaign. Lastly, Dr. Treftz will contribute to the evaluation of RYD effort.

Elizabeth Christiansen, Director, Evaluation Lab of the Nevada Center for Surveys, Evaluation and Statistics, Community Health Science: Dr. Christiansen will be employed to provide statistical support necessary for the evaluation components of the RYD project. She will oversee the data management of all RYD surveys, conduct the statistical analysis, and prepare reports of the findings.

Deborah Joakimson, Letter of Appointment Faculty, Department of Nutrition: D. Joakimson will be responsible for the collaboration with the grocery stores including recruiting and coordinating with store managers; initial set-up and maintenance of educational displays including routine inventory and replenishment of recipe cards; planning and implementing in-store activities; and the evaluation of this effort.

Natalia Cardillo, Temporary Hourly Worker, Department of World Languages: N. Cardillo will be responsible for translating Rethink Your Drink materials to Spanish.

Letter of Appointment (TBA): One TBD faculty member will assist with the implementation and evaluation of RYD project activities. They will also coordinate and conduct community events throughout the fiscal year.

Student (TBA): One nutrition student will be employed to assist with mailings, data entry, literature searches, and record-keeping. This student will also assist with the grocery store displays and events.

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Board of Regents, NSHE, obo University Of Nevada, Reno

Expenses	Unobligated Balances (Carry over) from Previous FY	Current FY Budget	Non Federal Support
Salary/Benefits	\$140,189	\$112,474	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies			
Nutrition Education Materials	\$140,188	\$62,975	
Travel		\$4,667	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$280,377	\$180,116	
Indirect Costs (Indirect Cost Rate= __10%__)	\$28,037	\$18,013	
Total Federal Funds	\$308,414	\$198,128	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$506,542	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$308,414	

Signature of Responsible Official: Jamie Benedict

Date: 8/13/19

Budget narrative:

Salary/Benefits: \$252,663

Federal reimbursement is requested in the amount of \$211,419 for salary support for professional and non-professional personnel.

Jamie Benedict (Principal Investigator) is on an 8-month academic appointment. She will dedicate 17 days (\$11,493) during the academic contract periods and 40 overload days (\$27,042) during non-contract periods. Total requested salary is \$38,535.

Megan Wahrenburg (formerly Megan Schwartz; Research Associate) is on a 12-month appointment and will dedicate 100% FTE x 12 months (\$69,596).

Elizabeth Christiansen (Director, Center for Program Evaluation) is on a 12-month appointment and will dedicate 5% FTE to the project (\$3,995).

Chenin Treftz (Letter of appointment - research) will dedicate 20% FTE x 5 months and 48% FTE x 3 months and 10% FTE x 1 month (\$16,193).

Deborah Joakimson (Letter of appointment - research) will dedicate 80% FTE x 11 months (\$44,000).

Natalia Cardillo (Temporary Hourly Worker; Translator) will be needed for approximately 100 hours total @ \$75/hr, total of \$7,500.

TBD (Letter of appointment - research) will dedicate .49% FTE x 11 months (\$26,950).

One student worker will be needed for approximately 300 hours total @ \$15.50/hr, total of \$4,650.

Fringe Benefits:

Federal reimbursement is requested in the amount of \$41,244. This includes fringe benefits at a rate of 29.4% for professional faculty during contract and non-contract periods which are retirement eligible (\$32,965), 8.9% for letter of appointment positions less than 50% FTE (\$7,756), and 4.3% for hourly employees (\$523). We utilized the approved rates in the federally negotiated indirect cost agreement.

Nutrition Education Materials: \$203,163

(1) Print and digital media costs = \$92,109

To raise awareness of the needs to limit sugary drinks, the Rethink Your Drink messages will be disseminated using print and digital advertising. Related costs are outlined below.

Print - Outdoor

Outdoor advertising will involve the use of billboards. The estimated cost of materials and installation is \$26,666 for 16 billboard posters. The estimated advertising space leasing cost is \$40,033 for eight billboard locations for 4 months. Total cost of billboard advertising is \$66,699.

Digital

Digital marketing will include Facebook and Instagram. By utilizing the Facebook Ad Manager, we will target the SNAP-Ed population using geo-fencing. The monthly cost for Facebook and Instagram is \$1,920 x 11 months=\$21,120. Newsletter promotion (via Facebook boosts) is \$390/month x 11 months=\$4,290. The total costs of digital marketing are estimated to be \$25,410.

(2) Nutrition Education models (250 @ \$46) = \$11,500

We plan to have more sugary drink models produced for inclusion in the RYD Toolkit for medical and dental practices. The models display the amount of sugar in a soda, energy drink, and sweetened coffee drink. We will produce enough models to provide one of each of the 3 models to new practices (~40 practices). We will produce about 100 additional models to send to practices that already have a Toolkit and request more, and to include in our school turn-key booths. Extra models (30) will be provided to our collaborators as requested (limited supply). The estimated cost per model is \$46. Therefore, the total cost will be \$11,500.

(3) Poster stand with brochure racks (5 @ \$244 plus \$165 shipping) = \$1,385
Standing, heavy-duty stand (40 lbs) with 22x28" holder for posters and five pockets for brochures. These will be placed in grocery stores for the purpose of distributing RYD recipes.

(4) Printing = \$ 39,385.98

Grocery Store Recognition Posters (56 * \$3.00) = \$168.

Printing of posters/stickers to be displayed in partner grocery store windows that say something like, "For children's health, we are a proud partner of Rethink Your Drink Nevada."

RYD Brochures (17,720 * \$0.12) = \$2,126.40.

Each piece will be full-color, 4 pages; 8.5x11 finished size; folded; 16,120 copies of two unique pieces for direct mail intervention (8060 households x 1 brochures/mailling x 2 mailings) + 100 for each school turn-key booth (~16 schools); for a total of 17,720 brochures.

RYD Toolkit Guidebook/Guidebook guts = \$933.20

Copies of the guidebook to be included in each RYD Tool Kit sent to 40 new practices (\$6.08 x 40 copies = \$243.2). Copies of updated guidebook content pages to be sent to 184 practices (\$3.75 x 184 copies = \$690) who previously received a Toolkit (and therefore do not need a three-ring binder). Guidebook is organized in a three-ring binder with color cover insert, pages printed on glossy card stock, full color; three-hole punched and assembled. The total number of pages of the updated guidebook is TBD.

RYD Toolkit posters (1,552 * \$6.42) = \$9,963.84.

To be included in the RYD Tool Kits sent to new practices as well as sent to practices who previously received a Toolkit: full-color, matte, soft touch aqueous coating, finished size 18x24, double-sided (Spanish and English), 8 different images (2 new posters sent every quarter to each practice who has previously received a Toolkit [~184 practices]; 2 posters to new practices [40 practices] in the summer of 2020) = 1,552 posters total @ \$6.42.

RYD Tear sheets (95 * \$4.86) = \$461.70.

Each tablet will be full-color containing 50 front and back pages; 8.5x12 finished size; One English and one Spanish tear sheet for each new practice and about 25 extra for replenishing Toolkits for a total of 95 tear sheets.

Stickers (996 rolls of 100 * \$3.50) = \$3,486.

RYD stickers for children to be included in the RYD Toolkits sent to new practices as well as sent to practices who previously received a Toolkit; 2 ½ inch round in rolls of 100: Those practices that previously received a Toolkit (~184) will be sent a new roll of 100 quarterly. New small practices (~20) will receive three roll of 100 and new medium practices (~20) will receive five rolls of 100 in 2020. An additional 100 rolls of 100 will be purchased for the school turn-key booth and other community events.

RYD Booklet (1,000 * \$2.12) = \$2,120.

An RYD education booklet to be distributed at RYD grocery store activities and school/community events. They will also be included in our school turn-key booths. Each booklet is sixteen pages, 8.5 x 8.75", printed on both sides, includes English and Spanish text.

School Posters (318 * \$2.02) = \$642.36.

RYD educational posters to be displayed in eligible elementary schools: full-color, matte, soft touch aqueous coating, finished size 18x24, double-sided (Spanish and English), 3 different images. 81 eligible schools x 3 posters = 243 posters, We will print an additional 75 posters for the school turn-key booths and other community events.

RYD signs for turn-key booth 20 @ \$8.08 = \$161.60.

These will be printed at UNR and laminated. The signs will be included with the turn-key booths.

Postcard for SNAP households (introductory) $(8,060 * \$0.12) = \967.20 .

Imprinted postcards (8,060) to inform households of the direct mail intervention; 8.5 x 5.5", double-sided, full color.

Letters for SNAP Households $(10,060 * \$0.12) = \$1,207.20$.

Imprinted letters to be included with the first brochure mailing (one letter to each of the 8,060 households) and for households selected for the evaluation (two letters to the 1,000 households).

Envelopes for household evaluation letters $(2000 * \$0.10) = \200

Letters for medical and dental care practices $(776 * \$0.12) = \93.12 .

Imprinting letters to send to 184 medical and dental care practices when we send them new posters and stickers once a quarter. Imprinted letters to let new practices (~40) know they will be receiving a RYD Toolkit and imprinting letters to include with Toolkits mailed/delivered to these practices.

Envelopes for medical and dental care practices $(40 * \$0.10) = \4.00

40 #10 envelopes (with color) to send an introductory letter to new practices.

Recipe cards $(70,000 * \$0.12) = \$8,400$.

1,750 copies of each of the 40 different recipe cards for distribution (70,000 total cards); 3x5" finished size, card stock, full color; for use in SNAP approved grocery stores, the school turn-key booths, and related community events.

Grocery Store Posters $(192 * \$8.08) = \$1,551.36$

Sixteen copies of 12 different posters (designed previously) to be displayed in SNAP approved grocery stores within the poster stands described above; 22x28", full color, printed in-house at UNR on stock paper. We will reuse posters that were printed in FY19 and print additional copies for our new stores.

Recipe books $(850 * \$14) = \$11,900$.

A book including our collection of healthful drink recipes to be used during events to promote the grocery store intervention and other community events. Size 8.5 x 11", 50 pages, spiral bound on water and tear-proof paper.

(5) Mailing and Postage = 18,600

Mail service= \$9,000

A mail service will be employed for managing all mailings to SNAP households, healthcare practices, and elementary schools. This includes repeated 26,180 total mailings to SNAP households (for the direct-mail intervention and household evaluation); packaging and delivery of quarterly Toolkit replenishments to 184 practices (736 total mailings) and the packaging and mailing of 40 complete Toolkits to new practices; and packaging and mailing of the RYD posters to 81 elementary schools.

Postage= \$9,600

Postage costs are as follows:

a) Recipe cards and posters sent to rural grocery stores. Also including a paid return envelope for the store to send back unused recipe cards: \$4,800

b) Postage for direct mail campaign: \$4,000

c) Postage to send letters to practices informing them that we will be sending Rethink Your Drink Toolkits: \$200.

d) Postage to send letters to households inviting them to complete the online survey for the impact evaluation: \$600.

(6) Creative and technical assistance= \$25,073

A marketing and advertising firm will be employed for the purpose of designing print material (i.e., brochures, ads, posters, stickers), development of digital ads. \$8,273.

A design firm will be employed for the purpose of redesigning and maintaining the Rethink Your Drink Website. The firm will also ensure the website is ADA compliant and provide us with analytics. \$16,800.

(7) Participant Support = \$2,500

Gift cards in the amount of \$10 will be given to parents/guardians who complete and submit the Family Drink Survey (assuming a 25% response rate); $250 \times \$10 = \$2,500$.

(8) Conference Registration = \$446

Annual Conference for the Society of Nutrition Education and Behavior, July 19-21, 2020.

(9) Rethink Your Drink Water Bottles ($1,000 \times \$4.89$) + \$569 shipping= \$5,459.

These will be used as Nutrition Education Reinforcement Materials to be distributed to children at grocery store activities and school/community events.

(10) Rethink Your Drink Reusable Grocery Bags (1,000 * \$1.46) + \$245 shipping= \$1,705.

These will be used as Nutrition Education Reinforcement Materials to be distributed to adults at grocery store activities and school/community events.

Travel: \$4667

(Please see details below):

In-state Travel = \$3,091.

Out-of-state travel =\$1,576.

Total direct costs: \$460,493

Total indirect costs: \$46,049 (10% rate)

Indirect costs have been capped at 10% of the total direct cost base (TDC) as directed by the Governor's Finance Office All Agency Memo dated August 28, 2017.

Estimated unobligated balances (carry-over) from current FY to next FY:

\$308,414

Total Federal funds: \$506,542

Section C. Travel

In-State Travel

Travel Purpose:

In-state weekly travel within the Reno/Sparks area by one of the team members will be necessary in order to deliver RYD supplies to partner grocery stores. In addition, travel to community events in the Reno/Sparks area will be necessary. Travel to counties outside of Washoe will also be necessary for execution of our grocery store intervention. We will travel to these rural/frontier counties to deliver RYD materials to new partner grocery stores. In addition, we will travel to our existing rural/frontier partner grocery stores to conduct in-store activities during the first few days of the month (often when SNAP households' shop for food) to encourage healthful beverage choices. Two members of the RYD team will be traveling- not necessarily on all trips at the same time. Long trips (outside of Reno/Sparks) will include one team member traveling.

Travel destination (city, town or county or indicate local travel):

Four trips are planned within the state of Nevada. The traveler will go to our partner stores in the following cities during each trip: Fernley, Yerington, Winnemucca, Elko, Eureka, and Ely. In addition, weekly travel to local grocery stores (within the Reno/Sparks area) is needed to deliver RYD supplies.

Number of staff traveling:

Two members of the RYD team will be traveling- not necessarily on all trips at the same time. Long trips (outside of Reno/Sparks) will include one team member traveling.

Cost of travel for this purpose:

In-state travel to rural/frontier counties to deliver RYD supplies and conduct in-store activities in grocery stores; four trips are planned to rural/frontier parts of Nevada. Total Mileage is estimated to be 3,832 miles. Costs include: State vehicle (\$31.57/day x 8 days= \$252.56 plus 0.21/mile=\$804.72) for eight days = \$1,057.

In-state per diem for meals and incidentals for one employee x 8 days @ \$55/day = \$440.

Lodging for one employee for four nights @ \$94/night= \$376.

In-state travel to grocery stores in Reno/Sparks for the purpose of delivering RYD supplies. Reimbursement of employees for use of their own vehicle at 0.58/mile x 2,100 miles = \$1,218

Total In-State Travel Cost: \$3,091

Out-of-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

A member of the research team will be traveling to San Diego, CA to attend (and possibly present) at the SNEB 2020 Annual Conference on July 19-21, 2020.

Travel destination (city and State):

San Diego, California

Number of staff traveling:

One member of the RYD team

Cost of travel for this purpose:

Conference registration = \$370 reported in materials

Airfare = \$280

Per diem = \$71 x 6 days=\$426

Lodging= \$174/night x 5 nights = \$870

Total Out of State Travel Cost: 1,576

Washoe County Health District

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Description of projects/interventions:

Project/Intervention Title: Wolf Pack Coaches Challenge

Wolf Pack Coaches Challenge (WPCC) is a collaborative effort between Washoe County School District (WCSD), Nevada Athletics, and Washoe County Health District (WCHD). The project facilitates physical activity and healthy eating among elementary students in Washoe County without over-burdening teachers. It provides a four-week curriculum that aligns with Nevada State education standards in language, arts and mathematics.

The WPCC was conducted for the third time in Washoe County during the 2018-2019 academic school year in a total of 65 classrooms across 17 elementary schools; 36 were classrooms from Title I schools. Participation continues to increase from year to year and analysis for the 2018-2019 school year showed an increase in physical activity and knowledge of fruit/vegetable consumption and portion size.

Middle school administration has inquired about the program being offered at the middle school level, prompting staff to explore the possibility of expanding the program beyond implementation in elementary schools. Staff seeks to conduct a feasibility study by adapting the program to be implemented in middle schools in the years to come. During the FFY 2020, staff will work on the following activities:

- Collaborate with the school district and conduct focus groups and/or assessments to identify opportunities for incorporation of WPCC in middle schools.
- Explore developing curriculum and materials that align with Nevada Academic Content Standards for implementation of the WPCC in middle schools.

Related State Objective(s):

Wolf Pack Coaches Challenge will assist the state in meeting the following Priority Objectives:

- i. Increase Physical Activity and decrease sedentary behavior (R7)
- ii. Increase daily fruit and vegetable consumption (R2)

Program Objectives:

- By November 1, 2019 conduct a preliminary analysis of middle school structure and curriculum to understand physical activity/nutrition education needs

- By December 31, 2019 identify point of contacts and schedule meetings with middle school administration to discuss possible implementation of WPCC in middle schools.
- By January 15, 2020 begin recruitment of elementary school classrooms to participate in program.
- By March 31, 2020 at least 50 Title I elementary school classrooms will have signed up and completed the Wolf Pack Coaches Challenge.
- By May 1, 2020 Washoe County elementary students who complete the four-week curriculum will report at least a 20% increase in physical activity compared with their behaviors prior to participating in the program.
- By May 1, 2020 Washoe County elementary students who complete the four-week curriculum will report at least a 20% increase in vegetable and fruit consumption compared with their behaviors prior to participating in the program.
- By June 1, 2020 conduct focus groups and/or assessments to identify opportunities for incorporation of WPCC in middle schools.
- By August 1, 2020 develop a feasibility report and determine whether WPCC can be implemented at the middle school level.
- By September 30, 2020 based on results of feasibility report, develop a strategy for curriculum development and implementation for middle school level program.

Audience:

The priority focus area is school health and will target elementary school children attending Title I elementary schools in Washoe County.

Food and Activity Environments:

Provides nutrition and physical activity education and experiences within the classroom and school setting

Incorporates educational messaging for nutrition as described below in Educational Strategies

Incorporates physical activity breaks into the daily classroom experience

Promotes physical activity and nutrition behaviors in the home environment

Promotes healthy eating in the home

Promotes physical activity in the home

Project Description:

The Wolf Pack Coaches Challenge is a voluntary four-week program that is conducted in the classroom through partnership with the Washoe County School District. The WCHD provides the program materials including the curriculum, instructions and tools

needed for a teacher to successfully conduct the challenge in their classroom. While the program is open to any school in the Washoe County School District, WCHD will concentrate focus on Title I schools, as they serve children from low-income families who are at need for improved physical activity and nutrition efforts. The projected total number of children to be reached will range between 800-1200.

Educational messages will include:

- My Plate and Go, Slow, Whoa! Foods – encourage and incentivize fruits and vegetable consumption
- Healthy beverages – encourage and incentivize water and milk consumption; discourage sugar sweetened beverages
- Serving size – appropriate portion size as defined by MyPlate
- Encourage and incentivize at least 60 minutes a day of physical activity
- Physical activity is fun and provides health benefits; recognize sedentary behaviors like screen time

Evidence Base:

The Wolf Pack Coaches Challenge will examine and apply best practices and lessons learned from prior interventions to ensure the effectiveness of the proposed intervention.

Evidence level: Emerging and Practice-tested

Supporting References: I am Moving, I am Learning (Head Start); Eat Well & Keep Moving (Washington); Take 10; Sports Play Active Recreation for Kids (SPARK) (San Diego); Pick a better snack; PE-Nut (Michigan); Ways to Enhance Children's Activity and Nutrition (We Can!) (National Institutes of Health, National Heart, Lung and Blood Institute); ReFresh (Maryland); Classroom Energizer Teacher Training Workshop (Minnesota)

Key Performance Indicators (KPIs):

- Preliminary analysis of middle school structure and curriculum to understand physical activity/nutrition education needs
- Number of contacts and meetings scheduled with middle school administration
- Number of focus groups/assessments completed
- Feasibility report of implementing WPCC at the middle school level
- Number of elementary school classrooms signed up and number of classrooms that completed the Wolf Pack Coaches Challenge
- Percentage of students increasing physical activity compared with their behaviors prior to participating in the program.
- Percentage of students increasing vegetable and fruit consumption compared with their behaviors prior to participating in the program.

Use of Existing Educational Materials:

Wolf Pack Coaches Challenge educational materials were adapted from the UNLV Coaches Challenge materials in Southern Nevada. Materials are based on educational campaigns and information from the National Institutes of Health, US Department of Agriculture (MyPlate), Dietary Guidelines for Americans, and Physical Activity Guidelines for Americans.

The materials were developed utilizing Common Core Curriculum, Next Generation Science Standards and Social Emotional Learning so they could be easily used by elementary school teachers and incorporated into the school learning environment.

For use in the schools, materials are only needed in English. All educational materials are made available to teachers on-line and no purchasing/printing of materials is required. Any materials intended for families are available in both English and Spanish.

Development of New Educational Materials:

There currently are no plans for development of new materials for Wolf Pack Coaches Challenge (WPCC) at the elementary level. New educational materials will be explored for implementation of WPCC at the middle school level. If it is feasible to implement WPCC in middle schools, staff will seek assistance with the development of materials from Washoe County School District teachers, administrators and Nevada Department of Education to ensure the materials meet curriculum standards.

Evaluation Plans

Name: Wolf Pack Coaches Challenge

Type: Program will be evaluated using various types of evaluation measures:

- Process evaluation: Program activities will be monitored to ensure they are being implemented as intended. Key informant interviews with teachers and administrators are conducted to obtain feedback on the curriculum, cultural appropriateness, and barriers to implementation. (ST6 from Evaluation Framework) Students complete and submit weekly tracking forms of physical activity and vegetable and fruit consumption. (ST1 and ST3 from Evaluation Framework)
- Outcome evaluation: Completion of the program will be measured as well as the percent of students increasing physical activity and increasing consumption of vegetables and fruit. (MT1 and MT3 from Evaluation Framework)
- Impact assessment: Teachers participate in focus group discussions and assessments to share the impact of the program on the classroom, including student behavior, attention, academics, etc. (LT5, LT6, and LT11 from Evaluation Framework)

Framework) and to evaluate program success, potential improvements, and ensure continued partnerships. (ST7 and ST8 from Evaluation Framework)

Questions:

- Process evaluation question: Are program activities being implemented as intended?
 - Assessment: Key informant interviews and students fruit and vegetable, and physical activity tracking forms
- Outcome evaluation question: How has fruit and vegetable consumption and physical activity levels been impacted by program activities?
 - Assessment: Student tracking forms measuring weekly fruit and vegetable consumption and physical activity.
- Impact assessment question: Are key indicators impacted, including student behavior and academics?
 - Assessment: Focus group discussions

Approach(es):

The Alliance for a Healthier Generation Healthy Schools Program Assessment Guide will be used as the evaluation tool to assess the capacity and readiness of Title I Elementary Schools to improve PSE strategies around nutrition and physical activity.

Due to the nature of the program being voluntary and implemented in elementary school classrooms and not the entire school, it will not be feasible to conduct the Alliance tool among every school, but rather staff will use the tool to evaluate up to 20% of schools with the most participating classrooms. Staff will share the tool with the other participating schools that are not evaluated and encourage them to complete the assessment.

Additionally, data will be collected from the individual self-reported student tracking sheets and the scores will be used to measure healthy behavior changes from the pre-program behavior in comparison to the completion of the program.

Planned use:

Results will be shared with participating classrooms, the Washoe County School District, Wolf Pack Athletics, and SNAP-ed. Results will also be shared with the community and key leaders including Washoe County District Board of Health members.

Prior Evaluation:

Information and evaluation from previous Wolf Pack Coaches Challenge efforts include a pilot project in school year 16/17 and SNAP-ed funded efforts in school year 17/18 and 18/19. Assessment of these efforts demonstrated the following:

2017-2018 school year:

- WPCC was conducted in a total of 57 classrooms across 17 elementary schools; 43 were classrooms from Title I schools
- Data was collected through self-report surveys in which students tracked the amount of time spent in daily physical activity and daily consumption of fruits and vegetables during the four week program.
 - Overall there was a 17% increase in physical activity and a 9% increase in fruit and vegetable consumption among the students who participated in the four week challenge.

2018-2019 school year:

- WPCC was conducted in a total of 65 classrooms across 17 elementary schools; 36 were classrooms from Title I schools
- Data was collected through self-report surveys in which students tracked the amount of time spent in daily physical activity and daily consumption of fruits and vegetables during the four week program.
 - Overall there was an 18% increase in physical activity, a 20% increase in fruit and vegetable consumption, and a 14% increase in water consumption among the students who participated in the four week challenge.

Use of SNAP-Ed Evaluation Framework:

- Short term indicators: ST1, ST3, ST6, ST7, and ST8
- Medium term indicators: MT1 and MT3
- Long term indicators: LT5, LT6, and LT11
- Population results: R9

Coordination of Efforts

Communications with the Washoe County School District have indicated that this program is complementary to other programs happening within the school district. The program supports student learning and the student wellness policy. The partnership with Nevada Wolf Pack Athletics is a key incentivizing component to this project, and coaches and athletes reiterate healthy living messages of nutrition and physical activity.

Template 3: SNAP-Ed Staffing Plan

Project Name: Wolf Pack Coaches Challenge

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Intermittent Hourly Health Educator I/II	.413			\$24,764
Health Educator I/II	.09			\$8,809
Public Service Intern	.10			\$612
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$34,185

Attachments – Wolf Pack Coaches Challenge

SNAP-Ed related job duties for each position

Intermittent Hourly Health Educator I/II: Complete day to day activities and program outcomes

Health Educator I/II: Provides guidance and oversight for the day to day operations. Assists in completing day to day activities to meet program outcomes.

Public Service Intern: Provides support to completing day to day activities. Support may include posting of social media, delivery of informational materials and other support tasks.

Definition of FTE and basis for calculations

Full time equivalent calculations are computed by taking the total hours of work spent on the grant project per position divided by the total number of work hours of a full time employee in a year (2080 hours).

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

Sub-grantee Name: Washoe County Health District

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$11,000	\$23,185	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$250	
Nutrition Education Materials	\$1811	\$14,793	
Travel		\$203	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$12,811	\$38,431	
Indirect Costs (Indirect Cost Rate= <u>10%</u>)	\$1,281	\$3,844	
Total Federal Funds	\$14,092	\$42,275	Leave blank
<i>Total Federal Funds Including Unobligated Balance from Previous FY</i>	Leave Blank	\$56,367	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$14,092	

Signature of Responsible Official: Nancy Kerns-Cummins

Date: 8/13/19

Budget narrative:**Salary/Benefits: \$34,185**

Intermittent Hourly Health Educator I/II – Coordination and implementation of activities, promotion of PSE with community partners

Health Education I/II – Provides guidance and oversight for the day to day operations. Assists in completing day to day activities to meet program outcomes.

Public Services Intern – Provide support for completion of day to day activities

Non-capital equipment/office supplies: \$250, Office supplies \$20.83 x 12 mo.**Nutrition Education & Obesity Prevention Materials: \$16,604**

WPCC supplies are utilized to enhance and support the educational messaging provided. Students receive items totaling less than the SNAP restricted amount.

Description	Cost/Unit	Qty	Total
Cinch Bags	\$ 1.10	1700	\$ 1,870.00
Medallion	\$ 1.39	1700	\$ 2,363.00
Stress Balls	\$ 0.55	1700	\$ 935.00
Pencils	\$ 0.33	1700	\$ 561.00
Shipping & Handling / Set-up fees	\$ 250.00	1	\$ 250.00
Teacher materials	\$ 50.00	70	\$ 3,500.00
Boxes	\$ 100.00	1	\$ 100.00
Total Estimated Costs			\$ 9,579.00

\$1,000 Nutrition Education & Obesity Prevention for Middle schools

\$1,400 Copy/Printing for classroom posters, lesson plans and general copies

\$4,625 Partnership/Vendor Agreements – Vendors to provide a healthy eating demo and gardening demo paired with education for the classrooms

Travel: \$203**Total direct costs: \$51,242**

Total indirect costs: \$5,125 Indirect cost rate = 10%

Estimated unobligated balances (carry-over) from current FY to next FY:

\$14,092

Total Federal funds: \$56,367

Section C. Travel

In-State Travel

Travel Purpose: Mileage and fleet use for local meetings, school visits and community collaboration.

Travel destination: Reno/Sparks Nevada

Number of staff traveling: 2

Cost of travel for this purpose: Staff travel – estimated 350 miles X federal mileage rate (.58) = \$203

Total In-State Travel Cost: \$203

**Nevada Department of Health and Human Services,
Division of Welfare and Supportive Services (DWSS)**

Template 3: SNAP-Ed Staffing Plan

Project Name: Nevada Division of Welfare and Support Services

Position Title Attach statement of work listing SNAP Ed related job duties for each position	FTEs charged to SNAP Ed Attach definition of FTE and basis for calculations	Percentage of SNAP Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP Ed Time Spent on SNAP Ed delivery. Include all approaches described in Guidance Section 1	SNAP Ed Salary, Benefits, and Wages Federal dollars only
Rose Sutherland SNAP-Ed State Program Administrator	1.0	100% program management		\$73,243
Tonya Wolf, SNAP-Ed State Program Evaluator	1.0	100% program management		\$89,157
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$162,400

1 FTE = 40 hours/week

Rose Sutherland SNAP-Ed State Program Administrator

Provides leadership, direction, and information while working collaboratively with Nevada entities/ implementing agencies (IAs) contracted to provide SNAP-Ed services to ensure that SNAP-Ed appropriately serves the SNAP-Ed audience and is consistent

with SNAP-Ed policies. Develops a coordinated, cohesive State SNAP-Ed Plan based on a State-specific needs assessment and addresses national and State priorities. Monitors and documents implementation of the State's approved SNAP-Ed Plan through on-site program review and ongoing technical assistance provided to IAs. Conduct annual Management Evaluations (ME) of SNAP-Ed programming for IAs to ensure the SNAP-Ed state plan is being followed in accordance with SNAP-Ed policy and procedures. Maintain administrative control of allowable expenditures and budget monitoring of IAs. Provide budget information to FNS as required. Develops recommendations/trainings for program development and expansion, resource allocation, evidence-based interventions, and public health approaches for at-risk SNAP populations for program effectiveness. Submits a coordinated, cohesive annual SNAP-Ed performance report to FNS each year.

Tonya Wolf, SNAP-Ed State Program Evaluator

Conducts engagement of Nevada SNAP-Ed stakeholders through training/assurances to IAs in the creation of an evaluation design using SNAP-Ed Evaluation Framework. Ensures that each IAs objectives and theory of behavioral change is addressed in the evaluation design, and it aligns with the Statewide Needs Assessment and desired health outcomes. Develops evaluation/data collection tools such as community health assessments and questioners/pre-post surveys that help measure evidence-based program implementation. Collect IAs SNAP-Ed indicators and analyze outcomes that align with state priorities. Demonstrate statewide cohesive evaluation through SNAP-Ed formative, process, outcome, and impact data. Collect, report, and analyze required FNS data regarding participation in SNAP-Ed and characteristics of those served (Education and Administrative Reporting System (EARS) Requirement and Guidance to IAs). Including reporting and dissemination of annual performance evaluation required of FNS. Research and identify health issues, or trends; assess community, regional and statewide needs and resources that benefit SNAP-Ed health outcomes.

**Nevada Department of Health and Human Services,
Division of Welfare and Supportive Services (DWSS)**

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Sub Grants/Agreements for nutrition education services:

Total: \$4,294,679 FY19 carry in and FY20 Plan

Grants (Sub awards) for nutrition education services:

\$4,240,235 FY19 carry in and FY20 Plan

Name of sub-grantee (See Template 4 budget narrative for each sub awardee):

Sub Awardee	FFY20 Plan Budget	FFY19 Carry In	FFY20 Budget
Three Square	\$124,754	31,188.00	\$ 93,566.00
HCC Summary	\$221,053	64,014.00	\$ 157,039.00
LSSN	\$105,737	28,549.00	\$ 77,188.00
NyeCC	\$207,452	57,049.00	\$ 150,403.00
OCG	\$132,969	36,567.00	\$ 96,402.00
DPBH	\$60,068	16,157.00	\$ 43,911.00
SNHD	\$107,840	28,077.00	\$ 79,763.00
UNCE	\$2,340,581	512,006.00	\$ 1,828,575.00
RYD-UNR	\$506,542	308,414.00	\$ 198,128.00
WCHD	\$56,367	14,092.00	\$ 42,275.00
FBNN	\$126,392	34,944.00	\$ 91,448.00
HELP	\$149,934	41,232.00	\$ 108,702.00
Te-Moak	\$100,546	25,136.00	\$ 75,410.00
Total Contract	\$4,240,235	1,197,425.00	3,042,810.00

Contracts/Agreements for nutrition education services (DWSS): \$ 54,444

Health Program Manager 3 position for State of Nevada Nutrition Unit

Name of sub-grantee: Division of Public and Behavioral Health

Total Federal funding, grant: \$24,443.82 (30% contract position funded by SNAP-Ed)

Description of services and/or products:

Scope of Work: This position serves as the State Public Health Nutritionist, providing guidance and expertise/oversight not only to Nutrition Unit staff but across the Nevada Department of Health and Human Services. Acting as the subject-matter expert for nutrition education and activities to improve health outcomes, particularly related to chronic disease prevention including diabetes and heart and stroke prevention. This position serves as a liaison across all nutrition programs within the State to allow for enhanced collaborative efforts across multiple domains and hard to reach, high risk populations. The position supports the SNAP-Ed program through its expertise in the connection across all State nutrition programs. Reducing duplication of efforts, interpreting nutrition State needs assessments, supporting implementation of State nutrition goals including SNAP-Ed and enhancing the NNAC collaborative call.

Cost of specific services and/or products:

Budget			
Personnel			\$19,738.80
Operating			\$2,978.50
Indirect costs 7.6%			\$1,726.52
Total Budget			\$24,443.82

Contracts/Grants/Agreements for nutrition education services:

SNAP-Ed Website phase 2 and 3, Website Development, Maintenance, and Promotion

Name of sub-grantee: DP Video Productions

Total Federal funding, grant: \$30,000

Description and Cost of services and/or products:

Expense Type, Expense Calculation, and Total Cost

- Translation of new content for Calendar, Map and Blog into Spanish (\$300 a month) \$300 a month \$2,100
- Updating of interactive elements for the website — Calendar, Framers Market Map, and Blog widget for home page (2 hours per month)
14 hours at \$125 per hour \$1,750
- Post on social media website blog content (2 hours a month) 14 hours at \$125 per hour \$1,750
- Promote website on social media (Facebook, Twitter and Instagram) \$2,950 media buy \$2,950
- Gather info on monthly basis from IA's in English and Spanish (8 hours per month) 56 hours at \$125 per hour \$7,000

- Procure photos for website blog, design content in English and Spanish (10 hours per month) 70 hours at \$125 per hour \$8,750
- Incorporate blog content in website on monthly basis English and Spanish (3 hour per month) 21 hours at \$125 per hour \$2,625
- Monthly Analytics reports (1 hours a month) 7 hours at \$125 per hour \$875
- Secure site hosting (7 months) \$50 a month \$450
- Monthly Website Maintenance and plugin updates (2 hours per month) 14 hours at \$125 per hour \$1,750

TOTAL \$30,000

Section B. Project Costs

Federal Fiscal Year: 2020

State: Nevada

***Sub-grantee Name: Nevada Department of Health and Human Services,
Division of Welfare and Supportive Services***

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$40,600	\$162,400	
Contracts/Sub-Grants/Agreements	\$1,217,837	\$4,294,679	
Non-Capital Equipment/ Office Supplies		\$4,788	
Nutrition Education Materials			
Travel		\$14,484	
Building/Space Lease or Rental		\$6,607	
Cost of Publicly-Owned Building Space			
Maintenance and Repair		\$1,324	
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$1,258,437	\$4,484,281	
Indirect Costs (Indirect Cost Rate= <u>10%</u>)	N/A	N/A	
Total Federal Funds	\$1,258,437	\$4,484,281	Leave blank

<i>Total Federal Funds Including Unobligated Balance from Previous FY</i>	Leave Blank	\$4,484,281	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$1,258,437	

Signature of Responsible Official: Brenda Berry, Chief Financial Officer

Date: 8/14/19

Budget narrative:

Salary/Benefits (DWSS):

Rose Sutherland SNAP-Ed State Program Administrator: \$73,243

Provides leadership, direction, and information while working collaboratively with Nevada entities/ implementing agencies (IAs) contracted to provide SNAP-Ed services to ensure that SNAP-Ed appropriately serves the SNAP-Ed audience and is consistent with SNAP-Ed policies. Develops a coordinated, cohesive State SNAP-Ed Plan based on a State-specific needs assessment and addresses national and State priorities. Monitors and documents implementation of the State's approved SNAP-Ed Plan through on-site program review and ongoing technical assistance provided to IAs. Conduct annual Management Evaluations (ME) of SNAP-Ed programming for IAs to ensure the SNAP-Ed state plan is being followed in accordance with SNAP-Ed policy and procedures. Maintain administrative control of allowable expenditures and budget monitoring of IAs. Provide budget information to FNS as required. Develops recommendations/trainings for program development and expansion, resource allocation, evidence-based interventions, and public health approaches for at-risk SNAP populations for program effectiveness. Submits a coordinated, cohesive annual SNAP-Ed performance report to FNS each year.

Tonya Wolf, SNAP-Ed State Program Evaluator: \$89,157

Conducts engagement of Nevada SNAP-Ed stakeholders through training/assurances to IAs in the creation of an evaluation design using SNAP-Ed Evaluation Framework. Ensures that each IAs objectives and theory of behavioral change is addressed in the evaluation design, and it aligns with the Statewide Needs Assessment and desired health outcomes. Develops evaluation/data collection tools such as community health assessments and questioners/pre-post surveys that help measure evidence-based program implementation. Collect IAs SNAP-Ed indicators and analyze outcomes that align with state priorities. Demonstrate statewide cohesive evaluation through SNAP-Ed formative, process, outcome, and impact data. Collect, report, and analyze required FNS data regarding participation in SNAP-Ed and characteristics of those served (Education and Administrative Reporting System (EARS) Requirement and Guidance to IAs). Including reporting and dissemination of annual performance evaluation required of FNS. Research and identify health issues, or trends; assess community, regional and statewide needs and resources that benefit SNAP-Ed health outcomes.

Contracts/Grants/Agreements for nutrition education services: Total FY19 Carry in and FY20 Budget \$4,294,679

Non-capital equipment/office supplies: \$4,788

Office supplies \$10 x# 2 FTE staff x 12 of mo.	\$240.00
Surface Pro laptops, mouse, monitor	\$4,500.00
Printing Services: \$ 4/mo. x 12 months	\$48.00

Nutrition Education Materials: N/A

Travel: \$ 14,484

Building and Space lease or rental: \$6,607

Rent: \$ 550.55 x 12 months	\$6,606.60
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Maintenance and Repair: \$ 1,324

State Phone Line: \$16 x 12 months x # 2 FTE	\$384.00
Voice Mail: \$ 5 x 12 months x # 2 FTE	\$120.00
Cell phone 350 x 2	\$700.00
Long Distance: \$ per mo. x 12 months	\$0.00
Email: \$5. x 12 months x # 2 FTE	\$120.00

Total direct costs, FY19 carry in and FY20 budget: \$4,484,281

Total indirect costs: N/A (see Template 4 for all sub awards)

Total Federal funds: \$4,484,281

Estimated unobligated balances (carry-over) from current FY to next FY, if any:
\$1,258,437

Total Federal funds including unobligated balance from previous FY: \$4,484,281

Section C. Travel (DWSS)

In-State Travel

Travel Purpose: In state mileage for site visits, technical assistance provided and management evaluations reviews for current implementing agencies. In addition, collaborations and partner meetings when needed.

Travel destination: Las Vegas, Reno, Lyon County, and Elko

Number of staff traveling: 2 FTEs

Cost of travel for this purpose:

In-State Travel						\$7,328
<u>Origin & Destination, Reno to Las Vegas, Nevada</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Airfare: \$550 (Las Vegas, NV) x 4 x 2 staff	\$550	4		2	\$4,400	
Per Diem: \$ 61 per day per GSA rate for area x 10 days x 2 staff	\$61		8	2	\$976	
Lodging: \$ 100 + \$ 15 = 115 \$ x 6 nights x 2 staff	\$115	4		2	\$920	
Motor Pool: (\$ 30 car/day x 10 days)	\$30.00		8		\$240	
Parking: \$14 per day x 5 trips x 3 days x 2 staff	\$14	4	2	2	\$224	
<u>Origin & Destination, Reno to Elko</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Per Diem: \$ 55 per day per GSA rate for area x 10 days x 2 staff	\$55		2	2	\$220	
Lodging: \$ 100 + \$ 15 = 115 \$ x 1 nights x 2 staff	\$115	1		2	\$230	
Motor Pool: (\$ 30 car/day x 10 days)	\$30.00	1	2		\$60	
<u>Origin & Destination, Carson city to Reno or Lyon county</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Mileage Carson to Lyon county: (.58 x 50 miles per r/trip) x 1 t rips x 2 staff	\$29.00	1		2	\$58	

Total In-State Travel Cost: \$7,328

Out-of-State Travel

Travel Purpose: To attend the Association of State Nutrition Network Administrators (ASNNA) in Washington, DC and the Local Implementing Agency Conference in Sacramento, CA

These conferences will provide learning and networking opportunities to share successes and brainstorm new ideas for maximizing the benefits of SNAP-Ed programs in the State of Nevada. Such conferences provide valuable opportunities to learn about current nutrition education and policy, system, and environmental change strategies for SNAP-Ed target populations. Prior to registering for such conferences agendas and planned sessions will be reviewed to ensure that the programming provides the above-mentioned topics.

Travel destination: Washington DC and Sacramento, CA

Number of staff traveling: 2 FTE

Cost of travel for this purpose:

Out-of-State Travel						\$7,156
<u>ASSNA Conference February 4-7</u> <u>Washington, DC</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Airfare: 1183 RNO to DCA x 1 of trips x 2 of staff	\$1,183	1		2	\$2,366	
Baggage fee: \$ amount per person x # of trips x # of staff	\$0	0		0	\$0	
Per Diem: \$ 76 GSA rate for area x 1 x 2 of staff	\$76	1	4	2	\$608	
Lodging: \$ 181 + \$ tax = total \$ x # of trips x # of nights x # of staff	\$181	1	3	2	\$1,086	
Ground Transportation: \$ 15 x # 2 x 2 staff	\$15	1	2	2	\$60	
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff	\$0.000	0		0	\$0	
Parking: \$ 14x 1 trips x 4 days x 2 staff	\$14	1	4	2	\$112	
<u>SNAP-Ed Conference, Sacramento, CA</u>	<u>Cost</u>	<u># of Trips</u>	<u># of days</u>	<u># of Staff</u>		
Airfare: 750 RNO to SFO x 1 of trips x 2 of staff	\$750	1		2	\$1,500	
Baggage fee: \$ amount per person x # of trips x # of staff	\$0	0		0	\$0	
Per Diem: \$ 66 GSA rate for area x 1 x 2 of staff	\$66	1	4	2	\$528	
Lodging: \$ 135 + \$ tax = total \$ x # of trips x # of nights x # of staff	\$135	1	3	2	\$810	
Ground Transportation: \$ 15 x 2 x 2 staff	\$15	1		2	\$30	
Mileage: (rate per mile x # of miles per r/trip) x # of trips x # of staff	\$0.000	0		0	\$0	
Parking: \$ 14x 1 trips x 4 days x 2 staff	\$14	1	2	2	\$56	

Total Out of State Travel Cost: \$7,156

Template 5: SNAP-Ed Plan Assurances

State Agency completion only: To assure compliance with policies described in this Guidance, the SNAP-Ed Plan shall include the following assurances. Mark your response to the right.

SNAP Ed Plan Assurances	Yes	No
The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.	x	
Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.	x	
Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.	x	
Documentation of payments for approved SNAP-Ed activities is maintained by the State and will be available for USDA review and audit.	x	
Contracts are procured through competitive bid procedures governed by State procurement regulations.	x	
Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.	x	
Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.	x	
Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.	x	
All materials developed or printed with SNAP Education funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.	x	
Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.	x	

Template 6: SNAP-Ed Plan Signatures

Template 6: SNAP-Ed Plan Signatures

Nevada Supplemental Nutrition Assistance Program State Plan for SNAP-Ed

State Agency: Nevada Department of Health and Human Services, Division of Welfare and Supportive Services

Date: August 14, 2019

Federal Fiscal Year: FFY2020

Certified By: 
Steve H Fisher, Administrator

Date: August 14, 2019

SNAP STATE AGENCY FISCAL REVIEWER


Brenda Berry, Chief Financial Officer

Date: August 14, 2019